

ALASKA LEGISLATURE COMMITTEE FILES 1999-2000 8672

10054 SENATE HEALTH EDUCATION & SOCIAL SERVICES

SB

112

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. SB 112

Revision Date/Time _____	Dept. Affected <u>Education</u>	_____
Title <u>An Act relating to a program of</u>	BRU	<u>K-12 Support</u>
<u>postsecondary education for high school students</u>	Component	<u>Foundation Program</u>
Sponsor <u>Senator Elton</u>	_____	
Requester <u>HESS</u>	Component Serial No.	<u>141</u>

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	.	.	.	.	.	.
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	.	.	.	.	.	.

Estimate of any current year (FY99) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

This is not a zero fiscal note. There will be a cost associated with this program but the department is unable to determine the amount at this time.

SB 112 will establish a program that will allow high school students in grades 11 and 12 and students that have not passed the high school qualifying exam to attend a postsecondary school free of tuition. This legislation will require school districts to use existing foundation funds to pay for postsecondary courses for students who qualify for this program.

Prepared by <u>Eddy Jeans, School Finance Manager</u>	Phone <u>465-8679</u>
Division <u>Education Support Services</u>	Date/Time <u>4/16/99 3:39 PM</u>
Approved by Commissioner: <u>Richard S. Cross</u>	Date <u>4-19-1999</u>
Agency <u>Department of Education</u>	

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Hargrove

SENATE COMMITTEE REPORT
First Committee of Referral

DATE: 3/19/99

FURTHER: Finance

Date of 5-Day Notice: 4/8/99
 (in accordance with Uniform Rule 23)

DATE TURNED
 IN TO OFFICE: 4/28/99

HESS Committee considered

SENATE BILL NO. 112

"An Act relating to a program of postsecondary education for high school students."

and recommends:

- be replaced with CS-SB112(1/SC552)I (HES) FCRD 4/27/99
- adopt previous CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill: same title
- new title
- House Bill: same title
- technical title
- new: SCR# _____

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>Erin Weller</i>	<input checked="" type="checkbox"/>	<i>Finance</i>			
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
<i>[Signature]</i>	<input checked="" type="checkbox"/>				
CHAIR: <i>Mike Miller</i>	<input checked="" type="checkbox"/>	CHAIR:			

NEW FISCAL NOTE(S):

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

PREVIOUS FISCAL NOTE(S):*

Department Date Zero Fiscal

Department	Date	Zero	Fiscal

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

SENATOR KIM ELTON

MEMORANDUM

April 26, 1999

TO: Senator Mike Miller, Chair
Senate HESS Committee

FROM: Senator Kim Elton

RE: Draft CS for SB 112

Attached is a draft committee substitute for SB 112. There are two changes to the bill:

- 1) **GPA:** Page 2, lines 5-6. The GPA requirement for eligible students is raised from 2.25 to 2.75 with the provision that the school principal may authorize a student to participate who does not meet the GPA requirement. Allowing the principal the discretion to authorize participants allows for greater individualization of the program and may be especially important for students who are gifted in one area, but without the cumulative GPA.
- 2) **Existing agreements between high schools and colleges:** Page 3, lines 21-23. This provision allows the existing agreements between high schools and colleges to continue as long as they are in agreement with the provisions of SB 112.

These proposed changes reflect the most commonly suggested changes to the bill. I believe they enhance the underlying purpose of the bill and urge your support.



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1-LS0552H
Ford
4/23/99

CS FOR SENATE BILL NO. 112()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR ELTON

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to a program of postsecondary education for high school
2 students."

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

4 * **Section 1. SHORT TITLE.** This Act may be known as the Running Start Education
5 Program of 1999.

6 * **Sec. 2. FINDINGS.** The legislature finds that

7 (1) secondary student academic achievement can be improved with more
8 opportunities for study;

9 (2) offering opportunities for secondary students to take postsecondary courses
10 will help students make a successful transition between secondary school and postsecondary
11 classes; and

12 (3) providing a program for public school students to attend a state
13 postsecondary institution will help parents achieve academic goals for their children in a
14 manner that also provides assets to the entire state.

1 * Sec. 3. AS 14.30 is amended by adding new sections to read:

2 **Article 10. Postsecondary Enrollment Options Program.**

in good standing

3 **Sec. 14.30.760. Postsecondary enrollment program.** (a) A student enrolled
4 in the 11th or 12th grade in a school district and who maintains a grade point average
5 of at least 2.75 or the equivalent, or who receives permission from that student's school
6 principal, may also apply for enrollment in courses at a postsecondary institution
7 operated by the state. If a postsecondary institution accepts a secondary school
8 student, the institution shall send written notice of the acceptance to the student, the
9 student's school district, and the department within 10 days after acceptance. The
10 notice must include the student's courses and hours of enrollment.

11 (b) A school district shall provide general information regarding enrollment
12 in postsecondary courses to students and to parents or guardians of students.

13 (c) A student may not enroll in postsecondary courses for secondary credit for
14 more than the equivalent of two school years. A student who has graduated from high
15 school may not participate in the postsecondary enrollment program established under
16 this section, but a student who has completed course requirements for graduation but
17 has not received a diploma may participate.

18 (d) A postsecondary institution may provide program information but may not
19 recruit or solicit secondary school student participation. A governing body may not
20 prohibit a secondary school student from participating in extracurricular activities if
21 the prohibition results from enrollment in a postsecondary course as described under
22 this section.

23 **Sec. 14.30.770. Calculation of academic credit.** (a) The district shall
24 determine the secondary school academic credit to be granted to a student who
25 successfully completes a postsecondary course. As determined by the governing body,
26 a district shall grant academic credit for graduation requirements and subject area
27 requirements. The completion of a postsecondary course must be included in the
28 student's academic record.

29 (b) If a secondary school student successfully completes a postsecondary
30 course, the postsecondary institution shall provide academic credit for graduation
31 requirements. A postsecondary institution may not charge a tuition fee for the award

1 of credit described in this subsection.

2 **Sec. 14.30.780. Funding for postsecondary institutions.** (a) Subject to
3 appropriation, the district shall make payments required under this section for
4 postsecondary courses taken for secondary school credit. The district may not make
5 payments for a course from which a student withdraws during the first 14 days of the
6 quarter or semester, or a course taken by a student who is a full-time secondary school
7 student.

8 (b) The district shall pay a postsecondary institution operated by the state that
9 enrolls a secondary school student the lesser of the following amounts:

10 (1) the tuition fee for the student; or

11 (2) the per student amount represented by that student in that school
12 district under AS 14.17, multiplied by a percentage equal to the number of hours of
13 instruction at the postsecondary institution in proportion to the total number of hours
14 of secondary and postsecondary school instruction that the student receives.

15 (c) The district shall pay the amounts described under (b) of this section within
16 30 days after receiving initial enrollment information for each quarter or semester.
17 The postsecondary institution shall report any changes in enrollment information at the
18 time for reporting enrollment information in the following quarter or semester. If the
19 district determines that an overpayment has occurred, the institution shall promptly
20 remit the amount overpaid to the district.

21 (d) Nothing in this section prohibits a district and a postsecondary institution
22 from entering into an agreement regarding educational classes or programs if the
23 agreement does not conflict with AS 14.30.760 - 14.30.799.

24 **Sec. 14.30.790. Prohibited fees.** A postsecondary institution that receives
25 reimbursement under AS 14.30.780 may not charge that student for fees, textbooks,
26 materials, or support services except for items that become the property of the student.

27 **Sec. 14.30.799. Definitions.** In AS 14.30.760 - 14.30.799,

28 (1) "district" has the meaning given in AS 14.17.990;

29 (2) "postsecondary institution" means a school, college, or university
30 primarily offering academic, vocational or technical education to a person who has
31 completed secondary school.



SENATOR KIM ELTON

MEMORANDUM

April 27, 1999

TO: Senator Drue Pearce

FROM: Senator Kim Elton

RE: Amendment to SB 112, the Running Start Program

In response to the concerns you raised at Monday's Senate HESS Committee meeting regarding SB 112, I have consulted with the Department of Education and the Association of Alaska School Administrators. They have advised us to grant the discretion to local school principals to determine who is "on-track" for graduation and thus eligible to participate in the Running Start Program. Every school will face a wide variation in student circumstances and therefore should have the ability to individualize the academic program as much as possible for those students. They counsel that, as the personnel in the best position to make an informed judgement, the principal and counselors should make the final determination regarding student eligibility.

In light of these comments, I suggest we amend SB 112 to allow school principals to determine who is a "student in good standing" in order to participate in the program. If you feel other language is preferable, I hope you will let me know.

Post-It™ brand fax transmittal memo 7671 # of pages 1

To <i>Sharon</i>	From <i>Diana C</i>
Co. <i>Sen Miller</i>	Co. <i>Sen. Elton</i>
Dept.	Phone #
Fax # <i>3983</i>	Fax #

1-LS0552N
Ford ✓
4/27/99

CS FOR SENATE BILL NO. 112()
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7 postsecondary institution operated by the state. If a postsecondary institution accepts
8 a secondary school student, the institution shall send written notice of the acceptance
9 to the student, the student's school district, and the department within 10 days after
10 acceptance. The notice must include the student's courses and hours of enrollment.
11 For purposes of this subsection, "good standing" shall be determined by the governing
12 body of the district.

13 (b) A school district shall provide general information regarding enrollment
14 in postsecondary courses to students and to parents or guardians of students.

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2

completed secondary school.



SENATOR KIM ELTON

SB 112 • The Running Start Education Program

Sponsor Statement

SB 112 establishes the "Running Start" program which offers high school students and their families new academic choices and opportunities. In this program, 11th and 12th grade high school students get dual credit for courses taken at a publicly funded Alaska college or vocational school. Tuition fees are paid by the student's home school district.

The Running Start program offers new challenges and choices to high school students. Students are drawn to this opportunity for several reasons. Some high school students are ready for advanced placement classes which may not be offered in their own high school. This includes both the traditional academic courses such as foreign language and mathematics, and vocational offerings such as diesel mechanics and computer technology. In addition, students who feel alienated from the high school arena may find new opportunities for success in a more academically focused setting.

The Running Start program ensures a more successful transition to college after high school graduation. Students who enter the job market directly after high school will find better job opportunities if they have completed advanced vocational training prior to high school graduation. For both kinds of students, the additional education and training is at no cost to their families. Program participants may graduate from high school with up to two years of completed college credits or vocational courses.

SB 112 is patterned on a program of the same name begun in the State of Washington in 1990. Initially a pilot project which went on to win acclaim on a statewide basis, the "Running Start" program allows 11th and 12th grade high school students to take college-level courses, tuition-free, at community and technical colleges in that state. Students receive dual credit at both the secondary and postsecondary level. Payment is provided to the postsecondary institutions by the school districts in which the students live.

More than 10,000 high school students in Washington participated in the Running Start program in the 1996-97 school year. By allowing them to earn high school and college credits simultaneously, the program reduced the amount of time they have to spend in college, and held down college costs for students and their families. Washington reports that taxpayers saved about

\$18 million as a result of the program's operation in 1996-97, and that students saved \$9 million in college tuition costs. Best of all, reports also indicate Running Start students do better academically when they enter college after high school graduation.

In order to participate, students must possess a high school GPA of 2.25, and must apply to the colleges or vocational schools they wish to attend. Colleges in Washington have made an effort to balance the number of Running Start students with adult students in class, and prevent Running Start participants from displacing adults in class. The average credit load taken by the students was 10-11 credits per quarter, but many students took just one course per quarter with the balance of classes taken in high school.

