

ALASKA LEGISLATURE SPECIAL COMMITTEE / SUBJECT FILE 8672
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otherwise be required under (a) of this section. However, local contributions must be at least the greater of

(1) the local contributions, excluding any federal impact aid, for the previous fiscal year; or

(2) the sum of 10 percent of the district's eligible federal impact aid for that year and, for the first year, the equivalent of a two mill tax levy and for the second year, the equivalent of a three mill tax levy, on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Community and Regional Affairs under AS 14.17.140 and AS 29.45.110.

(g) A school district is eligible for additional state aid in the amount by which the local contributions that would otherwise have been required under (a) of this section exceed the district's actual local contributions under (f) of this section. (§ 4 ch 91 SLA 1987)

Cross references. — For provisions applicable to the calculation of required local contributions for fiscal year 1988, see § 24(a), ch. 91, SLA 1987 in the Temporary and Special Acts.

Sec. 14.17.027. Revenue adjustment. [Repealed, § 25 ch 91 SLA 1987.]

Sec. 14.17.030. Required local effort. [Repealed, § 11 ch 95 SLA 1969.]

Sec. 14.17.031. Allowable instructional units. (a) The department shall adopt regulations defining funding communities within each district which reflect geographic and attendance area factors. For the purpose of determining instructional units, students are counted in the district and the funding community from which they receive educational services. The total number of instructional units in a school district is the sum of the following units for each funding community within the district, as determined by the department

(1) the number of units for elementary and secondary students determined under AS 14.17.041(a) or (b);

(2) the number of units for vocational education determined under AS 14.17.043;

(3) the number of units for special education determined under AS 14.17.045; and

(4) the number of units for bilingual education determined under AS 14.17.047.

(b) For purposes of (a)(1) of this section, in fiscal years beginning after July 1, 1987, 90 percent of the district's total elementary and secondary instructional units for the preceding fiscal year is used if that number is greater than the district's total under (a)(1) of this section for the current fiscal year. (§ 4 ch 238 SLA 1970; am § 3 ch 81

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SLA 1975; am § 4 ch 190 SLA 1975; am §§ 4 — 6 ch 90 SLA 1977; am § 1 ch 115 SLA 1978; am §§ 6 — 8 ch 26 SLA 1980; am § 5 ch 75 SLA 1986; am § 5 ch 91 SLA 1987)

Effect of amendments. — The 1986 amendment rewrote this section.

The 1987 amendment rewrote this section.

Sec. 14.17.040. Basic need. [Repealed, § 1 ch 238 1970.]

Sec. 14.17.041. Elementary and secondary instructional units.

(a) For funding communities that have an average daily membership of less than 200 in grades K-6 or less than 200 in grades 7-12, combined elementary and secondary instructional units are determined under the following table:

ADM	No. Instructional Units
1 — 10	2
11 — 20	2 + ((ADM-10)/5)
21 — 60	4 + ((ADM-20)/8)
61 — 120	9 + ((ADM-60)/12)
121 — 525	14 + ((ADM-120)/15)

(b) For funding communities that are not included under (a) of this section,

(1) instructional units for elementary students are determined by the formula:

units = 15 + ((ADM-200)/17), where ADM is the number of students in average daily membership in grades kindergarten through 6;

(2) instructional units for secondary students are determined by the formula:

units = 18 + ((ADM-200)/13), where ADM is the number of students in average daily membership in grades 7 through 12.

(c) Kindergarten students who attend school less than four hours a day are counted as 0.5 ADM under (a) and (b) of this section.

(d) District correspondence or other students who do not regularly attend school on a daily basis are counted in the appropriate grade level of the funding community with the highest ADM in the district. (§ 4 ch 238 SLA 1970; am § 1 ch 127 SLA 1972; am § 4 ch 81 SLA 1975; am § 7 ch 90 SLA 1977; am § 2 ch 115 SLA 1978; am §§ 9 — 11, 20 ch 26 SLA 1980; am § 1 ch 119 SLA 1981; § 26 ch 59 SLA 1982; am § 6 ch 75 SLA 1986; am § 6 ch 91 SLA 1987)

Effect of amendments. — The 1986 amendment rewrote this section.

The 1987 amendment rewrote this section.

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Sec. 14.17.043. Vocational education instructional units. Vocational education instructional units for vocational education courses approved by the department are calculated as the sum, for all of those courses in the funding community, of the products obtained by multiplying 0.05 by the ADM full-time equivalent of the course, and then by the cost weighting factor for the course determined under department regulations. A funding community in which a vocational education course approved by the department is operated receives a minimum of 0.10 instructional units for vocational education, or each district in which a vocational education course is operated receives a minimum of 1.00 instructional units, whichever is greater. (§ 7 ch 91 SLA 1987)

Sec. 14.17.045. Special education instructional units. (a) An exceptional child, as defined in AS 14.30.350, who is enrolled in a special education program, approved by the department, on the last day of the county period for which a determination is being made, generates 0.025 instructional units if the child receives gifted services, 0.056 instructional units if the child receives resource services, 0.1 instructional units if the child receives self-contained services, or 0.333 instructional units if the child receives intensive or hospital/homebound services, as those categories of service are defined by the department by regulation, in the funding community in which the child is served. A child may be counted in one special education category only.

(b) Notwithstanding (a) of this section, in a district that offers a special education program each funding community receives a minimum of 0.25 instructional units for special education for each funding community in which a child is served or the district receives a minimum of 1.00 instructional units for special education, whichever is greater. (§ 7 ch 91 SLA 1987)

Sec. 14.17.047. Bilingual education instructional units. A student for whom an appropriate bilingual program must be provided under regulations adopted by the department, and who is enrolled in a bilingual program, approved by the department, as of the last day of the counting period for which a determination is being made, generates, in the funding community in which the student is served, the number of bilingual education instructional units that is the product obtained by multiplying 0.042 by the student's language dominance category weight under department regulations. A funding community in which a bilingual program approved by the department is operated receives a minimum of 0.10 instructional units for bilingual education, or a district in which a bilingual program is operated receives a minimum of 1.00 instructional units, whichever is greater. (§ 7 ch 91 SLA 1987)

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Sec. 14.17.050. Teachers' salary allotment. [Repealed, § 1 ch 238 SLA 1970.]

Sec. 14.17.051. Area cost differential. The area cost differential for a school district is as follows:

School District	Area Cost Differential
Adak	1.27
Alaska Gateway	1.19
Aleutian Region	1.31
Anchorage	1.00
Annette Island	1.03
Bering Strait	1.39
Bristol Bay	1.27
Chatham	1.03
Chugach	1.14
Copper River	1.14
Cordova	1.11
Craig	1.03
Delta/Greely	1.16
Dillingham	1.27
Fairbanks	1.04
Galena	1.30
Haines	1.05
Hoonah	1.08
Hydaburg	1.03
Iditarod	1.33
Juneau	1.00
Kake	1.03
Kashunamiut	1.33
Kenai	1.00
Ketchikan	1.00
King Cove	1.27
Klawock	1.03
Kodiak	1.09
Kuspuk	1.33
Lake & Peninsula	1.31
Lower Kuskokwim	1.42
Lower Yukon	1.35
Matanuska-Susitna	1.00
Nenana	1.20
Nome	1.34
North Slope	1.45
Northwest Arctic	1.45
Pelican	1.08
Petersburg	1.00

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Pribilof	1.30
Ratloft	1.23
Seward Point	1.27
Sitka	1.00
Skagway	1.05
Southeast Island	1.04
Southwest Region	1.31
St. Mary's	1.30
Tanana	1.30
Unalaska	1.27
Valdez	1.11
Wrangell	1.00
Yakutat	1.08
Yukon Flats	1.46
Yukon-Koyukuk	1.34
Yupit	1.41

(§ 4 ch 238 SLA 1970; am § 1 ch 40 SLA 1971; am § 5 ch 81 SLA 1975; am § 12 ch 124 SLA 1975; am § 8 ch 90 SLA 1977; am §§ 3 — 6 ch 115 SLA 1978; am § 12 ch 26 SLA 1980; am § 6 ch 119 SLA 1981; am § 7 ch 75 SLA 1986; am § 8 ch 91 SLA 1987)

Effect of amendments. — The 1986 amendment rewrote this section. The 1987 amendment rewrote this section.

Sec. 14.17.056. Instructional unit value. The instructional unit value is \$60,000. (§ 4 ch 238 SLA 1970; am § 1 ch 88 SLA 1973; am § 1 ch 140 SLA 1974; am § 6 ch 81 SLA 1975; am § 3 ch 173 SLA 1976; am § 10 ch 90 SLA 1977; am § 7 ch 115 SLA 1978; am §§ 13, 14 ch 26 SLA 1980; am § 5 ch 119 SLA 1981; am § 28 ch 59 SLA 1982; am § 8 ch 75 SLA 1986; am § 9 ch 91 SLA 1987)

Effect of amendments. — The 1987 amendment deleted "Base" at the beginning of the catchline, deleted "base" preceding "instructional" and substituted "value is \$60,000" for "for fiscal years beginning on or after July 1, 1986, is \$42,184."

Sec. 14.17.060. Average daily membership allotment. [Repealed, § 1 ch 238 SLA 1970.]

Sec. 14.17.061. Supplemental programs. [Repealed, § 25 ch 91 SLA 1987.]

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Sec. 14.17.070. Attendance center allotment. [Repealed, § 1 ch 238 SLA 1970.]

Sec. 14.17.071. Required local effort. [Repealed, § 21 ch 26 SLA 1980.]

Sec. 14.17.075. Supplemental allocation. [Repealed, § 1 ch 238 SLA 1970.]

Article 2. Preparation of Public School Foundation Budget.

Section

- 80. Student count estimates
- 82. Fund balance in school operating fund
- 139. New school districts

Section

- 140. Determination of full and true value by Department of Community and Regional Affairs

Collateral references. — 68 Am. Jur. §§ 83, 90; 79 C.J.S. Schools and School Districts, §§ 91-108.
78 C.J.S. Schools and School Districts, §§ 325-331.

Sec. 14.17.080. Student count estimates. Each district shall prepare and submit to the department, by October 15 of each fiscal year, in the manner and on forms prescribed by the department, an estimate of its average daily membership and other student count data for the succeeding fiscal year, upon which computations can be made of the amount of estimated state foundation aid for which the district will be eligible under AS 14.17.021 in that fiscal year. In making this estimate, the district shall consider its average daily membership, other student count data, the pattern of growth or decline in preceding years, and other pertinent information available to the district. The preliminary reports required by this section are the basis for estimating the need for state foundation aid for the next fiscal year. (§ 2.01 ch 164 SLA 1962; am § 5 ch 238 SLA 1970; am § 49 ch 6 SLA 1984; am § 9 ch 75 SLA 1986; am § 10 ch 91 SLA 1987)

Effect of amendments. — The 1986 amendment rewrote this section. The 1987 amendment rewrote this section.

Sec. 14.17.081. Minimum expenditure for instruction. [Repealed, § 15 ch 75 SLA 1986.]

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Sec. 14.17.082. Fund balance in school operating fund. (a) A district may not accumulate in a fiscal year an unreserved portion of its year-end fund balance in its school operating fund, as defined by department regulations, that is greater than 10 percent of its expenditures for that fiscal year.

(b) The department shall review the annual audit of each district for the preceding fiscal year to ascertain its year-end operating fund balance. The amount by which the unreserved portion of that balance exceeds the amount permitted in (a) of this section shall be deducted from the state foundation aid that would otherwise be paid to the district in the current fiscal year. (§ 15 ch 26 SLA 1980; am § 11 ch 91 SLA 1987)

Effect of amendments. — The 1987 amendment rewrote this section.

Sec. 14.17.090. Estimated average daily membership. [Repealed, § 25 ch 91 SLA 1987.]

Secs. 14.17.100 — 14.17.120. Computation of teachers' salary allotment, average daily membership allotment, and attendance center allotment. [Repealed, § 2 ch 238 SLA 1970.]

Sec. 14.17.130. Computation of required local effort. [Repealed, § 11 ch 95 SLA 1969.]

Sec. 14.17.139. New school districts. Notwithstanding any other provision of law, a new school district may not be formed if the total number of pupils for the proposed school district is less than 250 unless the commissioner of education determines that formation of a new school district with less than 250 pupils would be in the best interest of the state and the proposed school district. (§ 10 ch 75 SLA 1986)

Sec. 14.17.140. Determination of full and true value by Department of Community and Regional Affairs. (a) To determine the amount of local effort under AS 14.17.025 and to aid the department and the legislature in planning, the Department of Community and Regional Affairs, in consultation with the assessor for each district, shall determine the full value of the taxable real and personal property in each city or borough district. If there is no local assessor or current local assessment for a district, then the Department of Community and Regional Affairs shall make the determination of full value from information available. In making the determination, the Department of Community and Regional Affairs shall be guided by AS 29.45.110. The determination of full value shall be made by October 1 and sent by certified mail, return receipt requested, on or before

that date to the president of the school board in each district. Duplicate copies shall be sent to the commissioner. The governing body of a borough or city that is a school district may obtain judicial review of the determination. The superior court may modify the determination of the Department of Community and Regional Affairs only upon a finding of abuse of discretion or upon a finding that there is no substantial evidence to support the determination.

(b) Motor vehicles subject to the motor vehicle registration tax under AS 28.10.431 shall be treated as taxable property under this section. (§ 2.07 ch 164 SLA 1962; am § 2 ch 95 SLA 1969; am § 6 ch 238 SLA 1970; am § 9 ch 200 SLA 1972; am § 1 ch 218 SLA 1976; am § 2 ch 256 SLA 1976; am § 14 ch 147 SLA 1978; am § 12 ch 94 SLA 1980; am § 50 ch 6 SLA 1984; am § 31 ch 74 SLA 1985; am § 11 ch 75 SLA 1986; am § 22 ch 14 SLA 1987; am § 12 ch 91 SLA 1987)

Effect of amendments. — The 1984 amendment, in subsection (a), deleted "To determine the equalized percentage to be applied to basic need under AS 14.17.021, and the matching ratio for required local effort under AS 14.17.071" at the beginning of the first sentence and changed the internal reference in the second sentence.

The 1985 amendment in subsection (a) substituted "AS 29.45.110" for "AS 29.53.060" at the end of the third sentence and "municipality that" for "borough or city which" in the next-to-last sentence.

The 1986 amendment rewrote this section.

The 1987 amendment, in subsection (a), in the first sentence substituted "amount of local effort under AS 14.17.025 and to

aid the department and the legislature in planning" for "equalized percentage to be applied to basic need under AS 14.17.021" and inserted "city or borough," deleted the former second sentence, which read: "Exemptions granted under ch. 129, SLA 1957, known as the Alaska Industrial Incentive Act (AS 43.25), shall be honored," in the fourth sentence substituted "by" for "before" and inserted "on or," in the sixth sentence substituted "a borough or city that is a school" for "the borough or city which is the," and in the last sentence substituted "of" for "or" following "abuse"; and in subsection (b) substituted "AS 28.10.431" for "AS 28.10.255" and "under" for "for purposes of (a) of."

Sec. 14.17.150. Duty of commissioner to examine and tabulate computations. [Repealed, § 25 ch 91 SLA 1987.]

Article 3. Procedure for Payment of Public School Foundation Funds to Districts.

Section

160. Student counting periods

170. Distribution of state foundation aid

190. Restrictions governing receipt and

expenditure of money from public school foundation account

Collateral references. — 79 C.J.S. Schools and School Districts, §§ 423-427.

Right of school district to maintain action based on misapportionment of school money. 105 ALR 1273.

Determination of school attendance, enrollment, or pupil population for purpose of apportionment of funds. 80 ALR2d 953.

