

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10565 SENATE HEALTH EDUCATION & SOCIAL SERVICES

Building a University/ Medical Community

A SHARED VISION

Prepared By: Alaska Mental Health Trust Authority, Mental Health Trust Land Office. Department of Health and Social Services, University of Alaska Anchorage and Providence Alaska Medical Center. April 2001

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into between the Alaska Mental Health Trust Land Office ("TLO") and Alaska Mental Health Trust Authority Office on behalf of the Alaska Mental Health Trust Authority ("the Trust"), the Alaska Department of Health and Social Services ("DHSS"), the University of Alaska ("University") and the Providence Alaska Medical Center ("Providence"), collectively referred to herein as "the Parties." The Parties are all stakeholders in the area identified in the Municipality of Anchorage planning area commonly referred to as the University-Medical District ("the District").

The Parties entered into a memorandum of understanding in 1998 for the general purpose of engaging in cooperative land use and development planning. The 1998 memorandum of understanding is attached as Exhibit A. As a result of joint efforts under the 1998 memorandum of understanding the Parties developed a collective vision ("the Vision") for lands owned and managed by the Parties in the District. The Vision document and its associated map are attached as Exhibits B-1 and B-2 respectively, and incorporated by reference into this MOU.

The purpose of this MOU is to define the collective and individual efforts of the Parties that would further the goals of the original 1998 memorandum of understanding and general objectives of the 2001 Vision document.

IN KEEPING WITH THE PURPOSE OF THE 1998 MOU AND SUBSEQUENT VISION DOCUMENT, THE PARTIES AGREE AS FOLLOWS:

1. Replacing the aging Alaska Psychiatric Institute ("API") as quickly as possible is central to achieving the common goals of the Parties.
2. The Parties will actively support passage of legislation this session to replace the API facility at an estimated cost of \$47.8 million. The new hospital will be constructed on Parcel C, as generally depicted on Exhibit B-2.
3. Demolition of the existing API facility is a State of Alaska ("State") responsibility and is also essential to achieving the goals of the Vision document and this MOU. The Parties will actively support appropriation of additional funds necessary to demolish the existing API facility.
4. The TLO and DHSS will complete the administrative steps necessary to terminate the interagency land management transfer ("ILMT"), serialized as ADL 23699, on parcels A and E. The ILMT termination will not be fully effective for Parcel A until the new API facility is constructed and occupied. It is understood that the Crisis Treatment Center ("CTC") will be subject to the sale of Parcel A described below, with the new owner of Parcel A authorized to terminate the facility's use authorization with reasonable notice, but not less than twenty-four (24) months,

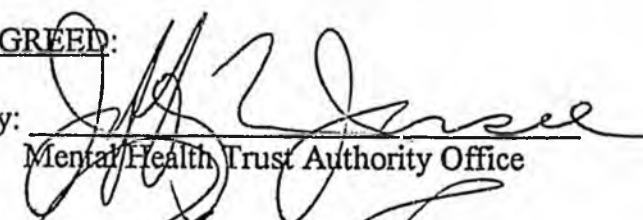
unless otherwise agreed.

5. The TLO will commence actions necessary to convey parcels C and D to the State for use by MYC, the new API, the new CTC and other appropriate mental health programmatic purposes.
6. The TLO will make a good faith effort to complete a negotiated sale of Parcel A as depicted on Exhibit B-2 to Providence. General terms of the sale are as follows:
 - a) The negotiated sale price will be established by an appraisal process agreed to by the TLO and Providence.
 - b) The sale is predicated on unique and significant ancillary benefits that will accrue to the Trust and its beneficiaries as a result of the sale. At a minimum it is contemplated that acquisition of Parcel A will provide Providence with a sufficient land base to incorporate designated evaluation and treatment (DET) capacity, or other programs with a significant value to Trust beneficiaries, into the ongoing operations of Providence through the development by Providence of additional or expanded facilities within the District.
 - c) The sale will be subject to the ILMT rights described in Item 4 above.
 - d) Unless otherwise agreed, the conveyance of the parcel will occur in two parts, with the unimproved portions of the parcel being conveyed first, followed by that portion of the parcel directly associated with the demolished API facility.
 - e) The sale will not be contingent on Providence exchanging Parcel A for other University property in the District, as contemplated in Item 7 below.
7. Providence and the University will make a good faith effort to exchange Parcel A for University land in the District. The commitment by Providence to deliver "unique and significant" ancillary benefits to the Trust and its beneficiaries will remain in effect and be equally applicable to any land Providence may acquire through successful exchange of Parcel A to the University.
8. The TLO will complete an asset management plan for Parcel E within the next twelve months. In addition to standard issues addressed by an asset management plan, the plan will address the University's concerns about long-term uses of the parcel and will consider opportunities for the University to acquire the parcel. The opportunities considered will include selling a right of first refusal to the University, to be applied to future lease or sale offerings, and an agreement to consider University lease or sale requests associated with planned university facilities that are best suited for Parcel E. It is specifically understood that the University will be provided an opportunity to participate in competitive offerings of interests in the parcel in the event that said offerings are determined to be in the best interest of the Trust and its beneficiaries.
9. The Parties agree to support efforts of the Municipality of Anchorage ("MOA") to site a new transit center in the District and to relocate the MOA health clinic