SB 112 includes all the elements of the Washington program, including the provision in which colleges receive payment from the school districts in which the Running Start students reside, in proportion to the amount of college credits taken. SB 112 requires school districts to pay either the regular tuition fee, or a percentage of the per-student foundation formula in proportion to the number of hours of college instruction. SB 112 provides no reimbursement to a postsecondary institution for students who take a full load at their high school and attend postsecondary classes in addition.

Several Alaska school districts currently enjoy cooperative arrangements with the University of Alaska, similar to the Running Start program, which allow students to receive dual credit for college classes. In most of these districts, students must pay for those classes themselves, a circumstance which creates a barrier for students who cannot afford the fees. This legislation creates new opportunities for all Alaska students by removing those financial barriers.

SB 112 • Running Start Program

Sectional Analysis

Sec. 1. Establishing the "Running Start" program

Enrollment requirements:

(a) Allows 11th and 12th grade students with a GPA of at least 2.25 to enroll in courses at a college, university or vocational school operated by the state. The postsecondary school shall send written notice to the student's school district within 10 days of accepting the student.

(b) Requires school districts to provide general information about the Running Start program to student and parents.

(c) Prohibits a student from enrolling in the Running Start program for more than the equivalent of two school years; prohibits a student who has graduated from high school from participating in the program; allows participation by students who have completed course requirements for graduation but have not received a diploma.

(d) Allows a postsecondary institution to provide program information to students but prohibits the solicitation or recruitment of students. Prohibits a school from refusing to allow a student to participate in extracurricular activities if the refusal results from enrollment in the Running Start program.

Calculation of academic credit.

(a) Requires a school district to grant academic credit toward graduation and subject area requirements for a successfully completed postsecondary course. The school district shall determine the academic credit to be granted and shall note in the student's record the postsecondary course which was completed.

(b) Requires a postsecondary institution to award academic credit for a postsecondary course successfully completed by a high school student. The college or vocational school may not charge the student tuition fees.

Funding for postsecondary institutions.

(a) Requires a school district to pay a postsecondary institution for courses taken by Running Start participants; prohibits a district from paying for a course from which a student withdraws during the first 14 days; prohibits a school district from paying for a course taken by a student who is a full-time secondary school student.

(b) Requires a school district to pay a postsecondary institution for courses taken by Running Start participants; the payment shall be either the regular tuition fee, or the per student amount of the foundation formula in proportion to the number of hours of instruction at the postsecondary institution, whichever is less.

(c) Requires a school district to pay the student's tuition fees within 30 days after receiving enrollment information at the beginning of each quarter or semester. Requires postsecondary institutions to report changes in enrollment; overpayment must be repaid promptly to the school district.

Prohibited financial aid and fees.

Prohibits a postsecondary institution from charging a Running Start student for fees, textbooks, materials or support services, except for items, like textbooks, which become the property of the student.

Definitions.

Defines "school district" and "postsecondary institution".

After-school activity? Try college.

By Mark Clayton
Staff writer of The Christian Science Monitor

Each day, Jeremy Hoge bounds out of bed at 5:30 a.m. for an early band practice at Richfield High School near Minneapolis. Later, after advanced algebra, he dashes home for lunch. Then he grabs a different pile of textbooks and heads off to college.

The high school junior admits to feeling edgy last fall when he filed into an auditorium with 400 freshmen at the University of Minnesota. "They started handing out the syllabus with all the reading," he says. "I never imagined that much." Still, he pulled A's at high school and B's at the university.

Jeremy is not all that unusual. There are 850 high-schoolers attending the University of Minnesota alone, and 6,200 others in colleges statewide. And it looks as if many more motivated high-schoolers may be headed to college part time in coming years, experts say.

Driving them is frustration with schools that offer few enrichment programs. How to best serve such students is the subject of a US Department of Education study due out this fall. A bill pending in the US House of Representatives envisions \$160 million to bolster gifted and talented programs. But in the interim, many say college can keep these students engaged.

Colleges are eagerly opening their doors to high-schoolers in search of bigger challenges.

See YOUNG page 18

CHRISTIAN SCIENCE MONITOR, Vol. 91, #46
Feb. 22nd 1999 - pg. 15

Resources

National Association for Gifted Children
1707 L Street, NW Suite 550
Washington, DC 20036
202-785-4268
www.nagc.org/
For state associations and resources:
www.nagc.org/01bar/index.html

The National Research Center of the
Gifted and Talented
University of Connecticut
362 Fairfield Road, U-7
Storrs, CT 06269-2007
Tel: (860) 486-4676
Fax: (860) 486-2900
www.gifted.uconn.edu/

Institute for the Academic Advancement
of Youth
3400 North Charles Street
Baltimore, Maryland 21218
Phone: 410 516-0337 / Fax: 410 516-0804
Email: iaay.programs@iaay.edu
www.iaay.edu/~gifted/

Hoagies' Gifted Education Page
www.acec.com/hoagies/gift.htm

Mixing high school and college

YOUNG from page 15

Gifted students can find the more-challenging classes they crave. Other young people can locate sought-after specialized fare. Still others, with an eye to saving money, will get a jump-start on college with credits that are often bankrolled by state funds.

And just as young students are pursuing more options, colleges are rolling out the welcome mat. The result is a flowering of programs geared for the estimated 3 million gifted or talented students that make up 5 percent of the K-12 population.

The dual approach

Twenty-one states offer "dual-enrollment" options to high-schoolers, according to the Education Commission of the States in Denver. In 11 states that have "comprehensive" dual-enrollment programs, states pay tuition for college courses taken by high-schoolers - and the credits go both toward college and high school graduation.

Colleges view such programs as a "re-

ruitment device" to lure top students, says Darryl Sedio, coordinator of enrollment options for the Minnesota Department of Children and Learning. The criteria for admission to such programs are left to the high school and college.

Yet the rush to help talented kids reach new heights academically and save on college means that parents sometimes vault kids into social environments beyond their years. "It's not for everyone," Mr. Sedio and others warn. "A lot of the kids just don't want to work that hard."

For students, some benefits are clear. Jeremy expects his accelerated approach to shave at least \$10,000 and two years off his undergraduate years. A good idea, he says, since he plans to attend graduate school.

"I wasn't being challenged enough in my high school," he says. "When I heard about it I thought 'Wow, what a great idea - I can get free college and get some of it out of the way.'"

A popular option for motivated students is independent summer programs. Among the best known is the

"Talent Search" program at Johns Hopkins University in Baltimore, which is open to even younger prodigies. Typically, for-credit courses covering a year's worth of biology or chemistry or math are squeezed into a single three-week session.

"Twice as many campuses are offering either summer or enrichment programs for gifted kids" compared with five years ago, says Peter Rosenstein, executive director of the National Association for Gifted Children in Washington, a nonprofit advocacy group. "Kids want them because there still is no program in most public schools for gifted kids."

Academic and social needs

In addition, at least 10 other full-time early-entrance programs - from the University of Washington in Seattle to Duke University in Durham, N.C. - are geared to meet the social as well as academic needs of talented youths. The early-entrance program at California State University at Los Angeles has more than 80 young students enrolled full time, one just 11 years old.

One of the earliest and most innovative programs lies deep in the heart of the University of North Texas campus in Denton at the Texas Academy of Mathematics and Science. Created in 1988, the two-year program has about 380 students who would normally be juniors and seniors in high school.

Each year, about 500 apply and 200 are accepted at the academy. Tenth-graders must have a combined math and verbal SAT score of at least 1,100, with at least a 600 score in math. Grades need to be "mostly A's." Eighty percent of graduates major in math, science, or engineering.

Like college - but with rules

When they graduate, academy students will have earned both a high school degree and their first two years of college. They take regular college courses, but must live on campus on separate floors in a single dormitory building. Rules include no alcohol or tobacco in the dorms, limited visitation, and doors locked after 11 p.m. Sunday through Thursday - and after 1 a.m. on Friday and Saturday.

"One of the big advantages here is the emphasis on developing social skills," says Richard Sinclair, dean of the Texas Academy of Mathematics and Science. "They study together, put down roots ... rather than just being at home in front of a computer."

It's a popular and pricey program. Texas spends \$2.3 million annually, which covers tuition (about \$3,000 each), fees, and books. Students pay room and board of about \$3,900 each.

Katy Bokl, a junior, says the \$7,800 investment will save \$30,000 - a year's tuition at a top college. Also, she can take courses in philosophy and linear algebra - several steps beyond basic calculus. "I really like the social aspect of it, too, because it's acceptable to be smart and to want to learn," she says.

That is key, according to Sedio in Minnesota. His state's program has grown from 100 students a decade ago to 7,000 students this year. And he thinks the program could expand fur-



UNIVERSITY OF NORTH TEXAS

ther. Academically, "a lot of these kids are ready to rock," he says, noting that 41 percent of all grades earned by high-schoolers on Minnesota college campuses were A's. As a group, dual-enrollees also beat the averages with a B-plus grade point average compared

with a B-minus for a typical freshman.

But even if they are ready to rock academically, they may not be socially prepared, critics say.

"I'm not in favor of putting a very young child in college," says Elden Winner, a professor of psychology at

WORLD IN A WORLD: Young students chat at the Texas Academy of Mathematics and Science, located on the University of North Texas campus.

Boston College and author of "Gifted Children: Myths and Realities."

"For a sophomore or junior [in high school] that's fine," she says. "But for a 10-year-old, no, I wouldn't do it. I would find other ways to keep that kid challenged."

Jeremy admits he had adjustments to make. He was staying up too late (2 a.m.) doing homework, so he quit his 20-hour a week job. And his B's weren't up to his own high standards. So he's just taking two university classes now. But the biggest adjustment was social.

"I still come home and my friends call and say ... 'too bad you weren't there,'" he says. "I do miss out on stuff. But in 30 years it's not going to matter whether I missed my freshman dance or not. Instead of flipping burgers, I'll be out making a difference."

■ Send e-mail comments to clayton@ccps.com

Early pioneer of gifted-student programs

One of the first educators to recognize the need to identify gifted youths and then get them into college-level instruction was Julian Stanley, professor emeritus of psychology at Johns Hopkins University in Baltimore.

Since 1967, he has worked with more than 1 million kids he calls "my prodigies." Dr. Stanley may be best known for creating "Talent Search" in 1972, a prospecting tool to locate talented youths. In a phone interview, he shared his thoughts on educating gifted youths:

Dual-enrollment (high school and college simultaneously) and early enrollment (full-time) programs:

"I think they [dual enrollment] are excellent and badly needed. Every state also ought to have a state-supported early-entrance program.... The cost of not doing this is our brightest kids getting bored.... Then, because they've been slacking off, they aren't as well prepared for college when they do go."

Putting kids into college full time before age 16:

"I wouldn't want a kid to be a resident student under the age of 16.... It's hard to pretend you're 18 when you are 16. So I think it's generally better to wait."

The importance of a social life for gifted youths in college:

"In some of these programs there is no social element. They're for local people. They come in, the college lets them take the course, and they go home. Students will tell you that what's happening socially is at least as important as the academic component."

Summer courses and programs for the gifted:

"Many emphasize thinking skills and creativity, but do not focus on academic subjects. It's what I derisively call 'creativity in a vacuum,' - it's not tied to a subject. I believe it needs to be very academic and give them something to really learn."

What parents should do if they think their child is gifted:

"Advanced-placement courses [in high school] should be challenging enough for most kids. If they are bored with that, then look into one of the early-entrance college programs if the kid is eager to do that. Sometimes, of course, it is not the child - it really is the parents who don't want 'my baby' to leave home."

- M.C.

College courses for high school students

Twenty-one states have implemented programs to give high school students access to more-challenging postsecondary classes.

COMPREHENSIVE PROGRAMS

- Minimal or no cost to students.
- Credit received applies toward high school graduation and postsecondary institutions.
- Few course restrictions.

