

ALASKA LEGISLATURE COMMITTEE FILES 1993-1994 8672

8259 SENATE HEALTH EDUCATION & SOCIAL SERVICES

have had involvement in the district's educational program.

- The committee shall meet at least once every six months if requests for tenure are pending.
- The committee will publish notice of meetings, including the names of teachers who have requested tenure, and state that comments may be provided to the committee before the meeting. Comments received must be provided to the teacher.
- The committee shall allow for public comment at the meeting, and deliberate on each request in an executive session at which the teacher may be present.
- A teacher's evaluations are not public records.
- The committee will vote on each request by roll call in an open meeting as to whether it is in the best interests of the district's students to recommend tenure.
- The committee will furnish written notification of its recommendation to the local board within 10 working days, including the reasons for any recommendation to disapprove tenure.

Section 10 additionally provides that the local school board will consider the local tenure review committee's recommendation, and will vote to approve or disapprove tenure for a teacher. The reasons for any disapproval shall be set out in writing.

Section 11 adds definitions of "board," "committee," and "parent" to the chapter's definition section.

Section 12 establishes charter schools.

- Charter schools may be established on application of a charter school board of directors and approval by a local board and state Board of Education.

- The state Board of Education may not approve more than 40 charter schools to operate any one time.
- Local boards will prescribe an application procedure.
- Local boards will forward to the state Board of Education applications that have been approved or denied.

Section 13 describes the organization and operation of a charter school.

- A charter school operates as a school in the local district except that it is exempt from local textbook, program, curriculum and scheduling requirements and operates under its own annual program budget. Other exemptions may be agreed to by the district and charter school.
- An initial board of directors of a charter school shall organize informally, but shall consist of five to nine members, including at least one parent of a prospective student of the school and one prospective teacher of the school. Remaining members must be a parent of a prospective student, a prospective teacher, or a prospective student of the school.
- The initial board will develop the school's program, apply to the local school board, and, on approval, negotiate a contract with the local school board.
- A permanent board of directors will be elected by the teachers, parents and students of a charter school after classes begin. The permanent board must meet the membership requirements of the initial board.
- The permanent charter board shall keep financial records, oversee operations of the school, and meet regularly with the teachers.

A charter school operates under a contract between the local board and the charter board. Contracts must contain certain provisions:

- description of educational program
- achievement levels for educational program
- admission policies and procedures
- administrative policies
- statement of program budget and costs assignable to the charter school program budget
- method of accounting
- location and description of facility
- name of teacher or teachers who will teach in the school
- teacher to student ratio
- number of students served
- term of contract, not to exceed three years
- termination clause providing that the local board may terminate the contract for failure of the school to meet education achievement goals, fiscal management standards, or other good cause
- statement that the charter school will comply with all state and federal requirements for receipt and public use of money
- other requirements or exemptions agreed to by the charter board and the local school board

Section 14 describes funding for charter schools.

- Local boards will provide a charter school with an annual program budget. This budget will be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the district, determined by applying the department approved indirect cost rate. The funding level should be the same as other public schools in the district.
- The program budget will be spent for implementing the educational program of the charter school, including purchasing textbooks, classroom materials and instructional aids.
- A charter board will provide all financial and accounting information requested by the local board, the district, or the department, and cooperate in complying with AS 14.17.190.

Section 15 describes admission to a charter school.

- A charter school may be designed to serve students within an age group or grade level, or students who will benefit from a particular teaching method or curriculum.
- A charter school shall enroll all eligible students, except in the event of an excess of applications students will be accepted by random drawing.
- A charter school may not discriminate on the basis of intelligence, achievement, aptitude, or athletic ability.

Section 16 addresses teacher transfers and evaluation.

- Teachers will not be assigned to a charter school against their will.
- After June 30, 1993, local school boards may not negotiate or renew provisions in a negotiated agreement that create a right to transfer to a

charter school based on seniority.
Charter school teachers will be evaluated in the same manner as other teachers in the district. If no administrator is assigned to the charter school, the local board with charter board agreement shall designate a district administrator to evaluate a charter school teacher.

Section 17 provides that a charter school contract may be for a term of no more than three years, and may not extend beyond July 1, 1999.

Section 18 provides that the state Board of Education may adopt regulations necessary to implement the charter school provisions.

Section 19 is a definition section related to charter schools.

Section 20 repeals sections 12-19 and is effective July 1, 1996. This implements the intent that the charter school concept is a pilot project.

Sections 21-25 provide effective dates.



STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

January 22, 1993

The Honorable Rick Halford
President of the Senate
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear President Halford:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill that makes significant changes to our public education system. This bill is an outgrowth of the work of many Alaskans to improve our public education through Alaska 2000.

Through Alaska 2000, a cross section of Alaskans met during 1992 to examine our school system and to make recommendations to the state Board of Education and the governor to improve the quality of public school education for our children. The state board has reviewed the recommendations and has chosen five as high-priority proposals to present for legislative consideration. This bill, if enacted into law, implements those proposals.

The first proposal concerns extending the existing mandatory 180-day school year to 200 days by the year 2000. This would allow our children to have 20 additional classroom days of teaching. The imposition of a 200-day school year should help achieve higher educational performance so that our children can have the tools to compete in today's complex society. See secs. 2 and 3 of the bill.

The second proposal would amend the existing statute that creates the fund for the improvement of school performance, to allow the commissioner to make grants to any appropriate organization or person to improve our schools. The existing statute limits the commissioner to granting only to school districts. Additionally, the bill would remove the \$50,000 restriction on the maximum grant amount and would increase by one the number of years in which the same grantee could receive a grant. These provisions should increase flexibility to award grants to the best qualified organization or group in an amount that can get the job done. The state Board of Education would be required to adopt regulations to ensure efficient and effective administration of the program. See secs. 4, 5, 6, and 7 of the bill.

The third proposal would mandate citizen advisory boards in virtually all school districts in the state. Presently, some school districts have opted to do so on a

The Honorable Rick Halford
January 22, 1993
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voluntary basis and have found the advisory boards extremely helpful in keeping the local school boards advised on local community needs and concerns. With some exceptions, the bill would mandate the procedure so that all local school districts can have the benefit of an advisory board. See sec. 8 of the bill.

The fourth proposal would change the procedure by which new teachers obtain tenure rights to employment after June 30, 1993. The bill would add a mechanism for increased public involvement in tenure decisions and would encourage more thorough and thoughtful evaluation of teachers by their supervisors. While I recognize that this proposal might be controversial, it serves a valuable function in that it ensures that only teachers who have shown their ability to teach earn the right to tenure in our public schools. This should play a key role in improving our educational system in the future. See secs. 9, 10, and 11 of the bill.

The fifth proposal allows for the establishment of a pilot project for the creation of up to 40 charter schools within our public school system. A charter school would be authorized by a contract between a local school board and the board of directors of the charter school, with the approval of the state Board of Education. These charter schools can focus on a unique educational philosophy or teaching curriculum to meet the needs of the students enrolled in the school. The provisions of the bill that authorize the program will "sunset" July 1, 1996, although a charter school contract could extend to July 1, 1999. The legislature will have the opportunity to scrutinize the success of the pilot program to determine whether it should be reauthorized through new legislation. See secs. 12 - 20 and sec. 25 of the bill.

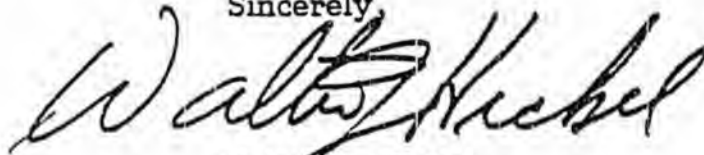
All of the above substantive changes, except for the phased-in changes in school term length in secs. 2 and 3, would take effect July 1, 1993. The phased-in changes in school term length would take effect July 1, 1994. See secs. 23 and 24.

Finally, sec. 21 would give transitional authority to allow the state Board of Education to begin the process to adopt regulations as soon as the bill is signed into law; the new regulations cannot take effect before the respective effective dates of the relevant sections of this bill. Section 22 of the bill would give this transition section an immediate effective date.

Alaska's children are Alaska's future. Providing them a quality education is an investment that we must make, and is an investment that will benefit all of us.

I urge your support of this important legislation.

Sincerely,



Walter J. Hickel
Governor

FISCAL NOTE

No. 1
 Bill Version: SB 61
 (S) Publish Date: 1-22-93

STATE OF ALASKA

1993 LEGISLATIVE SESSION

Revision Date: _____

Title: An Act implementing certain recommendations of Alaska 2000 to improve the states education system.

Sponsor: Governor

Requestor: _____

Department Affected: Department of Education

BRU: Education Program Support

Component: Basic Education and Instructional Improvement

COMPONENT SERIAL NO. 171

Expenditures/Revenues:

(Thousands of Dollars)

OPERATING	FY 94	FY 95	FY 96	FY 97	FY 98	FY 99
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL	6.0					
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	6.0					

CAPITAL						
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REVENUE FUND SOURCE:						
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FUNDING:

(Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	6.0					
1005 GF/Program Receipts						
1006 GF/MHTIA						
Other						
TOTAL	6.0					

POSITIONS:

FULL-TIME						
PART-TIME						
TEMPORARY						

Estimate of current year (FY93) impact \$ 0

ANALYSIS: (Attach a separate page if necessary.) The State Board of Education will need to develop, notice, and promulgate regulations for three sections of this bill: (1) the fund for school improvement; (2) advisory school board; (3) charter schools. Cost for each section is two thousand dollars.

Additional fiscal information: See attached.

Prepared by: MIKE MAHER Phone: 465-2800
 Division: COMMISSIONERS OFFICE Date: 1/11/93

Approved by Commissioner: Mike Maher Jerry Covey
 Agency: Education Date: 1-11-93

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"An act implementing certain recommendations of Alaska 2000 to improve the state's education system"

Additional fiscal information:

Sections 2 and 3 will result in a cumulative increase of 20 school days by the year 2000. The existing public school foundation statutes do not fund school districts on the number of school days. Therefore, under the current law there is no impact on the state operating budget if the number of school days is increased.

Based on the current weighted average daily cost of education, the total financial impact on school districts may range from zero to over \$3,000,000 a day statewide. The actual financial impact will depend on the outcome of individual school district staff negotiations and arrangements of class schedules.

Districts do have the option of increasing daily student contact time as opposed to increasing the number of school days, provided that students receive the equivalent hours of instructional time contained in a minimum school term.

EXTENDED SCHOOL YEAR

- An AK2K committee recommended phasing in a 200-day school year as one of the ways Alaska can graduate world-class students who can compete successfully in a global economy.
- Committees of citizens and educators are now working to set standards for Alaska students in the ten core areas defined by AK2K. With the higher expectations these standards will bring, Alaska needs to provide more instructional time in which students and teachers can achieve these standards.
- The State Board of Education agreed with the committee recommendations and advanced the extended school year as part of its AK2K education reform. Governor Hickel included the recommendation in SB 61 and HB 84 in his education package to the legislature.
- The United States ranks below most industrialized nations and some Third World nations in required school days per year.

Days of Instruction per Year

Japan.....	243	Swaziland	191
West Germany....	226-240	Finland	190
South Korea	220	New Zealand	190
Israel.....	216	Nigeria	190
Luxembourg	216	British Columbia	185
Netherlands.....	200	France	185
Thailand	200	Spain	180
Scotland	200	Sweden	180
Hong Kong	195	United States	180
England/Wales	192	French Belgium.....	175
Hungary	192	Flemish Belgium	160

- Assessments conducted by the International Association for the Evaluation of Educational Achievement show United States students near the bottom of achievement tests in arithmetic, algebra and geometry. Researchers discovered that U.S. students also ranked near the bottom when asked whether the mathematics required to answer the test questions had ever been taught to them at any time in class.
- A 1978 study of retention conducted for the N.Y. Board of Regents reported: "Numerous research studies indicated that long extended summer vacations result in forgetting much that was learned during the regular school year.... In order to start a new year effectively, teacher in most elementary schools tend to devote four or more weeks (to) review and reteaching activities."
- Researchers generally believe that time is one of several major factors influencing student achievement, and that efforts to increase instructional time are best coupled with efforts to employ sound teaching methods and classroom techniques.

