

ALASKA LEGISLATURE COMMITTEE FILES 1991-1992 8672

6847 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S
4	District Name	School Name	Bar Range	Job Desc	Total Bar	Tch FTE	PSR by Tch	Bar Range	Total Bar	sum of tch fte	Avg PSR	staff fte needed	New Staff Required	Avg Salary	Estimated Cost	redistr fte	extra stf needed	avg salary	est cost
2096		Butte Elementary School	Kg-5	Kindgrn	29.0	1.50	19.33	K-3	193.00	8.50	22.71	12.87	4.37	41738	182256	4.10	0.27	41738	11239
2097				Grade 1	56.0	3.00	18.67	4-5	128.00	4.50	28.44	6.40	1.90	41738	79302	1.90	0.00	41738	0
2098				Grade 2	54.0	2.00	27.00												
2099				Grade 3	54.0	2.00	27.00												
2100				Grade 4	63.0	2.50	25.20												
2101				Grade 5	65.0	2.00	32.50												
2102						6.00	0.00												
2103																			
2104		Colony Middle School	06-08	Grade 6	288.0	9.00	32.00	6	288.00	9.00	32.00	19.20	10.20	41738	425728	4.66	5.54	41738	231220
2105				Grade 7	239.0	7.00	34.14	7-8	476.00	15.00	31.73	23.80	8.80	41738	367294	8.80	0.00	41738	0
2106				Grade 8	237.0	8.00	29.63												
2107						13.50	0.00												
2108																			
2109		Colony Senior High School	09-12		77.0	5.50	14.00												
2110																			
2111		Cottonwood Creek Elementary	Pe-05	Pe	50.0														
2112				Kindgrn	42.5	2.00	21.25	K-3	276.50	11.00	25.14	18.43	7.43	41738	310252	4.44	2.99	41738	124984
2113				Grade 1	94.0	4.00	23.50	4-5	147.00	6.75	21.78	7.35	0.60	41738	25043	2.06	0.00	41738	0
2114				Grade 2	69.0	3.00	23.00												
2115				Grade 3	71.0	2.00	35.50												
2116				Grade 4	80.0	3.75	21.33												
2117				Grade 5	67.0	3.00	22.33												
2118						6.50	0.00												
2119																			
2120		Finger Lake Elementary	Pe-05	Pe	30.0														
2121				Kindgrn	31.0	2.00	15.50	K-3	251.00	10.50	23.90	16.73	6.23	41738	260167	7.34	0.00	41738	0
2122				Grade 1	72.0	4.00	18.00	4-5	133.00	5.00	26.60	6.65	1.65	41738	68868	3.41	0.00	41738	0
2123				Grade 2	77.0	2.50	30.80												
2124				Grade 3	71.0	2.00	35.50												
2125				Grade 4	62.0	2.00	31.00												
2126				Grade 5	71.0	3.00	23.67												
2127						10.75	0.00												
2128																			
2129		Glacier View School	Kg-12	Grade 5	2.0	0.20	10.00												
2130		Enr grades Kg-12 exc	Grade 5	Elem only	36.5	1.00	36.50												
2131				Both		4.80	0.00												
2132																			
2133		Houston Jr./Sr. High School	07-12		489.0	26.00	18.81												
2134																			
2135		Iditarod Elementary School	Kg-5	Kindgrn	44.0	2.50	17.60	K-3	288.00	11.50	25.04	19.20	7.70	41738	321383	3.45	4.25	41738	177530
2136				Grade 1	83.0	3.00	27.67	4-5	135.00	4.00	33.75	6.75	2.75	41738	114780	2.85	0.00	41738	0

3	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
4	District Name	School Name	Bar Range	Job Desc	Total Bar	Tch FTE	PSR by Tch	Bar Range	Total Bar	sum of tch fte	Avg PSR	staff fte needed	New Staff Required	Avg Salary	Estimated Cost	redistr fte	extra stf needed	avg salary	est cost	
2793				misc		2.00	0.00													
2794																				
2795		Akiachak High School	09-12	misc	41.0	4.00	10.25													
2796																				
2797		Akiak Elementary School	Kg-08	Kindgrn	11.0	1.00	11.00	K-3	38.00	2.50	15.20	2.53	0.03	37142	1238	0.00	0.03	37142	1238	
2798				Grade 1	10.0	0.50	20.00	4-6	22.00	1.50	14.67	1.10	0.00	37142	0	0.00	0.00	37142	0	
2799				Grade 2	10.0	0.50	20.00													
2800				Grade 3	7.0	0.50	14.00													
2801				Grade 4	10.0	0.50	20.00													
2802				Grade 5	2.0	0.50	4.00													
2803				Grade 6	10.0	0.50	20.00													
2804				Grades 7-8	7.0															
2805																				
2806		Akiak High School	09-12		15.0	4.00	3.75													
2807																				
2808		Tuluksak Elementary	Kg-08	Kindgrn	8.0	1.00	8.00	K-3	38.00	3.00	12.67	2.53	0.00	37142	0					
2809				Grade 1	13.0	1.00	13.00	4-6	25.00	1.00	25.00	1.25	0.25	37142	9286					
2810				Grade 2	9.0	0.50	18.00	7-8	14.00	1.00	14.00	0.70	0.00	37142	0					
2811				Grade 3	8.0	0.50	16.00													
2812				Grade 4	7.0	0.33	21.21													
2813				Grade 5	8.0	0.33	24.24													
2814				Grade 6	10.0	0.34	29.41													
2815				Grade 7	8.0	0.50	16.00													
2816				Grade 8	6.0	0.50	12.00													
2817																				
2818		Tuluksak High School	09-12		22.0	4.50	4.89													
2819																				
2820		District Total			317.0	28.50	11.12						0.73		27114		0.03		1238	
2821																				
2822	Statewide Totals												1122.07		4884975		428.68		18637911	



NEA-ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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February, 1991

CLASS SIZE

There are volumes of research on class size. The vast majority of it supports the fact that smaller classes have a beneficial impact on educational achievement.

Increasing class size is an acknowledged concern of parents, and educators across Alaska. There is a renewed demand in both urban and rural districts for smaller class sizes. A recent independent audit identified Anchorage as a district having the highest class size among eight other school districts of comparable size in the United States.

Increasing class size is an issue which requires legislative resolution. There is a need for the Legislature and local school boards to establish policies which will provide the resources necessary to resolve the class size problem.

Research indicates that reduced class size has a direct and positive impact on student achievement. The most notable research is from a longitudinal study in Tennessee which shows that reducing class size results in improvement in achievement by at least one grade level, and often more. The Prime Time Program in Indiana has proven that reduced class size has a direct and positive influence on student academic progress.

Every public opinion survey in recent years has indicated that the public is both supportive of reduced class size and believes that reduced class size will have a positive impact on academic achievement. The polls have stated that the element most lacking in public schools is smaller classes. Thirty five percent (35%) of the public surveyed in a nationwide poll stated that their highest concern was the class size problem. Phi Delta Kappa and Gallup Poll Surveys over the years have indicated that the public is willing to pay increased taxes to provide for reduced class sizes in the public schools.

Funding solutions for the class size problem is clearly a public policy issue and a responsibility of the Legislature. Efforts to reduce class size are being funded by state legislative bodies in Washington, Indiana, Tennessee, Kentucky, Ohio, North Carolina and Texas. Urban area school boards are funding efforts to reduce class size.

Studies also emphasize that starting the class size reduction process in the early grades is the most pragmatic approach. The initial investment should be at grades K-3.

Other educational benefits from reduced class size beyond academic achievement are; improved student behavior, improved student self esteem, improved teacher morale, and improved parent-teacher interaction.

Alaska recommends the following:

- Establish maximum class size guidelines for all grade levels and subject areas.
- > Require school districts to immediately develop plans to meet the established guidelines, to be reviewed and approved annually to the Alaska State Board of Education, with an annual report to the Legislature.
- > Provide a supplemental annual contingency appropriation, to be administered by the Alaska Department of Education and available to school districts on an incentive basis for approved plans specifically designed to reduce class sizes and maintain them at lower levels.

Alaska State Legislature

Legislative Research Agency



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Juneau, AK 99811-3100
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October 24, 1990

MEMORANDUM

TO: Representative Sam Cotten

ATTN: Janet Seitz

FROM: Carol R. Vandor *CRV*
Legislative Analyst

RE: State Mandates Regarding Class Size
Research Request 91.047

You asked if the number of pupils per classroom in grades K through 12 is regulated by state law in other states. Attached is a table of state mandates regarding class size. The information was obtained from a survey conducted by the Education Commission of the States in 1989.

The entry under Alaska refers to an Alaska Supreme Court decision that found that class size is not a negotiable item in the collective bargaining process between teachers and school districts. There are no court rulings against the establishment of class size. Alaska statutes do not establish maximum class sizes.

It appears from the table that 33 states mandate maximum class size for at least one grade level or class subject.¹ In some states accreditation or state aid is contingent upon a school or district meeting the required limitation. For instance, in Colorado, kindergarten classes may not exceed 15 pupils and be accredited with the state; the maximum may be 20 with a teacher's aide. In Florida, high school writing classes have a limitation on the number of pupils per class. In Indiana, a building ratio of 30 to 1 must be met. In Iowa, special education classes have a limitation. In Michigan, the state may not fund schools with class sizes over 30 for all grades. In Ohio, the district-wide class size average for grades K-12 is 25. In Washington, class size in grades K-3 must be lower than the class size in grades 4-12.

¹Arkansas, California, Colorado, Florida, Georgia, Hawaii, Idaho, Indiana, Iowa, Kentucky, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Vermont, Virginia, Washington, and West Virginia.

Representative Cotten
October 24, 1990
Page 2

In some states class sizes are recommended² and in others class size is left to local option.³ In two states, New York and Rhode Island, class size is determined in teacher bargaining negotiations.

Attached are statutes from California, Indiana, Kentucky, Louisiana, Nevada, Oklahoma, Texas, and West Virginia, which provide a sample of how some states mandate class size. I have also included some articles about class size.

If we may be of further assistance, please contact this office.

Attachments

²Alabama, Delaware, Kansas, Maryland, New Hampshire, and Oregon.

³Arizona, Connecticut, Illinois, Pennsylvania, South Dakota, Utah, Wisconsin, and Wyoming.