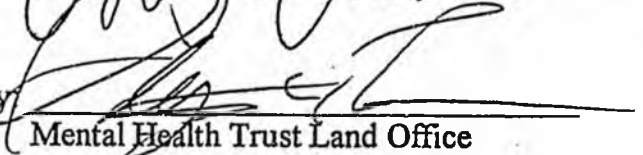
building into the District in concert with the plans of the Parties.

10. The Parties agree to support the draft University-Medical District plan recommendation for a "mixed use" zoning designation for Parcel E.
11. This MOU is subject to additional agreements, due diligence efforts, administrative processes (e.g. best interest decisions, public notice, municipal platting, etc.) and other authorizations that may be required of the Parties, individually or collectively.
12. It is specifically understood that the Vision and this MOU contemplate good faith efforts of the Parties to complete the series of actions described in the documents. If, after making said efforts, certain contemplated actions do not occur, completed actions will remain valid and the Parties will make good faith efforts to achieve the Vision through other cooperative means, to the extent that it is reasonable to do so.
13. In addition to supporting API replacement and demolition legislation addressed above, the Parties will cooperate on other actions necessary to achieve the Vision, including, but not limited to reasonably necessary municipal planning, zoning and platting approvals.
14. This MOU does not obligate any Party to act contrary to applicable laws and regulations.
15. The Parties will cooperate on public relation matters related to actions contemplated hereunder.
16. The Parties agree that time is of the essence.
17. Individuals signing below are properly authorized to commit themselves and their organizations to the actions provided for herein, as conditioned by the terms and conditions of this MOU.
18. This MOU may be executed in counterparts.

AGREED:

By:  _____
Mental Health Trust Authority Office

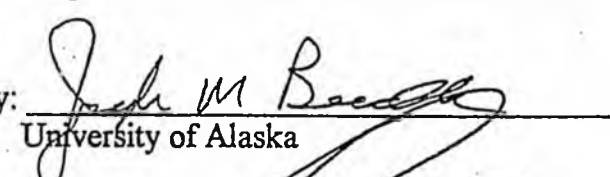
Date: 4/13/01

By:  _____
Mental Health Trust Land Office

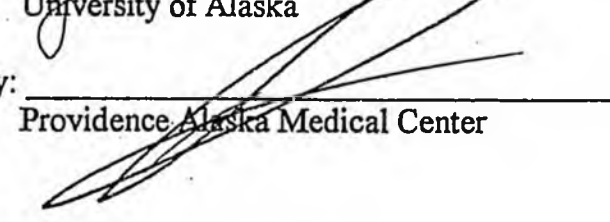
Date: 4/13/01

By: _____
Department of Health and Social Services

Date: _____

By:  _____
University of Alaska

Date: 4/16/01

By:  _____
Providence Alaska Medical Center

Date: 4/13/01

AGREED:

By: _____
Mental Health Trust Authority Office

Date: _____

By: _____
Mental Health Trust Land Office

Date: _____

By: *Sam Padua*
Department of Health and Social Services

Date: 4-13-2001

By: _____
University of Alaska

Date: _____

By: _____
Providence Alaska Medical Center

Date: _____

MEMORANDUM OF UNDERSTANDING

1. **Parties.** This Memorandum of Understanding ("MOU") is entered into between the Alaska Mental Health Trust Land Office (TLO) of the Alaska Department of Natural Resources (DNR), the Alaska Mental Health Trust Authority (the Trust), the Alaska Department of Health and Social Services (DHSS), the Alaska Psychiatric Institute (API), the McLaughlin Youth Center (MYC), the University of Alaska Anchorage (UAA), and the Providence Health System (Providence), collectively referred to as the "Parties."
2. **Term.** The term of the MOU is ongoing from the effective date, unless agreed otherwise in writing by the Parties.
3. **Area of Interest.** The physical area affected by this MOU (i.e., "Area of Interest") is depicted on Exhibit 1.
4. **Purpose.** The UAA, Providence, MYC and other institutional neighbors near to the Area of Interest have a long history of cooperating on area-wide planning. By pooling the Parties' collective expertise and resources, it may be possible to achieve the individual goals and objectives of each party to this MOU. Therefore, the purpose of this MOU is to cooperatively achieve the planning, development and operation goals and objectives of the Parties so as to optimize the limited resources of the Parties in a manner that is consistent with the individual corporate or public responsibilities of each Party to the MOU. The general goals and objectives of the Parties are described as:
 - a) **TLO:** over time, either maximize the revenue from Trust Land within the Area of Interest or maximize the value of the Trust Land within the Area of Interest through uses that directly benefit Trust beneficiaries.
 - b) **The Trust:** ensure that any use of Trust Land within the Area of Interest is determined to be in the best interest of the Trust and its beneficiaries, and, further, if also determined to be in the best interest of the Trust, assist DHSS in its efforts to provide a facility for the provision of inpatient psychiatric hospital services on land within the Area of Interest.
 - c) **DHSS:** continue to operate MYC on land within the Area of Interest and, if in the best interest of the state, to replace the existing, aging API with a new, public, inpatient psychiatric hospital on land within Area of Interest.
 - d) **UAA:** Optimize long-term University of Alaska Anchorage facility operations within the Area of Interest.
 - e) **Providence:** Optimize long-term Providence facility operations within the Area of Interest.

5. Agreements.

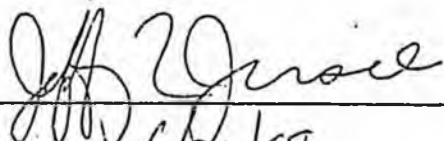
- a) To the extent consistent with their respective interests and statutory responsibilities and authorities, the Parties will work cooperatively to ensure that the revised Municipality of Anchorage (MOA) comprehensive plan, and other plans associated with it (e.g. the neighborhood transportation plan) are consistent with the collective land development and use plans of the Parties.
- b) Where reasonable to do so, the parties will cooperate on the completion of site-specific development plans and feasibility studies and subsequent site development and construction. The Parties will not be obligated to expend funds or resources on actions related to this MOU. Obligations arise only after entering into separate agreements that clearly describe the objective(s) and deliverables associated with the expenditures and defines the cost sharing procedures that will be used.
- c) When in the best interest of affected parties, attempts will be made to make land and facilities available in a manner that is consistent with the fiduciary responsibilities of the affected parties.
- d) This MOU does not obligate any Party to act contrary to applicable laws, regulations, policies, and procedures.
- e) To the extent legally permissible, information generated pursuant to this MOU may be kept confidential when requested in writing by a party to this MOU. Information released by a party to this MOU must credit the source of the information.
- f) Where reasonable, the Parties will issue joint press releases on matters related to this MOU and will coordinate responses to media questions.
- g) Notices regarding actions under this MOU will be sent to (for each party):

Executive Director Alaska Mental Health Trust Land Office 3601 "C" Street, Suite 880 Anchorage, AK 99503	Director Alaska Psychiatric Institute 2900 Providence Avenue Anchorage, AK 99508-4677
Superintendent McLaughlin Youth Center 2600 Providence Drive Anchorage, AK 99508	Vice Chancellor Administrative Services University of Alaska 3211 Providence Drive Anchorage, AK 99508-8140
Director of Planning Providence Health System 3200 Providence Drive Anchorage, AK 99508	

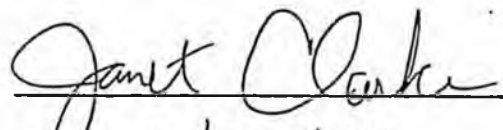
- h) The MOU may be terminated as to any individual party upon written notice to the remaining parties to the MOU.
- i) This MOU can be modified upon written consent of the Parties.
- j) Others may become party to the MOU upon written consent of the Parties.
- k) The MOU will not be effective until executed by each of the original parties to the MOU.