CHARTER SCHOOLS

- An Alaska 2000 committee recommended a three-year pilot program of charter schools as a way of providing parental choice in education and encouraging the creation of "break-the-mold" schools within the public education system of Alaska. Charter schools were also recommended by the Governor's Commission on School Choice.
- The State Board of Education agreed with the committee recommendation and advanced a charter school proposal as part of the AK2K education reform. Governor Hickel included the recommendation in SB 61 and HB 84 in his education package to the 1993 legislature.
- Many excellent alternative schools sponsored by some Alaska school districts are like charter schools in that they offer a different program than the rest of the district schools and function fairly independently. So, in effect, charter schools are not new in Alaska. What is new is that the Governor is asking the legislature to set a procedure to encourage the creation of more such schools by parents, teachers and local school boards.
- By 1994-95 school year, world-class state standards will be set for math, science and English. These standards will be especially useful for charter schools, because they are oriented toward results rather than processes.
- Charter schools will provide greater flexibility for teachers and principals. Many educators know how to create a successful school, but are hamstrung by restrictive state and local rules.
- The State Board of Education has already introduced regulations for providing waivers of regulations to implement innovative, results-oriented school programs. The charter school legislation exempts these schools from local textbook, program, curriculum and scheduling requirements.
- Charter schools will provide educational choice within the public school system. Students will not be assigned to charter schools; the schools will have to attract students.
- Charter schools can be targeted at segments of the student population whose needs are not being met within the traditional public school system.
- A program of charter schools says to parents: "You know what is best for your children. So let's move decisions out of the bureaucracy and into your hands." A board of directors composed of parents and teachers will operate charter schools.
- California and Minnesota already have approved charter school legislation. The governors of New Jersey and Michigan have endorsed charter schools and are supporting legislation to create them in their states. Seven other states are considering the charter school concept: Colorado, Connecticut, Florida, Massachusetts, Tennessee, North Carolina, and Alaska.
- Charter schools will use existing resources. They employ teachers already teaching in a school district and attract students already enrolled. They can be operated without an infusion of additional dollars.

RESEARCH & DEVELOPMENT

- Several Alaska 2000 committees recommended a variety of new ideas to improve student achievement, although committee members realized that new state dollars for such endeavors were scarce.
- However, if Alaska's public schools are going to make serious gains in student achievement, they needed an ongoing infusion of capital to research and develop new ways of educating students.
- Just like competitive businesses and industries, public schools need to develop a research and development arm to push it in new directions to meet changing conditions and times.
- In seeking a research and development mechanism, it was discovered that the Alaska legislature in 1990 created the Fund for the Improvement of School Performance. The fund was never capitalized and therefore has not been used. The fund can be used to provide money to schools and partnerships between schools and communities for research and development.
- Research and development is needed in the areas of educational technology, restructuring primary schools, early childhood, alternative school programs, summer catch up programs, meaningful parent and community involvement, and other ways to improve student achievement and prevent dropouts.
- One way Senate Bill 61 and House Bill 84 propose to capitalize the fund is by using the earnings of the Public School Trust Fund, which was created by the legislature in the 1970s in exchange for school lands.
- The Public School Trust Fund is funded with one-half of one percent of the proceeds from development on state-owned lands. The principal of the fund cannot be expended, but the earnings can be if spent for public education.
- The Public School Trust Fund now has a principal of about \$125 million and annual available earnings of \$8.5 million. The interest is currently used as a revenue source for school operations through the Public School Foundation Program and other programs.
- Alaska 2000 proposes to place one-half of the annual earnings of the Public School Trust Fund into the Fund for the Improvement of School Performance.
- The money in the Fund for the Improvement of School Performance will be used to make grants to schools and communities to improve the public school system through research and development.

3/27/93
Accepted changes

8-GS1033.A

SENATE BILL NO. 61

IN THE LEGISLATURE OF THE STATE OF ALASKA

EIGHTEENTH LEGISLATURE - FIRST SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/22/83
Referred: HES, FIN

A BILL

FOR AN ACT ENTITLED

*make draft title
to change*

1 "An Act implementing certain recommendations of Alaska 2000 to improve the
2 state's education system; and providing for an effective date."

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

4 * Section 1. PURPOSE. The purpose of this Act is to

5 (1) implement certain recommendations of Alaska 2000, a comprehensive
6 statewide effort of Alaskans to improve the state's education system for the future;

7 (2) build a state education system with the flexibility to be more responsive
8 to the needs of students and society;

9 (3) set high expectations and tailor educational standards to meet the diverse
10 needs of Alaska's children;

11 (4) change the state education system so that Alaska educators can do their
12 very best and so that the best educators are teaching in our schools;

13 (5) provide increased opportunity for our children to achieve higher educational
14 performance; and

1 (6) structure our education system to facilitate accomplishment of national,
2 state, and local goals for the education of Alaska's children.

3 * Sec. 2. AS 14.03.030 is amended to read:

4 Sec. 14.03.030. SCHOOL TERM. A school term begins and ends on the dates
5 fixed by the governing body of a school district. A school term shall include not less
6 than 183 [180] days in session, unless, with the approval of the commissioner,

7 (1) a day used for in-service training of teachers is substituted for a day
8 in session, up to a maximum of 10 days;

9 (2) an "emergency closure day" is substituted for a day in session
10 because of conditions posing a threat to the health or safety of students; or

11 (3) a school board adopts a school term of not less than 153 [150] days
12 for abating asbestos health hazards in the school, or not less than 163 [160] days for
13 other purposes, and the commissioner finds that

14 (A) the shorter term is necessary;

15 (B) the school board has submitted an acceptable plan under
16 which students will receive the educational equivalent of 183 days in session;
17 or [HOURS OF INSTRUCTIONAL TIME CONTAINED IN A 180-DAY
18 TERM]; and

19 (C) the school board has exhausted other remedies that would
20 have allowed retention of a 183-day [180-DAY] school term.

21 * Sec. 3. AS 14.03.030 is amended by adding a new subsection to read:

22 (b) The required number of school days in a school term as set out in (a) of
23 this section, and all other numbers referring to days of a school term appearing in
24 (a)(3) of this section, automatically increase by three days in each of the three school
25 years that begin in 1995, 1996, and 1997, and increase by four days in each of the two
26 school years that begin in 1998 and 1999. The increases in the number of school days
27 in a school term made by (a) of this section and by this subsection result in a
28 cumulative increase of 20 school days by the year 2000.

29 * Sec. 4. AS 14.03.125(a) is amended to read:

30 (a) The fund for the improvement of school performance is created as an
31 account in the general fund. The fund shall be used by the commissioner to make

(Phrase reinserted)

1 grants to a district located in the state [TO A DISTRICT LOCATED IN THE STATE] for the purpose of improving
2 public school performance. The fund consists of money appropriated by the
3 legislature, including appropriations from the earnings of the public school trust
4 fund (AS 37.14.110). The commissioner shall annually determine the amount
5 requested for grants under this section and shall include the amount in the department's
6 budget request.

7 * Sec. 5. AS 14.03.125(b) is amended to read:

8 (b) A governing body, district advisory board, or nonprofit organization located
9 in the state, or a teacher or principal employed by a public school in the state, may
10 apply for a grant [OF UP TO \$50,000] to improve school performance by submitting
11 an application to the commissioner.

12 * Sec. 6. AS 14.03.125(c) is amended to read:

13 (c) A grant may be awarded to the same grantee in consecutive fiscal years,
14 but may not be awarded to the same grantee for more than three [TWO] fiscal years
15 within a five-year period.

16 * Sec. 7. AS 14.03.125 is amended by adding a new subsection to read:

17 (f) The board shall adopt regulations concerning grants and grant award
18 procedures under this section.

19 * Sec. 8. AS 14.12.035 is repealed and reenacted to read:

20 Sec. 14.12.035. ADVISORY BOARDS IN SCHOOL DISTRICTS. (a) A city
21 or borough school district board shall establish an advisory board at each school in
22 each community within the district if the community has more than 50 permanent
23 residents. The school district board shall set standards for the manner of selection and
24 organization of the advisory boards, and, in a manner consistent with (h) of this
25 section, shall prescribe advisory board powers and duties. [A school district that has

26 one school and has a school board is exempt from the requirements of this
27 section. The following are
(1) a school district that has only one school and that has a
school board; and

28 (2) a school in which there is an existing parent advisory group.
29 (b) An advisory board shall advise the school district board on any matter
concerning schools in the district in which the advisory board is established.

30 (c) The commissioner may allow an advisory board to serve more than one
31 school upon request by a school district board.

1 * Sec. 9. AS 14.20.150 is repealed and reenacted to read:

2 Sec. 14.20.150. ACQUISITION OF TENURE RIGHTS. (a) Except as
3 provided in (c) of this section, a teacher acquires tenure rights in a district when the
4 teacher

5 (1) has applied for tenure under AS 14.20.151;

6 (2) has been employed as a teacher in that district continuously for two
7 full school years under a standard or provisional teaching certificate and is reemployed
8 in that district for the school year immediately following the two full school years;

9 (3) has been considered for tenure by the local tenure review committee
10 under AS 14.20.153; and

11 (4) has been approved for tenure by the local school board.

12 (b) The tenure rights acquired under (a) of this section take effect on the
13 first day the teacher performs teaching services in the district described in (a) of this
14 section after all of the requirements of (a) of this section have been met.

15 (c) A teacher who was hired by a district before July 1, 1993, who had not yet
16 acquired tenure rights on June 30, 1993, and who was continuously employed by that
17 district from the date of hire acquires tenure rights in that district in accordance with
18 AS 14.20.150 as it existed on June 30, 1993.

19 * Sec. 10. AS 14.20 is amended by adding new sections to read:

20 Sec. 14.20.151. APPLICATION FOR TENURE. (a) A teacher may apply for
21 tenure when the teacher has been offered a third consecutive full-year contract with the
22 same local school district.

23 (b) A teacher may apply for tenure by submitting to the superintendent of that
24 district a written request for tenure, along with copies of all written evaluations for
25 each year that the teacher has taught in that district, recommendations regarding tenure
26 by the teacher's supervisor, and other material the teacher considers informative
27 regarding the teacher's qualifications for tenure. The superintendent shall forward to
28 the local school board and the local tenure review committee copies of the teacher's
29 request and all material submitted with the request.

30 (c) Failure of a teacher to acquire tenure does not affect any existing contract
31 between the teacher and the school district.

1 (d) A teacher for whom tenure is disapproved may submit another request for
2 tenure no earlier than 120 days after the date of the local school board's disapproval
3 under AS 14.20.154.

4 Sec. 14.20.152. LOCAL TENURE REVIEW COMMITTEE. (a) A local
5 school board shall appoint one or more local tenure review committees composed of
6 at least five, but no more than nine members. A tenure committee serves at the
7 pleasure of the board.

8 (b) A local tenure review committee shall include two parents, two teachers,
9 and one student over the age of 16. Any remaining members appointed to the
10 committee must be involved in or must have been involved in the district's educational
11 program. Each member of a committee serves for a term of three years unless the
12 member is removed by the local school board or no longer meets the qualification
13 requirement under which the person was appointed.

14 (c) The local school board may not serve as a local tenure review committee.

15 (d) A majority of the members appointed to a local tenure review committee
16 constitutes a quorum.

17 Sec. 14.20.153. DUTIES OF A LOCAL TENURE REVIEW COMMITTEE.

18 (a) A local tenure review committee shall elect a chairperson from among its
19 members.

20 (b) The committee shall meet at least once every six months if any requests
21 for tenure are pending, and at the call of the chair or on petition of a majority of its
22 members. The committee shall meet at a time and place that will facilitate public
23 participation.

24 (c) The committee shall publish notice of its meetings in the manner that
25 ~~new~~ is provided for regularly scheduled local school board meetings in the district.
26 ~~The~~ notice must contain a list of the names of teachers who have requested tenure and
27 must state that comments may be provided to the committee before the meeting. Any
28 comments regarding a teacher that are received by the committee must be provided to
29 the teacher.

30 (d) Notwithstanding AS 44.62.310, after allowing public comment at the public
31 meeting on tenure requests, the committee shall deliberate on each request in executive

1 session unless a teacher requests a public discussion on that teacher's request. A
2 teacher may be present during an executive session in which the committee considers
3 that teacher's tenure request.

4 (e) Notwithstanding AS 09.25.120, a teacher's evaluations submitted under
5 AS 14.20.151 are not public records unless authorized for release by the teacher.