Class Size in Primary Grades

Adopted by Alaska PTA Convention, April 6, 1991

- Whereas, Current research in education is consistent in demonstrating that class sizes of 15 or less for primary classes makes an extremely positive impact on student performance; and
- Whereas, A demonstration project for the Alaska Department of Education at Weller Elementary School in Fairbanks supports national research findings; and
- Whereas, Students in this demonstration project scored substantially above other students in the district and fewer were in need of special education services; therefore, be it
- Resolved, That the Alaska PTA supports the incremental lowering of class size in Alaska's elementary schools with an optimum goal of 15 students per teacher in primary grades, K-3.

Rationale

Current research is consistent in demonstrating that lower class sizes in primary grades of 15 to one has a positive impact on student academic performance. (Source: National Association of Elementary and Secondary Principals "Class Size Round-up," Vol. 1, No. 2)

Current research is consistent in demonstrating that eliminating special education pull-outs for learning disabled students in primary grades is beneficial. (Source: Harvard Education Newsletter, Vol. 5, No. 2)

Current research supports developmentally appropriate practices as outlined by the National Association for the Education of Young Children, including lowering primary class size to 15 to one. The adoption of developmentally appropriate practices would dramatically improve primary education in the United States. (Source: Right From the Start, National Association of State Boards of Education)

The Weller program reduced class size in the first grade to 15 to one, ended pullout programs for learning disabled students, and gave all students a good start in school without additional costs. Students performed at a higher level on the Iowa Test of Basic Skills than all other schools in Fairbanks and higher than any group of first graders in the school's history. (Source: Principal Mark Shellinger) -

457-1629

State Office Manager Position Open

May 30th was Office Manager Vicki Adams' last day with Alaska PTA. Vicki's home sewing business has taken off, and she would like to devote her energy to that and to her two daughters.

We will be looking for a new office manager, but we will wait until after the Board of Managers adopts the 1991-92 budget. During the Board's preconvention meeting in April, we brainstormed ways the office and office manager can best meet the needs of the PTA volunteers at the local, council, and state levels. Many ideas were discussed, most of which cost \$\$\$\$. Therefore, before advertising for the position, we need to see what we can afford. Watch for more information after June 10th. President Abbe Hensley will leave for the National PTA board meetings and convention on June 17th and will return on June 27th. Formal recruiting and interviewing will take place after her return. If you are interested in knowing more about the job, please send a letter to Abbe at the state office address: PO Box 201496, Anchorage, Alaska 99520-1496. She will make sure you get the information as soon as it's available.



The Primary Focus

Alaska Department of Education

Fall 1991

Restructuring boosts first grade success

Mike's mom and dad were worried about how he would do in first grade. They knew that he was immature, had a hard time sitting still and didn't know any letters or sounds. They also knew that he was bright, interested in his world and would learn if given the time.



First graders focus on reading in Weller's restructuring

Mike's parents moved him to Weller Elementary School in Fairbanks for first grade. The school runs an innovative first grade program where class size is limited to 14 students for the morning session.

Mike did well in first grade. He had lots of space to move around, his teacher had time to work with Mike on his level and he loved school. Mike began reading and writing words in his journal during the second semester. By the end of the year he scored well above the national average on the District's required standardized test. Most important, he viewed himself as smart and good at school.

Weller's first grade program is part of the school's restructuring effort. The school is a demonstration site for the Alaska Department of Education's Primary Re-

structuring Project. The project encourages schools to try new ways to make learning more developmentally appropriate for children in Alaska.

The first grade program works by using staff unconventionally. Two specialists at the school, a special

education resource teacher and the school's reading specialist, work as regular first grade teachers for the morning in order to lower class sizes in all the first grades to fourteen students. Students in these two classes join one of five other first grade classes for the remainder of the day and the specialists resume their other duties.

The parent/staff committee that planned this program to make first grade a successful time for all first graders was influenced by research which indicates that students who are successful in first grade maintain progress. The program has shown great promise during the last two school years. Students are less stressed, can learn at their own pace, and have more freedom

Please see back page

Mark Your Calendar

Plan a trip to Anchorage Oct. 24-26

✓ Both the Anchorage Association for the Education of Young Children and the Alaska State Reading Association/Alaska Council of Teachers of English conferences have scheduled those dates. Pre-conference activities for AAEEYC start on the 23rd. The reading conference begins on the 25th. Contact CYC Services at 696-5884 about the AAEEYC conference and contact Kathy Wilson/Becky Sipe at 269-2214 about the ASRA/ACTE (Reading Association and Teachers of English) conference.

✓ NAEYC-SEA conference in Juneau, Feb. 13-15 co-sponsored by the Juneau School District. Call Kathi Wineman at 465-2841.

Restructuring targets reading, innovative offerings

(continued from page 1)

to move around and to select activities. Weller first graders participating in the restructuring project significantly outscored former Weller first graders on district-mandated Iowa Test of Basic Skills.

"The most important aspect of this program is that kids feel, and are, successful," says Principal Mark Shellinger. "It feels good to walk into these first grade classrooms and see everyone doing well."

Weller restructuring didn't happen overnight. "Eight years ago," says Shellinger, "the staff began cutting back on pull-out programs and having those services provided in the regular classroom as much as possible. This work allowed for the transition."

First grade teachers at Weller are enthusiastic and appreciate having more time to work with individual students.

Parents laud the program, too. Said Mike's mother, "This program allowed Mike to be a success."

Will the program be extended to other grades? Weller has 700 K-6 students; thus, more classrooms would be needed.

Weller has experimented with restructuring for the last eight years. Other programs of interest include:

■ School-age child care is offered at the school from 6 a.m. until 8:30 a.m. and from 3 p.m. until 6 p.m.

■ Japanese is offered before and after school and as part of the regular program for some grades.

■ An afternoon kindergarten, twice as long as others in Fairbanks, is available. The 12:30 to 5 session includes sixth graders who help out two hours a day.

■ Shared decision making takes

place through a committee system at the school with parent, staff and student representatives.

■ Special services are provided in regular classrooms .

■ Most specialists teach reading for one hour daily to lower class sizes during reading instruction. (3-6 grade levels)

■ Weller operates a Japanese math program, called KUMON, before and after school.

For more information, call Mark Shellinger at Weller, 457-1629.

Family literacy is a call away

If you are looking for family literacy programs, ask your Chapter I/migrant coordinator to contact Judy Mielke at the Department of Education, 465-2884.

This newsletter, partially funded by Migrant Education, is sent to all elementary principals and to 250 primary teachers who have expressed an interest in improving teaching practices for young children and their families.

Alaska Department of Education
Office of Basic Education
P.O. Box F
Juneau, AK 99811-0500
UACN # AHJAA

Please share your copy!

Route to:



The Primary Focus

Alaska Department of Education

January 1991

Nome Elementary School Deals with Restructuring

Walk into a primary classroom at Nome Elementary School and prepare for a surprise. Gone are the traditional neat rows of desks with students sitting working silently on pages from workbooks.



The kids congregate in corners, around tables, and on the floor at various places around the room. The teacher walks around talking to students in the various groups making comments like, "That's beautiful, John! Can you tell me more about this person in your story?"

A parent works with a group using numbers and blocks they have just pulled from a set of boxes taken from a shelf. Isn't that a school board member reading with that group? And what is the principal doing with that video camera?

At first it appears chaotic, but look again. The students are all working, and, best of all, they're smiling. The students use the blocks to learn addition and subtraction. The teacher's comment referred to a story John's group was writing.

Children work at literacy centers in one of Nome Elementary School's primary classrooms.

The groups in the corners are reading books to each other. The principal is filming the activity to share it with the entire student body, parents and staff, allowing them to share in the excitement of the activity.

"We are changing the school to fit the children, instead of trying to fit the children to the school," says Candy Peterson, kindergarten teacher and faculty chairman of Nome Elementary's early childhood restructuring project.

Nome is one of four Alaska Department of Education pilot sites for the three-year project which

has just entered its second year.

"What makes Nome unique," says Peterson, "is that it isn't just one class or one grade level; the entire primary staff (grades k-3) is involved. We also work very closely with the community preschools."

"We have been bringing in early childhood experts to assist with the project, and the teachers meet twice monthly to share ideas and to refine program design."

Early childhood research shows that students who talk to each other improve communication skills, learn to work cooperatively to solve problems and create original stories, poems, songs. Students who choose from a variety of activities under the guidance of teachers, progress academically and learn to make decisions.

That's because the activities cover a wide range of skill levels, and the students can choose something of interest that fits their own skill level.

(Continued on Page 4)

Restructuring Works!

(Continued from Page 1)

"Students are individuals," says principal Dave Newton, a staunch supporter of the program, "they learn in different ways and at different rates. This program is designed for that."

In addition to extensive support from Newton and the Nome School Board, parents are an integral part of the teaching team. A parent

advisory committee provides input to the staff on the early childhood project. From this, a school-wide parent support group called "Parents for Kids" has been formed. Parents come into the classrooms to read with students, to help with writing and math skills and to assist children with the various learning centers.

The idea, according to Peterson, is to form partnerships involving

parents, community and teachers to provide the best educational opportunities for kids.

Publications Available

◆Two NAEYC publications are currently available through the Dept. of Education. They are *Appropriate Education in the Primary Grades* and *Code of Ethical Conduct & Statement of Commitment*, a list of guidelines for responsible behavior in early childhood education. These publications can be obtained by contacting Jean Ann Alter, 465-2841.

◆The California State Department

of Education has published a book list entitled *Literature for History-Social Science, Kindergarten Through Grade Eight*. This list, which will be updated yearly, includes more than 1300 titles of children's books which align with a broad scope of literature and with the units of study described in the *California History and Social Studies Framework*. For more information on the framework and on the book list, contact Rodney

Atkinson, History-Social Science Consultant, California State Department of Education, (916) 322-4016.

◆The National Reading Initiative has published a text listing literacy promotion ideas. The book is available from the Bureau of Publications, Sales Unit, California State Department of Education, PO Box 271, Sacramento, CA 95802. The cost is \$6.75.

