ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1408 HHESS SB 668 - SB 719

AMENDMENT TO CSSB 668 (RIs) am

Page 7, Line 14

Delete "continuity and stability of employment,"

AMENDMENT TO CSSB 668 (RIs) am

Page 8, Line 4

After the (.) add new sentince to read:

"For teachers, only wages and fringe benefits having a monetary value shall be subject to arbitration as set out in A.S. 23.40.208."

AMENDMENT TO CSSB 668 (RIs) am

Page 10, Lines 9 and 10

Replace the words "the employment and the fulfillment of professional duties of teachers," with the words wages, hours worked, fringe benefits and time off,

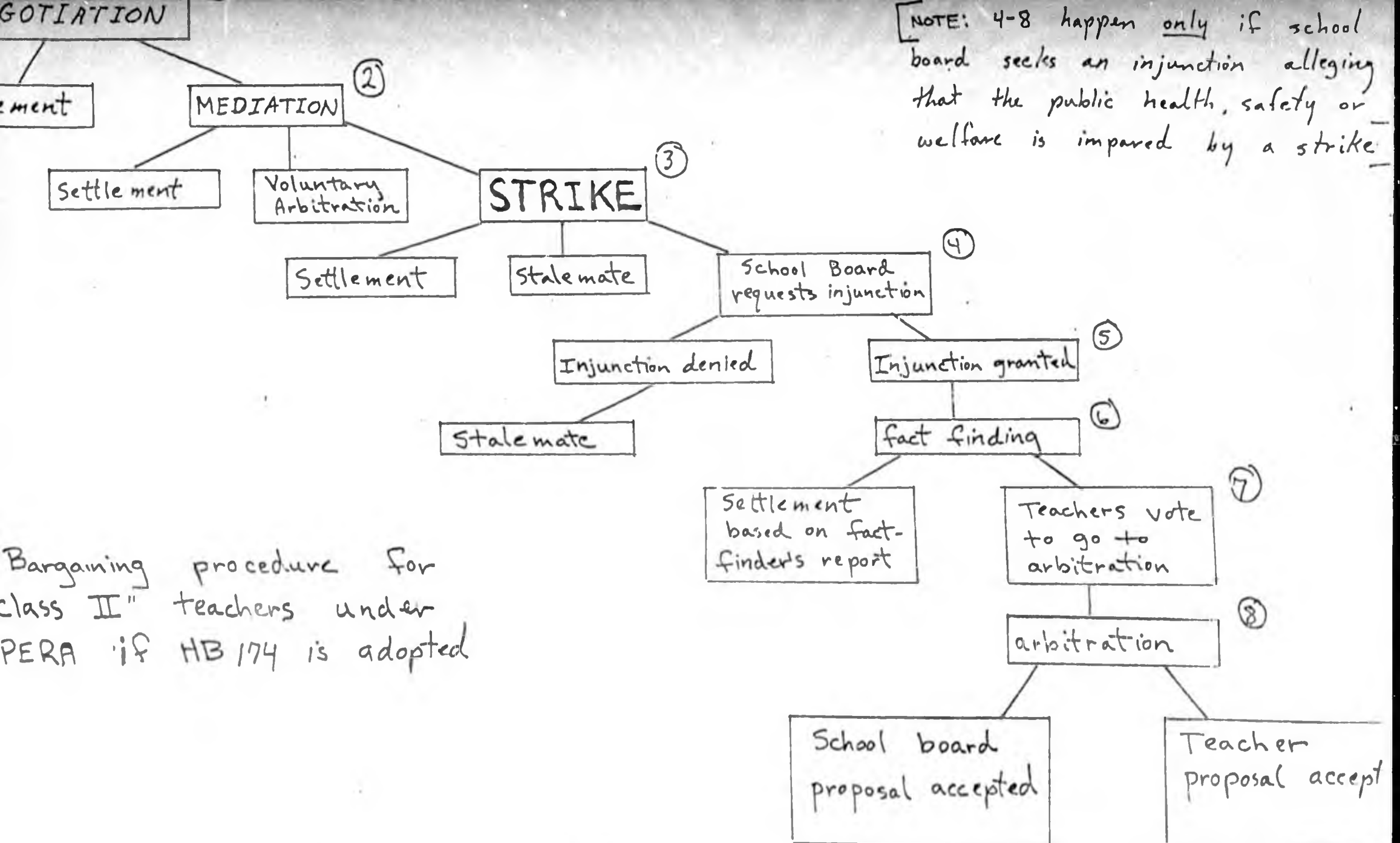
AMENDMENT TO CSSB 668 (RIs) am

Page 11, Line 6

Delete the word "not".

Page 11, Line 8

Delete the word "not".

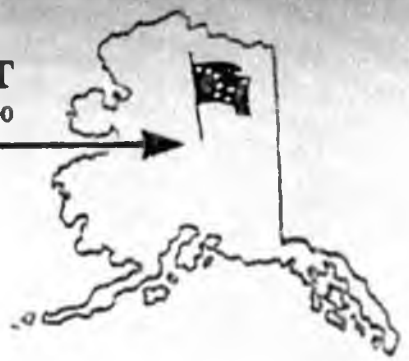


NOTE: 4-8 happen only if school board seeks an injunction alleging that the public health, safety or welfare is impared by a strike

Bargaining procedure for class II" teachers under PERA if HB 174 is adopted

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
P.O. Box 1250, Fairbanks, Alaska 99707-1250 (907) 452-2000

KENNETH STEPHEN BURNLEY
Superintendent of Schools



May 17, 1982

The Honorable Michael Beirne
House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Representative Beirne:

The Fairbanks North Star Borough Board of Education objects to the procedure used to advance HB-174 which eliminated the opportunity for school boards and others around the state to deal thoroughly with the issue.

Therefore, the school board goes on record in support of a serious effort at arriving at a finality to negotiations that does not compromise the legally defined authority of elected officials to govern. It is our feeling the Bill does not adequately address this and we, therefore, oppose HB-174.

Sincerely,

D. Rebecca Snow
President
Board of Education

DRS/plh

May 12,1982

Rep. Rick Halford
Pouch V
Juneau, Alaska 99811

Dear Rick,

I am writing in regard to SCSCSHB174 which passed the House as "An Aid to Dependent Children" bill, was "gutted" in the Senate and emerged as a collective bargaining bill. This bill, as you well know, places teachers under P.E.R.A. and gives them both binding interest arbitration and the right to strike..

Similar bills passed in other states have meant:

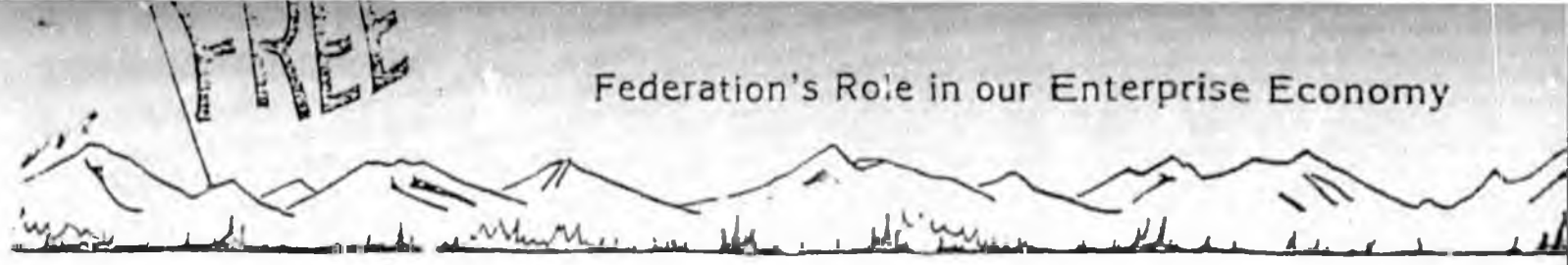
1. Lossof public management control.
2. Severe reduction in free collective bargaining.
3. Significantly higher wages and fringe benefits for public employees at a higher cost to taxpayers then would have otherwise resulted from free collective bargaining.
4. Compulsory arbitration is procedurally costly and a time consuming process.
5. Arbitrators handling public sector cases do not have the necessary skills or experience to make policy decisions.
6. There is no conclusive evidence that binding arbitration prevents strikes.

Binding interest arbitration in any form--last best offer, item by overall package or any other way-- is not an acceptable method of making public policy if representative government is to remain a viable process.

In virtually every other state where some kind of interest arbitration statute or ordinance has been enacted, litigation has been initiated to challenge its constitutionality. In fact, we are awaiting a decision from the Connecticut Supreme Court regarding this issue.

Alaska has been fortunate in that we have experienced only two strikes within the past ten years while successfully negotiating

P.O. Box 4-2955 • Anchorage, Alaska 99509
A committee of the GFWC Anchorage Woman's Club



hundreds and hundreds of successful contracts. We contend that this record of settlement is remarkable.

All labor relation experts recognize that mutual agreements are the best agreements. Many contracts are reached without even using mediation.

We are enraged that this legislature, (in this case the SENATE), is still violating uniform rules and procedures by condoning bill "cutting", piggy backing etc. It is a poor way to do the public business. The public has not been given the opportunity to provide input on this bill, it has been literally sneaked through the Senate without public discussion and debate.

Thank you for your attention. It is our hope that the Senate cooperates with the House and adjourns this session of the legislature.

Sincerely,

Darlene D. Chapman
Fed. Leg. Chairman

1. Some authorities mention three, but we can only account for two. (Anchorage and SOS.)

cc Mike Beirne

P.O. Box 4-2955 • Anchorage, Alaska 99509
A committee of the GFWC Anchorage Woman's Club

Editorial Opinion and Comment of

FAIRBANKS
Daily News - Miner

"Independent in All Things . . . Neutral in None"

Other opinions expressed on this page do not necessarily reflect those of the Daily News-Miner.

Teaching professionals

Teachers' unions around Alaska are urging legislators to adopt HB 174, a bill that would give teachers a limited right to strike and set up procedures for binding arbitration.

Teachers have gotten themselves into a curious position: On the one hand, they're urging the public to consider them as professionals; on the other, they're working hard to acquire workers' rights such as union membership, right to strike, and binding arbitration.

We believe teachers should be recognized as the professionals they like to call themselves. Hopefully, their profession is attracting well-educated, talented, dedicated people. After all, they are entrusted with one of the most vital jobs we can think of—preparing our nation's youth for the future.

That's why we think this emphasis on right to strike is off-kilter. Teachers claim that in the bill now before the Legislature—SCSCS HB 174—they're actually giving up something they have now. They believe they now have an unlimited right to strike, though an Anchorage judge didn't go along with that theory when Anchorage teachers walked off the job in 1979. They claim that by limiting their right to strike to times when such a strike does not "threaten the health, safety or welfare of the public" they're giving up something in order to secure a means to settle disputes with school boards.

Frankly, though, we can't conceive of a situation in which a teachers' strike would not threaten the welfare of the public. We trust our educational system—of which teachers are the foundation—with a job that needs to be done. When that job isn't being done, the public welfare is threatened.

Though we don't believe teachers need a guarantee of the right to strike, we do believe it's incumbent on school boards to recognize that teachers are indeed the foundation of the educational system, and provide them with salaries and working conditions conducive to doing the job right

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REPRESENATIVE MIKE BEIRNE
JUNEAU AK 99881

ON BEHALF OF OUR MEMBERS AND SUPPORTERS RESIDING IN THE STATE OF ALASKA, THE PUBLIC SERVICE RESEARCH COUNCIL STRONGLY URGES YOU TO OPPOSE SB668. THIS SENATE-PASSED MEASURE WOULD, FOR THE FIRST TIME, IMPOSE A SYSTEM OF COMPULSORY BINDING ARBITRATION IN THE CASE OF NEGOTIATION IMPASSES AFFECTING PUBLIC SCHOOL EMPLOYEES.

BINDING ARBITRATION IN PUBLIC EDUCATION EFFECTIVELY ELIMINATES CITIZEN AND GOVERNMENT CONTROL OVER THE DIRECTION AND COST OF EDUCATION BY TURNING OVER ABSOLUTE AUTHORITY FOR SUCH MATTERS TO AN OUTSIDE, UNELECTED ARBITRATOR WHO IS TOTALLY UNACCOUNTABLE TO THE TAXPAYERS.

WE FEEL THAT SB668 AND ANY OTHER PROPOSALS DESIGNED TO IMPOSE COMPULSORY BINDING ARBITRATION IN THE PUBLIC SECTOR DESERVE YOUR DETERMINED OPPOSITION

ROMAN K RICE III DIRECTOR OF LEGISLATIVE AFFAIRS
PUBLIC SERVICE RESEARCH COUNCIL
8330 OLD COURT HOUSE RD SUITE 600
VIENNA VA 22180

1656 EST

MGMCOMP MGM

TO REPLY BY MAILGRAM SEE INSTRUCTIONS ON REVERSE SIDE

Official Business

Alaska State Legislature

House of Representatives

Committee on

Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

House HESS

May 29, 1982
9:00 am

Agenda

CSSB 668(Rls) am — An Act relating to public employees collective bargaining

Sec. 14.20.475. Applicability of the Administrative Procedure Act. The Administrative Procedure Act (AS 44.62) applies to regulations and proceedings under §§ 370 — 510 of this chapter. (§ 5 ch 9 SLA 1975)

Sec. 14.20.480. Effect of standards. Members of the teaching profession are obligated to abide by the professional teaching standards adopted by the commission. (§ 35 ch 98 SLA 1966)

Sec. 14.20.500. Support. In addition to available state funds, the commission shall also be financed by members of the profession in accordance with regulations promulgated by the department including, if necessary, an increase in the fees for certificates. (§ 35 ch 98 SLA 1966; am § 1 ch 73 SLA 1973)

Effect of amendment. — The 1973 amendment added "In addition to available state funds" to the beginning of the section and inserted "also."

Sec. 14.20.510. Short title. Sections 370 — 510 of this chapter shall be known as the Professional Teaching Practices Act. (§ 35 ch 98 SLA 1966)

Article 6. Negotiation and Mediation.

Legislative committee report. — For report on ch 16, SLA 1970 (HB 391 am S), see 1970 Senate Journal, p. 296

Sec. 14.20.550. Negotiation with certificated employees. Each city, borough and regional school board, shall negotiate with certificated employees in good faith on matters pertaining to their employment and the fulfillment of their professional duties. (§ 1 ch 16 SLA 1970; am § 3 ch 71 SLA 1972; am § 21 ch 124 SLA 1975)

Effect of amendments. — The 1972 amendment substituted "board of directors" for "state board of education."

The 1975 amendment, effective July 1, 1975, substituted "city, borough and regional school board" for "school board, and the board of directors for the state-operated schools."

Legislative committee report. — For report on ch 71, SLA 1972 (HCSSB 383 am H), see 1972 House Journal, p. 898

Sec. 14.20.555. Optional coordinated employee negotiations. (a) Negotiations between the certificated employees of the regional educational attendance areas and the respective regional school boards shall be conducted by one team representing all the certificated employees, one team representing all the certificated administrative personnel if they have joined together to negotiate independently as provided in § 560(f) of this chapter, and one team representing all the participating regional school boards.

(b) Each team may consist of as many members as there are regional school boards. Each board is entitled to one member on the team. However, each negotiating team shall consist of not less than five members.

(c) A regional educational attendance area board may by resolution choose to conduct its own negotiations in accordance with § 550 of this chapter. (§ 22 ch 124 SLA 1975)

Effective date. — Section 45, ch. 124, SLA 1975, makes this section effective on July 1, 1975

Sec. 14.20.560. Teachers' bargaining groups. (a) When a majority of the certificated employees in a school district have designated an educational organization of their own choosing to bargain for them, the organization shall be recognized by the school board as the bargaining agent for all the certificated staff, except superintendents of schools. The membership of any such recognized educational organization shall be composed principally of those employed in the teaching profession in Alaska.

(b) The organization representing a majority of the certificated employees of a school district shall, upon the request of the school board, submit an affidavit verifying that it does represent a majority of the certificated employees. Recognition of the employee bargaining agency by a school board is valid for one year or a term agreed upon by the two parties to an agreement, unless a majority of certified staff votes to request the termination of recognition of the employee bargaining agency. The school board is entitled to an affidavit of membership from the employee bargaining agency once each year.

(c) Upon the request of 25 per cent of the certificated employees in a district, the school board shall hold, within 20 days, an election by secret ballot of all the certificated employees in order to determine their choice of a bargaining agency. The results of this election are binding for one year.

(d) A school board shall, upon the written request of the employee bargaining organization, meet with the representative of the organization, within 20 days of the request at a time and place to be mutually agreed upon. In the same manner, representatives of an employee bargaining organization are required to meet with a school

board or its representatives within 20 days after receiving a written request. The school board and the employee organization may not select more than five representatives each to negotiate for them.