6. Signatory.

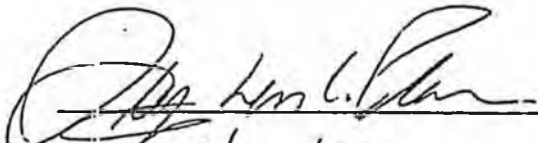
Alaska Mental Health Trust Authority


 Date 6/23/98

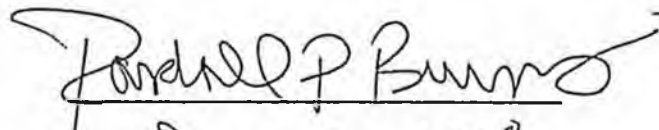
Department of Health and Social Services


 Date 10/26/98

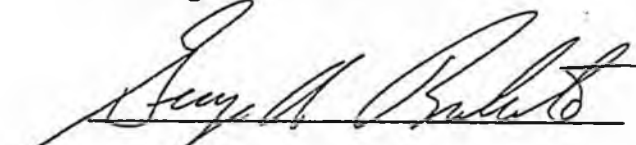
Alaska Mental Health Trust Land Office


 Date 6/23/98

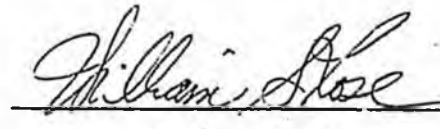
Alaska Psychiatric Institute


 Date June 23, 1998

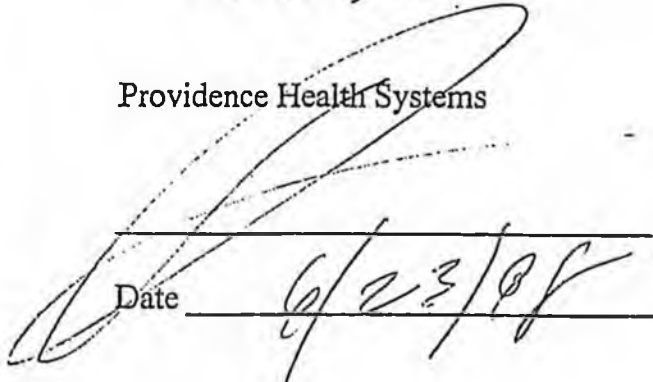
McLaughlin Youth Center


 Date 7-1-98

University of Alaska


 Date 6/23/98

Providence Health Systems


 Date 6/23/98

Building a University/ Medical Community
A SHARED VISION

As Anchorage matures, the random development patterns of the past are evolving into a planned community, with emphasis on the development of the Anchorage Bowl and specific key districts within the Anchorage Bowl. The design and operations of public and private institutional facilities are a critical component of a well-planned community. University and health facilities (physical and mental) are an essential part of the institutional framework of a community.

The University-Medical neighborhood (the Neighborhood), shown on the attached map, has a long history of university and health related facilities and programs. The Neighborhood is currently home to the University of Alaska Anchorage (UAA), Providence Alaska Medical Center (Providence) and two facilities owned and operated by the Department of Health and Social Services (DHSS) – the Alaska Psychiatric Institute (API) and McLaughlin Youth Center (MYC). The Neighborhood is part of a larger university-medical district (the District) that includes Alaska Pacific University and the Alaska Native Medical Center.

The District has grown into the State's prime center for higher education and healthcare service. Continued success of the District and its resident institutions is vital to the ongoing success of community and statewide education, health, and social service programs. Additionally, as the District evolves, it will make even more significant contributions to the economic well being of the community, region and state. Understanding the need for a more holistic and integrated approach to planning for the future of the institutions and their associated programs within the District, UAA, Providence, DHSS and the Alaska Mental Health Trust (the Trust) entered into a memorandum of understanding (MOU) in 1998. The MOU is attached.