6 (f) By vote in a public meeting, the committee shall determine whether it is
7 in the best interests of the students in the district to recommend approval or to
8 recommend disapproval of tenure for a teacher. The vote shall be by roll call of the
9 members present.

10 (g) The committee shall furnish written notification of its recommendation to
11 the teacher, the school district superintendent, and the local school board within 10
12 working days after the date of the vote on the recommendation. A recommendation
13 to disapprove tenure must include the reasons for the recommendation. The
14 committee's recommendation is not binding on the local school board.

15 Sec. 14.20.154. BOARD REVIEW OF COMMITTEE
16 RECOMMENDATIONS. After consideration of a teacher's request for tenure and
17 material submitted with the request, and consideration of the recommendation of the
18 local tenure review committee under AS 14.20.153, the local school board shall
19 approve or disapprove tenure for a teacher who applies under AS 14.20.151. If the
20 local school board disapproves tenure for a teacher, that board shall set out in writing
21 the reasons for the disapproval.

22 * Sec. 11. AS 14.20.215 is amended by adding new paragraphs to read:

23 (8) "board" means the local borough or city school board or a regional
24 school board;

25 (9) "committee" means the local tenure review committee;

26 (10) "parent" means biological, adoptive, or foster parent, or an adult
27 who ~~is~~ guardian of a child and makes decisions related to the child's safety,
28 education, and welfare.

29 * Sec. 12. ESTABLISHMENT OF CHARTER SCHOOLS. (a) A charter school may be
30 established as provided under secs. 12 - 19 of this Act upon an application for a
31 charter school of directors of a charter school and the ~~the~~ approval of the local school board and the state Board

1 of Education. The state Board of Education may not approve more than ~~40~~²⁰ charter schools
2 to operate in the state at any one time.

3 (b) Each local school board shall prescribe ^{an application} a procedure by which an initial board of
4 directors ~~may apply~~ for the establishment of a charter school in that school district. The
5 procedure ^{must} ~~may~~ include ^{provisions for an academic policy committee consisting of} a proposed form for ^{faculty and parents of the school} a contract between a charter school and the local
6 school board, setting out the contract elements required under sec. 13^(c)(e) of this Act.

7 (c) A local school board shall forward to the state Board of Education applications for
8 a charter school that have been approved or denied.

9 * Sec. 13. ORGANIZATION AND OPERATION OF A CHARTER SCHOOL. (a) A
10 charter school operates as a school in the local school district except that the charter school
11 (1) is exempt from the local school district's textbook, program, curriculum, and scheduling
12 requirements, and (2) operates under the charter school's annual program budget as set out in
13 the contract between the local school board and the charter school. The charter school is
14 exempt from other local school district requirements if exemption is authorized by the local
15 school board in the contract. [A board of directors for the charter school shall oversee the
16 operation of that school.]

17 (b) The initial board of directors of a charter school shall organize informally. An
18 initial board of directors for the charter school shall consist of at least five but no more than
19 nine members, and shall include at least one parent of a prospective student of the charter
20 school and one person who is a prospective teacher at that school. Remaining members must
21 be a parent of a prospective student, a prospective teacher, or a prospective student of that
22 school.

23 (c) The initial board of directors shall develop the program of the charter school,
24 apply to the local school board for approval of the school's establishment, and, upon approval
25 of the ~~application~~, negotiate a contract with the local school board as required by (e) of this
26 section.

27 (d) After approval of a charter school by the state Board of Education and after the
28 charter school begins classes, a permanent charter school board shall be elected by a majority
29 vote of the teachers of, and parents of students of, the charter school. The permanent charter
30 school board must meet the membership requirements of (b) of this section, with those
31 requirements read without the term "prospective." The permanent charter school board shall

1 (b) The charter school shall

(1) keep financial records of the charter school;

2 (2) oversee the operation of the charter school to ensure that the terms of the
3 contract required by ^(e) [(e)] of this section are being met; and

4 (3) meet regularly with teachers of the charter school to review, evaluate, and
5 improve operations of the charter school.

6 (c) [(e)] A charter school shall operate under a contract between the ^{charter school} [permanent charter
7 school board] and the local school board. A contract must contain the following provisions:

8 (1) description of the educational program;

9 (2) specific levels of achievement for the education program;

10 (3) admission policies and procedures;

11 (4) administrative policies;

12 (5) statement of the charter school's funding allocation from the local school
13 board and costs assignable to the charter school program budget;

14 (6) method by which the charter school will account for receipts and
15 expenditures;

16 (7) location and description of the facility;

17 (8) name of the teacher, or teachers, who, by agreement between the ^{charter school} [permanent
18 charter school board] and the teacher, will teach in the charter school;

19 (9) teacher-to-student ratio;

20 (10) number of students served;

21 (11) the term of the contract, not to exceed a term of three years;

22 (12) a termination clause providing that the contract may be terminated by the
23 local school board for the failure of the charter school to meet educational achievement goals
24 or fiscal management standards, or for other good cause;

25 a statement that the charter school will comply with all state and federal
26 requirements ~~for~~ receipt and use of public money;

27 ^{charter school} (14) other requirements or exemptions agreed upon by the [permanent charter
28 school board] and the local school board.

29 * Sec. 14. FUNDING FOR CHARTER SCHOOL. (a) A local school board shall provide
30 an approved charter school with an annual program budget. The budget shall be not less than
31 the amount generated by the students enrolled in the charter school less administrative costs

1 retained by the local school district, determined by applying the indirect cost rate approved
2 by the Department of Education. The "amount generated by students enrolled in the charter
3 school" is to be determined in the same manner as it would be for a student enrolled in any
4 other public school in that school district.

5 (b) The program budget of a charter school is to be used for operating expenses of
6 the educational program of the charter school, including purchasing textbooks, classroom
7 materials, and instructional aids.

8 (c) The [initial and permanent boards of a] charter school shall provide all financial and
9 accounting information requested by the local school board or the Department of Education,
10 and shall cooperate with the local school district or the department in complying with the
11 requirements of AS 14.17.190.

12 * Sec. 15. ADMISSION. (a) The program of a charter school may be designed to serve

13 (1) students within an age group or grade level; or

14 (2) students who will benefit from a particular teaching method or curriculum.

15 (b) A charter school shall enroll all eligible students who submit a timely application,
16 unless the number of those applications exceeds the capacity of the program, class, grade
17 level, or building. In the event of an excess of those applications, the charter school and the
18 local school board shall attempt to accommodate all of those applicants by considering
19 providing additional classroom space and assigning additional teachers from the district to the
20 charter school. If it is not possible to accommodate all eligible students who submit a timely
21 application, students must be accepted by random drawing. *a school board in a district may
not require a pupil to
attend a charter school.*

22 (c) In addition to other requirements of law, a charter school may not discriminate in
23 selection of students on the basis of intelligence, achievement, *must be nonsectarian and* aptitude, or athletic ability.

24 * Sec. 16. TEACHER TRANSFERS AND EVALUATIONS. (a) No teacher may be
25 assigned ~~to a~~ in a charter school unless the teacher consents to the assignment.

26 → (b) ~~On or after~~ June 30, 1993, a local school board may not negotiate or renew a provision
27 in a negotiated agreement or collective bargaining agreement that grants a teacher a right to
28 transfer to a charter school based on seniority.]

29 (c) A teacher in a charter school must be evaluated in [the same] *an equivalent* manner as all other
30 teachers in the district, except that if there is no administrator assigned to the charter school,
31 the local school board, with the agreement of the *charter school* [permanent charter school board], shall

(b) *All provisions of a negotiated agreement or collective bargaining
agreement shall apply to charter schools and school
employees unless exemptions to that agreement are
agreed to by the district, and the recognized employee*

SB0061a

SB 61

New Text Underlined (DELETED TEXT BRACKETED)

bargaining unit(s).

1 designate a school district administrator in that district to evaluate a teacher in a charter
2 school.

3 * Sec. 17. **CONTRACTS; DURATION.** A contract for a charter school may be for a term
4 of no more than three years and may not extend beyond July 1, 1999. No more than one
5 contract for a particular charter school may be entered into under secs. 12 - 19 of this Act.

6 * Sec. 18. **REGULATIONS.** The state Board of Education may adopt regulations
7 necessary to implement secs. 12 - 19 of this Act.

8 * Sec. 19. **DEFINITIONS.** In ^{secs.} ~~secs.~~ [12] - 19 of this Act,

9 (1) "charter school" means a school established under secs. 12 - 19 of this Act;

10 (2) "local school board" means a borough or city school board or a regional
11 school board;

12 (3) "parent" means a biological, adoptive, or foster parent, or an adult who acts
13 as guardian of a child and makes decisions related to the child's safety, education, and
14 welfare;

15 (4) "^{academic policy committee} permanent charter school board" means the ^{permanent board of directors}
16 of a charter school; ^{designated group supervising the academic operation}
^{of the school to help ensure that the mission of}

17 (5) "teacher" means a person who serves a school district in a teaching,
18 counseling, or administrative capacity and is required to be certificated in order to hold the
19 position. → (6)

20 * Sec. 20. Sections 12 - 19 of this Act are repealed.

21 * Sec. 21. **TRANSITION.** Notwithstanding secs. 23 - 25 of this Act, the state Board of
22 Education may proceed to adopt regulations necessary to implement this Act. The regulations
23 take effect under the Administrative Procedure Act, but not before the respective effective date
24 of the relevant section or sections of this Act.

25 * Sec. 22. Section 21 of this Act takes effect immediately under AS 01.10.070(c).

26 * Sec. 23. Sections 1 and 4 - 19 of this Act take effect July 1, 1993.

27 * Sec. 24. Sections 2 and 3 of this Act take effect July 1, 1994.

28 * Sec. 25. Section 20 of this Act takes effect July 1, 1996.

(6) "parent advisory group" means a group which is
recognized by the school as representative of the
parents having children attending the school
which has regular meetings and to which membership
is open to all parents within the school's
attendance area.

15 am
passed

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR ELLIS

TO: SB 61

Page 1, lines 1 \ 2:

Delete all material.

Insert ""An Act relating to the length of the school year, to goals for public education and student performance, to teacher tenure rights, and to establishment of charter schools; and providing for an effective date.""

Page 1, after line 6:

Insert a new paragraph to read:

"(2) establish goals for public education in the state; it is not the purpose of this Act to recommend a specific curriculum or to diminish the right of each school district to establish a curriculum in that school district;"

Renumber the following paragraphs accordingly.

Page 2, after line 2:

Insert new bill sections to read:

* Sec. 2. AS 14.03.015 is repealed and reenacted to read:

Sec. 14.03.015. MISSION FOR PUBLIC EDUCATION. The mission of the public school system is to help ensure that all students succeed in their education and work, shape worthwhile and satisfying lives, exemplify the best values of society and their respective cultures, and be effective in improving the character and quality of the world about them. It is the joint responsibility of students, parents, schools, and the community to achieve the mission described in this section.