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Sec. 14.17.160. Student counting periods. (a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its average daily membership for that counting period, and other student count information that will aid the department in making a determination of its state foundation aid. If it makes the district eligible for more state foundation aid, a district may transmit, within two weeks after the 20-school-day period ending the second Friday in February, a similar report for that counting period. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October, except that summer school students shall be counted as a proportionate fraction as determined by the department. The department may make necessary corrections in the report submitted, and shall notify the district of changes made. The commissioner shall notify the governor of additional appropriations the commissioner estimates to be necessary to fully fund the public school foundation program for the current fiscal year.

(b) Upon written request and for good cause shown, the commissioner may permit a district to use a 20-school-day county period other than the periods set out in (a) of this section. However, the counting period must be 20 consecutive school days. (§ 3.01 ch 164 SLA 1962; am § 3 ch 95 SLA 1969; am § 8 ch 238 SLA 1970; am § 13 ch 91 SLA 1987)

Effect of amendments. — The 1987 amendment rewrote this section.

Sec. 14.17.170. Distribution of state foundation aid. (a) The department shall determine the state foundation aid for each school district in a fiscal year on the basis of the district's data reported under AS 14.17.160 for the counting period that makes the district eligible for the greatest number of instructional units. On or before the 15th day of each of the first nine months of each fiscal year, $\frac{1}{12}$ of each district's state foundation aid shall be distributed on the basis of the data reported for the preceding fiscal year. On or before the 15th day of each of the last three months of each fiscal year, $\frac{1}{3}$ of the balance of each district's state foundation aid shall be distributed, after the balance has been recomputed on the basis of student count and other data reported for the current fiscal year.

(b) If a district receives more state aid money than it is entitled to receive under this chapter, it shall immediately remit the amount of overpayment to the commissioner, to be returned to the public school foundation account. Upon an adequate showing of a cash flow shortfall, and in the discretion of the commissioner, the department may

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make advance payments to a school district. The total of advance payments may not exceed the amount of state foundation aid for which the district is eligible for the fiscal year. (§ 3.02 ch 164 SLA 1962; am § 1 ch 169 SLA 1968; am § 4 ch 95 SLA 1969; am § 9 ch 238 SLA 1970; am § 1 ch 135 SLA 1975; am § 12 ch 75 SLA 1986; am § 14 ch 91 SLA 1987)

Effect of amendments. — The 1986 amendment rewrote this section.

The 1987 amendment rewrote this section.

Sec. 14.17.180. Payment under final computation. [Repealed, § 25 ch 91 SLA 1987.]

Sec. 14.17.190. Restrictions governing receipt and expenditure of money from public school foundation account. (a) The public school foundation money distributed to a district during a year shall be received, held, and expended by the district subject to the provisions of law and regulations adopted by the department.

(b) Each district shall maintain complete financial records of the receipt and disbursement of public school foundation money, money acquired from local effort, and other money received by the district. The records must be in the form required by the department and are subject to audit by the department at any time. (§ 3.04 ch 164 SLA 1962; am § 5 ch 98 SLA 1966; am § 6 ch 95 SLA 1969; am § 15 ch 91 SLA 1987)

Effect of amendments. — The 1987 amendment, in subsection (b), in the first sentence inserted "complete," substituted a comma for "and" preceding "money acquired," and added "and other money re-

ceived by the district," and in the last sentence substituted "department" for "commissioner" in the first instance and "department" for "commissioner or the board" in the second instance.

NOTES TO DECISIONS

Administrative hearing deadline. — The Department of Education's regulation providing for a 30-day deadline for an administrative hearing on a final action of the department, 4 AAC 40.040, is merely directory; the department's substantial

compliance with the regulation is sufficient absent significant prejudice to the other party. *Cooper River School Dist. v. State, Dep't of Educ., Sup. Ct. Op. No. 2945 (File No. S-488), 702 P 2d 625 (1985).*

Article 4. General Provisions.

Section

200. Regulations

210. State aid to newly established district schools

220. Purpose

Section

225. Construction and implementation of chapter

250. Definitions

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Collateral references. — Validity of legislative delegation of taxing power to school districts in absence of express constitutional provision authorizing such delegation. 11^c ALR 1416.

Extent of area within tax exemption extended to property used for educational, religious, or charitable purposes. 134 ALR 1176.

Tax exemption of educational institutions as extending to athletic fields or property used for social or recreation purposes. 143 ALR 274.

Tax exemption of property of religious, educational, or charitable body as extending to property or income thereof used in publication or sale of literature. 154 ALR 895.

Rescission of vote authorizing school district expenditure or tax. 68 ALR2d 1041.

Exemption of public school property

from assessments for local improvements. 15 ALR3d 847.

Garage or parking lot as within tax exemption extended to property of educational, charitable or hospital organizations. 33 ALR3d 938.

Validity of basing public school financing system on local property taxes. 41 ALR3d 1220.

Charitable or educational organization from sales or use taxes. 53 ALR3d 748.

Property of educational body tax exempted extending to property used by personnel as living quarters. 55 ALR3d 485.

Validity, under state constitution and laws, of issuance by state or state agency of revenue bonds to finance or refinance construction projects at private religious-affiliated colleges or universities. 95 ALR3d 1000.

What are educational institutions or schools within state property tax exemption provisions. 34 ALR4th 698.

Sec. 14.17.200. Regulations. The department shall adopt regulations to implement this chapter. (§ 4.01 ch 164 SLA 1962; am § 6 ch 98 SLA 1966)

Sec. 14.17.205. State aid to districts operating approved school food service programs. [Repealed, § 25 ch 91 SLA 1987.]

Sec. 14.17.210. State aid to newly established district schools.
(a) A regional educational attendance area school which becomes a city or borough district school is considered a regional educational attendance area school for purposes of financial support until the expiration of a complete fiscal year after the date on which the school becomes a city or borough district school. This subsection does not prevent a local government from spending money to contribute to the financial support of a regional educational attendance area school which becomes a city or borough district school.

(b) For each subsequent fiscal year, the state shall disburse to the city or borough school district only the money to which the district is entitled under the public school foundation program. (§ 5.02 ch 164 SLA 1962; am § 25 ch 53 SLA 1973; am § 13 ch 124 SLA 1975)

Sec. 14.17.215. State aid to districts affected by state activities. [Repealed, § 20 ch 26 SLA 1980.]

Sec. 14.17.220. Purpose. It is the intention of the legislature, in enacting this public school foundation program, to assure an equitable level of educational opportunities for those in attendance in the public schools of the state. Except for the limitations of AS 14.17.025, this chapter may not be interpreted as preventing a public school district from providing educational services and facilities beyond those assured by the foundation program. (§ 1.01 ch 164 SLA 1962; am § 16 ch 91 SLA 1987)

Effect of amendments. — The 1987 amendment substituted "equitable" for "adequate" in the first sentence and "Ex-cept for the limitations of AS 14.17.025, this chapter may" for "This chapter shall" at the beginning of the last sentence.

Sec. 14.17.225. Construction and implementation of chapter.
(a) This chapter does not create a debt of the state. Each district shall establish, maintain, and operate under a balanced budget. The state is not responsible for the debts of a school district.

(b) Money to carry out the provisions of AS 14.17.010 — 14.17.190 may be appropriated annually by the legislature into the public school foundation account. If amounts in the account are insufficient to meet the allocations authorized under AS 14.17.010 — 14.17.190 for a fiscal year, each district's basic need shall be reduced pro rata as necessary to make the funds available sufficient to meet the allocations for that fiscal year. (§ 8 ch 95 SLA 1969; am § 1 ch 79 SLA 1971; am § 12 ch 90 SLA 1977; am § 51 ch 6 SLA 1984; am § 17 ch 91 SLA 1987)

Effect of amendments. — The 1984 amendment repealed former subsection (d), relating to the average daily membership allotment supplemental account. The 1987 amendment rewrote this section.

Secs. 14.17.230 — 14.17.240. Transition; repealer. [Repealed, § 2 ch 71 SLA 1972.]

Sec. 14.17.250. Definitions. In this chapter, unless the context otherwise requires

(1) "ADM full-time equivalent" means the aggregate class periods of pupil membership in specified classes for the student counting period for which a determination is being made, divided by the total number of all class periods in the student counting period;

(2) "average daily membership" or "ADM" means the aggregate days of membership of pupils divided by the actual number of days in session for the counting period for which a determination is being made;

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(3) "commissioner" means the commissioner of the Department of Education;

(4) "district" means any city or borough school district or regional educational attendance area;

(5) "eligible federal impact aid" for a fiscal year means the amount of federal aid received by the district as of March 1 of the fiscal year as payment for its entitlement for the application submitted during the preceding fiscal year, including advance payments, and adjustments received since March 1 of the preceding fiscal year from prior year applications, under secs. 2, 3, and 4 of P.L. 81 — 874 (20 U.S.C. 237 — 239), as amended, except payments received under sec. 3(d)(3)(B)(ii) of that Act (20 U.S.C. 238(d)(3)(B)(ii)), to the extent the state may consider that aid as local resources under that Act and the regulations adopted under it;

(6) "fiscal year" means the year beginning July 1 and ending June 30 for which allotments and entitlements are computed or distributed;

(7) "local contributions" means appropriations to the school operating fund by the city or borough, interest earnings that a district is allowed to keep and spend on school operations, state tuition payments, the value of in-kind services performed by the city or borough, and 10 percent of the district's eligible federal impact aid.

(8) "pre-fiscal year" means the year immediately before the fiscal year;

(9) "public school foundation account" means the account created by AS 14.17.010 for use in financing education in public elementary and secondary schools;

(10) "taxable real and personal property" means all real and personal property taxable under the laws of the state. (§ 4.02 ch 164 SLA 1962; am §§ 7, 8 ch 98 SLA 1966; am § 3 ch 153 SLA 1966; am § 18 ch 69 SLA 1970; am §§ 3, 11 ch 238 SLA 1970; am § 2 ch 40 SLA 1971; am § 14 ch 124 SLA 1975; am § 8 ch 115 SLA 1978; am §§ 17, 18 ch 26 SLA 1980; am §§ 13, 14 ch 75 SLA 1986; am §§ 18 — 21, 25 ch 91 SLA 1987)

Revisor's notes. — Reorganized in 1986 and 1987 to alphabetize the defined terms.

Effect of amendments. — The 1986 amendment rewrote former paragraphs (5) and (10), which defined "elementary school" and "secondary school".

The 1987 amendment rewrote paragraph (1); in paragraph (2), inserted "or

ADM" and substituted "counting period for which a determination is being made" for "school term"; deleted "but does not include household goods and personal effects" at the end of paragraph (10), added paragraphs (5) and (7), and repealed the paragraphs defining "elementary school," "instructional unit," "secondary school," and "weighted ADM."

APPENDIX E

ALASKA TAXABLE

CHAPTER 1

THE ALASKA PROPERTY TAX, 1989

CHAPTER 1

THE ALASKA PROPERTY TAX

The Power to Tax

The power to tax is an essential power of state sovereignty, not depending on a grant of authority from its constitution. However, constitutional provisions define and restrict a state's power to tax. Three important restrictions set out in the Alaska State Constitution are:

- "No tax shall be levied except for a public purpose."
(Article IX, Section 6)
- "Standards for appraisal of all property assessed by the State or its political subdivisions shall be prescribed by law."
(Article IX, Section 3)
- "The State may delegate taxing powers to organized boroughs and cities only."
(Article X, Section 2)

Unlike the state, boroughs and cities don't have inherent powers of taxation, though some power was granted by the State Constitution and statutes. The power of taxation is extraordinary; administration can't be left to implication or inference. For that reason, Alaska Statutes and some Attorney General's opinions and court decisions, define the authority of municipalities in assessing, levying, and collecting property taxes.

Uniform Measures

"Taxes are said to be 'equal and uniform' when no person or class of persons in the taxing district, whether it be state, county, or city, is taxed at a different rate than are other persons in the same thing, and where the objects of taxation are the same, by whomsoever owned or whatsoever they may be." (Weatherly Independent School Dist. V. Hughes, Tex Civ. App. 41 S.W. 2nd 445, 447.)

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The first step in establishing uniform assessment procedures in Alaska was taken in 1961-62 when the Legislature passed House Concurrent Resolution No. 14 (HCR 14). This resolution required the Local Affairs Agency (now the Division of Municipal & Regional Assistance in the Department of Community & Regional Affairs) to prepare:

- a study of assessment problems and procedures in Alaska,
- a manual for assessors, and
- a report recommending legislation "to assure a uniform, equalized, and realistic assessment of property throughout the state."

The resolution also authorized the Agency to inspect records of equalization, hire an assessor, and hold hearings to prepare the study, manual, and report.

The Local Affairs Agency and the Alaska Association of Assessing Officers published the manual for assessors in 1963 and updated it in 1967. It's no longer used except as historical reference. There are no plans to update the manual as there is no need for it anymore.

Several reports and studies have since been done by the local government agency; the most recent was "An Examination of Property Tax Exemptions," in 1980.

In 1962, the Legislature also adopted AS 14.17.140 stating the Department of Community and Regional Affairs, in consultation with the assessor for each district, shall determine the full and true value of the taxable real and personal property in each district."

Table 4 shows the full and true value estimate of taxable property and is used as the standard measure of community wealth for many state programs.

Definition of Full and True Value

Full and true value is "...the estimated price which the property would bring in an open market and under the then prevailing market conditions in a sale between a willing seller and a willing buyer, both conversant with the property and with prevailing general price levels." (AS 29.45.110) Full and true value determinations are made annually according to standards in Attorney General Opinion No.18, 1962.

The Full Value Determination

Local control is a basic assumption in Alaska's local government structure. As a result, municipalities have a unique amount of flexibility in property tax administration. Numerous optional exemptions may be adopted (AS 29.45.050). In addition, municipalities reassess property values at different times, ranging from every year to every four or five years.

Because local systems vary widely, a common unit to measure local values is needed. The full value determination prepared by the Department of Community and Regional Affairs is that measure.

Sales studies, described in Chapter 2, and local assessors help the State assessor adjust locally generated values to offset for optional exemptions and varying reassessment cycles.

Program Uses

The major uses of full and true value estimates are:

- The State revenue sharing program's formula to compute a municipality's State revenue sharing entitlement is based on relative wealth and locally generated revenues,
- The public school foundation's funding formula uses full value determination as one component,
- The local match portion of cultural facilities grants partially uses the full value determination,
- Some grants for senior citizen programs use the full value determination, and
- The bonding ability for local public facilities is affected by full value determination.

**ALASKA TAXABLE
1989****Property Tax Limitations**

There are four statutory tax limitations in Alaska applying in varying degrees and circumstances. The limitations apply only to taxes for operating costs of local government; there's no limit on taxation to pay bonded indebtedness.

1. Second Class Cities can't levy property taxes exceeding one half of one percent (.5%) of the assessed value of property in the municipality in any one year. (AS 29.45.590)
2. No municipality can levy taxes exceeding three percent (3%) of the assessed value of property in the municipality in any one year. (AS 29.45.090)
3. No municipality, or combination of municipalities occupying the same geographic area, may levy taxes exceeding \$1500 per resident in a year. * (AS 29.45.090)
4. No municipality, or combination of municipalities occupying the same geographic area, may levy taxes on the value of property exceeding the product of 225% of the average per capita full and true value of property in the state multiplied by the number of residents of the taxing municipality. (AS 29.45.090)

Errors In Municipal Assessment, Valuation, or Taxation Records

Alaska Statutes, 29.45.103-105, were amended to provide review of municipal assessments, valuation, or taxation records and provide notice of major errors. The State assessor's office, using AS 29.45.103-105 and 19 AAC 39, investigates errors and notifies the municipality. The municipality corrects the error or appeals the assessor's determination.

