

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10198 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

43

HB

99

22-LS0478V
Ford
4/2/01

CS FOR HOUSE BILL NO. 99()

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SECOND LEGISLATURE - FIRST SESSION

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES MCGUIRE, Dyson

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to school discipline and safety programs; and providing for an effective
2 date."

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

4 * **Section 1.** AS 14.33.120(a) is amended to read:

5 (a) Each governing body shall adopt a written school disciplinary and safety
6 program. The program required under this subsection must include written

7 (1) standards for student behavior and safety that reflect community
8 standards and that include, at a minimum, basic requirements for respect and honesty;
9 standards required under this paragraph must be developed and periodically reviewed
10 with the collaboration of members of each school, parents, teachers, and other persons
11 responsible for the students at a school; a governing body may require that standards
12 developed under this paragraph be consistent for all schools in an attendance area or
13 the district;

14 (2) standards relating to when a teacher is authorized to remove a

1 student from the classroom for

2 (A) failure to follow student behavior and safety standards; or

3 (B) behavior described under AS 14.30.045(1) or (2);

4 (3) procedures for notifying teachers of dangerous students consistent
5 with AS 47.12.310(b);

6 (4) standards relating to when a teacher, teacher's assistant, or other
7 person responsible for students is authorized to use reasonable and appropriate force to
8 maintain classroom safety and discipline as described under AS 11.81.430(a)(2);

9 (5) policies necessary to comply with provisions of state and federal
10 law, including 20 U.S.C. 1400 - 1485 (Individuals with Disabilities Education Act);

11 (6) standards to address needs of students for whom mental health or
12 substance abuse may be a contributing factor to noncompliance with the school
13 disciplinary and safety program;

14 (7) policies for implementing a student conflict resolution strategy,
15 including the nonviolent resolution or mediation of conflicts and procedures for
16 reporting and resolving conflicts;

17 (8) procedures for periodic review and revision of the school
18 disciplinary and safety program.

19 * Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to
20 read:

21 TRANSITION. A governing body of a school district shall amend the district's school
22 disciplinary and safety program as required by sec. 1 of this Act by January 1, 2002.

23 * Sec. 3. This Act takes effect July 1, 2001.

Alaska State Legislature

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Chair, House Special Committee
on Economic Development, Trade
and Tourism

Chair, Joint House and Senate
Administrative Regulation and
Review Committee

Member
Resources Committee
Rules Committee

Representative Lesil McGuire *House District 17*

SPONSOR STATEMENT

HB 99

School Discipline and Safety

HB 99, "An Act relating to school discipline and safety programs; and providing for an effective date," seeks to address ways to mitigate violence in Alaska's schools.

Violence in Alaska's schools has recently been brought into the community spotlight as a result of serious physical altercations between students. These particular fights have been extremely violent resulting in severe bodily harm and even leaving one student comatose. These cannot be considered isolated incidents from those that are never reported. Education requires our children to learn how to live in society through the acceptance of rules and community values. Those values need to be taught by parents, teachers and peers. But somewhere we lost that process in our schools.

HB 99 will be another tool available to schools to help confront both violent and non-violent conflicts. It amends Title 14 of Alaska Statutes to include policies that will seek to initiate a student conflict-resolution curriculum that will provide methods of nonviolent resolution and mediations of conflicts to students, teachers and associated persons. HB 99 seeks to recognize and enforce existing behavior standards by giving students alternatives for solving problems besides the use of violence. Students will learn valuable lessons that will hopefully result in a safer education environment for all of our children. By integrating this way of learning into schools' core curriculum, these policies are targeted at helping students resolve problems before they escalate.

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

Policy Manual Update 2001 –

School Disciplinary and Safety Program

Obtain your Policy Update, developed in November 2000, by calling Anita Johnson at 907-586-1083 or email: ajohnson@asb.org.

HB 253 became effective July 1, 2000 and required all school districts to have a school disciplinary and safety program in place by January 2, 2001. The purpose is to implement community standards of school behavior that are developed with the collaboration of students, parents, guardians, teachers, school administrators, and advisory school boards in each community; and to protect and support teachers who enforce standards of student behavior and safety in the classroom.

In the Policy Manual Update, AASB has paid close attention to bringing its existing policies into compliance with HB 253, and adopting new policies as necessary. Many of the existing policies met the requirements and goals of a school disciplinary and safety program and required little or no change.

Subscriber school boards who adopt the policies as discussed below will meet their obligation to have this program in place. One requirement of the program, however, which cannot be met with policy adoption is the mandate that the disciplinary program be based on community standards. These standards must reflect, at a minimum, basic requirements for respect and honesty. Districts should meet with students, parents, guardians, teachers, school administrators, and advisory school boards in each community to review existing policies and determine if changes, additions, or deletions are required in order that the District's program reflect standards of the community.

AASB Policy Manual Update includes policies and/or administrative regulations about the following:

- ❖ General policy implementing school discipline and safety program
- ❖ Policies related to general community standards
- ❖ Policies specific to student behavior and discipline
- ❖ Policy outlining procedures for notifying teachers of dangerous students
- ❖ Policies regarding standards for when a teacher may use reasonable and appropriate force to maintain classroom safety and discipline
- ❖ Policies necessary to comply with state and federal laws, including IDEA (special education)
- ❖ Policies regarding standards to address needs of students for whom mental health or substance abuse are impacting on discipline
- ❖ Procedures for periodic review and revision of the discipline and safety program
- ❖ Policies prohibiting termination or formal discipline of employees lawfully enforcing the discipline program
- ❖ Requirement that teachers report information obtained about a crime
- ❖ Requirement that teachers who see a crime report it

AASB Policy Manual Update, developed in November 2000, may be purchased for the price of \$500 annually. Or you may purchase the entire up-to-date AASB Policy Reference Manual for only \$600. For more information contact Sharon Young or Anita Johnson at (907) 586-1083 or email: syoung@asb.org or ajohnson@asb.org.

AASB Policy Services

*Comprehensive assistance
for your board*

Includes on-site workshops,
extensive Policy Resource Manual,
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For more information contact: Sharon Young

316 West 11th Street, Juneau, AK 99801-1510

Tel: (907) 586-1083



It's The Law

Chapter 78, SLA 99 School Crisis Response Plan

Requires districts to ensure that each "school in a city or borough school district or regional educational attendance area shall complete the initial school specific crisis response plan required by AS 14.33.100, added by sec. 1 of this Act, on or before December 31, 2000." These school specific plans should be kept on file at the school site and the district office.

Chapter 114, SLA 00 School Disciplinary and Safety Program

Requires districts work with their communities to develop school disciplinary and safety standards and related policies. Requires "a governing body shall adopt the initial school disciplinary and safety program required by AS 14.33.120, enacted in Sec. 2 of this Act, by January 1, 2001." These plans and related policies should also be kept on file at the district level.



Membership Directory

*Please notify the Association of
Alaska School Boards Office
with any changes your district
or board have incurred since
publication.*

*Email your new information to
asb@asb.org
call at (907) 586-1083*

Intervention Strategies used by Districts under the Alaska Quality Schools Initiative		
Intervention Strategy	Number of Participating Districts	
	Reported/FY2000	Proposed/FY2001
Tutoring	10	26
Summer School	24	24
Extended Day	12	22
Focus on Reading	34	22
Improve Instructional Strategies	5	12
Training	16	12
Additional Staff - Aides	8	11
Focus on Math	15	11
District-wide Inservices	9	11
Personalized Education Plans for more students	3	10
Use of Technology	5	9
Small Group Instruction	3	8
Special Remedial Classes	4	8
Community/Parent Involvement	4	7
New Course Development in Math		7
New Course Development in Reading		7
Additional Staff - Teachers	3	6
Improved Home-School Communication		6
Early Elementary Reading and Writing	4	5
Personal Skills for Students	7	5
Smaller Class Size		5
Focus on Writing	8	4
Saturday School		4
Study Skills		4
Alternative Programs	5	3
Focus on Special Education	2	3
School to Work Program	1	3
Aligning Curriculum to Standards	6	2
Course Modification		2
Develop Database for Student Accountability		2
New Course Development in Writing		2
School Readiness Program		2
Writing Assessments	6	2
Improved Bilingual Program	2	1
Math Assessments	4	1
Reading Assessments	7	1
Teacher Collaboration	2	1
Transition Program		1
Developing Standards-Based Lessons	4	
District Goal Setting	4	

HE'S FOCUSED

Filmmaker explores Tibet

Thursday, C-1



CALL TO CIVILITY

Native leaders ask Knowles' help

Metro, B-1



IRON DOGS

Storm slows race leaders

Sports, D-4

Anchorage Daily News

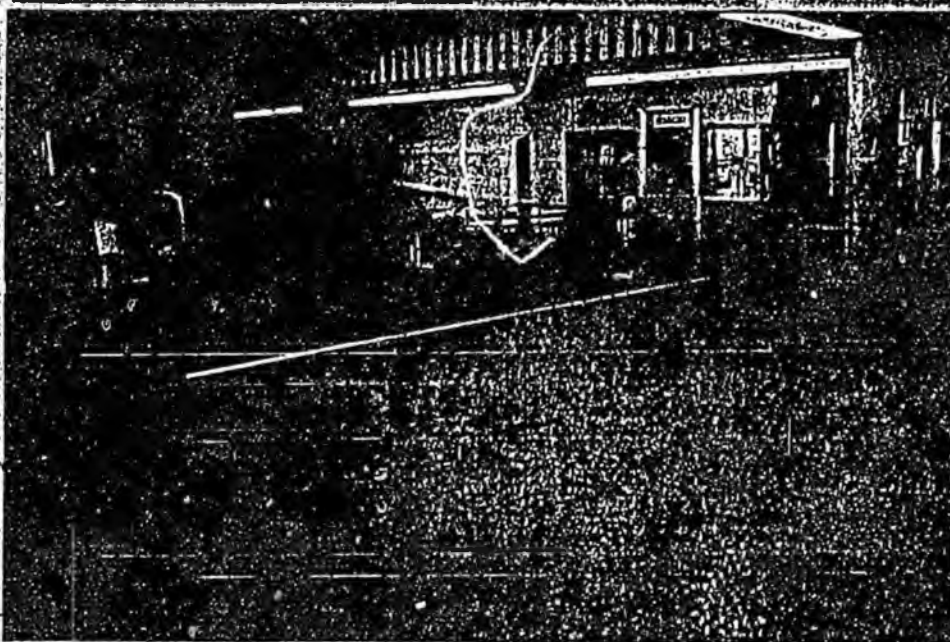
60 CENTS

VOL. 11, NO. 61

ANCHORAGE, ALASKA, THURSDAY, FEBRUARY 20, 1997

FINAL EDITION

Student kills 2 in Bethel



Shotgun shells litter the floor of the high school commons area where police believe Evan Ramsey opened fire Wednesday.

Frightened teens flee high school

By TOM BELL and ROSEMARY SHINOHARA
Daily News reporters

BETHEL — A seething high school student walked into school Wednesday morning with a shotgun and opened fire, wounding three students, one fatally, before he stalked and killed the Bethel high school principal.

Students and officials identified the killer as Evan Ramsey, 16, son of Donald Ramsey of Anchorage. Only a month ago, the elder Ramsey was released from prison after serving 10 years for taking a rifle into the Anchorage Times office and attacking publisher Bob Atwood and his daughter, Elaine Atwood. The Atwoods wrestled Ramsey to the ground.

The principal, Ronald D. Edwards, 50, was a veteran Bush educator whose daughter and son attend Bethel Regional High School.

Sophomore Joshua Palacios, 16, a rising local basketball player, was critically injured with multiple shot-



Ronald D. Edwards



Joshua Palacios

INSIDE: Sixteen-year-old Joshua Palacios was a star basketball player for Bethel Regional High School. Story and more photos, Page A7.

Please see Page A-6, SHOOTING

'The mellowest kid'

Father says shooting hard to believe

By DON HUNTER
Daily News reporter

Don Ramsey hasn't had a lot of contact with his middle son, Evan, lately. On Wednesday, he was stunned to learn that police in Bethel were saying the boy had walked into the local high school and shot four people, killing the principal and a student and wounding two others. "I can't believe that," Ramsey said. "He's the mellowest kid.

My Evan shot somebody? He's not but 16 years old."

Ramsey, a former Anchorage cab driver now staying in a residential program for homeless veterans, was paroled last month after serving more than 10 years for his own 1986 early morning assault on the offices of Anchorage Times publisher Bob Atwood. Ramsey, angered

Please see Page A-7, RAMSEY



Sixteen-year-old Evan Ramsey is suspected in the killings of two

A committed educator

Slain principal warned of changes occurring in school

By LISA DEMER
Daily News reporter

During almost a decade as a teacher and principal in rural Alaska, Ronald Dale Edwards and his family traveled to some of the state's most remote communities, making friends all along the way.

Edwards hauled firewood for elders in the tiny village

of Nikolaki on the Aleutian Islands and gave children in Bethel the chance to play in a basketball league. By all accounts, his wife, three children and his students were his life.

On Tuesday evening, the night before he was gunned down in the commons area of Bethel Regional High School, Edwards had warned an ad-

sory group that drugs were creeping into the school, where he had served as principal since 1993, and parents noted violence was increasing, too.

Over Christmas break, a student brought a gun into a basketball tournament at the school. Just last week, ac-

Please see Page A-7, PRINCIPAL



Dong Xiaoping

Deng dies; China's course not apt to change

By DOB DEANS
Cox News Service

WASHINGTON — China's paramount leader, Deng Xiaoping, died Wednesday of complications from Parkinson's disease and a lung infection at age 92. His death opens the way for bureaucratic infighting that could confuse or even paralyze important policy decisions affecting 1.2 billion Chinese and all who deal with them, analysts said Wednesday

DENG XIAOPING: A man of opposing legacies. A-4

Deng's death is not expected to alter China's basic trajectory as the world's fastest-growing economic powerhouse whose mounting commercial might is mirrored in its rising political and military clout.

Together, those trends have been shifting the bal-

ance of global power steadily toward Beijing for a decade, a movement analysts believe will stay more or less on track after Deng's death.

"They're going to be a major power — economically, politically and militarily — into the next century," said Winston Lord, a former assistant secretary of state who served as President Clinton's point man on China for the past four years. "The question is whether they're going

to be a cooperative power or a disruptive one."

Deng's departure suggests no immediate change in existing U.S. policy, which aims to engage China across a broad slate of issues ranging from trade and human rights to drug trafficking and nuclear weapons controls.

China is expected to continue its blistering 9 percent annual economic growth rate. American corporations will keep betting their futures

heavily on China, where U.S. and other foreign companies have invested more than \$115 billion to try to tap China's vast consumer and labor markets.

"For many companies, China is now an integral part of their long-term perceptions of their global competitiveness," said Robert Kapp, executive director of the U.S.-China Business Council.

Please see Back Page, DENO

Daily News call-in night

TODAY

Court upholds speech rights

SHOOTING: Student takes shotgun into school, 2 killed, 2 injured

Continued from Page A-1

gun wounds to the chest, Alaska State Troopers said, and was taken by plane to Providence Alaska Medical Center in Anchorage.

Janet Asaro, Providence spokeswoman, said Palacios went directly to surgery after arriving by ambulance at 3 p.m. He was in the operating room for three hours but died as he was about to take him to the intensive care unit.

Two other high school students, freshmen Russell Lamont, 15, and Shane McIntyre, 14, were injured by shotgun pellets. They were treated by Bethel doctors and released.

According to eyewitness and official accounts, students were gathering in the main lounge area of the high school when, at 8:45 a.m., 10 minutes before classes were to begin, Ramsey walked in. By the time the tardy bell rang about 15 minutes later, four people were shot, the school was in panic, and Bethel police had Ramsey in custody.

Lamont was sitting with friends at a cafeteria-style table when he saw Ramsey arrive with a 12-gauge shotgun.

"He had it in his hand. He was looking around," Lamont said.

In Ramsey's other hand was a paper bag. It was filled with shells.

Palacios, Lamont's friend, was with another student near Ramsey. "They were just messing around," Lamont said. Palacios moved away, decided Ramsey wasn't going to do anything with the gun, and came back and sat down, Lamont said.

"I didn't see him enter," McIntyre said. "I just saw him come near our table."

Student Andy Angstman said it wasn't that unusual to see weapons around the school.

"The kid came in with the shotgun and everyone was, 'whoa,'" Angstman said. "But we have a ROTC program here, and a lot of kids thought it was probably from that, so there was a delayed reaction. Then Josh said, 'Hey, that's a shotgun.' He stood up and said, 'Hey, why do you have the gun here?'"