The purpose of the MOU was to set the stage for cooperative efforts that would lead first to improved land ownership patterns within the Neighborhood and then achievement of individual and shared facility development goals of the parties to the MOU (the Parties). Shortly after the Parties entered into the MOU, the Municipality of Anchorage (Municipality) initiated a comprehensive planning process to address changing circumstances within the District.

Over the past 3 years, the Parties, in cooperation with the municipal planning effort, have focused on:

- The collective need for improved land ownership patterns in the District;
- DHSS's need to replace the aging API facility and improve the MYC facility;
- Providence's need to expand its facilities to meet corporate and community goals;
- UAA's need to construct additional campus buildings over time to address the higher education demands in Alaska; and
- The Trust's need to make productive use of its lands, both for revenue-generating and programmatic purposes, with the understanding that the institutional needs of the Neighborhood would be carefully considered before any land disposal actions are taken.

As a result of the past three years of effort, a vision has developed for the Neighborhood. It is a vision of institutional campuses that compliment one another and the District that surrounds them. The foundation of this vision contemplates a series of land transactions that will provide the land necessary for

construction of or improvement to new or existing facilities. Specifically:

- DHSS will reduce its land base in the area by about 50%, with the reduced area depicted as the "API/McLaughlin Campus" on the attached map.
- The Trust will sell the eastern portion of its parcel to Providence, depicted as the "Providence Purchase" on the attached map;
- UAA will commence land exchange negotiations with Providence; and
- The Trust will complete an asset management plan for the western portion of its parcel, with the plan specifically considering opportunities for UAA acquisition of the land.

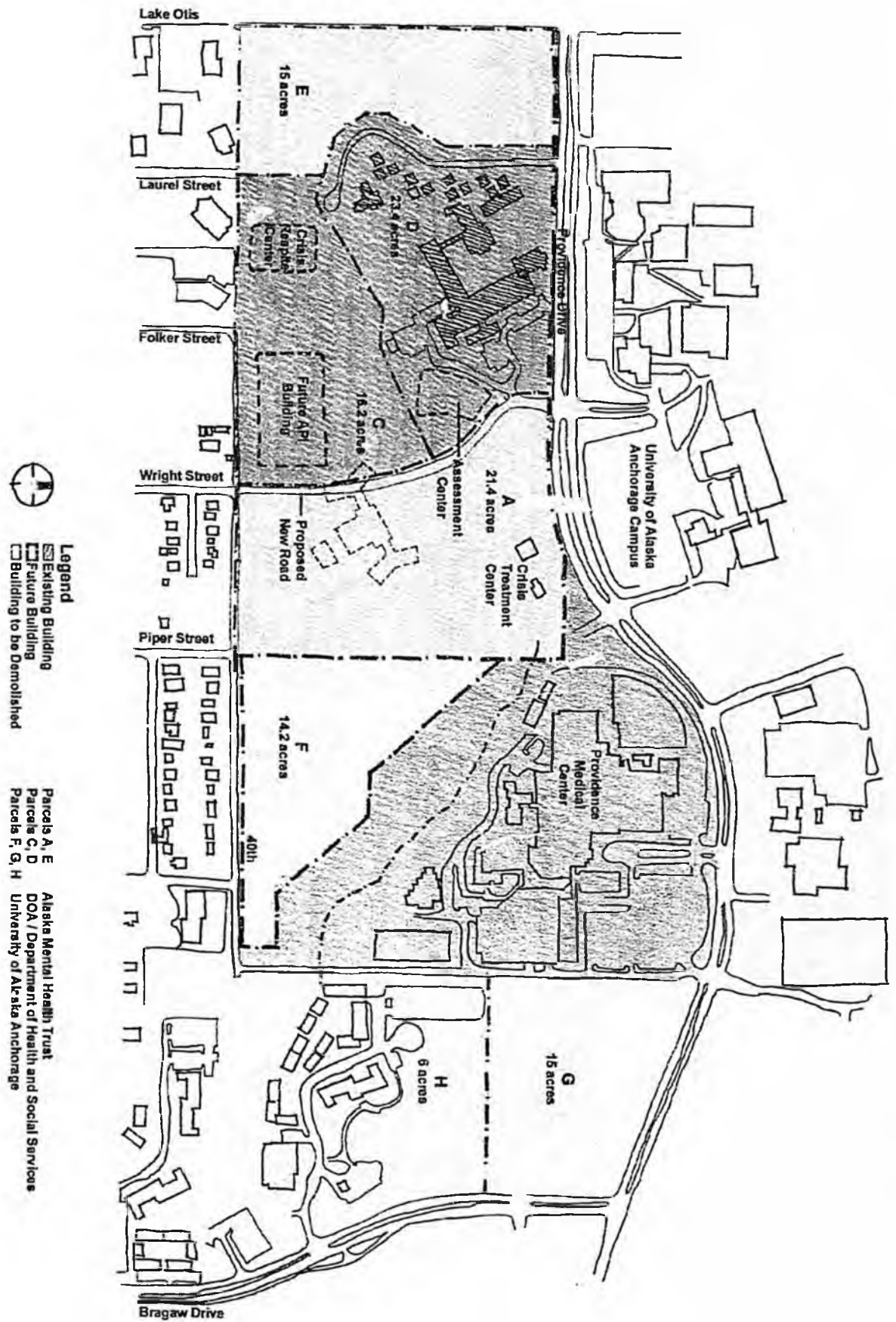
With this agreed upon vision in place the Parties can now work with the Municipality and Alaska State Legislature, as appropriate, towards achievement of the Neighborhood vision and District plans. Key steps in achieving the vision are:

- Approval of the API replacement funding legislation this session;
- Completion of necessary agreements and actions between the Parties, including completion of necessary board approvals and public processes;
- Completion and approval of the District plan; and
- Initiation of planned capital improvement projects.

While the Neighborhood vision will take years to achieve, the land ownership foundation needs to be constructed now. Principle reasons for the Parties to move forward with the land transactions are:

- ✓ DHSS can proceed with relative certainty towards replacement of API and improvements to MYC;
- ✓ The Trust will: (1) generate revenue to address long-term beneficiary needs; (2) contribute to final resolution of the API replacement problem; and (3) promote development of additional programs in the District that significantly benefit the Trust and those it serves;
- ✓ Providence, through purchase of the Trust property, and a subsequent land exchange with the University, will acquire much needed lands for future expansion, with some of that expansion being complimentary to University and DHSS programs elsewhere in the District, including the possibility of enhanced designated evaluation and treatment services in the District;
- ✓ UAA, through the land exchange with Providence, will be able to increase its net acreage within the District and create an opportunity for a more centralized campus over time;
- ✓ The Municipality will be able to quickly move forward with completion of the District plan and planning for the possibility of a new health building and transit center in the district; and, as a result of all of the above,;
- ✓ A framework will be established that optimizes the collective resources of the Parties and District, resulting in increased opportunities for synergistic projects and programs, similar to the single point of entry (SPE) facility being planned by DHSS and Providence; and
- ✓ Demolition of the existing API facility becomes the shared goal of a broader group, thereby making it more likely that it can be demolished in a cost-effective and timely manner.

The intended land transactions provide excellent opportunities for the Parties, the community, region and state. Your support of and involvement in making the transactions happen sooner rather than later is critical to achievement of the individual plans of the Parties and the collective vision of the District.



SENATE COMMITTEE REPORT

DATE: 4/25/01

FURTHER: Finance

DATE TURNED IN TO OFFICE: 04/27/01

Health, Education and Social Services Committee considered CS FOR SS FOR HOUSE BILL NO. 76(FIN)
NEW FACILITIES FOR API

and recommends:

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

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

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
Revenue	4/23/01	x		3

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
DOT & PF	4/21/01	x		2

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>Chris L. Kinner</i>			✓	
<i>Gary Wilber</i>			✓	
<i>[Signature]</i>				
CHAIR: <i>Lyle De Beer</i>			✓	

ALASKA STATE LEGISLATURE

House of Representatives

COMMITTEE ASSIGNMENTS

JUDICIARY COMMITTEE CHAIRMAN
LABOR & COMMERCE COMMITTEE MEMBER
LEGISLATIVE COUNCIL MEMBER
SPECIAL COMMITTEE ON ECONOMIC DEVELOPMENT &
TOURISM MEMBER

website: <http://www.akrepublicans.org/Rokeberg.htm>



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ANCHORAGE, AK 99501
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FAX (907) 269-0119