APPENDIX F

**ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS
EDUCATION FOUNDATION FUNDING FORMULA PROPOSAL**



ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

326 Fourth Street • Suite 408 • Juneau, Alaska 99801-1101 • (907) 586-9702 • FAX (907) 586-5879

LEADERSHIP
FOR LEARNING

AASA FUNDING PROPOSAL

The Alaska Association of School Administrators' strongly supports the following changes in the Education Foundation Formula to address the needs of all Alaskan School Districts.

- 1) We recommend increasing the instructional unit value from \$60,000 to \$63,000.
- 2) We recommend the following formula change to address small school site funding.

Change the schedule in AS 14. 17. 041 to:

a)	ADM	Units
	1 - 10	2
	11 - 20	$2 + (\text{ADM} - 10) / 5$
	21 - 60	$4 + (\text{ADM} - 20) / 8$
	61 - 240	$9 + (\text{ADM} - 60) / 12$
	241 - 525	$24 + (\text{ADM} - 240) / 14$
b)	Elementary:	$\text{units} = 16 + (\text{ADM} - 200) / 17$
	Secondary:	$\text{units} = 19 + (\text{ADM} - 200) / 13$

The changes above affect all school districts with over 120 in ADM in a given funding community.

3. We recommend House Bill 185 (attached) to resolve the single dual site issue.

Introduced: 2/17/89
 Referred: Health, Education &
 Social Services and Finance

6-0789A

1 IN THE HOUSE

BY WALLIS AND JACKO

2

HOUSE BILL NO. 185

3

IN THE LEGISLATURE OF THE STATE OF ALASKA

4

SIXTEENTH LEGISLATURE - FIRST SESSION

5

A BILL

6 For an Act entitled: "An Act relating to state aid for education; and
 7 providing for an effective date."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 * Section 1. AS 14.17.041 is amended by adding new subsections to read:

10 (e) A district with an ADM of 3,000 or less that consists of one
 11 funding community shall increase the elementary and secondary instruc-
 12 tional units received under (a) or (b) of this section by multiplying
 13 the instructional units by a percentage determined under the following
 14 table:

15	District ADM	Percentage
16	1 - 250	1.12
17	251 - 525	1.08
18	526 - 1000	1.06
19	1001 - 2000	1.04
20	2001 - 3000	1.03

21 (f) A district with an ADM of 1,000 or less that consists of two
 22 funding communities shall increase the elementary and secondary in-
 23 structional units received under (a) or (b) of this section by multi-
 24 plying the instructional units by a percentage determined under the
 25 following table:

26	District ADM	Percentage
27	1 - 250	1.08
28	251 - 525	1.04
29	526 - 1000	1.02

AASA Funding Proposal

Page 2

4. We recommend the following formula change to assist those districts who will be adversely impacted by rising property values.

HOLD HARMLESS

- 1) Amend Sec. 14.17. 025(a) (1) to read:

(1) The equivalent of a four (six) mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1, 1990 or as of January 1 of the second preceding fiscal year if lower than January 1, 1990, as determined by the Department of community and Regional Affairs under AS 29. 45. 110 and AS 14. 17. 140; or

5. We recommend a supplemental appropriation for full entitlement of foundation funds due to increased FY-91 enrollment, and the reinstatement of all funds vetoed by Governor Cowper in the FY-91 budget.

GENERAL RATIONALE

- Unified effort
- Enhances equity
- Benefits all districts
- Benefits all students
- Addresses immediate needs
- First step toward improved formula
- Addresses increased costs of:

Employee benefit programs
State & federal compliance requirements
Maintenance and operation
Mandated programs

APPENDIX G**EDUCATION LEGISLATION**

**(A REVIEW FROM THE STATES) "REFORM AND
ACCOUNTABILITY and EDUCATION FINANCE AND
GOVERNANCE"**

Education Legislation (Note)

Education reform and finance have been among the most prominent issues facing states in recent years. A variety of factors—declining student academic performance; increasing competition in the international economy, as well as the American job market; the quest for economic development; and decreasing federal activity in education — have spurred officials to take significant strides toward improving their states' primary and secondary public education systems. In doing so, they have not merely sought to enhance conventional modes of education and funding sources; they have attempted to restructure school systems and employ innovative teaching and administrative techniques.

During the past year, the Committee on Suggested State Legislation reviewed several pieces of state legislation dealing with education reform and funding. In lieu of offering a single item, however, the Committee chose to give policymakers an overview of some of the actions states have taken in response to these issues.

The following review of state legislative action in education is divided into two sections: **Education Reform and Accountability** and **Education Finance and Governance**. The reader will note, however, that several states have undertaken comprehensive reform initiatives that will be discussed in both sections. **Kentucky, Mississippi, Ohio, Oklahoma and South Carolina**, for example, enacted particularly extensive and detailed education reform measures during the past two years and will be prominently featured throughout.

Education Reform and Accountability

Curriculum

Several states have changed their public school curricula, including what children are taught and how they are taught. The **Kentucky Education Reform Act of 1990 (HB 940)**, for example, establishes seven areas of knowledge that public education will help students develop, including communication skills, understanding of governmental processes, understanding of mental and physical wellness, and skills to help students become competitive in the job market. It also creates a council for education technology which will develop a five-year plan for putting advanced technology, including computers, into the classroom.

However, the act's most striking innovation is the elimination of kindergarten and the first, second and third grades, and the merger of these classes into a single grade level called the primary school program (to be in place by the 1992-93 school year). Children will remain in this program until they are determined to be ready for the fourth grade. The change is designed to help remove the stigma of failure for children who do not advance in early grades, as well as prevent promotion for students who are not ready to move to higher grades. Currently, about 10 percent of the state's school children fail in the first grade.

Ohio's Education Accountability and School Reform Act of 1989 (SB

140) authorizes the state's board of education to formulate and prescribe minimum standards requiring the use of phonics in reading classes for kindergarten, as well as grades one, two and three. In addition, the state board is to provide in-service training for teachers concerning the use of phonics as a technique in the teaching of reading at these levels. The act also authorizes the board to adopt an approved list of standardized tests for district boards of education to use in assessing students in four grade levels — grades four, six, eight and 10.

Each local board of education in **Ohio** is required to implement a competency-based education program for composition, mathematics and reading in grades one through 12. Such programs will feature pupil performance objectives for each grade level, curricula and instruction methods designed to achieve these objectives, assessment of student performance through written standardized tests, and services for students who are not making satisfactory progress. The state board is required to develop a model competency-based program for local school districts to emulate. Also, the state board must prepare a plan accelerating the modernization of the vocational education curriculum to give students a better background in science, English, mathematics and technological skills to help them compete in the workforce of the future. Finally, the act establishes a mandatory kindergarten program.

South Carolina's 1989 school reform act, known as "Target 2000" (R 295, S 321), is unique in that it emphasizes "higher order thinking skills." Higher order thinking and problem solving skills involve pupil synthesis, analysis, evaluation and utilization of information, instead of sole reliance on more traditional modes of education consisting of memorization and recitation with little emphasis on reading and writing. Higher order thinking and problem solving skills can make the application and importance of basic skills clearer to students. Techniques for teaching these skills might include pupil discussions and essay writing about problems or issues.

The **South Carolina** act requires the state's board of education to establish a committee made up of personnel from the state department of education, school districts and institutions of higher education to assist the board in identifying the characteristics of higher order thinking and problem solving. By 1991-92, students pursuing teacher preparation or education administration degrees at the state's colleges and universities will be required to complete training for teacher higher order thinking skills. By the 1993-94 school year, the state board of education must develop an observational instrument to be used by local school districts in evaluating new teachers. Colleges and universities also are required to develop evaluation instruments to be used by the institutions in evaluating all student teachers.

The state's board of education also will select textbooks and standardized tests promoting higher order thinking and problem solving skills, and design in-service training programs for teachers and school staff to help them learn about instruction in these skills as part of the existing curriculum.

Indiana's Education Reform Act of 1990 (HB 1290) provides for a

pilot program to examine innovative testing methods (including techniques for measuring higher order thinking skills), as well as expanded use of writing samples. The act establishes the Education Technology Program to provide and extend educational technologies to elementary and secondary schools. This may include computers in the homes of students; technology laboratories for instruction in reading, writing and mathematics; and use of laboratories for remedial work. It also establishes the Twenty-first Century Schools Pilot Program, which will create pilot programs in several areas, including school-based management models, parent involvement strategies, innovative curricula, non-standard courses or textbook selections, and teacher and school administrator training.

Oklahoma's 1990 Common Education Reform Act (HB 1017) establishes a 22-member Curriculum Committee, which will remain in existence until July 1, 1992. The committee is required to determine and prescribe desired levels of competencies of public school students, as well as the core curriculum needed to support effective instruction of these competencies. The committee also must provide for a career exploration program for students in grades six through 10.

The Oklahoma state board of education must adopt a new core curriculum by February 1, 1991 for implementation by the 1993-94 school year. The curriculum will be designed to attain desired levels of competency in a variety of areas, including language, social sciences and communication, as well as math, science, literature and the arts. All students must attain literacy through the core curriculum. The state board is required to provide an option for graduation based on attainment of specified levels of competency in each core curriculum area. The act also gives school districts the option of establishing an extended school year consisting of 11 or 12 months in which school is offered in excess of 200 days with at least six hours of instruction per day.

A number of states are experimenting with innovative testing methods, often called "performance-based testing," as alternatives to standardized tests. California has begun using open-ended problems as part of its mathematics test for 12th graders. Connecticut is introducing new testing methods for science and mathematics problems. New York requires all fourth graders to conduct science experiments and write reports on the results. Under Kentucky's reform act, performance-based testing will be implemented in all grades by 1995. Approximately 30 states now include essay writing in their testing programs.

Dropout Prevention and At-Risk Students

South Carolina's Target 2000 program requires all school districts to write and implement plans for dropout prevention and retrieval over the next three years. State funds will be allocated to dropout prevention programs which target students below the 10th grade.

In 1990, as part of its education reform act (HB 1523), Mississippi enacted a program to reduce the state's high school dropout rate. The plan includes a data collection system to determine why students drop

Suggested State Legislation

out of school and assess the dropout rate for each school district; a public awareness program to publicize dropout data, consisting of public service announcements and a media campaign; and the development of programs such as teacher support teams for at-risk students, family involvement plans, and coordinated efforts to prevent drug abuse and teen pregnancy.

Indiana legislation enacted in 1990 (HR 1290) authorizes mentoring programs for at-risk students. The act also requires schools to conduct orientation sessions for parents of students participating in at-risk programs, and requires the state department of education to establish at least 10 measures to be used by schools to determine the effectiveness of their at-risk programs. **Kentucky, Mississippi and West Virginia** also joined the growing list of states denying drivers' licenses to students who drop out of school.

Early Childhood Education

Early intervention through early childhood education and child care programs has become a vital part of the effort in many states to improve education. **Kentucky's** education reform act initiates half-day preschool programs for under-privileged four-year-olds in each school district beginning in 1990-91, while districts with facilities deemed inadequate will be permitted to delay the initiation of the program until the 1992-93 school year.

Arkansas has established an Early Childhood Commission (SB 71, Act 202), a 17-member body to administer a loan trust fund for child care facilities and the promotion of early childhood programs throughout the state. **Indiana** legislation (HB 1290) requires schools to develop child care programs for children attending kindergarten through grade six, as well as establishes a pilot program encouraging schools and communities to develop early childhood, preschool and latch-key children's programs. **Mississippi** has authorized school districts to use school facilities to provide child care services for pre-kindergarten-aged children, and to use school facilities to provide before and after school child care services for school-age children.

Oklahoma's new education reform act includes revising the compulsory school age-range requirement from seven to under 18 to five to 18, and beginning in 1990-91, it requires all four-year-old children to attend an early childhood program if they have not attended a public school kindergarten. The act also establishes full-day (six hour) kindergarten classes to be implemented by the 1993-94 school year. **New Mexico** has created an office of child development (HB 32, Chapter 290) to promulgate licensing requirements for people working with children under eight years of age in schools and other child care settings. **South Carolina's** 1989 school reform act requires school districts to provide at least one half-day of early childhood development programs for four-year-old children who demonstrate educational readiness deficiencies.

Open Enrollment

Open enrollment or "school choice" plans have become a much-discussed proposal for improving public schools in many states. Such plans allow students to attend high school outside of the district in which they reside. Most include restrictions concerning class space and desegregation laws, as well as funding student travel. At least four states enacted school choice plans during 1989, and at least 20 states have some type of school choice program.

In 1987, **Minnesota** became one of the first states to enact an open enrollment program. The act (Minn. Stat. 123.3515) allows students to enroll in schools in participating districts other than the one in which the students live. Nonresident districts must adopt criteria for admission and may refuse admission because of a lack of space. A school with a desegregation plan may restrict the number of students who transfer in or out of the district.

Nebraska is permitting a one-time choice of schools with the enactment of its open enrollment legislation in 1989 (LB 183, Chapter 79). After the plan is implemented, students will have one school year to determine whether they should return to their district of residence or remain in another district until graduation. The plan has a four-year implementation schedule: in 1990-91, open enrollment implementation will be optional for all districts; in 1991-92, resident districts must allow 5 percent of students to opt out; in 1992-93, resident districts must allow 10 percent of students to opt out; in 1993-94, there must be full open enrollment with receiving and resident districts participating.

Ohio's 1989 Education Accountability and School Reform Act requires each school district to develop an open enrollment policy by July 1993. Districts choosing to implement their policy at an earlier date will have their implementation plan evaluated by the state board of education. The legislation includes guidelines for district plans, including preventing districts from granting admittance on a student's abilities, such as athletic talent, or denying admittance because of a handicap.

At least 20 states, including **Arkansas, Hawaii, Iowa and New Jersey**, have adopted limited school choice programs. **Illinois** has established a choice plan for Chicago and **Washington** state has a program designed specifically for dropouts.

Post-Secondary Enrollment Options

In some states, 11th and 12th grade students may enroll in colleges on a full- or part-time basis to do nonsectarian work. Two of those states, **Minnesota** (Minn. Stat. 123.3514) and **Ohio** (SB 140), allow students to apply to any public or private university in the state to gain credit for nonsectarian courses. Students may choose to earn secondary or post-secondary credit. If the student chooses to take a course for post-secondary credit, the institution will require tuition payment from the student. States are to reimburse colleges for tuition fees and materials for courses taken for high school credit.

Social Services and Parental Involvement

Many educational experts believe that if pupils are ill or distracted, their capacity to learn is greatly reduced. Consequently, two states are striving to provide services to youngsters to help make them more receptive in the classroom, even though such services are not part of the traditional role of education.

By 1991, under Kentucky's education reform act (HB 940), social service centers located in or near schools must be established in schools where at least one-fifth of the students qualify for the federal school lunch program. Elementary schools will have "family resource centers" serving parents as well as children, including those not yet in kindergarten. Services will include year-round care for needy children between the ages of two and 12, and health care and literacy programs for the entire family. Expectant parents will receive advice on child care development, and day care providers can receive training at the centers.

Middle schools and high schools will establish "youth service centers" to offer teen-age students a wide range of counseling services concerning drugs, alcohol, family crises, mental health, and job training and placement.

Districts with eligible schools will apply for grant funding from the state's cabinet for human resources, which will oversee the program. School districts may contract with local agencies for the provision of services. Approximately 40 percent of the state's schools are expected to be eligible.

In 1989, under authorization from a 1987 appropriations bill, New Jersey's department of human services established a network of 29 youth centers to counsel teen-agers about drugs, mental health and employment issues. The centers, located in or near secondary schools, also offer recreational activities to help lure dropouts back to school. The state plans to expand the program to some elementary schools. New Jersey's program served as a model for the Kentucky effort.