"He had the gun at his hip and basically aimed at Josh," McIntyre said. "When Josh saw him, (Josh) just said, 'I'm going to get out of here.' When he got up, he got shot."

Kathleen Cline, 14, said Ramsey fired from a distance of 12 to 15 feet. She saw him aim at Palacios, described by students as a popular sophomore who enjoyed making cutting jokes, sometimes at the expense of others, including Ramsey.

McIntyre said he was hit in the shoulder by one of the pellets from a round that hit Palacios.

"All I remember is a whole lot of people running and jumping out windows," he said. "I just found the nearest exit and went out that and tried to get help from someone at the diesel shop, and that's when I noticed I was shot."

Lamont said: "I dropped down and tried to crawl away. After that I don't remember."

Jeffrey Chon, 14, arriving late to school, was met by the sound of gunfire. He looked down the hall and




Russell Lamont, 15, shows the wound he received in Wednesday morning's shooting at Bethel Regional High School. The single shotgun pellet he was hit with is still in his arm.

SHOOTING VICTIMS

Ronald Orie Edwards, 50, principal of Bethel Regional High School. His wife, Cindy, is a substitute teacher who was at the school when he was shot, as were his two older children, Trevor, 19, and Megan, 16. His youngest child, Ron, is a fourth-grader at Kilbuck School. An ex-Marine, Edwards and his family came to Alaska in 1988.



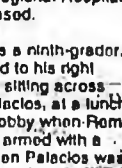
Russell Lamont, 15, freshman, junior varsity basketball player. His father, Russell Sr., is head of the local housing authority. He was sitting at a table with some friends in a lounge area of the school when he was shot. A shotgun pellet passed through his shoulder and lodged in a rib. He was treated at the Yukon Kuskokwim Delta Regional Hospital emergency room and released.



Joshua Palacios, 16, sophomore, was sitting in the lobby area with friends when he was shot in the stomach. He was a varsity basketball player. He was flown to Anchorage and had just emerged from three hours of surgery when he died Wednesday evening. His mother is a health-care worker and his father works with prisoners in a halfway house. He has a younger brother.



Shane McIntyre, 14, is a ninth-grader. He was treated for a wound to his right arm. McIntyre said he was sitting across from his friend, Joshua Palacios, at a lunch table in the school's front lobby when Ramsey came into the building armed with a long-barreled shotgun. When Palacios was shot, a shotgun pellet struck McIntyre.



Daily News staff reports

out of school. I was running for my life, and I was thinking, 'This can't happen here.'"

Erick Hodgins, 18, said Ramsey smiled and laughed as he fired. While other students fled, Hodgins was trapped in a corner, hiding behind a planter.

He thought about tackling Ramsey, he said, but decided against it. As Ramsey walked out of sight, Hodgins ran from the building, then turned to watch through the windows. He saw Ramsey stalking the hallways, firing again and again at the ceiling, the plaster raining down.

Teachers were yelling at him to put down the gun, Hodgins said. Ramsey just reloaded.

Hodgins heard another shot, then a scream. Through the window, he said, he saw Edwards fall face down. Hodgins didn't see the principal get hit, but it looked like he was shot in the back, he said.

ued, teachers began herding the students into the school cafeteria.

Four state troopers and five or six officers from the Bethel Police Department arrived at the school, said trooper Sgt. Paul Burke. He said many of the school's 450 students were still in the building at that time.

Ramsey fired on the officers and the officers shot back, but no one was hit, said trooper spokesman Steve Wilhelmi.

Despite the gunfire, Burke said, three Bethel officers entered the school and approached Ramsey, who then gave himself up.

"Those officers did pretty brave stuff in there," said Burke, whose daughter is a junior in the school. "That situation calls for ignoring your own safety because there are people who need your help."

Word of the shooting spread quickly through a Bethel, a city of 5,200 people

entrance, he said. "Dull and other parents ran across the tundra to the school," he said, and he could see the worry in their faces. He found his two boys among about 300 students who had been corralled in the cafeteria in a separate building from the school, he said.

"To see the parents going through the crowd of students looking for their children, it was sad," Dull said. "A lot of students had tears in their eyes."

"I found my two boys, but I didn't find their mother, and they were asking about her. I was just as frightened and scared as they were."

He spotted his wife through a school window. She mouthed to him that she couldn't leave, but he was just relieved to find she was OK, he said.

His 15-year-old son, Byron, told him several kids jumped out a window and fell about 10 feet to escape harm.

"I'm finally calming down," Dull said about three hours after the shooting. "Nothing this bad has ever happened in Bethel."

Wednesday afternoon, the school was deserted except for troopers, and yellow crime scene tape was draped around the entire lobby and office area.

Four shotgun shell casings lay scattered around the beige carpet in front of the office. Post-It notes near the casings pointed to pellets.

The office and front entrance are on a raised platform, about three feet above the lounge area. Yellow lockers and a trophy case line one wall of the lounge. Two more shell casings were visible near the lockers.

Counseling for students started immediately at the Yupik Cultural Center and will continue the rest of the week, said Bob Herron, president of the Lower Kuskokwim School District School Board.

"A lot of people were exposed to the incident — a lot of students, aides and teachers," Herron said.

All day Wednesday, students and teachers streamed through the center, where guidance counselors and mental health workers tried to help them deal with the tragedy. The counselors talked to people individually most of the day. As dusk approached, about 60 students and teachers gathered for a meeting, and people took turns describing what they had seen that morning.

"We went through a terribly confusing incident," school counselor Lola Mallette explained in an interview. "We need to let people

talk about the experience so they'll understand it better."

At the end of the meeting, the group formed a huge circle, and a woman sang a mournful Yupik "purification song" as some students quietly sang along. They then said the Lord's Prayer.

During the afternoon, many of the students had signed handmade get-well cards for their classmate, who was dying in an Anchorage hospital.

"Josh, we all care about you," one student wrote. "We all love you."

Herron said the Bethel high school has had only one incident involving guns in the school. That happened over Christmas break when a student brought a gun to a basketball tournament. Though the student didn't show the weapon, authorities found out and expelled the student for a year.

In an interview at his Anchorage home, Donald Ramsey said he last saw his son in 1991, but tried to stay in contact with telephone calls.

Evan and his two brothers were taken from their mother and placed in foster homes after Ramsey's arrest. Evan and one brother were staying with Sue Hare, superintendent of the Lower Kuskokwim School District and Edwards' boss.

The son that the elder Ramsey remembers was "a real gentle little boy."

"I have absolutely no clue as to why he did this," he said. "He's like me in one respect. He's slow to anger, but when he angers he blows up."

Donald Ramsey said he last phoned his son about 10 days ago.

"I wish I could just visit him and hold him right now," Donald Ramsey said.

Other students had a different picture of Evan Ramsey, a junior and a slim youth of medium height, had shaved his head and wore black T-shirts and blue jeans. Students described him as a quiet misfit who found it difficult to make friends and was often absent from school. They said he had a rebellious attitude that often got him in trouble with teachers and Edwards' boss.

A year ago, Hodgins said, Ramsey threatened to bring a gun to school and shoot people.

"But no one took him seriously," Hodgins said.

Myron Angstman, Andy's father and a Bethel lawyer, said: "All the kids say he's had a history of behavior problems in school, of the type that were disturbing. He'd get in fights. One time in the library, he threw the chairs around, actually picked them up and winged them around the room."

After getting home, Hodgins said, he talked to some of Ramsey's friends. They said Ramsey had told them Tuesday night that he planned to go to school to kill Edwards.

Ramsey is scheduled to be arraigned in Bethel Superior Court at 9:45 a.m. today.

Daily News reporters Daniela Bionton, Sheila Toom, Don Hunter and Lisa Dams contributed to this report.

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"He had the gun at his hip and basically aimed at Josh," McIntyre said. "When Josh saw him, (Josh) just said, 'I'm going to get out of here.' When he got up, he got shot."

Kathleen Cline, 14, said Ramsey fired from a distance of 12 to 15 feet. She saw him aim at Palacios, described by students as a popular sophomore who enjoyed making cutting jokes, sometimes at the expense of others, including Ramsey.

McIntyre said he was hit in the shoulder by one of the pellets from a round that hit Palacios.

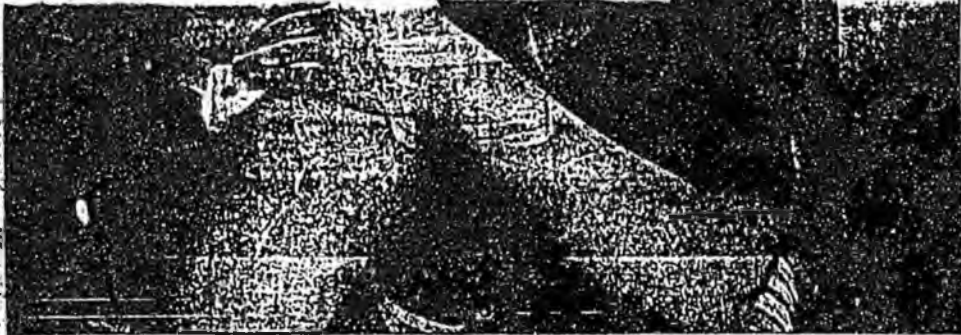
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Lamont said: "I dropped down and tried to crawl away. After that I don't remember."

Jeffrey Chon, 14, arriving late to school, was met by the sound of gunfire. He looked down the hall and saw one student lying on the ground and a couple of others crawling away, bleeding. Another student hid behind a phone booth.

"A lot of kids were like, 'Run, run,'" Chon said. "I just started running. The whole school was in tears."

"I was right there at the time when the three boys got shot," said Cline. "I was running away — running



Russell Lamont, 15, shows the wound he received in Wednesday morning's shooting at Bethel Regional High School. The single shotgun pellet he was hit with is still in his arm.

SHOOTING VICTIMS

<p>■ Ronald Dalo Edwards, 50, principal of Bethel Regional High School. His wife, Cindy, is a substitute teacher who was at the school when he was shot, as were his two older children, Trevor, 19, and Meagan, 16. His youngest child, Ron, is a fourth-grader at Klituck School. An ex-Marine, Edwards and his family came to Alaska in 1988.</p>		<p>■ Russell Lamont, 15, freshman, junior varsity basketball player. His father, Russell Sr., is head of the local housing authority. He was sitting at a table with some friends in a lounge area of the school when he was shot. A shotgun pellet passed through his shoulder and lodged in a rib. He was treated at the Yukon Kuskokwim Delta Regional Hospital emergency room and released.</p>	
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— Daily News Staff Reports

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Teachers were yelling at him to put down the gun, Hodgins said. Ramsey just reloaded.

Hodgins heard another shot, then, a scream. Through the window, he said, he saw Edwards fall face down. Hodgins didn't see the principal get hit, but it looked like he was shot in the back, he said.

Edwards, an ex-Marine, had worked for the district since 1990 and has been at the high school since 1993. Besides the two children in the school, a younger son attends elementary school in Bethel. His wife, Cindy, is a substitute high school teacher. Witnesses later saw her comforting her dying husband.

As the shooting contin-

ued, teachers began herding the students into the school cafeteria.

Four state troopers and five or six officers from the Bethel Police Department arrived at the school, said trooper Sgt. Paul Burke. He said many of the school's 450 students were still in the building at that time.

Ramsey fired on the officers and the officers shot back, but no one was hit, said trooper spokesman Steve Wilhelm.

Despite the gunfire, Burke said, three Bethel officers entered the school and approached Ramsey, who then gave himself up.

"Those officers did pretty brave stuff in there," said Burke, whose daughter is a junior in the school. "That situation calls for ignoring your own safety because there are people who need your help."

Word of the shooting spread quickly through Bethel, a city of 5,200 people 400 miles west of Anchorage. Arvin Dull, manager of Bethel's First National Bank of Anchorage, raced to the school to search for his two children and his wife, who works in the office.

"All my eggs were in one basket, so just as soon as I found out, I had to go," he said.

The main road to the school was blocked and a trooper guarded the school's

entrance, he said.

Dull and other parents ran across the tundra to the school, he said, and he could see the worry in their faces. He found his two boys among about 300 students who had been corralled in the cafeteria in a separate building from the school, he said.

"To see the parents going through the crowd of students looking for their children, it was sad," Dull said. "A lot of students had tears in their eyes."

"I found my two boys, but I didn't find their mother, and they were asking about her. I was just as frightened and scared as they were."

He spotted his wife through a school window. She mouthed to him that she couldn't leave, but he was just relieved to find she was OK, he said.

His 15-year-old son, Byron, told him several kids jumped out a window and fell about 10 feet to escape harm.

"I'm finally calming down," Dull said about three hours after the shooting. "Nothing this bad has ever happened in Bethel."

Wednesday afternoon, the school was deserted except for troopers, and yellow crime scene tape was draped around the entire lobby and office area.

Four shotgun shell casings lay scattered around the beige carpet in front of the office. Post-it notes near the casings pointed to pellets.

The office and front entrance are on a raised platform, about three feet above the lounge area. Yellow lockers and a trophy case line one wall of the lounge. Two more shell casings were visible near the lockers.

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All day Wednesday, students and teachers streamed through the center, where guidance counselors and mental health workers tried to help them deal with the tragedy. The counselors talked to people individually most of the day.

As dusk approached, about 60 students and teachers gathered for a meeting, and people took turns describing what they had seen that morning.

"We went through a terrible, confusing incident," school counselor Lola Mallette explained in an interview. "We need to let people

Herron said the Bethel high school has had only one incident involving guns in the school. That happened over Christmas break when a student brought a gun to a basketball tournament. Though the student didn't show the weapon, authorities found out and expelled the student for a year.

In an interview at his Anchorage home, Donald Ramsey said he last saw his son in 1991, but tried to stay in contact with telephone calls. Evan and his two brothers were taken from their mother and placed in foster homes after Ramsey's arrest. Evan and one brother were staying with Sue Hare, superintendent of the Lower Kuskokwim School District and E. ... boss.

The son and the elder Ramsey remembers was "a real little boy."

"I have absolutely no clue as to why he did this," he said. "He's like me in one respect. He's slow to anger, but when he angers he blows up."

Donald Ramsey said he last phoned his son about 10 days ago.

"I wish I could just visit him and hold him right now," Donald Ramsey said.

Other students had a different picture of Evan Ramsey, a junior and a slim youth of medium height, had shaved his head and wore black T-shirts and blue jeans. Students described him as a quiet misfit who found it difficult to make friends and was often absent from school. They said he had a rebellious attitude that often got him in trouble with teachers and

... year ago, Hodgins said, Ramsey threatened to bring a gun to school and shoot people.

But no one took him seriously, Hodgins said. Myron Angatman, Andy's father and a Bethel lawyer, said: "All the kids say he's had a history of behavior

problems in school, but the type that were disturbing. He'd get in fights. One time in the library, he threw the chairs around and winged them around the room."

After getting home, Hodgins said, he talked to some of Ramsey's friends. They said Ramsey had told them Tuesday night that he planned to go to school to kill Edwards.

Ramsey is scheduled to be arraigned in Bethel Superior Court at 9:45 a.m. today.

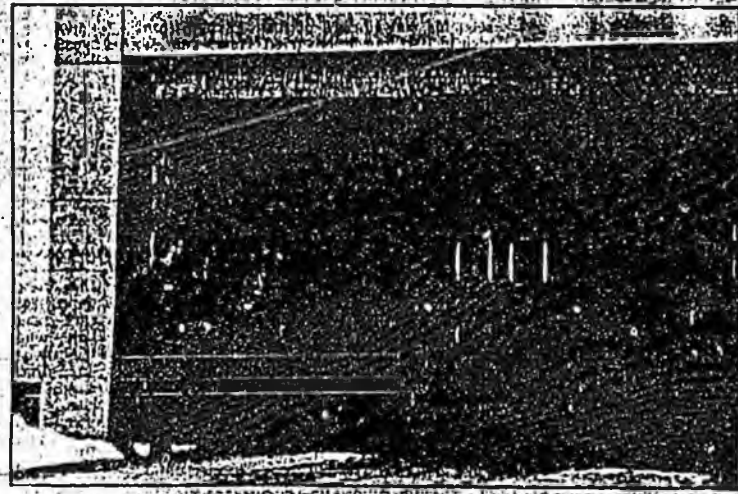
Daily News reporters Danielle Blanton, Shana Yeamer, Don Hunter and Lisa Damer contributed to this report.