(e) The negotiating meeting may be held in executive session upon mutual agreement of both parties, but all final agreements shall be made at a public meeting of the school board.

(f) Nothing in this section shall be construed to prevent certificated administrative personnel groups, including principals and assistant principals, from having the right to negotiate independently of the other certificated personnel if they choose to do so as the result of a secret ballot. (§ 1 ch 18 SLA 1970; am § 1 ch 43 SLA 1971)

Effect of amendment. — The 1971 amendment added subsection (f).

Sec. 14.20.570. Mediation. (a) Upon the written request for mediation by an employee bargaining agency or a school board, and upon certification by the requesting party that the parties cannot agree on an independent private mediator and that good faith negotiations have terminated in an impasse, the following occurs:

(1) Within seven days of the certification the requesting party shall ask the United States Federal Mediation and Conciliation Service to serve as the agency to resolve the dispute.

(2) The mediator shall chair all mediation meetings between the disputing parties and attempt to resolve the differences between the disputing parties and reach common acceptance of terms and conditions or other items in dispute wherever possible.

(3) Within 30 days of the initial meeting of the parties to the dispute the mediator shall have reduced all agreed terms, conditions and other items to a written contract. If mutually agreed the period for reporting the contract to both parties may be extended.

(4) Each party to the dispute may select a team of not more than five persons to present the evidence, thinking and position of the group they represent, to the mediator.

(b) If the mediation meetings are held during the school day, teachers representing an employee bargaining agency shall be released from classroom or other assigned duties without penalty or loss of pay. (§ 1 ch 18 SLA 1970; am § 1 ch 201 SLA 1975)

Effect of amendment. — The 1975 amendment, effective July 1, 1975, rewrote this section.

Sec. 14.20.580. The mediation report. (a) Within 10 days each party to the dispute shall accept or reject in total the mediation report.

(b) If rejected by either party, the mediator shall have an additional five days to review the objections and prepare a final report.

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... If the final report is rejected by either side, the governor may appoint an advisory arbitrator to review the issues and make recommendations for solution. (§ 1 ch 18 SLA 1970; am § 2 ch 201 SLA 1975)

Effect of amendment. — The 1975 amendment, effective July 1, 1975, rewrote this section.

Sec. 14.20.590. Grievance procedures. Negotiations agreements executed after the effective date of this Act shall define "grievances" and provide for grievance procedures for the certificated staff. The grievance procedures shall provide that the final step in the procedure shall be binding arbitration. The negotiations agreement shall provide a method for the selection of an arbitrator. (§ 1 ch 18 SLA 1970; am § 3 ch 201 SLA 1975)

Effect of amendment. — The 1975 amendment, effective July 1, 1975, inserted "executed after the effective date of this Act" and "define 'grievances' and" in the first sentence and added the second and third sentences.

Sec. 14.20.600. Individual cases. Nothing in §§ 550 — 590 of this chapter prohibits an employee from addressing a school board, as an individual, through the regular procedures of the school board for hearing individual cases. (§ 1 ch 18 SLA 1970)

Sec. 14.20.610. Legal responsibilities of boards. Nothing in §§ 550 — 600 of this chapter may be construed as an abrogation or delegation of the legal responsibilities, powers, and duties of the school board including its right to make final decisions on policies. (§ 1 ch 18 SLA 1970)

Article 7. Interstate Agreement on Qualification of Educational Personnel.

Sec. 14.20.620. Entry into agreement. The Interstate Agreement on Qualification of Educational Personnel is enacted into law and entered into in behalf of the State of Alaska with all other states and jurisdictions legally joining in it in a form substantially as contained in § 630 of this chapter. (§ 1 ch 83 SLA 1970)

Revisor's note (1970). — In ch 83, SLA 1970, AS 14.20.620, 14.20.630, 14.20.640 and 14.20.650 were incorrectly designated AS 14.20.520, 14.20.530, 14.20.540 and 14.20.550, respectively, and Article 7 was designated Article 6.

NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

JUNEAU OFFICE
147 SOUTH FRANKLIN #207
JUNEAU, ALASKA 99801
PHONE: (907) 586-3090

ANCHORAGE REGIONAL OFFICE
1411 WEST 33rd
ANCHORAGE, ALASKA 99503
PHONE: (907) 274-0536

FAIRBANKS REGIONAL OFFICE
825 COLLEGE ROAD
FAIRBANKS, ALASKA 99701
PHONE: (907) 456-4426

Robert C. Manners
Executive Secretary
Juneau Office

Robert C. Cooksey
Deputy Executive Secretary
Juneau Office

James D. Alter
Field Staff
Juneau Office

Charles L. O'Connell
Deputy Executive Secretary
Anchorage Office

Dianne Anderson
Field Staff
Anchorage Office

Steve Pulkkinen
Field Staff
Anchorage Office

Mary Ann Eininger
Deputy Executive Secretary
Fairbanks Office

May 24, 1982

TO: Chairman Beirne and Members
of the House HESS Committee

RE: CS SB 668 (Rules) am

NEA-Alaska, on behalf of all public school teachers throughout the State, urges the Committee to act favorably and expeditiously on CS SB 668.

This bill effectively addresses the long standing problem of an absence of finality in teacher negotiations and does so in a fair and equitable manner.

It preserves local control of the decision making process through the exclusive perogative of the school board and the voters of the school district if the school board wishes to submit the question to them. All but one person on the arbitration panel must be residents of the district in the event the school board determines that arbitration is appropriate.

The rights and responsibilities of school boards are not diminished or eroded under CS SB 668 and it also insures that those issues which are appropriate subjects for collective bargaining for teachers remain the same as they were under Title 14.

CS SB 668 provides teachers with no more than other public employees in Alaska have had for the past ten years while finally resolving a problem which has been of major concern for an equal length of time.

I request and encourage your support for this bill in its present form.

Respectfully submitted:

Robert Manners
Executive Secretary

RM:jw

SB # 668 / HESS

Bob Green

SB668 Takes away decision from boards
No fiscal autonomy. Board policies.
Staunchly opposes bill. At minimum, base
amounts are needed - School Bd law untouched
- Pts are vague as to what is
subject to bargaining (conv. - that were complicated)
eg - negot/arbitrable ? Points out that boards
believe there is not really a choice - arbitration bill.
Local leaders probably won't take part on panel.
Mentions Gov's Task Force on Collective Bargaining
Bill does not conform to this

Manners

1 Note letter of intent from Senate
2 Notes arbitration is limited

Karen Seay Mar-Su Bd

opposed to bill - points out budget situation. This may
create problems with budget. If the arbitrator
was good - that would be OK (She should have
stuck to her notes) If I can't make the decision
then good is the only one I'd trust. Wow!)

Asst Supt Mar-Su

Binding Arbit in grievance — gives example
(The bill helps to solve his problem,
since it provides the labor relations
agency (PERC) will select a
professional arbitrator.

Dale Cheeke - Dept Labor
Requires fiscal note, dated May 21

Manners — C5 is not so bad — except
1) Arbitration be last best offer

Bob Green — Refers to Gov's task force
was that keeps teacher under Title 14.
talks about tenure. Time allowed for resolution.

2

Supt. Mosley RENFRO - Barrow

OPPOSES BILL. LIMIT ARBITRATION "SACRED POWER" OVER POLICY IS TAKEN AWAY.

KAY KING - KTN SCHOOL BD MBRS SINCE 1972

OPPOSES BILL - NOT NEEDED, THEY CAN SOLVE PROBLEMS ON THEIR OWN, AND HAVE. ADVERSARY PROCEEDINGS ARE NOT NECESSARY, OR HEALTHY. CBO ARBITRATION MAY MAKE CURRENT SITUATION MORE DIFFICULT. Has ASPECTS OF CENTRALIZED DECISIONS - LOSS OF LOCAL CONTROL. Good Testimony.

Dennis Nicholson - Prin @ Kodiak District

Flush Toilets?

Standardization of conditions of employment, etc. is likely (I don't think that's bad - flush toilets are not an argument.)

→ Definitions — administrators are not defined

Jeff Bay

Public Employees / FIRST 7 sections — Continued Administrative definition problems. - Says THAT FACT FINDING IS UNNECESSARY. Arbitration - limits, advisory finality

P5 / Technical question. See A.

SB
692

COMMITTEE REPORT

HOUSE

(5)

FURTHER: JUDICIARY
FINANCE

2/24/82

Date: [illegible]

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had CSSB 692(Jud)

"An Act relating to the duties of coroners and the coroner's inquest."

under consideration and ~~(a majority of the committee) (the committee)~~ reports it back with the following recommendations:

[✓] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[ ] replace with CS for _____ [✓] same title [ ] new title

and recommends _____

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[✓] reports it back without recommendation

[ ] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

[illegible]

[illegible]

MEMBERS HAVING
OTHER RECOMMENDATIONS:

Terry Whatley - needs clarification of "coroner"

[illegible]
CHAIRMAN

H 60 (Rev. 12/78)

ADMIN. CONF 11/30
AGENDA ITEM 1(e

Memorandum

Alaska Court System

TO: Coroner's Committee
(See Distribution)

DATE : September 28, 1981

FROM: Susan Miller
Magistrate System Coordinator

SUBJECT: Coroner's Inquest Statutes

Enclosed are the amendments to the Coroner's Inquest Statutes which we discussed at our last meeting. Included with the statutes are some comments I drafted to explain the purpose of each of the proposed amendments. Please examine both the amendments and the explanations of the amendments and let me know if you agree with them. If you can think of additional reasons for the amendments or if you would like to change some of my explanations, please let me know.

In preparing this draft, I made two additional changes in the statutes after our discussion. In AS 12.65.030, I rearranged the wording of the proposed new sentence to try to make it a little clearer. In AS 12.65.090, I decided to completely replace the section instead of just revising the last phrase as we discussed. After rereading this section, I decided there were just too many problems with leaving the phrase "charges a person with the commission of the crime" in the law. It seemed inconsistent to tell the magistrates in the Coroner's Handbook that the inquest is not a criminal proceeding (which I believe is true) and at the same time have a statute which implies that the inquest jury can "charge" a person with a crime. Please let me know whether or not you agree with my proposed change in this statute.

The amendments to the statutes are typed in legislative style. Language to be added is underlined, and language being deleted is capitalized and enclosed in brackets.

SM:jm
Enclosures

Susan

Distribution:

Dori Wilks, Anchorage
Fred Smith, Fairbanks
Brigitte McBride, Kodiak
Kris O'Dowd, Ketchikan
Rick Siangco, Juneau
Bob Martin, Administration

cc: Arthur H. Snowden, II
Karla L. Forsythe

9/28/81

CORONER'S INQUEST STATUTES
REASONS FOR REVISIONS

One of the main reasons for several of the proposed revisions to these statutes is to clarify the authority of the coroner/public administrators. The position of coroner/public administrator was created in 1970, but the inquest statutes were not amended to include any reference to the new office. See AS 22.15.310. 1/

1/ AS 22.15.310. APPOINTMENT. When authorized by the supreme court, the presiding judge in each judicial district shall appoint a person to act as public administrator of the estates of deceased persons and as coroner. (§1 ch 216 SLA 1970; am §1 ch 55 SLA 1975)

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.020. DUTIES. When a person dies unattended by a physician, or when no physician is prepared to execute the certificate of death prescribed by the Vital Statistics Act, the district judge, [OR] magistrate or coroner assigned to serve the place where the death occurs may, by written order, direct a medical examiner to view the remains of the deceased person and to perform the post mortem examination, including an autopsy, as is [, IN THE OPINION OF THE MEDICAL EXAMINER,] necessary to make a proper determination of the cause of death and to execute the prescribed death certificate. Upon the completion of the examination, the examiner shall, without delay, submit a report of his findings and conclusions to the district judge, [OR] magistrate or coroner. The judge, [OR] magistrate or coroner shall order an inquest under this chapter if the findings and conclusions of the medical examiner, together with other information available to the judge, [OR] magistrate or coroner, warrant the inquest. Otherwise he shall enter an order dispensing with the inquest and shall record the certificate of death as prescribed by law.

REASONS FOR REVISIONS

The words "or coroner" should be added to this section because coroners as well as district judges and magistrates can order post mortem examinations, autopsies and inquests. The reason for deleting the phrase "in the opinion of the medical examiner" is to allow the coroner to order a full autopsy in cases where the medical examiner may not think one is necessary.

CORONER'S INQUEST STATUTES

AS 12.65.030. DISTRICT JUDGE AND MAGISTRATE AS CORONER. District judges and magistrates shall serve as ex officio coroners and shall perform the duties and exercise the authority of that office. In this chapter the term "coroner" includes district judges, magistrates, and the coroner/public administrators appointed under AS 22.15.310.

REASONS FOR REVISIONS

The purpose of adding the proposed new sentence to this section is to allow the use of the word "coroner" in subsequent sections instead of the phrase "district judge, magistrate or coroner."

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.040. INQUIRY INTO CAUSE OF DEATH. The coroner may [SHALL], when he is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide, inquire by the intervention of a jury into the cause and manner of the death, and perform the other duties incidental thereto in the manner prescribed by law. The coroner shall go to the place where the dead person is, or, in the alternative, arrange for a peace officer to do so and report his findings to the coroner, on the basis of which the coroner may proceed with an inquest if an inquest is warranted.

REASONS FOR REVISIONS

The purpose of replacing the word "shall" with the word "may" in this section is to make inquests optional in homicide and suicide cases at the discretion of the coroner. The present statute appears to make it mandatory that an inquest be held in every case where the coroner "is informed that a person has been killed by another or has suddenly died under such circumstances as to afford a reasonable ground to suspect that his death has been occasioned by criminal means or he has committed suicide." Although the present statute appears to make inquests mandatory in these circumstances, many courts are not holding inquests in every one of these cases because in some cases the inquest would allegedly interfere with or be an unnecessary duplication of the work of the grand jury. Also, some coroners and judges believe that there are some suicide cases in which no inquest is necessary.

The words "and manner" are being added to "cause of the death" in line six of this section to make it clear that the inquest jury should make a finding as to the manner of death as well as to the cause of death. "Cause of death" is normally defined as "the injury or disease or combination of the two which brought about the death." "Manner of death" is normally defined as "the fashion in which the cause of death arose." The five possible manners of death are: natural causes, accident, suicide, homicide and undetermined. A determination of the manner of death is required for the death certificate.

CORONER'S INQUEST STATUTES

AS 12.65.050. SUMMONING JURORS FOR INQUEST. If an inquest is warranted, the coroner shall immediately summon six persons qualified by law to serve as jurors to appear before him at a specified place to inquire into the cause and manner of the death.

REASONS FOR REVISIONS

The words "and manner" are being added to this section for the reasons explained on the preceding page.

CORONER'S INQUEST STATUTES

AS 12.65.060. OATH OF INQUEST JURORS. When six jurors attend, they shall be sworn by the coroner to inquire who the person was and when, where, and by what means he came to his death, and to inquire into the circumstances attending his death, and to give a true verdict according to the evidence [OFFERED THEM OR ARISING FROM THE INSPECTION OF THE BODY].

REASONS FOR REVISIONS

The phrase "offered them or arising from the inspection of the body" at the end of this section is being deleted because inquest jurors do not inspect the body of the deceased.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.070. SUBPOENA AND EXAMINATION OF WITNESSES. The coroner [DISTRICT JUDGE OR MAGISTRATE] may subpoena and examine as witnesses persons who, in his opinion, have knowledge of the material facts relating to the death[, AND ALSO AN APPOINTED MEDICAL EXAMINER WHEN AVAILABLE, OR OTHERWISE A PHYSICIAN, WHO SHALL EXAMINE THE BODY AND GIVE PROFESSIONAL OPINION AS TO THE CAUSE OF THE DEATH. THE TESTIMONY SHALL BE REDUCED TO WRITING].

REASONS FOR REVISIONS

It is proposed that the word "coroner" replace the words "district judge or magistrate" so that the coroner/public administrators as well as the district judges and magistrates will have the authority to issue subpoenas compelling the attendance of witnesses at inquests. It is proposed that the last half of the first sentence of the section be deleted because it is unnecessary. The physician who performs the autopsy is a person having "knowledge of the material facts" as described in the first part of the sentence. The physician would always be called as a witness at the inquest if the physician is available to attend the inquest.

The last sentence in the section should be deleted because courts do not reduce testimony to writing since the entire hearing is tape recorded.

9/28/81

CORONER'S INQUEST STATUTES

AS 12.65.080. VERDICT OF INQUEST JURY. After hearing the testimony, the jury or two-thirds of their number shall give its written verdict, signed by them and setting forth

(1) the name of the deceased [PERSON KILLED] and when, where, and by what means he came to his death; and

(2) if he was killed or his death was occasioned by the act of another by criminal means, who is guilty.

REASONS FOR REVISIONS

It is proposed that the word "deceased" replace the words "person killed" in subparagraph (1) because the inquest jury may find that the deceased was not killed but rather died by accident, natural causes, or in an undetermined manner.