Colorado	New Jersey
Florida	Ohio
Georgia	Utah
Maine	Washington
Massachusetts	Wisconsin
Minnesota	

MODERATELY COMPREHENSIVE PROGRAMS

- Minimal or no cost to students, but credit received applies toward high school graduation only.

Iowa

LIMITED PROGRAMS

- Students pay tuition costs of postsecondary classes.
- More academic credit restrictions.
- Stringent criteria on eligible courses.

Arizona	Kansas
Arkansas	Louisiana
Indiana	North Dakota

OTHER

- Recently implemented programs of which little is known yet.

Nevada
Oklahoma

- College courses taught for credit in high schools.

Oregon

Source: Education Commission of the States

Learning

COLLEGES AND UNIVERSITIES

Parents: standing back, stepping in with a bright student

Some proud parents with gifted children might decide in a flash to send their young Einstein to college a year or two early. Why not? After all, he or she is smart enough.

That's not good enough for Patricia Hoge. When Mrs. Hoge's 16-year-old son Jeremy announced one day last year that he wanted to use the state's dual-enrollment plan to attend the University of Minnesota - not in two years after graduating from high school, but right away - it was not excitement but concern his mother felt first.

"We worried whether Jeremy was giving up time he would never recapture," she says in a phone interview. "His maturity level has always been a couple of years ahead. He fits in much better with young adults than kids his own age. Our concern was, could he handle the emotional stress. We knew he qualified academically."

So instead of rushing right over to the university to help him enroll, Patricia and her husband Richard told Jeremy that if he was serious he would have to do his entire enrollment by himself - all the necessary paperwork and whatever else was required. That was Step 1.

"A child has to understand that he has to be his own advocate," she says, "and that unlike high school, Mom and Dad aren't going to be as welcome a voice once he gets on campus if he has problems."

Jeremy did it all "in fine form," she says, indicating that he had some understanding of his own responsibility.

Still, the Hoges tracked Jeremy's progress closely. Within weeks, they realized there was a problem. Their son was carrying 14 college-credit hours - 12 is full load. In addition he was taking two early morning classes at his high school and working 20 hours a week. "He had no social life," Hoge says. "So other things started to suffer and there were a few performance problems in college. Nothing bad. But that was when his dad and I stepped in and said: 'OK, the experiment is over. The plate is full. Now pick.'"

So Jeremy dropped his job, which meant he no longer had to stay up until after midnight doing homework. This quarter he cut back to two rather than three college classes.

"He's socializing again and acting as a 16-year-old should act," Hoge says. "You walk a fine line - how much is too much? You want them to take responsibility and have some say in their lives, but at some point you realize they are 16, they are still young adults."

Another part of the bargain: The Hoges are requiring Jeremy to attend high school classes for the next two years, even though he could probably graduate early, because "he needs that connection" with his peers. Now his parents are thinking further down the road. "Jeremy has a real strong interest in going on to graduate school," Hoge says. "Both his dad and I think a tradeoff might be to take some time off to travel between undergraduate and grad school."

Still, Hoge, who works in the local public schools is not entirely settled and is keeping vigilant watch. She offers blunt words of warning to other parents of gifted high schoolers.

"I've seen some good results and some bad results from these programs," she says. "The grades they get follow these kids for the rest of their lives, so this is not something to be taken lightly. It isn't like Mom or Dad can get on the phone and say, 'Oops we made a mistake, could you erase this record?' I think for Jeremy it's been a good call. But want to see what happens at the end of one full year before we make any strong judgment."



STEVE WOLFE/SPECIAL TO THE CHRISTIAN SCIENCE MONITOR

THE DEAL: Jeremy Hoge takes college classes but still attends high school at his parents' request.

P. 07

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Running Start

A progress report from the State Board for Community and Technical Colleges

January 1998

Background

The Running Start program was created by the 1990 Legislature to expand educational options for public school students. Running Start allows 11th and 12th grade high school students to take college-level courses, tuition-free, at the 32 community and technical colleges. Students earn both high school and college credits, with five college quarter credits equal to one high school credit.

The Legislature initiated Running Start with a two-year pilot program from 1990-92. Statewide operation began in 1992-93. In the first full year of statewide operation, about 3,508 high school students enrolled full- or part-time at the community

Taxpayers saved about \$18 million through the Running Start program last year, and the students who participated saved \$9 million in college tuition costs.

and technical colleges. That number increased to 10,250 for the 1996-97 year. Running Start is also available through several of the state's four-year universities.

Running Start students represent about 5 percent of Washington's public high school students. While students attend the colleges free of tuition charges, they must provide their own transportation, books, and supplies.

The Running Start Option

More than 10,000 high school students around Washington state participated in Running Start in 1996-97. By allowing them to earn high school and college credits simultaneously, Running Start has reduced the amount of time they have to spend in school and has held down college costs for students and their families.

To participate in Running Start at most colleges, students must pass a standardized test to determine whether they have the skills needed to succeed at college.

To preserve the college environment for adults while accommodating the younger students, colleges balance the number of Running Start students and adults who may take any one class. Also, colleges have worked to ensure that their registration procedures do not result in Running Start students displacing adults at community and technical colleges.

Running Start Enrollments Academic Year 1996-97

College	Headcount
Bates*	92
Bellevue	524
Bellingham	93
Big Bend	176
Centralia	181
Clark	515
Clover Park*	97
Columbia Basin	397
Edmonds	419
Everett	376
Grays Harbor	108
Green River	498
Highline	407
Lake Washington*	21
Lower Columbia	244
North Seattle	181
Olympic	228
Peninsula	328
Pierce	506
Renton	107
Seattle Central	370
Shoreline	267
Skagit Valley	676
South Puget Sound	511
South Seattle	216
Spokane	245
Spokane Falls	530
Tacoma	427
Walla Walla	315
Wenatchee Valley	253
Whatcom	635
Yakima Valley	307
Total	10,250

* Bates, Clover Park, and Lake Washington also offer alternative programs for high school students in addition to Running Start.

For more information:
 State Board for Community
 and Technical Colleges,
 Bruce Botha, 360-753-3656
 Ron Crossland, 360-753-3674

Running Start

In fact, the enrollment of new Running Start students has enabled colleges to add sections of existing classes, expanding enrollment opportunities for adults as well as Running Start participants.

Funding for Running Start is designed to compensate colleges for the cost of educating K-12 students. Colleges are reimbursed about \$79 per credit for academic programs and \$95 per credit for vocational programs by K-12 districts whose students participate in Running Start. The K-12 districts retain 7 percent of those funds for administrative overhead and student counseling.

By allowing students to earn high school and college credits simultaneously, Running Start has reduced the amount of time they have to spend in school and has held down college costs for students and their families.

Who participates in Running Start?

Research by the State Board for Community and Technical Colleges (SBCTC) indicates that about 70 percent of Running Start students take 10 or more credits per quarter; 59 percent are female; 14.4 percent are students of color; 41 percent work part-time while attending college; and 1.2 percent are disabled.

The academic performance of Running Start students — and the support for the program among students and parents — has been

very positive. The average grade point of Running Start students is 2.80, about the same as the average of regular community and technical college students.

Are students successful after transferring to the universities?

The University of Washington (UW) graduation follow-up study on the original 88 Running Start transfer students who entered in fall 1993 reports that Running Start students graduated with a 3.42 GPA as compared to 3.14 for students who began their college education at the UW. Running Start students also graduated at a higher rate in four years, 41 percent as compared to 31 percent.

The UW reports that the 479 Running Start students who transferred to the University during fall 1996 have an average grade point of 3.04 and are averaging 14 credits per quarter. In fall 1997, 504 students entered and 44 had achieved their two-year degree. And 89 percent of all Running Start students surveyed in 1992 said they would participate again.

Ongoing issues in Running Start

The Running Start program represents a major departure from traditional educational practices, and has raised the visibility of several issues related to educational funding and students' movement between the K-12 and college systems.

■ One of the most significant financial impacts is the savings that result from students earning college and high school credits at the same time. Because K-12 basic

education funds are used for Running Start (the K-12 funds "follow the student" to his or her college), high school students are able to attend college tuition-free. Last year, the program saved students and their families \$9.2 million in college tuition costs. In addition, taxpayers pay only one time to support Running Start students in both the high school and college systems. This "two-for-one" aspect of Running Start saved taxpayers about \$18.3 million in 1996-97.

■ K-12 administrators have expressed concerns that the transfer of students and the shift of funds to the colleges — reflecting the popularity of Running Start — have made it more difficult for some high schools to maintain comprehensive programs, especially in college preparatory courses.

■ The community and technical college system continues to support a request to the Legislature to improve funding for Running Start. This additional funding would be used to address the financial impact in certain K-12 districts where movement of students has caused clearly-identified financial problems. Of particular importance are counseling programs, where the impact of advising Running Start students has caused increased workloads, and for high schools where the Advanced Placement classes have experienced declining enrollments or cutbacks.

Running Start is only one of the programs which articulate high schools and the two-year colleges. In a 1996 survey by the SBCTC, other programs include advanced placement, college in the high school, the international baccalaureate diploma, tech-prep, as well as many other services implemented at the local level. Further information about the survey is available at the SBCTC.

RUNNING START ENROLLMENTS
Fiscal Year 1996-97

College	Headcount	FTEs
010 Peninsula	328	247.97
020 Grays Harbor	108	68.02
030 Olympic	228	162.85
040 Skagit Valley	676	320.25
050 Everett	376	252.58
060 District		
Seattle Central	370	182.54
Seattle North	181	97.56
Seattle South	216	109.54
Seattle Voc Institute		
070 Shoreline	267	150.77
080 Bellevue	524	326.49
090 Highline	407	246.16
100 Green River	498	272.67
110 Pierce	506	262.44
120 Centralia	181	128.98
130 Lower Columbia	244	136.94
140 Clark	515	241.63
150 Wenatchee Valley	253	146.73
160 Yakima Valley	307	167.35
170 District		
Spokane	245	147.78
Spokane Falls	530	311.97
180 Big Bend	176	117.50
190 Columbia Basin	397	274.71
200 Walla Walla	315	139.28
210 Whatcom	635	288.40
220 Tacoma	427	245.90
230 Edmonds	419	228.57
240 So Puget Sound	511	215.34
250 Beilingham	93	74.93
260 Lake Washington	21	4.85
270 Renton	107	50.48
280 Bates	92	107.81
290 Clover Park	97	97.73
TOTAL	10,250	5,826.72

Source: SBCTC MIS Report SR3105.

RUNNING START ENROLLMENTS
Fall Quarter 1997

College	Headcount	FTEs
010 Peninsula	273	237.87
020 Grays Harbor	112	88.11
030 Olympic	239	207.31
040 Skagit Valley	531	357.56
050 Everett	399	308.13
060 District		
Seattle Central	261	202.79
Seattle North	136	92.70
Seattle South	186	140.25
Seattle Voc Institute		
070 Shoreline	250	182.52
080 Bellevue	382	301.72
090 Highline	319	250.39
100 Green River	495	376.56
110 Pierce	443	314.14
120 Centralia	177	151.01
130 Lower Columbia	235	162.10
140 Clark	432	294.54
150 Wenatchee Valley	241	179.39
160 Yakima Valley	291	206.66
170 District		
Spokane	181	151.57
Spokane Falls	444	358.82
180 Big Bend	114	88.95
190 Columbia Basin	389	305.21
200 Walla Walla	199	120.80
210 Whatcom	558	350.23
220 Tacoma	385	288.48
230 Edmonds	386	287.00
240 So Puget Sound	422	260.84
250 Bellingham	62	64.06
260 Lake Washington	10	6.07
270 Renton	38	34.42
280 Bates	99	164.29
290 Clover Park	46	65.35
TOTAL	8,785	6,599.84

Source: SBCTC MIS Report SR3105.