Alaska Department of Education
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Route to:



STATE MANDATES REGARDING CLASS SIZE*

1991

- Alabama Jim Smith Act established class size of 17 for kindergarten through 4; 24 for grades 5-8; and 26 for 9-12.
- Alaska State courts ruled against establishment of set class sizes in 1979 litigation. State is considering a primary grade class size of 20.
- Arizona Class size is left to local option.
- Arkansas Kindergarten = 20; grades 1-3 average is 23, with a maximum of 25; grades 4-6 average 25, with a limit of 28; grades 7-12, teachers can instruct no more than 150 students daily.
- California Recommended kindergarten class size is 31 and cannot exceed 33; grades 1-3 may not exceed 32 and the recommendation is 30; grades 4-8 may not exceed 28 and high school classes may not exceed 25 or the district is penalized.
- Colorado Kindergarten classes may not exceed 15 and be accredited by the state. With an aide the maximum can be 20. In the remaining grades, the state does not have regulations on class size. The average is 20 in elementary grades, 17 in middle grades, 18.5 in junior high and 17 in high school.
- Connecticut Class size is left to the local option.
- Delaware A class size for kindergarten through third grade of 19 is recommended.
- Florida The state allows local option for class sizes generally, however high school writing classes do have a limitation. The general theme is to lower class sizes.
- Georgia With an aide, kindergarten classes may be 26. Without an aide the size is not to exceed 21. Grades 1-3 may be 33 with an aide but must not exceed 25. Grades 4-8 carry a maximum of 33 and grades 9-12 of 35. Lab classes may be 28 and remedial classes may be 24 with an aide or 18 without. The state also has district wide average limitations.
- Hawaii Legislated ratio for kindergarten and first grade is 20. Beginning with the 1990-91 school year, second grade classes will be reduced to 20. The third grade class size is to be reduced to 20 in the 1991-92 school year. Average ratio for K-12 is 26.
- Idaho K-1 minimum standards is no more than 25 students which may be exceeded by 5 with a full-time aide in the classroom. This changes in 1991-92 year kindergarten maximum size will be 23. In 1992-93 K-1 shall not exceed 23 students. Grades 2-3 are currently 28 which may be exceeded by 5 with a full-time aide. In 1993-94 2nd grade will change to 26 and in 1994-95 the 3rd grade will change to a maximum of 26. Grades 4-8 maximum is 32 which can be exceeded by 5 with a full-time aide. There are no plans to change this. In

<u>Oklahoma</u>	After the 1990-91 school year, the state will not provide state aid beyond 20:1 ratio for all grades.
<u>Oregon</u>	The school district is to maintain class sizes and teacher assignments which promote effective practices consistent with the outcomes expected of each instructional program. In determining the class sizes, the local district is to consider the following: a) The teacher-student ratio of each class; b) the total number of students assigned per teacher; c) the number of subject preparations or grades per teacher; d) the support staff available to each teacher; e) the nature of the subjects taught in relation to each teacher's professional preparation; f) the appropriateness of instructional facilities and equipment; g) the course goals applicable to the particular class; and h) the extent to which class size varies from general statewide practice.
<u>Pennsylvania</u>	Determination is left to local district option.
<u>Rhode Island</u>	Class size is determined in local teacher bargaining negotiations.
<u>South Carolina</u>	For kindergarten through the third grade, class sizes are not to exceed 30. In kindergarten an full-time aide must be in the classroom. In addition, the districtwide average daily membership of K-3 classes must not exceed 21 in reading and math classes. For fourth through sixth grade the class size must not exceed 30 in reading and math or 35 in all other classes. For grades seven through twelve the class size is 35 in all classes.
<u>South Dakota</u>	Class size is left to local district determination.
<u>Tennessee</u>	Maximum membership of classes is not to exceed: K-3, 25 students; grade 4, 28 students; grades 5-6, 30 students; and grades 7-12, 35.
<u>Texas</u>	For kindergarten through fourth grade classes, the size is not to exceed 22. For all remaining grades, the size is left to the local district's option.
<u>Utah</u>	Class size is left to the determination of the local district.
<u>Vermont</u>	Limitations are based on a school average. K-3, 20; grades 4-6, 25; grades 7-12, teacher is limited to 150 students daily. English teachers are limited in grades 7-12 to 100 daily.
<u>Virginia</u>	Kindergarten classes are not to exceed 25 unless there is a full-time aide, in which case the class may not exceed 30; grade 1, 24 and no more than 30; grades 2-3, 25 and no more than 30; grades 4-6, 25 and no more than 35.
<u>Washington</u>	The class size in grades K-3 shall be lower than the class size in grade 4-12.
<u>West Virginia</u>	Kindergarten class size is 20; grades 1-6, 25. Classes can go about the limit by 3 students but this usually requires permission.
<u>Wisconsin</u>	Class size is left to local district option.
<u>Wyoming</u>	Class size is left to local district option.

school year the K-2 classes may not exceed 20. In multigrade classrooms, the maximum class sizes are not to exceed: 20 in K-3, 24 in grades 4-6, 26 in grades 7-8. Multigrade classrooms that cross grade level boundaries are to use the maximum of the lower grade. In one-teacher schools, the maximum class size is to be 18 students. In junior high, middle school and high schools the individual academic class is not to exceed 30 students and the number of students assigned a teacher per day is not to exceed 160. That will be decreased to 150 in the 1992-93 school year. Teachers with a significant writing program, as determined by the local board of trustees, are to have a maximum load of 100 students.

Nebraska

Local option is permitted, however the regulations indicate a class size of 25 for accreditation or 30 for schools receiving approval.

Nevada

Legislature has set class size for kindergarten through grade 3 at 15. The legislative intent is to reduce 4-6 to 22 pupils and 7-12 to 25 pupils eventually.

New Hampshire

The following class sizes are recommended: 25 in K-2; 30 in 3-8; and 30 in grades 9-12.

New Jersey

Recommendation for kindergarten classes is 20, with a maximum of 25; classes of 26-29 are approved with an aide and if it exceeds 29, the class must be split. For grades 1-12 the size is left to local discretion.

New Mexico

The state is in the process of phasing in legislatively mandated class size reductions. In 1990-91 kindergarten classes are not to exceed 20 unless they have an instructional aide in the classroom; in 1991-92 the first grade will be added to the 20 limit; in 1992-93 second grade classes are to be reduced to 22; in 1993-94 third grade classes are to be 24; in 1994-95 the fourth grade classes are to be limited to 25; in 1995-96 the fifth grade is added to the 25 student limit and in 1996-97 the sixth grade is added. In the seventh and eighth grades the daily combined total for classes is not to exceed 150. Language arts classes are not to exceed 135 and no language class is to be larger than 27. For high school, no language arts class is to be larger than 30 and the daily combined total is not to exceed 150.

New York

In most district, class sizes are determined in bargaining negotiations with teachers.

North Carolina

Maximum class size in K-9 is 29. All K-3 classes must have an aide. Secondary class size maximum is 32.

North Dakota

Maximum classroom enrollment for 1 grade rooms is 25 for K-3 and 30 for 4-8. For two grade rooms, K-3 is not to exceed 20 students and 4-8 is not to exceed 25. For three grade rooms maximum for all classes is 15. For four grade rooms the maximum is 10 students. For secondary, junior high, middle school: grades 7-12 class size is recommended at 25 students per class and shall not exceed 30. However, a school unit is allowed 3% of the total number of classes taught to exceed 30 students, to a maximum of 34 students per class, without citation.

Ohio

Limitation on district wide class size average for grades K-12 is 25.

grades 7-12, self-contained academic courses, 160 student contacts per day per teacher.

- Illinois Class size is left to the local option.
- Indiana Only requirements are a building ratio of 30 to 1, including kindergarten classes. Operation Prime Time is a voluntary program in which districts agree to lowering class sizes in kindergarten through the third grade: K-1 to 18 and Grades 2-3 to 20.
- Iowa Except for special education classes, class size is left to local option.
- Kansas Class size is left to local option but the state recommendation is 20 to 1.
- Kentucky Maximum class sizes for academic courses: K-3, 24; grade 4, 28; grades 5-6, 29; grades 7-12, 31. Exceptions must be approved by the State Board for Elementary and Secondary Education.
- Louisiana Kindergarten through third grade classes are not to exceed 26. No teacher at a secondary level shall instruct more than 750 students per week.
- Maine Kindergarten through grade 3 are not to exceed 25. All others carry a recommendation of 25; overall average is 30.
- Maryland Although class size is left to local option, the recommendation is for smaller classes.
- Massachusetts Recommendation is a classes size of 18 in kindergarten and 25 for grades 1-3 however it is left to the local option. There is a requirement that kindergarten classes not exceed 25.
- Michigan State finance plan informs the districts that the state may not fund schools with class sizes over 30 for all grades. Special waivers are possible. In addition, the state has an incentive project available to districts which lower class size in K-3.
- Minnesota Elementary classes are not to exceed 30 but the local boards can request a one year waiver. For grades 7-12 weekly average maximum of 160.
- Mississippi Kindergarten classes are not to exceed 22 or 27 with a full-time assistant teacher in the classroom. In grades 1-4 the class is not to exceed 27. In self-contained academic core classes for grades 5-8 the class is not to exceed 30. In departmentalized academic core classes serving grades 5-12 the class is not to exceed 33. In academic core classes in grades 7-12 the pupil-teacher ratios are not to exceed 150 students per day maximum for teachers. The ratios all apply to summer school and extended year programs as well. For the grades 1-4 standard, the State Board of Education may waive the district's requirement.
- Missouri For purposes of accreditation, the state specifies 30 in elementary grades with a maximum of 35. The high school classes are to be 35 with a maximum of 40.
- Montana In single-grade rooms, the maximum sizes are not to exceed: 24 in kindergarten, 26 in grades 1-2, 28 in grades 3-4, 30 in grades 5-8. In single-grade in 1992-93

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The Case for Smaller Classes and Better Teachers



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Helen Pate Bain and Roseanne Jacobs

Principals need to keep their eyes on the class-size issue because the American people are very much interested in that issue, too.

The most recent Gallup Poll of public attitudes toward education once again showed that citizens think small classes are important.¹ Eighty-eight percent of nonpublic school parents, 82 percent of public school parents, and 77 percent of those with no children in school told Gallup that they believed small classes made a great deal of difference.

A second question asked if parents would favor a program to reduce classes in the early grades to a ratio of 1:15. Eighty-two percent of nonpublic school parents, 81 percent of public school parents, and 73 percent of those with no children in school responded

"yes." And from among this group of people who answered "Yes" 71 percent of the nonpublic school parents, 72 percent of the public school parents, and 66 percent of those with no children in school said they would be willing to pay higher taxes to pay for such a program.

The question of class size remains a continuing concern for parents, principals, and teachers. Many parents put their children in private schools in order to have smaller classes. Teachers also believe that small class size makes a difference in the quality of a child's education. Recent research provides data to support this widespread belief in the importance of small classes in grades K-3.