CORONER'S INQUEST STATUTES

AS 12.65.090. NOTIFICATION OF DISTRICT ATTORNEY. The coroner shall send a copy of the verdict to the district attorney. [WARRANT FOR ARREST OF PERSON CAUSING DEATH. IF THE JURY FINDS THAT A CRIME WAS COMMITTED IN THE KILLING, AND ALSO CHARGES A PERSON WITH THE COMMISSION OF THE CRIME, THE CORONER, AS A DISTRICT JUDGE OR MAGISTRATE, SHALL IMMEDIATELY ISSUE A WARRANT FOR THE ARREST OF THAT PERSON.]

REASONS FOR REVISIONS

It is proposed that the present section 090 be deleted and be replaced with a section requiring the coroner to notify the district attorney's office of the jury's verdict. The present section is misleading to the extent that it implies that the inquest jury may charge a person with the commission of a crime. In practice, the inquest jury does not really (and should not) have this power. The power to charge people with murder should be reserved to the grand jury. The purpose of the inquest is merely to investigate and advise, not to charge or prosecute. It serves no purpose for the coroner to issue an arrest warrant based on the verdict of an inquest jury if the district attorney does not believe he has adequate evidence to file charges or take the case to the grand jury. 2/

2/ For cases discussing the investigatory, noncriminal nature of inquests, see People v. Coker, 104 Cal. App. 2d 224, 231 P.2d 81 (1951); State v. Caruthers, 519 P.2d 44 (Arizona 1974); Kennedy v. Justice of the District Court of Dukes County, 252 N.E. 2d 201 (Massachusetts 1969).

CORONER'S INQUEST STATUTES

AS 12.65.100. UNCLAIMED BODIES [BURIAL OF BODY]. When a person dies [CORONER HOLDS AN INQUEST UPON A BODY,] and no friend or relative appears to claim the body for burial, and no provision is made for the body under AS 13.50, the coroner shall

(a) notify the Department of Health and Social Services which shall cause the body to be plainly and decently buried or cremated and the remains decently interred, and

(b) take into his possession and inventory any money or other property belonging to the deceased and, within 30 days after the interment, transmit a certified copy of the inventory to the public administrator of his judicial district who shall then proceed under AS 22.15.320.

AND

[AS 12.65.110. PROPERTY ON BODY. IF MONEY OR OTHER PROPERTY IS FOUND ON THE BODY, THE JUDGE OR MAGISTRATE SHALL MAKE AN INVENTORY OF IT FOR HIS RECORDS AND TAKE IT INTO HIS POSSESSION. HE SHALL, WITHIN 30 DAYS AFTER THE INQUEST, TRANSMIT A CERTIFIED COPY OF THE INVENTORY AND THE MONEY OR PROPERTY TO THE CLERK OF THE SUPERIOR COURT. THE CLERK SHALL CAUSE THE PROPERTY TO BE SOLD AS UPON EXECUTION AND SHALL DEDUCT THE EXPENSES OF THE SALE FROM THE PROCEEDS. HE SHALL DEPOSIT THE REMAINDER OF THE PROCEEDS OF THE SALE AND ANY MONEY DELIVERED TO HIM BY THE JUDGE OR MAGISTRATE IN THE SAME MANNER AS MONEY COLLECTED ON JUDGMENTS IN FAVOR OF THE STATE.]

REASONS FOR REVISIONS

Since Section 110 apparently deals only with the bodies described in Section 100 and not with the bodies of all deceased persons, it is proposed that Section 110 be repealed and that its subject matter (the disposition of the deceased's property) be added to Section 100 in a proposed new paragraph (b). The proposed subparagraph (b) makes the disposition of the deceased's property the responsibility of the public administrator rather than the clerk of the superior court. Section 110 was written before the office of public administrator was created. Since this office now exists, it is more appropriate for this responsibility to be assigned to the public administrators rather than to the clerks of court.

The change in the first line of Section 100 (replacing "coroner holds an inquest upon a body" with "person dies") is suggested because inquests are not always required in these cases.

SECTIONAL ANALYSIS CS SB 692(Judiciary)

"An Act relating to the duties of coroners and the coroner's inquest".

Makes amendments to Title 12, Code of Criminal Procedure, Chapter 65, Coroner's Inquest.

Section 1
AS 12.65.020 "Duties"

Coroner is substituted for District judge or magistrate. Deletes requirement of a medical examiner's opinion in determining need for an autopsy.

Section 2
AS 12.65.030 "District Judge and magistrate as coroner"

New subsection is added. Public administrators shall serve as coroners as provided by AS 22.15.310 and AS 22.15.350.

65.310 enables the presiding judge in each judicial district to appoint a coroner.

15.350 authorizes public administrators to serve as coroners.

Section 3
AS 12.65.040 "Inquiry into cause of death"
Amended.
Authorizes inquiry into manner of death as well as cause. If the death will be inquired into by the grand jury, not inquest required.

Section 4

AS 12.65.050 "Summoning jurors for Inquest" Amended.

Inquest in manner of death authorized.

Section 5
AS 12.65.060 "Oath of Inquest Jurors" Amended.

Deletes "offered them or arising from the inspection of the body"

Section 6
AS 12.65.070 "Subpoena and Examination of Witnesses" Amended.

Coroner shall examine witnesses if necessary. Deletes requirements of an appointed medical examiner or physician and written testimony.

Section 7
AS 12.65.080 "Verdict of Inquest Jury"

Grammatical changes

Section 8
AS 12.65.090 Title changed from "Warrant for Arrest of Person Causing Death" to Notification of Prosecuting Attorney.

If the jury finds death by criminal means, the coroner shall submit the verdict to the prosecutor(rather than himself issuing an arrest warrant).

Section 9
AS 12.65.100 Amended. Title changes from "
Unclaimed Bodies.

When a person dies and no person appe
DHSS shall decently inter the remain

Section 10
AS 12.65.110 New Title. Inventory and Disp
for Unclaimed Body.

Sets up procedure for property belon
disposed of.

Section 11
AS 22.15.350 "Other Duties"

Public Administrator shall perform t
in this bill.

SB

719

COMMITTEE REPORT

HOUSE

FURTHER: FINANCE

(S)

5/8/82

Date: _____

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had SB 719

"An Act providing that the Department of Education conduct a computer network study; and providing for an effective date."

under consideration and reports it back as follows:

[X] do pass [ ] do not pass

[ ] do pass with attached amendments(s)

[ ] replace with CS for _____ _____ [ ] same title [ ] new title

and recommends _____

[ ] AND attaches a "Letter of Intent" [ ] New Fiscal Note

[ ] reports it back without recommendation

[ ] referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

_____

CHAIRMAN

H 60 (Rev. 3/81)

MEMORANDUM State of Alaska

TO: Senate HESS

DATE: March 22, 1982

FILE NO:

TELEPHONE NO:

FROM: Ed Obie
Manager
ETA Program

SUBJECT: Computer Hardware
Cost Projections

Here is a recap of the figures used for computer costs in SB 721. These figures are based on an average of twenty (20) students per classroom.

- 4500 classrooms statewide
- 1 computer per classroom
- 500 computers currently in classrooms

This would require the purchase of some 4,000 units @ $1,700.00 average per unit. Total cost for these units would be $6,800,000.00. On a 50/50 local match the figure is reduced to $3,400,00.00. If we spread this over three years, we have $1,133,333.00 per year. Given some 30 Adult Basic Education regional sites exist, we round the figure off at $1,275,000.00 per year.

EO/dh

Computers in Education

Rationale for Use

- 50% of jobs today are in computer-related industry
- 1990 -- 5 of 6 occupations with most openings will be in computer-related jobs
- Vast majority of Alaskan educators and students have little or no exposure to computers

Uses in Education

- Computer Science, study of how the computer works, programming, and computer systems
- Computer-assisted instruction (CAI) an instructional tool for teachers, an instructional aid for students.

CAI Research Findings

- Higher student achievement with CAI over traditional instruction alone
- Less student time required to complete CAI learning tasks
- Improved attitude toward subject matter
- Retention consistent with traditional approaches

Basic Pre-requisites for Use of Computers in Schools

- Computer budget must include planning, courseware purchase, training costs, and equipment costs to insure a successful application.

- Computers do not replace teachers, however, they greatly enhance teacher effectiveness, and efficient use of teacher time.

- School districts need in-service training from outside sources -- computer technology is advancing rapidly and educators have not had an opportunity to learn about computers through their pre-service preparation.

ETA INDIVIDUALIZED STUDY BY TECHNOLOGY
COURSE STATUS FY'82

(A) 6 COURSES DEVELOPED AND TESTED:

- ALASKA HISTORY
- ENGLISH
- DEVELOPMENTAL READING
- GENERAL MATH

. 84 SITES, 1,450 STUDENTS CURRENTLY USE THESE COURSES

(B) 2 COURSES DEVELOPED AND IN PILOT TESTING:

- GENERAL SCIENCE
- U.S. HISTORY

. 8 SITES, 75 STUDENTS ARE PILOT TESTING THESE COURSES

(C) 2 COURSES UNDER PRODUCTION:

- CONSUMER EDUCATION
- HEALTH EDUCATION

. PROJECTED FOR RELEASE SEPT. 1, 1982

• SINGLE DISK DRIVE PRESENTATION ONLY

ETA INSERVICE TRAINING
FY '82 STATUS

I. THREE PHASE INSERVICE TRAINING APPROACH

1. STATE-WIDE INSERVICE FOR KEY DISTRICT LIASON -- (35 PARTICIPANTS)

2. DISTRICT-WIDE INSERVICE FOR TEACHERS AND ADMINISTRATORS
   (27 DISTRICTS, 600 STAFF)

3. AUDIO-TELECONFERENCE FOLLOW-UP ON REGIONAL BASIS (3 CONFERENCES EACH REGION)

II. DISTRICT-WIDE PLANNING

1. DISTRICT-WIDE POLICY
2. 1-3 YEAR IMPLEMENTATION PLANS
   (6 DISTRICTS)

III. ETA NEWSLETTER (BI-MONTHLY, 1,000 SUBSCRIBERS)

IV. CO-SPONSOR ALASKA ASSOCIATION FOR COMPUTERS IN EDUCATION CONFERENCE

ETA SPONSORED MINNESOTA EDUCATIONAL COMPUTING CONSORTIUM (MECC) MATERIALS FY '82 STATUS

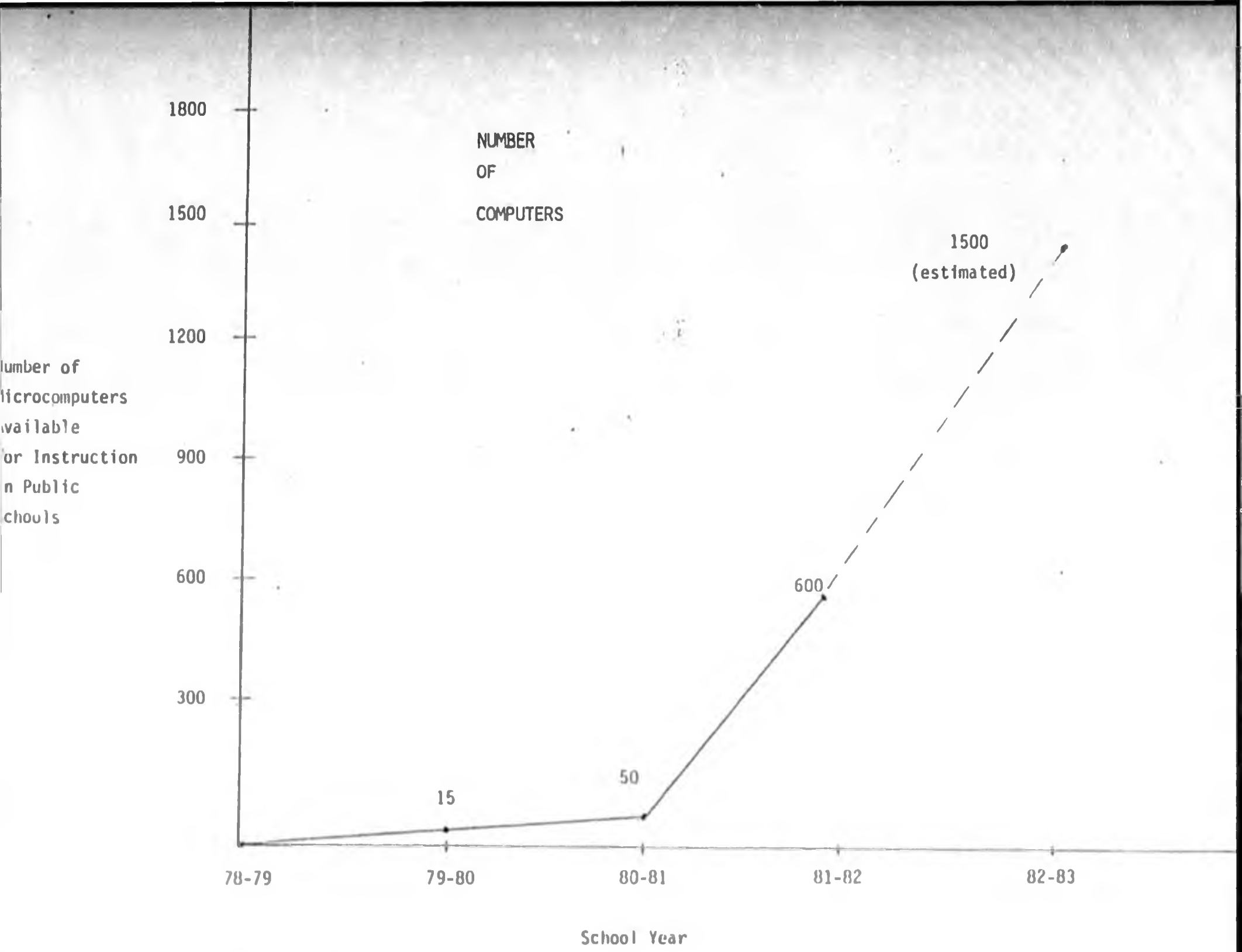
(A) Institutional License Agreement

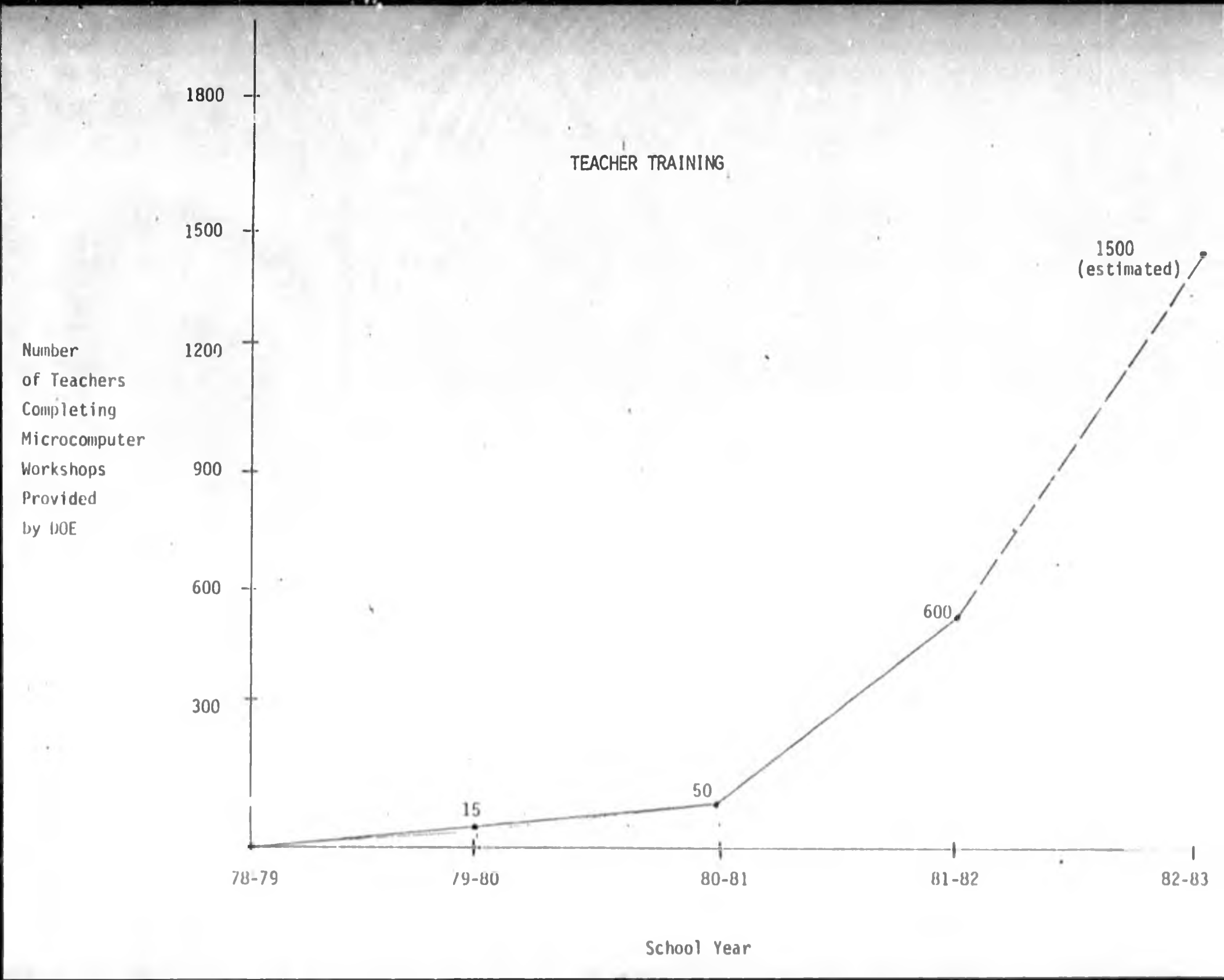
1) 50% user cost reduction
2) 250 supplemental programs