* Sec. 3. AS 14.03 is amended by adding a new section to read:

Sec. 14.03.017. GOALS FOR STUDENT PERFORMANCE. The public

school system shall be operated with the recognition that all students can learn. The goal of the system is to develop successful students. A successful student will graduate and the process of learning should include the following:

(1) a working knowledge of science, language arts, social studies, mathematics, physical education and health, and fine arts;

(2) the ability to think logically and critically including the ability to

(A) think clearly about new information and ideas;

(B) solve problems through different ways of questioning and analysis;

(C) be open to new ideas and be curious about the world and self;

(D) demonstrate the skills needed to make good decisions;

(E) understand and use mathematical and scientific ideas;

(F) demonstrate good study skills and habits;

(G) access, process, and integrate information;

(H) evaluate and improve ideas through discussions with other people;

(I) read, understand, and apply written information faced in daily life;

(3) an acceptance of personal responsibility for sustaining a person economically including the critical skills, competencies, values, and attitudes to be successful in work, whether of a cash or subsistence nature, including the ability to

(A) be confident, able, and prepared for opportunities in the local, national, and international workplace;

(B) understand the value of and necessity for lifelong learning, including the ability to teach oneself new skills to adjust to a changing workplace;

(C) show initiative, dependability, punctuality, and to strive for accuracy and efficiency on the job;

(D) willingly accept advice, supervision, and criticism and to be a good team member in the workplace;

(E) be safety conscious;

(F) be a critical consumer with skills for making informed

choices;

(G) recognize how success in school relates to a person's future;

(4) the ability to communicate effectively including the ability to

(A) talk about feelings, ideas, and concepts with clarity;

(B) be a good listener;

(C) read, understand, and respond to written information faced in daily life;

(D) appreciate the value of reading as a lifelong activity;

(E) write well for a variety of purposes and audiences;

(F) demonstrate understanding and openness in group settings;

(5) the ability to discover and nurture creative talents including the ability to

(A) appreciate the world around us;

(B) take part in activities that cut across fields of study;

(C) understand our world and its past, present, and future and be able to express this understanding in a variety of ways and with different media;

(D) respect and encourage the creative talents of individuals and groups;

(E) demonstrate the knowledge and skills needed to express ideas in literature, visual arts, music, dance, and drama;

(6) knowledge of how to develop positive self-esteem including the ability to

(A) know how to set and achieve personal goals;

(B) be confident, assertive, and flexible;

(C) demonstrate an appreciation for one's own personal talents and strengths;

(D) form satisfying relationships with others based on respect, trust, cooperation, mutual understanding, compassion, and appreciation of cultural differences;

(7) the ability to master essential vocational technological skills including the ability to

(A) communicate and compete in the global market with computers, video, audio, and other technologies;

(B) use technology to gather, analyze, and evaluate information and opinions;

(C) critically evaluate information presented in the mass media;

(D) use computers to process and organize information;

(E) understand the overall purpose of equipment and the proper procedures for setup and operation;

(8) the ability to understand the values of health and fitness including the ability to

(A) understand the skills and apply the knowledge needed to promote physical and mental health;

(B) respond constructively to life's social, environmental, and physical changes *challenges*

(9) knowledge of the values of responsible citizenship including the ability to

(A) understand and participate in the democratic process;

(B) achieve the values, knowledge, and ethical behaviors needed to participate in a democratic society;

(C) learn to recognize and appreciate the contribution of peoples from other countries and cultures;

(D) be aware of and appreciate languages other than English;

(E) achieve skills in leadership, cooperation, communication, and social responsibility;

(F) understand one's relationship to the environment and be committed to the wise use of resources;

(G) know effective parenting skills to nurture healthy growth and development in others;

(H) understand the past."

Remember the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "14 - 21"

Page 7, line 6:

Delete "13(e)"

Insert "15(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "14 - 21"

Page 10, line 7:

Delete "12 - 19"

Insert "14 - 21"

Page 10, line 8:

Delete "12 - 19"

Insert "14 - 21"

Page 10, line 9:

Delete "12 - 19"

Insert "14 - 21"

Page 10, line 20:

Delete "12 - 19"

Insert "14 - 21"

Page 10, line 21:

Delete "23 - 25"

Insert "25 - 27"

Page 10, line 25:

Delete "21"

Insert "23"

Page 10, line 26:

Delete "and 4 - 19"

Insert ", 2, 3, and 6 - 21"

Page 10, line 27:

Delete "2 and 3"

Insert "4 and 5"

Page 10, line 28:

Delete "20"

Insert "22"

of Education shall develop a report on charter schools and present the report to the legislature by January 31, 1996."

Page 10, line 9:

Delete "a school established"

Insert "an existing elementary, middle, junior high, or high school operating"

Page 10, lines 15 - 16:

Delete all material.

Renumber the following paragraph accordingly.

Page 10, line 23:

Delete "1996"

Insert "1997"

Page 8, lines 27 - 28:

Delete "permanent charter school board"

Insert "charter school advisory committee"

Page 8, line 30, through page 9, line 2:

Delete "The budget shall not be less than the amount generated by the student enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education."

Page 9, line 8:

Delete "initial and permanent boards"

Insert "charter school advisory committee"

Page 9, lines 15 - 21:

Delete all material.

Reletter the following subsection accordingly.

Page 9, line 23, after "aptitude,":

Insert "race, sex, national origin,"

Page 9, line 24, through page 10, line 5:

Delete all material and insert:

*** Sec. 16. TEACHER EVALUATION AND NEGOTIATED AGREEMENT.** (a) A teacher not wishing to teach in a charter school shall be transferred to a comparable position in another school within the school district.

(b) All provisions contained in a negotiated agreement or collective bargaining agreement applicable to teachers or other employees who transfer into a charter school shall continue to apply to teachers and employees employed in the charter school.

(c) A teacher in a charter school shall be evaluated in the same manner as all other teachers in the school district.

*** Sec. 17. DURATION; REPORT.** A contract for a pilot charter school may be for a term of no more than three years and may not extend beyond July 1, 1997. The Department

Insert "The charter school advisory committee"

Page 7, lines 17 - 22:

Delete all material and insert:

"(b) The teachers employed at a public school may make application to the local school board to become a charter school, if the application is supported by a two-thirds vote of the teachers employed at that school. An application must include the names of at least five and not more than seven persons selected by the employees of the public school to form a charter school advisory committee. A majority of members of the charter school advisory committee shall be classroom teachers at that public school, one member shall be the school principal, and one member shall be a parent of a student who attends that school."

Page 7, line 23:

Delete "The initial board of directors shall develop"

Insert "The charter school advisory committee shall oversee the development of"

Page 7, lines 27 - 31:

Delete all material and insert:

"(d) A charter school advisory committee shall"

Page 8, lines 6 - 7:

Delete "permanent charter school board"

Insert "charter school"

Page 8, line 16:

Delete all material.

Renumber the following paragraphs accordingly.

Page 8, lines 17 - 18:

Delete "between the permanent charter school board and the teacher,"

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR ELLIS

TO: SB 61

Page 6, line 29, after "SCHOOLS":

Insert "PILOT PROGRAM"

Page 6, lines 30 - 31:

Delete "the initial board of directors of a charter school"

Insert "a charter school advisory committee at a public school"

Page 7, line 1:

Delete "40"

Insert "four pilot"

Page 7, lines 3 - 4:

Delete "an initial board of directors"

Insert "teachers employed at a public school who meet the requirements of sec. 13(b)
of this Act"

Page 7, lines 7 - 8:

Delete all material.

Page 7, line 10:

Delete "operates as a school in"

Insert "is an elementary, middle, junior high, or high school within"

Page 7, line 15:

Delete "A board of directors"

three full continuous school years. The district shall provide a probationary teacher, during each year of the teacher's probation, with

(1) an orientation at the beginning of the school year to inform the teacher of the school's general expectations regarding a teacher's instructional delivery, planning, interpersonal skills, knowledge of subject material, and other professional qualities;

(2) at least one visit by an evaluator to the teacher's instruction site to observe the teacher while the teacher is teaching and a follow-up meeting promptly thereafter between the evaluator and the teacher to discuss the teacher's instructional delivery, planning, interpersonal skills, knowledge of the subject matter, and other professional qualities; and

(3) a closing evaluation at the end of the school year.

(d) A teacher who was hired by a district before July 1, 1993, who had not yet acquired tenure rights on June 30, 1993, and who was continuously employed by the district from the date of hire acquires tenure rights in the district in accordance with AS 14.20.150 as it existed on June 30, 1993.

(e) In this section, "probationary teacher" means a teacher who has not acquired tenure rights."

Renumber the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "11 - 18"

Page 7, line 6:

Delete "13(e)"

Insert "12(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "11 - 18"

#16
passed

AMENDMENT

OFFERED IN THE SENATE
TO: SB61

BY SENATOR LEMAN

Page 2, lines 3-28:
Delete all material

#17 passed

Alaska State Legislature

SENATOR
BERT SHARP
DISTRICT P
CHAIRMAN
TRANSPORTATION COMMITTEE
MEMBER
FINANCE COMMITTEE
LEGISLATIVE BUDGET & AUDIT COMMITTEE
HEALTH & SOCIAL SERVICES



FAIRBANKS
DENALI BANK BUILDING
119 N. CUSHMAN, SUITE 201
FAIRBANKS, ALASKA 99701
(907) 452-7885/7886
SESSION ADDRESS
STATE CAPITOL, ROOM 514
JUNEAU, ALASKA 99801-1182
(907) 465-3004/4921

Senate

MEMORANDUM

TO: Senator Steve Rieger, Chair
Senate Health & Social Services Committee

FROM: Senator Bert Sharp

DATE: March 9, 1993

RE: SB-61

AMENDMENTS

By: Senator Bert Sharp

Delete: Pages 4 and 5

Delete: Page 6, Lines 1 through 28



REPRESENTING
GOLDEN HEART
OF ALASKA

A M E N D M E N T

OFFERED IN THE SENATE
TO: SB 61

BY SENATOR SALO

Page 2, lines 3 - 28:

Delete all material.

Renumber the following bill sections accordingly.

Page 3, after line 31:

Insert a new bill section to read:

"* Sec. 7. AS 14.17.056 is amended to read:

Sec. 14.17.056. INSTRUCTIONAL UNIT VALUE. The instructional unit value is \$61,000. except that for a district that increases the district's school term to not less than 183 days in session, the instructional unit value is \$62,000."

Renumber the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "11 - 18"

Page 7, line 6:

Delete "13(e)"

Insert "12(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 7:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 8:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 9:

Delete "12 - 19"

Insert "11 - 13"

Page 10, line 20:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 21:

Delete "23 - 25"

Insert "22, 23, and 24"

Page 10, line 25:

Delete "21"

Insert "20"

Page 10, line 26:

Delete "Sections 1 and 4 - 19"

Insert "Sections 1 - 18"

Page 10, line 27:

Delete all material.

Renumber the following bill section accordingly.

Page 10, line 28:

Delete "Section 20"

Insert "Section 19"

AMENDMENT

(1) passed

OFFERED IN THE SENATE

BY SENATOR SALO

TO: SB 61

Page 3, line 1:

Delete "[TO A DISTRICT LOCATED IN THE STATE]"

Insert "to a district located in the state"

#2
with amendments

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR SALO

TO: SB 61

Page 2, lines 3 - 28:

Delete all material.

Renumber the following bill sections accordingly.

Page 3, after line 31:

Insert a new bill section to read:

** Sec. 7. AS 14.17.056 is amended to read:

Sec. 14.17.056. INSTRUCTIONAL UNIT VALUE. The instructional unit value is \$62,000 [\$61,000]."

Renumber the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "11 - 18"

Page 7, line 6:

Delete "13(e)"

Insert "12(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 7:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 8:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 9:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 20:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 21:

Delete "23 - 25"

Insert "22, 23, and 24"

Page 10, line 25:

Delete "21"

Insert "20"

Page 10, line 26:

Delete "Sections 1 and 4 - 19"

Insert "Sections 1 - 18"

Page 10, line 27:

Delete all material.

Re-number the following bill section accordingly.

Page 10, line 28:

Delete "Section 20"

Insert "Section 19"

3
with language

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR SALO

TO: SB 61

Page 2, lines 3 - 28:

Delete all material.

Renumber the following bill sections accordingly.

Page 3, after line 31:

Insert a new bill section to read:

** Sec. 7. AS 14.17.056 is amended to read:

Sec. 14.17.056. INSTRUCTIONAL UNIT VALUE. The instructional unit value is \$61,000. except that for a district that increases the district's school term to not less than 183 days in session, the instructional unit value is \$62,000."

Renumber the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "11 - 18"

Page 7, line 6:

Delete "13(e)"

Insert "12(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 7:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 8:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 9:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 20:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 21:

Delete "23 - 25"

Insert "22, 23, and 24"

Page 10, line 25:

Delete "21"

Insert "20"

Page 10, line 26:

Delete "Sections 1 and 4 - 19"

Insert "Sections 1 - 18"

Page 10, line 27:

Delete all material.

Renumber the following bill section accordingly.

Page 10, line 28:

Delete "Section 20"

Insert "Section i9"

#5

Duncan

8-GS1033A.8
Cramer
2/16/93

A M E N D M E N T

OFFERED IN THE SENATE

TO: SB 61

Page 1, line 1:

Delete "implementing certain recommendations of Alaska 2000 to improve"

Insert "improving"

Page 4, line 1 through page 6, line 28:

Delete all material

Insert new bill sections to read:

** Sec. 9. AS 14.20.130 is amended to read:

Sec. 14.20.130. EMPLOYMENT OF TEACHERS AND ADMINISTRATORS. An employer may, after January 1, issue contracts for the following school year to employees regularly qualified in accordance with the regulations of the department. The contract for a superintendent who qualifies under AS 14.20.150(g) may be for more than one school year but may not exceed three consecutive school years.