What the States Are Doing

In 1984 the Texas legislature mandated a 1:22 maximum teacher:student ratio in grades K-3 to be achieved over a 5-year period. Since then, the average K-2 class size in Texas dropped to 20 to 21 students per teacher, while student achievement rose by significant mar-

gins. (See Brad Duggan's accompanying article.—*Editor*)

In 1984 the Indiana General Assembly appropriated \$19 million for Project Prime Time, a plan to reduce the teacher:student ratio in first grade to 1:18 across the state. In proposing the program, Governor Robert Orr said, "Children spend their first few school years learning to read, and the rest of their lives reading to learn." Project Prime Time was intended to get Indiana school children off to the best possible start.

Indiana spent \$66.5 million in 1987-88 to reduce class sizes in grades K and 1 to a ratio of 1:18, and to 1:20 in grades 2 and 3.

Indiana reimburses the local school system \$21,000 for each additional teacher needed to reduce class size. When the number of students is not sufficient to justify adding another teacher, schools may substitute a full-time instructional aide.

By 1988-89 all 302 Indiana school systems had chosen to participate in Prime Time. On August 3, 1988, Governor Orr reported, "A sign of local

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ganized." "Planning pays off." "Set up a structure that allows time to be with individuals."

4. Discipline

"Be firm but fair. Be consistent. Do what you say you will do." "Let them know you mean business." "Keep everyone's attention with constant eye contact as you move around the room."

"Explain rules in the beginning." "Have a daily routine so students know what to expect." "Let children know in the morning exactly what is expected that day." "Have an overall plan and make it work. They will learn more, and you will have less stress." "Use a quiet voice." "Involve all of the children. Try to make it fun." "Take the time to set the atmosphere you want."

"Effective Teacher" Profile

We were able to construct a profile of the effective teacher in Project STAR. He or she is 38.5 years old, has a Bachelor of Arts or Sciences degree, is certified to teach grades K-3, and has 10.5 years of teaching experience, with 8.0 years at first grade level.

Real Issue #3

A third issue to face is the fact that the lowering of class size must be matched with a **change in teacher behavior.**

For class size reduction to really impact children's learning, teachers must receive extensive and continuous training to alter their teaching strategies. We believe that to justify the amount of money necessary to lower class size in Texas, we must have an extensive teacher training program to go along with it.

Unfortunately, some people say that until we get teachers properly trained, we should not lower class size. That's not true. It makes sense to provide teachers with smaller classes and *then* train them to teach effectively in those classes.

Real Issue #4

It's difficult to lower class size across the board in K-8, so you must decide on **the grades that need it most.**

Research shows that smaller classes benefit younger children the most. While some studies advocate lower class size for everyone, most studies have shown a positive, statistical relationship with student achievement in grades below the fourth. Hence, we have smaller classes from prekindergarten through the fourth grade.

Real Issue #5

What's the **maximum effective class size?**

There is no clear answer. The maximum must be set in relationship to the grades you include and the dollars you can spend. Still, a close relationship does occur between lower class size and higher achievement among young children.

While research clearly shows that significant achievement is obtained with a cap of 15 students per teacher, no state has yet established a maximum that low. Studies by the Educational Research Service and others found a "break point" on the high end at 22 students per classroom.

In Texas, we set a maximum of 22 students per classroom. But we know that on any given day the average

in each class will be lower than 22, allowing for absences and the places held open for the arrival of transfers.

Real Issue #6

While drafting a new law on class size, a state must consider **how to implement it:** how to phase it in, how to monitor compliance, how to penalize noncompliance, how to handle shortages of teachers and buildings, how to evaluate program effectiveness, and how to keep teacher trained and informed.

Those are six real issues to consider when proposing smaller classes. Unfortunately, these real issues are often not raised in debates about class size. Instead, the public is asked to focus on a number of false assumptions, those with no basis in research or in fact. I offer the following 11 for you to ponder.

False Assumption #1

It is assumed that something magical happens when the 16th child walks out of the classroom. That's when the teacher starts changing his or her teaching techniques and strategies.

But that's ridiculous. There is no doubt that the fewer the children in a class, the more the remaining children will achieve. And the research does show that as the number of students declines, it is easier to isolate achievement variables.

But that doesn't mean 15 is the magic number. I was told years ago that student achievement would not improve until a class had no more than 25 students. Classes came down to 25, but then I was told that success was right around the corner, where the maximum class size was 20 students. When class maximums dropped to 20, I was advised that student achievement would not improve until every class had no more than 15 students.

The Educational Research Service says that a positive relationship exists between student achievement and a class size of 22 or less. California says that "student achievement is generally higher when class size is reduced, especially below 20 students." In Texas, the critical mass is 18 to 20 students per class; in Indiana it's 17 to 20 students.

Pick your own number—as long as it's lower.

Donnon's
Texas Codes Annotated
§ 16.053

PUBLIC SCHOOLS
Title 2

Historical and Statutory Notes

The 1984 amendment substituted "Each" for "Beginning with the 1977-1978 school year each".

Administrative Code References

School districts, responsibilities and powers for operation, Accreditation of schools, see 19 TAC § 61.169.
Time sessions for school operation, see 19 TAC § 61.161.
Violations of statutes, see 19 TAC § 61.165.
Texas Education Agency,
Foundation School Program, requirements for program participation, accreditation, see 19 TAC § 103.391.
Planning and accreditation, see 19 TAC § 97.1 et seq.

§ 16.054. Student/Teacher Ratios; Class Size

(a) Except as provided by Subsection (b) of this section, each school district must employ a sufficient number of certified teachers to maintain an average ratio of not less than one teacher for each 20 students in average daily attendance.

(b) Beginning with the 1985-1986 school year, a school district may not enroll more than 22 students in a kindergarten, first or second grade class. Beginning with the 1988-1989 school year, a school district may not enroll more than 22 students in a third or fourth grade class. This requirement shall not apply during the last 12 weeks of any school year.

(c) In determining the number of students to enroll in any class, a district shall consider the subject to be taught, the teaching methodology to be used, and any need for individual instruction.

(d) On application of a school district, the commissioner may exempt the district from the limits in Subsection (b) of this section if the commissioner finds the limits work an undue hardship on the district. An exception expires at the end of the semester for which it is granted, and the commissioner may not grant an exception for more than one semester at a time.

(e) The commissioner shall report to the legislature each biennium regarding compliance with this section. The report must include:

(1) a statement of the number of school districts granted an exception under Subsection (d) of this section; and

(2) an estimate of the total cost incurred by school districts in that biennium in complying with this section.

Amended by Acts 1975, 64th Leg., p. 877, ch. 334, § 1, eff. Sept. 1, 1975; Acts 1984, 68th Leg., 2nd C.S., ch. 28, art. IV, part C, § 1, eff. Sept. 1, 1984.

Historical and Statutory Notes

The 1984 amendment in the section heading added "; Class Size"; designated the section as subsec. (a) and therein substituted "Except as provided by Subsection (b) of this section" for "Each" and "20" for "25"; and substituted "subsecs. (b) to (e)." for "each".

Class size

Giving students and educators a chance to succeed

Class size: Teachers say it affects everything they do with children; parents petition boards of education to reduce it; opinion polls show the public considers it of major importance to pupil achievement. Yet in 1988 newspaper headlines quoted the U.S. Secretary of Education as saying smaller classes would not appreciably increase student achievement.

How can something we know to be true be subject to such attack?

In 1986 the Educational Research Service, an independent nonprofit corporation based in Arlington, VA, published an analysis of class size research. In its review of seemingly contradictory research, ERS found that many studies were flawed. However, the analysis, which still stands as the most definitive work on the subject, does conclude that research verifies some benefits of small class size.

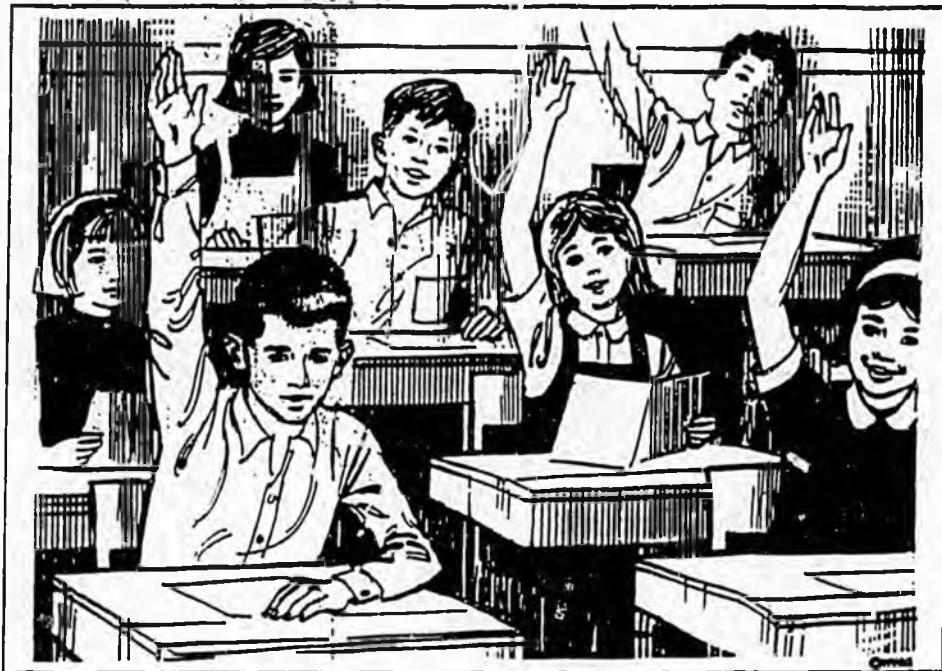
Most effective: 15 pupils or less

And one significant fact, cited even in a negative report by the U.S. Department of Education, stands out: Class size has its most significant effect when the number of pupils is 15 or less.

Affects skills, behavior

In smaller primary classes, ERS says, students' attitudes and behavior, as well as learning, improve. A positive attitude, appropriate behavior, and a good base in learning give children the opportunity to succeed.

The research also indicates that children master mathematics skills and reading skills more quickly in small



classes. Obviously students who master the basics early on have a greater chance for educational success.

But primary grades aren't the only ones that benefit from fewer children per class. Class size is especially critical for economically disadvantaged students, the ERS survey found.