"He had the gun at his hip and basically aimed at Josh. When Josh saw him, (Josh) just said, 'I'm going to get out of here.' When he got up, he got shot."

— Shana McIntyre, 14

"I was right there at the time when the three boys got shot. I was running away — running out of school. I was running for my life, and I was thinking, 'This can't happen here.'"

— Kathleen Cline, 14



Hospital security guards keep watch at the emergency room entrance at Providence Hospital in Anchorage as paramedics prepare to move shooting victim Joshua Palacios after a night from Bethel.

PRINCIPAL: Family, school were Edwards' life

Continued from Page A-1

According to teacher Dexter Lemon, a group of girls scuffled in the hallway, pulling hair and banging into lockers.

Wednesday morning, the unimaginable happened. Alaska State Troopers say a student on a rampage fatally shot Edwards and student Joshua Palacios, and wounded two other students before being taken into custody by police.

Edwards was 50, the father of a 14-year-old and two teenagers. Left behind were Ron, a fourth-grader at Klubbuck School, Morgan, 16, and a junior at Bethel Regional High; and Trevor, a 19-year-old senior. Cindy, his widow, was working as a substitute teacher at the high school when he was shot.

"I think Ron was just open to everybody. He would always listen to what they would have to say," said Lemon, a friend who spent much of Wednesday with Cindy Edwards.

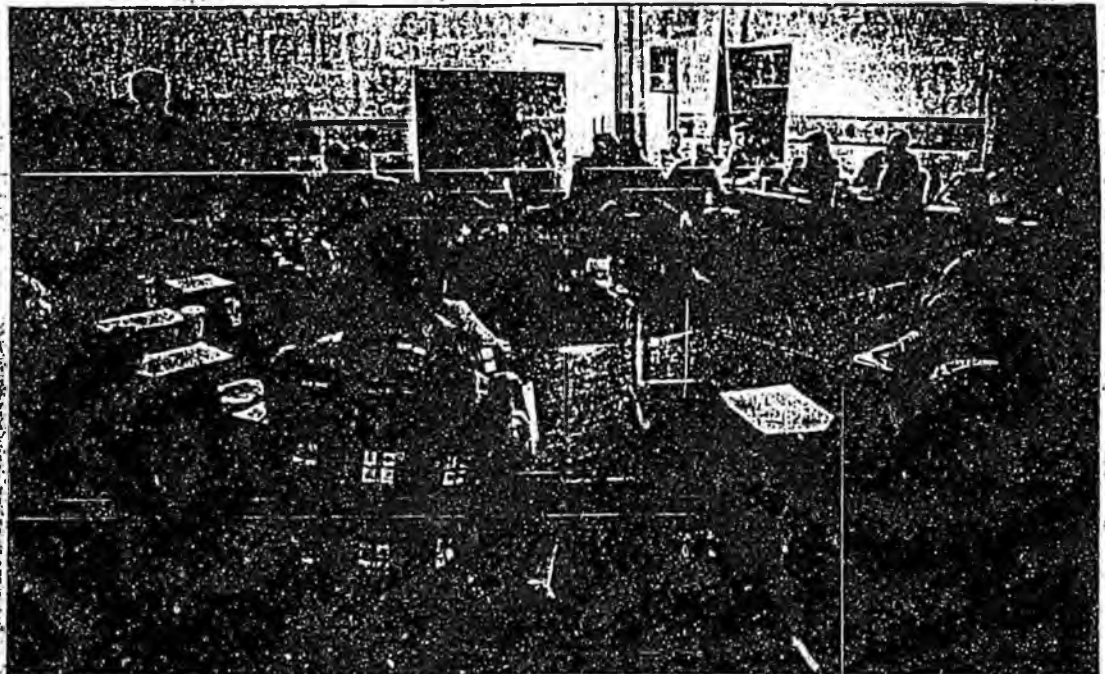
Edwards was a longtime teacher. He grew up in Southern California and went to college in Montana. He taught there for about eight years before moving to Alaska. The first stop, in 1988, was Nikolasi, population about 35. On a treeless island with an erupting volcano and Aleutian weather so stormy that days passed between mail planes, Edwards taught at the tiny school, hunted geese and had an open ear to villagers' concerns. When elders needed to heat their homes, he would haul driftwood from the beach on a four-wheeler, recalled a friend, Scott Kerr, who still lives there.

Elder Anna Krukoff is one of many who stayed in touch, exchanging Christmas cards and calling Edwards when her husband, the school custodian, died in 1995.

"Ron and Cindy were good friends," Krukoff said. "They liked it here. Nice and quiet, no traffic, clean air."

After three years, the Edwards family moved on to the Kuskokwim Delta, where he took a post as principal of the school in Kongiganak, serving fewer than 100 students in grades kindergarten through 12.

Then, in 1995, he was picked for one of the



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The military bent didn't mean he was a stern disciplinarian.

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weren't afraid of him."

Lemon agreed. If someone got in trouble, the teacher said, Edwards would try to keep the kid in school instead of immediately looking to suspend or expel. The gun incident at the basketball tournament was unusual in that the student was kicked out.

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Edwards encouraged sports and not only at the high school. He saw basketball as a healthy outlet for kids with little to do and helped create a program for elementary-age players, unlocking the high school himself on weekends for games.

"Ron Edwards wasn't just the principal out here," said Jim Pace, who coached in the basketball league. "He went the extra mile and did other things for the community."

His family got plenty of attention, too. Edwards watched his youngest, Ron, play basketball in the winter, and softball in the summer. They panned for gold together, hunted caribou together, hiked together. And Meagan's good grades had him excited about the prospect of her becoming valedictorian next year.

Edwards, said Lemon, "did just about anything and everything" for his kids.



Donald Ramsey listens to his lawyer, Craig Howard, after his conviction in the attack on the Anchorage Times in 1986.

RAMSEY: Father can't believe son did shooting

Continued from Page A-1

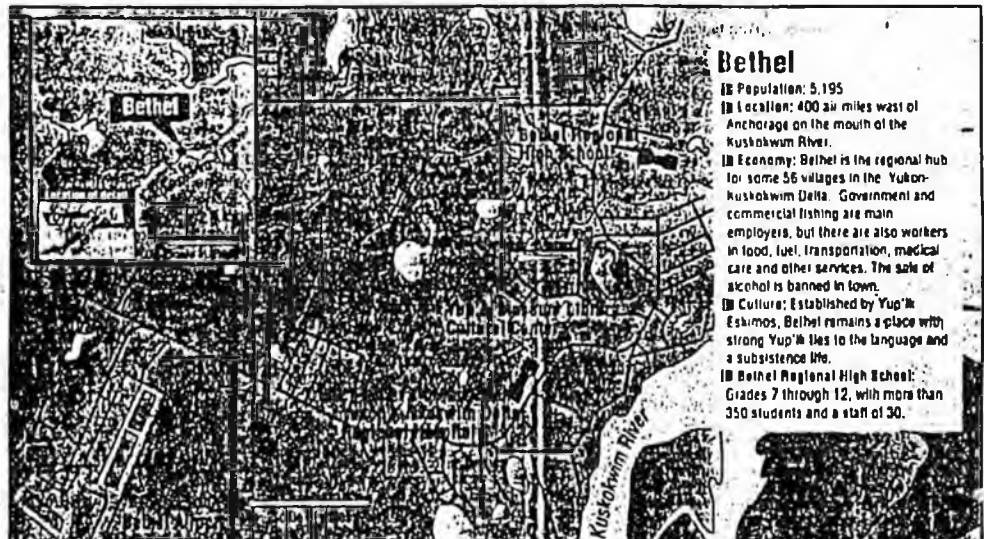
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Wheelchair-bound and 51, Ramsey spends his days going to counseling and working out on Nautilus equipment to strengthen his legs. He said he last talked to his

son's actions Wednesday. "I doubt seriously if it had any impact on him, but who can say? ... I don't think he's trying to emulate the old man, impress the old man, but who can say?" he said.

"People tell me they can't visualize me doing what I did. I can't visualize him doing this, either ... I think this boy's got my temper. He's slow to anger, but when I blow up, I blow up like a volcano. These people (at the veterans' program) have been trying to help me deal with that."

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Ramsey said he loves his three sons, but history and his own recollections make it clear that their upbringing was tumultuous. Ramsey's theories of a mid-

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The three boys were split up about a year after Ramsey's arrest for the Times attack. Evan and a younger brother were placed in the foster care of Hare, now superintendent of the Lower Kuskokwim School District. The oldest was placed in a foster home in Anchorage. Their mother could not be reached for comment Wednesday.

Ramsey said he thought Evan's placement with Hare was fortunate and said she had provided a better home for his boys than he or his wife would have been able to offer.

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Ramsey said he had never discussed the crime that put him in jail with either of the younger boys. "You're talking about a 6-year-old whose father was a cab driver, who went past a point of controllable behavior," he said.

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"I got no vibes from him

that he was having any problems or anything," Ramsey said. "We were just talking. He had just woke up; I could hear him crunching on a bowl of cereal ..."

"I just called to let him know I got out of prison. It took me a few days to get it together in here, and I called Sue (Hare, the boy's foster mother) to let her know where I was ..."

"I talked to Evan probably 20 minutes to a half-hour. He didn't give me any indication of not being happy."

Ramsey said he hasn't seen his son since a prison visit in 1991, but he has tried to stay in touch by phone. Prone to disagreements with prison staff, Ramsey said,

he's spent much of the last six months in "the hole" at Hilland Mountain Correctional Center.

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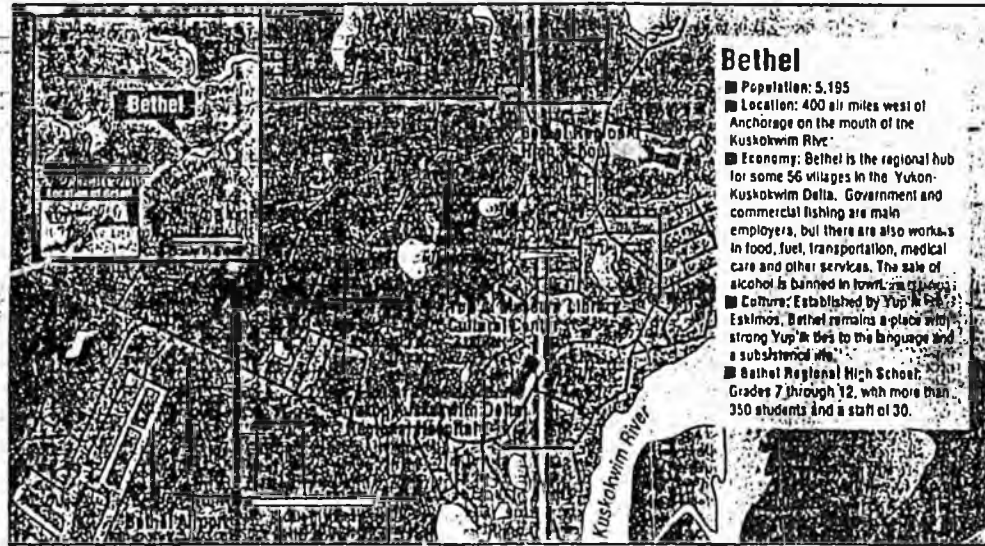
Ramsey was asked if he thinks some lingering residue from his assault on The Times influenced his

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Ramsey leaned back in his wheelchair, eyes moist. "This comes as a total shock to me. This ain't no family tradition."



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Teen's friends prayed for miracle that never came

By SHEILA TOOMEY
Daily News reporter

Friends of Joshua Palacios were gathered in a circle at the Assembly of God church in Bethel praying for his recovery Wednesday night when the 16-year-old high school athlete died in Anchorage.

Others waited by their telephones, hoping in vain for good news.

Palacios was flown to Anchorage and taken by ambulance to Providence Alaska Medical Center, where he went directly into surgery, said hospital spokeswoman Janet Asaro.

He was in surgery for three hours but didn't make it

"He always smiled."

— Andy Angstman

out of the operating area. Doctors were preparing to transport him to the Intensive Care Unit when he died, Asaro said. Palacios, 16, was the second to die Thursday after a Bethel Regional High School student turned a shotgun on his classmates and the school principal.

A friendly "typical" kid, Palacios's real passion was sports, said his friends and coach, with basketball topping the list of his favorite activities despite his 5-foot, 6-inch height. And sports was

what the people who knew him wanted to talk about. "He was a real gym rat," said coach Billy Strickland, who first took notice of the boy as a sixth-grader. "Since that time he's been probably the best player in his class."

The teenager worked as a volunteer at basketball camp with fourth- and fifth-graders, and "was very good with that age of kids," the coach said.

"It's just so unfortunate," said Andy Angstman, also a Bethel sophomore. "He al-

ways smiled."

Palacios and his family moved to Bethel when he was in grammar school. His father works at a halfway house for prisoners and his mother is a health care worker. He spent summers in Anchorage with a grandmother, the coach said.

"He plays aggressive, but he keeps his head," Angstman said early in the day, before the bad news reached town. "He's made several game-winning shots in his career."

"He loves sports. He loves basketball," Mikey Langille, one of his closest friends and a varsity team colleague, said after the shootings Wednesday.

"I've never seen him (ticked) off ..."

Not even when he and a couple of other players got in some trouble and ended up grounded during the state regional this year, Strickland would not talk about the incident except to say the teenager "took the consequences of it, I thought, very well."

Palacios would definitely have been back on the team next season, Strickland said.

Palacios rooted for the San Antonio Spurs and harbored hopes of becoming a professional player himself, despite his height. "You know how kids that age are," Strickland said.



Joshua Palacios

PEACEABLE SCHOOL PILOT



CHUGIAK
HIGH SCHOOL

Chugiak High School Roles and Functions of Key Peaceable School Partners

Peaceable School Steering Committee

- Oversight of annual review and planning process
- Coordination of specific activities that promote peaceable school goals
- Oversight and allocation of violence Prevention Funds from Safe & Drug Free Schools
- Communicates annual goals and activities to school staff, parents, and community
- Works with PAC, Student Forum, Peer Mediation groups and other community groups to organize programs and workshops to address issues of concern

(PAC) Positive Action Committee

- Link of communication between school administration, clubs, and student body
- Clearinghouse for sharing and passing on information related to rumors and incidents that impact the school community
- Quarterly gatherings to identify annual theme, clarify roles and responsibilities, and share how clubs are carrying out annual theme
- PAC can make recommendations Student Forum to address issues of concern

Student Forum

- Addresses issues of concern and makes recommendations for action
- Communication link to homerooms through student representatives
- Meets bi-monthly on school business meeting days
- Longer gatherings of forum at beginning of school year, change of semesters, and end of year

Peer Mediation

- Offer peer mediation between students and students and staff to work out interpersonal conflicts and differences
- Provide annual training for students and staff

Chugiak High School Peaceable School Pilot Goal for School Report Card

Goal: Continue building a peaceable school and more personalized learning environment by:

- *Increasing student participation in clubs and activities by 10% this school year*
- *Increasing student voice and leadership through participation in the Student Forum, the Positive Action Committee, and representation on school committees*
- *Building capacity to institutionalize Peaceable School activities by establishing stipended positions to co-coordinate Peaceable School Pilot*
- *Broadening public awareness, student awareness, faculty awareness, and parent awareness of Peaceable School activities through tangible events, presentations, and written documents*
- *Deepening awareness and widening support for "best practices" that help all students at Chugiak to be academically successful and socially competent and responsible. This will be accomplished by documenting teaching practices that personalize learning and working with department chairs to identify the best ways to support these practices and activities in their departments*
- *Double the number of staff who participate in peer mediation trainings or observe mediations from last year (five participated last year)*
- *Securing participation from faculty in the Peaceable School Pilot by asking each faculty member to identify one way that they can support this effort during the year (Peaceable School Pilot Participation Options will be handed out at next all staff meeting or in-service day)*

***Chugiak High School
Peaceable School Pilot Steering Committee
Summary Notes and Agreements***

Positive Action Committee Action Steps

1. *Top has agreed to sponsor PAC and facilitate October 19 meeting. Vernon has agreed to help facilitate the meeting.*
2. *Prepare a flyer to be disseminated to clubs, school organizations, and sports teams on October 11. The flyer should include the following:*
 - *Purposes of Positive Action Committee*
 - *Announcement of PAC meeting on afternoon of October 19, 11 to 2 p.m.*
 - *Call for 1 to 3 representatives of each club, organization, and sports team to attend meeting*
 - *A form for writing name of club, organization, or sports team, names of students who will attend meeting, and adult sponsors who would be interested in attending meeting*
 - *Purpose of the meeting will include choosing the PAC theme for this year and deciding date of three other quarterly meetings*
3. *Prepare agenda for October 19 PAC meeting. Agenda to include:*
 - *Clarification of purposes of PAC, how often it will meet, follow-up check-in's to support club and sports involvement in theme*
 - *Trust building activities and discussion between students and administrators*
 - *Discuss vandalism and graffiti incidents as test cases for how PAC can intervene*
 - *Brainstorm and reach consensus for PAC theme for this year*
 - *Decide on other dates for quarterly meetings*
4. *Make arrangements for space, reminders to students, and food for October 19 meeting*
5. *Create paper passes that can be disseminated to PAC members when students need to be notified and gathered for a quick emergency meeting*

***Chugiak High School
Peaceable School Pilot
Announcement for Stipended Co-Coordinator Positions at
Chugiak High School, 2000-2001***

As part of the Chugiak Peaceable School Pilot, ASD Safe & Drug Free Schools is able to award up to three \$700 (40 hour) stipends to each of two co-coordinators at Chugiak HS for the period from October 1, 2000 to June 30, 2001. Both of these positions will involve 2 to 3 hours a week to coordinate Peaceable School activities. It is agreed that two staff members can negotiate how they divide up roles and responsibilities described in the description below. Please submit the form below to the principal if you are interested in one of these positions.