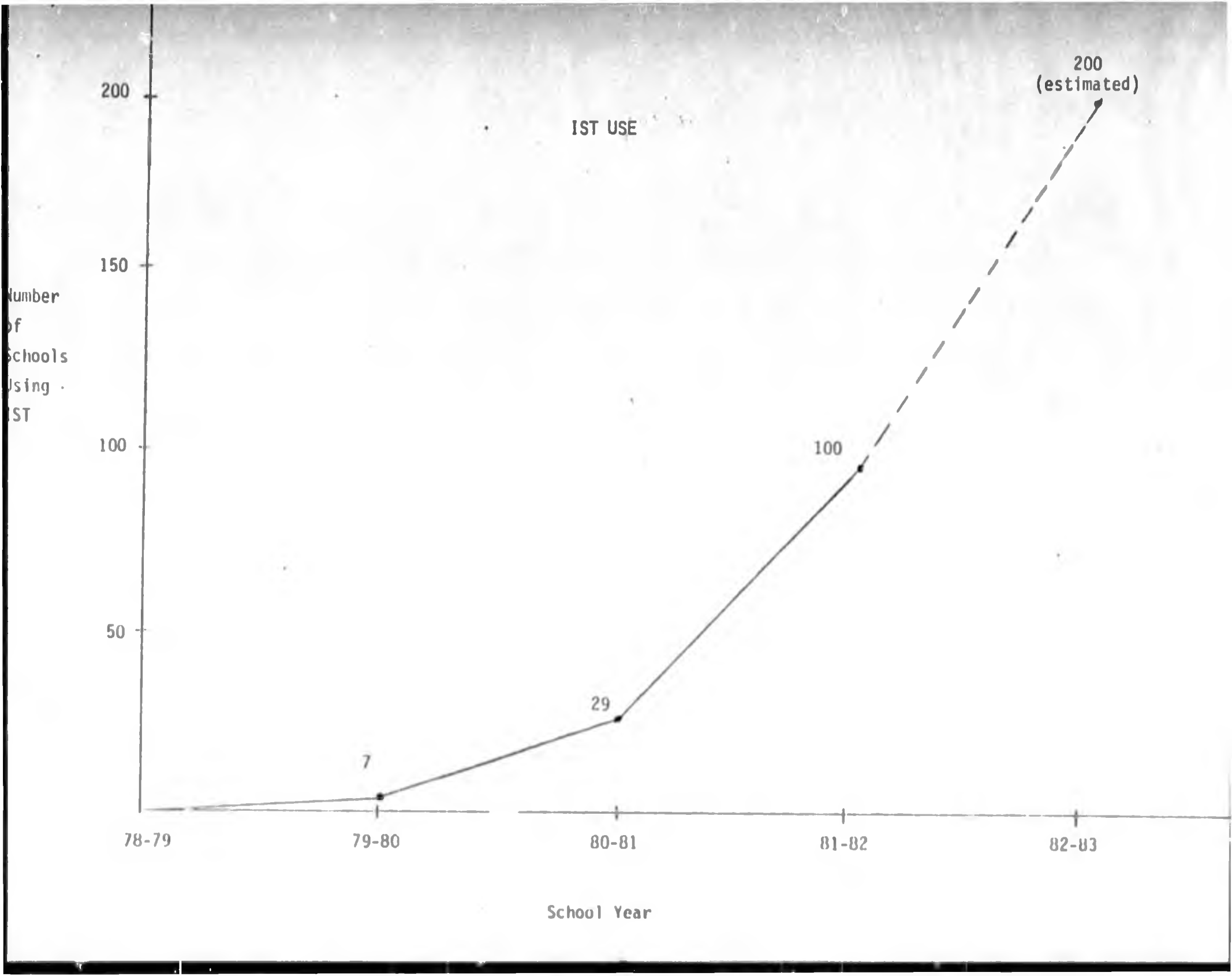
(B) MECC Use Status

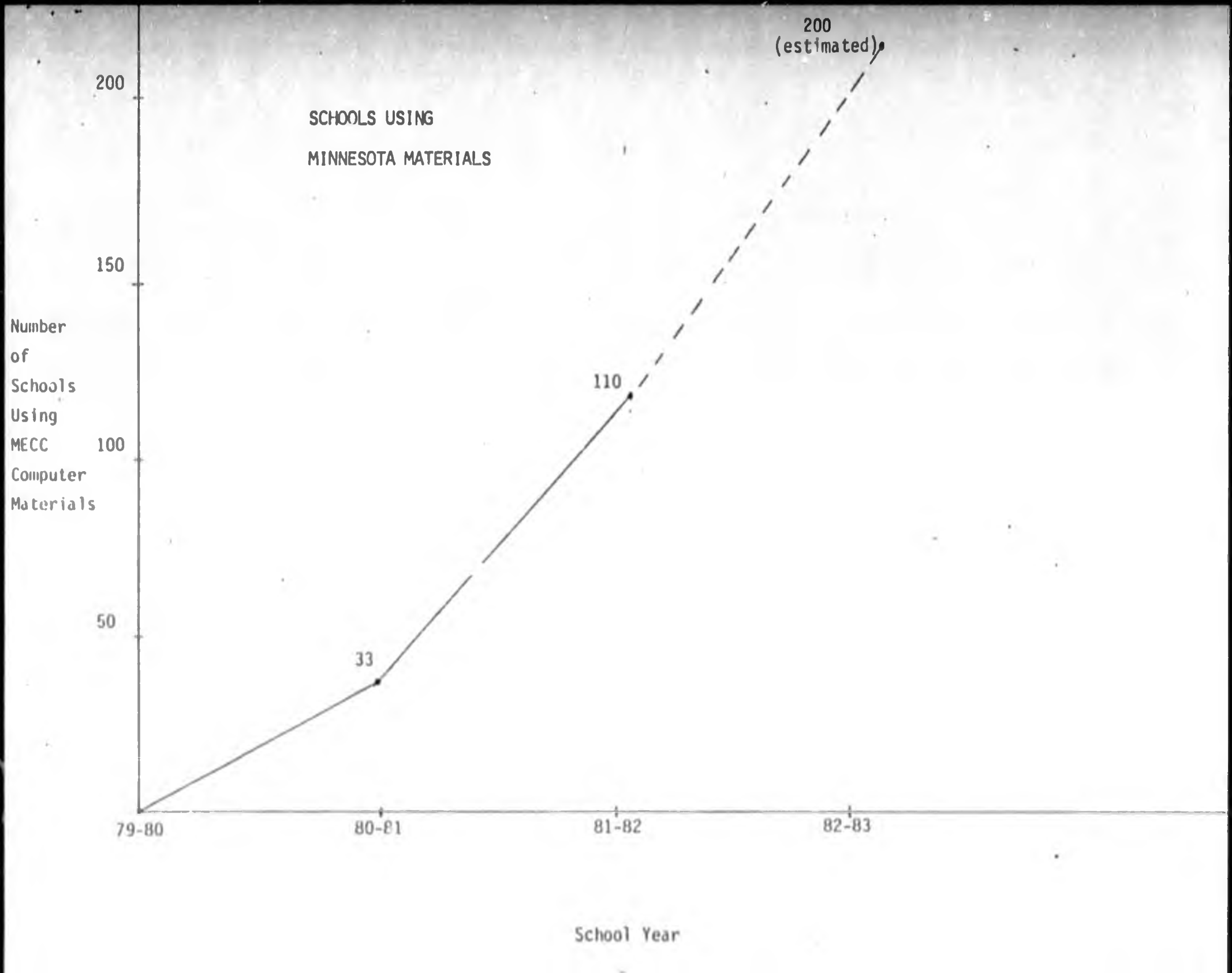
1) 186 sites
2) 20.000 students

(C) Alaska Index of MECC Materials


1800
1500
1200
900
600
300
NUMBER
OF
COMPUTERS
1500
(estimated)
600
50
15
78-79
79-80
80-81
81-82
82-83
School Year
lumber of
licrocomputers
vailable
or Instruction
n Public
chools


TEACHER TRAINING
1800
1500
1200
900
600
300
Number of Teachers Completing Microcomputer Workshops Provided by DOE
1500 (estimated)
600
50
15
78-79
79-80
80-81
81-82
82-83
School Year


IST USE
200
(estimated)
200
150
100
50
Number of Schools Using IST
100
29
7
78-79
79-80
80-81
81-82
82-83
School Year


SCHOOLS USING
MINNESOTA MATERIALS
Number of Schools Using MECC Computer Materials
200
150
100
50
200 (estimated)
110
33
79-80
80-81
81-82
82-83
School Year

Alaska Department of Education
Individualized Study By Technology
Use Status 2/1/82

School District	IST				No. of Teachers	No. of Students	No.of Schools	Sites
	I	R	E	M				
1. Adak				x	3	135	2	Adak Jr High
2.Alaska Gateway		x	x	x	3	16		
3.Bering Straits	x	x	x	x	13	122	11	Brevig Mission Elim Gambell Golovim Koyuk Shaktoolik Shismaref St. Michael Teller Unalakleet White Mountain
4.Chatham	x	x	x	x	5	72	5	Angoon Eight Fathom Bight Freshwater Bay Gustavus Tenakee
5.Chugach	x			x	1	10	1	Whittier
6.Craig	x	x	x	x	4	40	1	Craig
7.Delta Greely	x				1	40	1	Delta Junction
8.Haines				x	1	8	1	Haines Jr High
9.Hoonah	x	x	x		1	21	1	Hoonah
10.Iditarod	x	x	x	x	4	60	4	McGrath Nikolai Lime Village Holy Cross
11.Kake	x				2	48	1	Kake
12.Kenai	x				1	15	1	Soldotna
13.Klawock	x			x	1	3	1	Klawock
14.Kodiak	x			x	3	30	3	Kodiak Old Harbor Port Lions

School District	IST H	IST R	IST E	IST M	No. of Teachers	No. of Students	No. of Schools	Sites
5. Lake and Peninsula	x	x	x	x	8	140	8	Chignik Bay Chignik Lake Igiugig Kokhanok Illiamna Nondalton Perryville Port Heiden
6. Lower Koskokwim	x		x		1 1 1 1 1 1 1 1	10 4 23 15 25 5 15 10	8	Akiak Eek Kosigluk Kipnik Nunapichuk Platimum Quinnagak Toksook Bay
7. Lower Yukon		x	x		1	20	1	Pilot Station
8. Mat-Su	x				1	5	1	Glacierview
9. Nenana		x	x	x	2	25	1	Nenana
10. North Slope	x				9	175	9	Atgasuk Barrow Elementary Barrow High Point Lay Kaktovik Auatuvuk Pass Nuiqsut Point Hope Wainwright
11. Northwest Arctic	x				1	60	1	Kotzebue High
12. Pribilof	x			x	3	20	1	St. Paul
13. Railbelt	x x			x x	3 2 4	32 5 37		Anderson Cantwell Tri Valley Correspondence
14. Skagway					4	40		Skagway
15. S.E. Island	x	x		x	5	25	5	El Capitan Gildersleeve Naukatic Thorne Bay Whale Pass

School District	IST H	IST R	IST E	IST M	No. of Teachers	No. of Students	No. of Schools	Sites
26.S.W. REAA	x	x	x	x	14	75	9	Aleknagik Clarks Point Koliganek Levelock Manokotak New Stuyahok Togiak Twin Hills Ekwok
7.Wrangell	x	x	x	x	3	25	1	Wrangell
8.Yukon Flats	x			x	1	12	1	Fort Yukon
9.Yukon Koyukuk	x			x	2	20	1	Bettles

Alaska Department of Education
Sponsored Minnesota Educational
Computing Consortium Use Status 2/1/82

School District	No. of Sites	No. of Teachers	No. of Students	Sites
1. Alaska Gateway	5	15	50	Dot Lake Metasta Lake Northway Tanacross Tok
2. Anchorage	70	250	16000	All Elementary Schools
3. Bering Straits	9	13	122	Breving Mission Elium Gambell Golovin Hoyuk Shaktoolik Shismoref St. Michael Teeler Unalakleet White Mountain
4. Bristol Bay	2	8	20	Naknek Naknek H.S.
5. Chatham	5	5	180	Angoon Eight Fathom Bight Freshwater Bay Gustavus Tenakee
6. Cordova	1	7	30	Cordova
7. Craig	1	1	30	Craig H.S.
8. Dillingham	1	2	20	Dillingham
9. Fairbanks	6	6	800	Elementary Schools
10. Galena	2	8	100	Galena
11. Haines	1	4	45	Haines Elementary
12. Hoonah	2	3	35	Hoonah
13. Iditarod	3	3	50	McGrath Nikolai Holy Cross
14. Juneau	2	3	290	Capitol Elementary J.D. High

School District	No. of Sites	No. of Teachers	No. of Students	Sites
15.Kake	1	1	108	Kake
16.Kenai	12	12	275	Soldotna Elementary Seldovia Nikiski Kenai Jr High Kenai Elementary Soldotna Jr High Soldotna Elementary Redoubt Elementary Paul Banks Elementa Homer Middle
16A. Ketchikan	3	3	100	
17.Klawock	1	1	18	Klawock
18.Kodiak	4	4	70	Kodiak Port Lions Old Harbor Larson Bay
19.Lake & Peninsula	14	40	319	All District Sites
20.Lower Kuskokwim				
21.Lower Yukon	1	1	20	Pilot Station
22.Mat-Su	1	6	120	Palmer
23.Nenana	1	1	12	Nenana
24.North Slope	9	80	1199	All District Sites
25.Northwest Arctic				
26.Pribilof	1	10	100	St. Paul
27.Railbelt	4	9	85	Anderson Cantwell Tri Valley Correspondence
28.Sand Point	1	5	20	Sand Point
29.Sitka	1	2	70	Baranof Elementary
30.S.E. Island	6	6	60	El Capitan Gildersleeve Naukati Thorne Bay White Pass

School District	No. of Sites	No. of Teachers	No. of Students	Sites
31. Southwest REAA	14	14	75	All Sites except Portage Creek
32. Wrangell	2	10	120	Wrangell Elementary & High School
33. Yakutat	1	4	31	Yakutat Elementary
34. Yukon Koyukuk	1	1	10	Bettles

MAIL 18-Mar-82 14:46
FROM: SAND POINT
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLF
MSG #: 27945
DATE: 18-Mar-82
TIME: 12:43

DEAR STEVE,

HERE IN SAND POINT WE ARE NOT INVOLVED WITH THE STATE FINANCED IST COURSES. HOWEVER, WE HAVE 2 APPLE COMPUTERS WHICH ARE USED VERY MUCH WITH A GREAT DE BY B
OTH ELEMENTARY AND HIGH SNTS. IN HIGH SCHOOL, W
USE THE COMPUTERS MOSTLY IN MATH CLASSES. THE ELEMENTARY SCHOOL HAS BEEN USING THE MILLIKEN MATH CAI SOFTWARE FOR THE PAST 2 YEARS. IT HAS PROVED TO BE HIGHLY MOTIVATING, AND STUDENTS DEFINITELY SHOW IMPROVEMENT AFTER USING THE COMPUTERS. WE HAVE RECENTLY PURCHASED SPELLING AND READING COMPREHENSION SOFTWARE. STUDENTS WILL BE USING THESE PROGRAMS SHORTLY. MECC MATERIALS HAVE BEEN USED IN A LIMITED WAY, BUT WE HOPE TO USE THEM MORE AS TIME GOES ON.

THE STATE OF ALASKA HAS BEEN A LEADER AMONG STATES IN ITS SUPPORT FOR EDUCATION. I WOULD HATE TO SEE THE STATE GO BACKWARDS BY CUTTING FUNDS FOR THE MOST IMPORTANT EDUCATIONAL TOOL OF RECENT TIMES, THE COMPUTER. (FRANCE HAS DECIDED TO INSTALL COMPUTERS IN EVERY HIGH SCHOOL IN THE COUNTRY.)