**University of Washington
Running Start Students
Entering Autumn 1997**

Number of Students	504	
Gender		
Male.	228	45.2%
Female	276	54.8%
College Class		
Freshman	443	87.9%
Sophomore	27	5.4%
Junior	34	6.7%
Ethnic Distribution		
African-American	6	1.2%
Asian-American	131	26.0%
Hispanic	17	3.4%
Native American	9	1.8%
White	284	56.3%
Other	57	11.3%
High School GPA		
Mean	3.62	
Range	2.49 - 4.00	
SAT Verbal		
Mean	585	
Range	330 - 800	
SAT Math		
Mean	594	
Range	390 - 800	
SAT Total		
Mean	1179	
Range	730 - 1570	

University of Washington
Running Start Students
Entering Autumn 1997

ACT Score

Mean	25
Range	15 - 35

Entering Transfer Credits

Mean	38
Range	1 - 94
AA Degrees	44

Largest Feeder High Schools

1.	Sammamish	13
2.	Shorewood	11
3.	Decatur	10
4.	Sehome (tie)	9
	Nathan Hale (tie)	9
6.	Moses Lake (tie)	8
	Garfield (tie)	8

Largest Feeder Community Colleges

1.	Bellevue	43
2.	Edmonds	29
3.	Shoreline	24
4.	Seattle Central	23
5.	Ft. Steilacoom	19
6.	South Seattle (tie)	17
	Spokane Falls (tie)	17

**University of Washington
Running Start Students
Entering Autumn 1996**

Number of Students		479	
Gender			
	Male	227	47.4%
	Female	252	52.6%
College Class			
	Freshman	457	95.4%
	Sophomore	11	2.3%
	Junior	11	2.3%
Ethnic Distribution			
	African-American	9	1.9%
	Asian-American	111	23.2%
	Hispanic	15	3.1%
	Native American	7	1.5%
	White	300	62.6%
	Other	37	7.7%
High School GPA			
	Mean	3.64	
	Range	2.48 - 4.00	
SAT Verbal			
	Mean	581	
	Range	230 - 800	
SAT Math			
	Mean	599	
	Range	260 - 800	
SAT Total			
	Mean	1181	
	Range	620 - 1570	

University of Washington
Running Start Students
Entering Autumn 1996

ACT Score

Mean	25
Range	5 - 35

Entering Transfer Credits

Mean	35
Range	1.5 - 90
AA Degrees	40

Largest Feeder High Schools

1.	Sehome	15
2.	Inglemoor	13
3.	Mountlake Terr.	11
4.	Mount Rainier (tie)	10
	Issaquah (tie)	10
	Shorewood (tie)	10
7.	Kentridge	9

Largest Feeder Community Colleges

1.	Bellevue	60
2.	Shoreline	35
3.	Edmonds	28
4.	Green River	26
5.	Clark (tie)	21
	Highline (tie)	21
7.	Everett	20

University of Washington
Running Start Students
Entering Autumn 1996

UW Performance

GPA	Autumn 1996	Winter 1997	Spring 1997
Running Start	3.04	3.05	3.04
Freshmen from HS	3.01	3.05	3.04
CC Transfer	3.02	3.05	3.08
Credits Earned			
Running Start	13.8	13.6	13.6
All Freshmen	13.9	14.0	13.8
CC Transfer	11.4	11.6	11.6

Continuation Rate

88.9% (426/479 registered Autumn 1997 for 14.7 average credit load)

University of Washington
Running Start Students
Entering Autumn 1993

Number of Students	88
Average Transfer Credits	24.0
Average 10 th Day Credits per Quarter	14.1
Average Completed Credits per Quarter	12.8
Average Quarters Attended	10.2
Average Quarterly GPA Earned	3.11
% Graduated (through Spring 1997)	40.91% (36 of 88)
% Attrited (Last Enrollment < Autumn 1996)	23.86% (21 of 88)
Still Attending (Last Enrollment > Summer 1996)	35.23% (31 of 88)
GPA of Graduates	3.42
Average UW Credits Earned by Graduates	166.3
Average Total Credits Earned by Graduates	200.5
Average GEI of Graduates*	95.1

* GEI computed only for single-degree, single-major students.

SB

117

AMENDMENT

BY _____

**TO: Work Draft 688AH
by Ford 5/4/99**

CS SB 117 ()

Page 1, line 13:

Delete: "an active seismic area"

Insert: "areas 2b, 3 and 4 as delineated on the most recent version of the Ground Motion Map for Alaska of 0.2 seconds, Spectral Acceleration, based on USGS Geologic Investigation Series Map 1-2679."

1-LS0688VH
Ford/
5/4/99

CS FOR SENATE BILL NO. 117()
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-FIRST LEGISLATURE - FIRST SESSION

BY

Offered:
Referred:

Sponsor(s): SENATOR TAYLOR

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to property insurance required for regional educational
2 attendance areas."

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

4 * Section 1. AS 14.03.150(a) is amended to read:

5 (a) Each school district shall purchase and maintain or provide proof of
6 adequate property insurance for the replacement cost of all school facilities and
7 equipment. A school district that is a regional educational attendance area is not
8 required to purchase and maintain or provide proof of coverage for losses due to
9 (1) floods, except that the regional educational attendance area shall purchase and
10 maintain or provide coverage for the school facilities that are located on a flood
11 plain or flood prone area; or (2) earthquakes, except that the regional educational
12 attendance area shall purchase and maintain or provide coverage for school
13 facilities determined by the commissioner to be in an active seismic area.
14 Insurance purchased to comply with this section may contain a deductible amount, if

1 approved by the department. A school district may comply with this section by
2 initiating and maintaining a program of self-insurance, if the department annually
3 determines that the school district has submitted adequate evidence of the district's
4 ability to self-insure for the replacement cost of all school facilities and equipment.
5 A copy of the insurance policy or other information indicating compliance with this
6 section shall be provided to the department. In this subsection, "flood plain or flood
7 prone area" means a land area susceptible to being inundated by water from any
8 source.

I-LS0688VH
Ford/
5/4/99

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1401 Kellum Street
Fairbanks, AK 99701

(907) 456-2866
(907) 451-8125 (fax)

MAY 17 REC'D



Fax

To: Sharon Clark **From:** David N. Leone

Fax: (907) 465-3883 **Pages:** 5 (including cover)

Phone: (907) 465-4976 **Date:** 05/17/99

Re: Arctic Alliance Member Agencies **CC:**

- Urgent For Review Please Comment Please Reply Please Recycle

• **Comments:**

Sharon, I'm sending the list of Arctic Alliance member agencies. Taber Rehbaum asked me to send you a list of agencies whose clients would be affected by HB161. Most of these agencies have clients that utilize some form of public assistance, child care assistance or other funding.

Please call me if you have questions. Thanks for your help!

Arctic Alliance for People

Mailing/Networking List

Revised 4/99

<u>Agency Name/Address</u>	<u>Contact</u>	<u>Phone</u>	<u>Fax</u>	<u>Email</u>
AARP Women's Issues P.O. Box 80588 Fairbanks, AK 99708	Irene Payton	479-2864	479-2864	peyton@polarnet.com
ACCA 1020 Barnette St. Fairbanks, AK 99701	Bob Blake	456-4003	456-6124	acca@mosquitonet.com
Access Alaska 3550 Airport Way, Ste. 3 Fairbanks, AK 99709	David Jacobsen	479-7940	474-4052	
ALPA 122 First Avenue Ste. 201 Fairbanks, AK 99701	Valerie Gifford	452-6434	451-6598	valgifford@yahoo.com alpa@polarnet.com
Alaska Legal Services 1648 S. Cushman, Ste. 300 Fairbanks, AK 99701	Andy Harrington	452-5181 w 479-3990 h	456-6359	
Alaska Work Program 675 7th Avenue, Ste. A Fairbanks, AK 99701	Suli Nee	451-2860	451-2808	
Alzheimer's Disease Association P.O. Box 72791 Fairbanks, AK 99707	John Hanchett	452-2277	457-3376	
American Cancer Society 4137 Rosebud Lane Fairbanks, AK 99709	Veva Becker	479-6968	N/A	
Big Brothers/Big Sisters P.O. Box 73924 Fairbanks, AK 99707	Tuber Rehbaum	452-8110	452-8112	bbbsgfa@mosquitonet.com
Boys & Girls Club P.O. Box 74143 Fairbanks, AK 99707	Jennifer Nehlsen	457-5223	457-5224	jnehlsen@yahoo.com
Breast Cancer Detection Center P.O. Box 61405 Fairbanks, AK 99706	Bob Coghill	479-3909	479-2215	bcdc@polarnet.com
Campfire Boys & Girls 600 3rd Street, Ste. 205 Fairbanks, AK 99701	Suellen Nelles	456-4334	456-5476	

<u>Agency Name/Address</u>	<u>Contact</u>	<u>Phone</u>	<u>Fax</u>	<u>Email</u>
Deaf Community Services 475 Hall St. Fairbanks, AK 99701	Cecelia Davis Dan Labrosse	456-5913	456-2604	
Disability Law Center of AK 250 Cushman St., Ste. 3H Fairbanks, AK 99701	Jim Smith	456-1070	456-1080	
Division of Family & Youth Services 751 Old Richardson Hwy., Ste. 300 Fairbanks, AK 99701	Rayna Hamm	451-2650	451-2058	
Division of Public Assistance 675 7th Avenue, Station G Fairbanks, AK 99701	Ted Stonsel	451-2801	451-2923	ted-stonsel@labor.state.ak.us
Fairbanks Alliance for Mentally Ill 946 Cowles Street, Ste. 102 Fairbanks, AK 99701	Colleen Bchen	456-4704	456-3593	
Fairbanks Arts Association P.O. Box 72786 Fairbanks, AK 99707	June Rogers	456-6485	456-4112	
Fairbanks Community Food Bank 725 26th Ave. Fairbanks, AK 99701	Samantha Castle	452-7761	456-2377	foodbank@polarnet.fasb.ak.us
Fairbanks Community Mental Health Ctr. 122 1st Ave., Ste. 400 Fairbanks, AK 99701	Doug Pomeroy Ken Roberts	452-1575 452-1342	452-2173	
Fairbanks Counseling & Adoption 912 Barnette St. Fairbanks, AK 99701	Margaret Browne	456-4729	456-4623	fca@ptialaska.net
Fairbanks Crisis Line P.O. Box 70908 Fairbanks, AK 99707	Cindy Gillitzer	451-8600	451-7508	
Fairbanks Memorial Hospital/Denali Ctr. 1650 Cowles St. Fairbanks, AK 99701	Rick Solie	458-5300	458-5324	rsolie@lhsnet.com
Fairbanks Native Association 201 1st Ave. Fairbanks, AK 99701	Valerie Naquin Annemarie Ingalls Angela Larson	452-1648	456-4148	fnappd@alaska.net
Fairbanks Neighborhood Housing P.O. Box 71168 Fairbanks, AK 99707	Rose Cade	451-7230	451-7236	fnhs@polarnet.com
Fairbanks Pioneers Home 2221 Eagan Avenue Fairbanks, AK 99701	Ellen Montano	456-4372	452-1070	