Roles and responsibilities for Peaceable School Pilot Co-Coordinators:

1. Collate staff responses to Peaceable School Pilot Participation Options and support implementation of activities that promote faculty participation.
2. Serve as a liaison between Safe & Drug Free Schools and CHS.
3. Coordinate and help facilitate quarterly Steering Committee meetings.
4. Set up on-site schedule for consultant visits with Carol Lieber including focus groups, steering committee meetings, trainings, securing rooms, gathering people by personally inviting them, talking to principal about schedule and food, talking to administrative assistant about substitute needs.
5. Communicate to school leaders about status of Peaceable School activities during the year.
6. Communicate to school staff and community about Peaceable School activities.
7. Support the efforts of Positive Action Committee and attend the quarterly meetings.
8. Serve as the on-site instructor for one-credit class, "Strategies for Personalizing the Classroom", a class offered to staff designed to learn a strategy, try it out, discuss outcomes with colleagues, and explore how strategies for personalization can be used in different academic disciplines.

- 9. *Oversee coordination of national RCCP site visit to Chugiak in February. Educators from RCCP sites around the country will be participating in a national gathering here in Anchorage.*
- 10. *Connect with other teachers who have participated in Partners in Learning course to compile strategies, activities, and practices that help create more peaceable, collaborative, and respectful classrooms. These ideas will go on the national ESR web site.*
- 11. *Help recruit staff for High School course in February.*
- 12. *Organize and help facilitate Peaceable School Pilot assessment and planning meeting in late Spring, 2001.*
- 13. *Participate in meetings with other Peaceable School coordinators and Safe & Drug Free Schools staff.*
- 14. *Be an advocate for efforts to personalize the learning environment, especially related to developing structural and program options for new "houses" at Chugiak.*
- 15. *Help write and monitor mini-grants from Safe & Drug Free Schools.*

Peaceable School Co-Coordinator Positions at CHS

(Please submit this form to Jan)

Name: _____ ext. _____

Present Position at Chugiak HS _____

Three reasons why I would be a good candidate for this position:

1.

2.

3.

***Chugiak High School
Supporting the Peaceable School Pilot
Participation Options***

Name _____

We would like to invite all staff to identify at least one way that each of us can contribute to making Chugiak a more peaceable, welcoming, and respectful community where every student can be successful by

- ***Providing a Safe Environment***
- ***Personalizing Education***
- ***Meeting Developmental Needs of Diverse Adolescents***
- ***Building Students' Emotional Resilience and Social Competency***
- ***Promoting Collaboration among Colleagues***
- ***Improving Student Performance***

- I would like to participate on the Peaceable School Steering Committee that will have oversight of Year Three of the pilot. This group will probably meet or phone conference every two months.
- I would like to work with students from the Positive Action Committee and other faculty to brainstorm ways to support the Peaceable School theme that students have chosen for this year.
- As a club sponsor or coach I will support efforts of my club or team to promote the Positive Action Committee theme for this school year.
- I would like to help support the Positive Action Committee them by teaching a lesson in class that addresses the theme.
- I would like to attend at least one Student Forum meeting this year on business meeting days.
- I would like to participate in Faculty Forum and other discussions about the internal structures, scheduling, and program options for establishing positive, personalizes learning environments in the new "houses" at Chugiak.

- I would like to attend the peer mediation training on Friday, November 3. (Stipends will be available.)
- I would like to observe a peer mediation this year.
- I will encourage the use of mediation as an early intervention when I see students having a problem with each other.
- I would like to discuss with Judy and Sandy how I might take on a support role with the mediation program in the future to ensure that the program will continue for years to come.
- I would like to participate in a planning committee with upper class students to develop a more personalized orientation program for in-coming students next year.
- I would like to help support student participation in school governance, curriculum, and task force committees. We agreed to create a process where students will participate on all standing school committees. This will also include establishing a selection process for students and creating a brief orientation for students who are on committees.
- I would be willing to document at least one idea, strategy, or practice that supports a peaceable and personalized classroom. We will place these ideas on the ESR national web site.
- I would be willing to briefly describe Partners in Learning goals and practices with colleagues in my department.
- I would like to work with my department chair to identify opportunities to share practices and strategies that create a more peaceable and personalized classroom.
- I would like to help identify courses within my department that are the best fit for establishing practices and activities that promote social and emotional competencies and conflict resolution and develop greater appreciation for diversity.
- I would like to meet with staff from "feeder" middle schools to discuss the kinds of middle school expectations and skill mastery that make the transition to high school a smoother experience for in-coming 9th graders.

- I would like to discuss the 9th grade transition with other faculty who teach 9th grade (thinking about some common goals, expectations, activities, and experiences that can help 9th graders be more successful here at Chugiak).
- I would like to participate in a discussion with sophomores to get an idea of the kinds of support, skills, learning activities, and encouragement are most helpful to be successful in 9th grade.
- I would like to sponsor a new activity this year (could run for 4 or 5 sessions or longer) in an effort to increase participation of students in Wednesday activities.
- I would like to use release time or a prep period to observe another teacher or team teach a class that reinforces social and emotional learning/conflict/diversity in the classroom.
- I would like to work with art students to create a Peaceable School banner that can hang in a prominent place in the school.
- Here's another way I'd like to make a contribution to the Peaceable School pilot here at Chugiak.

Conflict Resolution and Intergroup Relations

The Need

Conflict is a normal and essential part of life. The way we deal with differences and conflict, however, often divides us and inhibits our ability to confront common problems. Complex social issues and increasing global interdependence place new demands on our capacities to work together.

Many young people are not learning to deal constructively with differences that they face daily. They see few alternatives to either fleeing from conflict or fighting.

Violence has become a social problem of epidemic proportions that especially affects young people. The messages that society conveys about violence are at best confusing, and often encourage violence. Many young people do not believe that they can make a difference and improve the world in which they live.

Key Concepts

ESR conflict resolution programs reflect the following principles and understandings about conflict:

1. Conflict is a part of life. When handled constructively, conflict presents opportunities for growth and progress. People of any age can acquire skills and understandings that will help them deal with conflict in constructive ways.
2. There are many conflict situations where "win-win" solutions—those that meet the underlying interests and needs of the parties to the dispute—can be achieved. Too often we assume that one person must win and the other must lose in a conflict, or that both must give up something, and thus neither get what they need or want.
3. While the win-win approach can be helpful in many situations, resolution of a conflict is not always possible. In some cases, the best outcome in a conflict-laden situation might stem from a strategy that prevents the outbreak of physical violence or the rupture of a relationship. Conflict can even be an important resource in the effort to bring about constructive change. The primary goal is to be creative and resourceful in the face of conflict.
4. Conflict resolution is best taught in the context of a caring community characterized by cooperation, effective communication, emotional strength, appreciation of differences, recognition of common purposes, and shared decision making.

A singular focus on conflict resolution knowledge and skills without attention to creating community may miss underlying causes of problems. Caring and empathy are as important as knowing how to negotiate.

5. The ability to enter others' perspectives, to see and feel problems as others do, and to identify their needs and interests is central to dealing constructively with differences.
6. Dialogue is an effective form for discussing controversial issues. Dialogue, as contrasted with debate, emphasizes seeking common ground rather than polarizing differences. It encourages empathy with other points of view and toleration for ambiguity and the uncertainty of knowledge. Debate is characterized by confrontation, a contest between right and wrong in which each side believes it is right. The typical goal of debate is to win the argument and end the discussion. Dialogue encourages people with differences to keep talking and increases the chances of creative responses to conflict.
7. While the interventions used in interpersonal conflicts are often quite different from those used in larger social conflicts, the study of each helps students begin to understand the underlying dynamics of conflict and further develop a positive attitude toward it. The development of interpersonal conflict skills, principles, experience, and concepts sets the foundation for effective responses to conflict in social and political spheres.
8. It is important to cultivate awareness of and appreciation for differences—individual, ethnic, cultural, and national. Commonly, the perception of difference leads to separation and distancing. However, given an emerging understanding of the world's interdependent character, differences must be understood in their interrelatedness, and in the opportunities they often present for creating new, more inclusive and adaptive relationships. Responding effectively to conflict necessitates learning to balance respect for differences with the ability to make informed judgments.
9. The roots of violence and social conflict often lie in inequality and injustice. It is important to help students understand and confront such deeply rooted problems as racism and sexism. In part, this takes place through examination and, where needed, transformation of existing power relationships in social conflicts.

Conflict has many dimensions. While physical violence is the most obvious, other forms of structural and institutional violence are also pernicious and equally demand our attention.

ESR/RCCP's Approach: Distinguishing Features

ESR/RCCP's approach to conflict resolution and intergroup relations is based on the following principles which are rooted in beliefs about effective teaching and learning:

1. To see conflict as presenting opportunities for growth requires a significant shift in attitude and world view. Adults as well as students must examine and seek to change their own attitudes about conflict. This process requires time and patience. It also necessitates support for those teachers who are involved. Significant behavioral change in the classroom does not result from a "quick fix."
2. Effective teaching about conflict is student-centered—that is, it begins with students' experiences of conflict and their own questions. It addresses the conflict and violence in young people's lives. It helps young people make connections between their lives and the larger world and apply new understandings to conflicts outside of their immediate experience.
3. ESR/RCCP encourages young people to think about why there are different kinds of conflict, to explore a repertoire of effective responses to conflict, to pose problems and generate good questions, to recognize that society is created by people, and to believe that they can make a difference.
4. ESR encourages inquiry and exploration of complex issues that lead to the discovery of underlying assumptions, root causes, and internal contradictions. Thoughtful inquiry involves risk taking, for it may raise fundamental questions about the way we live and how our society is structured.
5. A comprehensive approach to conflict resolution education involves teachers in the application of understanding and skills at five levels: through core practices and routines that help create a peaceable classroom community; through modeling and teaching core conflict resolution skills; through the use of teaching strategies that promote cooperation, effective communication, and problem solving; through WIN-WIN approaches to classroom management and handling student problems; and through infusion of conflict resolution skills and concepts into academic subject areas such as literature, social studies, and science.
6. Many programs teach conflict resolution as a set of isolated skills. Although individual skills are useful, the practice of creative response to conflict entails more than a collection of isolated skills; it is an integrative process that happens when one is confronted with a real problem. It also involves a systematic way of thinking about how to handle differences.

7. ESR/RCCP helps teachers create structured learning environments characterized by: a willingness to embrace and use conflict for learning; a sense of being safe to express feelings and different opinions, and to change one's mind and behavior; a commitment to share power and control so that students are partners with teachers in creating knowledge and making decisions; reflection about self and others; and connection between adults and the formation of relationships.
8. Other programs focus on stopping-fighting and physical violence and on controlling behavior. ESR/RCCP believes that conflict resolution in education is not simply another form of discipline. ESR/RCCP's goal involves going deeper. It includes empowering young people by providing them with a repertoire of skills and nurturing new ways of thinking about dealing with differences and conflict.
9. Based on our experience working with schools across the United States, we recommend several components for the successful implementation of a conflict resolution education program: in-depth introductory staff training, use of exemplary curriculum, follow-up classroom visits by staff development specialists, periodic meetings of all involved staff, and leadership development programs for qualified participants. Training support is central—ESR/RCCP's approach is as much about process and practice as curriculum. ESR structures participatory learning experiences for adults that mirror the empowering methodology we recommend for young people.
10. Conflict resolution in the schools often takes the form of mediation programs. ESR/RCCP believes that school mediation programs are best implemented as part of a larger effort to train staff and students in conflict resolution. While mediation programs are valuable for many young people, they often are separate from the cultures of classrooms and the school at large, where prevailing norms among students and teachers do not support the goals of the mediation program. Also, while third party intervention (mediation) is an important form of dispute resolution, it does not necessarily help individuals develop abilities to manage and resolve differences on their own.
11. ESR/RCCP frames its conflict resolution and intergroup relations work as central to the process by which young people become responsible decision makers and active participants in our democracy. Students need skills, understanding, and opportunities to make a difference in the world. The ability to deal constructively with differences is a fundamental part of effective citizenship.

Teaching For Social Responsibility

Conflict Resolution and intergroup relations are essential components integrated into a larger framework of social responsibility. ESR/RCCP is dedicated to deepening our own and our fellow educators' understanding of each of these activities cited below that we believe constitute important perspectives of social responsibility.

Controversial Issues - The significant issues of our times are controversial. Therefore, it is vital that these issues be considered in schools, so that students can practice learning how to decide what to do in complex, emotion-laden situations. Without such practice, they are left with the models they see around them, which tend to encourage polarizing and oversimplifying.

Dialogue - In dialogue the effort is to understand each other's position—not only the intellectual content, but also the history and emotions tied to the position. Done well, this approach leads to an increased understanding of a given situation that permits a partnership approach in critical thinking and an attempt to collaborate in devising a "win-win" solution to the conflict. In debate, by contrast, the emphasis is on attacking the intellectual content of an opponent's position to achieve a "win" at the opponent's expense.

Multiple Perspectives - There are typically more than "two sides to every story." One of the most important means of helping students reflect on their thinking is to help them reach beyond the limits of their own experience and to enter the experience of others.

Interconnectedness - Preparing young people for the twenty-first century means helping them to develop an understanding of how to live in an interdependent world. Students need to be encouraged to view situations holistically, examining the interconnections of parts of a system rather than focusing on one cause and one effect.

Opportunities for Participation - Learning is strengthened when it is embodied in action, so it is vital to give students opportunities to contribute to the lives of others and to improve the world around them. Depending on their maturity, students can be appropriately involved in taking action on classroom, school, community, national, or global problems. Providing such opportunities helps students to improve the quality of their thinking and to build self-esteem and a sense of connection with the world.

Community - Developing a sense of community—a consciousness of the group of which one is a part—means acknowledging our interconnectedness, having a sense of common purpose, respecting difference, sharing in decision making, and supporting each other's growth. To enable young people to acquire this perspective, we must be willing and able to create classrooms and schools that function as communities.

ESR/RCCP seeks to make social responsibility an integral part of education. It perceives social responsibility to be an integrating framework for a variety of activities that will help young people learn how to participate in shaping a better world.

These ideas were forged through years of ESR leaders' experience in helping educators introduce creative and effective ways of dealing with conflict into their classrooms and schools. ESR/RCCP's approach to conflict resolution has many roots. While it is not possible to trace all of these roots, certain key contributions and bench-marks are worth noting.

Early in the 1980s, our experience teaching the skills of critical analysis for examining the arms race led quickly to the realization that students needed to understand the process for peacemaking. The curriculum guide, *Perspectives: A Teaching Guide to Concepts of Peace*, compiled by over thirty educators, was published in 1983. It included a section designed to help students learn conflict resolution skills for helping to create a more peaceful world.

Also during the 1980s, a group of ESR leaders adapted Peter Elbow's technique for teaching writing, called methodological belief, to develop a process for more deeply understanding different perspectives on emotion-laden, controversial topics. This process helps people listen and talk about conflict in new ways.

During this period ESR reached teachers with its ideas in two ways. It developed a wealth of practical activities which it introduced to teachers through printed materials and workshops, and it enabled teachers to gain a deeper understanding of conflict resolution through weeklong institutes. Both activities enriched our own understanding of the varied dimensions of conflict resolution work.