MOST SCHOOL DISTRICTS PAY DEARLY FOR COMPUTING SERVICES FROM PRIVATE FIRMS TO HANDLE ADMINISTRATIVE WORK. MICROCOMPUTERS COULD PERFORM THESE SAME SERVICES FAR MORE CHEAPLY AND AT THE SAME TIME BE AVAILABLE FOR STUDENT USE. THE STATE COULD ACTUALLY SAVE MONEY BY PROVIDING MICROS FOR SCHOOLS.

SINCERELY,
JOHN BRUDER, COMPUTER INSTRUCTOR
CC: SAND POINT

MAIL 18-Mar-82 14:47
FROM: NORTH SLOPE
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLF
MSG #: 27921
DATE: 18-Mar-82
TIME: 11:02

THE NORTH SLOPE BOROUGH SCHOOL DISTRICT SUPPORTS SB 720 AND 721. COMPUTER ASSISTED INSTRUCTION IS BECOMING AN INTEGRAL PART OF OUR CURRICULUM. IT IS MAKING IT POSSIBLE TO EXPAND AND ENRICH OFFERINGS TO STUDENTS IN ALL OF OUR VILLAGES. COMPUTER ASSISTED INSTRUCTION IS PROVIDING US WITH THE TECHNOLOGY TO INDIVIDUALIZE PROGRAMS, MOTIVATE LOW ACADEMIC STUDENTS, AND STIMULATE AND CHALLENGE TALENTED AND GIFTED STAFF IN THE USE OF COMPUTERS. WE ARE COMMITTED TO UTILIZING THIS APPROACH AS A PART OF OUR INSTRUCTIONAL PROGRAM ON THE NORTH SLOPE.

SINCERELY,
DON RENFROE
SUPERINTENDENT
CC: NORTH SLOPE

MAIL 18-Mar-82 07:43

FROM: LOWER KUSKOKWIM
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLP
MSG #: 27782
DATE: 17-Mar-82
TIME: 12:41

THE LOWER KUSKOKWIM SCHOOL DISTRICT WISHESTO VOICE STRONG SUPPORT FOR SB 719, 720, 721, AND 722. WE ARE COMMITTED TO THE EFFECTIVE USE OF COMPUTERS IN OUR EDUCATIONAL PROGRAMMING AND FOR ADMINISTRATIVE PURPOSES. THE GOVERNOR'S TASK FORCE ON EFFECTIVE SCHOOLING LENDS SUPPORT TO OUR VIEW THAT TRADITIONAL INSTRUCTION SUPPLEMENTED BY COMPUTER-ASSISTED INSTRUCTION CAN LEAD TO HIGHER ACHIEVEMENT. IT LIKEWISE IS ESPECIALLY IMPORTANT FOR SMALL SCHOOLS IN RURAL AREAS SUCH AS OURS FOR WHERE IT IS DIFFICULT TO OFFER FULL SCHEDULES OF CLASSES. WE HAVE JUST ESTABLISHED A COMPUTER-ASSISTED INSTRUCTION SPOECIALIST POSITION TO OVERSEE THE DISTRICT'S EFFORTS.
MARY FRANCIS, CURRICULUM DIRECTOR, LKSD
CC: LOWER KUSKOKWIM

MAIL 18-Mar-82 07:41

FROM: VALDEZ
ATTN: STEVE HOLE
SUBJ: RESPONSE MSG #27654

FOR: DOE/MLP
MSG #: 27880
DATE: 17-Mar-82
TIME: 15:48

VALDEZ CITY SCHOOLS SUPPORTS FUNDING FOR COMPUTER ASSISTED INSTRUCTION; HOWEVER, DUE TO THE IMPLEMENTATION IN VALDEZ CITY SCHOOLS OF THE IBM SYSTEM 34, WE WOULD NOT BE AFFECTED BY THE POSSIBLE FUNDING CUTS.

GEORGE MAYKOWSKYJ
SUPERINTENDENT
VALDEZ CITY SCHOOLS
CC: VALDEZ

MAIL 18-Mar-82 07:42

FROM: VALDEZ
ATTN: STEVE HOLE
SUBJ: RESPONSE MSG. #27654

FOR: DOE/MLP
MSG #: 27876
DATE: 17-Mar-82
TIME: 15:31

VALDEZ CITY SCHOOLS SUPPORTS FUNDING FOR COMPUTER ASSISTED INSTRUCTION; HOWEVER, DUE TO THE IMPLEMENTATION IN VALDEZ CITY SCHOOLS OF THE IBM SYSTEM 34, W BE AFFECTED BY THE POSSIBLE FUNDING CUTS.

GEORGE MAYKOWSKYJ
SUPERINTENDENT
VALDEZ CITY SCHOOLS
CC: VALDEZ

MAIL 18-Mar-82 07:42

FROM: SW REGION
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLP
MSG #: 27873
DATE: 17-Mar-82
TIME: 15:27

SOUTHWEST REGION SCHOOL DISTRICT HAS IMPLEMENTED THE IST PROGRAM AT ALL OF ITS SMALL HIGH SCHOOLS THIS PAST YEAR. WE HAVE UTILIZED PERSONNEL PROVIDED BY THE DEPARTMENT OF EDUCATION FOR THE PURPOSE OF INSERVICING OUR STAFF IN THIS AREA. WE ARE ALSO PILOTING PROGRAMS IN THE SPECIAL EDUCATION AND BUSINESS AREAS. WE HAVE FOUND THE IST PROGRAM AND THE APPLE COMPUTER TO BE VERY HELPFUL TO OUR TEACHERS, ESPECIALLY IN THE SMALL HIGH SCHOOL SITUATION. THE DISTRICT HAS INCREASED THE NUMBER OF COMPUTERS FROM NINE TO TWENTY-FOUR THIS PAST YEAR, THEREFORE, MAKING A DEFINITE COMMITMENT TO THE USE OF MICRO COMPUTERS IN EDUCATIONAL PROGRAMS.

I STRONGLY SUPPORT SB 719, 720, 721 AND 722. IT IS IMPORTANT THAT THE FINANCIAL ASSISTANCE IS PROVIDED TO SCHOOL DISTRICTS THAT IMPLEMENT PROGRAMS THAT HAVE BEEN DEVELOPED AND ENCOURAGED BY THE DEPARTMENT OF EDUCATION.

SINCERELY,

NELS NICHOLS,
AREA PRINCIPAL

P.S. PLEASE DISTRIBUTE TO APPROPRIATE INDIVIDUALS.

CC: SW REGION

MAIL	18-Mar-82 07:37	FOR:	DOE/MLP
FROM:	KENAI PENINSULA	MSG #:	27894
ATTN:	STEVE HOLE	DATE:	17-Mar-82
SUBJ:	LEGISLATIVE INQUIRY - COMPUTERS	TIME:	17:29

WITHIN OUR PROGRAM ON THE KENAI, COMPUTERS ARE EMERGING AS ONE OF THE KEY DEVELOPING ISSUES FOR THE 80'S. PERHAPS THE FIRST APPLICATION MADE OF THEM IN ALL ORGANIZATIONS IS IN THE ACCOUNTING/PURCHASING/ BUDGETING/INVENTORY AREAS. THIS HAS BEEN TRUE FOR US AND WE ARE CURRENTLY DEVELOPING A DEPARTMENT WITHIN DISTRICT ADMINISTRATION THAT DEALS WITH THESE ADMINISTRATIVE APPLICATIONS OF COMPUTER SERVICES.

PREVIOUS TO THIS YEAR, MOST COMPUTER SERVICES HAVE BEEN CONTRACTED OUT OF ANCHORAGE BUT RECENT UPGRADING OF THE BOROUGH'S SYSTEM OFFERED US THE OPPORTUNITY TO SHARE TIME ON THEIR MAIN FRAME COMPUTER. PLANS ARE TO EXTEND CONSOLE COVERAGE WITHIN CENTRAL OFFICE OPERATIONS AND FOUR MAJOR HIGH SCHOOLS AT THE BEGINNING, EXPANDING TO OTHER SCHOOL SITES IN THE NEXT THREE TO FIVE YEARS. IN EFFECT, THE GOAL IS TO PROVIDE BUILDING SITE COMPUTER SERVICES IN THREE MAJOR AREAS - THE BUSINESS FUNCTIONS PREVIOUSLY MENTIONED; STUDENT SERVICES SUCH AS SCHEDULING, ATTENDANCE ACCOUNTING, AND GRADE REPORTING; AND CURRICULUM MANAGEMENT SERVICES THAT WOULD PLACE ON COMPUTER THE FOLLOWING SERVICES:

1. ALL K-12 CURRICULUM DOCUMENTS INCLUDING TEACHING GOALS AND RELATED PERFORMANCE OBJECTIVES.

2. SUGGESTED TEACHING ACTIVITIES, TECHNIQUES, METHODS RELATED TO PERFORMANCE OBJECTIVES. THIS IS VIEWED AS AN INTER-ACTIVE SEGMENT OF THE SERVICE. TEACHERS COULD CALL UP THE SYSTEM FOR IDEAS OR ADD SUCCESSFUL CLASSROOM ACTIVITIES TO A BANK AVAILALBE TO ALL.

3. INSTRUCTIONAL MEDIA RELATED TO TEACHING AC TIVITIES LISTING WHERE THEY ARE LOCATED - IN THE SCHOOL, AT NEARBY SCHOOLS OR IN THE DISTRICT MEDIA CENTER.

4. ASSESSMENT ACTIVITIES - PRE AND POST ASSESSMENT INSTRUMENTS AND TECHNIQUES RELATED TO PERFORMANCE OBJECTIVES.

WITHIN THE REGULAR FIVE YEAR CYCLE OF CURRICULUM REVIEW, COMPUTERIZATION OF CURRICULUM DOCUMENTS WILL PERMIT REVISION TO EXISTING CURRICULUM THROUGH FOUR BASIC INSTRUCTIONS - ADD, DELETE, MODIFY, SHIFT TO ANOTHER GRADE LEVEL OR AREA. COMBINATIONS OF THESE FOUR ARE ALSO POSSIBLE.

AT THE CLASSROOM LEVEL, COMPUTER ASSISTED INSTRUCTION IS EXPANDING AT AN INCREASING RATE. OVER $160,000 IN HARDWARE REQUESTS WERE REVIEWED FOR THE FY83 BUDGET. AT THIS TIME, WE ARE ENCOURAGING THIS EXPANSION AS IT IS COMPATABLE WITH TRAINED STAFF AND AVAILALBE COURSEWARE AND SOFTWARE THAT COMPLIMENTS DISTRICT CURRICULUM. THE DISTRICT IS PLANNING A SHORT COURSE FOR PROGRAM MANAGERS TO PROVIDE THEM WITH THE INFORMATION THEY WILL NEED TO MAKE DECISIONS REGARDING EXPANDING COMPUTER APPLICATIONS IN THE CLASSROOM. AT THIS POINT, ALL CLASSROOM APPLICATIONS OF THE CAI ARE BEING ACCOMPLISHED ON MICRO-COMPUTERS, PRIMARILY THE APPLE OR
E
THE BLACK APPLE.

A MAJOR DISCUSSION POINT WITHIN THE DISTRICT DEALS WITH THE NATURE OF AVAILABLE SOFTWARE AND COURSEWARE THAT SEEMS DESIGNED AS REINFORCEMENT OR DRILL FOR IN-CLASS INSTRUCTION. BECAUSE OF THIS, SEVERAL LINES OF INVESTIGATION ARE UNDER WAY:

1. WHAT MATERIALS ARE AVAILABLE THAT GO BEYOND DRILL AND REINFORCEMENT TO TEACHING THROUGH SIMULATION, ETC.

2. WHAT SYSTEMS ARE AVAILABLE THAT CAN BE MODIFIED TO MATCH DISTRICT CURRICULUM THAT WOULD PROVIDE SYSTEMATIC REINFORCEMENT WITH SUITABLE MONITORING OF STUDENT PROGRESS.

3. WHAT SYSTEMS ARE AVAILABLE AT THE INTERMEDIATE SIZED COMPUTER (TURN-KEY) LEVEL THAT WILL COMPLIMEDNT OR ENHANCE THE PLANNED MAIN FRAME APPLICATIONS AND THE EXISTING OR PLANNED MINI-MICRO APPLICATIONS.

SEVERAL MAJOR TASKS REMAIN AHEAD OF US.

1. DEVINE, DESIGN AND DELIVER APPROPRIATE TEACHER INSERVICES REGARDING CLASSROOM APPLICATIIONS OF CAI.

2. DETERMINE, DESIGN AND DELIVER APPROPRIATE CLASSROOM COMPUTER LITERACY COURSES TO STUDENTS.

3. DEVELOP MANAGEMENT LEVEL SKILLS AND UNDERSTANDINGS OF COMPUTER APPLICATIONS TO EDUCATIONAL SETTINGS.

4. DEVELOP AND PLAN FOR LONG RANGE NEEDS AT ALL LEVELS FOR COMPUTER USE.

5. MAINTAIN A MANAGEMENT POSITION THAT LEADS STAFF IN APPLICATION OF COMPUTERS TO ALL ASPECTS OF DISTRICT OPERATIONS WITHOUT JUMPING ON SOME COURSE OF ACTION THAT WILL END UP DOWN SOME BLIND ALLEY IN THIS RAPIDLY DEVELOPING AND CHANGING FIELD.

IF YOU READ IN ALL THIS OBVIOUS ENTHUSIASM REGARDING EDUCATION APPLICATIONS OF COMPUTERS A CERTAIN LEVEL OF CONSERVATIVE CAUTION, THEN YOU HAVE PERCEIVED THE DISTRICT POSITION. WITH THE EXPLOSION OF COMPUTER APPLICATIONS THROUGHOUT THE DAILY LIFE OF ANY COMMUNITY, WE WOULD BE GUILTY OF GROSS MISMANAGEMENT IF WE WERE NOT CAREFULLY CONSIDERING WHEN, WHERE, WHY, AND HOW TO IMPROVE EDUCATIONAL SERVICES THROUGH THE USE OF COMPUTERS. IT IS OUR INTENT TO HAVE THEM SERVE OUR EDUCATIONAL GOALS.

DENNIS DAGGETT
ASSISTANT SUPERINTENDENT
OF INSTRUCTIONAL SERVICES
LAH
CC: KENAI PENINSULA

MAIL	18-Mar-82 07:40	FOR:	DOE/MLP
FROM:	FAIRBANKS	MSG #:	27890
ATTN:	STEVE HOLE	DATE:	17-Mar-82
SUBJ:	LEGISLATIVE INQUIRY	TIME:	17:02

THE FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT WOULD LIKE TO ENCOURAGE YOU TO SUPPORT SENATE BILLS 719-721. THESE BILLS PROVIDE MATCHING FUNDS TO SUPPORT THE ACQUISITION OF MICROCOMPUTERS BY LOCAL SCHOOL DISTRICTS AND PROVIDE FUNDS FOR A FEASIBILITY STUDY OF A STATE-WIDE COMPUTING NETWORK.

FAIRBANKS IS CONCERNED ABOUT EHE IMPROVEMENT OF COMPUTER AWARENESS AND INSTRUCTION IN ITS SCHOOLS. ASSISTANCE IN PURCHASING THE NECESSARY EQUIPMENT WOULD BE VERY HELPFUL DUE TO THE LARGE BUDGET AMOUNT NEEDED TO INTRODUCE COMPUTERS IN THE CLASSROOM CURRICULUM. THIS LEGISLATION SEEMS APPROPRIATE IN THAT IT ENCOURAGES LOCAL COMMITMENT AS WELL AS OFFERING FINANCIAL SUPPORT. FAIRBANKS HAS COMMITTED FUNDS IN THE REGULAR BUDGET FOR THE COMPUTER PROGRAM AND THIS WOULD ENABLE US TO STRENGTHEN THAT EFFORT.

WE WOULD APPRECIATE ANY SUPPORT YOU CAN GIVE TO ENCOURAGE THE PASSAGE OF THESE IMPORTANT BILLS.

SINCERELY,

KENNETH S. BURNLEY, SUPERINTENDENT
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT
CC: FAIRBANKS

MAIL 18-Mar-82 07:47
FROM: KING COVE
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLP
MSG #: 27730
DATE: 16-Mar-82
TIME: 17:40

DEAR DR. HOLE:

REFERENCE MESSAGE # 27654

COMPUTER ED IS PART OF OUR VOC. EC. PROGRAM. WE WOULD LIKE TO EXTEND THIS TO THE ELEMENTARYCULUM. KING COVE CONSIDERS COMPUTER ED A NEEDED INNVOATION IN EDUCATION. WE ARE STRONG ADVOCATES OF THIS ENITITY.