Some state reform acts include provisions encouraging parental involvement in education. Ohio's education reform act (SB 140) requires the state department of education to promote innovative school-parent relationships which actively involve parents in school decisions, as well as encourage school-business relationships to provide students with work experiences. South Carolina's Target 2000 program features parent education programs for parents with young children. Indiana's new act (HB 1290) features a Twenty-first Century Schools Pilot Program which includes parent involvement strategies.

Teacher Qualifications

Several states face teacher shortages, especially in the areas of science and mathematics. Teachers usually are required to have an education college diploma before teaching, but some states have waived these requirements, allowing professionals from other fields to undertake some teacher training and then enter the classroom. New Jersey's program,

which was established by regulation rather than by statute in the mid-1980s, has helped relieve a shortage of science and mathematics instructors by allowing experienced mathematicians, physicists and experts in other disciplines to teach. State officials reportedly have been pleased with the performance of the 1,500 new teachers hired to date.

In Kentucky, candidates for teacher certification may complete a state-approved local district training program as an alternative to college teacher preparation programs (HB 940). Such programs must consist of 250 hours of formal instruction, including a full-time seminar, and a period of classroom supervision with evaluations by members of a professional support team.

In Mississippi (HB 1523), after July 1, 1993, preparation to teach grades seven through 12 will require a college degree in a major other than education. The required program of study in preparation for teaching in kindergarten through grade six must involve one, two or three minors, including language arts, reading, social studies, mathematics, foreign language and science. The act also amends teacher recertification requirements to require that teachers successfully complete prescribed in-service training programs, coursework for credit or programs developed to instruct teachers in dropout prevention and non-traditional instructional techniques. Finally, the act allows business or professional persons in each school district to teach a maximum of three periods each day with the approval of the local school district and the submission of a transcript or other record of educational qualification for teaching a particular subject.

In South Carolina, the state's commission on higher education, in consultation with the state board of education, must establish a center for the advancement of teaching and school leadership at a selected public college or university (R 295, S 321). The center is to provide a program for school improvement consisting of intensive short-term institutes for teams of teachers and administrators who are committed to creating innovative programs in their schools. The act also makes available training for school administrators with an emphasis on effective instructional leadership at the state department of education's leadership academy, which is provided in cooperation with state universities.

In Ohio, the new education reform act requires the state board of education to adopt standards and procedures for granting teaching internship certificates, valid for one year and renewable for one additional year (SB 140). An individual may apply for an initial internship or renewal only if the superintendent of the local school district has offered the applicant a one-year limited contract contingent upon the applicant's successful completion of certain requirements. Applicant requirements include: a bachelor's degree in the subject area for which the certification is being sought; three years' experience deemed essential to effective teaching; passing an examination measuring the applicant's knowledge of reading, writing and mathematics; and a test measuring the applicant's knowledge of the subject for which certification is sought. Applicants also must complete six hours of pre-service coursework in education.

Oklahoma legislation (HB 1017) establishes a procedure for the state board of education to grant alternative program teaching certificates to persons with a baccalaureate degree who wish to teach foreign languages, math or science. It requires the person to indicate an intention to seek full certification for the specialization he or she will teach. Such teachers must have five years of work experience outside of education and file a plan with a director of teacher education to meet all certification requirements for a standard certificate within five years, except for student teaching.

Teacher testing has become an increasingly common method for states to ensure that their teachers have a basic knowledge of the subject areas they teach. Since 1980, the number of states requiring teacher competency testing has increased from 10 to 44.

Accountability

As new educational programs are created, state legislators are developing means to monitor those programs and to hold accountable professionals at the district and school levels. **Kentucky's** massive education reform bill, which considerably alters the state's educational system, establishes a comprehensive accountability system. The act creates a state monitoring agency, the office of educational accountability, under the direction of the legislative research commission. The office is to investigate allegations of wrongdoing, waste or mismanagement in local school districts, as well as monitor implementation of the new school system.

A council on school performance standards will frame goals in measurable terms and define what is expected of students and schools. By July 1, 1993, the state board for elementary and secondary education must disseminate a model curriculum framework based on the goals, outcomes and assessment strategies developed by the council.

By the 1995-96 school year, the state board will implement a performance-based assessment program to ensure school accountability. Beginning in 1991-92, the board will administer an interim student testing program to assess student skills in reading, mathematics, science and social studies in grades four, eight, and 12. Local school boards are required to publish annual performance reports. The state board must develop a system to determine which schools demonstrate improved student performance and to distribute rewards to them. School staff will determine the general areas in which reward funds will be spent. Schools showing improvement will be required to develop a school improvement plan. A school determined to be a "school in crisis" will have certified staff placed on probation, with students permitted to transfer to a successful school. The act also creates a commonwealth school improvement fund to provide grants to schools in educationally deficient districts to improve instruction or management.

By January 1, 1991, the state board will establish standards for school district performance. Failure of an educationally deficient school district to meet the goals in its improvement plan is grounds for the removal

of its superintendent and local school board members. The state board may select replacements, and elections may resume after the school has met performance standards. Educationally deficient districts must work with the state department of education to develop improvement plans.

The state board will provide professional development programs for certified personnel and establish criteria for designating distinguished educators. The act lists several responsibilities and benefits of distinguished educators, including accepting assignments in schools which need improvements and receiving salary supplements while serving as a distinguished educator.

Other states have undertaken significant efforts in the area of accountability. For example, North Carolina enacted legislation in 1989 (SB 2, Ch. 778) which authorizes the state board of education to develop and implement a performance-based educational accountability program. Local school districts which elect to participate must submit a school improvement plan to the state superintendent of public instruction. Such plans must outline student performance goals and the strategy for attaining them. Participating districts will be exempt from certain state requirements.

The act further authorizes the state board of education to adopt procedures and guidelines through which local school administrative units may participate in the program, beginning in the 1990-91 fiscal year. These measures include guidelines for the development of local school improvement plans with three-to-five year student performance goals and a set of student performance indicators for measuring and assessing student performance in participating local school administrative districts. Indicators may include attendance and dropout rates, standardized test scores, parental involvement and post-secondary outcomes.

Oklahoma's school reform act denies state accreditation to schools which do not meet the state's standards for minimum salary, curriculum and class size standards. The state board of education must adopt accreditation standards for public schools by February 1, 1991. The standards will be implemented with the 1993-94 school year, but school districts will not lose or be denied accreditation solely for failure to meet the standards prior to the 1997-98 school year. Also, all schools must reduce their class sizes to no more than 20 for grades one through six by 1993-94 or risk loss of accreditation. Teachers in grades seven through 12 must not be responsible for the instruction of more than 140 pupils per day by 1993-94 or 120 pupils per day by 1997-98, or their schools will risk loss of accreditation. Finally, the act creates an educational oversight board and an office of accountability.

Arkansas' School Report Cards Act of 1989 (SB 293, Act 668) establishes an office of accountability in the department of education. The office of accountability will publish an annual assessment of schools, grouping them according to socio-economic factors. The Massachusetts School Takeover Plan (1989 SB 5639, Chapter 133) permitted Boston University to negotiate a takeover agreement with the school committee of the district of Chelsea which suffered from a high dropout rate,

Suggested State Legislation

low achievement test scores and the highest teen pregnancy rate in the commonwealth. Under the agreement, the university will assume the district management powers of the school board and oversee the school district for 10 years. The university will be charged with improving curriculum and test scores, decreasing the dropout rate, increasing parental involvement, and other improvements.

Nevada's Accountability Initiative of 1989 (SB 74, Ch. 868) requires county school boards to adopt accountability programs for each district in cooperation with teachers' unions. County school boards must have a method in place for informing residents about school quality and student achievement. New Mexico's District Reports Act of 1989 (Chapter 308) requires school districts to publish annual accountability reports, including information such as budget data, dropout rates and student achievement test scores. The legislation is designed to encourage community involvement.

Ohio's Education Accountability and School Reform Act requires the state board of education to establish indicators of schools and school district performance based on such factors as graduation rates, dropout rates and student academic achievement levels. The state board is required to take action if a school district is not making satisfactory progress toward the elimination of educational deficiencies, such as the assignment of educational experts to such districts to assist in the development of corrective action plans.

Education Finance and Governance

While education reform has been a major concern for state governments over the past decade, the problem of financing those reforms has been particularly troublesome. At the time of publication, for example, there was uncertainty as to how Mississippi's reform package (described in this note) would be financed. In several states, school finance systems have been challenged in court by poor districts claiming that the systems are inequitable. In four states, Kentucky, Montana, New Jersey and Texas, courts struck down public school financing programs as inequitable, and at the time of publication, education finance lawsuits were pending in 12 states and under consideration in nine others.

Revenue

Kentucky enacted comprehensive education reform legislation to help alleviate some of the problems that plagued the state's public school system for generations. This act, more than 900 pages in length, is a response to a Kentucky Supreme Court ruling which declared the public school system to be unconstitutional in the case of *Rose vs. Council for Better Education, Inc.* The court ruled that the public school system was inequitable because of the disparity in per pupil expenditures among school districts, which ranged from \$4,200 to \$1,800 per year, thus violating the state constitution's requirement that Kentucky establish an efficient system of common schools. The education reform act

Education Legislation (Note)

guarantees each district a base amount of \$2,305 per pupil the first year.

The reform act increases the state's revenue by \$1.3 billion per year by increasing the sales tax from 5 to 6 percent; conforming the state income tax code to the federal code; eliminating the deductibility of federal income tax from state income tax; and increasing by 1 percent the corporate income tax. Most of the new revenue will be allocated for education reform.

The Texas General Assembly passed legislation calling for a 10 percent increase in education expenditures (approximately \$500 million), along with various reforms aimed at improving the quality of education in the state. Separate legislation will increase the sales tax by a quarter-cent and raise taxes on tobacco and alcohol.

Less than a month after its school funding system was ruled unconstitutional, New Jersey adopted a \$2.8 billion tax package, increasing the state sales tax by 1 percent, placing new taxes on alcohol and tobacco, and doubling personal income tax rates for the higher income brackets.

Other states are seeking to empower localities to raise revenues for education. For example, Ohio enacted a school district income tax measure in 1989 (SB 28) which will authorize school districts to impose income taxes on residents and on estates of decedents of each school district, provided they are approved by voters in a referendum. The proceeds for such a tax may be used for any one of a number of purposes, including current school expenses, the support of a public library and recreational expenses. Under SB 140, enacted in 1989, Ohio permitted local boards of education to submit a tax levy to the voters, provided that the purpose of the levy is for current school expenses and permanent improvements for special education and other specified education programs.

Another approach was adopted by Tennessee in its Volunteer Public Education Trust Fund Act of 1985 (Chapter 351). This measure authorizes the state treasurer to accept donations from any person, organization or corporation willing to contribute voluntarily to the trust fund. Interest income from the trust fund will be appropriated by the legislature for primary and secondary education as well as vocational education.

In Oklahoma, a statewide shutdown of the public school system led to a \$230 million revenue package which increased some taxes and redistributed property tax receipts to reduce funding inequities among school districts (the wealthiest district spends four times as much per pupil as the poorest). Effective May 1, 1990, the sales tax was increased from 4 to 4.5 percent. Increases in personal income and corporate income tax retroactive to January 1, 1990 also were enacted.

Financial Incentives

Some states have set up systems providing financial rewards to schools showing improvement in their students' performance. Under Kentucky's school reform act, by the 1994-95 school year, the state board of education must establish a rewards program based on student per-

Suggested State Legislation

formance goals. An interim testing program will be in place until that time. Communications and mathematical skills, comprehension of science, social studies, arts and humanities, and problem-solving skills will be measured and taken into consideration. Schools are expected to increase attendance rates and reduce dropout rates.

The state's department of education will establish a method for determining cash rewards, which will go directly to the schools. School staff members will determine how the reward money will be spent. Schools failing to improve for two consecutive years will be declared "schools in crisis." In such cases, the state will assume control of the school through a "distinguished educator." Such schools also will be eligible for special state grants.

South Carolina's "Target 2000" act includes a competitive school-wide innovation grants program. The act enables the state board of education to establish a competitive grants program with cash awards to schools wishing to implement exemplary programs designed to improve instruction. A separate competitive grants program to encourage public schools to implement innovative and comprehensive approaches for improving student development, performance and attendance also is mandated under the act. Reduction of student dropout rates or retention of low dropout rates, as well as exceptional or improved performance in higher order thinking and problem solving skills, are required to qualify for school incentive grants. Grant awards are funded under the annual state appropriation act and schools may receive a maximum award of \$90,000 over a three-year period.

The **South Carolina** act also authorizes compensatory or remedial funding to school districts for students who score below the 25th percentile on standardized tests. This portion of the act pertains to all elementary and secondary students.

In **Kansas**, the 1989 legislature established the Education Excellence Program (Ch. 213), which will provide matching incentive grants for districts desiring to create at-risk pupil assistance plans. The program will enable schools to provide such services as remedial instruction, parental and work skills education, and guidance and counseling services. Proposals must include a description of the methods a district will employ to identify at-risk students, and an outline of the plan and evaluation process.

Financial incentives also may be given directly to teachers. **Oklahoma** increased minimum salary schedules for teachers, and allows school districts to develop teacher incentive pay plans. Districts will be *required* to establish such plans if 25 percent of the districts' teachers petition for it (HB 1017).

Governance

The **Kentucky Education Reform Act** makes a number of dramatic changes in the way the state's school system is governed. The act replaces the elected state superintendent of public instruction with an appointed

commissioner of education. At first, the new commissioner will be selected by a committee appointed by the governor and legislative leaders in 1991. The state board for elementary and secondary education will choose the commissioner thereafter. Commissioners will serve at the discretion of the board.

Perhaps the most significant changes will come in the area of local school politics. Teachers will be prohibited from working in school board election campaigns in order to protect them from political pressure. The measure also makes it illegal for any school board member to solicit contributions or campaign work from school employees. It will be illegal for school boards to influence hiring and firing of school employees, with the exception of the superintendent and school board attorney. School boards also will set general educational policy for their districts, but superintendents will hire school employees after consulting with local school councils (which will consist of two parents of pupils, three teachers and the principal). No one who has a relative working for the school district may serve on a local school board. This does not apply to current members whose relatives were hired before they were elected, but such members will not be able to run for re-election. Superintendents also will not be able to promote the relatives of school board members.

Many other state education acts do not restructure the educational governance structure as much as they enhance the powers of existing structures. For example, Ohio's Education Accountability and Reform Act gives new powers to the state board of education to prescribe new curriculum standards, promote an open enrollment program, and develop a teaching internship certificate program. Mississippi's school reform measure requires that local school board members and principals receive a minimum orientation and training exposure to strengthen their professional skills and to familiarize them with new ideas concerning school restructuring (HB 1523). The provision mandates a minimum of 12 hours of education and training through the education and training institute, as well as continuing education of eight hours per year.

APPENDIX H

**AN ESSAY BY BOB ARNOLD, DIRECTOR OF THE SENATE'S
SPECIAL COMMITTEE ON SCHOOL PERFORMANCE:
"PROSPECTIVE IMPORTANCE OF A DECLARED PURPOSE OF
EDUCATION" (REFLECTIONS ON THE STATEMENT OF PURPOSES
OF EDUCATION ENACTED BY THE SIXTEENTH LEGISLATURE)**

PROSPECTIVE IMPORTANCE OF A DECLARED PURPOSE OF EDUCATION

by

Bob Arnold*

One of the little heralded provisions of the school improvement legislation enacted by the Alaska Legislature in 1990 is -- or can be -- one of the most important. It is important because in declaring what purpose lies behind the requirement that all children and youth attend school, it can be an exceedingly valuable stimulus to improving schools and student performance.

The legislated statement of purpose, which the Special Senate Committee developed on the basis of its hearings in 1987, was the Committee's attempt to describe what they believed parents aspire their children to increasingly become as they progress through school. The purpose of education in Alaska, in the words of the statute, "is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them."