Key element in reaching the needs

Children from homes where concern about basic survival comes first and where resources are limited need even more individual attention from school and from the school staff. That's possible only in small classes.

Students of lesser academic ability also prove to benefit from smaller classes. The opportunity to receive individual attention and the more relaxed atmosphere of small classes apparently allow these students more opportunity to succeed.

In small classes, teaching practices and approaches such as individualization, creativity, small-group activity, and interpersonal regard flourish. ERS says while also contending that more research needs to be done to validate the "presumed superiority" of these activities.

Teachers need to adapt techniques

On the other hand, the report also says that class size does not make a significant difference in student achievement if teachers don't adapt their techniques to small groups. The report calls for "providing teachers with the support and training needed to optimize learning conditions."

Education is more than learning what's going to be on a test. It's learning how to get along with others, feeling a sense of self-worth, finding out what we can contribute to our world. Smaller classes offer better opportunity for these aspects of "affective learning."

Staff members also benefit, says the research. Teachers have more positive attitudes toward their work and better perceptions of their own effectiveness in small classes. That's good for the profession and for children.

Smaller Is Definitely Better

A landmark study affirms the importance of class size

Maria Caruso remembers 1986 as the year she knew her students the best. Her 1st graders never acted up. Each child read four or five pages out of a book aloud each day—instead of just a paragraph. Every day she watched and guided the children as they wrestled with 10 or more math problems, instead of just trying to gauge their progress as she marked up their papers at home at night. That was the year Caruso was randomly selected to teach a class with only 14 students, as part of a landmark study on the effects of class size on student achievement.

"It was wonderful," she remembers. "Before, when I taught 24 or 25 kids, I would get home and think, 'I didn't get a chance to talk to Bobby today.' But, in the small class, I always knew how the students were doing—academically, and as people."

Caruso says her students did particularly well that year. Achievement scores from her students—and more than 500 others involved in the study show conclusively that reducing class size to an average of 15 students has a consistent, substantial impact on reading and mathematics performance among K-3 students.

Project STAR (Student/Teacher Achievement Ratio), as the study is called, represents a four-year effort to monitor the performance of students from 75 schools across Tennessee as they advanced from kindergarten through the 3rd grade. It was mandated by the Tennessee Legislature in 1985. In the first year of the study, participating students were randomly assigned to a small class (13-17 students), a regular class (22-25 students), or a regular class with a full-time teacher's aide. Students remained in the same type of class through 3rd grade.

The study was conducted by the

assistance of a consortium of four universities: Memphis State, Tennessee State, Vanderbilt, and the University of Tennessee-Knoxville.

In kindergarten, students in small classes scored six points higher in reading and eight points higher in math on standardized achievement tests than those in the regular-sized classes; they had a slightly higher pass rate on basic-skills tests. By the end of 1st grade, the small-class achievement gap widened to 11 points in reading and 12 points in math on the Stanford Achievement Test—a difference that experts say is "large and educationally important, not just statistically significant." According to the report on the first two years of the study released by the Tennessee Department of Education, the gain is roughly equivalent to about a two-month difference in achievement. By the end of 1st grade, the regular classes with a teacher's aide were only slightly ahead of the regular classes without an aide.

These academic leaps by reduced-size classes held true in urban, suburban, rural, and inner-city districts; for all races; for both poor and affluent students; and for both girls and boys. But the effects of small classes were especially strong in inner-city schools with large minority enrollments. There, for example, the pass rate for minority children on curriculum-based mathematics and reading tests came close to that for white children.

Results on 2nd graders' performance, which were released in November, show that students in small classes have maintained their academic gains. Data from the last year of the study, when the children were in 3rd grade, are being analyzed and are expected to be released in early 1990.

One truly remarkable aspect of the project is that the initial findings have been quickly translated into policy.

from the first two years of the study, Tennessee Gov. Ned McWherter announced that \$2.8 million of state money and \$1.3 million in federal Chapter 1 funds would be pumped into 44 elementary schools to reduce class sizes. Allocation of the state funds closely mirrors the research results: The money pays for 15-student kindergarten-through-3rd grade classes in schools where at least 60 percent of the enrollment comes from families whose economic status makes pupils eligible for free or reduced-price lunches.

The class-size findings may have surprised policymakers, but not teachers. What surprised teachers, according to Project Director Elizabeth Word, was that the benefits of smaller classes were ever in question. Says Word: "When I went across the state, teachers asked me: 'Why in the world is the state of Tennessee spending \$12 million to study something that we already know the answer to?' I had to



State of Alaska
Department of Education
Office of Data Management
School Statistics

representing schools with enrollment equal to or greater than 300 students
As of October 1, 1990
FY91

District Name	School Name	Grade Range	Enrollment KG-12 persons	Classroom Teacher *FTE	Pupil Staff Ratio
Adak Region Schools	Ann C. Stevens Elementary School	KG - 06	491	29.00	16.93
Anchorage School District	Abbott Loop Elementary	PE - 06	757	33.50	22.59
	Airport Heights Elementary	PE - 06	334	17.00	19.04
	Aurora Elementary	PE - 06	405	18.50	21.89
	Bartlett High School	09 - 12	1,604	70.20	22.84
	Baxter Elementary	PE - 06	465	21.00	22.14
	Bayshore Elementary	KG - 06	499	22.50	22.17
	Bear Valley Elementary	KG - 06	549	24.50	22.40
	Birchwood ABC Elementary	PE - 06	353	17.00	20.76
	Campbell Elementary	PE - 06	387	17.50	22.11
	Central Jr High ABC	07 - 08	548	27.60	19.85
	Chester Valley Elementary	PE - 06	411	20.00	20.55
	Chinook Elementary	PE - 06	564	27.00	20.88
	Chugiak Elementary	PE - 06	560	24.50	22.85
	Chugiak High	08 - 12	1,552	61.60	25.19
	Clark Junior High School	07 - 08	725	34.33	21.11
	College Gate Elementary	PE - 06	371	16.00	23.18
	Creekside Park Elementary	PE - 06	397	19.50	20.35
	Denali Fundamental	PE - 06	463	29.00	15.96
	Dimond High School	09 - 12	1,842	80.00	23.02
	Eagle River Elementary	PE - 06	656	29.00	22.62
	East High School	09 - 12	1,659	66.60	24.90
	Fire Lake Elementary	KG - 06	552	22.50	24.53
	Gladys Wood Elementary	KG - 06	510	22.50	22.66
	Gruening Jr High	07 - 08	867	38.60	22.46
	Homestead Elementary	KG - 06	484	21.50	22.51
	Huffman Elementary	PE - 06	655	29.50	22.20
	Jane Mears Jr High	07 - 08	936	44.00	21.27
	John F Kennedy Elementary	PE - 06	302	14.50	20.82
	Klatt Elementary	PE - 06	526	27.00	19.48
	Lake Otis Elementary	KG - 06	566	24.00	23.58
	Mountain View Elementary	KG - 06	642	37.00	17.35
	Mt Spurr Elementary	PE - 06	343	15.00	22.86
	Muldoon Elementary	KG - 06	377	19.50	19.33
	North Star Elementary	KG - 06	455	24.50	18.57
	Northern Lights ABC Elementary	KG - 06	361	15.00	24.06
	Northwood Elementary	KG - 06	556	24.50	22.69
	Nunaka Valley Elementary	PE - 06	353	17.50	20.17
	O'Malley Elementary	PE - 06	497	21.00	23.66
	Ocean View Elementary	KG - 06	474	21.00	22.57
	Orion Elementary	PE - 06	576	24.00	24.00
	Ptarmigan Elementary	KG - 06	326	17.50	18.62

District Name	School Name	Grade Range	Enrollment KG-12 persons	Classroom Teacher *FTE	Pupil Staff Ratio
	Rabbit Creek Elementary	KG - 06	532	25.00	21.28
	Ravenwood Elementary	PE - 06	558	23.50	23.74
	Rogers Park Elementary	KG - 06	535	23.10	23.16
	Romig Junior High School	07 - 08	650	35.00	18.57
	Sand Lake Elementary	PE - 06	651	28.00	23.25
	Scenic Park Elementary	PE - 06	555	22.30	24.88
	Service High School	09 - 12	1,973	78.60	25.10
	Spring Hill Elementary	PE - 06	774	33.50	23.10
	Susitna Elementary	KG - 06	527	22.00	23.95
	Taku Elementary School	KG - 06	372	18.50	20.10
	Tudor Elementary School	KG - 06	582	27.00	21.55
	Turnagain Elementary	PE - 06	641	28.00	22.89
	U.S. Hanshaw Jr High	07 - 08	1,281	54.60	23.46
	Ursa Major Elementary	PE - 06	410	21.00	19.52
	Ursa Minor Elementary	PE - 06	321	14.00	22.92
	Wendler Junior High School	07 - 08	918	40.20	22.81
	West High School	09 - 12	1,338	59.00	22.67
	Williwaw Elementary	PE - 06	408	22.00	18.54
	Willow Crest Elementary	PE - 06	519	24.50	21.18
	Wonder Park Elementary	KG - 06	440	39.50	11.13
Centralized Correspondence	Centralized Correspondence	KG - 12	877	18.25	48.05
Dillingham City Schools	Dillingham Elementary School	KG - 08	347	19.50	17.79
Fairbanks North Star Borough School	Anderson Elementary	PE - 02	426	20.00	21.30
	Badger Road Elementary School	PE - 04	547	29.10	18.79
	Barnette Elementary School	PE - 06	441	26.50	16.64
	Ben Eielson Jr/Sr High School	07 - 12	559	36.18	15.45
	Chena Elementary	PE - 04	301	19.00	15.84
	Denali Elementary School	PE - 06	441	24.50	18.00
	Fairbanks Correspondence	KG - 12	371	4.00	92.75
	Hunter Elementary	KG - 06	472	25.50	18.50
	Joy Elementary	PE - 06	679	34.00	19.97
	Lathrop High School	09 - 12	1,344	73.65	18.24
	Nordale Elementary	PE - 06	559	27.00	20.70
	North Pole Elementary	PE - 04	558	30.00	18.60
	North Pole High School	09 - 12	865	47.60	18.17
	North Pole Middle School	06 - 08	718	42.00	17.09
	Pearl Creek Elementary School	PE - 06	598	33.36	17.92
	Ryan Middle School	07 - 08	645	39.00	16.53
	Tanana Junior High School	07 - 08	708	43.00	16.46
	Ticasuk Brown Elementary	PE - 04	554	30.00	18.46
	University Park Elementary	KG - 06	597	30.00	19.96
	Weller Elementary	KG - 06	663	36.10	18.36
	West Valley High School	09 - 12	812	41.20	19.70
	Woodrider Elementary	KG - 06	584	30.50	19.14
Juneau Borough Schools	Auke Bay Elementary School	KG - 04	538	28.40	18.94
	Floyd Dryden Middle School	06 - 08	686	37.70	18.19