CORDIALLY,

BEN C. KIRKER
SUPERINTENDENT
CC: "ING COVE

MAIL 18-Mar-82 07:47
FROM: KODIAK ISLAND
ATTN: STEVE HOLE
SUBJ: COMPUTER EDUCATION LEGISLATION

FOR: DOE/MLP
MSG #: 27717
DATE: 16-Mar-82
TIME: 16:53

THE COMPUTER ASSISTED INSTRUCTION (IST) PROGRAMMS HAVE BEEN SUCESSFULLY IMPLEMENTED AT 4 OF OUR 5 SECONDARY VILLAGE SITES. (READING, MATH, ALASKA HISTORY). THE ALASKA HISTORY COMPONENT IS ALSO BEING PILOTED AT THE SENIOR HIGH IN KODIAK PROPER.

WE WOULD LIKE TO ENCOURAGE LEGISLATION WHICH WOULD ALLOW FOR THE DEVELOPMENT OF SCIENCE, SOCIAL STUDY AND MATH ELECTIVES AT THE 11TH AND 12TH GRADE LEVEL TO ASSIST US IN OUR SECONDARY VILLAGE PROGRAM EFFORTSS. BASIC SKILLS REQUIRED COURSES ARE NOT AS USEFUL IN IST FORMAT AS UNIQUE ELECTIVES WHICH ARE OFTEN NECESSARY FOR A SMALL HANDFUL OF SECONDARY STUDENTS AND MAY BE DIFFICULT FOR TEACHERS TO ADDRESS, BECAUSE OF THE WIDE VARIETY OF OFFERINNGS THAT SECONDARY VILLAGE TEACHERS ARE RESPONSIBLE FOR. WE THEREPORE SEE THE IST PROGRAM FORMAT AS CAPABLE OF HANDLING THIS NEED FOR HIGHER LEVEL ELECTIVES TO "ROUND OUT" SECONDARY VILLAGE PROGRAMS.

WE ENCOURAGE THE LEGISLATURE TO SUPPORT THE IST PILOT PROJECT, IN PARTICULAR THE TEACHER TRAINING COMPONENT ANI DEVELOPMENT OF SECONDARY ELECTIVE COURSES.

MARY ANNE KENDALL, DIR OF ININSTRUCTIONAL SUPPORT
KODIAK ISLAND BOROUGH SCHOOL DISTRICT
CC: KODIAK ISLAND

MAIL 18-Mar-82 14:48

FOR: DOE/MLF
FROM: PETERSBURG
MSG #: 27913
ATTN: STEVE HOLE
DATE: 18-Mar-82
SUBJ: COMPUTER LEGISLATION
TIME: 09:21

IN ANSWER TO YOUR EMS WE ARE NOW FINDING OURSELVES IN THE COMPUTER BUSINESS AND ARE ENJOYING IT. I THINK ONE OF THE FACTS WE NEED TO RECOGNIZE IS THE ROLE OF THE COMPUTER IN THE FUTURE AND TO MAKE SURE THAT SCHOOL SYSTEMS PREPARE TO MEET THIS NEED. COMPUTER INVOLVEMENT IS EXPENSIVE AND SCHOOL SYSTEMS NEED FINANCIAL SUPPORT IF THE COMPUTER PROGRAM IS TO EVOLVE LIKE IT SHOULD.

WE PRESENTLY HAVE FIVE APPLE COMPUTERS IN OUR SCHOOL. WE HAVE MANAGED TO USE THESE QUITE EXTENSIVELY TO BUILD A BASIC PROGRAM THAT WE PLAN TO CONTINUE IN GROWTH. WE ARE SEEING DAILY THE APPLICATION POSSIBILITIES OF THE COMPUTER TO EDUCATION. WE HAVE FOUND THAT COMPUTERS ARE NOT JUST FOR SOME BUT FOR ALL. OUR PRIMARY EMPHASIS HAS BEEN ON THE ELEMENTARY LEVEL - GRADES K - 7, BUSINESS EDUCATION CLASSES AND PARENT AND ADULT EDUCATION. WE PLAN TO EXPAND THIS PRESENT PROGRAM AND TO GIVE GREATER EMPHASIS TO THE HIGH SCHOOL LEVEL. EXPANSION IS GENERALLY BASED UPON ABILITY TO FINANCE A PROGRAM AND BILLS THAT SUPPORT COMPUTER EDUCATION WOULD ENABLE SUCH EXPANSION.

MEL STOCKTON, PRINCIPAL, PETERSBURG
CC: PETERSBURG

PLANNING FOR COMPUTERS IN THE CLASSROOM

Written by Ed Obie

To ensure that initial experiences with the computer are positive, consider the following points based on ETA experience over the past four years.

1. Plan instructional applications rather than technological applications. Begin by identifying a need, realizing that computer technology may or may not be the solution. Given the ever increasing capabilities of a technology and the lure of another "new approach," we often purchase a solution, then begin looking for a suitable problem to solve. For small classes, a teacher doesn't need a computerized student management system. A mimeographed test or quiz may be more appropriate than a computer-based application. If the initial computer technology experience is not relevant or positive to the user, expensive gear may be relegated to limited use or the nearest closet.

2. Equipment cost is only one part of a proposed application. Too often money appropriated for a computer application is spent solely for equipment, drastically reducing chances for a successful computer application. Sad commentaries have been written about computers being left in their original packing cartons for a full school year due to lack of training in equipment operation or classroom application. Generally speaking, expect to spend about as much on planning time, courseware purchasing, inservice training, equipment maintenance and follow-up support as on equipment.

3. Factors to consider when selecting equipment. A prime consideration in the purchase of equipment should be the availability of programs that meet identified needs. Although a particular computer may have many more features than another and the cost may be less, instructional courseware for that computer may not be readily available. Local support and maintenance should also be major considerations. Discount house purchases can result in being the most expensive alternative.

4. Be wary of exaggerated computer courseware claims. The development of computer courseware for education is still in its infancy. It is best to preview a demonstration program (if available). As a minimum prerequisite to purchase, review evaluations of the program's technical and instructional qualities as well as its content. Due to the current state of the art of courseware production, be prepared to find errors in content and format.

5. Buy now – Wait later. Except in rare circumstances, don't hesitate to buy state of the art equipment now because you think something newer and better is coming tomorrow. The same decision will face you if you wait. Although technology will continue to advance, your unit will be a wise investment, providing you with 3-5 years of good service. It can take 1-3 years for design, development and distribution of quality computer classroom programs for new "advanced" microcomputers.

6. Change is a central concept in implementing computer applications successfully. "Implementing change" might be more appropriate terminology than "implementing a computer application." Human nature often implies a resistance to change unless the amount of gain is equal to or greater than the amount of effort required. You can greatly increase your chances for a successful computer application if you involve users in planning, proceed in manageable progressive steps, and provide adequate inservice training and follow-up activities.

7. Plan a broad-based approach to computer implementation. Historically, computers have been introduced into the school setting by an enthusiastic teacher with interest and expertise in computer science and/or programming. Programs introduced through this approach will often flourish for the duration of the teacher's assignment but then be jeopardized when the teacher leaves or changes roles. For long term success, it is crucial to integrate a computer application into the curriculum in a formal sense to prevent "person dependency." Planning in a formal sense should include allocation of resources, assignment of staff, scheduling, and inservice training of large segments of the total staff.

8. Purchase existing computer products as opposed to developing programs in-house. Many successful low-cost computer programs have been developed "in-house" by existing staff. However, it takes 1-2 years of dedicated training to master a programming language, plus 2-3 years of programming experience to produce a quality program comparable to those produced by major commercial firms. These companies have a full range of staff including instructional designers, content experts, system analysts and programmers whose skills are difficult to duplicate locally. Estimates of programmer time range from 20 to 200 hours to develop one hour of classroom instruction. For selected applications, authoring programs currently available may offer alternatives to existing products.

9. Computers do not replace teachers. Computers can serve as topics of study (computer science, computer literacy, programming) or as classroom tools to aid instruction (drill and practice, tutorial, simulation, testing, problem solving, student management). Combined with a teacher, the computer becomes a powerful instructional tool in the classroom.

10. Introduction of computers requires additional financial resources. As with implementation of any new approach or program, equipment costs, inservice training, supporting materials, and maintenance are additional expense items. These costs are offset, however, by reduced requirements for teacher time to conduct drill and practice activities, increased numbers of students served by existing staff, improved quality of instructional programs, and expanded opportunities for students to acquire new employable skills.

Computers are an essential part of today's schooling, both as objects of study and as instructional tools. Successful implementation of this technology, however, is dependent upon such factors as planning, careful selection of hardware and courseware, adequate inservice training, integration into existing curriculum, staff allocation, and follow-up support.

Educational Technology for Alaska Program
Office of Educational Technology & Telecommunications
Alaska Department of Education

The Educational Technology for Alaska (ETA) Program has the responsibility for providing general technical assistance to Alaska schools in the area of computer assisted instruction at all grade levels.

Services available from the ETA include:

(A) Inservice Training

ETA offers 1-3 workshop for educators including the following topics:

- Introduction to CAI
- Introduction to the microcomputer
- Introduction to ETA developed materials
- Introduction to MECC materials
- Selection & Evaluation of computer courseware
- Microcomputer maintenance
- Introduction to BASIC programing
- Techniques for integrating computers into the curriculum

(B) Planning Assistance

ETA has developed an instrument to help school districts plan the implementation of computers into their existing curriculum. ETA provides on-site assistance for school district planners.

(C) Information Dissemination

ETA produces and distributes a monthly newsletter for educators on microcomputers topics including:

- Current techniques in computer assisted instruction
- Computer courseware reviews
- Promising practices of computers in Alaskan schools
- Advances in computer hardware
- Future trends for computers in education
- Notices of up-coming meetings/events for computer users

(D) Product Development

ETA produces computer assisted courses of study custom-designed for Alaska schools. Current courses include:

- Alaska History
- English
- General Math
- Developmental Reading
- U.S. History
- General Science
- Health Education
- Consumer Education

(E) Computer Courseware Library

ETA maintains a current collection of courseware from commercial and public domain sources. Alaska educators can access library items for review prior to local purchase.

Educational Technology for Alaska sponsored Minnesota Educational Computing Consortium Courseware

The Educational Technology for Alaska (ETA) Program, through an annual institutional license agreement with the Minnesota Educatonal Computing Consortium (MECC), makes a major collection of computer programs available to Alaska educators at markedly reduced proces. This courseware includes both classroom-tested programs, teacher training materials, and administrative applications. The classroom programs are designed to supplement existing classroom instruction grades K-12. Content areas include:

- Social Studies
- Business
- Math
- Science
- Language Arts
- Spelling
- Special Needs

INDIVIDUALIZED STUDY BY TECHNOLOGY (IST)

Alaska is the largest state, more than twice the size of Texas, and is also the most sparsely populated of the 50 states, averaging less than one person per square mile. Thus, Alaska faces unique problems in providing quality secondary education to its children in the many small, isolated rural communities located throughout the state. Prior to 1975 many rural Alaskan children had to attend boarding schools in the larger Alaskan cities or the lower forty-eight states in order to obtain a secondary school education. This situation was unsatisfactory to parents. Furthermore, many of these children were not able to complete their secondary education due to the homesickness and culture-shock they experienced when they left their homes and families.

In 1975 two events occurred which changed the course of Alaskan secondary education. First, the state-operated school system in Alaska was disbanded by state law, and replaced with 21 Regional Education Attendance Areas (REAAs). These REAAs received virtually 100 percent of their funding from state taxes, but each had its own locally elected board with full policy-making powers. The second event in 1975 was the settlement of a lawsuit (Hootch vs. Lind) that established the right of Alaskan children to an education through twelfth grade in their own community. As a result of these two events, rural Alaskan children would no longer have to leave their homes and families to receive a secondary school education.

Presently, about 180 small Alaskan communities have high school programs. However, about 60 of these communities have programs with 10 or fewer students, and another 95 or so have programs with fewer than 50 students. In these small communities it is not feasible to hire a large number of teachers with specialized knowledge to offer a comprehensive array of high school courses. Innovative uses of resources and creative ways to satisfy curriculum needs are essential if these communities are to provide their children with a quality secondary level education. Several approaches now being used to enhance high school instruction in Alaska are student exchanges, itinerant teachers, mobile labs, televised (or videotaped) instruction, correspondence courses, and educational student trips. Individualized Study by Technology (IST) is another such approach utilizing the microcomputer, and is the focus of this paper. Individualized courses developed in the IST program permit the small, isolated, rural schools to provide a more complete high school curriculum, and have the advantages of reducing the workloads of the teachers and allowing students to work at their own pace.

A typical rural community in Alaska

TABLE 5

ALASKA STATEWIDE ACHIEVEMENT TEST (ASAT) RESULTS

	NUMBER OF ITEMS	ASAT MEAN SCORES (% CORRECT)		
		ASAT 1979 STANDARDIZATION GROUP		
		ALL STUDENTS	RURAL STUDENTS	IST STUDENTS
NUMBER OF STUDENTS		1440	158	296
MATH COMPUTATION	36	64	42	50
MATH APPLICATION	66	61	44	50
READING COMPREHENSION	45	67	42	53
READING WORD IDENTIFICATION	39	74	62	72

A typical IST classroom setting in a small rural Alaskan school showing the location of each IST component of instruction: the printed materials (on which the students are working at their desks), the microcomputer, the audio cassette tape equipment, and the teacher.

TABLE 3

PILOT TEST TEACHERS' ATTITUDES TOWARDS IST

(NUMBER OF TEACHERS = 39)

	PERCENT OF TEACHERS IN AGREEMENT
The IST courses are well designed to be used and managed in a classroom like mine.	74
Amount of work required of an IST teacher:	
a) too much	0
b) more than a traditional course	35
c) less than a traditional course	65
d) not worth the bother	0
I would prefer to use the whole IST courses as they now exist.	59
Of those teachers who would prefer to use only parts of the IST courses, the parts they preferred to use were:	
a) computerized instruction	100
b) IST workbook and exercises	100
c) audio cassette tapes	57
d) published materials	43
e) outside readings	7

IST components compatible with teaching styles:		
	MOST COMPATIBLE	Computer Exercises
	LEAST COMPATIBLE	Audio Cassette Tapes
IST components producing the greatest interest for students as viewed by the teachers:		
	MOST INTERESTING	Computer Exercises
	LEAST INTERESTING	Supplementary Activities

WHAT WERE THE STUDENTS ATTITUDES TOWARDS IST?

Table 7 indicates that nearly all students considered the microcomputer exercises interesting; about 59 percent found the reading and written components of the IST courses interesting; and 49 percent considered the audio cassette tapes interesting. The audio cassette tapes were the only IST media component considered boring by a significant percent of the students. Most students reported the difficulty level of the courses to be "about right" for them. Also, half of the students indicated they almost always understood what needed to be done and could work by themselves on their courses; no students indicated they rarely or never knew what to do and almost always had to get help from their teacher. These data suggest that: a) most students find learning using the IST media components of instruction an interesting experience and b) the instructions and procedures in the IST courses are sufficient for most students to have confidence in their ability to progress through the courses on their own.