* Sec. 10. AS 14.20.150 is amended by adding new subsections to read:

(c) Until a teacher acquires tenure rights under this section, the teacher is on probationary status. While a teacher is on probationary status, the school district shall evaluate the teacher's performance three times each year. If teachers in a district are represented by a bargaining organization, the school district and the bargaining organization representing teachers shall determine the evaluation process through negotiation between the bargaining organization and the district. If teachers in a district are not represented by a bargaining organization, the evaluation process shall be determined by negotiation between the teachers and the district. For teachers, the evaluation instrument shall be developed by a committee, the majority of which shall be composed of teachers who will be evaluated.

(d) A school district shall evaluate an administrator's performance three times a year during the first two years of an administrator's employment in the district. For administrators, a committee of the school board shall determine the evaluation instrument.

(e) If, in the evaluation process, the performance of a teacher or administrator is found to be deficient, the evaluator shall provide the teacher or administrator with an individual improvement plan. The plan must set out specific, objective goals that the teacher or administrator must achieve in order to secure a satisfactory evaluation.

(f) A school district shall provide training for evaluators in the requirements of this section and in the purposes and procedures of evaluation. A school district shall establish in-service opportunities for all teachers and administrators concerning the evaluation system.

(g) An administrator who has completed two years of satisfactory service is eligible to receive an employment contract that lasts for more than one year.

(h) In this section,

(1) "administrator" includes a superintendent of schools, principal of a school, and a person charged with administrative responsibilities;

(2) "school district" includes a borough or city school district and a regional educational attendance area."

Renumber the following bill sections accordingly.

Page 6, line 30:

Delete "12 - 19"

Insert "11 - 18"

Page 7, line 6:

Delete "13(e)"

Insert "12(e)"

Page 10, line 5:

Delete "12 - 19"

Insert "11 - 18"

A M E N D M E N T

OFFERED IN THE SENATE

TO: SB 61

Page 1, line 1:

Delete "implementing certain recommendations of Alaska 2000 to improve"

Insert "relating to"

Page 4, line 1 through page 6, line 28:

Delete all material.

Insert new bill sections to read:

** Sec. 9. AS 14.20.150(a) is amended to read:

(a) Except as provided in (c) of this section, a [A] teacher acquires tenure rights in a district when the teacher

(1) possesses a standard teaching certificate;

(2) has been employed as a teacher in the same district continuously for two full school years and is reemployed for the school year immediately following the two full school years.

* Sec. 10. AS 14.20.150 is amended by adding new subsections to read:

(c) A school district that has a probationary teacher evaluation program may extend the probationary period of a teacher who is employed in the school district by one year if the district has satisfied the requirements of this subsection and if the district is not ready to grant tenure to the teacher on the basis of two years of employment. A school district establishes a probationary teacher evaluation program by notifying the department in writing of its intent to do so. The district may terminate the program at any time by notifying the department in writing of the termination. On termination of a program, the provisions of (a) of this section apply to the probationary teachers, except that a teacher in a third year of probation does not acquire tenure rights unless reemployed for the school year immediately following the

Page 10, line 7:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 8:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 9:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 20:

Delete "12 - 19"

Insert "11 - 18"

Page 10, line 21:

Delete "23 - 25"

Insert "22 - 24"

Page 10, line 25:

Delete "21"

Insert "20"

Page 10, line 26:

Delete "4 - 19"

Insert "4 - 18"

Page 10, line 28:

Delete "20"

Insert "19"

A M E N D M E N T

OFFERED IN THE SENATE

BY SENATOR ELLIS

TO: SB 61

Page 1, lines 1 - 2:

Delete "implementing certain recommendations of Alaska 2000 to improve"

Insert "relating to"

Page 6, lines 30 - 31:

Delete "the application of the initial board of directors of a charter school and the approval of"

Insert "approval of a charter school petition by"

Page 7, line 1:

Delete "40"

Insert "10"

Page 7, lines 3 - 8:

Delete all material.

Insert new subsections to read:

"(b) Each local school board shall prescribe a procedure by which an individual may submit a charter school petition for the reorganization of a school within the district as a charter school. The procedure may include a proposed form for a charter between a charter school and the local school board, setting out the charter elements. The petition for the establishment of a school in a district as a charter school may be circulated by one or more individuals seeking to establish the charter school. A charter school petition must be signed by not less than 50 percent of the parents of the school attendance area and by not less than 25 percent of the teachers employed by the school at the time the petition is circulated.

(c) The charter school petition shall be submitted to the school board for review.

(d) The school board shall hold public hearings on the provisions of the charter school and determine the level of parent and employee support for the charter school. Following review of the charter school petition, the board shall either grant or deny the petition.

(e) A charter school petition must include the following:

(1) a description of the educational program of the school designed to identify those individuals that the school is attempting to educate;

(2) the measurable pupil outcomes identified for use by the charter school; in this paragraph, "pupil outcomes" mean the extent to which pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program;

(3) the governing structure of the school, including the process to be followed by the school to ensure parental involvement;

(4) a description of how new and innovative teaching methods will be encouraged;

(5) a description of how new professional opportunities for teachers will be created, including the opportunity to be responsible for the learning program at the school site.

(f) A local school board shall forward to the state Board of Education a charter school petition that has been approved or denied."

Page 7, lines 15 - 16:

Delete "in the contract. A board of directors for the charter school shall oversee the operation of that school."

Page 7, lines 17 - 31:

Delete all material.

Insert "(b) The charter school shall"

Page 8, line 3:

Delete "(e)"

Insert "(c)"

Page 8, lines 6 - 7:

Delete "permanent charter school board"

Insert "charter school"

Page 8, lines 27 - 28:

Delete "permanent charter school board"

Insert "charter school"

Page 9, line 8:

Delete "initial and permanent boards of a"

Page 9, line 21, after "drawing.":

Insert "A school board in a district may not require a pupil to attend a charter school."

Page 9, lines 22 - 23:

Delete all material and insert:

"(c) A charter school shall be nonsectarian and shall comply with the conditions of its charter school petition. A charter school may not discriminate on the basis of ethnicity, national origin, gender, or disability."

Page 9, line 26, through page 10, line 2:

Delete all material and insert:

"(b) The provisions contained in a negotiated agreement or collective bargaining agreement applicable to teachers or other employees who transfer into a charter school may not be altered or changed as a result of the creation of a charter school.

(c) A teacher in a charter school shall be evaluated in the same manner as all other teachers in the school district."

Page 10, after line 9:

Insert "(2) "district" has the meaning given in AS 14.17.250;"

Renumber the following paragraphs accordingly.

Page 10, lines 15 - 16:

Delete all material.

Renumber the following paragraphs accordingly.

29 * Sec. 12. ESTABLISHMENT OF CHARTER SCHOOLS. (a) A charter school may be
30 established as provided under secs. 12 - 19 of this Act upon ^{approval of a charter school petition by} ~~the application of the initial board~~
31 ~~of directors of a charter school and the approval of~~ the local school board and the state Board

1 of Education. The state Board of Education may not approve more than ¹⁰ 40 charter schools
2 to operate in the state at any one time.

3 (b) Each local school board shall prescribe a procedure by which ^{an individual may submit a charter school} an initial board of
4 ^{petition} directors ~~may apply~~ for the ^{reorganization} establishment of a charter school ^{school within the district as a} in that school district. The
5 procedure may include a proposed form for a ^{Charter} contract between a charter school and the local
6 school board, setting out the ^{Charter} contract elements, ^{as follows} ~~required under~~ ^{required under} ~~sec 13(c) of this Act~~

The petition for the establishment of a charter school within any school district may be circulated by any one or more persons seeking to establish the charter school. After the charter school petition has been signed by not less than 50 percent of the parents of the school attendance area and by not less than 25 percent of the teachers currently employed by the school.

New(c)

c. The charter school petition shall be submitted to the school board for review.

New(d)

d. The school board shall hold public hearing on the provisions of the charter school, and determine the level of parent and employee support for the charter school. Following review of the charter school petition the board shall either grant or deny the ~~charter~~ petition.

New(e)

e. A charter school petition shall describe the following:

1. A description of the educational program of the schools designed to identify those whom the school is attempting to educate
2. The measurable pupil outcomes identified for use by the charter school. Pupil outcomes mean the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge and attitudes specified as goals in the school's educational program.
3. The governance structure of the school including the process to be followed by the school to ensure parental involvement
4. A description of how new and innovative teaching methods will be encouraged.
5. Show how new professional opportunities for teachers including the opportunity to be responsible for the learning program at the school site will be created.

New(F)

f. A local school board shall forward to the state Board of Education ^{Charter School} applications for ^{petitions} a charter school that have been approved or denied.

9 ^{a.} Sec. 13. ORGANIZATION AND OPERATION OF A CHARTER SCHOOL. (a) A
10 charter school operates as a school in the local school district except that the charter school
11 (1) is exempt from the local school district's textbook, program, curriculum, and scheduling
12 requirements, and (2) operates under the charter school's annual program budget as set out in
13 the contract between the local school board and the charter school. The charter school is
14 exempt from other local school district requirements if exemption is authorized by the local
15 school board. ~~Under the contract, a board of directors for the charter school shall oversee the~~
16 ~~operation of that school.~~

17 (b) The ^{initial board of directors of} ~~initial board of directors of~~ a charter school shall organize informally. An
18 initial board of directors for the charter school shall consist of at least five but no more than
19 nine members, and shall include at least one parent of a prospective student of the charter
20 school and one person who is a prospective teacher at that school. Remaining members must
21 be a parent of a prospective student, a prospective teacher, or a prospective student of that
22 school.

23 (c) The initial board of directors shall develop the program of the charter school,
24 apply to the local school board for approval of the school's establishment, and, upon approval
25 of the application, negotiate a contract with the local school board as required by (e) of this
26 section.

27 (d) After approval of a charter school by the state Board of Education and after the
28 charter school begins classes, a permanent charter school board shall be elected by a majority
29 vote of the teachers of, and parents of students of, the charter school. The permanent charter
30 school board must meet the membership requirements of (b) of this section, with those
31 requirements read without the term "prospective." The permanent charter school board shall

The charter school shall

- 1 (1) keep financial records of the charter school;
- 2 (2) oversee the operation of the charter school to ensure that the terms of the
- 3 contract required by (e) of this section are being met; and
- 4 (3) meet regularly with teachers of the charter school to review, evaluate, and
- 5 improve operations of the charter school.

6 (e) A charter school shall operate under a contract ~~between the permanent charter~~ ^{between the charter} ~~school board and~~ ^{school} the local school board. A contract must contain the following provisions:

- 8 (1) description of the educational program;
- 9 (2) specific levels of achievement for the education program;
- 10 (3) admission policies and procedures;
- 11 (4) administrative policies;
- 12 (5) statement of the charter school's funding allocation from the local school
- 13 board and costs assignable to the charter school program budget;
- 14 (6) method by which the charter school will account for receipts and
- 15 expenditures;
- 16 (7) location and description of the facility;
- 17 (8) name of the teacher, or teachers, who, by agreement between the permanent
- 18 charter school board and the teacher, will teach in the charter school;
- 19 (9) teacher-to-student ratio;
- 20 (10) number of students served;
- 21 (11) the term of the contract, not to exceed a term of three years;
- 22 (12) a termination clause providing that the contract may be terminated by the
- 23 local school board for the failure of the charter school to meet educational achievement goals
- 24 or fiscal management standards, or for other good cause;
- 25 (13) a statement that the charter school will comply with all state and federal
- 26 requirements for receipt and use of public money;
- 27 (14) other requirements or exemptions agreed upon by the ~~permanent~~ ^{charter} charter
- 28 school ~~and~~ and the local school board.

29 * Sec. 14. FUNDING FOR CHARTER SCHOOL. (a) A local school board shall provide

30 an approved charter school with an annual program budget. The budget shall be not less than

31 the amount generated by the students enrolled in the charter school less administrative costs

1 retained by the local school district determined by applying the indirect cost rate approved
2 by the Department of Education. The "amount generated by students enrolled in the charter
3 school" is to be determined in the same manner as it would be for a student enrolled in any
4 other public school in that school district.