If the foregoing words are seen simply as a preface to the other prescriptive provisions of the school improvement legislation, they will have but little effect on what schools do and how they do it, and certainly but little effect upon students. They will have consequences only as parents and students affirm such a purpose (or an adaptation of it) to be a reflection of their aspirations for their children, and require that their schools take steps to help them realize that purpose.

Whatever purpose adopted by a community must be a community's own. In my community, I think I would urge that the first element of the purpose be revised to read "become accomplished in ways important to themselves and their communities," because I think it says the same thing and more. If I were in northwest Alaska, I think I would urge that the third element be revised to read, "exemplify the best values and traditions of the Inupiaq and of humankind." And in any community, I think I would urge changing the fourth element to read "be effective in improving the character and quality of the world they share."

There is also a broader and more consequential revision that I would propose. As framed, the purpose describes attributes as though they

* Bob Arnold is former staff director of the Sixteenth Legislature's Special Senate Committee on School Performance and was instrumental in formulating the statement of purposes of education in Alaska, now part of Chapter 73 of Alaska Statutes.

might be judged at a single fixed moment in time. Since education is a continuing, lifelong process, and doesn't end when one leaves school, I think the statement of purpose might be recast to reflect that process, and thereby read as follows:

The purpose of education in Alaska is to help ensure that all are:

becoming accomplished in ways important to themselves and their communities,

shaping worthwhile and satisfying lives themselves,

exemplifying the best values of humankind, and

becoming increasingly effective in improving the character and quality of the world they share.

Once a community has agreed upon its statement of purpose consonant with the legislation, there are two sets of tasks it should undertake.

The first of these is to inaugurate a process of reviewing whatever list of goals it has adopted to determine whether the goals need to be modified to more nearly reflect the community's declared purpose. And it would mean, among other things, rethinking, the whole process of schooling as it is conducted. Although these are important tasks, they require little elaboration here.

The task -- which is my principal concern in this paper -- is for a community to use its statement of purpose to further motivate students to care about learning. Specifically, the community should require that each teacher begin each school year with an exploration with students of what each element of the purpose means to them, and, as a occasioned by what is being studied in a given class, to show connections with that purpose.

In this exploration, the students -- whatever their grade level -- will be asked, for instance, to describe what they believe to be the "best values" of their society. The chalkboard will soon be filled with values ranging from "punctuality" to "integrity." Being schoolchildren, they will have learned repeatedly about the importance of punctuality (an important, but not profound value), but some will have never learned about the importance of integrity in a person's life; they may not have even encountered the word.

Following the same pattern, the class would be summoned to reflect upon and amplify each of the elements of the community's declared purpose. Consideration of what kind of life is "worthwhile and satisfying" can be counted upon to be one of the most profitable and memorable discussions of the year. Consideration of the element, "becoming increasingly effective in improving the character and quality of the world they share," will likely lead some to conclude that it is a better formulation of the often-cited goal of being a "good

citizen" because, at the very least, it implies that one would study candidates and issues before voting and it implies that one would take newspapers, bottles, and cans to a recycling center: beyond that, however, it also encourages the citizen to participate actively in organizations, join in political campaigns, or run for office.

Incidentally, I hope it goes without saying that these discussions should not result in a list that students would agree to subscribe to in some formalized way. If I were the teacher, I would encourage students to write down only those values, attributes, or behaviors they individually seek for themselves.

Perhaps as important as the classroom discussions will be what takes place the night before: conversations between students and their parents. The homework assigned will have been to ask their parents for their views on the four-part purpose to be discussed on the following day.

The burden on the teacher is principally one of question-askers (and perhaps chalkboard recorder) in these explorations. Once they are done, there is another burden: to show the connections between what he or she is teaching and the community's declared purpose. This should be done not just at the beginning of the course, but with whatever frequency is required to make connections between that purpose and what is being taken up in the course.

These kinds of explorations and connections can do much to motivate students to care about learning by providing them a framework that gives meaning to a wide range of learning. They will continue to care about some courses more than others, but the whole enterprise of going to school will take on a kind of meaning it never had before. If schools are only preparation for jobs, well, one can always get some kind of job, even without much of a record of achievement in school. But if the purpose is larger and grander -- becoming more fully human day by day -- let us be explicit that it is, and not keep to ourselves our dreams for kinds of lives we want our children to lead.

Isn't it time we told our children and youth what we think schools are for and to make sure our schools are animated by that purpose? We'll perhaps learn that our perspectives are not all that different. And we just might be witness to the powerful, motivating role of ideas in young lives.

SCOMM

71:15

Rep. Eileen Panigeo MacLean
Co-Chair
Rep. Cheri Davis
Rep. Niilo Koponen
Rep. Johnny Ellis
Ex Officio



Sen. Lloyd Jones
Co-Chair
Sen. Al Adams
Sen. Jack Coghill
Sen. John Binkley
Ex Officio

Alaska State Legislature

Joint Committee on School Performance

February 11, 1991

MEMORANDUM

To: Members, Joint Committee on School Performance

From: Senator Lloyd Jones, Co-Chair
Representative Eileen MacLean, Co-chair

Subj: Introduction of Legislation for Joint Committee

As you know, recommendations to the Legislature, contained in the Joint Committee's second report, call for several pieces of legislation to be introduced. To expedite matters and because the Committee no longer formally exists, we have assigned each member the task of drafting legislation key to a specific recommendation. The assignments are as follows (the page numbers are from the January 25 draft of the report):

Rep. Ellis: *Incentive Grants and Local Participation (p. 13-16)*

Recommends that no less than \$3 million be appropriated annually to the Fund for the Improvement of School Performance over the next five years.

Rep. MacLean: *Health and Family Services Programs (p. 16-17)*

Recommends that a resolution calling for better coordinated services among the departments of health and social services, labor, community and regional affairs, and education, similar to the resolution calling for this effort passed by the 16th Legislature, be enacted by the 17th Legislature.

Sen. Jones: *Early Childhood and Parenting Education (p. 17-21)*

Establish a committee to address the issues and questions on early childhood education that pertain to the education of Alaska's young children, with particular attention given to those children with environmental handicaps. Included among the committee's responsibility shall be the development of a plan for a statewide program of early childhood education and preparation of a report on its findings with recommendations to the legislature no later than May, 1992.

competencies necessary to teach in rural, multi-cultural communities (Alaska villages) and traditional, urban teaching assignments.

Sen Adams & Rep. Davis: (B) Tenure (p. 84-104)

Recommends that the existing tenure law be changed. Sec. 14.20.150(2) presently requires teachers to be "employed as a teacher in the same district continuously for two full school years and is reemployed for the school year immediately following the two full years." The Committee proposes the following amendment: "employed as a teacher in the same district continuously for five full school years and is reemployed for the school year immediately following the five full years."

Sen Jones: Program Definition and Curricula (p. 104-108)

Recommends that the legislature, by statute require that the scope and sequence of schedule developed by the State Department of Education in its Alaska studies program be incorporated into the curriculum of each school district of the state.

Rep. Koponen: Research, Evaluation, and Dissemination (p. 109-112)

Recommends that the legislature support the University's "Alaska School Research Fund" as it could enable Alaska's research capability to become sufficient to meet the state's educational research needs.

Sen. Jones & Rep. MacLean: Establishment of Joint Committee on School Improvement (p. 124)

Recommends that the 17th Alaska Legislature establish a House-Senate Joint Committee on School Improvement. The Committee shall continue the work of the Joint Committee on School Performance, make additional recommendations as conditions warrant, and oversee the legislature's initiatives in school improvement.

We have not set a timeline on the introduction of the above legislation, but, as you know, the sooner the bills are introduced, the sooner they can be reviewed. We will set a meeting time soon to go over the final draft of the report and to discuss pending individual legislation. If you have questions, don't hesitate to call.

Rep. MacLean: *School Finance and Governance (p. 29-84)*

Recommends that the Legislature, in recognition of the urgency of the need for improved school performance, initiate a thorough investigation of the school finance and governance systems of Alaska public education. It is further recommended that this work be conducted as a legislative "in-house study" (utilizing the resources of the Department of Education when required) and that it be carried out under the auspices of a newly created joint committee on school performance. (This will be included in the duties of the Joint Committee on School Improvement.)

Rep. Koponen: *Professional Development of School Personnel (p. 84-104)*

Recommends: (1) that a BA or BS degree in a subject matter discipline be a prerequisite for admission to a professional teacher education program at all campuses of the University of Alaska; (2) that teacher training programs that prepare new teachers and upgrade in-service teachers for assignment in village schools be standard offerings of the University of Alaska's system and routinely available as a means to qualify candidates for teacher certificate endorsements appropriate to recommendation number (3) below; (3) that funding for the significant changes that will be required as a result of the prior two recommendations be determined by means of requesting detailed estimates of the University of Alaska, to be made available to the legislature no later than January 15, 1992.

Sen. Adams & Rep. MacLean: *(a) Teacher Certification (p. 84-104)*

Recommends (1) legislation be enacted relating to requirements for limited teacher certificates for the purpose of providing teachers in certain limited fields where baccalaureate degree training is not sufficiently available, so long as the person demonstrates both subject matter expertise and teaching competency; (2) that the legislature, by resolution, instruct the State Board of Education to investigate the feasibility and desirability of setting into place alternative certification routes for candidates entering teaching from other fields not covered in recommendation number (1) under this heading; (3) that the legislature by resolution, urge the State Board of Education to adopt a tiered system of certification that distinguishes between

**Joint Committee on School Performance
Recommendations**

1. INCENTIVE GRANTS AND LOCAL PARTICIPATION (p. 13-16)

Johnny Miller
HB 469 was passed last year that established the Fund for the improvement of school performance, but failed to appropriate funds to activate the program.

recommends:

that no less than \$3,000,000 be appropriated annually to the Fund for the Improvement of School Performance over the next five years.

2. HEALTH AND FAMILY SERVICES PROGRAMS (p. 16-17)

recommends:

William
that a resolution calling for better coordinated services among the departments of health and social services, labor, community and regional affairs, and education, similar to the resolution calling for this effort passed by the 16th legislature, be enacted by the 17th legislature.

background:

last year, HCR 46 relating to a special interagency coordinating committee on schools was passed. However, no work was done since the committee was not created. With the new administration, this should be a new resolution directed at the departments.

*start
my in a few
3 min?*

3. **EARLY CHILDHOOD AND PARENTING EDUCATION** (p. 17-21)

recommends:

by resolution
ACCA
sure

by resolution, establish a committee to address the issues and questions on early childhood education that pertain to the education of Alaska's young children, with particular attention given to those children with environmental handicaps. Included among the committee's responsibility shall be the development of a plan for a statewide program of early childhood education and preparation of a report on its findings with recommendations to the legislature no later than May, 1992.

background:

Last year HB 470 An act establishing an early childhood and parenting education coordinating committee within the Department of Community and Regional Affairs did not pass the Senate.

4. **SCHOOL FINANCE AND GOVERNANCE** (p. 29-84)

recommends:

*include
this in
new resolve
(improvement)*

that the legislature, in recognition of the urgency of the need for improved school performance, initiate a thorough investigation of the school finance and governance systems of Alaska public education. It is further recommended that this work be conducted as a legislative "in-house study" (utilizing the resources of the Department of Education when required) and that it be carried out under the auspices of a newly created joint committee on school performance (as recommended in chapter three).

The study shall include answers to the questions posed in this report and propose a system of governance and a financial foundation formula in agreement with the findings. The committee shall report its findings and make its proposals no later than January 1993.

pg. 57 draft report
*answer
Questions 2 of this
report*

5. PROFESSIONAL DEVELOPMENT OF SCHOOL PERSONNEL (p. 84-104)

Nilla
Therefore, in the matter of teacher education and training, it is **recommended:**

- *1. that a BA or BS degree in a subject matter discipline be a prerequisite for admission to a professional teacher education program at all campuses of the University of Alaska.
- *2. that teacher training programs that prepare new teachers and upgrade in-service teachers for assignment in village schools be standard offerings of the University of Alaska's system and routinely available as a means to qualify candidates for teacher certificate endorsements appropriate to recommendation number 3 below (which pertain to village teaching).
- *3. that funding for the significant changes that will be required as a result of the prior two recommendations be determined by means of requesting detailed estimates of the University of Alaska, to be made available to the legislature no later than January 15, 1992.

AA [
* Need be in a resolution form directed at the Universities.

5. (a) **TEACHER CERTIFICATION:**

It is **recommended:**

Alaska
1. that legislation be enacted relating to requirements for limited teacher certificates for the purpose of providing teachers in certain limited fields where baccalaureate degree training is not sufficiently available, so long as the person demonstrates both subject matter expertise and teaching competency.

(need to be a separate legislation)

*2. that the legislature, by resolution, instruct the state board of education to investigate the feasibility and desirability of setting into place alternative certification routes for candidates entering teaching from other fields not covered in recommendation number 1 under this heading.

*3. that the legislature, by resolution, urge the state board of education to adopt a tiered system of certification that distinguishes between competencies necessary to teach in rural, multi-cultural communities (Alaska villages) and traditional, urban teaching assignments.

*Need to be in a resolution form directed at the state board.

5. (b) **TENURE**

recommended:

Cheri Davis
Adams
that the existing tenure law be changed. Sec. 14.20.150 (2) presently requires teachers to be "employed as a teacher in the same district continuously for two full school years and is reemployed for the school year immediately following the two-full years." The Committee proposes the following alteration: "employed as a teacher in the same district continuously for five full school years and is reemployed for the school year immediately following the five full years."

Handwritten: 6.104-103

6. PROGRAM DEFINITION AND CURRICULA (p. 104-103)

recommends:

that the legislature, by statute require that the scope and sequence schedule developed by the state Department of Education in its Alaska studies program be incorporated into the curriculum of each school district of the state.

7. RESEARCH, EVALUATION, AND DISSEMINATION (p. 109-112)

recommends:

Handwritten: 7.109-112

that the legislature support the University's "Alaska School Research Fund" as it could enable Alaska's research capability to become sufficient to meet the state's educational research needs .

Furthermore, it recommends in this report and others that may be suggested, especially those that seek the means to ameliorate causes of inadequate school performance.

MEMORANDUM

TO: Rep. MacLean

FR: H. Pootoogooluk *Adler*

Date: Friday, February 1st

RE: School Performance Committee items

To smooth out the legislation process for the school performance recommendations, you and Senator may want to consider the following items in your discussions:

1. Funding of the new committee.

Decide if this will be a two year committee? *2 yr.*
Hire a full or part-time consultant?

If funding is needed: send memos to House Speaker and Senate President. or: do a fiscal note.

2. Assignment of recommendations.

Assign topics according to committee member's sincere interest.

3. Who will take the lead in following up with committee members to ensure that their legislation is progressing in both houses.

Glenda, Senator Jones' office suggested a meeting on Monday, Feb. 3rd at 9:30am or 3:00pm. What is your preference?

Too late - move for Wed. Thurs

STATE BOARD OF EDUCATION

March 5, 1991

Summary of School Performance Committee's work:

* The Joint Committee on School Performance committee has released their final report which is available at my office.

(300 copies were ordered, because of the demand and interest, additional 200 were ordered)

* Recommendations from this report are being introduced as legislation by individual committee members. (you have a copy of a memo which outlines the assignments)

* Senator Jones and I introduced legislation to re-establish the joint committee on school improvement to:

1. continue the committee's work
2. to address the school governance and finance issues (primarily the foundation formula).

* Educational funding has been an issue every year. Each year, we struggle with when, how and what level of funding to fund our educational priorities. This committee would analyze this critical area and make recommendations to improve the current practice.

* Since its inception, the committee has been actively involved in identifying problem areas and recommending measures to improve school performance.