<u>Agency Name/Address</u>	<u>Contact</u>	<u>Phone</u>	<u>Fax</u>	<u>Email</u>
Fairbanks Regional Public Health Ctr. 1025 W. Barnette St. Fairbanks, AK 99701	Jean Becker	452-1776	451-1666	Jean_Becker@health.state.ak.us
Fairbanks Resource Agency 805 Airport Way Fairbanks, AK 99701	Emily Ennis	456-8901	452-5171	
Family Centered Services of AK 620 5th Ave., 2nd Fl. Fairbanks, AK 99701	Pete Braveman Jennifer Cardin	474-0890	451-8945	
Family Training Associates P.O. Box 81016 Fairbanks, AK 99708	Carol Brice	479-7461	479-8574	
FNSB Health & Social Services P.O. Box 71267 Fairbanks, AK 99707	Cheryl Keepers	459-1474	459-1280	ckeepers@co.fairbanks.ak.us
FNSB Health & Social Services 107 Bentley Dr. Fairbanks, AK 99701	Gene Redden	455-4007	455-4381	
Foundation for Parents & Children 1949 Gillam Way, Ste. C Fairbanks, AK 99701	Bob Ingalls	451-6993	451-6540	fpc@polar.net
FNA Community Service 330 Wendall St., Ste. 1 Fairbanks, AK 99701	Neal Charlie	452-5225	452-6355	
Hospice of the Tanana Valley P.O. Box 82770 Fairbanks, AK 99708	Tina Koscis	474-0311	452-7643	
ICAPPP Interior Coalition on Adolescent Pregnancy, Parenting & Prevention 912 Barnette St. Fairbanks, AK 99701	Ginny Fuerst-Kinnebrew	456-4729	456-4623	fca@ptialaska.net
Interior AIDS Association P.O. Box 71248 Fairbanks, AK 99707	Bonnie McCorquodale	452-4222	452-8176	
Interior Neighborhood Health Corp. 1949 Gillam Way, Ste. D Fairbanks, AK 99701	Cheryl Kilgore	455-4567	455-7675	
Literacy Council 823 Third Ave. Fairbanks, AK 99701	Mike Donaldson	456-6212	456-4302	
Love, Inc. 546 8th Ave. Fairbanks, AK 99701		452-3876	452-3876	

<u>Agency Name/Address</u>	<u>Contact</u>	<u>Phone</u>	<u>Fax</u>	<u>Email</u>
National Senior Service Corps. 1424 Moore St. Fairbanks, AK 99701	Jeanne Thomas	452-6417	452-6243	
North Star Council on Aging 1424 Moore St. Fairbanks, AK 99701	George Roderick	452-1735	451-9974	georod@mosquitonet.com
North Star Counseling Center 1650 Bragaw Anchorage, AK 99508	Barbara Kootuk	451-4351	277-3031	
PFlag-Fairbanks P.O. Box 72376 Fairbanks, AK 99701	Mary Bishop Nancy Kailing	457-3524		
Presbyterian Hospitality House 626 2nd St, Graehl #204 Fairbanks, AK 99701	Mike Daku	456-6445	456-6402	phh@polarnet.com
Resource Center for Parents & Children 1401 Kellum St. Fairbanks, AK 99701	David Leone Pam Karalunas	456-2866	451-8125	rcpc@ptialaska.net
Specialized Children's Services Farenkamp Center 1423 Peger Rd. Fairbanks, AK 99709	Ken Roberts	452-1342	456-2521	
Tanana Chiefs Council 122 First Ave. Fairbanks, AK 99701	Margaret Wilson	452-8251 ext.3157	459-3835	mwilson@tananachiefs.org
The Breadline Inc. P.O. Box 73715 Fairbanks, AK 99707	Anne Wenrick	452-5681	452-5680	
The Salvation Army P.O. Box 70405 Fairbanks, AK 99707	Maj. Richard Greene	452-3103	452-2397	
United Way of the Tanana Valley P.O. Box 74396 Fairbanks, AK 99707	Theresa Strle	452-7211	452-7270	
Women & Children's Residential P.O. Box 82872 Fairbanks, AK 99708	Victoria Foote	451-8164	451-0273	vfoote@ptialaska.net
University of Alaska Fairbanks Social Work Department Fairbanks, AK 99775	Sara McConnell	474-6513	474-6085	fssm@uaf.edu
Women in Crisis (WIC-CA) 717 9th Ave. Fairbanks, AK 99701	Sandy Samaniego Joan Adams	452-2293	452-2613	women@polarnet.com



OLDER PERSONS ACTION GROUP, Inc.

325 E. 3rd. Ave., #300
Anchorage, AK 99501-2606
(907) 276-1059 (Toll free 800-478-1059)
FAX (907) 278-8724

MAY 17 REC'D

May 17, 1999

State Capitol
Juneau, AK

Attention Senators:

Subject: HB 161-Benefit Reduction Bill

Please vote "NO" on this bill.

Under-funding, eliminating funding, or whatever the maneuver is taken to eliminate in total or in part any of the programs that care for the most vulnerable in our society, is irresponsible and detrimental to the total fabric of our society.

Every member of this organization will be glad to do our share to support programs that assist people less fortunate than we are. We will expect no less from those who represent the people of Alaska.

Why do you, as legislators, find it necessary to attack benefits from those who are not a formidable foe?

ASSIST US, DO NOT BURY US...YET!

Yours truly,
Older Persons Action Group, Inc.

William R. Lester
William R. Lester, President

Post-it [®] Fax Note		7671	Date	# of pages
To	<i>Senator Miller</i>		From	
Co./Dept.			Co.	
Phone #			Phone #	
Fax #	<i>465-3883</i>		Fax #	

Alaska State Legislature

Chairman,
Judiciary Committee
Administrative Regulations
Revenue Committee

Vice Chairman,
Resources Committee



State Capitol
Juneau, Alaska 99801-1182
(907) 465-3875
Fax: (907) 465-3922

50 Front Street
Suite 205
Ketchikan, Alaska 99901
(907) 225-8088
Fax: (907) 225-0713

Senator Robin L. Taylor

SPONSOR STATEMENT

SB 117

“An Act relating to property insurance required for school districts.”

I have introduced SB 117 as a result of discovering an inefficiency in administrative regulations by the Department of Education. The legislature authorized the Department of Education to adopt regulations regarding property insurance for school facilities and equipment that were built or purchased with state funds. When the Department adopted the regulations which now require all REAA schools to carry flood insurance regardless of where they are located, they used a misguided approach.

During the Regulatory Review process, it was discovered that the Yakutat school was paying as much as \$47,000 a year for flood and earthquake insurance, when in fact, this very school is the location where the town is to be evacuated to in the event of an emergency. The ironic part about this situation is that when the emergency alarm sounds indicating a tsunami warning, the towns people are to go directly to the Yakutat school because it sits at the highest point in the community.

In times of budget shortfall and reductions, we need to reduce the burden of unnecessary regulatory restraints and help schools operate more efficiently. The legislature has directed school districts to be more efficient; it is important to assist them with the tools for such a common sense approach.

District A:

Hyder • Ketchikan • Kupreanof • Meyers Chuck • Petersburg • Saxman • Sitka • Wrangell

4 AAC 31.200. LOSS PROTECTION REQUIRED. (a) By July 1, 1997, a district shall comply with AS 14.03.150 by maintaining all risk property insurance coverage for the replacement cost of all school facilities and equipment. A district shall carry flood coverage for school facilities and equipment in a flood plain or flood-prone area. The coverage shall include necessary code upgrade costs and additional extra expenses incurred by a district carrying on routine operations during a period of repair or replacement of the school facility and equipment.

(b) A district shall carry insurance that provides for the full replacement cost of all school facilities damaged or destroyed, and may be written on a loss limit basis, limited to the maximum probable loss per occurrence of any school facility clusters. Equipment shall be insured for its full replacement cost, but a school district may insure equipment for its depreciated value or actual cash value if the equipment is more than 10 years old. Any loss not within the mandatory insurance requirements of this section shall be borne by the district.

(c) In addition to the requirements of (a) and (b) of this section, an insurance policy purchased by a regional educational attendance area for any school facility or equipment owned by the state shall include

- (1) the state as an additional insured;
- (2) earthquake coverage; and
- (3) flood coverage, regardless of whether the school facilities or equipment are in a flood plain or flood-prone area.

(d) In this section,

- (1) "code upgrade" means upgrades required by applicable building and fire codes or other law for the occupancy of the school facility;
- (2) "flood plain" or "flood-prone area" has the meaning given in 44 C.F.R. 59.1 (Oct. 1, 1996). (Eff. 8/31/90, Register 115; am 6/11/97, Register 142)

Authority: AS 14.03.150

AS 14.07.060

4 AAC 31.205. SELF-INSURANCE PROGRAMS. An authorized self-insurance program is one that the department annually determines adequately protects the public's investment in a school district's facilities. In rendering its determination, the department will consider annually at least the following factors for each school district applying for approval of a self-insurance program:

- (1) cash reserves and dedicated funding;
 - (2) loss history;
 - (3) individual loss retention;
 - (4) excess property coverage;
 - (5) age and condition of facilities;
 - (6) the current undepreciated replacement cost of the facilities;
- and

appropriated by the legislature. The commissioner shall annually determine the amount requested for grants under this section and shall include the amount in the department's budget request.

(b) A governing body, district advisory board, or nonprofit organization located in the state, or a teacher or principal employed by a public school in the state, may apply for a grant of up to \$50,000 to improve school performance by submitting an application to the commissioner.

(c) A grant may be awarded to the same grantee in consecutive fiscal years, but may not be awarded to the same grantee for more than two fiscal years within a five-year period.

(d) Grant funds awarded under this section may only be expended to improve the performance of a public school.

(e) In this section, "district" has the meaning given in AS 14.17.990. (§ 2 ch 173 SLA 1990; am § 8 ch 83 SLA 1998)

Effect of amendments. — The 1998 amendment, effective July 1, 1998, made a section reference substitution in subsection (e).

Sec. 14.03.130. Display of flag. United States and Alaska flags shall be displayed upon or near each principal school building during school hours and at other times the governing body considers proper. (§ 1 ch 98 SLA 1966)

Sec. 14.03.140. Emergency drills. The principal or other persons in charge of each public or private school or educational institution shall instruct and train pupils by means of drills so that in an emergency they may be able to leave the school building in the shortest possible time without confusion or panic. Drills shall be held at least once each month during the school term, weather permitting. (§ 1 ch 98 SLA 1966)

Sec. 14.03.150. Property insurance required. (a) Each school district shall purchase and maintain or provide proof of adequate property insurance for the replacement cost of all school facilities and equipment. Insurance purchased to comply with this section may contain a deductible amount, if approved by the department. A school district may comply with this section by initiating and maintaining a program of self-insurance, if the department annually determines that the school district has submitted adequate evidence of the district's ability to self-insure for the replacement cost of all school facilities and equipment. A copy of the insurance policy or other information indicating compliance with this section shall be provided to the department.

(b) If the department determines that a school district is not insured as required under (a) of this section, the department shall notify the school district of the determination. Unless the school district obtains adequate insurance within 30 days after the school district receives notice under this subsection, the department shall purchase the insurance required by (a) of this section for that school district.

(c) The department may not award a school construction or major maintenance grant under AS 14.11 to a municipality that is a school district or a regional educational attendance area that is not in compliance with (a) of this section. The department shall reduce the amount of state aid under AS 14.17.400 for which a school district may qualify by the amount, if any, paid by the department under (b) of this section. (§ 1 ch 5 SLA 1990; am § 1 ch 78 SLA 1993; am § 9 ch 83 SLA 1998)

Effect of amendments. — The 1993 amendment, effective June 26, 1993, inserted "or major maintenance" in the first sentence in subsection (c).

The 1998 amendment, effective July 1, 1998, in

subsection (c) deleted "foundation" preceding "aid" and made a section reference substitution in the second sentence.