District Name	School Name	Grade Range	Enrollment KG-12 persons	Classroom Teacher ATL	Pupil Staff Ratio
	Gastineau Elementary	KG - 04	392	20.30	19.31
	Glacier Valley Elementary	KG - 04	573	34.00	16.85
	Harborview Elementary	KG - 04	616	35.50	17.35
	Juneau Douglas High School	09 - 12	1,289	66.40	19.41
	Marie Drake Middle School	06 - 08	467	29.50	15.83
	Mendenhall River Community School	PE - 04	520	29.50	17.62
Kenai Peninsula Borough Schools					
	Homer Senior High School	09 - 12	451	29.00	15.55
	Kalifornsky Beach Elementary	KG - 06	410	24.00	17.08
	Kenai Central High School	09 - 12	422	29.50	14.30
	Mt. View Elementary School	03 - 06	492	25.00	19.68
	Nikiski Junior/Senior High School	07 - 12	457	28.60	15.97
	North Star Elementary	KG - 06	324	18.00	18.00
	Paul Banks Elementary School	KG - 03	362	22.50	16.08
	Redoubt Elementary School	KG - 06	431	23.50	18.34
	Sears Elementary	KG - 02	439	21.80	20.13
	Seward Elementary School	KG - 06	450	23.00	19.56
	Seward High School	07 - 12	314	23.00	13.65
	Skyview High School	09 - 12	444	28.00	15.85
	Soldotna Elementary School	KG - 06	528	28.50	18.52
	Soldotna High School	09 - 12	488	32.00	15.25
	Soldotna Junior High School	07 - 08	486	27.00	18.00
Ketchikan Gateway Borough Schools					
	Houghtaling Elementary School	KG - 06	521	24.00	21.70
	Ketchikan High School	08 - 12	726	35.00	20.74
	Point Higgins School	PE - 06	368	17.00	21.64
	Schoenbar Junior High School	07 - 08	403	21.00	19.19
	Valley Park Elementary School	KG - 06	361	15.50	23.29
Kodiak Island Borough Schools					
	East Elementary School	KG - 04	487	22.00	22.13
	Kodiak Junior High School	06 - 08	521	27.00	19.29
	Kodiak/Aleutian Regional High	09 - 12	565	35.40	15.96
	Main Elementary School	PE - 04	307	15.00	20.46
	Peterson Elementary School	KG - 04	316	13.50	23.40
Lower Kuskokwim Schools					
	Bethel Regional High School	07 - 12	341	31.00	11.00
	Bethel-Kilbuck Elementary	KG - 06	461	35.00	13.17
Mat-Su Borough Schools					
	Big Lake Elementary School	KG - 06	561	27.00	20.77
	Butte Elementary School	KG - 04	350	19.00	18.42
	Colony Middle School	06 - 08	764	37.50	20.37
	Cottonwood Creek Elementary	PE - 04	454	27.25	16.66
	Finger Lake Elementary	PE - 04	415	28.25	14.69
	Houston Jr./Sr. High School	07 - 12	489	26.00	18.80
	Iditarod Elementary School	KG - 04	467	24.50	19.06
	Palmer High School	09 - 12	897	48.00	18.68
	Palmer Middle School	06 - 08	575	33.00	17.42
	Pioneer Peak Elementary	KG - 06	541	25.50	21.21
	Sherrard Elementary School	03 - 04	390	22.50	17.33

District Name	School Name	Grade Range	Enrollment KG-12 persons	Classroom Teacher *FTE	Pupil Staff Ratio
	Snowshoe Elementary School	KG - 04	589	26.00	22.65
	Swanson Elementary School	KG - 02	401	18.00	22.27
	Tanaina Elementary School	KG - 04	584	27.50	21.23
	Wasilla High School	09 - 12	933	56.00	16.66
	Wasilla Junior High School	06 - 08	579	34.00	17.02
Nome City Schools	Nome Elementary School	KG - 06	461	25.50	18.07
North Slope Borough School District	Ipalook Elementary School	PE - 06	478	42.00	11.38
Northwest Arctic Borough Schools	Kotzebue Elementary School	PE - 06	402	25.00	16.08
Petersburg City Schools	Petersburg Elementary School	KG - 04	364	19.90	18.29
Sitka School District	Blatchley Middle School	06 - 08	414	24.50	17.61
	Sitka High School	09 - 12	443	28.80	15.38
	Verstovia Elementary School	03 - 04	499	24.00	20.79
Valdez City Schools	Herman Hutchens Elementary	PE - 06	428	26.75	16.00

* FTE is Full Time Equivalent and represents the portion of time an individual is allocated for that job. For example if an individual is a half-time principal and half-time classroom teacher, the FTE for each job would be .50 and their total FTE would be 1.00.

Pupil Staff Ratio is derived by dividing the Total KG-12 Enrollment by the Total Classroom FTE for each school.

0.333 instructional units if the child receives intensive or hospital/homebound services, as those categories of service are defined by the department by regulation, in the funding community in which the child is served. A child may be counted in one special education category only.

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

Editor's notes. — This section is set out above to correct a minor error in the main pamphlet.

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

Section

160. Student counting periods

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

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

Editor's notes. — This section is set out above to correct a minor error in the main pamphlet.

Chapter 18. Prohibition Against Discrimination Based on Sex in Public Education.

<p>Section</p> <p>10. Discrimination based on sex and race prohibited</p> <p>20. Discrimination in employment prohibited</p>	<p>Section</p> <p>110. Effect of chapter</p>
---	---

Sec. 14.18.010. Discrimination based on sex and race prohibited. Recognizing the benefit to our state and nation of equal educational opportunities for all students, and equal employment opportunity for public education employees, discrimination on the basis of sex against an employee or a student in public education in Alaska and discrimination against an employee on the basis of race violate art. I, § 3 of the Alaska Constitution and are prohibited. No person in Alaska may on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal or state financial assistance. (§ 1 ch 17 SLA 1981; am § 1 ch 77 SLA 1988)

Effect of amendments. — The 1988 amendment inserted "and race" in the catchline and substituted "and discrimination against an employee on the basis of race violate art. I, § 3 of the Alaska Constitution and are prohibited" for "violates art. I, § 3 of the Alaska Constitution and is prohibited" in the first sentence.

Sec. 14.18.020. Discrimination in employment prohibited. The board, the Board of Regents, and each school board in the state shall

(1) allow no difference in conditions of employment, including but not limited to hiring practices, credential requirements, leaves of absence, hours of employment, pay, employee benefits, and assignment of instructional and noninstructional duties on the basis of sex or race; and

(2) provide the same opportunities for advancement to males and females. (§ 1 ch 17 SLA 1981; am § 2 ch 77 SLA 1988)

Effect of amendments. — The 1988 amendment inserted "or race" in paragraph (1).

Sec. 14.18.110. Effect of chapter. This chapter is supplementary to and does not supersede existing laws relating to unlawful discrimination based on sex or race. (§ 1 ch 17 SLA 1981; am § 3 ch 77 SLA 1988)

Effect of amendments. — The 1988 amendment added "or race" at the end of the section.

Chapter 20. Teachers and School Officials.

Article

1. Teacher Certification (§§ 14.20.020, 14.20.030)
2. Employment and Tenure (§ 14.20.215)
6. Negotiation and Mediation (§§ 14.20.550 — 14.20.570, 14.20.590)
8. Required Training (§ 14.20.680)

Article 1. Teacher Certification.

Section

20. Requirements for issuance of certificate

Section

30. Causes for revocation and suspension

Sec. 14.20.020. Requirements for issuance of certificate.

(a) Except as provided in (f) of this section, the department shall issue a teacher certificate to every person who meets the requirements in (b) and (c) of this section.

(b) A person is not eligible for a teacher certificate unless that person has received at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association or approved by the commissioner. However, this subsection is not applicable to

(1) persons employed in the state public school system on September 1, 1962;

(2) persons issued an emergency certificate during a situation which, in the judgment of the commissioner, requires the temporary issuance of a certificate to a person not otherwise qualified.

(c) The board may establish by regulation additional requirements for the issuance of certificates, including the fees to be charged for each certificate.

(d) The board may by regulation establish various classes of certificates.

(e) The commissioner of administration shall separately account for teacher certification fees that the department deposits in the general fund. The annual estimated balance in the account may be used by the legislature to make appropriations to the department to carry out the purposes of this section and to support the activities of the Professional Teaching Practices Commission under AS 14.20.460, 14.20.470, and 14.20.500.

(f) Except as otherwise provided in this subsection, the department may not issue a teacher certificate to a person who has been convicted of a crime involving a minor under AS 11.41.434 — 11.41.442, 11.41.455, or 11.41.460, or under a law in another jurisdiction with elements substantially similar to an offense described in AS 11.41.434

— 11.41.442, 11.41.455, or 11.41.460. When five years have elapsed after a person has received an unconditional discharge for a conviction of a crime listed in this subsection, the person may petition the department to issue the certificate in spite of the conviction if the person otherwise satisfies the requirements for the certificate. When deciding whether to grant or deny the petition, the department shall consider the nature of the particular crime, whether and to what extent the person has been rehabilitated, and the other factors that the department determines are significant. (§ 37-5-4 ACLA 1949; am § 1 ch 76 SLA 1962; am § 10 ch 98 SLA 1966; am §§ 13, 14 ch 32 SLA 1971; am §§ 19, 20 ch 138 SLA 1986; am §§ 6, 7 ch 151 SLA 1990)

Effect of amendments. — The 1990 amendment added the exception at the beginning of subsection (a) and added subsection (f).

Editor's notes. — Section 10, ch. 151, SLA 1990 provides that subsection (f) does not apply when the crime occurred before September 19, 1990.

Sec. 14.20.030. Causes for revocation and suspension. (a) The commissioner or the Professional Teaching Practices Commission may revoke or suspend a certificate only for the following reasons:

(1) incompetency, which is defined as the inability or the unintentional or intentional failure to perform the teacher's customary teaching duties in a satisfactory manner;

(2) immorality, which is defined as the commission of an act which, under the laws of the state, constitutes a crime involving moral turpitude;

(3) substantial noncompliance with the school laws of the state or the regulations of the department; or

(4) upon a determination by the Professional Teaching Practices Commission that there has been a violation of ethical or professional standards or contractual obligations.