Another major source of ESR's approach to conflict resolution began in 1985 when New York Metro ESR and the New York City Public Schools launched a project in one school district in Brooklyn to prepare elementary teachers in conflict resolution. This project, now a national demonstration project named the "Resolving Conflict Creatively Program," has grown to encompass over 300 schools and involve 120,000 students in New York City, other sites around the country including Anchorage (AK), Vista (CA), New Orleans, and South Orange-Maplewood (NJ). This comprehensive program involves school districts that make a long term commitment to integrate conflict resolution and intergroup relations into the heart of the school culture. To accomplish this, RCCP involves all staff, administrators, and parents in intensive training and leadership development, provides extensive staff development for participating teachers, and involves students in school wide projects and leadership programs.

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Chair, House Special Committee
on Economic Development, Trade
and Tourism

Chair, Joint House and Senate
Administrative Regulation and
Review Committee

Member
Resources Committee
Rules Committee

Representative Lesil McGuire *House District 17*

MEMORANDUM

TO: Representative Fred Dyson
Chair, House Health, Education, and Social Services Committee

FROM: Representative Lesil McGuire

DATE: March 23, 2001

RE: HB 99
"An Act relating to school discipline and safety programs; and providing
for an effective date."

I respectfully request that HB 99 be scheduled for a hearing in the House Health, Education, and Social Services Committee.

Attached are the following documents:

1. Sponsor Statement
2. HB 99
3. Bill History
4. Backup Material

If you have any questions please feel free to contact me personally, or my staff Lou Caputo at ext. #4955.



Alaska Legislature
Legislative Research Services
State Capitol
Juneau, AK 99801-1182
(907) 465-3991
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TO: Rep. Kevin McGuire, ADIN Lou

FAX #: 6595

DATE: 3-23-2001 No. of pages including cover 3

- FROM:
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 - Patricia Young
Legislative Analyst *Patricia*
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Comments: *Re: After school activities in Prudal Alaska*

Here at least is the information from Dept. of Educ & Early Development that I mentioned. Apparently the e-mail request to various school boards did not get posted until today, but Greg Giles says he'll ask for information to come in by next Wednesday (3-28).

HB

101

22-LS0254\O
Ford
2/22/01

CS FOR HOUSE BILL NO. 101()

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SECOND LEGISLATURE - FIRST SESSION**

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES DYSON, Rokeberg

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to charter schools; and providing for an effective date."**

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

3 *** Section 1.** AS 14.03.250(a) is amended to read:

4 (a) A charter school may be established as provided under AS 14.03.250 -
5 14.03.290 upon the approval of the local school board and the state Board of
6 Education and Early Development of an application for a charter school. The state
7 Board of Education and Early Development may not approve more than 60 [30]
8 charter schools to operate in the state at any one time [AND SHALL APPROVE
9 CHARTER SCHOOLS IN A GEOGRAPHICALLY BALANCED MANNER AS
10 FOLLOWS: NOT MORE THAN 10 SCHOOLS IN ANCHORAGE; NOT MORE
11 THAN FIVE SCHOOLS IN FAIRBANKS; NOT MORE THAN THREE SCHOOLS
12 IN THE MATANUSKA-SUSITNA BOROUGH; NOT MORE THAN THREE
13 SCHOOLS IN THE KENAI PENINSULA BOROUGH; NOT MORE THAN TWO
14 SCHOOLS IN THE CITY AND BOROUGH OF JUNEAU; NOT MORE THAN
15 SEVEN SCHOOLS LOCATED IN OTHER AREAS OF THE STATE, AND THESE

1 SEVEN SCHOOLS SHALL BE ALLOCATED AS NEARLY AS POSSIBLE IN A
2 GEOGRAPHICALLY BALANCED MANNER THROUGHOUT THE REST OF
3 THE STATE].

4 * Sec. 2. AS 14.03.255(a) is amended to read:

5 (a) A charter school operates as a school in the local school district except that
6 the charter school (1) is exempt from the local school district's textbook, program,
7 curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the
8 principal of the charter school shall be selected by the academic policy committee and
9 shall select, appoint, or otherwise supervise employees of the charter school; and (3)
10 operates under the charter school's annual program budget as set out in the contract
11 between the local school board and the charter school under (c) of this section. A
12 local school board may exempt a charter school from other local school district
13 requirements if the exemption is set out in the contract. A charter school is subject
14 to secondary school competency testing as provided in AS 14.03.075 and other
15 competency tests required by the department.

16 * Sec. 3. AS 14.03.255(c) is amended to read:

17 (c) A charter school shall operate under a contract between the charter school
18 and the local school board. A contract must contain the following provisions:

- 19 (1) a description of the educational program;
- 20 (2) specific levels of achievement for the education program;
- 21 (3) admission policies and procedures;
- 22 (4) administrative policies;
- 23 (5) a statement of the charter school's funding allocation from the local
24 school board and costs assignable to the charter school program budget;
- 25 (6) the method by which the charter school will account for receipts
26 and expenditures;
- 27 (7) the location and description of the facility;
- 28 (8) the name of the teacher, or teachers, who, by agreement between
29 the charter school and the teacher, will teach in the charter school;
- 30 (9) the teacher-to-student ratio;
- 31 (10) the number of students served;

1 (11) the term of the contract, not to exceed a term of 10 [FIVE] years;

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

5 (13) a statement that the charter school will comply with all state and
6 federal requirements for receipt and use of public money;

7 (14) other requirements or exemptions agreed upon by the charter
8 school and the local school board.

9 * Sec. 4. AS 14.03 is amended by adding a new section to read:

10 **Sec. 14.03.263. Charter school grant program.** (a) A charter school may
11 receive a one-time grant from the department equal to the amount of \$500 for each
12 pupil enrolled in the charter school on October 1 of the year in which the school
13 applies for the grant. The charter school shall use a grant received under this
14 subsection to provide educational services. In this subsection, "educational services"
15 includes curriculum development, program development, and special education
16 services.

17 (b) The department shall establish by regulation procedures for application for
18 and expenditure of grant funds under (a) of this section.

19 * Sec. 5. AS 14.03.275 is amended to read:

20 **Sec. 14.03.275. Contracts; duration.** A contract for a charter school may be
21 for a term of no more than 10 [FIVE] years [AND MAY NOT EXTEND BEYOND
22 JULY 1, 2005].

23 * Sec. 6. AS 14.17.905 is amended by adding a new subsection to read:

24 (b) Notwithstanding (a)(3) of this section, a charter school shall be counted as
25 a separate school if the charter school has an ADM of at least 150 students.

26 * Sec. 7. Section 9, ch. 77, SLA 1995, is repealed.

27 * Sec. 8. This Act takes effect July 1, 2001.



Alaska State Legislature

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REPRESENTATIVE FRED DYSON

HB 101

Sponsor Statement

"An Act relating to charter schools

Updated: February 1, 2001

Contact: Representative Fred Dyson's office at (907) 465-2199

House Bill 101 is intended to extend and strengthen the existing Alaska Charter School Law. The current law on the books is scheduled to sunset on July 1, 2005 (less than 4 ½ years from now). This means that any new charter school cannot be approved for the allowable five year charter. Existing charter schools are having a difficult time securing facility purchase and lease agreements because their remaining contracts are something less than 4 ½ years and cannot be extended beyond 2005.

Some of our charter schools are exciting, dynamic examples of parents being involved in their children's education. Intensive parental involvement has stretched the system in a positive way. Most charter schools are struggling because we have not given them the tools they need to succeed. I believe the demonstrated passionate involvement of parents and the good results indicate we should go beyond eliminating the sunset and allowing for longer contracts.

HB 101 is similar to the charter school law I sponsored last session except that it abandons the effort to mandate a succinct accounting statement to be part of the charter. It also abandons the attempt to mandate distribution of a pro-rated share of local contributions to go to charter schools

HB 101 makes the following changes to the existing charter school law:

- Eliminates the July, 2005 sunset clause.
- Extends the allowable contract length from 5 to 10 years.
- Eliminates the geographic distribution requirements.
- Doubles the cap from 30 to 60 charter schools.
- Clarifies that charter schools are not exempt from competency testing.
- Allows Charter Schools to be counted as separate a school if the ADM is over 100 (reference AS 14.17.905)
- Provides a small grant for teaching of AK History and Native languages.
- Provides a one-time "start-up" grant.
- Allows for charter school use of safe public buildings with District Superintendent approval.

We have two options: 1) strengthen the charter school law to encourage continued new thinking and foster more fresh education reform, or 2) do nothing and watch the investment of countless hours of hundreds of parents die on the vine. Merely extending the sunset and lifting the cap will not be enough. HB 101 is probably not enough, but it is a step toward quality in public education.

- E-mail -
Representative_Fred_Dyson
@Legis.state.ak.us

- Internet -
<http://www.akRepublicans.org>

HB 101 Sectional Analysis
Revised February 22, 2001

Section 1: Doubles the allowable number of charter schools in Alaska from 30 to 60. This section also eliminates the geographic distribution requirement.

Section 2: Specifies that charter schools are subject to Benchmark and High School Qualifying Exam requirements.

Section 3: Specifies what must be included in a charter school contract. The changes HB 101 makes to existing law are grammatical except for one that conforms with the contract duration change that is made in Section 5.

Section 4: Adds a new section of law that allows for a one-time charter school grant in the amount of \$500 per student.

Section 5: Changes the allowable charter school contract length from a maximum of 5 years to a maximum of 10 years.

Section 6: Specifies that a charter school needs at least 150 students to be counted as a separate school for purposes of foundation formula calculations. (Existing law states that alternative schools need at least 200 students.)

Section 7: Repeals the July, 2005 charter school law sunset date.

Section 8: Sets an effective date.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 101 (HESS)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: DEED
 Title: "An Act relating to charter schools; and providing BRU: K-12 Support
for an effective date." Component: Foundation Program
 Sponsor: Representative Fred Dyson
 Requester: House HESS Component Number: 141

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	609.8	609.8	609.8	609.8	609.8	609.8
Miscellaneous						
TOTAL OPERATING	609.8	609.8	609.8	609.8	609.8	609.8

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

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

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	609.8	609.8	609.8	609.8	609.8	609.8
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	609.8	609.8	609.8	609.8	609.8	609.8

Estimate of any current year (FY2001) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2002 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HB 101 Sec. 6. AS 14.17.905 is being amended to reflect Charter Schools with an Average Daily Membership (ADM) of at least 150, would be entitled to be counted as a separate school.
 (please see attached spreadsheet)

Prepared by: Eddy Jeans, School Finance Manager Phone 465-8679
 Division: Education Support Services Date/Time: _____
 Approved by: Bruce Johnson, Deputy Commissioner of Education Date 2/23/01
 Agency: Education and Early Development

For distribution information, call the Governor's Legislative Office

District	FY'02 Projected Charter ADM's	Money generated based on AS 14.17.905
Anchorage Aquarian	240	
Anchorage Family Partnership*	799	
Anchorage Village Charter	120	
Craig PACE CS*	200	
Delta/Greely Cyber School*	202	
Fairbanks Chinook Charter	96	
Fairbanks New Beginnings	34	
Iditarod Takotna Charter	35	
Juneau Community Charter	60	
Kenai Aurora Borealis	129	
Kenai Homer Charter School	26	
Ketchikan Charter School	128	
Lower Kuskokwim Ayaprun Elitnaurvik Yup'ik Immersion	190	609,755
Mat-Su Academy Charter	135	
Mat-Su Midnight Sun	92	
Nome Anvil City Science Acad.	20	
TOTAL	2,506	609,755

* These are correspondence schools.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 101 (HESS)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education and Early Development
 Title: "An Act relating to charter schools; and
providing for an effective date." BRU: Teaching & Learning Support
 Sponsor: Representative Dyson Component: Quality Schools
 Requester: House HESS Component Number: 2147

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007
Personal Services	101.0	101.0	101.0	101.0	101.0	101.0
Travel	5.0	5.0	5.0	5.0	5.0	5.0
Contractual	60.0	60.0	60.0	60.0	60.0	60.0
Supplies	4.0	4.0	4.0	4.0	4.0	4.0
Equipment	2.0	0.0	0.0	0.0	0.0	0.0
Land & Structures						
Grants & Claims	1,253.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	1,425.0	170.0	170.0	170.0	170.0	170.0

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

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

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	1,425.0	170.0	170.0	170.0	170.0	170.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	1,425.0	170.0	170.0	170.0	170.0	170.0

Estimate of any current year (FY2001) cost: 0.0

POSITIONS

Full-time	1					
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Please refer to the attached sheets for a detailed description.

Sec. 4. AS 14.03.263 provides start-up grant to 16 charter schools at \$500 per pupil. This fiscal note does not project the estimated cost for the additional 44 charter schools authorized by this legislation.

Prepared by: Barbara Thompson, Deputy Director Phone (907) 465-8727
 Division: Teaching & Learning Support Date/Time 2/16/01 12:00 AM
 Approved by: Bruce Johnson, Deputy Commissioner of Education Date 2/23/01
 Agency: Department of Education & Early Development

For distribution information, call the Governor's Legislative Office

Fiscal Note Description for HB 101

Section 1 of HB 101 removes the former requirements that the State Board of Education & Early Development may not approve more than 30 charter schools to operate in the state at one time and shall approve charter schools in a geographically balanced manner. Amended language raises the cap on the number of charter schools to be allowed from 30 to 60. Language related to approval of charter schools geographically is eliminated.

Section 2 requires that charter schools be subject to secondary school competency testing as provided in AS 14.03.075.

Section 3 adds minor revisions to existing provisions and extends allowable charter school contract time from 5 years to 10 years.

Section 4 creates a new Charter School Grant Program. A charter school may receive a one-time grant from the department equal to \$500 per pupil. This funding shall be used to provide educational services (curriculum development, program development, and special education services.).

Section 5 addresses extending the allowable charter school contract time from 5 years to 10 years.

Personal Services – \$101,000

One, new FTE Education Specialist II, Range 21, position is needed to administer the charter schools application process for up to 60 schools; administer the new Charter Schools Grant Program; provide technical assistance to school district and charter school staff who are planning for or initiating a charter school; assure compliance with state charter school statutes and regulations; assure quality programs are developed and supported; develop and maintain a charter schools regulations process; and evaluate the effectiveness of Alaska's charter schools. (\$77,000)

Funds for .10 FTE of an existing Grants Administrator II position are needed to address fiscal issues, issuing grant awards and completing fiscal documents related to charter schools grant applications and billings. (\$7,000)

Funds for a .5 FTE Administrative Clerk II position are needed to provide clerical support to the Education Specialist II and for the application process. (\$17,000)

Although the Grants Administrator II and Administrative Clerk II positions are existing positions, current federal fund sources are not sufficient to fund the charter schools duties that would be assigned to them.

Travel - (\$5,000)

Travel funding is needed to provide for a limited number of technical assistance and/or compliance reviews of charter schools. (\$5,000)

Contractual - (\$60,000)

Contractual funding is needed primarily for evaluation of the effectiveness and success of charter schools in Alaska. Additionally, some funding is needed to support administrative services functions, postage, phone charges, copier charges, printing and dissemination of information about effective and successful charter schools and Charter Schools Grant Program applications. (\$60,000)

Supplies - \$4,000

Funding is needed for the purchase of general office supplies and materials for meetings related to charter schools. (\$4,000)

Equipment - \$2,000

Funding is needed for the purchase of a computer for the Education Specialist II position. (\$2,000)

Grants - \$1,253

Funding is needed in the grant line for the newly created Charter Schools Grant Program. This program allows for a charter school to receive a one-time grant from the department equal to \$500 per pupil. This funding shall be used to provide educational services (curriculum development, program development, and special education services).

District	FY'02	AS
	Projected Charter ADM's	14.03.263(a) One Time Grant of \$500 Per Pupil
Anchorage Aquarian	240	120,000
Anchorage Family Partnership*	799	399,500
Anchorage Village Charter	120	60,000
Craig PACE CS*	200	100,000
Delta/Greely Cyber School*	202	101,000
Fairbanks Chinook Charter	96	48,000
Fairbanks New Beginnings	34	17,000
Iditarod Takotna Charter	35	17,500
Juneau Community Charter	60	30,000
Kenai Aurora Borealis	129	64,500
Kenai Homer Charter School	26	13,000
Ketchikan Charter School	128	64,000
Lower Kuskokwim Ayaprun Elitnaurvik Yup'ik Immersion	190	95,000
Mat-Su Academy Charter	135	67,500
Mat-Su Midnight Sun	92	46,000
Nome Anvil City Science Acad.	20	10,000
TOTAL	2,506	1,253,000

* These are correspondence schools.