Editor's notes. — Section 23(a), ch. 78, SLA 1993

SB

125

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. SB125

Revision Date: _____ Dept Affected: Military & Veterans Affairs
 Title: An Act relating to school crisis response BRU: Disaster Planning & Control
planning. Component: Disaster Planning & Control
 Sponsor: Senator Hoffman
 Requestor: (S) HES Component Serial No. #1808

Expenditures/Revenues (Inflation not included unless otherwise noted below) (Thousands of Dollars)

OPERATING EXPENDITURES	FY2000	FY2001	FY2002	FY2003	FY2004	FY2005
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES	0.0	0.0	0.0	0.0	0.0	0.0
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CHANGE IN REVENUES (fund code)	0.0	0.0	0.0	0.0	0.0	0.0
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY99) cost: \$ none

POSITIONS

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

ANALYSIS: (Attach a separate page if necessary)

While not specifically tasked in the proposed bill, it is implied that the Department of Military and Veterans Affairs/Division of Emergency Services, as the State's primary agency dealing with natural disasters, would be tasked or requested to provide planning and training assistance to the Department of Education and school districts. This assistance would be provided as part of the regular duties of the Division of Emergency Services.

Prepared by: Jim Butchart, Plans and Preparedness Manager Phone: 907) 428-7000
 Division: Emergency Services Date: 13-Apr-99
 Approved by Commissioner: Wesley Bell Date: 4-14-99
 Agency: Military & Veterans Affairs

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Senator Lyman F. Hoffman

Alaska State Legislature
State Capitol • Juneau, Alaska 99801-1182 • (907) 465-4453

Senate Bill 125 School Crisis Response Planning Sponsor Statement

District T
Adak
Akiachak
Akiak
Akutan
Aleknagik
Amchitka
Atka
Atmautluak
Attu
Belkofski
Bethel
Cheforak
Chignik
Chignik Lagoon
Chignik Lake
Clark's Point
Cold Bay
Dillingham
Dutch Harbor
Eek
Egegik
Ekuk
Ekwok
False Pass
Goodnews Bay
Igluigig
Iliamna
Ivanof Bay
Kasigluk
King Cove
King Salmon
Kipnuk
Kokhanok
Kokhanok Bay
Koliganek
Kongiganak
Kwethluk
Kwigillingok
Levelock
Manokotak
Naknek
Napakiak
Napaskiak
Nelson Lagoon
New Stuyahok
Newhalen
Nikolski
Nondalton
Nunapitcheuk
Oscarville
Pedro Bay
Perryville
Pilot Point
Platinum
Port Alsworth
Port Heiden
Port Moller
Portage Creek
Quinhagak
Saint George Island
Saint Paul Island
Sand Point
Shemya
South Naknek
Squaw Harbor
Togiak
Tuntutuli
Twin Hills
Ugashik
Unalaska
Unga

In February of 1997, gunfire exploded in the hallways of the Bethel Regional High School ending the lives of principal Ron Edwards and student Josh Palacios.

The actions that took place immediately following this tragedy still haunt the residents of Bethel with questions such as, should we have..? And Why didn't we..? or Who should we turn to..? These are the questions we hope can be addressed.

I sincerely hope that no other school or community will experience this type of trauma and the pain that accompanies it. If, however, a crisis which affects the life, health, and emotional well being of students does happen, schools must be prepared to respond. Some schools in Alaska have planned for such crises, others have not. SB 125 would make sure that every school has a crisis response plan.

SB 125 adds a new section to the educational statutes requiring each school to develop a site specific crisis response plan.

- 1) The Dept. of Education would provide the standards.
- 2) Each School District would develop a template for use by their schools.
- 3) Each school would then put into place their site specific crisis response team.

SB 125 has had valuable input from numerous individuals and organizations involved in school safety issues. It became obvious early on that the scope of this bill was very broad and can involve a variety of school safety issues. SB 125 targets one critical component: It asks each school to engage in the forethought and planning to be prepared to meet the needs of students in times of tragedy and crisis.

It is our intent to keep this a crisis response bill, and to work on many of the other school safety issues in future legislation.



Lower Kuskokwim School District

Safety Office
P.O. Box 305
Bethel, Alaska 99559
907-543-4868
FAX: 007-543-4811

April 7, 1999

Representative Mary-Sattler-Kapsner
State Capitol
Juneau, Alaska 99801-1182

Dear Representative Mary Sattler-Kapsner:

This letter is written in support of House Bill 165 and Senate Bill 125, requiring each school district to develop a model school crisis response plan for use by each school in the district.

A Safe School Plan simply stated, is to create a place where teachers can instruct and students can receive a high education without the threat of violence. As a school district we are in support of schools developing actions and strategies to implement safe school plans. These plans work best when they are generated not only by school staff, but also by parents, students, and representatives from community groups and agencies. Although every school plan for a "safe school" may look different, the key is developing a consensus about what everyone wants the school to be like, and the rules that everyone is willing to uphold to make this happen.

The eight principles of safe school planning: 1. School safety is a personal experience; 2. School safety threats and risks have multiple causes; 3. School safety threats and risks fall on a continuum; 4. School safety planning is comprehensive; 5. School safety planning involves everyone; 6. School safety planning is ongoing; 7. School safety planning is a problem solving process; 8. Strive for the ideal and do what is possible.

Thank you for addressing the eight principles of safe school planning in these two bills being proposed to the Twenty-First Alaska Legislature.

Sincerely,

William Ferguson, Superintendent

KEEP SCHOOLS SAFE

MISSION

SAFE SCHOOL PLAN

Lower Kuskokwim School District
Kent Harding

Basic Points

- **Crisis Management Plan**
An effective emergency plan should involve all school personnel, law enforcement, fire and medical rescue personnel, emergency management personnel, school district personnel, and any other persons essential to resolving any possible crisis.
- **Student Participation**
Student involvement is essential in solving and preventing violent acts on school campuses.
- **Parent participation**
Parents should be encouraged to participate as volunteers for all school functions.
- **Partnership between the school and local law enforcement**
Law enforcement and school officials should work together to ensure the safety of the school environment.
- **Crime prevention through environmental design**
Conduct an annual safety assessment of the school facility to provide an up-to-date detailed diagram of the school for all emergency personnel prior to the beginning of school each year.
- **Drug and alcohol prevention programs**
Utilize the programs available for drug and alcohol prevention.
- **School crime reporting and tracking mechanism**
Develop a method to report, track and monitor any crime committed on school campuses.
- **School Security**
Supervision of the students and the campuses as a whole is an essential component to ensuring a safe school.
- **Training of school personnel**
Annual in-service training is recommended prior to the beginning of school and throughout the course of the school year.
- **Concise discipline code for all students**
Firm, fair, consistent, but flexible enforcement of all school rules, policies and attendance requirements.

Mat-Su Borough School District Emergency Procedures

FOR HELP:

Use intercom to contact office
Call (Principal's Office)
Call 911

Bomb Threat				Exposure to BloodBorne Pathogens/Body Fluids	Evacuation
Visitors In Building	Gangs/Group Violence		Hostage/Weapons Situation (Violence)	Suspected Drugs/ Alcohol/Weapons	
	Campus Closure	Lock Down Procedures	Break-In Procedures		

HOSTAGE/WEAPONS SITUATION (VIOLENCE)

Immediately report situation to office or call 911.
 Move students to a safe area away from crisis area.
 Lock doors and windows.
 Account for students.
 Wait for instructions.

If Taken Hostage:

Get word to office, if possible (via code word to passerby).
 Remove students from area, if possible.
 Do not try to disarm gunman.
 Keep calm. Follow gunman's instructions.
 Direct students to be quiet and to sit away from gunman, windows, and exits.
 Be aware police may be able to hear what is taking place and may enter room at any time.
 Follow police instructions.

HOSTAGE/WEAPON SITUATION Page 1				
	ADMINISTRATOR	TEACHERS-ED. ASSTS.	CUSTODIANS-I TEAM	CRISIS AREA
PREVENTION	CONDUCT PERIODIC DRILLS, OBTAIN PARENTAL RELEASE INSTRUCTIONS	TEACH STUDENTS: Go to nearest safe classroom FOLLOW DIRECTIONS		
	DEVELOP GUNMAN/HOSTAGE CODE, INFORM ADULTS RE STOCKHOLM SYNDROME	REPORT ALL UNIDENTIFIED VISITORS TO OFFICE	REPORT ALL UNIDENTIFIED VISITORS TO OFFICE	
INTERVENTION	ANNOUNCE SEEK SHELTER & OFF LIMITS AREA	IMMEDIATELY REPORT INCIDENT TO OFFICE		IF POSSIBLE, GET WORD TO OFFICE (CODE WORDS TO PASSERBY)
	CALL 911	MOVE STUDENTS AWAY FROM AREA	I TEAM: NOTIFY TEACHERS, CLEAR ASSIGNED AREAS OF STUDENTS	DO NOT TRY TO DISARM IF POSSIBLE REMOVE STUDENTS FROM AREA

	CALL?????????? TAKE NECESSARY ACTION TO INSURE SAFETY	STAY CALM FOLLOW SEEK SHELTER PROCEDURES	BOTH: REPORT TO OFFICE/COMMAND CENTER	KEEP CALM FOLLOW GUNMAN'S INSTRUCTION
	HAVE SECRETARIES LIMIT INCOMING CALLS	REMAIN IN CLASSROOMS LOCK DOORS & WINDOWS	CUSTODIANS: AVOID CRISIS AREA, BRING BUILDING MAPS TO OFFICE	DIRECT STUDENTS TO SIT DOWN AND BE QUIET
	FOLLOW POLICE INSTRUCTIONS	TAKE COVER IF NEEDED ACCOUNT FOR STUDENTS WAIT FOR INSTRUCTIONS	CUSTODIANS: FOLLOW POLICE DIRECTIONS (ex. help control traffic)	BE AWARE POLICE MAY BE ABLE TO HEAR WHAT IS HAPPENING
			I TEAM: COMMUNICATION DUTIES-STUDENTS, PARENTS, MEDICAL	MOVE STUDENTS AWAY FROM GUNMAN

HOSTAGE/WEAPON SITUATION Page 2

		ADMINISTRATOR	TEACHERS-ED. ASSTS.	STUDENTS	CRISIS AREA
	CONSULT WITH POLICE AND ?????				IF APPROPRIATE, BUILD ON POSITIVE ASPECT OF STOCKHOLM SYNDROME
	SUPERINTENDENT OR PRINCIPAL MAY REQUEST DISTRICT ??? HELP				FOLLOW POLICE INSTRUCTIONS
	ANNOUNCE EVACUATION, CLOSURE OR CONTINUE CLASSES	REPORT TO OFFICE NAMES OF MISSING STUDENTS			REMAIN AFTER CRISIS RESOLVED TO ANSWER POLICE QUESTIONS
	ADMINISTER ORDERLY RELEASE OF STUDENTS IF APPROPRIATE	PERFORM ASSIGNED STUDENT RELEASE DUTIES IF APPROPRIATE	FOLLOW TEACHER/POLICE INSTRUCTIONS		
	FOLLOW THE POST-VENTION PLAN				

POSTVENTION	FOLLOW UP CONVENTION LINE						
	APPROPRIATE						
	GIVE WRITTEN REPORT TO SUPERINTENDENT						
	TAKE APPROPRIATE DISCIPLINARY MEASURES						
	REQUEST DISTRICT DEBRIEFING TEAM IF APPROPRIATE						

Return to [Emergency Procedures](#)

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BOMB THREAT

1. Intercom the following message to teachers: Teachers, please sweep your rooms. The custodians need help. (Announced via intercom or other appropriate methods)
2. Teachers visually check their rooms/areas. If anything is out of place such as an unidentified package or a suspicious looking article, notify administrators.
3. If your class is in apparent or possible danger, go to the library or the commons. Take a "field trip" away from the problem.
4. Do not alarm students. Do not panic.
5. Evacuation of the building should be an administrative decision. Use common sense.