5 (b) The program budget of a charter school is to be used for operating expenses of
6 the educational program of the charter school, including purchasing textbooks, classroom
7 materials, and instructional aids.

8 (c) The ~~initial and permanent boards of~~ charter school shall provide all financial and
9 accounting information requested by the local school board or the Department of Education,
10 and shall cooperate with the local school district or the department in complying with the
11 requirements of AS 14.17.190.

12 * Sec. 15. ADMISSION. (a) The program of a charter school may be designed to serve

13 (1) students within an age group or grade level; or

14 (2) students who will benefit from a particular teaching method or curriculum.

15 (b) A charter school shall enroll all eligible students who submit a timely application,
16 unless the number of those applications exceeds the capacity of the program, class, grade
17 level, or building. In the event of an excess of those applications, the charter school and the
18 local school board shall attempt to accommodate all of those applicants by considering
19 providing additional classroom space and assigning additional teachers from the district to the
20 charter school. If it is not possible to accommodate all eligible students who submit a timely

21 application, students must be accepted by random drawing. *A school district ^{Board in a} may*
not require any pupil enrolled in the school district to attend a charter school.

New (C.)
New - c.
not

shall
A charter school *shall* be nonsectarian and *will* comply with the
conditions of its charter school petition. *A* The charter school *is* may
~~prohibited from discriminating~~ on the basis of ethnicity,
national origin, gender or disability.

24 * Sec. 16. TEACHER TRANSFERS AND EVALUATIONS. (a) No teacher may be
25 assigned to teach in a charter school unless the teacher consents to the assignment.

The
contained
agreement or
applicable
~~no provisions in a negotiated collective bargaining agreement as it~~
~~applies to the employees of a school district will be altered,~~
~~modified or changed as a result application or implementation of~~
~~a charter school.~~ *on security.*

New
Section
(B)

29 (c) A teacher in a charter school must be evaluated in the same manner as all other
30 teachers in the district, *school* ~~except that if there is no administrator assigned to the charter school,~~
31 ~~the local school board, with the agreement of the permanent charter school board, shall~~

1 designate a school district administrator in that district to evaluate a teacher in a charter
2 school.

3 * Sec. 17. CONTRACTS: DURATION. A contract for a charter school may be for a term
4 of no more than three years and may not extend beyond July 1, 1999. No more than one
5 contract for a particular charter school may be entered into under secs. 12 - 19 of this Act.

6 * Sec. 18. REGULATIONS. The state Board of Education may adopt regulations
7 necessary to implement secs. 12 - 19 of this Act.

8 * Sec. 19. DEFINITIONS. In secs. 12 - 19 of this Act.

9 (1) "charter school" means a school established under secs. 12 - 19 of this Act;
10 *add new* (2) "district" has the meaning given in AS 14.17.250
11 (3) "local school board" means a borough or city school board or a regional
12 school board:

13 (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts
14 as guardian of a child and makes decisions related to the child's safety, education, and
15 welfare;

16 (5) "permanent charter school board" means the permanent board of directors
17 of a charter school;

18 (6) "teacher" means a person who serves a school district in a teaching,
19 counseling, or administrative capacity and is required to be certificated in order to hold the
20 position.

21 * Sec. 20. Sections 12 - 19 of this Act are repealed.

22 * Sec. 21. TRANSITION. Notwithstanding secs. 23 - 25 of this Act, the state Board of
23 Education may proceed to adopt regulations necessary to implement this Act. The regulations
24 take effect under the Administrative Procedure Act, but not before the respective effective date
25 of the relevant section or sections of this Act.

26 * Sec. 22. Section 21 of this Act takes effect immediately under AS 01.10.070(c).

27 * Sec. 23. Sections 1 and 4 - 19 of this Act take effect July 1, 1993.

28 * Sec. 24. Sections 2 and 3 of this Act take effect July 1, 1994.

* Sec. 25. Section 20 of this Act takes effect July 1, 1996.



ALASKA ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS
ALASKA ASSOCIATION OF SCHOOL ADMINISTRATORS

• ALASKA COUNCIL OF SCHOOL ADMINISTRATORS •
326 Fourth St., Suite 404 Juneau, AK 99801-1101 (907) 586-9702 FAX (907) 586-5879

March 5, 1993

Senator Steve Rieger, Chair
Senate HESS Committee
Alaska State Senate
Juneau, Alaska

Re: Amendments to SB 61

Dear Senator Rieger:

In your position as Chairman of the Senate HESS, you gave the charge to the educational organizations to try to come up with language which we could all live with regarding the tenure issue.

In good faith and the hope of reaching some mutual position, we were involved in several meetings with AASB, NEA and the Department of Education to exchange language and continue to discuss those areas which remain concerns which prevent us from accomplishing the goal you hoped we would reach.

At this time I must say our organization has not reached a mutual agreement with the other organizations on the issue of tenure.

Upon analyzing the last proposed language and presenting it to my executive committee we express the following concerns;

(a) We continue to believe statute must be a broad statement of what is to occur with regulations spelling out how it will happen. We feel that the language in the paragraph before (c) (1), and item (4) and item (5) are too specific in statute that the amendment creates the possibility of litigation by the non-tenured teacher or their represented union to place the burden of proof on the school district to show just cause for non-renewal of their contract or the denial of tenure. It was also stated since the language speaks to strict compliance by the district for each year of the teacher's non-tenure, we may be setting the district up for litigation upon denial of tenure after the second full year.

(b) It could also set the district up for possible challenge by the teacher or union at the end of the second year of the teacher's contract if the district chose to non retain that person. The individual or union could, by force of statute, insist the district extend that individual's contract to one more year.

(c) It was felt by our leadership that this amendment was more of a benefit for the marginal teacher than it was for the school district.

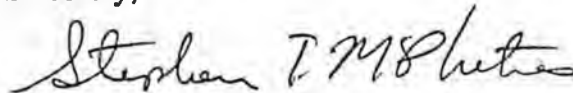
(d) There was concern that should an amendment such as this be adopted, it would be the general feeling that the issue of tenure would have been addressed when, in fact, it is just a small step in the issue of tenure reform.

As you see by the many questions and concerns we have regarding this proposed amendment, we cannot support the language as proposed.

Our main concern of the tenure issue is the lack of bench mark evaluation opportunities which would allow a re-evaluation of a long term certified teachers to insure that all employees remain effective and professional during their entire career as educators.

I would like to express my appreciation for the opportunity to meet with the other groups to begin the dialog on the tenure issue and look forward to continued debate and sharing of ideas.

Sincerely,

A handwritten signature in cursive script that reads "Stephen T. McPhetres".

Stephen T. McPhetres
Executive Director

cc: Senate HESS Committee

ASSOCIATION OF ALASKA SCHOOL BOARDS

316 W. 11th St. • Juneau, Alaska 99801-1510
(907) 586-1083 • Fax (907) 586-2995

March 2, 1993

Senator Steve Rieger, Chair
Senate HESS Committee
Alaska State Legislature
Juneau, Alaska

RE: SB 61

Dear Senator Rieger:

AASB continues to support the Alaska 2000 school improvement effort, and in that interest we would like to address the portion of SB 61 which speaks to the question of tenure.

As you're aware, AASB proposed an amendment which gives districts an additional two years to evaluate new teachers and provides for licensure based on a competency assessment. Additionally it requires districts to assume responsibility for providing non-tenured teachers with inservice and a mentoring program designed to enhance effectiveness and eventual success in the classroom.

We're in receipt of the amendment which you've offered providing an optional extension of a third year for districts to evaluate teachers they're not sure should either be non-retained or granted tenure, with provisions for continuing evaluation and support.

We generally feel positive about this amendment, since it supports school boards' long standing contention that two years is not sufficient time to adequately evaluate new teachers and determine that tenure is warranted, or to provide teachers of questionable status with the kind of assistance and supervision they might need to become proficient.

We do, however, have some concerns about some of the language in the amendment which we feel might have the potential of causing even greater problems with tenure than we currently experience, especially if further amendments are offered which could substantially change what is being suggested. Those concerns are as follows:

- 1) Extending a third year to *certain* teachers, rather than *all* non-tenured teachers may open a challenge from those who might be non-retained after two years, requiring districts to provide evidence as to why those non-retained weren't offered the additional opportunity of a third year to improve their skills and prove themselves worthy of tenure. This could open the tenure process to unnecessary legal problems (and additional expense)

that would be counter to the greater intention here, which is identifying competent teachers and improving classroom instruction.

- 2) The additional requirements that districts would be required to follow for working with third year non-tenured teachers could conceivably be amended to such a cumbersome form that it would discourage districts from choosing to extend this opportunity to teachers and in essence, reduce us to following the current two year tenure plan, which we believe is insufficient.
- 3) Making the third year extension optional for districts would result in an inconsistent tenure system for the state, in that there would be no guarantee that tenure would be handled the same from district to district. It would be confusing for new teachers, especially for those coming in from out of state.

We believe that there is a simple way to accomplish what there seems to be general agreement on, which is the need to make tenure requirements a better way to support school improvement:

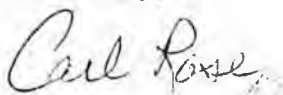
Extend the amount of time required for tenure to *three years for all non-tenured teachers*. This will:

- 1) provide districts more of the time they need to evaluate and help new teachers improve their skills
- 2) provide new teachers with greater opportunity for success and achievement of tenure and
- 3) give the state a tenure law that will be applied consistently to all teachers.

Alaska 2000 represents a school reform initiative we all agree is needed. The elements that have been identified should not be compromised or left to negotiations, so that the ultimate outcome is less than what we know is good for kids.

AASB would respectfully request that you consider these concerns as the HESS Committee reviews this issue and considers other amendments that may be brought forth.

Sincerely,



Carl F. N. Rose
Executive Director

cc: Senate HESS Committee

ASSOCIATION OF ALASKA SCHOOL BOARDS

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EXECUTIVE

DIRECTOR

Carl F.N. Rose

February 23, 1993

The Honorable Senator Steve Rieger
Chairman, Senate HESS Committee
Members: Sens. Sharp, Leman, Miller, Duncan, Ellis and Salo
Alaska State Legislature
Juneau, Alaska 99801-1182

**Re: SB 61—Recommendations of the Association of Alaska
School Boards**

Dear Sen. Rieger and Senate HESS Committee members:

The Association of Alaska School Boards' general membership voted in November to support the Alaska 2000 initiative. AASB continues to support Alaska 2000, and seeks to improve proposed legislation.

The attached proposals are the culmination of regional teleconferences held earlier in February. All school boards participated. Following the teleconferences, an AASB focus group met to discuss concerns regarding this and other Alaska 2000 bills, and to offer recommendations for its improvement.

**AASB strongly encourages the Senate HESS Committee to
consider the attached proposals for amendments to SB 61.**

On behalf of Alaska's locally elected school board members, we encourage the committee's support of Alaska 2000 and AASB's detailed proposals.

Sincerely,

Carl Rose, Executive Director

ALASKA 2000

ASSOCIATION OF ALASKA SCHOOL BOARDS RECOMMENDATIONS

FRAMEWORK FOR REFORM

- 1) ***OVERALL SCHOOL ENVIRONMENT***
 - adequate and appropriate space
 - furnishings, equipment and technology necessary to support a comprehensive educational program.
- 2) ***HIGHEST CALIBER PROFESSIONAL STAFF***
 - in the classroom and in each school building
 - assurances to both staff and public that the highest standards of professionalism will be promoted, recognized and rewarded
- 3) ***EDUCATION PROGRAMS***
 - developed to meet high standards and identified outcomes,
 - delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world.
- 4) ***GOVERNANCE OF SCHOOLS***
 - encourage a high degree of parental involvement in each school, each classroom, and the education of each child.
- 5) ***FUNDING***
 - at a funding level to reflect Alaska's priority on education
 - distributed to all school districts in an equitable manner
 - distributed in a timely way that will allow for the most effective planning and use of each educational dollar.
- 6) ***COLLABORATION***
 - societal issues outside schools that impact children's learning
 - schools and state agencies must jointly identify resources
 - collaboratively plan to provide service to children more effectively
- 7) ***ACCOUNTABILITY***
 - for every element that is brought forth through Alaska 2000 accountability requirement for establishing expected *outcomes, benchmarks, monitoring, evaluating and reporting* to the Legislature and the public to assure desired results - the "world class" education that is our ultimate goal.