(b) The commissioner or the Professional Teaching Practices Commission shall revoke for life the certificate of a person who has been convicted of a crime involving a minor under AS 11.41.434 — 11.41.442, 11.41.455, or 11.41.460, or under a law in another jurisdiction with elements substantially similar to an offense described in AS 11.41.434 — 11.41.442, 11.41.455, or 11.41.460. When five years have elapsed after the person has received an unconditional discharge for the conviction, the person may petition the commission for recertification. When deciding whether to grant or deny the petition, the commission shall consider the nature of the particular crime, whether and to what extent the person has been rehabilitated, and the other factors that the commission determines are significant. (§ 11 ch 98 SLA 1966; am § 1 ch 9 SLA 1975; am § 1 ch 103 SLA 1976; am § 8 ch 151 SLA 1990)

**ANCHORAGE
SCHOOL
DISTRICT**



Anchorage School Board

P.O. Box 196614, Anchorage, Alaska 99519-6614 • (907) 333-9561

Walter T. Featherly, Clerk
301 W. Northern Lights Blvd., Suite 405, Anchorage, Alaska 99503
(907) 258-6600

February ¹¹/₄, 1992

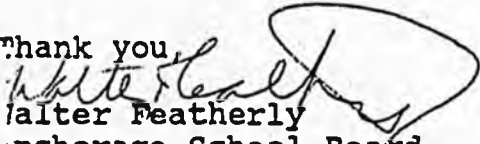
Honorable Members of the Seventeenth Legislature of the State of Alaska:

I am sorry to miss the opportunity to personally address you today concerning HB 319, introduced by former Anchorage School Board member, the Honorable Bettye Davis. HB 319, which calls for the establishment of pupil-teacher ratios in our public schools of 15 students in the primary grades, 20 students in the elementary grades, and 25 students in the secondary grades, is well-grounded upon the numerous studies which document that substantial gains in student outcomes are attained when class sizes are lowered to these levels.

The chief argument that I have heard against the passage of this legislation is not that it would cost more than it is worth, but that it would cost more than our state can afford. I submit that because reducing class sizes has been shown to have such a dramatic and beneficial effect on the quality of education in our schools, this state cannot afford not to pass this legislation.

The first step in achieving anything in this life is to articulate what it is that we want to achieve and commit ourselves to achieving it. The true value of HB 319 is that it clearly announces that reducing class sizes in our public schools is a goal of this state. Once that goal has been set, the resourceful and industrious people of this bountiful state will find the ways and the means to achieve it. Moreover, not all of the possible means for reducing class sizes involve the expenditure of more money. For example, redistricting and year-round use of school facilities can make a huge difference in class sizes with virtually no increase in funding.

The people of Alaska have been telling us, the politicians, that improving education is their highest priority. It is up to us to chart a course for making that priority a reality. In HB 319, this legislature has an opportunity to make an important contribution to this endeavor, and I urge you to enact it.

Thank you,

Walter Featherly
Anchorage School Board

Post-It™ brand fax transmittal memo 7671		# of pages ▶
To: (4) HESS Comm	From: ANK 40	
Co: Please Deliver	Co:	
Dept:	Phone #	
Fax #: 465-2864	Fax #	



Alaska State Legislature

Please enter into the record my testimony to the House HESS

 committee name
 committee on HB 319: Pupil/Teacher Ratio, dated February 4, 1992

 bill/subject

As a former teacher, a current school volunteer and a concerned parent, my support for this bill is in the realm of 101%!
 Class size is, of course, one of the most critical areas in any group of children. In my son's past classes there have been as many as 30 students (kindergarten) and never less than 25 (presently in fourth grade). I have seen first hand the impact of a teacher who is pulled in 30 directions at once - the ability to even keep a moderate noise level is almost beyond most. The children who need greater amounts of help must wait - sometimes in vain. Children who follow directions easily and complete work in a timely manner are told to "wait until the others are through". The gifted child can become bored and unchallenged by material that is diluted to meet the needs of a larger cross section of children.

As legislators, you are all aware that the future of Alaska lies with our youth. Every single parent I know who is aware of the Education 2000 goals supports them fully. The astounding thing is, the class of 2000 is now in the fourth grade - my son is one of these students - and for many of them the advantages of smaller classes and more individualized instruction will not happen in the foreseeable future.

Here is your chance to insure that tomorrows kindergarten class members have the advantages of a law that specifies the advantage of smaller class size.

I encourage you to continue to get this bill through committee and on the books so that Alaska's young people can have the security they need to reach their goals. Education is the one thing that no one can ever take away - unless it is not ever given in the first place. It is vital to Alaska and to our country that our children be given every advantage for fair access to the world as they grow and become contributing members of society.

I truly believe that these many things are part of the very essence of learning and that small class size - as determined by Alaskan law - can prove to be beneficial to all.

Let Alaska stand for excellence in education - and take this step to pass HB 319 into law as soon as possible. Thanks for your efforts!

Signed: Joyce A. McCombs

 Testifier Joyce A. McCombs

 Representing (Optional)

 HC 60 Box 3760 Delta Junction, Alaska 99737
 Address

 895-4909 home 895-4102 Delta Community Library (Director)
 Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HB 319 , dated Feb. 11, 1992
bill/subject

I learned of this teleconference in Fairbanks, last Wed, Feb. 5, from an interested citizen in Anchorage, yet the Fairbanks LIO was only told late on Feb. 10, therefore could not notify the public at all. I am the only one to show up, understandably - yet I am sure others in Fairbanks would have been interested. Can you hold another teleconference and notify people up here?

Signed: Karen Parr
Testifier

Representing (Optional)
909 John Kalinas Rd
Address
w/t 452-3714
Phone No.

(7)

Date Referred: May 8, 1991

FURTHER REFERRALS:

Finance

Date of Committee Action: 2/12/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 319

HOUSE BILL NO. 319

PUPIL/TEACHER RATIO IN PUBLIC SCHOOLS

"An Act imposing a maximum pupil-teacher ratio in public schools; and providing for an effective date."

RECOMMENDATIONS:

be replaced with _____

CS HB 319 (HES)

[] the same title

[] a new title

[] have attached amendments(s)

[] do pass

[] do not pass

[] no recommendations

[] individual recommendations

[] additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(s):

(Dept)

APPROVES PREVIOUS:

(Dept/Date)

[] fiscal impact DOE

[] fiscal note(s) _____

[] zero fiscal note _____

[] zero fiscal note(s) _____

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>Betty Davis</i>	<input checked="" type="checkbox"/>	<i>Mark R. Huley</i>			<input checked="" type="checkbox"/>
<i>Patricia Huley</i>	<input checked="" type="checkbox"/>	<i>Cheri Davis</i>			<input checked="" type="checkbox"/>
<i>Josephine Huley</i>	<input checked="" type="checkbox"/>	<i>J. E. Gonzales</i>			<input checked="" type="checkbox"/>
		<i>Mary Miller</i>	<input checked="" type="checkbox"/>		

CHAIRMAN'S SIGNATURE

H B

3 2 1



SOUTHCENTRAL COUNSELING CENTER APR 30 1991

4020 Folker Street • Anchorage, Alaska 99508
(907) 563-1000

- Adult and Family Services
- Emergency Services 24 Hours
- Psychiatric Services
- Senior Services
- Community Support Unit
 - Outpatient
 - Residential
- Day Break

April 29, 1991

Representative Bettye Davis
House of Representatives
P.O. Box V
Juneau, Alaska 99811

Dear Representative Davis:

Enclosed is a position paper regarding the grant income clause in AS 47.30.550 we have discussed over the past several weeks. You requested that I forward a supporting document for a legislative amendment you agreed to introduce.

Several program administrators agree to testify regarding this amendment. Some of them may forward letters to you as well. I appreciate your support and thank you for your help.

Sincerely,

Ken Taylor, LCSW
Executive Director

KT/sms
Enclosure

- misc. back-up

POSITION PAPER

AS 47.30.550 COST SHARING FORMULA; LIMITATION

AMENDMENT

- (d) *Income earned by an entity through a community mental health project funded under AS 47.30.520 - 47.30.620 shall be used, [AS APPROVED BY THE DEPARTMENT], to augment or enhance the entity's mental health services.*

The clause "AS APPROVED BY THE DEPARTMENT," was added to this section of AS 47.30.550 in 1987, with effective date July 1, 1987. This statute applies only to community mental health projects. The interpretation of this language as applied since its inclusion has resulted in over-control of private nonprofit organizations through excessive regulation.

Regulatory implementation of the above statute by the Department of Health and Social Services has included proposed revision of regulations governing grant income (7AAC 78.210). The pending regulations significantly increase state control of grant income by requiring payment of excess income by grant organizations to the state. Currently, grant income is utilized for personnel costs, insurance costs, capital acquisitions and repairs, cash reserves used for cash flow, expansion of services, and various other program and support costs. The state has been unable to meet increasing costs of operations over the past several years. The significant funding increments for mental health provided by the legislature during the 1980s have been utilized for increased staffing, with no allowance for maintenance of effort. Increasing control of grant income is only workable if the state also assumes increased responsibility for the increasing organizational costs and liabilities.

Nonprofit organizations are unique in their ability to expand state funding for services. By definition, the mission of nonprofits is to recycle any profits or excess income to enhance their services. The state defrays a significant share of costs by delivering services through grant organizations. The local community gains input and accepts responsibility through volunteer governing boards. Consistent with original statutory language (AS 47.30.520 Legislative Purpose), the state relationship with private nonprofit organizations allows improved utilization of existing resources through locally developed, administered, and controlled community mental health programs. This relationship is optimal when effective and efficient management is demanded of local programs as well as state government.

Increasing control by the bureaucracy of state government will not improve effective or efficient management of programs. The motivation to succeed for nonprofit organizations and the ability to succeed as business organizations is undermined by such over-control.

The position of Anchorage Community Mental Health Services, Inc. is that the language "AS APPROVED BY THE DEPARTMENT" should be removed from the statute. Furthermore, all efforts to improve the ability of nonprofit organizations to enhance and augment state funds should be undertaken. All public policy, statutory as well as regulatory, should be constructed with the goal of maximization of public and private resources through effective partnerships.