Making Schools Work Better for All Children

CER SCORE CARD

Charter School Legislation: State Rankings

States With Strong Charter Laws...

... which do are are likely to support at least some significant development of autonomous charter schools.

CHARTER SCHOOL LEGISLATION: STATE RANKINGS																
Grade	A									B						
State	AZ	MI	MN	DC	DE	MA	TX	CA	FL	NY	NC	PA	CO	MO	SC	OR
Year Law Passed	'94	'93	'91	'96	'95	'93	'95	'92	'96	'98	'96	'97	'93	'98	'96	'9
Number of schools allowed	4.5	4.3	5	4.5	3.7	3.3	4	5	3.5	2.3	3.5	5	4.5	2.3	4.5	3.2
Multiple chartering authorities	4.5	5	4.5	4	2.4	3.3	3.25	4.5	3.5	3.3	3.5	3.25	3	4	1.5	2
Eligible charter applicants	5	4.7	5	5	4.4	4.3	4.25	5	5	4	4.5	4.5	4	1	3.5	4.
New starts allowed	4.5	4.7	4.5	5	4.9	5	4.75	4	4	5	4.5	4.5	3.25	4.6	3.5	4
School may be started without evidence of local support	5	5	3.5	3	3.5	4	3.5	3	3	4	3	3.5	3	4	2	5
Automatic waiver from state and district laws	4.5	2.7	5	5	4.4	3	5	3	3	5	4	3	3.25	4	4.5	3.
Legal/operational autonomy	5	5	4.5	4.5	5	4.7	4	3	3.5	5	3	3	2.75	4.2	3.5	3.
Guaranteed full per-pupil funding	3.5	5	3.5	4.5	5	5	4	4.5	5	2.6	4.5	2.5	3.75	4	5	3.2
Fiscal Autonomy	5	5	5	4.5	5	5	4	4	5	5	4	3.5	4.5	4	4.5	2.
Exempt from collective bargaining agreement/district work rules	4.75	4	4.5	5	4.9	4.3	4	4	4.5	3.3	3	4	4.5	4	3.5	4.2
Total	46.25	45.4	45	45	43.2	41.9	40.75	40	40	39.5	37.5	36.75	36.5	36.1	36	35.
RANK 2000	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rank 1998	1	2	6	3	4	5	9	10	13	7	8	16	12	15	11	N.
Number of charters Spring 2000	352	173	59	31	5	39	167	239	111	5	75	47	65	18	8	4

States With Weak Charter Laws...

... which have not, and are unlikely to lead to significant charter activity.

CHARTER SCHOOL LEGISLATION: STATE RANKINGS

Grade	C										D					
	IL	NH	OH	GA	LA	ID	NV	CT	UT	AK	NM	HI	WY	RI	AR	VA
Year Law Passed	'96	'95	'97	'93	'95	'98	'97	'96	'98	'95	'93	'94	'95	'95	'95	'98
Number of schools allowed	2	1.7	1.7	5	2	2.6	2.5	2.5	0.6	2.3	2.5	1	5	1	2.5	1.6
Multiple chartering authorities	1	0.7	2.7	1	2.5	1.3	1	2.5	2	0.3	2.25	1	0	1	1	1
Eligible charter applicants	4	3.7	3	4	3.5	3	2	1.5	4.3	4.7	2	1.5	4.3	2.5	2.5	2.6
New starts allowed	3.5	3.7	2.7	4	4	4.8	4.5	3.5	4.1	5	3.5	3	4	4	3.5	2.3
School may be started without evidence of local support	1	0	4.7	2.5	2	1	5	1	2.5	1.3	3	2	1.7	0	2.5	2.6
Automatic waiver from state and district laws	3	4.7	3	5	2.5	4.3	2.5	2.5	0.6	0	0.5	4.5	0	0.5	0	0.6
Legal/operational autonomy	3	3.7	1.7	0	1	0	1.5	0.5	1.6	0	0	0.5	0	0.5	0	0.6
Guaranteed full per-pupil funding	3	0	2.7	2	3	3	3.5	3.5	0.3	3.3	3	1.5	0	3.5	1.5	0.6
Fiscal Autonomy	3.5	5	2.7	2	4.5	1.6	1	3	1.3	4	2	1	0	1.5	0	0
Exempt from collective bargaining agreement/district work rules	4	4.7	2.3	1.5	1.5	4	2	2.5	4.3	0	0	0	0	0	0	0
Total	28	27.9	27.2	27	26.5	25.6	25.5	23	21.6	20.9	18.75	16	15	14.5	13.5	11.5
RANK 2000	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
Rank 1998	20	19	23	21	14	24	27	22	25	26	33	32	29	28	34	30
Number of charters Spring 2000	19	0	48	32	17	8	5	16	3	17	3	2	0	2	0	0

About the Grades:

- **"A" (Score between 40-50):** These laws allow for a significant number of charter schools and contribute positively to their growth and development.
- **"B" (Score between 30-39):** These laws also allow for healthy growth of charter schools but contain some significant provisions that may impede growth.
- **"C" (Score between 20-29):** These laws may allow for a good number of schools, but still pose significant challenges to sustaining a prolific and healthy charter environment.
- **"D" (Score between 10-19):** These laws largely allow conventional education bureaucracies to regulate the establishment and operation of charter schools. While schools have opened under these laws, they are heavily regulated and are few and far between.
- **"F" (Score between 0-9):** These laws simply offer no real charter environment at all, and are charter laws in name only.

Rating Criteria

All 37 charter school laws in existence as of April 2000 are scored and ranked according to

their degree of expansiveness. The states are ranked from 1 (most expansive) to 37 (most restrictive), as well as divided into Strong and Weak Charter Law States, indicating which do or are likely to support at least some significant development of autonomous charter schools, and which do not.

- **Number of Schools:** States that permit an unlimited or substantial number of autonomous charter schools encourage more activity than states that either limit the number of autonomous schools, or allow an unlimited number of charter schools with restrictions on their autonomy, demographics, etc.
- **Multiple chartering authorities/binding appeals process:** States that permit a number of entities in addition to or instead of local school boards to authorize charter schools, or that provide applicants with a binding appeals process, encourage more activity than those that vest authorizing power in a single entity, particularly if that entity is the local school board, or provide only an advisory appeals process
- **Variety of applicants:** States that permit a variety of individuals and groups both inside and outside the existing public school system to start charter schools encourage more activity than states that limit eligible applicants to public schools or public school personnel.
- **New starts:** States that permit new schools to start up encourage more activity than those that permit only public school conversions.
- **Formal evidence of local support:** States that permit charter schools to be formed without having to prove specified levels of local support encourage more activity than states that require such demonstrations of support.
- **Automatic waiver from laws and regulations:** States that provide automatic blanket waivers from most or all state and district education laws, regulations, and policies encourage more activity than states that provide no waivers or require charter schools to negotiate waivers on an issue-by-issue basis with charter-granting authorities. (In no case, however, are civil rights laws or health/safety codes waived for charter schools)
- **Legal/operational autonomy:** States in which charter schools are independent legal entities that can own property, sue and be sued, incur debt, control budget and personnel, and contract for services encourage more activity than states in which charter school remain under district jurisdiction. In addition, legal autonomy refers to the ability of charter schools to control enrollment numbers, with no special conditions imposed by the charter law or the local district on its policies.
- **Guaranteed full funding:** States where 100% of per-pupil funding automatically follows student enrolled in charter schools encourage more activity than states where the amount of funding is automatically set below 100%, or must be negotiated with the district. (For more on charter funding, see also: [Charter School Funding Path.](#))
- **Fiscal Autonomy:** State that give charter schools full control over their own budgets, without the district holding the funds, encourage more activity than states that do not. (For more on charter funding, see also: [Charter School Funding Path.](#))
- **Exemption from collective bargaining agreements / district work rules:** Weak laws do not give charter schools control over personnel decisions but make them subject to district collective bargaining agreements or work rules.

Other Notes:

The scores on this table are based on the current status of each law (through April 2000). Amendments to the original law, state board regulations, legal rulings, department of education interpretation and actual implementation have all been factored into the ranking. Each state is ranked for each criterion on a scale of 0 to 5, based on how that state's provisions under that

- criterion support or restrict the development of a significant number of autonomous charter schools (strongly support = 5; strongly restrict = 0), or , in the case of recently passed or amended laws, are likely to do so. States are listed from left to right from stronger to weaker. The laws are also divided into two subsets: strong or moderately effective laws which do or are likely to support at least some significant development of autonomous charter schools, and weak or ineffective laws which have not, and are unlikely to lead to significant charter activity. See the following page for a more detailed explanation of the criteria and rating system. See also analysis of individual states' laws for further explanation of specific provisions.

Each law was scored by a panel of charter school experts: Jeanne Allen, President, The Center for Education Reform; Bruno Manno, Senior Fellow with the Annie E. Casey Foundation and Adjunct Fellow with the Hudson Institute. Linda Brown, Director, Pioneer Institute Charter School Resource Center; Chester Finn, President of the Thomas B. Fordham Foundation; and John M. Olin Fellow at the Hudson Institute, assisted with the 1997 and 1998 rankings. The average of the panelists score's were sued for the final score for each criterion, and their sum provides the final scores that determined ranking. States with tie scores were ranked according to secondary factors influencing the effectiveness of their law. Edited by Jeanne Allen and Dave DeSchryver.

Originally published by the Center for Education Reform, April 2000.
Technical corrections made February 2001.

[Print Version of Chart](#) (.rtf format -- use this version if you want to print out the chart.)

Overview and Background of Rankings

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February 16, 2001

Dear Legislators,

HB 101 is a well-written bill. Please give it your full support to pass it this year. It is overdue and will be a welcome step of relief in the right direction.

There are three major concerns with the current legislation: funding for many "city" charters is half and in some cases, less, than other "city" schools that you fund. This is because in part the description written into school funding formulas, which you can correct. It is also because "city" schools get local taxes, and in Anchorage, none of that is passed on to the charters. Most importantly, "city" and "rural" schools get facilities, in many cases worth millions of dollars.

I am with the Village Charter School, having participated since its design and currently serving as a K-3 teacher and APC (governing committee) member. We receive approximately \$3,850 per child, and from that, pay space / facility. We have a terrible time working with a landlord with that budget and limp from year to year. Our fear now is that the economy is getting better, which means our landlord can find much more attractive tenants than us.

The sunet should be lifted and the length of a contract 10 years with 5 year renewable so that landlord negotiations are improved.

Lastly, we struggle almost daily with school district oversight challenges. I have spoken with School Board Members and ASD executives. but it is as much that we can't fit their "round holes" because we are a tiny, square peg. An Independent Board, such as Arizona has, would be idea. Please take the time to visit their Independent Board's office and a dozen of their charters if you get the chance. I visited 30 of their schools and believe that model is the best in the US.

Best wishes, and I'll help you however I can.

Linda Sharp
2710 West 34 Avenue
Anchorage, AK 99517
Tel. 245-5501
Email: lsharp@alaska.net

SUPPORT

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Dallas Engineering, Inc.
475 Forest Hills Drive
Fairbanks, Alaska 99775

February 15, 2001

Representative Dyson
Members of HESS (Senate / House)
Members of the Alaska Legislature

RE: Charter Schools HB 101

Senators and Representatives:

Please consider my views when Representative Dyson's and Senator Betye Davis' bills come forward for your vote. I am a retired petroleum engineer, having moved to Alaska in 1974 to help the University of Alaska begin its petroleum technology program, after 25 years of working as a petroleum engineer in private industry in North Dakota and the Williston Basin. I maintain a small office in Fairbanks even now, although I am 78 years old and generally travelling, writing a book and coaching math part-time in public schools in Fairbanks and Anchorage.

I hope you will pass a bill this session that changes the fate of charter schools in Alaska. The present law is crippling them. It precludes many who are interested from considering proposing a charter, and it causes extreme stress for many charter schools presently operating in Alaska. It has also caused the demise of at least one and probably more of the charters that have closed their doors.

Current law is flawed in the following major ways:

#1. Authorization. There should be a choice of authorizing agencies. Requiring charter schools to subject themselves only to the local school districts is suicide. It could be likened to requiring the newly freed slaves in 1865 to get their freedom passports from the Plantation Owners, and to report to them for all actions they took. There must be an Independent Board, representing the population of Alaska, who for a decade have advocated for freedom and accountability in education. This is the most important change you should make.

#2. Sunset. The sunset clause of 2005 should be lifted and there should be no sunset, or at the earliest, 2015. Contract should be for ten years, not five.

#3. Funding. Charter schools should be funded no lower than the average school in the area that they serve. They should be given housing without cost, in addition to the per student funding. Without equal funding they cannot compete. This would level the playing field.
You are welcome to contact me by e-mail or by visiting site at an appropriate time. I would be an opportunity to help you get such a bill passed in 2001.

Best wishes,

Dois D. Dallas, P.E.
475 Forest Hills Drive
Fairbanks, AK 99775
Email: Doisdd@aol.com

or dotticfd@aol.com

Subject: H.B. 101 - HESS/Charter Schools

Date: Sun, 18 Feb 2001 17:49:55 -0900

From: "thomasalaska" <thomasalaska@gci.net>

To: "Representative Fred Dyson" <Representative_Fred_Dyson@Legis.state.AK.US>

CC: "Linda Sharp" <lsharp@alaska.net>

Representative Dyson:

On behalf of our 300 Southcentral Alaska members, Lodge No. 46 of the Sons of Norway would like to express its support for House Bill 101. We have worked closely with the Village Charter School (VCS) in Anchorage to help them to get started and to grow.

On the sunset issue, the schools need several years lead time to provide for programmatic continuity: arrange for facility leases, staffing and so forth. On the funding issue, we understand that the proposed bill will narrow the present gap between the smaller schools like VCS and other schools and will benefit the students accordingly.

Can you please forward this message to HESS and all legislators? And, if you have any questions, feel free to contact me tomorrow at 561-3478 (or at 333-9101 in the evening).

Sincerely,

Howard Thomas
President
Bernt Balchen Lodge No. 46
Sons of Norway

Subject: HB101

Date: Wed, 07 Feb 2001 15:57:38 -0900

From: "Lynn Aleshire" <lynn.aleshire@acsalaska.net>

To: Representative_Fred_Dyson@legis.state.ak.us

Rep. Dyson,

I just read through your HB 101 and am very pleased with the changes you propose to charter school law. Of course, since we always want a little bit more I'd like to ask if you would consider amending it to address the new definition of a correspondence school.

As you know the State Board of Ed. recently accepted the administration's new definition of a correspondence school which targets Family Partnership Charter School and reduces its financing by 20%. This new definition presents our school with another tremendous financial hurdle. We are considering legal action since we believe that the new definition flies in the face of the legislature's original intention for correspondence schools. It would save FPCS many, many thousands of dollars in legal expenses and also would save our families more hardship if the legislature would address this issue. The money we have had to spend and will spend in our battles with DoEED would be much better spent for educating kids.

Thanks for considering this issue and for your steadfast support for better education for Alaska's kids.

Lynn Aleshire
FPCS APC Member

Subject: charter bill And Midnight Sun family learning Center

Date: Sat, 17 Feb 2001 22:48:51 EST

From: BrwnBare@aol.com

To: Representative_Fred_Dyson@legis.state.ak.us

To whom it may concern :

I write this Email as a MOM . I am not a business owner or a professional .

But I would like to say a few things on this subject .

To Start with I have two small children enrolled in Midnight sun. I have not had to experience a " real School " Nor do I ever want to !

Without our school though , My children Would be home Schooled Which I had planned on doing to start with .

We have a school that has the most loving and caring environment , We are a true family . And No Where else (besides My Home) Would my kids be safe

We have a Saying around our school " We have school full of Mom's" And That in its self should be good enough to get HB 101 Passed .

Please take a look at our State of the Charter and the results of past few yrs to see how important Charter schools are !!!!! We have accomplished So much . I would also like to invite you to see our little school and how much fun learning can be .

I am very grateful that you want this bill to pass and you see how important charter Schools are .

Like I said I am just a MOM and a Parent volunteer

Thanks for all you Do for our Charter Schools

Sincerely,

Cyndi Brown

Charter School Support Letters

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Lynn Aleshire
FPCS APC Member

Subject: charter bill And Midnight Sun family learning Center

Date: Sat, 17 Feb 2001 22:48:51 EST

From: BrwnBare@aol.com

To: Representative_Fred_Dyson@legis.state.ak.us

To whom it may concern :

I write this Email as a MOM . I am not a business owner or a professional .