SESSION
ALASKA STATE CAPITOL
JUNEAU AK 99801-1182
PHONE (907) 465-4968
FAX (907) 465-2040

Representative Norman Rokeberg

e-mail: Representative_Norman_Rokeberg@legis.state.ak.us

SPONSOR STATEMENT CSSSIB 76 (FIN)

An Act providing for and relating to the issuance of certificates of participation to finance construction of a new facility to be known as the Alaska Psychiatric Institute; giving notice of and approving the entry into and the issuance of certificates of participation in a lease-purchase agreement for construction of a new facility to be known as the Alaska Psychiatric Institute; giving notice of the intent and approval to retain investment income from pertinent appropriations to be applied to the cost of construction of a new facility to be known as the Alaska Psychiatric Institute; relating to construction of a facility to be known as the Alaska Psychiatric Institute; and providing for an effective date.

CSSSHB 76 (FIN) provides that the replacement of the Alaska Psychiatric Institute ("API") go forward with a mixture of funds already appropriated (\$22,200,000 of which \$19,200,000 remains), proceeds from certificates of participation (\$16,000,000) to be issued by the state bond committee, money from the Alaska Mental Health Trust Authority (\$3,000,000), and estimated interest income (\$3,544,000) for a total of \$41,744,000. In addition, the Alaska Mental Health Trust Authority has granted land for the project and funds for the demolition of the old API would come, potentially, from federal road funds to build a road through the old API location.

API was built in 1962 and contains 136,084 square feet. Originally constructed to house a maximum of 225 beds, API currently has a stated bed capacity of 74 beds. As a public facility, it cannot refuse civilly committed individuals or persons court-ordered for observations and evaluation. API is the mental hospital of last resort for the entire state and is too big and inefficient to operate in its present configuration. It also does not meet current building or safety codes and has, like many old buildings of that era, asbestos problems. There is universal support for the replacement of this aging facility that often exceeds its capacity on any given day. For January of 2001, the total admissions were 150 and the average daily capacity was at 66 persons. Discussions about the need to replace the aging facility have been going on for many years.

SPONSOR STATEMENT

The bill requires that, as a part of any replacement of API, the current 10-bed forensic psychiatric unit would be maintained.

The legislation sets forth the various cooperative efforts that have occurred and will continue to occur as a result of a Shared Vision, set forth in the Memorandum of Understanding ("MOU") signed in April of 2001 by the Alaska Mental Health Trust Authority, the Department of Health and Social Services, the University of Alaska, and Providence Alaska Medical Center. This MOU sets forth the framework for land exchanges and other commitments that will facilitate the replacement of API.

With the cooperation of the local state government, local hospital facilities, and the local university campus, the development of the facility envisioned is set forth in the MOU. The scarce land of Anchorage's U-MED district can be allocated to its highest and best use -- to enhance educational opportunities and the delivery of health services to the people of Anchorage and the entire state -- under this Shared Vision plan.

Your support of this legislative proposal would be appreciated.

ED3:04/23/01

ACMHSA

Alaska Community Mental Health
Services Association
3050 Fifth Avenue
Ketchikan, Alaska 99901

MAR 29 2001

March 26, 2001

Representative Norman Rokeberg
Capitol Room 118
Juneau, Alaska 99811

Re: CSHB 76 & CSHB 77

Dear Representative Rokeberg,

The Alaska Community Mental Health Services Association (ACMHSA) supports your efforts in moving ahead with building a replacement facility for Alaska Psychiatric Institute and support the anticipated HESS committee substitute versions of your legislation HB 76 & HB 77.

ACMHSA is a statewide association representing all of the non-profit mental health providers in the state. We appreciate your attention and commend your leadership with this important mental health issue.

Sincerely,



Ron Adler
President

Ron Adler, Chair
Brenda Knapp, Treasurer

Pete Braveman, Vice Chair
At-Large: Bill Hogan, Doug Veit

Diana Strzok, Secretary

Phone: (907) 225-4135

e-mail: rona@city.ketchikan.ak.us.