* Through this process, the public participates through committee hearings, correspondence, and other forms of transmitting their ideas.

* This has become an important forum to give the public an opportunity to participate and contribute their ideas which would improve the academic performance of our children.

* Presently, educational funding is a concern, despite this issue, we should not loose focus of our childrens' educational needs. It is imporant to keep in mind that all children can learn, each child has the ability to excel and most enjoy challenges.

* Children must continually be exposed to new ideas and new reforms that will stimulate their willingness to succeed in life.

example of new reform: implementation of report card system.

Proposed reform: by Senator Jones

Require school districts to develop Alaska Native Studies into their curriculum.

It is ironic, that our children are not required to learn about their own state's Native history, when most schools require students take U.S. history. Our children are surrounded by people and other resources waiting to contribution information.

I urge the state board of education's support in the commitee's work.

Rep. Eileen Panigeo MacLean
Co-Chair
Rep. Cheri Davis
Rep. Niilo Koponen
Rep. Johnny Ellis
Ex Officio



Sen. Lloyd Jones
Co-Chair
Sen. Al Adams
Sen. Jack Coghill
Sen. Johnne Binkley
Ex Officio

Alaska State Legislature

Joint Committee on School Performance

To: All Members of the House

From: Rep. Eileen Panigeo MacLean, Co-Chair
Joint Committee on School Performance

Re: CSHB 470 (Finance)

Date: April 30, 1990

Co-Chair MacLean

As co-chair of the Joint Committee on School Performance, I urge your favorable consideration of CSHB 470 (Finance), "An Act establishing an early childhood and parenting education coordinating committee within the Department of Community and Regional Affairs."

Sponsored by the Joint Committee, CSHB 470 (Finance) represents the consensus of this bipartisan group which is comprised of Senators Lloyd Jones (co-chair), Al Adams, Jack Coghill, and Johnne Binkley; and, Representatives Cheri Davis, Niilo Koponen, and Johnny Ellis.

The bill addresses one of five recommendations made by the Joint Committee by establishing a temporary, one-year coordinating committee that would develop a statewide program of early childhood and parenting education.

Last interim, the Joint Committee heard many witnesses who were of the belief that academic performance can be substantially improved through more and better preschool, child care, and parenting education programs. The work of the State Board of Education Task Force on At-Risk Early Childhood, Parenting, and Primary Language has shown that "high quality early childhood and family support programs are likely to benefit at-risk children and the larger society by (a) reducing the number of children in later costly special education programs in schools; (b) helping children avoid school failure; and, (c) preventing the need for costly social and judicial services later in life."

To develop a statewide program of early childhood and parenting education, the nine-member committee has one year to answer several important questions:

1. Which children shall be served?
2. How long should early childhood education programs operate?
3. What level of funding should be provided and how it should be used?
4. What types of funding mechanisms should be used?
5. Which state agency or agencies should be responsible for administering early childhood education programs?
6. What types of program controls should be instituted?
7. What types of teacher preparation and certification should be required?
8. What type of curriculum is necessary to meet the needs of an early childhood education program; especially as they relate to the linguistic, developmental, and cultural needs of children?

To implement a plank in the Joint Committee's plan for improving education in Alaska, I urge your support for this measure.

For more information about the Joint Committee on School Performance and its legislative package, I have enclosed a brief memo.

SECTIONAL ANALYSIS OF HB 470

March 1, 1990

"An Act establishing an early childhood and parenting education coordinating committee within the Department of Community and Regional Affairs."

A sectional analysis of a bill should not be considered an authoritative interpretation of the bill. The bill itself is the best statement of its contents.

Section 1 sets out the findings of the bill.

Section 2 establishes the early childhood and parenting coordinating committee in the Department of Community and Regional Affairs. The committee is composed of representatives from the State Board of Education, the commissioner of health and social services, the commissioner of community and regional affairs, the commissioner of labor, the commissioner of education, and two practitioners in the fields of early childhood and parenting education.

The commissioner of education shall serve as chair of the committee.

The committee shall develop a statewide plan of early childhood and parenting education and shall answer questions relating to such a plan. The questions would include:

1. Which children shall be served?
2. How long should early childhood education programs operate?
3. What level of funding should be provided and how should state and local revenue and parent fees be used?
4. What types of funding mechanisms should be used?
5. Which state agency or agencies should be responsible for administering early childhood education programs?
6. What types of program controls should be instituted?
7. What types of teacher preparation and certification should be required?
8. What type of curriculum is necessary to meet the needs of an early childhood education program;

especially as they relate to the linguistic, developmental, and cultural needs of children?

Finally, section 2 requires the committee to submit a report of its findings to the governor and to the legislature by May 31, 1991.

Section 3 repeals the Act on June 1, 1991.

Alaska State Legislature

Chair, Resources Committee
Vice-chair, Transportation Committee
Member, Rules Committee
Member, Committee on Committees

District A
Ketchikan, Wrangell, Petersburg,
Hyder, Myers Chuck, Kupreanof

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907 225-9082
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Senator Lloyd Jones

MEMORANDUM

To: Senator Virginia Collins

From: Senator Lloyd Jones 

Subj: Legislation Relating to Joint Committee on School Performance
Recommendations

As requested in your March 1 memorandum, here's more information on legislation being drafted by the Joint Committee on School Performance.

Representative Eileen MacLean and myself have introduced companion resolutions which establishes the Joint Committee on School Improvement. HCR 4 and SCR 12 are currently in the Senate HESS Committee awaiting a hearing. There are several questions identified in our report which we could not get to in our term. The Committee felt strongly about continuing the work by the Joint Committee on School Performance, thus we asking for a new Joint Committee to be established which will concentrate on the issues of school governance and finance.

I have also introduced a bill which would create a coordinating committee for early childhood and parenting education. SB 139 is also in the Senate HESS Committee. There is a need for statewide coordination of early childhood and parenting education programs. The committee will be established within the Department of Community and Regional Affairs to review policy questions relating to early childhood education. Members will be appointed by the governor to serve for one year. In that year, committee members are to develop a plan for a statewide program, including the education of children with developmental disabilities. The committee's findings and recommendations are due back to the legislature no later than May, 1992.

I am in the process of drafting a third piece of legislation regarding mandated Alaska studies curricula. In its recommendation that the legislature, by statute require an Alaska studies program, the Joint Committee on School Performance took into consideration the reluctance to mandate curricula. However, we heard enough testimony to convince us that in this particular instance, a mandated curriculum was needed. I am currently working with the Department of Education to draft a bill.

Other members of the Joint Committee on School Performance have introduced legislation as a result of the committee's recommendations. They include:

HB 208, sponsored by Rep. Johnny Ellis, allocating \$3 million to the Fund for the Improvement of School Performance which was established last year

Senator Virginia Collins
Page 2
March 18, 1991

HCR 6, sponsored by Rep. Eileen MacLean, calling for better coordinated services among the department of health and social services, labor, community and regional affairs, and education.

SB 130, sponsored by Sen. Al Adams, recommending that teacher tenure requirements be changed from two full school years to five full years.

In addition, Rep. Niilo Koponen will be drafting a resolution supporting the University's Alaska School Research Fund" and a bill dealing with professional development of school personnel. Rep. MacLean and Sen. Adams are working on a teacher certification bill and Rep. Cheri Davis will be introducing a companion tenure bill in the House to Sen. Adam's SB 130. Any support you can give to these measures would be greatly appreciated. Thank you for interest.

LJ:gmc
Enclosures

cc: Sen. Al Adams
Rep. Eileen MacLean
Rep. Johnny Ellis
Rep. Cheri Davis
Rep. Niilo Koponen

Alaska State Legislature

Chair, Resources Committee
Vice-chair, Transportation Committee
Member, Rules Committee
Member, Committee on Committees

District A
Ketchikan, Wrangell, Petersburg,
Hyder, M Chuck, Kupreanof



Senator Lloyd Jones

352 Front Street
Ketchikan, AK 99901
907 225-9082
Fax: 907 225-8546

P.O. Box V
Juneau, AK 99811
907 465-3743
Fax: 907 465-3922

March 18, 1991

Ms. Abbey Hensley, President
Alaska PTA Board of Managers
P.O. Box 201496
Anchorage, AK 99520-1496

Dear Ms. Hensley:

I recently received a copy of the January/February edition of the Alaska PTA Bulletin which included your 1990 Alaska PTA Legislative Program. I found it interesting that your goals and objectives coincide with the goals, objectives and recommendations made by the Joint Committee on School Performance in its latest report, *New Directives in School Performance: The Legislature as Advocate and Guarantor*. I've enclosed a copy of the Executive Summary for your perusal.

As you may be aware, there are several pieces of legislation being introduced that directly speaks to the Joint Committee's ten recommendations. Representative Eileen MacLean and myself have introduced companion resolutions which establishes the Joint Committee on School Improvement. HCR 4 and SCR 12 are currently in the Senate HESS Committee awaiting a hearing. The Joint Committee on School Improvement will concentrate directly on school governance and finance, subjects which are in dire need of scrutiny. The Committee will be recommending to the legislature solutions to some of the issues regarding governance and finance.

I have also introduced a bill which would create a coordinating committee for early childhood and parenting education. SB 139 is also in the Senate HESS Committee. There is a need for statewide coordination of early childhood and parenting education programs. The committee will be established within the Department of Community and Regional Affairs to review policy questions relating to early childhood education. Members will be appointed by the governor to serve for one year. In that year, committee members are to develop a plan for a statewide program, including the education of children with developmental disabilities. The committee's findings and recommendations are due back to the legislature no later than May, 1992.

I am in the process of drafting a third piece of legislation regarding mandated Alaska studies curricula. In its recommendation that the legislature, by statute require an Alaska studies program, the Joint Committee on School Performance took into consideration the

Ms. Abbey Hensley
Page 2
March 18, 1991

reluctance to mandate curricula. However, we heard enough testimony to convince us that in this particular instance, a mandated curriculum was needed. I am currently working with the Department of Education to draft a bill.

Other members of the Joint Committee on School Performance have introduced legislation as a result of the committee's recommendations. They include:

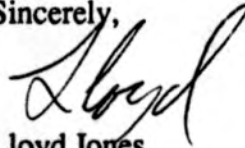
HB 208, sponsored by Rep. Johnny Ellis, allocating \$3 million to the Fund for the Improvement of School Performance which was established last year

HCR 6, sponsored by Rep. Eileen MacLean, calling for better coordinated services among the department of health and social services, labor, community and regional affairs, and education.

SB 130, sponsored by Sen. Al Adams, recommending that teacher tenure requirements be changed from two full school years to five full years.

I hope that the Alaska PTA can support these measures. I've enclosed copies of legislation for your information. If you have any questions regarding the report or the related legislation, please don't hesitate to call.

Sincerely,



Lloyd Jones
Alaska State Senate

LJ:gmc
Enclosures

cc: Sen. Al Adams
Rep. Eileen MacLean
Rep. Johnny Ellis
Rep. Cheri Davis
Rep. Niilo Koponen

Alaska State Legislature

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Senator Lloyd Jones

March 15, 1991

S.E. Islands School
District
Mr. Bob Weinstein
P.O. Box 8340
Ketchikan, AK 99901

Dear Bob,

On February 22, I introduced legislation, SB 139, that would create an early childhood and parenting education coordinating committee within the Department of Community and Regional Affairs. The committee would address issues and questions on early childhood education, with particular emphasis placed on children with environmental handicaps. The bill is result of recommendations made by the Joint Committee of School Performance.

I'm putting together background information for upcoming hearings, and I would appreciate a letter of support from you. Thank you for your time and consideration and please contact me if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Lloyd Jones", is written over a horizontal line.

Lloyd Jones
Alaska State Senate

LJ:cne

WORK ORDER REQUEST FORM

W.O. [17] LS-0792

FEB 27 1991

KEYWORDS: EDUCATION

ASSIGNED: Ford

MINORS

REQUEST FOR: New Bill

TAKEN BY: Ford

SUBJECT: Early Childhood/Parenting Education

REQUESTED FOR: SEN JONES

BY: Paula

PHONE: 465-3743

DELIVER TO: Sen. Jones, Cap 30

INSTRUCTIONS: Reintroduce CSHB 470(Fin) from 16th legislature. Add new subparagraph to sec. 2 - as (d)(3)(I) - "what type of curriculum is necessary to meet the needs of parent education and support".

OBTAIN

SPECIAL DRAFTING INSTRUCTIONS ATTACHED []

AUTHORIZED TO CONFER WITH _____

RETURN _____

_____ TO REQUESTOR

APPROVED: X DIRECTOR, LEGAL SERVICES

REVIEWED _____

IN 02/20/91 DUE _____

TYPED: Draft _____ Date _____

Final _____ Date _____

PROOFED _____ DELIVERED _____

SPECIAL INSTRUCTIONS to TYPING/PROOFING

Request for DRAFT

Sponsor

ALNP1010[02/20/91]

SECTIONAL ANALYSIS OF SB 139

March 25, 1991

"An Act establishing an early childhood and parenting education coordinating committee within the Department of Community and Regional Affairs"

Section 1 sets out the findings of the bill.

Section 2 establishes the early childhood and parenting coordinating committee in the Department of Community and Regional Affairs. The committee is composed of representatives from the State Board of Education, the Commissioner of Health and Social Services, the Commissioner of Community and Regional Affairs, the Commissioner of Labor, the Commissioner of Education, and two practitioners in the fields of early childhood and parenting education.

The Commissioner of education shall serve as chair of the committee.

The committee shall develop a statewide plan of early childhood and parenting education and shall answer questions relating to such a plan. The questions would include:

1. Which children shall be served?
2. How long should early childhood education programs operate?
3. What level of funding should be provided and how should state and local revenue and parent fees be used?
4. What types of funding mechanisms should be used?
5. Which state agency or agencies should be responsible for administering early childhood education programs?
6. What types of program controls should be instituted?
7. What types of teacher preparation and certification should be required?
8. What type of curriculum is necessary to meet the needs of an early childhood education program;

especially as they relate to the linguistic,
developmental, and cultural needs of children?

9. What type of curriculum is necessary to meet the needs
of parent education and support?

Finally, section 2 requires the committee to submit a report
of its findings to the governor and to the legislature by May
31, 1992.

Section 3 repeals the Act on June 1, 1992

KEYWORDS: COMMITTEES, LEGISLATIVE

ASSIGNED: Bannister

EDUCATION

REQUEST FOR: Resolution

TAKEN BY: Bannister

SUBJECT: Joint Committee on School Improvement

REQUESTED FOR: SEN JONES

BY: Glenda

PHONE: 465-3743

DELIVER TO: Sen. Jones Attn: Glenda, Cap 30

INSTRUCTIONS: Draft Senate concurrent resolution identical to
7LS-0619\A (2/11/91), establishing a joint committee on school improvement.

OBTAIN

SPECIAL DRAFTING INSTRUCTIONS ATTACHED []
AUTHORIZED TO CONFER WITH _____

RETURN _____

_____ TO REQUESTOR

APPROVED: X DIRECTOR, LEGAL SERVICES

REVIEWED _____

IN 02/12/91 DUE _____

TYPED: Draft _____ Date _____

Final _____ Date _____

PROOFED _____ DELIVERED _____

SPECIAL INSTRUCTIONS to TYPING/PROOFING

Request for DRAFT

**Statement on HCR 4
Establishing the Joint Committee on School Improvement
Senator Lloyd Jones**

I co-chaired the Joint Committee on School Performance, along with HCR 4's sponsor, Representative Eileen MacLean. Committee members offered a number of legislative measures as a result of their work over the last two years. But one major area was not really dealt with, and that's the area of school governance and finance.

As you recall from our recent deliberations over school funding, there are many dissatisfactions over the current method of funding our schools. We need to start looking at the problem and coming up with solutions, and that's what this new joint committee will do.