But I would like to say a few things on this subject .

To Start with I have two small children enrolled in Midnight sun. I have not had to experience a " real School " Nor do I ever want to !

Without our school though , My children Would be home Schooled Which I had planned on doing to start with .

We have a school that has the most loving and caring environment , We are a true family . And No Where else (besides My Home) Would my kids be safe

We have a Saying around our school " We have school full of Mom's" And That in its self should be good enough to get HB 101 Passed .

Please take a look at our State of the Charter and the results of past few yrs to see how important Charter schools are !!!!! We have accomplished So much . I would also like to invite you to see our little school and how much fun learning can be .

I am very grateful that you want this bill to pass and you see how important charter Schools are .

Like I said I am just a MOM and a Parent volunteer

Thanks for all you Do for our Charter Schools

Sincerely,
Cyndi Brown

AURORA BOREALIS CHARTER SCHOOL

11247 Frontage Road Ste. A
Kenai, Alaska 99611
(907) 283-0292

February 22, 2001

To: Rep. Fred Dyson, Chair and members of the House HESS Committee

Subject: Support of HB 101 regarding Charter Schools.

The Academic Policy Committee of the Aurora Borealis Charter School is in support of HB 101. We particularly urge the passage of the provisions in the bill to eliminate the sunset clause and to extend the term of contracts to 10 years.

Aurora Borealis Charter School is providing a valuable alternative to regular public schools. Our enrollment has increased annually, our students have achieved benchmark test results that are among the highest in the District and parents are happy with our school. We have a waiting list of 200 students, which is twice our current enrollment.

Removing the sunset date and extending the contract term will be advantageous to all charter schools especially in attracting and retaining qualified teachers. Longer contract terms will help charter schools that are having difficulty securing facilities.

Additional funding for charter schools would be advantageous especially since the current law does not give specific direction to school districts on how to fund charter schools. We are also very much in favor of the provision which establishes alternative schools as separate schools for funding purposes. The Kenai Peninsula Borough School District apparently is penalized with lower funding because our enrollment is added to the largest school in the District. This inequity in the funding formula needs to be corrected.

Thank you for your work on this bill. Passage of HB 101 will be beneficial to charter schools, which we believe will lead to higher quality outcomes throughout the public education system.

Sincerely,



Larry Semmens, APC Chair
Aurora Borealis Charter School

LAW OFFICES

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February 16, 2001

Representative Fred Dyson
 Alaska State Capitol, Room 104
 Juneau, Alaska 99801-1182

Re: HB 101 (Charter Schools)

Dear Representative Dyson:

I write this letter in strong support of your HB 101, in which you propose changes to the current statutes governing charter schools. I have been associated with Aquarian Charter School (Anchorage) since its beginning four years ago, as both a parent and chair of the school's Academic Policy Committee. When the charter school laws were passed in 1995, they were a "first stab" at a new situation. We now have four years under our belts. Your proposed legislation corrects many of the shortcomings of the original law.

For the sake of brevity I will not write about each of your proposed changes, except to say that I agree with them and with the reasons provided in your accompanying Sponsor Statement. I do, however, want to comment on your proposed Section 6, which amends A.S. 14.17.905.

First, your change to A.S. 14.17.905(b)(2), in which you propose to modify the funding base to be triggered by 100 students ADM, rather than 200 students, is absolutely crucial. Whether 100, 200 or some other number, I presume we can all agree that these figures are somewhat arbitrary. By definition charter schools are most likely going to be small. What is unique and innovative at the 100 student level, however, becomes surprisingly less innovative at 200+ students. I speak from experience: at Aquarian we went from 120 students to 220 students, and I firmly believe that we lost a lot of our ability to be innovative and flexible by doubling.

BIRCH, HORTON, BITTNER AND CHEROT
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Rep. Fred Dyson
February 16, 2001
Page 2

Also, attracting 200 students to a new and/or already underfunded school can be amazingly difficult. Walden Pond Charter School was forced to close its doors this year for exactly that reason, even though the students, parents, teachers, and the Anchorage School District were all in agreement that Walden Pond filled a much-needed niche. I do not think it's an overstatement to say that Walden Pond folded because 200 students, rather than 100, was the statutorily-imposed "magic number" required to receive full state funding (Walden Pond had approximately 130 students).

In short, something as simple as lowering the statutory number to 100 students ADM would give both existing and future charter schools a greater chance of succeeding than anyone who has not witnessed this problem firsthand might imagine. Your proposed bill is thus just right in this respect.

My second and last comment is also directed at another portion of your proposed Section 6 (subparagraph 3), but here I recommend that the Legislature not just add your proposed language regarding "correspondence school" funding, but that the Legislature also define what it means by these two words. Your proposed change to A.S. 14.17.905(b)(3) ties funding at the 100% level to a charter school "not [being] operated as a correspondence school." This in turn ties into the funding formula found at A.S. 14.17.430.

Please know, however, that these two clauses are ambiguous, and that this ambiguity has already been the subject of litigation between the DOE and Family Partnership Charter School ("FPCS"), a home school charter school in Anchorage. I know this because I was the lawyer who represented FPCS. During the litigation the DOE stated that A.S. 14.03.905(b)(3) and 14.17.430 were ambiguous, in that neither of these statutes define what constitutes a "correspondence school." The hearing officer held that although via subsequent regulations the DOE tried to define "correspondence school," the DOE was unable to do so. In a nutshell, everyone involved seemed to agree that this was a job for the Legislature.

The DOE also acknowledged that 1) a correspondence school is typically a "distance delivery" model (such as the State-run Alyeska correspondence school, where students rarely or never meet their teachers, and lessons are mailed out and then mailed back for grading), 2) FPCS was quite different, i.e., a "home school" that had direct, personal and ongoing contact with teachers, in close "partnership" with each student's parents, and (3) the Anchorage School District--which worked most closely with FPCS--did not consider FPCS to be a "correspondence school," and ASD expressly disagreed with DOE's attempt to classify FPCS as a correspondence school. But because the Legislature did not define what it meant by "correspondence school," the DOE attempted to fund FPCS at only

BIRCH, HORTON, BITTNER AND CHEROT
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Rep. Fred Dyson
February 16, 2001
Page 3

80%. Although the DOE eventually conceded that FPCS should be funded at 100% for this year, I anticipate that to save money the DOE will at some point in the future again try to classify FPCS as a "correspondence school."

I thus urge the Legislature to eliminate this ambiguity by now defining "correspondence school." This could be done very easily, by simply adding the following underlined words to your proposed A.S. 14.03.905(b):

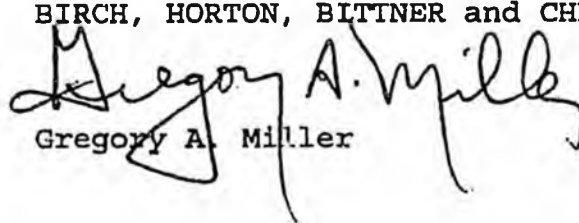
... and (3) the charter school is not operated as a distance delivery correspondence school.

While FPCS is in no way any type of a correspondence school-- "distance delivery" or otherwise--adding these two words would be the simplest way to clarify this ambiguity.

Thank you, Representative Dyson, for sponsoring this bill, and to all Representatives and Senators who ultimately support it. Please call if you have questions.

Sincerely,

BIRCH, HORTON, BITTNER and CHEROT


Gregory A. Miller



P.O. Box 232821 • Anchorage, AK 99523-2821 • (907) 345-8032 • (907) 345-8034 FAX

20 Feb 2001

Alaska State Legislature
Vic Kolring, Chair of HESS
Alaska State Capital, Room #104
Juneau, AK 99801-1182

SUBJECT:

Dear Alaska State Legislature,

It is my intent that this letter supports the passage and immediate implementation of HB101 and HB89. As a parent of a student at The Academy Charter School, I am convinced that charter schools are critical to the development of education in our community. Charter schools provide diversity, relief from the intense overcrowding problems currently experienced in the Mat-Su, and even more, they provide an environment for children to develop an appreciation for learning and growing as human beings. Remarkably, The Academy Charter School requires no food service, no bus service, and has received very little support from the district in even providing sewer and water. Yet as cost effective as this has been for the district, our disappointment as we are continuously shorted in both funding and services by the school district, had been remarkable.

Legislative support in the form of a House Bill that provides more support for the charter schools would provide stability and allow for better planning. It would encourage the educators and staff of these schools to continue their efforts and pursue opportunities for our charter schools to improve educational opportunities for our children. I believe this is the goal we would all like to achieve.

I would like to voice my unequivocal support, and even gratitude, for your efforts to improve opportunities for charter schools in Alaska. I assure you that based upon my experience with That Academy Charter School, your efforts are not wasted. In fact, as I mentioned above, you could not do better than invest in this type of educational resource. The return in learning per dollar spent is simply remarkable. Thank you for taking the time to read my letter.

Sincerely,

Marc H. Peterson
Sr. Project Manager
USARAK Hazardous Waste Management Contract
(Parent of a charter school student)

Kenai Peninsula Borough School District
Homer Charter School
Academic Policy Committee
P.O. Box 474 Homer, AK 99603 (907) 235-9728

February 20, 2001

Re: HB 101 Charter School Bill

The Academic Policy Committee, APC supports HB 101, except for the following considerations.

The Homer Charter School is in its fourth year of operation.

The APC feels the cap on Charter Schools should be kept to 30 until financial concerns of existing schools are addressed properly. The Federal grants for 'planning and implementation' have been adequate for getting the programs off and running. What is lacking is the operating revenue to keep up with rising salary costs. The State of Alaska should recognize each Charter School as a separate school, no matter what size. Funding needs to be allocated to School District's according to the State's formula for each Charter School no matter what size.

Do not increase the number of Charter Schools until each is funded as a separate school.

Garry Belley Academic Policy Member





Alaska State Legislature

- Interim (May-Dec.) -
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Eagle River, Alaska 99577
☎ (907) 694-6683
FAX (907) 694-1015

- Session (Jan-May) -
Alaska State Capitol
Juneau, Alaska 99801-1182
☎ (907) 465-2199
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Toll free (800) 342-2199

REPRESENTATIVE FRED DYSON

MEMORANDUM

February 12, 2001

To: Randy

From: Fred Dyson *FJD*
State Representative

RE: Request for consideration of HB 101 Charter schools

I respectfully request that you consider HB 101, An Act Relating to Charter Schools, at your earliest convenience.

Assuming your schedule permits, Tuesday, February 20 will be fine.

Thank you.

- E-mail -
Representative_Fred_Dyson
@Legis.state.ak.us

- Internet -
<http://www.akrepublicans.org>

HB

105

Alaska State Legislature


SESSION ADDRESS:
Alaska State Capitol
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Toll Free: 1-800-821-4925

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(907) 486-4925
Fax: (907) 486-5264

Representative Gary Stevens

MEMORANDUM

To: Representative Fred Dyson, Chairman
House Committee on Health, Education and Social Services

From: Representative Gary Stevens 

Date: April 23, 2001

Re: HB 105

I would respectfully request that you hold a hearing on HB 105, "An Act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date" at your earliest convenience.

Thank you for your consideration of this request.

Alaska State Legislature

SESSION ADDRESS:

Alaska State Capitol
Juneau, Alaska 99801-1182
(907) 465-4925
Fax: (907) 465-3517
Toll Free: 1-800-821-4925

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Kodiak, Alaska 99615
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Representative Gary Stevens

SPONSOR STATEMENT House Bill 105 Foundation Formula Increase

The State of Alaska's Public Education Funding Formula is based on a specific dollar amount per student. The base student allocation was established in 1998 (FY99) as \$3,940 per student and has not been increased since that time. House Bill 105 increases this allocation by \$101.00, increasing the per student dollar to \$4,041.

During the past 14 years, inflation has had an impact on public school funding and the purchasing power of the General Fund (GF) education dollars slowly eroded over time. Although the State's contribution to the 53 school districts has increased 54% since FY88, the effect of annual inflation, as well as an increase in student enrollment has negated this growth, and indeed the purchasing power of the student dollar has been diminished.

The public school foundation program has lost 13.9% on a student dollar basis since FY88 due to the cumulative effect of annual inflation. House Bill 105 proposes to recoup some of this loss.

Supporters of a world class educational system for Alaska must agree that, while at the same time inflation is eroding the purchasing power for the student dollar, we Alaskans are asking our public schools to take on more and more responsibility in three general areas. First, many parents today regularly drop off their children at school early in the morning and pick them up after work. School personnel today provide not only classroom instruction for these students but also offer the emotional, social, and moral support needed before and after regular school hours at a level unheard of a generation ago. The increased time that a child spends at school naturally increases the responsibility of the local teachers and administrators.

**Sponsor Statement for House Bill 105
Foundation Formula Increase**

Secondly, as performance standards and the corresponding assessments become a reality and are accepted as commonplace, each neighborhood school and classroom will be held more accountable for student learning. Children who need extra innovative instruction to master these standards will be identified and teachers will offer appropriate remedial learning opportunities. The added tutoring sessions necessary for some students may be offered within the regular school day or during a Saturday or summer school program. This added accountability is a step in the right direction, but it does have substantial impact on the financial resources of our local school districts.

Lastly, classroom teachers are on the frontline with our children and must be held accountable for their learning and performance. Alaska's young people deserve to be taught by the very best teachers possible. Alaska's school districts are faced with the responsibility of recruiting and retaining a highly qualified work force at a time when teachers are in short supply. This is not an easy task and, in some cases, the remoteness and isolation of an individual school make a difficult task even more difficult. The State has an obligation to provide adequate funding to all public school districts so that all school districts can hire and retain quality teachers

Public education is faced with the unenviable position-assuming greater responsibility with a reduction in the purchasing power of the student dollar. Alaska cannot continue to ask its 53 school district to meet all these additional responsibilities with a dwindling budget, therefore, additional funding is a necessity. The increase of \$101.00 per student as provided in House Bill 105 will assist our local school districts to meet, and hopefully exceed, the public's expectations and demands.

Please join me in endorsing House Bill 105.



Health, Education, and Social Services Committee
Alaska State Legislature
House of Representatives

We the undersigned agree to waive HB 105 from our House Health, Education, and Social Services Committee.

House Bill 105; An act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date.

Date: April 23, 2001

Representative Fred Dyson, Chair

Representative Peggy Wilson, Vice Chair

Peggy Wilson

Representative Sharon Cissna

Sharon Cissna

Representative John Coghill

John Coghill

Representative Reggie Joule

Reggie Joule

Representative Vic Kohring

Vic Kohring

Representative Gary Stevens

Gary Stevens

April 24, 2001

House Finance Committee

I am writing to you today in support of HB 105 Foundation Formula Increase.

Our schools are suffering because of the current lack of funding. We need to get more money to our schools so that they can reduce the student/teacher ratio. Our teachers are working with very little resources; much of what they do have is coming out of their own pockets.

My daughter is currently in a sixth grade class at K-Beach Elementary with 33 kids students, the other class has 32. It is almost impossible for a teacher to teach in this situation, most of their time is spent dealing with discipline issues and crowd control. This is unacceptable to me.

Please consider our future in our children's education first and foremost; it begins with quality education.

Thank you for your consideration,



Jackie Ansotegui
907-283-8405



Health, Education, and Social Services Committee
Alaska State Legislature
House of Representatives

We the undersigned agree to waive HB 105 from our House Health, Education, and Social Services Committee.

House Bill 105; An act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date.

Date: April 23, 2001

Representative Fred Dyson, Chair

Handwritten signature of Fred Dyson in cursive, written over a horizontal line.

Representative Peggy Wilson, Vice Chair

Handwritten signature of Peggy Wilson in cursive, written over a horizontal line.

Representative Sharon Cissna

Handwritten signature of Sharon Cissna in cursive, written over a horizontal line.

Representative John Coghill

Handwritten signature of John Coghill in cursive, written over a horizontal line.

Representative Reggie Joule

Handwritten signature of Reggie Joule in cursive, written over a horizontal line.

Representative Vic Kohring

Handwritten signature of Vic Kohring in cursive, written over a horizontal line.

Representative Gary Stevens

Handwritten signature of Gary Stevens in cursive, written over a horizontal line.