BOMB THREAT									
		ADMINISTRATORS		RECEIVER OF CALL		TEACHERS-ED. ASSTS.		CUSTODIANS-I TEAM	
PREVENTION		POST BOMB THREAT REPORT FORMS AT EACH LISTED TELEPHONE				POST EVACUATION MAP IN ROOM		MAINTAIN EVACUATION ALARMS	
		PREPARE BUILDING SWEEP PLAN							
INTERVENTION				KEEP CALLER ON LINE ASK CHECK SHEET QUESTIONS					
		CALL 911 SUPERINTENDENT ????????????		REPORT TO PRINCIPAL		DO NOT TOUCH LIGHT SWITCHES, DESKS, LOCKERS			

		NOTIFY FACULTY & DIRECT EVACUATION IF DEEMED NECESSARY	FOLLOW PRINCIPAL DIRECTIONS	LEAVE DOORS AND WINDOWS OPEN FOLLOW OFFICE DIRECTIONS	REPORT TO COMMAND POST FOR POSSIBLE SWEEP DIRECTIONS
		IMPLEMENT BUILDING SWEEP W/POLICE		STAY WITH STUDENTS	
		DIRECT STUDENTS TO RETURN TO BUILDING WHEN SAFE			
POSTVENTION		WRITTEN REPORT TO SUPT. TAKE DISCIPLINARY ACTION IF INDICATED			

Return to [Emergency Procedures](#):

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EARTHQUAKE
Earthquake Preparedness Handbook

Remain calm.
 Stay indoors or outdoors, wherever you are, until tremors stop.
 Stop, drop, and cover.
 Take cover under desks, tables, against inside wall or under doorways.
 Stay alert for possible aftershocks.

If gas is smelled, move everyone out immediately.

Evacuation: Exit building through nearest safe exit.
 Avoid downed power lines and open gas lines.
 Move out of fire lanes.

Teachers: Follow students out and stay with students.
 Take student rosters, paper and pencil.
 Take roll to determine students missing.
 Report missing students to I Team member wearing emergency vests

Unattached students report to I Team member wearing emergency vests
 Wait for further instructions.

EARTHQUAKE									
		ADMINISTRATORS		TEACHERS		CUSTODIANS		I TEAMS	
PREVENTION		ADVISE EMPLOYEES OF EARTHQUAKE PROCEDURES		ADVISE STUDENTS RE: EARTHQUAKE PROCEDURES					
INTERVENTION		STAY CALM STAY WHERE YOU ARE		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP		STAY CALM STAY WHERE YOU ARE UNTIL TREMORS STOP	
		TAKE COVER INSIDE WALLS UNDER DESKS, ARMS AROUND HEAD		TAKE COVER INSIDE WALLS, UNDER DESKS, ARMS AROUND HEAD		TAKE COVER		TAKE COVER	
				IF SMELL GAS, OPEN WINDOW, MOVE STUDENTS OUTSIDE		TURN OFF GAS LINES UNTIL		REPORT TO COMMAND POST	

		MOVE STUDENTS OUTSIDE, REPORT	SAFETY DETERMINED	FOLLOW INSTRUCTIONS
		SIGNAL EVACUATION IF NEEDED CALL 911	EVACUATE BUILDING, AVOID DOWNED POWER LINES OR OPEN GAS LINES	CHECK FOR DAMAGE (GAS, WATER, ELECTRICAL, SEWER, STRUCTURAL)
		SET UP COMMAND POST	REPORT INJURIES AND DAMAGE TO I TEAM OR COMMAND POST	REPORT DAMAGE TO COMMAND POST
POSTVENTION		FOLLOW POSTVENTION PLAN IF NEEDED		

Return to [Emergency Procedures](#)

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LOCKDOWN PROCEDURE

Lock down will be a term used at this school to refer to a situation which calls for the isolation of faculty and students from a potentially violent environment.

The Principal's office will be identified as the central control center in all emergency situations. A second and third area will be designated by the building administrator.

1. Staff will be notified via an all call to "LOCK DOWN" repeat "LOCK DOWN IMMEDIATELY".
 - a. Staff, go to your doors and lock them--- Admit no one except an administrator. Remain in your secure area until further notice is given.
 - b. Keep students in a secure area until further notice, disregard any bells.
 - c. If the situation warrants a building evacuation, staff members will be notified as to the process and nearest safe exit.
_____ is the alternate evacuation center.

(Fill in for your school)

At the Elementary level schools bring any students into your classroom seen at the time of the lock down.

REMEMBER, YOUR PRIMARY RESPONSIBILITY IS THE SAFETY OF YOUR STUDENTS AND YOURSELF. DO NOT PUT EITHER IN JEOPARDY.

Return to [Emergency Procedures](#)

Page maintained by Chuck Loosli. Created: 3/25/97 Updated: 3/25/97

SB

127

FISCAL NOTE

No. _____
 Bill version: SB127
 (S) Publish Date: 3/31/99

**STATE OF ALASKA
 1999 LEGISLATIVE SESSION**

Revision Date (Note if correction) _____	Dept. Affected <u>University of Alaska</u>	_____
Title <u>An Act relating to scholarships to attend the University of Alaska</u>	BRU	<u>University of Alaska</u>
Sponsor <u>Rules Committee</u>	Component	<u>Systemwide Budget Reductions & Additions</u>
Requester <u>Governor</u>	Component Serial No.	_____

Expenditures/Revenues

OPERATING EXPENDITURES	FY 00	FY 01	FY 02	FY 03	FY 04
Personal Services					
Travel					
Contractual					
Supplies					
Equipment					
Land & Structures					
Grants & Claims	494.1	1,360.8	2,011.5	2,497.5	2,708.1
Miscellaneous					
TOTAL OPERATING	494.1	1,360.8	2,011.5	2,497.5	2,708.1

CAPITAL EXPENDITURES				
-----------------------------	--	--	--	--

CHANGE IN REVENUES ()				
-------------------------------	--	--	--	--

FUND SOURCE

1002 Federal Receipts					
1003 GF Match					
1004 GF					
1005 GF/Program Receipts					
1037 GF/Mental Health					
1048 University Receipts	494.1	1,360.8	2,011.5	2,497.5	2,708.1
TOTAL	494.1	1,360.8	2,011.5	2,497.5	2,708.1

Estimate of any current year (FY99) cost: _____

POSITIONS

Full-time					
Part-time					
Temporary					

ANALYSIS: (Attach a separate page if necessary)

This bill provides for a scholarship of \$2,700/year for 4 years to the University of Alaska for students who meet the following criteria: (a) graduate within the top 10% of a graduating class of 30 students or more; (b) be one of the top 2 graduates of a graduating class of 15-29 students; or (c) be the top graduate of a class of less than 15 students. Based on information compiled by the Alaska Dept. of Education and the above criteria, 733 students would be eligible for the scholarship. This fiscal note assumes that 25% of potentially eligible graduates will take advantage of the program in FY00, and that 50% of potentially eligible graduates will take advantage of the program each year thereafter. It further assumes that 75% of each year's participants will enroll in the following year - i.e., 75% of the freshmen will enroll as sophomores, 75% of the sophomores will enroll as juniors, etc.

Prepared by <u>Pat Pitney, Director</u>	Phone <u>474-7958</u>
Division <u>UA Office of Budget and Institutional Research</u>	Date <u>3/29/99</u>
Approved by C. <u>Pat Pitney, Director</u>	Date <u>3/29/99</u>
Agency <u>UA Office of Budget and Institutional Research</u>	

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SENATE COMMITTEE REPORT First Committee of Referral

DATE: 2/1/00

FURTHER: Judiciary
Finance

Date of 5-Day Notice: _____
(in accordance with Uniform Rule 23)

DATE TURNED
IN TO OFFICE: 2/16/00

Health, Education and Social Services Committee considered SENATE BILL NO. 233

"An Act relating to priorities, claims, and liens for payment for certain medical services provided to medical assistance recipients; and providing for an effective date."

and recommends:

- be replaced with _____ CS _____ (_____)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to the _____ Committee

- Senate Bill:
- same title
 - new title
- House Bill:
- same title
 - technical title
 - new: SCR# _____

SIGNING DO PASS	DP	OTHER RECOMMENDATIONS	NR	DNP	AM
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
<i>[Signature]</i>	✓				
CHAIR: <i>Mike Miller</i>	✓	CHAIR: <i>!</i>			

NEW FISCAL NOTE(S):

Department	Date	Zero	Fiscal

PREVIOUS FISCAL NOTE(S):*

Department	Date	Zero	Fiscal
<i>DH&SS</i>	<i>1/24/00</i>		✓

APPROPRIATION -- no fiscal note

*include fiscal notes accompanying Governor's bill

UNIVERSITY OF ALASKA



~ A Multi-Campus System ~

Find out more

visit our web site:

www.alaska.edu/scholars/

email us:

scholars@alaska.edu

call our toll free number:

1-877-AKSCHOL

or (907) 474-5105

SCHOLARS PROGRAM

Information Booklet



Contact Information

mailing address:

UA Scholars Program
University of Alaska
Butrovich Building, Suite 207
P.O. Box 755120
Fairbanks, Alaska 99775-5120

phone numbers:

1-877-257-2465 toll free
907-474-5105 local & out of state
907-474-5140 tax

electronic address & homepage:

scholars@alaska.edu
www.alaska.edu/scholars

Linda Milliken, Program Administrator

policies, regulations and other applicable documents.

G. Amendment or Termination

The Board of Regents reserves the right to terminate, discontinue, or suspend this Program or to merge or consolidate this Program with other programs. This Program may be amended by authority of the University President at any time, except that any reduction in benefits awarded to Recipients shall be approved by the Board of Regents.

**Dispute
Procedure**

Disputes shall be resolved under existing campus procedure or such other procedures as the Program Administrator deems appropriate.

It is the intent of this Program that no rights are created which are the subject of judicial review. To the extent review is sought, further review may only be obtained by filing an appeal with the Superior Court of Alaska within 30 days of the final decision in accordance with Alaska Appellate Rule 602(a)(2).

Final decisions of the university shall be upheld unless shown to be discriminatory on some basis prohibited by state or federal law.

Introduction

It's a pleasure for me to announce that the University of Alaska Scholars Program is indeed a success. News of this new scholarship program has traveled rapidly throughout the entire state. This program has fostered an ongoing partnership between the University of Alaska and Alaska school districts, high school counselors and principals. We know that if we educate our young people in Alaska, the chances are substantially increased that they will stay in Alaska and become productive members of our unique state.

As I predicted, many UA Scholars award recipients who had considered other colleges have changed their plans and now attend the University of Alaska.

To all Alaska high schools, I hope this UA Scholars Program assists you in your efforts to achieve excellence in your student body. To all Alaska students, I hope this UA Scholars Program encourages you to excel in your studies.

We want you to attend the University of Alaska. Come experience higher education at its best— at the University of Alaska.

Mark Hamilton
President, University of Alaska

with applicable federal law and the laws of the state of Alaska. Jurisdiction and venue for any litigation arising out of the Program shall be solely in State District or Superior Court in Anchorage or Fairbanks, Alaska.

B. Transferability

UA Scholars Awards or eligibility for the Awards are not transferable to other individuals or recipients.

C. Income Tax Treatment

Benefit payments made under the Program may be subject to income tax reporting or withholding requirements. No representations, expressed or implied, are made herein as to the taxability of benefits received under this Program.

D. Correction of Errors

In the event an incorrect amount is paid to or on behalf of the recipient, such amount may be recovered from the recipient, or any remaining balances or payments may be adjusted to correct the error. The processing of adjustments which are de minimis in amount may be waived at the discretion of the Program Administrator.