Southcentral Foundation

May 10, 1991

The Honorable Jerry Mackie, Chairman
Community and Regional Affairs Committee
House of Representatives
Alaska State Legislature
Juneau, Alaska 99811

Dear Chairman Mackie:


Southcentral Foundation has a small mental health program that receives only limited funding from the Alaska Department of Health and Social Services, and my staff and I must be able to make use of every resource we can to keep our counseling program alive, to respond to the mental health needs of the many people that we serve. An important element in our funding picture is the income that we can generate through third party payment for the services that we provide.

It is our understanding that House Bill 321 will remove restrictions on grant income for mental health programs by amending AS 47.30.550. We also understand that this bill is scheduled for the Community and Regional Affairs Committee on Monday, May 13. We urge you to support this bill and to act quickly to ensure its passage out of your committee. In times of limited State and federal support for programs such as ours, the ability to use income to help support the mental health counseling activities is critical to safeguard the future of the services.

We hope that we can count on your support.

Sincerely yours,

SOUTHCENTRAL FOUNDATION


Rinna E. Mercurieff
Executive Director



Alaska State Legislature

Please enter into the record my testimony to the House Community & Regional Affairs
committee name
committee on HB321 - Use of Income of Mental Health, dated May 13, 1991
bill/subject

As the director of Kodiak Island Mental Health Center I am pleased for the opportunity to testify strongly in favor of H.B. 321. Income earned by community mental health programs is critically important to maintaining comprehensive mental health services, especially in light of increasingly tight grant funds and ongoing community need for more and more mental health services. It is important that local programs are encouraged to generate revenues knowing they can be used locally for better services within the community.

Signed:

Pamela J. Bagher Ph.D. Pamela J. Bagher
Testifier

Kodiak Island Mental Health Center
Representing (Optional)

316 Mission Road Kodiak, AK 99615
Address

Address

907 486-5742
Phone No.

Phone No.

ALASKA STATE LEGISLATURE

Office of Majority Whip

3111 C STREET
ANCHORAGE AK 99503

PO BOX V
JUNEAU AK 99811
(907) 465-3875/4094

VICE CHAIR
HEALTH, EDUCATION
& SOCIAL SERVICES

COMMUNITY AND
REGIONAL AFFAIRS

INTERNATIONAL TRADE
AND TOURISM

CHAIR
CHILDREN'S CAUCUS

REPRESENTATIVE BETTYE DAVIS

DISTRICT 14 SEAT B • EAST ANCHORAGE • MULDOON

M E M O R A N D U M

TO: REPRESENTATIVE GEORGIANNA LINCOLN, CO-CHAIR
REPRESENTATIVE PAT CARNEY, CO-CHAIR
HOUSE HEALTH, EDUCATION & SOCIAL SERVICES COMMITTEE

FROM: REPRESENTATIVE *Bettye* DAVIS

DATE: MAY 13, 1991

RE: HB 321 - "AN ACT RELATING TO THE USE OF INCOME EARNED BY
AN ENTITY THROUGH A COMMUNITY MENTAL HEALTH PROJECT."

*****-

I respectfully request that HB 321, "use of income of mental health projects," be scheduled for a hearing before the House Health, Education & Social Services Committee, at your earliest convenience.

HB 321 amends Alaska Statute 47.30.55. This statute states "Income earned by an entity through a community mental health project funded under AS 47.30.520 - 47.30.620 shall be used, as approved by the department, to augment or enhance the entity's mental health services."

Grant income, as defined in regulation, 7 AAC 78.320 (10), is "income earned by a grant project during the grant period including, but not limited to proceeds from the sale of products or services such as laboratory tests or computer time, payments received for medical or hospital services, fees received for personal services, proceeds from the sales of assets of the grant project, and royalties from copyrights or publications."

The clause "AS APPROVED BY THE DEPARTMENT," was added to this section of AS 47.30.550 in 1987, with effective date July 1, 1987. This clause applies only to community mental health projects. The interpretation of this language, as applied since its inclusion, has resulted in over-control of private nonprofit organizations.

Sponsor statement



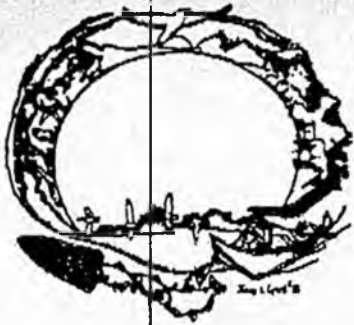
The Department of Health and Social Services has proposed revision of regulations governing grant income (7AAC 78.210). The pending regulations significantly increase state control, particularly regarding grant income. The Department require payment to the state of any excess income over the approved budget.

I request your support in the revision of this section, by deleting "AS APPROVED BY THE DEPARTMENT," from the statute. AS 47.30.55 (d) takes managements ability away and puts mental health centers under the control of the State Department of Mental Health and Developmental Disabilities staff.

The issue here is not, whether the State of Alaska should control grant funds, or even matching funds. Mental Health Centers agree that the State of Alaska should get as many services as possible for its dollar. The State needs to let the Board of Directors and the staff manage the mental health centers and do what is necessary to ensure the long-term survival for the centers and the services they provide.

Included for your review are the following documents:

- 1) AS 47.30.550
- 2) 7AAC 78.210
- 3) AS 47.30.520
- 4) Position paper from Southcentral Counseling Center



TANANA CHIEFS CONFERENCE, INC.

122 FIRST AVENUE
FAIRBANKS, ALASKA 99701-4897
PHONE (907) 452-8251 FAX (907) 451-8936

May 15, 1991

Chairs Pat Carney
& Georgianna Lincoln
House HESS Committee
P.O. Box V
Juneau AK 99811

RE: House Bill 321

Dear Chairs Carney & Lincoln:

The Tanana Chiefs Conference strongly endorses House Bill 321, an act which would allow greater self-determination and control over management of non-profit community mental health projects.

As we are currently governed by the State Department of Health and Social Services, any additional funds programs receive must go through a long, tedious and cumbersome process in order to be approved for expenditure. The Department's oversight has inhibited our programs from operating in a timely and efficient manner. In addition, new and creative programs have been hindered by the State's bureaucratic control over new ideas.

Our organization, as well as all non-profit organizations are already fiscally controlled by the IRS and other Federal and State agencies. These fiscal controls include how and in what manner earned income must be spent. We appreciate your favorable consideration to HB 321 and urge you to act quickly in these last few days of this session so that HB 45 can become law this year.

Sincerely,

Michael Graf, Director
Community Health Services

HOUSE COMMITTEE REPORT

(7)

Date Referred: May 8, 1991

FURTHER REFERRALS:

HES
Finance

Date of Committee Action: 5-13-91

The COMMUNITY AND REGIONAL AFFAIRS Committee considered:

HB 321

HOUSE BILL NO. 321

USE OF INCOME OF MENTAL HEALTH PROJECTS

"An Act relating to the use of income earned by an entity through a community mental health project."

RECOMMENDATIONS:

be replaced with _____ the same title

have attached amendments(s)

do pass

do not pass

no recommendations

individual recommendations

additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(s): (Dept) _____

APPROVES PREVIOUS: (Dept/Date) _____

fiscal impact _____

fiscal note(s) _____

zero fiscal note _____

zero fiscal note(s) _____

SIGNING DO PASS		DP	OTHER RECOMMENDATIONS	DNP	NR	AM
Richard (Gately)	FOSTER	X				
Angela Mackie	Mackie	X				
Andy Baker		X				
Betty Davis		X				
Cheri Davis		X				

Angela Mackie
Mackie

CHAIRMAN'S SIGNATURE

HOUSE COMMITTEE REPORT

(7) Date Referred: May 14, 1991 FURTHER REFERRALS: Finance

Date of Committee Action: 5-16-91

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered: HB 321

HOUSE BILL NO. 321 USE OF INCOME OF MENTAL HEALTH PROJECTS

"An Act relating to the use of income earned by an entity through a community mental health project."

- RECOMMENDATIONS: the same title
 be replaced with _____ a new title
 have attached amendments(s)
 do pass
 do not pass
 no recommendations
 individual recommendations
 additional referral to the _____ Committee

ADOPTS: _____ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) APPROVES PREVIOUS: (Dept/Date)
 fiscal impact _____ fiscal note(s) _____
 zero fiscal note _____ zero fiscal note(s) DASS 5/14/91

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>Cheri Davis</i>	✓				
<i>[Signature]</i>	✓	(CARNEY)			
<i>[Signature]</i>	✓	(LINCOLN)			
<i>John C. Dombrowski</i>	✓	(GONZALES)			
<i>Betty Davis</i>	✓				

[Signature]
 CO-CHAIRMAN'S SIGNATURE (LINCOLN)

STATE OF ALASKA
1991 LEGISLATIVE SESSION

BILL NO. HB 321

Revision Date: _____
Title: Use of income earned through a community mental health project

Department Affected: Health & Social Services
BRU: Community Mental Health Grants
Component: _____

Sponsor: B. Davis
Requestor: Karen Robinson

COMPONENT SERIAL NO.

--	--	--	--

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY 92	FY 93	FY 94	FY 95	FY 96	FY 97
PERSONAL SERVICES	0	0	0	0	0	0
TRAVEL	0	0	0	0	0	0
CONTRACTUAL	0	0	0	0	0	0
SUPPLIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
LAND & STRUCTURES	0	0	0	0	0	0
GRANTS, CLAIMS	0	0	0	0	0	0
MISCELLANEOUS	0	0	0	0	0	0
TOTAL OPERATING	0	0	0	0	0	0

CAPITAL	0	0	0	0	0	0
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REVENUE	0	0	0	0	0	0
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FUNDING: (Thousands of Dollars)

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

POSITIONS:

FULL-TIME	0	0	0	0	0	0
PART-TIME	0	0	0	0	0	0
TEMPORARY	0	0	0	0	0	0

Estimate of current year impact: _____

ANALYSIS: (Attach a separate page if necessary.)
Prior to this Act the Division of Mental Health and Developmental Disabilities has been responsible for oversight of non grant funds. This Act would remove that responsibility from the Division.

Prepared By: Mike Renfro *Mike Renfro* Phone: 465-3370
Division: Mental Health & Developmental Disabilities Date: 5/14/91

Approved by Commissioner: *[Signature]* Commissioner: Theodore A. Mala, MD, MPH
Agency: Department of Health & Social Services Date: 5-14-91

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