DISTRICT	FY02 Projected State Aid	\$20,000,000 INCREASE			\$25,000,000 MILLION INCREASE			\$30,000,000 MILLION INCREASE		
		\$101 INCREASE BASE ALLOCATION TO \$4,041			\$126 INCREASE BASE ALLOCATION TO \$4,066			\$151 INCREASE BASE ALLOCATION TO \$4,091		
		\$20,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$20,000,000	\$25,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$25,000,000	\$30,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$30,000,000
Alaska Gateway	4,720,721	118,429	(22,372)	96,057	147,744	(34,098)	113,646	177,058	(45,823)	131,235
Aleutian Region	1,170,144	31,335	(12,534)	18,801	39,092	(15,637)	23,455	46,848	(18,739)	28,109
Aleutians East Borough	2,822,075	95,623	0	95,623	119,292	0	119,292	142,961	0	142,961
Anchorage	193,595,132	6,775,142	0	6,775,142	8,452,158	0	8,452,158	10,129,173	0	10,129,173
Annette Island	867,075	62,278	0	62,278	77,694	0	77,694	93,109	0	93,109
Bering Strait	15,583,586	542,841	0	542,841	677,208	0	677,208	811,575	0	811,575
Bristol Bay Borough	1,340,580	60,344	0	60,344	75,280	0	75,280	90,217	0	90,217
Chatham	2,148,172	62,406	0	62,406	77,853	0	77,853	93,300	0	93,300
Chugach	1,698,865	31,793	(12,717)	19,076	39,662	(15,865)	23,797	47,532	(19,013)	28,519
Copper River	5,324,548	139,282	(15,984)	123,298	173,758	(15,984)	157,774	208,234	(15,984)	192,250
Cordova	2,638,380	84,127	(33,650)	50,477	104,950	(41,980)	62,970	125,774	(47,151)	78,623
Craig	3,013,383	91,486	0	91,486	114,131	0	114,131	136,776	0	136,776
Delta/Greely	4,246,748	104,249	0	104,249	130,053	0	130,053	155,857	0	155,857
Denali Borough	2,422,605	74,398	0	74,398	92,814	0	92,814	111,229	0	111,229
Dillingham	3,870,502	116,473	(46,589)	69,884	145,303	(58,121)	87,182	174,133	(69,653)	104,480
Fairbanks N. Star Borough	63,086,196	2,230,351	0	2,230,351	2,782,419	0	2,782,419	3,334,486	0	3,334,486
Galena	14,450,362	324,518	(129,807)	194,711	404,844	(161,938)	242,906	485,171	(194,069)	291,102
Haines Borough	1,931,769	70,070	(7,573)	62,497	87,414	(7,573)	79,841	104,758	(7,573)	97,185
Hoonah	1,737,765	48,628	(19,451)	29,177	60,664	(24,266)	36,398	72,701	(29,080)	43,621
Hydaburg	909,539	22,626	0	22,626	28,226	0	28,226	33,827	0	33,827
Iditarod Area	5,765,716	141,100	(56,440)	84,660	176,026	(70,410)	105,616	210,952	(84,380)	126,572
Juneau Borough	20,427,809	790,334	0	790,334	985,961	0	985,961	1,181,588	0	1,181,588
Kake	1,140,552	33,018	(6,615)	26,403	41,191	(9,885)	31,306	49,364	(13,154)	36,210
Kashunamiut	2,037,788	78,895	0	78,895	98,423	0	98,423	117,952	0	117,952
Kenai Peninsula Borough	41,665,482	1,497,460	0	1,497,460	1,868,118	0	1,868,118	2,238,776	0	2,238,776
Ketchikan Gateway Borough	9,550,271	357,914	0	357,914	446,506	0	446,506	535,099	0	535,099
Klawock	1,636,402	43,585	(17,434)	26,151	54,374	(21,750)	32,624	65,162	(26,065)	39,097
Kodiak Island Borough	13,523,703	468,563	0	468,563	584,544	0	584,544	700,525	0	700,525
Kuspuk	4,679,476	151,091	(60,436)	90,655	188,490	(65,720)	122,770	225,888	(65,720)	160,168
Lake & Peninsula Borough	5,959,944	164,955	(65,982)	98,973	205,786	(82,314)	123,472	246,616	(98,646)	147,970
Lower Kuskokwim	35,139,517	500,030	(399,612)	599,418	1,246,314	(498,525)	747,789	1,493,599	(597,439)	896,160
Lower Yukon	14,605,616	528,590	0	528,590	659,429	0	659,429	790,268	0	790,268
Mat-Su Borough	61,647,537	1,906,518	0	1,906,518	2,378,428	0	2,378,428	2,850,338	0	2,850,338
Nenana	6,063,918	156,556	0	156,556	195,308	0	195,308	234,059	0	234,059
Nome	4,929,994	145,906	(50,608)	95,298	182,022	(65,055)	116,967	218,137	(79,501)	138,636

DISTRICT	FY02 Projected State Aid	\$20,000,000 INCREASE			\$25,000,000 MILLION INCREASE			\$30,000,000 MILLION INCREASE		
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North Slope Borough	9,885,875	525,966	0	525,966	656,156	0	656,156	786,346	0	786,346
Northwest Arctic Borough	20,358,082	604,428	0	604,428	754,039	0	754,039	903,650	0	903,650
Pelican	420,585	6,951	(2,780)	4,171	8,671	(3,468)	5,203	10,392	(4,157)	6,235
Petersburg	3,025,635	103,239	0	103,239	128,793	0	128,793	154,347	0	154,347
Pribilof	1,064,937	42,868	(6,855)	36,013	53,479	(11,099)	42,380	64,090	(15,343)	48,747
Sitka Borough	6,400,649	230,815	0	230,815	287,948	0	287,948	345,080	0	345,080
Skagway	886,624	31,218	(12,487)	18,731	38,945	(15,578)	23,367	46,672	(18,669)	28,003
Southeast Island	2,941,152	69,863	(27,945)	41,918	87,156	(34,862)	52,294	104,449	(41,780)	62,669
Southwest Region	5,979,493	223,345	0	223,345	278,628	0	278,628	333,911	0	333,911
St. Mary's	1,747,266	42,344	(16,937)	25,407	52,826	(21,130)	31,696	63,307	(25,322)	37,985
Tanana	1,280,078	33,526	0	33,526	41,824	0	41,824	50,123	0	50,123
Unalaska	2,023,121	74,200	(29,664)	44,536	92,566	(37,011)	55,555	110,932	(44,357)	66,575
Valdez	3,672,455	145,351	(31,096)	114,255	181,329	(45,488)	135,841	217,307	(59,879)	157,428
Wrangell	2,364,305	75,737	0	75,737	94,483	0	94,483	113,230	0	113,230
Yakutat	1,148,203	37,353	(10,466)	26,887	46,599	(14,164)	32,435	55,845	(17,862)	37,983
Yukon Flats	4,087,475	115,657	(46,263)	69,394	144,284	(57,714)	86,570	172,912	(69,165)	103,747
Yukon/Koyukuk	5,492,033	159,350	0	159,350	198,793	0	198,793	238,236	0	238,236
Yupit	3,831,544	123,602	(49,441)	74,161	154,196	(61,678)	92,518	184,791	(73,916)	110,875
Alyeska Central School *	4,338,941	110,777	0	110,777	138,197	0	138,197	165,617	0	165,617
Mt. Edgecumbe High School	1,321,400	48,928	0	48,928	61,039	0	61,039	73,150	0	73,150
Other / Contracts	26,096,100									
TOTAL	665,017,725	21,355,432	(1,191,738)	20,163,694	26,641,430	(1,491,313)	25,150,117	31,927,429	(1,782,440)	30,144,989

G:\Mindy\Requests\20-25-30MillionBaseIncrease.xls\20, 25, 30 Million Increase

CORRECTION

THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION



Central Microfilm Services
Department of Education & Early Development
State of Alaska



Health, Education, and Social Services Committee
Alaska State Legislature
House of Representatives

We the undersigned agree to waive HB 105 from our House Health, Education, and Social Services Committee.

House Bill 105; An act relating to the base student allocation used in the formula for state funding of public education; and providing for an effective date.

Date: April 23, 2001

Representative Fred Dyson, Chair

Handwritten signature of Fred Dyson in cursive, written over a horizontal line.

Representative Peggy Wilson, Vice Chair

Handwritten signature of Peggy Wilson in cursive, written over a horizontal line.

Representative Sharon Cissna

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Representative John Coghill

Handwritten signature of John Coghill in cursive, written over a horizontal line.

Representative Reggie Joule

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Representative Vic Kohring

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Representative Gary Stevens

Handwritten signature of Gary Stevens in cursive, written over a horizontal line.

DISTRICT	FY02 Projected State Aid	\$20,000,000 INCREASE			\$25,000,000 MILLION INCREASE			\$30,000,000 MILLION INCREASE		
		\$101 INCREASE BASE ALLOCATION TO \$4,041			\$126 INCREASE BASE ALLOCATION TO \$4,066			\$151 INCREASE BASE ALLOCATION TO \$4,091		
		\$20,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$20,000,000	\$25,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$25,000,000	\$30,000,000 Increase In State Aid	Funding Floor Difference	Total Entitlement Difference @ \$30,000,000
Alaska Gateway	4,720,721	118,429	(22,372)	96,057	147,744	(34,098)	113,646	177,058	(45,823)	131,235
Aleutian Region	1,170,144	31,335	(12,534)	18,801	39,092	(15,637)	23,455	46,848	(18,739)	28,109
Aleutians East Borough	2,822,075	95,623	0	95,623	119,292	0	119,292	142,961	0	142,961
Anchorage	193,595,132	6,775,142	0	6,775,142	8,452,158	0	8,452,158	10,129,173	0	10,129,173
Annette Island	867,075	62,278	0	62,278	77,694	0	77,694	93,109	0	93,109
Bering Strait	15,583,586	542,841	0	542,841	677,208	0	677,208	811,575	0	811,575
Bristol Bay Borough	1,340,580	60,344	0	60,344	75,280	0	75,280	90,217	0	90,217
Chatham	2,148,172	62,406	0	62,406	77,853	0	77,853	93,300	0	93,300
Chugach	1,698,865	31,793	(12,717)	19,076	39,662	(15,865)	23,797	47,532	(19,013)	28,519
Copper River	5,324,548	139,282	(15,984)	123,298	173,758	(15,984)	157,774	208,234	(15,984)	192,250
Cordova	2,638,380	84,127	(33,650)	50,477	104,950	(41,980)	62,970	125,774	(47,151)	78,623
Craig	3,013,383	91,486	0	91,486	114,131	0	114,131	136,776	0	136,776
Delta/Greely	4,246,748	104,249	0	104,249	130,053	0	130,053	155,857	0	155,857
Denali Borough	2,422,605	74,398	0	74,398	92,814	0	92,814	111,229	0	111,229
Dillingham	3,870,502	116,473	(46,589)	69,884	145,303	(58,121)	87,182	174,133	(69,653)	104,480
Fairbanks N. Star Borough	63,086,196	2,230,351	0	2,230,351	2,782,419	0	2,782,419	3,334,486	0	3,334,486
Galena	14,450,362	324,518	(129,807)	194,711	404,844	(161,938)	242,906	485,171	(194,069)	291,102
Haines Borough	1,931,769	70,070	(7,573)	62,497	87,414	(7,573)	79,841	104,758	(7,573)	97,185
Hoonah	1,737,765	48,628	(19,451)	29,177	60,664	(24,266)	36,398	72,701	(29,080)	43,621
Hydaburg	909,539	22,626	0	22,626	28,226	0	28,226	33,827	0	33,827
Iditarod Area	5,765,716	141,100	(56,440)	84,660	176,026	(70,410)	105,616	210,952	(84,380)	126,572
Juneau Borough	20,427,809	790,334	0	790,334	985,961	0	985,961	1,181,588	0	1,181,588
Kake	1,140,552	33,018	(6,615)	26,403	41,191	(9,885)	31,306	49,364	(13,154)	36,210
Kashunamiut	2,037,788	78,895	0	78,895	98,423	0	98,423	117,952	0	117,952
Kenai Peninsula Borough	41,665,482	1,497,460	0	1,497,460	1,868,118	0	1,868,118	2,238,776	0	2,238,776
Ketchikan Gateway Borough	9,550,271	357,914	0	357,914	446,506	0	446,506	535,099	0	535,099
Klawock	1,636,402	43,585	(17,434)	26,151	54,374	(21,750)	32,624	65,162	(26,065)	39,097
Kodiak Island Borough	13,523,703	468,563	0	468,563	584,544	0	584,544	700,525	0	700,525
Kuspuk	4,679,476	151,091	(60,436)	90,655	188,490	(65,720)	122,770	225,888	(65,720)	160,168
Lake & Peninsula Borough	5,959,944	164,955	(65,982)	98,973	205,786	(82,314)	123,472	246,616	(98,646)	147,970
Lower Kuskokwim	35,139,517	999,030	(399,612)	599,418	1,246,314	(498,525)	747,789	1,493,599	(597,439)	896,160
Lower Yukon	14,605,616	528,590	0	528,590	659,429	0	659,429	790,268	0	790,268
Mat-Su Borough	61,647,537	1,906,518	0	1,906,518	2,378,428	0	2,378,428	2,850,338	0	2,850,338
Nenana	6,063,818	156,556	0	156,556	195,308	0	195,308	234,059	0	234,059
Nome	4,929,994	145,906	(50,608)	95,298	182,022	(65,055)	116,967	218,137	(79,501)	138,636

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North Slope Borough	9,885,875	525,966	0	525,966	656,156	0	656,156	786,346	0	786,346
Northwest Arctic Borough	20,358,082	604,428	0	604,428	754,039	0	754,039	903,650	0	903,650
Pelican	420,585	6,951	(2,780)	4,171	8,671	(3,468)	5,203	10,392	(4,157)	6,235
Petersburg	3,025,635	103,239	0	103,239	128,793	0	128,793	154,347	0	154,347
Pribilof	1,064,937	42,868	(6,855)	36,013	53,479	(11,099)	42,380	64,090	(15,343)	48,747
Sitka Borough	6,400,649	230,815	0	230,815	287,948	0	287,948	345,080	0	345,080
Skagway	886,624	31,218	(12,487)	18,731	38,945	(15,578)	23,367	46,672	(18,669)	28,003
Southeast Island	2,941,152	69,863	(27,945)	41,918	87,156	(34,862)	52,294	104,449	(41,780)	62,669
Southwest Region	5,979,493	223,345	0	223,345	278,628	0	278,628	333,911	0	333,911
St. Mary's	1,747,266	42,344	(16,937)	25,407	52,826	(21,130)	31,696	63,307	(25,322)	37,985
Tanana	1,280,078	33,526	0	33,526	41,824	0	41,824	50,123	0	50,123
Unalaska	2,023,121	74,200	(29,664)	44,536	92,556	(37,011)	55,555	110,932	(44,357)	66,575
Valdez	3,672,455	145,351	(31,096)	114,255	181,329	(45,488)	135,841	217,307	(59,879)	157,428
Wrangell	2,364,305	75,737	0	75,737	94,483	0	94,483	113,230	0	113,230
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G:\Mindy\Requests\20-25-30MillionBaseIncrease.xls\20, 25, 30 Million Increase

- ① 2' x 3'
- ② 2' x 3'

- ③ 6" w
10' L
4" H

$$\begin{array}{r} 5.75 \\ 12 \overline{) 69.00} \\ \underline{60} \\ 90 \\ \underline{84} \\ 60 \\ \underline{60} \\ 0 \end{array}$$

$$\begin{array}{r} 3.58 \\ 12 \overline{) 43.00} \\ \underline{36} \\ 70 \\ \underline{60} \\ 100 \\ \underline{100} \\ 0 \end{array}$$

$$\begin{array}{r} 50.75 \\ \underline{3.58} \\ 406.00 \\ \underline{25375} \\ 15225 \\ \underline{181.6850} \end{array}$$

- ④ 24" x 6" x 10'

$$\begin{array}{r} 6.8 \\ 43.58 \\ \underline{28.64} \\ 57.28 \end{array}$$

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Ford
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CS FOR HOUSE BILL NO. 105()

**IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SECOND LEGISLATURE - FIRST SESSION**

BY

**Offered:
Referred:**

Sponsor(s): REPRESENTATIVES STEVENS, Harris, Hayes, Davies, Lancaster, Halcro, Scalzi, Murkowski, Chenault

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the base student allocation used in the formula for state funding of**
2 **public education; and providing for an effective date."**

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

4 *** Section 1. AS 14.17.470 is amended to read:**

5 **Sec. 14.17.470. Base student allocation. The base student allocation is**
6 **\$4.041 [\$3.940].**

7 *** Sec. 2. This Act takes effect July 1, 2001.**