TABLE 7

PILOT TEST STUDENT ATTITUDES TOWARDS IST

(NUMBER OF STUDENTS = 49)

	PERCENT
The Computer exercises in the IST courses are:	
(a) interesting	92
(b) of little interest	8
(c) boring	0
The audio cassette tapes in the IST courses are:	
(a) interesting	49
(b) of little interest	24
(c) boring	27
The reading and written work in the IST courses are:	
(a) interesting	59
(b) of little interest	35
(c) boring	6
Clarity of IST course instructions and need for teacher assistance:	
(a) almost always understand what needs to be done and can work by myself	50
(b) sometimes do not understand what needs to be done and need my teacher's help	50
(c) rarely or never know what needs to be done and must get my teacher's help	0
IST course difficulty:	
(a) easy	22
(b) about right	73
(c) difficult	5

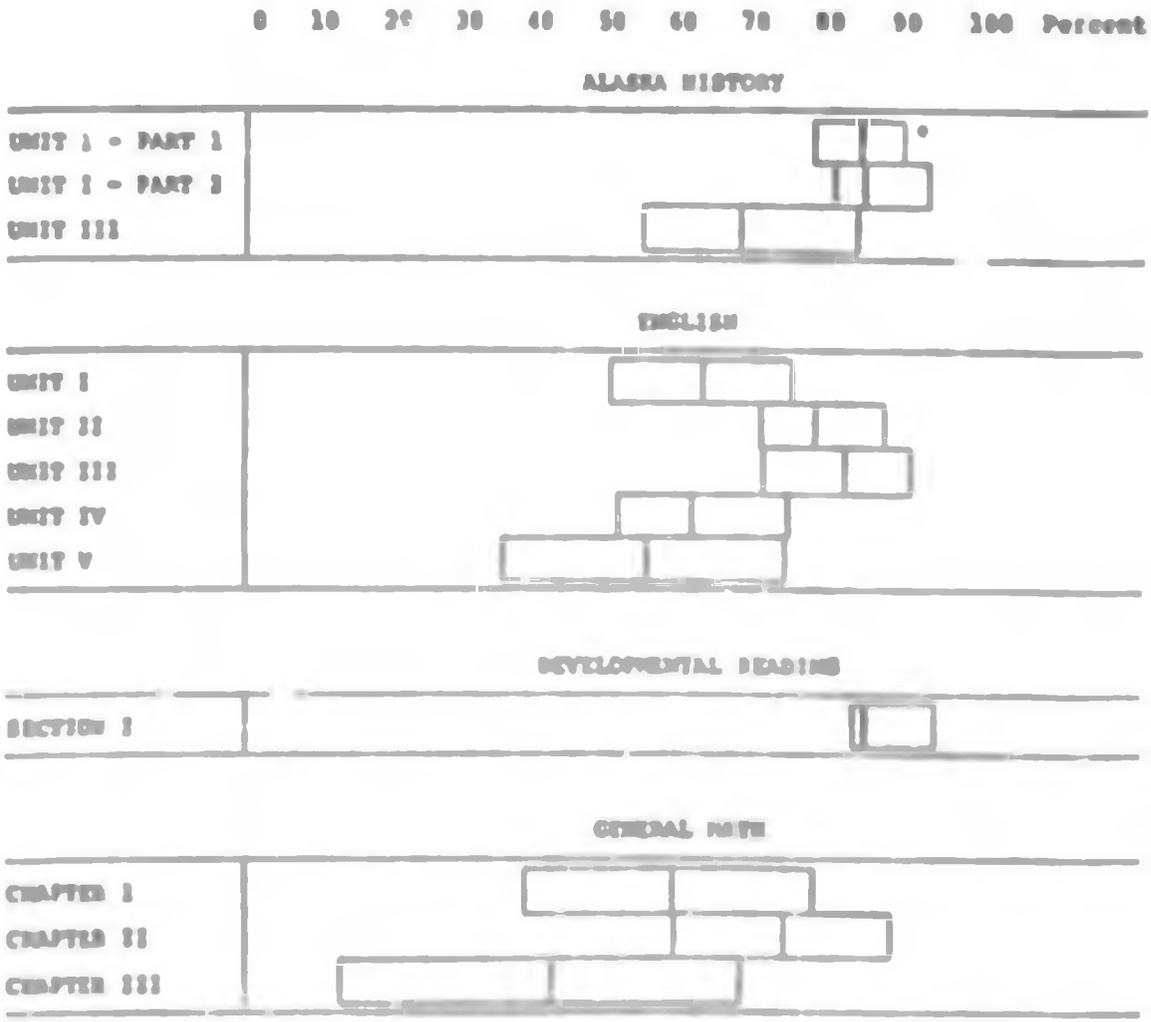
HOW MUCH DID THE STUDENTS LEARN?

Student learning in the IST courses was assessed using unit, section, and chapter computer tests and post-course paper-and-pencil tests.

Computer Tests - As indicated in Figure 1, the mean performance of students was at least 60 percent on all computer tests completed by at least 25 students, except Unit V in the English course and Chapter III in the General Math course. The students performed at an 85 percent mastery level on the Alaska History Unit I - Parts 1 and 2 and Developmental Reading Section I computer tests.

FIGURE 1

COMPUTER TEST PERFORMANCE RESULTS



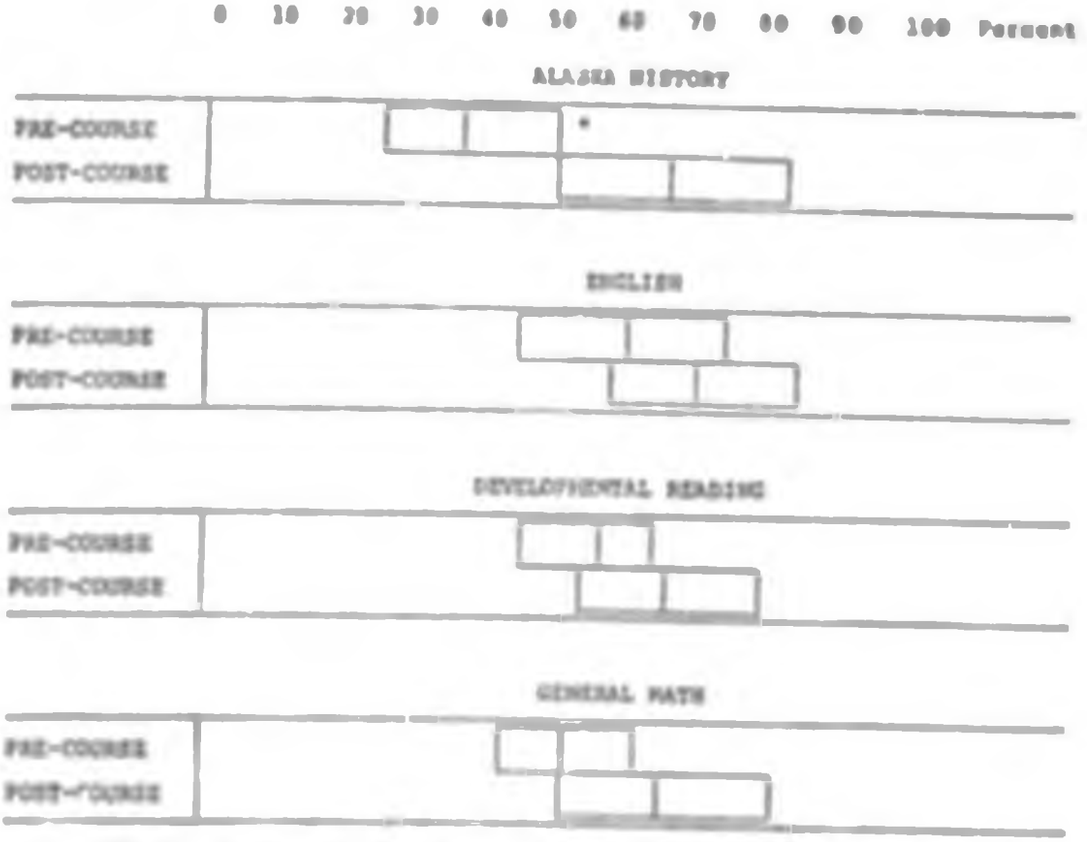
* The bar represents the range of scores for the middle 50 percent of students. The dark line within the bar represents the mean score for all students.

Post-course Tests - The students' pre-course and post-course knowledge of course content was measured by paper-and-pencil tests. The students' test scores were based only on those items related to the portions of the courses they completed. However, items on the Developmental Reading test were not related to any particular portion of the course, thus students' test scores were based on all questions on this test. As indicated in Figure 2, the students, on the average, were generally unfamiliar with the content of the Alaska History course, and somewhat familiar with the content of the English, Developmental Reading, and General Math courses prior to their enrollment in these courses. At the end of the school year, the mean test scores increased to between 60 percent and 70 percent in all four courses.

The most significant factor in overall student performance in all four IST courses was the students' prior knowledge of the course content. After taking into consideration this pre-course knowledge, students' pre-course math and reading skills (as measured by the subtests of the Alaska Statewide Achievement Test) were also significantly related to student performance in all four courses. Student age and grade level did not significantly relate to student performance in any of the IST courses.

FIGURE 2

PRE-COURSE AND POST-COURSE TEST PERFORMANCE RESULTS



* The bar represents the range of scores for the middle 10 percent of students. The dark line within the bar represents the mean score for all students.

WHAT ARE THE COSTS FOR THE IST COURSES?

As shown in Table 8, the total cost per-student in the 1980-1981 pilot testing averaged $1620 for each complete course. The per-student cost to the Alaska Department of Education made up the majority of the total costs, averaging $1470 per course. The average per-student cost to the sites was $150 per course. These costs include all print, audio cassette tapes, and microcomputer materials and equipment.

Most of the DOE per-student costs in the 1980-1981 pilot testing were for course development. These are one-time costs, thus as the number of students using the IST courses increases the per-student costs to DOE substantially decreases, while the per-student costs to the sites increases minimally. An example of the effect on costs as enrollment in the courses increases is also presented in Table 8. The DOE per-student cost estimates, based on six students per course at each of 100 sites, reduce to an average of $207 per course while the average site per-student cost estimates increase to only $209 per course. DOE costs should continue to decline. The costs to sites, however, will probably rise somewhat due to inflationary increases in costs for equipment and printing. The teacher training costs to sites will likely decrease in the future, however, due to more efficient training procedures and a reduction in the number of teachers needing training.

TABLE 8

PER-STUDENT COSTS FOR EACH COMPLETE IST COURSE

(Based on 1980-1981 costs)

COURSE	NUMBER ENROLLED	COST TO DOE*	COST TO SITE	TOTALS
COST FOR 1980-1981 ENROLLEES				
ALASKA HISTORY	75	1,751	202	1,953
ENGLISH	59	2,027	130	2,157
DEVELOPMENTAL READING	117	1,047	141	1,188
GENERAL MATH	116	1,056	127	1,183
COST ESTIMATES FOR 100 SITES WITH 6 STUDENTS PER SITE				
ALASKA HISTORY	600	219	259	478
ENGLISH	600	199	182	382
DEVELOPMENTAL READING	600	204	201	405
GENERAL MATH	600	204	195	399

* Alaska Department of Education

ETA Newsletter

VOLUME 2 NUMBER 4 JANUARY/FEBRUARY 1982

A Publication of the Office of Educational Technology and Telecommunications
Alaska Department of Education

FOREWORD

Again, a reminder: the Alaska Association for Computers in Education's annual conference will be at the Sheraton Hotel in Anchorage. You can register the evening of April 1 with major conference events taking place April 2-3.

PLANNING FOR COMPUTERS IN THE CLASSROOM

Written by Ed Obie

To ensure that initial experiences with the computer are positive, consider the following points based on ETA experience over the past four years.

1. Plan instructional applications rather than technological applications. Begin by identifying a need, realizing that computer technology may or may not be the solution. Given the ever increasing capabilities of a technology and the lure of another "new approach," we often purchase a solution, then begin looking for a suitable problem to solve. For small classes, a teacher doesn't need a computerized student management system. A mimeographed test or quiz may be more appropriate than a computer-based application. If the initial computer technology experience is not relevant or positive to the user, expensive gear may be relegated to limited use or the nearest closet.

2. Equipment cost is only one part of a proposed application. Too often money appropriated for a computer application is spent solely for equipment, drastically reducing chances for a successful computer application. Sad commentaries have been written about computers being left in their original packing cartons for a full school year due to lack of training in equipment operation or classroom application. Generally speaking, expect to spend about as much on planning time, courseware purchasing, inservice training, equipment maintenance and follow-up support as on equipment.

3. Factors to consider when selecting equipment. A prime consideration in the purchase of equipment should be the availability of programs that meet identified needs. Although a particular computer may have many more features than another and the cost may be less, instructional courseware for that computer may not be readily available. Local support and maintenance should also be major considerations. Discount house purchases can result in being the most expensive alternative.

4. Be wary of exaggerated computer courseware claims. The development of computer courseware for education is still in its infancy. It is best to preview a demonstration program (if available). As a minimum prerequisite to purchase, review evaluations of the program's technical and instructional qualities as well as its content. Due to the current state of the art of courseware production, be prepared to find errors in content and format.

5. Buy now – Wait later. Except in rare circumstances, don't hesitate to buy state of the art equipment now because you think something newer and better is coming tomorrow. The same decision will face you if you wait. Although technology will continue to advance, your unit will be a wise investment, providing you with 3-5 years of good service. It can take 1-3 years for design, development and distribution of quality computer classroom programs for new "advanced" microcomputers.

6. Change is a central concept in implementing computer applications successfully. "Implementing change" might be more appropriate terminology than "implementing a computer application." Human nature often implies a resistance to change unless the amount of gain is equal to or greater than the amount of effort required. You can greatly increase your chances for a successful computer application if you involve users in planning, proceed in manageable progressive steps, and provide adequate inservice training and follow-up activities.

7. Plan a broad-based approach to computer implementation. Historically, computers have been introduced into the school setting by an enthusiastic teacher with interest and expertise in computer science and/or programming. Programs introduced through this approach will often flourish for the duration of the teacher's assignment but then be jeopardized when the teacher leaves or changes roles. For long term success, it is crucial to integrate a computer application into the curriculum in a formal sense to prevent "person dependency." Planning in a formal sense should include allocation of resources, assignment of staff, scheduling, and inservice training of large segments of the total staff.

8. Purchase existing computer products as opposed to developing programs in-house. Many successful low-cost computer programs have been developed "in-house" by existing staff. However, it takes 1-2 years of dedicated training to master a programming language, plus 2-3 years of programming experience to produce a quality program comparable to those produced by major commercial firms. These companies have a full range of staff including instructional designers, content experts, system analysts and programmers whose skills are difficult to duplicate locally. Estimates of programmer time range from 20 to 200 hours to develop one hour of classroom instruction. For selected applications, authoring programs currently available may offer alternatives to existing products.

9. Computers do not replace teachers. Computers can serve as topics of study (computer science, computer literacy, programming) or as classroom tools to aid instruction (drill and practice, tutorial, simulation, testing, problem solving, student management). Combined with a teacher, the computer becomes a powerful instructional tool in the classroom.

10. Introduction of computers requires additional financial resources. As with implementation of any new approach or program, equipment costs, inservice training, supporting materials, and maintenance are additional expense items. These costs are offset, however, by reduced requirements for teacher time to conduct drill and practice activities, increased numbers of students served by existing staff, improved quality of instructional programs, and expanded opportunities for students to acquire new employable skills.

Computers are an essential part of today's schooling, both as objects of study and as instructional tools. Successful implementation of this technology, however, is dependent upon such factors as planning, careful selection of hardware and courseware, adequate inservice training, integration into existing curriculum, staff allocation, and follow-up support.

THE JOURNAL OF COURSEWARE REVIEW

The Journal of Courseware Review (edited by Carolyn Stauffer) is the latest publication of the Foundation for the Advancement of Computer-aided Education. The quarterly *Journal* will review microcomputer programs for content, use, and educational validity.

Individual copies can be ordered from the Foundation's Evaluation Center for $6.95 (check or money order), which includes postage and handling:

Foundation for the Advancement
of Computer-aided Education
P.O. Box 28426
San Jose, CA 95159

A REMINDER

Have you applied for membership in the Alaska Association for Computers in Education?

For applications or information contact:

Chuck Williams
AACE Membership Chairman
1602 Hillcrest Drive
Anchorage, AK 99503
Phone: (907) 276-3305

Individualized Study by Technology

- Complete, self-contained multimedia secondary-level courses
  - Courses developed in Alaska for Alaskan needs
    - Self-paced, individualized courses that foster student independence and require minimal teacher preparation time

Why use computers to teach?

Students interact personally and intensively with subject matter. They learn actively.

Students receive immediate responses. Correct answers are immediately reinforced, errors are immediately corrected.

The computer is tireless. Students may repeat activities as often as necessary; they may progress when they are ready to.

Students can't just memorize correct answers. Questions are presented in a different random order each time an activity is carried on.

Mistakes corrected by the computer are not embarrassing or threatening, as they might be in oral class work.

Students progress automatically through a course sequence, yet the teacher can modify the sequence as needed.

Students learn to use computers quickly and eagerly, yet they don't lose interest because of the infinite variety that can be offered.

IST course packages available

Alaska History and Geography
English
Developmental Reading
General Mathematics
General Science (available fall 1982)
U.S. History (available fall 1982)

Like many secondary textbooks, IST courses are written at approximately 7th grade reading level. Some optional readings are at higher levels.

IST courses are appropriate for high school students, average junior high students, advanced upper elementary students, and some special education students.

IST programs monitor student progress

Student progress in an IST course is recorded on a disk which is the computer's permanent memory storage. At any time the teacher may call up these records on the screen and may intervene if desired, skipping a student forward or back in the sequence. Individual test scores are recorded showing percent correct. In many cases, any lesson objectives not mastered are listed for the student and the teacher to see, and additional study activities are provided in the course package.

Procedures for enrolling or deleting students, accessing records or changing student assignments on the computer are simple and fast.

Basic equipment required for IST courses

1 Apple II—Plus microcomputer
2 Three disk drives
3 Clock card
4 Video monitor
5 Power protection unit (optional)
6 Audiocassette player and headphones

Each APPLE microcomputer can serve five IST students per hour. Schools wishing to serve greater numbers of students can arrange flexible scheduling or use additional microcomputer terminals.