The idea for a Joint Committee came from the recommendations of the 15th legislature's Senate Special Committee on School Performance, chaired by Senator Willie Hensley. We saw a need to look into critical issues regarding student's ability to learn. Frankly, standing committees do not have the time to work on broad policy issues. The Joint Committee, made up of three members of the Senate and three members of the House, cross political lines and really get down to the issues that matter the most--how can we best serve our children and help them get the most out of an education in Alaska. That's what this Joint Committee is all about. I urge your support in continuing the work that's been done by voting for HCR 4.

KEYWORDS: EDUCATION

ASSIGNED: Ford

REQUEST FOR: New Bill

TAKEN BY: Barnes

SUBJECT: Mandatory Alaska Studies Curricula

REQUESTED FOR: SEN JONES

BY: Sen. Jones

PHONE: 465-3743

DELIVER TO: Sen. Jones, Cap 30

INSTRUCTIONS: Draft a new bill requiring Alaska studies curricula, per attached.

OBTAIN

SPECIAL DRAFTING INSTRUCTIONS ATTACHED []

AUTHORIZED TO CONFER WITH _____

RETURN _____

_____ TO REQUESTOR

APPROVED: X DIRECTOR, LEGAL SERVICES

REVIEWED _____

IN 03/22/91 DUE _____

TYPED: Draft _____ Date _____

Final _____ Date _____

PROOFED _____ DELIVERED _____

SPECIAL INSTRUCTIONS to TYPING/PROOFING

Request for DRAFT

Chair, Resources Committee
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Member, Rules Committee
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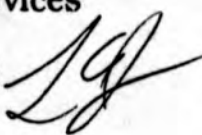
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907 225-9082
Fax: 907 225-8546

Senator Lloyd Jones

MEMORANDUM

To: Tam Cooke, Director
Legislative Legal Services

From: Senator Lloyd Jones 

Subj: New Bill

I request Legislative Legal to draft a new bill pertaining to Mandated Alaska Studies Curricula as follows:

Require the Department of Education to amend existing graduation requirements to require 1 credit in Alaska Studies within the context of the three credit requirement in social studies now required for graduation.

Require school districts to develop a written curriculum for each subject taught at each grade level, but does not specify the content to be taught. Each school district's curriculum is to contain a kindergarten through twelfth grade Alaska Studies scope and sequence which includes, at a minimum, the learning objectives in the Department of Education Alaska Studies Scope and Sequence, February 1990 edition.

Require that each school district develop performance indicators in Alaska Studies which identify what all students should achieve.

Attached is backup regarding the issue, including DOE's Alaska Studies Scope and Sequence, February 1990.

If you have any questions please contact Glenda Carino of my staff.

LJgmc
Enclosure

MEMORANDUM

State of Alaska
Department of Education

TO: Members, State Board of Education

DATE: January 26, 1991

FILE NO: 91-95

THRU: Steve Hole, Acting
Commissioner

TELEPHONE NO: 465-2800

FROM: Rosemary Hagevig *RH*

SUBJECT: Discussion of pending
regulations

HISTORICAL BACKGROUND

At the January 17 meeting these regulations were presented to you as part of the preliminary orientation package. These regulations are currently pending, and awaiting Board action for a variety of reasons. The brief historical background status summary on each is included again for your review, as is the packet for each which contains pertinent materials from recent board packets to provide some historical context as you review the material for content. Additional detail leading to Board action in each of these areas can be accessed by referencing the minutes of the past year. (See black binder)

At the February meeting, the regulations will be discussed. At this meeting or subsequent meetings, it is anticipated that Board positions on further activity on these issues will be developed.

COMMENT PERIOD CLOSED/FINAL ACTION PENDING

1) 4 AAC 04.030 State Policy on Standards for Student Performance

Material contained in this prospective regulation represents a long term effort on the part of the previous Board. By motion of the Board, the department was directed to send this regulation to public comment following the November meeting. The comment period closed on January 5. However, as is our usual practice, we will continue to accept any written comments up until the meeting at which the Board is scheduled to take action on the regulations. I have included for your information some of the comments received to date on this regulation.

2) 4 AAC 12.030(a) Administrative Certificate Waiver

The October and December minutes will provide additional information regarding the issues associated with this prospective regulation. The matter was brought before the Board for consideration by the Anchorage School District on behalf of their employee, Margaret Bellamy. At the December meeting action on the proposed regulation resulted in the motion failing on a 3-3 vote, with one Member absent at the time of voting. Jack Chenoweth gave notice of reconsideration so that the entire Board could vote on the matter at the January meeting. As of this date, the Anchorage School District has not contacted the Department regarding further action on this matter.

3) 4 AAC 05.085 State Student knowledge expectations in Alaska Studies

The attached memorandum dated October 31 outlines the historical order of activities associated with various efforts to resolve this matter. Continuing interest on the part of the Legislature has provided the momentum for keeping this issue active. At the December meeting, the Board revised the regulatory language, and by motion directed that it be sent again to public comment. (Copy attached) Pending appointment of a new Board, and subsequent opportunity for the new Board to review the regulation language, the public comment period has not yet commenced.

4) 4 AAC 12.075 (a)(b)(c) and 12.077 Certification renewal requirements and clarification of requirements for professional development plans as a condition of renewal of teacher certificates

This set of regulations was originally part of a larger set of miscellaneous certification regulations that the Board adopted August 1. Beginning with that meeting, and at each subsequent meeting, these regulations were considered, discussed and returned to the department for additional work. Please refer to the minutes for the meetings beginning with August 1 to review the various issues that have resulted in postponement of adoption action as of this date. At the next scheduled meeting of the Board, the department will review the regulations and recommend future action.

5) 4 AAC 33.090 Mt. Edgecumbe Procurement Regulations

The public comment period on this regulation closed on July 20. The department has delayed scheduling the regulation for Board action pending employment of a finance officer at Mt. Edgecumbe.

6) 4 AAC 12.250 and 252 Special education IEP process: supervision and training of special education aides

The public comment period for the most recent version of this highly controversial set of regulations closed on October 12. Please refer to the September, October and December minutes for additional detail re: issues associated with the regulations. As of this date final Board action is still pending. The department will review the matter in detail at the next scheduled Board meeting.

7) 4 AAC 04.010 &.020 Alaska Native Language Policy

After over a year of intense debate, these regulations were adopted in a policy section in regulations by the previous Board, at the June 1990 meeting. They were transmitted to the Department of Law and subsequently to the Lieutenant Governor for signature. The memorandum from Lt. Governor Coghill of December 28, 1990 states that he is not inclined to sign the regulations until the new Board has an opportunity to review the matter and "develop workable regulations."

(Handwritten initials and circled number 3)

MEMORANDUM

State of Alaska
Department of Education

TO: Members, State Board of Education

DATE: December 5, 1990

FILE NO: 91-76

THRU: Steve Hole, Acting

TELEPHONE NO: 465-2800

FROM: Rosemary Hagevig

SUBJECT: Consideration of regulations
for public comment: 4 AAC
06.800-.830 Student Outcomes
in Alaska Studies

HISTORICAL BACKGROUND

The attached memo dated October 31, 1990 provides a summary of activities related to this issues up until the November Board meeting. At the November meeting, the Board adopted recommendation #5 under "Board Options" and directed the Department to proceed to develop regulations which would implement that option. In the course of the discussion the Department stated that this regulation could be developed as a model for further work in implementing the Outcomes. At the request of the subcommittee, language drafted by the Department is not being forwarded in this mailing.

*Language adopted at the December
meeting is attached. rh*

MEMORANDUM

State of Alaska

Department of Education

TO: State Board of Education

DATE: October 31, 1990

FILE NO: 18 EPSMJG 41-55

THRU: John Anttonen
Director
Education Program Support
FROM: Marjorie Gorsuch
Curriculum Specialist

TELEPHONE NO: 465-2888

SUBJECT: Alaska Studies

RECENT HISTORICAL ACTIONS

In 1988 the legislature passed a resolution requesting that the State Board of Education adopt regulations requiring at least one unit of credit in the study of Alaska history and government for graduation. This legislative action was based on the belief that knowledge of one's own state history and government is fundamental to informed and effective participation in state and local affairs.

In October 1988 the State Board directed the Department to work with the Alaska Council for the Social Studies on how to implement this resolution. This group developed a recommendation which was translated into regulatory language.

During the Spring of 1990, proposed amendments to 4 AAC 05.080 (d) were circulated for public review. These amendments would have required that districts develop and implement a K-12 Alaska Studies scope and sequence which contained at least the learning objectives included in the Department's Alaska Studies Scope and Sequence.

Comments were received from nine school districts and persons representing three groups. The majority of the respondents objected to the mandate of specific course content. They viewed this requirement as a violation of local control and local district prerogatives. Additionally, some concern was expressed regarding the age appropriateness and measurability of some of the objectives contained in the proposed Department's scope and sequence.

After reviewing and considering public comment on the subject, the Department recommended that the Board reword the proposed amendment to regulation 4 AAC 05.080 (d)(3) to require that district elementary and secondary curriculum contain, at a minimum, the learning objectives in the Department of Education Alaska Studies Learning Objectives.

Board Action

The Board chose not to take action on the proposed regulation. The Board directed Department staff to reword an Outcome which would address Alaska Studies, within the context of the Outcome language. The department suggested a rewording of a "Citizenship" Outcome to reflect the need to learn about the State. The wording that was incorporated in the final version of the outcomes follows.

Possess the values, knowledge and ethical behaviors needed to participate in a democratic society.

BOARD OPTIONS

1. Take no action.
2. Adopt revised regulation suggested by the Department in May 1990. (Attached)
3. Include all objectives from the Alaska Studies K-12 scope and sequence in the Model Social Studies Curriculum Guide and encourage districts to incorporate similar objectives in district curriculum.
4. Develop a regulation which would amend the existing graduation requirements to require 1/2 credit or 1 credit in Alaska Studies. This could be required within the context of the three credit requirement in social studies for graduation or could be added to existing requirements.
5. Require that each district develop performance indicators in Alaska Studies which identify what all students should achieve. This would require districts to identify the information they want students to know about Alaska at both elementary and secondary levels. Documentation of the performance of students would be required of the school district.

DEPARTMENT RECOMMENDATION

The Department recommends that the Board adopt option #5. This recommendation is consistent with the approach the Board is taking to improve program and student performance through Chapter 173 and the Outcomes.

Attachment

A new section is enacted to read:

4 AAC 05.085. STATE STUDENT KNOWLEDGE EXPECTATIONS

There is a state-wide need for specific student knowledge in the following areas. The local ~~Goals for Student Learning~~ Document must incorporate these concerns.

ALASKA STUDIES Demonstrate knowledge in Alaska Studies including geography, cultural background and history, government, economy, current issues, etc. (concepts to be filled in from DOE Alaska Studies curriculum)

a) School districts must actively involve the public in identifying the knowledge and skills that students will possess in Alaska Studies by the time they graduate from high school.

b) By December 15, 1991, the governing body of each school district must develop and implement a curriculum for Alaska Studies.

c) The curriculum must be developed using the State-wide Student Outcomes for Public Education in 4 AAC 04.030(b) as a focus.

d) Each school district must develop and implement a means to evaluate student achievement in Alaska Studies. Student performance in Alaska Studies must be reported on the Report Card.

STATE OF ALASKA

DEPARTMENT OF EDUCATION
Office of the Commissioner

STEVE COWPER, GOVERNOR

GOLDBELT PLACE
801 WEST 10TH STREET
P.O. BOX F
JUNEAU, ALASKA 99811-0500

March 23, 1990

MEMORANDUM NUMBER 90-18

TO: All parties interested in the regulations of the Department of Education
FROM: William G. Demmert, Commissioner
SUBJECT: Regulations Dealing With Alaska Studies

Attached is a Notice of Proposed Changes in the Regulations of the Department of Education, and material being proposed as regulation. The department is opening a period of public comment relating to these proposals. Additional copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, P.O. Box F, Juneau, Alaska 99811.

Written responses must be received prior to May 21, 1990, and should be sent to the Commissioner of Education, ATTN: Regulations Review, P.O. Box F, Juneau, Alaska, 99811. At any regularly scheduled meeting following that date, the State Board of Education may adopt these or other proposals dealing with the same subject matter without further notice or may decide to take no action on them.

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Attachments: Notice of Proposed Changes
Proposed Regulations

**NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
STATE BOARD OF EDUCATION**

Notice is given that the State Board of Education, under the authority of AS 14.07.060 and AS 14.07.020 (a)(4), proposes to amend regulations in Title 4 of the Alaska Administrative Code dealing with Alaska Studies and interpreting and implementing 14.07.020 as follows:

Presently 4 AAC 05.080 requires school districts to develop a written curriculum for each subject taught at each grade level, but does not specify the content to be taught. The proposed amendment requires each school district's curriculum to contain a kindergarten through twelfth grade Alaska Studies scope and sequence which includes, at a minimum, the learning objectives in the Department of Education Alaska Studies Scope and Sequence, February 1990 edition.

Notice is also given that comments may be made in writing to the Commissioner's Office, ATTN: Regulations Review, 801 West 10th Street, P.O. Box F, Juneau, Alaska 99811, before 4:30 p.m. on May 21, 1990.

This action is not expected to require an increased appropriation.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, P.O. Box F, Juneau, Alaska 99811.

The State Board of Education, after the deadline stated above, will either adopt these or other proposals dealing with the same subject without further notice or decide to take no action on them.

DATE: 3-23-90



William G. Demmert
Commissioner of Education

4 AAC 05.080(d) is amended to read:

The governing body of a district shall adopt, in the manner required by AS 14.14.100 (a), a curriculum which describes what will be taught students in grades kindergarten through 12. The curriculum must contain at least

(1) a statement that the document is to be used as a guide for planning instructional strategies;

(2) a statement of goals that the curriculum is designed to accomplish;

(3) content which can reasonably be expected to accomplish the goals, including a K-12 Alaska Studies scope and sequence which contains at least the learning objectives published in the Department of Education Alaska Studies Scope and Sequence, February 1990 edition; and

(4) a description of a means of evaluating the effectiveness of the curriculum. (Eff. 9/3/76, Register 59; am 11/21/84, Register 92; am / / , Register)

Authority: AS 14.07.020

As 14.07.060

KINDERGARTEN - GRADE ONE

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Understand she/he is a unique individual with a name, physical characteristics, wants and needs, abilities and talents, an Alaskan heritage, etc. Show that most Alaskans live in families and that families differ in size, relationships, and in the roles and ages of members.
Culture (Anthropology/ Sociology)	Exercise his/her rights and responsibilities as a member of different Alaskan groups. Understand there are many different cultures in Alaska.
Environment (Geography)	Relate how people interact with their Alaskan environment. Observe and identify the geographic features of his/her own community. Learn about the impact of seasonal changes on the local environment. Learn map and globe skills while studying about Alaska.
Change (History/ Psychology/ Sociology)	Understand that all Alaskan families have a past which can be studied and learned, and that families record their past in different ways. Relate Alaskan events in the past to the happenings of today.
Citizenship (Political Science/ History)	Determine the rights and responsibilities of Alaska residents. Be familiar with state symbols. Understand the role of local government in protecting citizens.
Scarcity (Economics)	Give examples of how community members work to obtain goods and services which meet their needs.
Interdependence (Economics/ Sociology)	Understand that Alaskans rely on others for help, companionship, and to meet physical and emotional needs and wants.