**SB 61/HB 84 "Implementing Certain
Recommendations of Alaska
2000"**

• **Increase the School Term**

By the year 2000, increase the school term to 200 days per year

(Estimated Cost: \$3 million per day)

District Concerns:

- No research base to demonstrate more of the same is better
- Impacts subsistence lifestyle, fishing seasons, jobs for students, school maintenance schedules
- Mandate with no funding to support it
- Dollars required would be better spent on Early Childhood Education
- Current 180 days might be enough contact time if it didn't include days lost to in-service and extracurricular activities

AASB Recommendation:

- DOE should develop clear educational standards, expected outcomes and means of assessment, so the legislature and the public will have a firm idea of what may be expected by additional days in a school term
- Provide comparable funding to allow the implementation of Early Childhood Education programs

**SB 61/HB 84 "Implementing Certain
Recommen tions of Alaska
2000"**

• Flexibility in Funding Grants for School Improvement

School Districts and other entities eligible for a grant from "Fund for the Improvement of School Performance"

Earnings from the "Public School Trust Fund" may be appropriated to the "Fund for the Improvement of School Performance"

District Concerns:

- Small districts have limited ability to apply and administer
- Require school board approval for other entities
- Require successful grant programs results be shared
- How will "improvement" be assessed?

AASB Recommendation:

- designate a minimum of 50% of the available funds be made available to classroom teachers for research and development of classroom programs; with school district sign-off on applications
- requirement that results of grant programs be shared with other teachers and schools statewide

**SB 61/HB 84 "Implementing Certain
Recommendations of Alaska
2000"**

• **Establishment of Advisory School Boards**

Mandated in city and borough school districts

Under direction of local school board

May serve more than one school with Commissioner's approval

District Concerns:

- Don't require for single sites (duplication)
- May discourage active PTA's & other volunteer groups
- Impact caused by need for training, time for meetings, administrative involvement
- Allow use of current advisory groups, to avoid creating another layer
- Call them "committees" instead of "board" to avoid confusion about authority
- Let it be a local option

AASB Recommendation:

- change "advisory board" to "parent advisory committee"
- change "A city or borough school district board shall [establish and advisory board] recognize or provide for a parent advisory committee at each school..."

• **Establishment of a Tenure Review Committee**

Local board shall appoint a 5 to 9 member committee to include at least 2 parents, 2 teachers and 1 student over 16.

Committee will review teacher's tenure request, evaluations, supervisor's recommendations and other material teacher requests

Committee will vote on each tenure request and make a recommendation to local school board

District Concerns:

- Legal considerations regarding confidentiality of personnel files
- Fiscal impact to district to operate committee
- Can be divisive in a community
- Not appropriate to include a student
- Greater need is to strengthen evaluation process
- Should be the responsibility of school boards

AASB Recommendation:

- Establish:
 - 1) more rigorous standard of licensing
 - 2) greater opportunity for professional growth
 - 3) appropriate supervision and evaluation
 - 4) sufficient time for teachers to develop proficiencies before granting tenure

Elements of Licensing Proposal - Next Page

**SB 61/HB 84 "Implementing Certain
Recommendations of Alaska
2000"**

**AASB Teacher Licensing Proposal - in lieu of
Tenure Review Committee**

- Current teacher certification requirements in Alaska will qualify applicants for a *renewable two-year provisional certificate*.
- School districts will be required to provide *inservice training to provisionally certificated school employees* as prescribed by law.
- School districts will provide a *mentoring program* designed to enhance the effectiveness of provisional certificated employees in the classroom and instructional settings.
- The Alaska Staff Development Academy, Department of Education and University of Alaska system will develop a *licensure assessment and corresponding curriculum designed to evaluate the competence* of provisional certificated employees.
- Provisional certificated employees will be required to pass the above mentioned licensure exam during the 2 year provisional period. *Upon successful passage of licensure, the employee will receive a Type A certificate and would be eligible for tenure after two additional years of employment* by a school district.
- Teachers who have received tenure under the current tenure laws will be "grandfathered" into the tenure system.

SB 61/HB 84 **"Implementing Certain
Recommendations of Alaska
2000"**

• **Charter Schools**

Pilot project for 3 years

Must be approved by local board and State Board, operate as a school in the local district. Exempt from many district requirements

Operates under its own program budget with funding level same as other district schools

May be designed to serve students within age groups, grade levels or those who will benefit from a particular teaching method/curriculum

No more than 40 charter schools may operate at one time

District Concerns:

- May cause inequity in programs
- May take money away from regular programs
- Programs may be elitist or discriminatory
- REAA's lack facilities to house charter schools
- Current alternative schools/programs do the same job
- Pilot program may result in tenured teachers we can't afford to keep when charter school closes

AASB Recommendation:

- Provision for local school board approval must be kept in the bill as an essential element

AASB Position: School boards believe it is in the best interest of children to work with parents and teaching professionals who may bring forward ideas that lie beyond the traditional school structure. The charter school proposal may be a possible means of accommodating that.

AASB ADDITIONAL RECOMMENDATIONS

• *Master Teacher Certification*

- Establish a new category of certification who exceed standards set for the teaching profession
- Master Teacher Certification requirements should be developed with cooperation of teaching professionals
- Application may come from the teacher, or by nomination by colleagues or supervising professionals
- Employing districts would be encouraged to provide rewards such as:
 - additional salary or bonuses or
 - incentive grants or
 - paid sabbatical leaves for research and development purposes
- Master teachers may, with their consent, be utilized as mentors for new teachers under the proposed revised licensing/tenure system
- Master teachers should be identified as a resource for University teacher preparation programs and the Alaska Staff Development Academy

AASB ADDITIONAL RECOMMENDATIONS

• *Technology*

Overarching concern that affects:

- ✓ school environment
- ✓ professionalism of staff
- ✓ improvement of the educational programs

Absent from the Alaska 2000 legislation

AASB Recommendation:

- 1) *Standards* shall be developed and updated regularly that identify the basic technology skills required for all students to be able to function in a world that depends on the use of technology
- 2) *Teacher certification and licensing* will include an element of technology training, and *district staff development* will routinely include training relating to the use of technology for management and instructional delivery.
- 3) Basic *technology equipment* shall be identified for classrooms, and a fund shall be established to insure that all Alaska classrooms are equitably equipped.
- 4) The state shall establish a plan and fund for the use of an effective *technology network* to enhance learning in all classrooms in the state.

**SB 61/HB 84 "Implementing Certain
Recommendations of Alaska
2000"**

AASB ADDITIONAL RECOMMENDATIONS

• **Agency Collaboration**

Societal ills impact childrens' ability to learn

State faces diminishing resources

Multiple agencies serve same clients, with little or no collaboration

Result is duplication of service, or blocking of service because of conflicting communication or regulation

Collaboration between schools and state and private agencies would provide better service to students and parents, and enhance education for impacted children

Children's Commission and GICHY has already done considerable research in this area

AASB Recommendation:

- The Legislature, under the heading of Alaska 2000, re-establish a task force to review their findings establish concrete ways to promote closer collaboration between schools and social and medical agencies.

**SB 61/HB 84 "Implementing Certain
Recommendations of Alaska
2000"**

AASB ADDITIONAL RECOMMENDATIONS

• Accountability

Recommended reforms will be costly in terms of additional time and/or funding demands

Legislature and the public deserves assurance that reform measures are linked to a comprehensive framework for reform and actually contribute to a "world class" education system

AASB Recommendation:

- for every reform measure that is passed by the Legislature under the heading of Alaska 2000, an element of accountability be included in the language to include:
 - ✓ expected outcomes
 - ✓ measurement criteria
 - ✓ monitoring
 - ✓ evaluation
 - ✓ reporting

ASSOCIATION OF ALASKA SCHOOL BOARDS

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Advocates for Alaska's Youth

February 17, 1993

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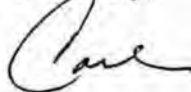
Dear Senator Rieger and HESS Committee Members:

In my last conversation with you at the HESS Committee meeting on February 10, I indicated that the Association of Alaska School Boards would be convening a meeting of a focus group to develop recommendations on Alaska 2000 legislation.

Enclosed you'll find the outcome of the work of that group. We conducted a comprehensive review of SB 61 and considered the various proposals it contained in the context of everyone's expectations of establishing a "world class" education system for Alaska. In addition to comments on the current elements, you'll find that we've addressed a number of additional issues we would request the HESS Committee consider in its work on this bill.

We appreciate the opportunity to discuss this with you further at the next Committee meeting on February 17 at 1:30.

Sincerely,



Carl F. N. Rose
Executive Director

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ALASKA 2000

ASSOCIATION OF ALASKA SCHOOL BOARDS RECOMMENDATIONS

The Association of Alaska School Boards and its members have been intimately involved in the Alaska 2000 initiative since its inception. We began a deliberate process of disseminating information regarding State Board-approved Alaska 2000 proposals to our members in January 1993, in order to gather comments from all school districts in anticipation of proposed legislation. Eight regional teleconferences were held with all school districts to review the four bills proposed by the Governor. A focus group consisting of school board members, superintendents and district finance officers met on February 12 and 13 to consider the original Alaska 2000 committee recommendations, the recommendations approved by the State Board, the resulting Alaska 2000 bills and the comments from the school districts.

The focus group concurred that, as stated under Section 1 of SB 61/HB 84, Alaska 2000 was intended to provide "a comprehensive statewide effort of Alaskans to improve the state's education system for the future." It was felt, however, that the bills that were presented represented a good start but fell short of being "comprehensive" in their approach. The group identified the components they believed must be addressed by the legislation in order to provide a "world class" education, which included:

- 1) Overall school environment - adequate and appropriate space, equipped with the furnishings, equipment and technology necessary to support a comprehensive educational program.
- 2) Highest caliber professional staff - both in the classroom and in each school building, with assurances to both staff and public that the highest standards of professionalism will be promoted, recognized and rewarded appropriately.
- 3) Education programs - developed to meet high standards and identified outcomes, delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world.
- 4) Governance of schools - to insure the democratic principles that American school governance was based on over 200 years ago will be carried out in a way that will encourage a high degree of parental involvement in each school, each classroom, and the education of each child.
- 5) Funding - at a funding level that will reflect the priority the people of Alaska place on their children's education; distributed to all school districts in an equitable manner to provide comparable basic education

regardless of location or size of community; distributed in a timely way that will allow for the most effective planning and use of each educational dollar.

- 6) Collaboration - because of societal issues outside of the realm of professional education that impact the ability of children to learn, both schools and state agencies must identify the resources available from other agencies, both state and private, that may be made available within the school environment to students, parents and teachers - in order to provide the most direct, appropriate and effective service.
- 7) Accountability - for every element that is brought forth through Alaska 2000 legislation, there should be an accountability requirement for establishing expected outcomes, benchmarks, monitoring, evaluating and reporting to the Legislature and the public so that there is assurance that the changes that are being made in our educational system at all levels are actually contributing to the "world class" education that is our ultimate goal.

The seven components listed above were those the group felt could be addressed through legislation. There are two other components, however, that are critical to educational success and without them none of the above will make any difference. They are 1) *the responsibility accepted by parents for taking an active role in their children's education*, and 2) *the personal responsibility that must be accepted by each student for putting in the effort and interest required to take full advantage of the opportunities provided for them by dedicated professionals and a caring society*. Somehow this message must be reinforced loudly and publicly.

With that preface, AASB respectfully submits the following recommendations, based on the concerns of all fifty-four school districts and shaped by the focus group to reflect statewide recommendations in response to the bills that have been submitted.

SB 61/HB 84 "Implementing Certain Recommendations of Alaska 2000"

Increase the School Term

We see this section as addressing the need to improve the delivery of educational programs. While agreeing with the identified need we would like to offer some alternative recommendations that may enhance that delivery even more.

While there is general agreement that the established 180 day year does not provide the amount of desired contact time with students, especially considering direct instruction time lost to in-service days and absences for extra-curricular activities, we would recommend that before legislating a longer school term the State Board and Department of Education *first develop clear educational*

standards, along with expected outcomes and means of assessment, so the legislature and the public will have a firm idea of what may be expected by additional days in a school term.