E. Availability of Funds

All redemption or other distributions of benefits under this Program are subject to the availability of funds.

F. No Additional Rights

No person shall have a cause of action to recover damages arising out of this Program. Neither the establishment of this Program, the granting of an Award, nor any action of the university related to the Program shall be held or construed to confer upon any person any right to be or continue to be a student at the University. Nothing in the UA Scholars Program shall be construed to expand a student's rights beyond those provided in University

- Six years from the inception of the semester of initial redemption of the Award.

CONTENTS

Exceptions to Enrollment Expiration

If an eligible recipient enlists in the military, volunteers for a missionary assignment, or joins the Peace Corps, the deadline for initial redemption of the Award may be extended an additional 8 months (from 16 months to 24 months). To qualify for an extension the recipient must provide notice and documentation satisfactory to the Program Administrator prior to the deadline for initial redemption (fall semester of the year following high school graduation, which is 16 months for those graduating in May). The Program Administrator will notify the recipient whether an extension has been granted. Decisions by the Program Administrator are final.

Program Administrator

Appointment and Authority

A Program Administrator shall be appointed by the University President to carry out the day-to-day administration of the Program. The Program Administrator shall have all powers necessary or appropriate to carry out his or her duties. Any interpretation or action with respect to the Award and its administration shall be conclusive and binding upon any and all affected parties and persons.

Notices to the Program Administrator

Communications to the Program shall be addressed to the UA Scholars Program Administrator, University of Alaska, Butrovich Building, Suite 207, PO Box 755120, Fairbanks, Alaska, 99775-5120.

Other Provisions

A. Governing Law

The provisions of law and authoritative interpretations shall take precedence over any provisions of the UA Scholars Award. The Program shall be construed in accordance

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Campus Designation or Choice

A Recipient may choose to attend any campus of the University of Alaska, and may transfer to any campus of the University of Alaska. If a Recipient transfers between campuses of the UA system, the UA Scholars Award will move with them.

Other scholarships and financial assistance

The UA Scholars Award may be redeemed in cash for payment of Eligible Expenses at the beginning of the term, if the student's financial obligations to the University have been met for that semester. For example, a student with additional sources of funding from the Advance College Tuition (ACT) program or a similar prepaid tuition program, additional scholarship(s) or financial assistance may be reimbursed for overpayment. Redemption in cash shall be made in accordance with procedures established by the UA Scholars Program Administrator and the campus that the student is attending.

In certain circumstances, receipt of a UA Scholars Award may reduce the availability of financial assistance from other sources.

Eligible Expenses

Eligible Expenses means tuition, fees, room, board, books, supplies, transportation, and other educational costs incurred for attendance at the University of Alaska.

Expiration of UA Scholars Award

The UA Scholars Award expires:

- When the Recipient loses eligibility for redemption; or
- When the sum of the redemption under the Award equals the total amount of the award; or

Section I: Overview and Instructions

The reservation form includes:

- Name, address, date of birth and social security number of the scholar;
- Name of the high school(s) attended during the qualifying period; and
- Verification of United States citizenship or lawfully admitted permanent resident alien status.

Purpose

The purpose of the University of Alaska Scholars Program is to give Alaska's middle and high school students an incentive to achieve excellence, to nourish efforts by the school districts to provide high quality education and to encourage Alaska's top high school graduates to stay in Alaska for college.

To use a UA Scholars Award the Recipient must:

1. Be a U.S. citizen or an alien lawfully admitted for permanent residence in the United States;
2. Have successfully earned a high school diploma from a qualified Alaska high school;
3. Properly reserve the UA Scholars Program award; and
4. Be accepted into a certificate or degree program at any campus of the University of Alaska, by the fall semester of the year following high school graduation; and
5. Be enrolled as a full-time student at the University of Alaska.

UA Scholars Award

The UA Scholars Award is a four-year scholarship to the University of Alaska. The award amount is set by the Board of Regents. Award recipients from the graduating high school classes of 1999 and 2000 will receive \$1,350 per semester for eight semesters, a total value of \$10,800.

Maintaining eligibility for the UA Scholars Award

A Recipient must:

1. Be in good academic, financial, and student code of conduct standing in accordance with University of Alaska standards; and
2. Be making satisfactory academic progress toward completion of a certificate or degree program.

The UA Scholars Award is offered to students in the top 10 percent of their graduating class as determined by qualifying high schools. The determination is based on the student's class standing at the end of his/her junior year. Each qualified school is allowed to set its own selection criteria.

Other Funding Sources

Students who do not receive the UA Scholars Award are encouraged to contact a financial aid office at the University of Alaska. Many other sources of funding are available for students who choose to attend the University of Alaska including other scholarships, work-study programs, grants, and loans.

Requirements for the High Schools

In order to participate in the UA Scholars Program a qualified high school must be located in Alaska, accredited by the Northwest Association of Schools & Colleges, properly registered with the Alaska Department of Education or affiliated with a public school district in Alaska.

The School must:

- Establish the criteria for selecting the top 10 percent of their students. Typically, GPA is heavily considered. Additional factors may be considered; however, intention to enroll or not to enroll at the University of Alaska can not be used to determine a student's scholar eligibility. (*Section II: Terms and Conditions contains the full text for determining eligibility.*)
- Select the top 10 percent of the students at the end of their junior year. For instance, a graduating class with 270 students may nominate 27 eligible students. Schools with a class size of 1-14 students may nominate one student. Schools with a class size of 15-29 students may nominate two students. Tied ranking must be resolved by the school.
- Provide the UA Scholars Program with the names and addresses of the students nominated for the award. Eligible students will receive a letter of achievement and a reservation form for the scholarship from the University of Alaska. The university will provide each participating high school with Award certificates to present to their scholar recipients.

Calculating the Top Ten Percent

for those graduating in May) to begin using the award and may decide to enroll in the University after taking a year off or attending another institution.

The university will also send participating qualified high schools UA Scholars Award certificates to present to the scholar recipients.

To be eligible for a UA Scholars Award the student must meet one of the following standards at the end of their junior year at a qualified Alaska high school:

- For a class of 30 or more students, be in the top 10 percent of the class*; or
- For a class of 15 - 29 students, be one of the top two students; or
- For a class of less than 15 students, be the top student.

This is strictly 10% of the total number of students in the senior class. If your senior class has a total of 262 students, 26 students qualify ($262 \times .10 = 26$). There are no ties.

*NOTE: Students who do not meet the eligibility criteria at the end of their junior year, but subsequently qualify in the top 10% of their senior class, may submit a request for consideration of eligibility to the Program Administrator with certification from their high school at the end of their senior year.

Each participating qualified Scholar student must:

Reserve the Award

Reservation forms for the UA Scholars Award will be sent to each Scholar with their award letter. The completed form must be returned to UA Scholars Program Administrator in order to reserve the award.

Each participating qualified Alaska high school must:

1. *Establish Eligibility Criteria*
The qualified high school must determine which students are academically ranked in the top 10 percent of the graduating class, as of June, following their junior year. Typically, GPA is used as the criteria. Other factors may be considered; however, intention to enroll or not to enroll at the University of Alaska can not be used to determine scholar eligibility. *
2. *Provide Contact Information*
The qualified high school must provide the UA Scholars Program with sufficient information to identify eligible scholar recipients by October 15 each year (refer to the UA Scholars Eligibility Form). This information must include the names and addresses of the students ranked in the top 10 percent of the graduating seniors as established by the end of that class's junior year. (See *Calculating the Top Ten Percent.*)
3. *Verification of Award*
The Program Administrator will verify that the nominated students are eligible for the UA Scholars Award. The university will then send each eligible scholar a letter of achievement and a reservation form for the award. Verification of the award must come from the UA Scholars Program; communication from other sources will not confer eligibility.

*NOTE. A student who qualifies academically for the UA Scholars Award can not be excluded from receiving the award regardless of their intention to enroll or not to enroll at the University of Alaska. The UA Scholars Award is designed to provide an extra incentive for Alaska's best students, including students who are considering other options, to look at the educational opportunities that the University of Alaska has to offer them. The student has until the fall semester of the year following high school graduation (16 months

Requirements for the Scholar Recipient

Reserving the Scholars Award

Each scholar must complete and return a UA Scholars Reservation Form to the UA Scholars Program so that the award can be properly recorded for future use (see pg. 9). This form does not enroll the student at the University of Alaska. Students must apply for admission at the campus of their choice. Awards that are not claimed by the enrollment deadline will be forfeited.

Using the UA Scholars Award

The UA Scholar Award can be used at any UA campus. If a Recipient transfers between UA campuses, the Award moves with them. The Award can be used for tuition, fees, room, board, books, supplies, transportation, and other educational costs.

The Student must:

- Have successfully earned a high school diploma from a qualified Alaska high school.
- Have a complete UA Scholars reservation form on file with the Scholars Program.
- Apply for admission at a UA campus.
- Be accepted in a certificate or degree program.
- Be enrolled as a full-time student at the University of Alaska by the fall semester of the year following high school graduation (16 months for those graduating in May).

Maintaining the UA Scholars Award

The Student must:

- Make satisfactory academic progress in a certificate or degree program.
- Meet the academic, financial, and student conduct standing set by the University of Alaska.

Limitations and Expiration

The UA Scholars Award is only available for use at the University of Alaska. The Award is available for a total of 8 semesters. The semesters do not have to be consecutive but the award must be used within 6 years of the initial enrollment or the unused portion will expire.

The student must reserve the award with the UA Scholars Program and be enrolled as a full time student at a UA campus by the fall semester of the year following high school graduation or qualify for an extension or the award will expire.

Extended Enrollment Eligibility

The deadline for enrollment may be extended from 16 months to 24 months (8 additional months) if the recipient enlists in the military, volunteers for a missionary assignment, or joins the Peace Corps. The Program Administrator must be provided with proper notification and documentation by the fall semester of the year following high school graduation in order to be eligible for an extension. The Program Administrator will notify the recipient whether an extension has been granted. The Program Administrator's decision is final.

Section II: Terms and Conditions

Section II, as well as subsequent amendments or restatements, contains the official terms and conditions on which the UA Scholars Award is based and distributed.

Purpose

The purpose of the University of Alaska Scholars Program (also referred to as the "UA Scholars Award", "Award", or "Program") is to provide an incentive for Alaska's middle and high school students to achieve excellence, to nourish efforts of school districts to provide high quality education, and to encourage the top high school graduates in Alaska to attend the University of Alaska.

UA Scholars Award

The UA Scholars Award shall be awarded to each qualified recipient upon verification of eligibility. The amount of the Award shall be established by the Board of Regents and may be adjusted periodically without notice. The UA Scholars Award for the graduating high school classes of 1999 and 2000 is \$10,800 per recipient. The Award is redeemable in the amount of \$1,350 per semester for a total of eight semesters.

Qualified Alaska High School

To participate in the UA Scholars Program a high school must:

1. Be located in the State of Alaska; and
2. be accredited by the Northwest Association of Schools and Colleges; or be properly registered with the State of Alaska Department of Education; or be affiliated with a public school district in the State of Alaska.

UA Scholars Program Class of 1999

This map illustrates the impact of the UA Scholars Program across the entire state of Alaska.

Each qualified high school that supplied names of the top 10% of their graduating seniors in the class of 1999 is listed on the map. Also shown is the number of scholar awardees from each school who have enrolled at the University of Alaska.

Recipients have until September 2000 to redeem scholarships, so numbers for the class of 1999 may increase.

Region - Scholarships/ UA enrollees

Arctic	7/3
Interior	103/51
Southeast	83/30
Bering Sea Coast	58/32
Southcentral	542/152
Aleutian Chain	10/3

Totals scholarships 803/271 enrolled