IST course packages include

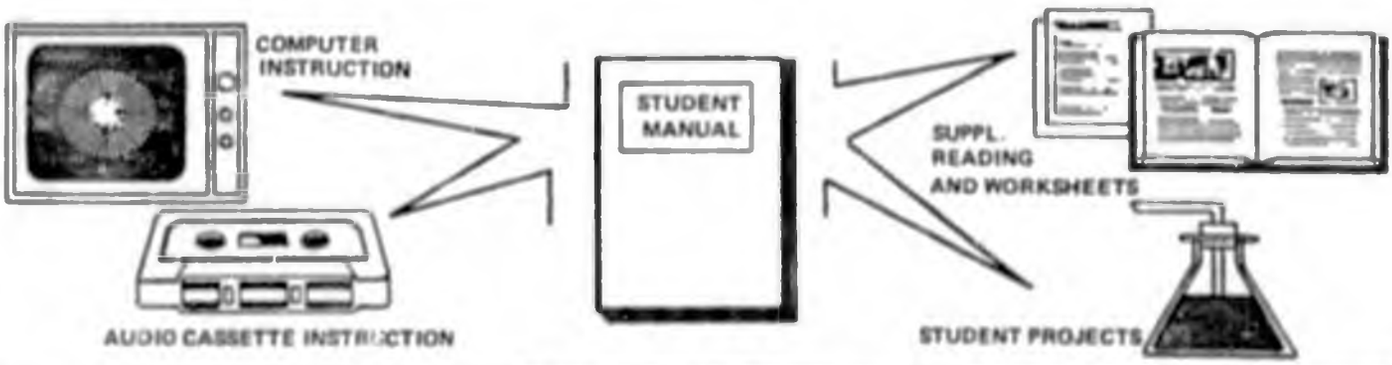
Student manual including detailed lesson sequences and readings
Student packet of student-maintained progress charts
Printed worksheets, listening guides, lab guides and tests
Computer exercises and tests on diskettes
Audiocassette activities
Teacher guide including student materials, answer keys, teacher notes, and scripts of all computer and audiocassette activities
Teacher packet with individual and class progress charts
IST operation manual
Texts and reference books (commercially printed)

Sample instructional sequence

An IST lesson is composed of a carefully planned sequence of activities that introduce and build concepts, then provide practice and review. Each sequence is clearly listed on a color-coded page in the student manual, and on the student's progress chart, on which each activity is dated as completed.

Typically, a student might first listen to a 15-minute audio cassette, while completing an accompanying work page according to directions given on the cassette. Next the student might practice new vocabulary or concepts on the computer, after which a reading might be assigned. Following the reading the student might complete a printed worksheet devised to help him organize and apply what he has learned. Another activity on the computer then may give practice or review of the key points in the lessons.

Lessons might also include a laboratory exercise in math or science, or a student project. A review precedes each test, which may be on the computer, or written, or both.



IST courses — developed for Alaska

IST courses were developed through the Northwest Regional Educational Laboratory as part of the Educational Technology for Alaska project at the Alaska Department of Education. Most courses were written or reviewed by experienced Alaska teachers, and all courses were pilot tested in rural Alaskan schools. The IST project was funded by a grant from the National Institute for Education, matched by a grant from the Alaska legislature.

Teacher training is important

It is important that teachers receive instruction in using the APPLE II computer and in IST teaching techniques before starting. A number of preservice and inservice training opportunities are available through the ETA Project and the University of Alaska. Contact address below for details.

Costs and further information

IST courses are available for public education in Alaska at reasonable cost. For full information contact:

Project ETA
Alaska Department of Education
Pouch F
Juneau, Alaska 99811
(907) 465-2887

Using the 1980-1981 pilot test costs, the costs of offering the IST courses can be compared with offering similar courses taught by teachers qualified to teach in the appropriate secondary level content areas and using the IST print materials. Conservatively, the hiring of 20 additional teachers would have been necessary to offer similar courses to the 1980-1981 pilot test students, if the IST courses were not available. Taking into consideration the costs for 20 additional teachers, offering the complete IST courses was nearly one-half the cost of offering similar courses with just the print materials and the additional teachers. This estimate cannot be applied to any particular site since some sites would not require additional teachers, while others would need two or more. However, the overall reduction in costs from implementation of the IST courses would probably be real at most sites.

WHAT CAN BE CONCLUDED ABOUT THE IST PROGRAM?

Major conclusions drawn from the evaluation of the 1980-1981 pilot testing of the IST program are:

1. The IST courses can be successfully implemented in settings quite different from each other, comprised of students with different cultural backgrounds, and staffed by professionals who differ in educational background, training, and philosophy.

2. The microcomputer equipment is very reliable considering the relative lack of computer expertise of the teachers and students using the equipment, and the environmental conditions under which it was used in the pilot test.

3. The IST program is quite versatile. The courses can effectively be adapted to serve several different functions in a school and can be successfully implemented in several different ways.

4. Teachers are important to the successful implementation of the IST courses. They are needed to oversee student progress and provide assistance when needed. Teachers, however, need not provide constant supervision to the IST students. They can typically engage in other activities, such as assisting non-IST students or record-keeping, during an IST class period.

5. Some special training and assistance is needed for teachers to supervise the IST courses. The required training and assistance, however, is not considered excessive, with teachers able to successfully implement the IST courses after a single three-day workshop and a personal visit by a supervisor early in the school year.

6. The teachers generally reported a positive attitude toward the IST courses. No teacher considered the courses "too much work" or "not worth the bother".

7. Each of the four IST courses constitutes more than one full academic year of instruction for most students, although very fast students may finish within one year. On the average, about 83 percent of the English and Developmental Reading courses could be completed in one academic year, while 64 percent of the Alaska History course and 47 percent of the General Math course could typically be completed in one year.

8. The IST students generally reported a positive attitude towards the IST courses, particularly the microcomputer component of instruction.

9. The IST students showed significant gains in performance on the concepts and skills studied in the courses.

10. The total per-student cost of developing and implementing the IST courses in the 1980-1981 pilot testing was about one-half the cost of offering comparable courses taught by teachers certified in the course content areas. This imbalance in per-student cost will grow even larger in the future as more student use the IST program.

11. Although not directly evaluated, a reasonable assumption is that, not only are the teachers and students directly involved in the IST courses benefiting from their use, but non-IST students are also benefiting from the added personal attention the teachers are able to provide them.

WHAT IS THE FUTURE OF THE IST PROGRAM?

The pilot testing of the IST courses has demonstrated the efficacy of the IST approach to secondary education in Alaska. Currently about 90 rural Alaskan schools are using at least one of the four pilot tested IST courses. It is expected that the number of schools will increase to more than 100 during the 1982-1983 school year.

In addition to the four pilot tested courses, two full-year IST courses, General Science and U.S. History, have been developed and are being pilot tested during the 1981-1982 school year in about 10 rural Alaskan schools. The General Science course was developed around the Holt text, General Science. It consists of five units: I. Matter, Atoms, and Chemical Changes; II. How Does Energy Affect Matter?; III. How Do We Make and Use Energy?; IV. How Is Our Planet Changing?; and V. What Makes Up Our Living World?. The aims of this course are to help students: a) understand the basic principles and vocabulary of science; and b) learn the basic ideas and scientific discoveries that explain many everyday occurrences.

The U.S. History course was developed around the Scott, Foresman text, 'merica! America!. It consists of 13 units: the first five units cover U.S. History from the first American through 1850; the last eight units cover the period immediately preceding the Civil War through the 1970's. The aim of this course is to help students learn about America's past, present, and future by studying the events, issues, and people of the past.

Besides the six full-year IST courses currently available, two one-semester courses, Consumer Education and Health Education, are now being developed. They are expected to be available for the 1982-1983 school year. Both courses will be developed in a stand-alone modular format. The primary focus of the Consumer Education course is the development of a variety of skills and attitudes for successful management of personal and financial resources. The Health Education course will stress the inter-relationship of physical, emotional, and environmental health.

Department of Education
May 12, 1982

INFORMATION SHEET
REF.: SENATE BILL NO. 719
NETWORKING OF MICROCOMPUTERS

Microcomputers have become an important factor in Alaskan education. The Office of Educational Technology and Telecommunications estimates that there are over 600 microcomputers in Alaskan schools. The majority of these machines are configured to deliver computer assisted instruction to students.

With the addition of an inexpensive device called a micromodem, microcomputers are capable of rapidly transmitting electronic messages from one computer to another over telephone lines. This capability creates the potential for networking educational microcomputers throughout the state. Possible educational uses for microcomputer networking include:

Student Usage

1. Accessing computerized information resources.

2. Communicating with students from other schools.

Teacher Usage

1. Sharing professional information between schools.

2. Accessing information from educational resources such as ERIC and RICE through information utilities.

3. Communicating with content area specialists.

4. Sharing teacher produced educational software.

Administrator Usage

1. Expediting communications within school districts through:

   a. immediate transmission of meeting schedules, announcements, policies, employee work hours, etc.;

   b. transmission of student records; and

   c. transmission of budgetary information.

2. Gaining access to department's EMS system from schools.

3. Ability to retrieve and down load information from Department of Education's DEC computer, state IBM computer and the university's Honeywell computer.

The feasibility study proposed by Senate Bill No. 719 has a potential for benefit in the following areas:

1. Potential educational uses of microcomputer networking would be identified.

2. The compatibility of various hardware and software systems would be examined.

3. Equipment reliability and operating costs could be assessed.

4. A feasibility study would result in a plan for implementing educational networking on a statewide basis. The plan would provide a blueprint for the development of a functional statewide educational networking system.

FWD 19-Mar-82 15:31

FOR: DOE/MLF
FROM: COMMISSIONER
MSG #: 28035
ATTN: STEVE HOLE
DATE: 19-Mar-82
SUBJ: COMPUTER ASSISTED INSTR.
TIME: 13:38

WITHOUR A DOUBT, THE COMPUTER SERVICES THAT WE HAVE RECEIVED DURING THE PAST TWO YEARS HAS BEEN ONE OF THE MOST EFFECTIVE EDUCATIONAL INNOVATIONS THAT OUR SCHOOL HAVE BEEN INVOLVED WITH DURING MY TENURE. I URGE THE HESS COMMITTEE TO FIND THE SENATE BILLS UNDER CONSIDERATION FOR COMPUTER-ASSISTED INSTRUCTION.

CC: BILL BRANBLE
BO GREENE

NYAL WORSHAM
SKAGWAY SCHOOL
SUPERINTENDENT

CC: SKAGWAY

MAIL 19-Mar-82 15:31

FOR: DOE/MLF
FROM: MAT-SU
MSG #: 28031
ATTN: STEVE HOLE, ED.ADMIN.
DATE: 19-Mar-82
SUBJ: EMS MESSAGE #27654
TIME: 12:38

OUR DISTRICT HAS UTILIZED THE SERVICES OF THE EDUCATIONAL TECHNOLOGY ASSISTANCE AND HAVE FOUND IT TO BE EXTREMELY VALUABLE. THEY HAVE GREATLY HELPED OUR DISTRICT IN PLANNING AND IMPLEMENTING OUR COMPUTER ASSISTED INSTRUCTIONAL PROGRAM. WE ARE LOOKING FOR ETA TO ASSIST US IN INSERVICING THE STAFF AND TEACHERS ON THE USE OF COMPUTERS IN INSTRUCTION.

WE FEEL THIS IS A NEEDED SERVICE AND SHOULD NOT BE CUT FROM THE OPERATING BUDGET. ADDITIONALY, WE STRONGLY SUPPORT SB 721 THAT APPROPRIATES MONEY FOR DISTRICTS ON A MATCHING BASIS TO PURCHASE COMPUTERS.

SINCERELY,

BRUCE P. DEMOND
ASSISTANT SUPERINTENDENT
CC: MAT-SU

MAIL 22-Mar-82 12:24

FROM: KETCHIKAN
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLF
MSG #: 28100
DATE: 22-Mar-82
TIME: 10:11

I HAVE REVIEWED SENATE BILLS 719, 720, 721, AND 722 INTRODUCED BY SENATOR STIMSON. THESE BILLS RELATE TO THE NEED FOR ALASKAN EDUCATION TO BECOME MORE INVOLVED WITH COMPUTERS IN THE SCHOOL CURRICULUM.

THE CURRICULUM IN ALASKAN SCHOOLS NEEDS TO BEGIN TAKING INTO ACCOUNT THE CAPABILITIES OF COMPUTERS AND THE ROLE THEY WILL PLAY IN THE LIVES OF ADULTS IN OUR SOCIETY OF TOMORROW. MOST STUDENTS GRADUATING FROM OUR SCHOOLS ARE COMPUTER ILLITERATES. IN A VERY FEW SHORT YEARS IT IS PREDICTED THAT THESE SAME STUDENTS WILL BE HANDICAPPED MUCH AS THE NON-READER OF PAST GENERATIONS. THE CURRICULUM IN OUR SCHOOLS NEEDS TO CHANGE TO REFLECT THE ROLE THE COMPUTER CAN PLAY IN PROBLEM SOLVING. COMPUTERS IN THE CURRICULUM CAN HELP PLACE AN INCREASED EMPHASIS UPON HIGHER LEVEL SKILLS OF UNDERSTANDING. THEY CAN HELP STUDENTS FIGURE OUT HOW TO SOLVE PROBLEMS AND UNDERSTAND THE MEANING OF RESULTS PRODUCED WHEN PLANS ARE CARRIED OUT.

THERE IS EVERY INDICATION THAT COMPUTERS ARE RAPIDLY BECOMING EVERYDAY TOOLS OF MOST ADULTS WORKING IN BUSINESS, GOVERNMENT AND INDUSTRY. COMPUTERS WILL PLAY MORE OF A PERSONAL ROLE AS MORE AND MORE HOME COMPUTERS ARE AVAILABLE. COMPUTER LITERACY MUST BE A GOAL OF OUR SCHOOLS IF STUDENTS ARE TO FUNCTION CAPABLY IN THE SOCIETY OF TOMORROW.

THERE IS A CERTAIN URGENCY ABOUT IMPLEMENTING COMPUTER PROGRAMS INTO OUR PUBLIC SCHOOLS. THE URGENCY REQUIRES THAT THE STATE TAKE THE INITIATIVE AND PURSUE AN ACTIVE ROLE IN HELPING SCHOOLS TO GET GEARED UP TO MEET THE CHALLENGE.

I BELIEVE THAT S.B. 719, 720, 721, AND 722 IS A GOOD START AND I HOPE THAT EVERY ATTENTION IS GIVEN TO THE FINAL PASSAGE OF THESE BILLS SO THAT SCHOOL DISTRICTS CAN RECEIVE THE HELP WHICH IS NEEDED AS THEY PURCHASE THE HARDWARE, SOFTWARE AND IMPLEMENT COMPUTER PROGRAMS INTO THEIR CURRICULUM. YOUR SUPPORT OF THESE BILLS WILL HELP INSURE THE FUTURE FOR THE STUDENTS IN OUR SCHOOLS.

DARROLL HARGRAVES, SUPERINTENDENT OF SCHOOLS
KETCHIKAN GATEWAY BOROUGH SCHOOL DISTRICT
CC: KETCHIKAN

ONE MOMENT PLEASE...

MAIL 22-Mar-82 07:56

FROM: NENANA
ATTN: STEVE HOLE
SUBJ: LEGISLATIVE INQUIRY

FOR: DOE/MLF
MSG #: 28059
DATE: 19-Mar-82
TIME: 15:29

COMPUTER ASSISTED INSTRUCTION HAS BEEN A SUCCESS IN OUR SCHOOL AS A SUPPLEMENTAL CLASS IN OUR BILINGUAL/BICULTURAL TUTOR PROGRAM AND REMEDIAL PROGRAMS. FROM THAT START WE HAVE OUR OWN COMPUTER PROGRAM CLASS AND ADVANCED COMPUTER PROGRAM CLASS. IT HAS BEEN ONE OF THE MORE SUCCESSFUL PROGRAMS THAT HAVE BEEN FUNDED. WE WOULD URGE THE LEGISLATURE TO CONTINUE TO FUND THIS PROGRAM.

WAYNE E. TAYLOR, SUPERINTENDENT
NENANA CITY PUBLIC SCHOOLS
CC: NENANA

OPTION:

LIST OF ALL MESSAGES FOR DOE/MLF 22-Mar-82 07:56

TYPE	MSG #	DATE	TIME	LINES	FROM	ATTENTION
NEW RCPT	27906	18-Mar-82	07:54	16	YUKON FLATS SUPERINTENDENT	
NEW RCPT	27906	18-Mar-82	07:54	16	YUKON FLATS SUPERINTENDENT	
NEW RCPT	27906	18-Mar-82	07:54	16	CHATHAM SUPERINTENDENT	
NEW RCPT	27906	18-Mar-82	07:54	16	LOWER YUKON SUPERINTENDENT	
NEW RCPT	27906	18-Mar-82	07:54	16	BERING STRAIT SUPERINTENDENT	
MAIL	28059	19-Mar-82	15:29	15	NENANA	STEVE

SUBJECT: LEGISLATIVE INQUIRY

OPTION:

(Y OR N):