The cost of additional days has been estimated to be approximately \$3 million per day. Since research has provided evidence of the value of having children coming to the K-12 program ready to learn, we would recommend that the Legislature consider the overall value of providing funding to allow the *implementation of Early Childhood Education programs within the schools, available to all children regardless of income level, that will enhance the ultimate success of all our students.* A comparable amount of funding would go far for providing the required classroom space, qualified teachers and necessary curriculum and materials. The net effect would be more time in school, albeit in a different context.

Flexibility in Funding Grants for School Improvement

We generally support the changes to provide greater flexibility in grants for improvement of school performance, seeing this as a means for improving not only educational programs and school environment, but also the professionalism of our teaching staff.

To that end, we would recommend the addition of language to Section 4 that would *designate that a minimum of 50% of the available funds will be granted to teachers for research and development of classroom programs, with a provision that such grant applications would require the sign-off of their employing school district.*

Because Alaska is such a large state and many effective, transferable classroom practices are carried out in relative isolation, we would recommend that a grant requirement be added that would cause *the results of such grant projects to be routinely shared with other teachers statewide.*

Establishment of Advisory School Boards

Although obviously intended to provide for greater parental involvement in the schools, this section has raised some concerns about the possibility of inadvertently diminishing the enthusiasm and effectiveness of emerging volunteer parent groups such as PTA by mandating advisory boards that may be seen as a rigidly structured replacement. There is also concern expressed that the term "boards" may cause confusion regarding the respective governance responsibilities of local school boards and the advisory groups.

In response to these concerns, we would recommend a change to the proposed language in Section 8 that would allow greater flexibility in individual districts, while still recognizing the value of the involvement of parent groups. A suggested change might be to *change "advisory board" to "parent advisory committee" throughout the section. Also to change "A city or borough school*

district board shall [establish an advisory board] recognize or provide for a parent advisory committee at each school..."

Establishment of a Tenure Review Committee

While this section of the bill is intended to contribute to a higher standard of professionalism in the teaching profession, we feel the proposed review committee approach does not fulfill that intention. We agree with teachers that the importance of their responsibilities should be held on par with those even in the medical profession, and we believe that equal attention should be paid to requirements for professional preparation, supervision, evaluation and licensure. The current language in the bill does not adequately address any of those aspects.

We believe the proposal outlined below will establish a more rigorous standard for licensing of teaching professionals by providing the opportunity for professional growth, appropriate supervision and evaluation desired by both teachers and school boards, and sufficient time to demonstrate proficiency. We recognize that the establishment of this model will require more training in the supervision process and more time given to meaningful evaluation. This emphasis will have a corresponding cost to school districts in terms of staff time and to the state in terms of licensing procedures, but we believe that the ultimate assurance to the public that districts will employ the highest caliber professionals and that school improvement will occur will be worth the dollar cost.

Recommendation:

- *Current teacher certification requirements in Alaska will qualify applicants for a renewable two-year provisional certificate.*
- *School districts will be required to provide inservice training to provisionally certificated school employees as prescribed by law.*
- *School districts will provide a mentoring program designed to enhance the effectiveness of provisional certificated employees in the classroom and instructional settings.*
- *The Alaska Staff Development Academy, Department of Education and University of Alaska system will develop a licensure assessment and corresponding curriculum designed to evaluate the competence of provisional certificated employees.*
- *Provisional certificated employees will be required to pass the above mentioned licensure exam during the 2 year provisional period. Upon successful passage of licensure, the employee will receive a Type A certificate and would be eligible for tenure after two additional years of employment by a school district*

- *Teachers who have received tenure under the current tenure laws will be "grandfathered" into the tenure system.*

Charter Schools

We believe the intent of the charter schools proposal is to encourage innovation in educational delivery and to address the diverse needs of the students in our schools. The larger urban districts are currently attempting to provide innovation and meet diverse needs through alternative schools or specially designed programs within their current curriculum. Smaller school districts have difficulty seeing how charter schools might be accomplished when there are limited physical facilities and resources available.

Nonetheless, we believe it is in the best interest of children to work with parents and teaching professionals who may bring forward ideas that lie beyond the traditional school structure and see the charter school proposal as a means of accommodating that.

In reviewing SB 61/HB 64 in its totality, and referring to the seven components of providing a world class education mentioned at the beginning of this paper, the focus group identified four other sections they wished to recommend for inclusion in this bill.

Master Teacher Certification

Our school districts employ professionals who will not only meet the standards set for their profession, but exceed them. To that end we would *recommend a designation for a Master Teacher Certification*. Requirements for this designation should be developed with the cooperation of teaching professionals; application for this certification could come from self-application or nomination by colleagues or supervising professionals. School districts employing teachers with this certification would be encouraged to provide additional rewards in the form of additional salary or bonuses, or incentive grants or paid sabbatical leaves for research and development purposes. We see the possibility of utilizing master teachers in each district, with their consent, to provide assistance for mentoring programs for new teachers working toward permanent licensure and tenure.

Additionally we would hope that such talent, dedication and mastery would be recognized by University teacher preparation programs and the Alaska Staff Development Academy by utilizing teachers with this designation as a talent bank for a training cadre or adjunct staff.

Technology

There is one overarching concern that affects the elements of school environment, professionalism of staff, and improvement of the educational programs that is missing from the Alaska 2000 legislation. If we expect our

educational system to produce students prepared to function in a world that runs on technology, then we need to directly address that issue in any meaningful effort directed at school reform. Technology impacts teacher preparation for the classroom, the way we design and deliver our curriculum, and the way we design and equip our classrooms.

To that end, we would recommend that a section of this bill include language that addresses the following:

- 1) *Standards shall be developed and updated regularly that identify the basic technology skills required for all students to be able to function in a world that depends on the use of technology.*
- 2) *Teacher certification and licensing will include an element of technology training, and district staff development will routinely include training relating to the use of technology for management and instructional delivery.*
- 3) *Basic technology equipment shall be identified for classrooms, and a fund shall be established to insure that all Alaska classrooms are equitably equipped.*
- 4) *The state shall establish a plan and fund for the use of an effective technology network to enhance learning in all classrooms in the state.*

Agency Collaboration

In a state that is looking at diminishing resources, it makes little sense to have multiple agencies engaged in running programs aimed at the same client, with little or no interfacing or collaboration. This type of effort results in duplication of services or sometimes in blocking of service delivery because of conflicting communication or regulations. Since societal ills impact children adversely and affect their ability to learn, it only makes sense that many of the social services provided by state and private agencies that are directed toward children and their parents be integrated with the efforts of teachers and their schools.

We recognize that considerable work and study has already been done in this regard through the Governors Interim Commission on Children and Youth (GICHY) and Children's Commission. We would *recommend that the Legislature, under the heading of Alaska 2000, re-establish a task force to review their findings and to establish concrete ways to promote closer collaboration between schools and social and medical agencies.* The findings and recommendations of this task force could be the basis for some real reform that would alter and improve the way we provide education and other services to children, and include their parents in the process.

Accountability

Here we would simply reiterate our *recommendation that for every reform measure that is passed by the Legislature under the heading of Alaska 2000, an element of accountability be included in the language.* The recommendations represent a departure from the traditional way our education system has operated in the past. We recognize that these changes often entail additional costs in terms of money, both to the state, to communities and to individuals. They entail shifts in thinking and additional man-hours from paid staff and volunteers. It's critical that adequate planning occur for every reform, to include expected outcomes, measurement criteria, monitoring, evaluation and reporting, so that the citizens of Alaska have the assurance that their resources are being used most effectively to educate their children.

SB 62/HB 85 "Relating to the Public School Foundation Program"

Alaska School Price Index

We believe the development of the Alaska School Price Index has done much to level the playing field for almost all of Alaska's school districts. With a few minor adjustments that can be made within the Department of Education, it will provide the equity in funding that has been the goal of previous foundation programs. *We would recommend that the Alaska School Price Index be recognized statute, not into regulation, as a means of protecting the total integrity of the formula. Additionally, to alleviate the need for continued requests for adjustments to address the effect of inflation on school district budgets, we would recommend that the legislation include language directing the Department of Education to submit annually its recommended unit value adjustment.*

The history of inequity with the single site school districts continues to be a concern, one which we hope can be mitigated and addressed within the new formula. *We would recommend consideration be given to district size, its non-dispersed nature and current enrollment figures, and that adjustments be made to mitigate the inadequate unit base for small single site school districts.*

We anticipate serious program and staffing problems that might occur for the districts that are being held harmless, if there is a sudden drop in funding at the end of the three year hold harmless period. *We would recommend that language be developed that will make it clear to the hold harmless districts that they must develop a plan to realign their programs, staffing and budgets to recognize the decrease in funding that will occur at the end of the 3 year hold harmless period.*

FEB 09 '93 16:34
February 9, 1993

To HESS Committee members:

Reiger, Chr.

Sharp, Vice Chr.

Leman, Mem.

Miller, Mem.

Duncan, Mem.

Ellis, Mem.

Salc, Mem.

RE: SB 61

Alaska 2000- Extended School Year

Dear HESS Committee Members,

I have read with eager interest the proposals of SB #61(Education 2000). I believe that many of the suggestions are worthy of consideration.

I do however have some serious reservations concerning what may be a lack of understanding of some of the problems with which educators in "Bush" Alaska must deal. As a bush educator of ten years, I am particularly concerned with the possibility of increasing the length of the school year. Additional attendance days will most certainly not work in the Bush as proposed and will, if implemented, become counter productive for the following reasons:

1) We have not had a meaningful pay raise in the Lower Yukon School District for approximately seven years. Fully implemented, we will be required to work an extra 20 days. Our District will not receive additional State money for implementation. Consequently, we teachers will be required to work those additional days without compensation. Not only is that unreasonable but immoral.

2) Students, most likely, will not attend school those extra summer attendance days- they are busy at fish camps, commercial fishing, at berry camps, and/or involved in special summer programs of an educational nature. Our Spring attendance is poor- summer attendance will be terrible.

3) The proposed time frame for adding attendance days is too fast. Without appropriate time to change curriculum to better utilize those extra days, it would be more "education as usual" when there ought to be major curriculum changes - a resultant of more planning lead time. Students also need extra time to reconcile their lost summer vacation days and prepare for cultural changes (this takes much more time than one might imagine). But, without extra State money to pay employees for more time worked, purchase necessary materials/supplies and more lead time to plan meaningful changes, this program will be destined for failure.

4) Teacher are required to earn six credit hours to meet certification requirements. Summer time is the only time many teachers have to attend classes for that purpose.

5) Nationally federal programs are based upon 180 school days. Funding for aides and programs such as JOM, Migrant Education and Indian Education will be "out of sink" should the school year be extended without time to adequately prepare.

6) Major school maintenance is done during the summer months. Time for site maintenance programs would be cut by a third if classrooms and school buildings are utilized beyond the standard school year.

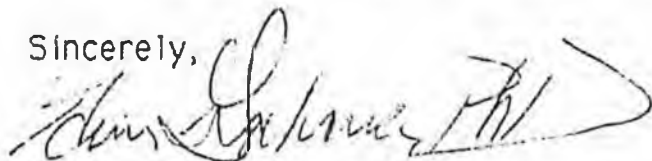
7) Regional Jr/Sr high boarding schools have been discussed by our Governor. There is a real need to better influence the study environment of some children thus making quality education much more effective. Adding extra days to the school year will not improve the students' study environment and will not accomplish what its authors' intended.

We educators are working very hard out here to meet the needs of all students. Lengthening the school year, without cultural considerations, compensation and appropriate planning time, will simply exacerbate our efforts and result in poorer quality education. It is unfortunate that SB # 61 (Education 2000) was drafted by a committee having only one public, city school teacher in its membership. Like Mark Twain said, "if public education is going to die, its death will be a result of well meaning lay people". I do not believe that we educators have all of the answers, but it would have been nice to have been better represented on the Education 2000 planning committee as we continue our search to better meet the needs of our beautiful children.

I am left with a nagging question however. The standard for the nation is 180 school days. Attempted changes in the length of the school year in the lower 48 have not worked. **What assurances does SB 61 offer the citizens of Alaska including our children that it will succeed where similar efforts in the lower 48 have failed?**

Teachers ought to be cherished, made to feel as though we will be treated fairly and have value. And that we will be assisted, in an educational partnership, by all who love children, in performing our noble tasks as we try to better meet the needs of all our students.

Sincerely,



Dr. Edwin Graham, PhD

Educator

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