GRADE TWO

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Learn about Alaskan hobbies. Identify qualities, traits, and characteristics admirable in friends and what it means to be a friend to someone else. Identify favorite things.
Culture (Anthropology/ Sociology)	Identify various cultural/ethnic/religious groups in the class and learn about the holidays and traditions celebrated by each. Become familiar with the community's culture. Learn about the culture of another Alaskan community.
Environment (Geography)	Relate how Alaska's environment influences our lifestyles, occupations, and communication and transportation patterns. Develop map and globe skills while studying Alaska. Learn about the impact of climate on the local community.
Change (History/ Psychology/ Sociology)	Realize that people, places, and things change by researching the local community history. Become aware of Alaskan political, social, and cultural leaders of the past.
Citizenship (Political Science/ History)	Become aware of the rights and responsibilities of citizenship in the local community. Become aware of services provided by local government.
Scarcity (Economics)	Experience the choices Alaskans must make when there are unlimited wants and limited resources. Understand how the Alaskan media influences consumer choices.
Interdependence (Economics/ Sociology)	Show how community members work together and rely on each other to satisfy human needs.

GRADE THREE

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Increase awareness of him/herself as a unique individual and as a member of the local community.
Culture (Anthropology/ Sociology)	Respect and appreciate the beliefs, values, abilities and cultural heritage of other Alaskans. Demonstrate knowledge of the values and beliefs of the local Alaska native culture.
Environment (Geography)	Learn the location of major geographic features and natural resources of the local region. Differentiate between Alaska's renewable and non-renewable resources and understand the importance of conservation of resources. Improve map and globe skills while studying about Alaska.
Change (History/ Psychology/ Sociology)	Be familiar with major events in the community's history. Recognize how events change the lives of individuals. Become aware of leaders in Alaska's past and present.
Citizenship (Political Science/ History)	Identify local government leaders and services. Understand the importance of local laws in protecting citizen's rights. Define the qualities of leadership and compare different kinds of Alaskan leaders and ways leaders are selected.
Scarcity (Economics)	Differentiate between goods and services available in the local community. Recognize how the Alaskan media influences consumer choices and fosters "consumerism."
Interdependence (Economics/ Sociology)	Understand the interdependent role of Alaskan communities in meeting economic needs and wants.

GRADE FOUR

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Identify self as a member of the diverse Alaskan community.
Culture (Anthropology/ Sociology)	Describe and compare the diverse cultures within Alaska.
Environment (Geography)	Locate major geographic features, natural resources, and population centers of Alaska and its regions. Identify how geographic features influence climatic conditions and settlement patterns throughout Alaska. Continue to develop map and globe skills while studying about Alaska.
Change (History/ Psychology/ Sociology)	Chart the sequence of the migration and immigration of peoples and the major events which shaped Alaska history. Know about significant individuals who shaped Alaska in the following areas: government, health, education, religion, business, industry, art, and transportation.
Citizenship (Political Science/ History)	Identify how the state government is organized and the services it provides. Contrast ways traditional cultures in Alaska organize themselves to make decisions with the present forms of government.
Scarcity (Economics)	Contrast subsistence and cash economies and values concerning the use of natural resources; understand the diversity of economic patterns and values found in Alaska.
Interdependence (Economics/ Sociology)	Understand the political, economic, and social interdependence of Alaskan communities

GRADE FIVE

GRADE SIX

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Identify the unique role of Alaska as the "last frontier."
Culture (Anthropology/ Sociology)	Identify cultural linkages between Alaska and the rest of the United States. Understand the dynamics of cultural contact and change in Alaska.
Environment (Geography)	Identify similarities between Alaska and the United States in climate zones, habitats, and natural resources. Determine how Alaska's strategic position and the use of Alaska's natural resources have affected the development of the U.S.
Change (History/ Psychology/ Sociology)	Understand how major events in Alaska history fit into the broader context of U.S. history.
Citizenship (Political Science/ History)	Identify the historic and contemporary impact of federal laws on the environment and people of Alaska.
Scarcity (Economics)	Explain how changing perceptions and policies affect the development and use of natural resources in Alaska.
Interdependence (Economics/ Sociology)	Understand the political, social, and economic interdependence of Alaska and the rest of the world.

Topic/ Concept	Learning Outcome/Objective
Identity (Psychology)	Describe ways in which one is an Alaskan, American, and a member of the global community.
Culture (Anthropology/ Sociology)	After defining culture, compare the similarities and differences between selected Alaskan cultures and other cultures around the world.
Environment (Geography)	Understand environmental linkages between Alaskan communities and the rest of the world.
Change (History/ Psychology/ Sociology)	Explain how Alaska has been affected by the influence of other cultures and historical events of the past and present.
Citizenship (Political Science/ History)	Participate in activities which promote cooperation between Alaska and a variety of countries. Understand the contribution of individuals, groups, and governments in promoting cooperation and greater understanding between Alaska and a variety of countries.
Scarcity (Economics)	Understand trade relations between Alaska and a variety of countries. Identify examples of cooperation, competition, and conflict over the use of Alaskan resources and identify ways to resolve the differences.
Interdependence (Economics/ Sociology)	Understand the political, economic, and social interdependence of Alaska and a variety of countries.

GRADE 7-12

Topic/ Concept	Learning Outcome/Objective	Topic/ Concept	Learning Outcome/Objective
Identify role as a responsible, active participant in the local community and as a citizen of Alaska, the United States, and the global community.	PSYCHOLOGY/SOCIOLOGY Identify the various ethnic, social, occupational, religious, political groups and institutions within the Alaska population. Examine the perceptions of what it is to be an Alaskan from a variety of perspectives. Examine some factors that affect the physical and mental health of Alaskans. Examine the demographics of the Alaskan population, identify and predict trends and cycles. Examine personal roles within the various groups in the community.	Understand the historic and contemporary life-styles and values of Alaska's cultures.	ANTHROPOLOGY Examine the components of culture and of cultural change in Alaska. Examine the theories and beliefs of origin of Alaska's native peoples. Understand the economic and spiritual relationship between the Alaska Native people and their environment. Gain an awareness of the variety of Alaskan languages and the distinct dialects within each language group. Identify traditional and contemporary subsistence activities and how they relate to the lifestyle of each Native Alaskan group. Gain an awareness of the traditional belief system of each Alaska Native group including spiritual leaders, ceremonies, and beliefs. Recognize and demonstrate artistic expressions, stories and ceremonies which are common in traditional Alaska Native cultures. Explain the role of recreation as an important part of traditional Alaska Native lifestyle. Understand how traditional Alaska Native societies transmit their skills, values, and knowledge. Examine the role of traditional medicine as it was practiced by Alaskan Natives and its contemporary applications. Understand the social systems of Alaska Native groups including the role of the individual, the family, and the community and their interrelationships.
Understand how Alaska's environment (climate, geographic features, natural resources, and population centers) affects the past, present, and future of its people.	GEOGRAPHY Describe the geologic processes that formed Alaska. Understand Alaska's strategic location in relation to other places on earth. Understand the concept of region and identify various cultural and physical regions in Alaska and locate important cultural and natural physical features within each of those regions. Differentiate the four climate zones in Alaska and know the effect of these climates (maritime, continental, arctic, transitional). Identify major communication and transportation systems found within Alaska which link Alaskans to each other and to the rest of the world. Understand that Alaska's environment (ecological, political, economic, and social) is inextricably linked with the rest of the world. Compare and contrast how the perceptions and values of various cultures and groups have affected the use of the environment.	Identify the sequence of people and major events which shaped Alaska's history after contact.	HISTORY Identify the reasons for Russian exploration in Alaska, the nature, extent, and impact of Russian settlement, and the reason for the decline of Russian America. Evaluate the impact of Russian activities on Alaska Native peoples.

GRADE 7-12

Topic/ Concept	Learning Outcome/Objective	Topic/ Concept	Learning Outcome/Objective
Explain the structure and function of traditional and contemporary Alaskan governments and identify contemporary issues and potential solutions.	HISTORY (continued) Understand the impact of Spanish, French, and British presence in Alaska and the international forces and relations that led to the sale of Alaska to the U.S. Compare life in preterritorial Alaska under U.S. rule with life under Russian rule. Evaluate the importance and consequences of the development/extraction of Alaska's resources on Alaska's resources ("boom and bust" cycles), on Alaska's development and on Native cultures. Become aware of important political, economic, and social changes that occurred in Alaska during territorial years. Become aware of important political, economic, and social changes that occurred in Alaska since statehood.	Understand the different economic activities and structures which affect Alaska's past, present, and future.	ECONOMICS Understand that many Alaska Natives continue to live a traditional economic lifestyle. Understand the impact of Russian control on Alaska's economic development. Evaluate the economic importance and consequences of the development/extraction of Alaska's resources on the state's development and on the Native cultures. Understand how boom/bust economies have operated in Alaska. Identify Alaska's potential natural resources, their geographic location, and some of the problems and issues related to their development. Evaluate the importance of human resources to Alaska's development. Weigh the importance and impact of technology on Alaska's development, economics lifestyle, and environment. Identify Alaska's economic connections with other nations, especially Pacific Rim trading partners. Consider the importance of the Alaska Native Claims Settlement Act including: • background of the Act • history of Native claims • events leading up to ANCSA • relationship of passage of ANCSA to the pipeline • impact of ANCSA on the state's development. Be familiar with the following terms: • aboriginal rights • Alaska Federation of Natives • Organic Act of 1884 • Alaska Native Claims Settlement Act • Native regional corporation • Alaska National Interest Lands Conservation Act • village corporation • land freeze • environmental impact statement. Predict how decisions made today could affect Alaska's economic future.
	GOVERNMENT Compare the political status of Alaska Natives before and after European contact. Understand the political characteristics and problems of Alaska prior to statehood. Understand the motives and issues related to Alaska's struggle for statehood. Compare traditional Alaskan Native leadership development, decision-making, and governing mechanics with contemporary systems. Understand the structure and function of Alaska's state government and its relationship to the federal government. Understand the basic provisions and impact of ANCSA and related federal legislation on the people of Alaska. Acknowledge and exercise role as a citizen of the community, state, nation, and the world.		

STATE OF ALASKA

DEPARTMENT OF EDUCATION

WALTER J. HICKEL, GOVERNOR

GOLDBELT PLACE
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P.O. BOX F
JUNEAU, ALASKA 99811-0500

April 4, 1991

The Honorable Lloyd Jones
Alaska State Senate
P.O. Box V
Juneau, AK 99811-3100

APR 5 1991

Dear Senator Jones:

Thank you for the opportunity to review proposed legislation for "An Act relating to education planning, to the establishment of curricula, and to an Alaska studies curriculum." Thank you for the changes we requested in the school report card provisions. This letter addresses the specific portions of this proposal related to Alaska studies.

Department Recommendation

The Department supports the concept of requiring indicators of school performance in Alaska studies as proposed on p.2, line 27. We recommend, however, that the proposed wording be as follows: (8) indicators of school performance (K-12) in Alaska studies... In order to develop indicators of performance, the district would have to develop and teach Alaska studies. This information would then be provided by the districts to the department for inclusion in the School District Report Card to the Public.

Requiring such indicators of school performance in Alaska studies retains local control in the development of content and in the assessment indicators selected by the district. This approach meets your original intent by ensuring that Alaska studies is taught in all school districts.

The Department recommends that all additional language related to Alaska studies be eliminated from this proposal.

Rationale for Eliminating Proposed Language

Page 1, Lines 11-13

It is unnecessary to include this language since the requirement that indicators of school performance be developed requires districts to document what they are teaching. We can interpret from this documentation what the district scope and sequence is. If the legislature chooses to require a scope and sequence, it would be preferable to recommend or to encourage, rather than require, use of the Alaska studies learning objectives developed by the Department. This would retain district control over content taught in the districts.

Page 3, Lines 14-15

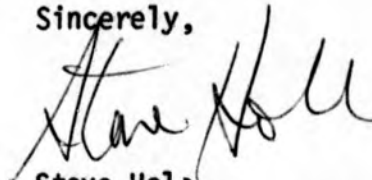
Currently, the state requires 21 credits for graduation, three of which must be in social studies. Most districts specify that students study Western Civilization or World History, American History, and other courses which might include Alaska studies, political science/civics, geography, or economics. The practical effect of requiring that one credit in Alaska studies be included in the social studies requirements for graduation, for those districts which don't currently require this, is that students would need to take four credits in social studies for graduation or one of the other critical social studies courses would need to be dropped as a requirement.

Additionally, most schools teach Alaska studies in the elementary grades and often also offer it in middle/junior high school. In recognition of the educational value of exposure to Alaska studies K-12, the Alaska Council for the Social Studies has recommended that the subject be taught throughout elementary and secondary school instead of imposing a credit requirement for graduation.

Page 4, Lines 18-20

Regarding the applicability section of the proposed law, it will be difficult, if not impossible, for students, especially those in their junior year, to meet this requirement by the deadline specified in the proposed legislation. A student scheduled to graduate in June 1992 would not be able to plan ahead sufficiently to meet this requirement.

Sincerely,

A handwritten signature in dark ink, appearing to read "Steve Hole", written in a cursive style.

Steve Hole
Acting Commissioner

**Kodiak
Area
Native
Association**



402 Center Avenue
Kodiak, Alaska 99615
Phone (907) 486-5725

Representative Eileen Panigeo MacLean
Co-Chair House Finance Committee
P.O. Box 830
Barrow, Alaska

3/27/91

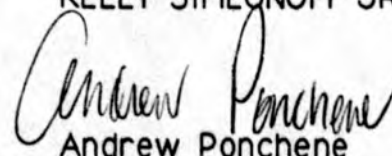
Dear Representative MacLean:

Thank you for sending KANA a copy of the January 1991 **Report of the Joint Committee on School Performance**. We believe that there are many important recommendations in this report, and we will be discussing these recommendations, most particularly *HB203* and the *Alaska Studies Program Bill*, in our next meeting of the *Regional Education Board*. It is our hope that this board, which is composed of Native parent representatives from each of the six villages and the town of Kodiak, will issue resolutions of support for these two bills.

Enclosed are copies of letters which we have submitted to our local legislators, Representative Cliff Davidson and Senator Freu Zharoff, on the importance of *HB203* and the *Alaska Studies Program Bill*. We anticipate that there will be a groundswell of support for these bills, and you and the Committee are to be commended for that have put forth on improving Alaska's educational programs.

Sincerely,

KODIAK AREA NATIVE ASSOCIATION
KELLY SIMEONOFF JR., PRESIDENT


Andrew Ponchene

Education Administrator

Kodiak Area Native Association



402 Center Avenue
Kodiak, Alaska 99615
Phone (907) 486-5725

Tom Panamaroff, Legislative Aide
Senator Fred Zharoff's Office
Rm. 121 Capitol
P.O. Box V
Juneau, AK 99811

3/18/91

Dear Mr. Panamaroff:

As you requested, we are enclosing copies of newspaper articles which pertain to Native language programs. Most of the articles are from local papers such as, the *Kodiak Daily Mirror* or the *Tundra Times*. The more salient points have been highlighted. We are also enclosing a copy of a letter which we have directed to Senator Zharoff. The letter informs him of the curriculum which we are developing for a high school *Alutiiq Studies* course, and discusses certain pieces of legislation which will be critical to the long-term success of our program, and of comparable Native Studies programs throughout the state.

We have spoken with Dr. Lawrence Kaplan at the *Alaska Native Language Center* (University of Alaska-Fairbanks) about different options which could be pursued for teacher certification in Native language study, and we would encourage you to contact him on this matter. Our Superintendent of Schools, John Witteveen, who also serves as the head of the State Superintendent's Committee, remains categorically opposed to the idea of changing teacher certification requirements. We believe, however, that "special standards" are in order for Native language instructors, and that such standards need not be set up as "lower standards".

Thank for your interest in this matter, and if we can offer any further information, please do not hesitate to contact us again.

Sincerely,

KODIAK AREA NATIVE ASSOCIATION
KELLY SIMEONOFF JR., PRESIDENT

Philomena Knecht, Alutiiq Program