LETTERS OF SUPPORT

Subject: HB 77

Date: Mon, 16 Apr 2001 17:49:42 -0400

From: sam.dickey@sba.gov

To: Representative_Norman_Rokeberg@legis.state.ak.us



Representative Norman Rokeberg
State Capitol, Room 118
Juneau, AK 99801-1182

Dear Representative Rokeberg;

I would like to once again thank you for the time you allowed me during my recent visit to Juneau to share my concerns with you and discuss the status of Mental Health care in Alaska, specifically with regard to the Alaska Psychiatric Institute (API)

I am writing this letter on behalf of the Coalition for API. The Coalition for API is a non profit community based groups of friends and neighbors with an interest in bringing the long standing issue of the replacement of an aging API facility to an end beneficial to all Alaskans. Our members consist of representatives from Community Councils, Neighborhoods, Mental Health Consumers, Mental Health Care providers, and just plain folks.

At the time the State DHSS was pursuing the Charter North purchase option as a means of replacing the current API facility I was the president of the Airport Heights Community Council (APHCC). I was largely responsible for the drafting of the resolution of conditional acceptance of API as a neighbor. I felt that API could be a good neighbor. After almost a year and several public meetings a group of neighbors who disagreed vehemently with the APHCC's previous position of acceptance and the issue became a very divisive one for the neighborhood.

Several neighbors involved on both sides of that issue came together after the state abandoned that plan to help reach a solution that was workable for everyone. Over months of meetings and talks with interested parties and stakeholders, the coalition devised a plan we felt was workable, affordable, and to the ultimate benefit of ALL involved stakeholders.

Recently the State Department of Health and Social Services placed the Single Point of Entry program. A key component for a growing and modernizing mental health care system. The Mental Health Trust also allocated land specifically for use by DHSS as a permanent home for API.

Within the last few weeks the major stakeholders in the physical area where API is currently located reached important agreements in their "Building a University/Medical Community - Key steps to a shared vision" document. This document outlines goals for the major U-Med occupants in terms of land and growth for the next several years. It seems the only remaining obstacle for the replacement of API and the further modernization of Alaska mental health care system is funding of the new facility.

According to the State of Alaska Department of Revenue each years delay would add an additional \$1,000,000 to the cost. Though General Obligation Bonds may be a preferred funding mechanism it provides us with many uncertainties. At least a minimum of 3 years delay as we await the next election

cycle. Additional funding would be required to educate and promote such a bond on a statewide ballot. Of course, there is always the possibility of voter rejection of the bond, causing an even greater delay.

We as the Coalition for API would strongly encourage the full and immediate funding of an API replacement facility. Additionally we would like to endorse the "shared vision" document and its goals. Congratulations to all the parties involved in the formation of that document for working together for the benefit of all.

I would welcome the opportunity to speak with you personally on these issues at your convenience. I have been working toward a resolution of this problem for a few years now and would like to see it come to a solution that fits all Alaskans and takes all their concerns into consideration. Please feel free to call me if you have any questions or if I can be of assistance somehow.

Sam Dickey
Coalition for API
sdickey@alaskalife.net
907 -258-7224 Home
907 -271-4844 Office
<http://www.apiak.com>

HB

99

Alaska State Legislature

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State Capitol Building, Room 418
Juneau, Alaska 99801-1182
Phone (907) 465-2995
Fax (907) 465-6592

Interim
716 West Fourth Avenue, Suite 430
Anchorage, Alaska 99501
Phone (907) 269-0250
Fax 9907) 269-0249

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

Chair, Joint House and Senate
Administrative Regulation and
Review Committee

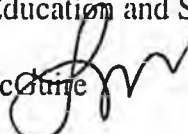
Member
Resources Committee
Rules Committee

Representative Lesil McGuire

House District 17

MEMORANDUM

TO: Senator Lyda Green
Chair, Senate Health, Education and Social Services Committee

FROM: Representative Lesil McGuire 

DATE: April 18, 2001

RE: CSHB 99 (HES)
"School Discipline and Safety"

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

Attached are the following back up:

1. Sponsor Statement
2. CSHB 99 (HES)
3. Bill History
4. Zero Fiscal Note
5. Background Information
6. Letters of Support

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

Alaska State Legislature



Session
State Capitol Building, Room 418
Juneau, Alaska 99801-1182
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Fax (907) 465-6592

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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

CSHB 99 (HES)

School Discipline and Safety

CSHB 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.

CSHB 99 will be a 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 initiate a student conflict-resolution curriculum that will provide methods of nonviolent resolution and mediation of conflicts to students. CSHB 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.

SPONSOR STATEMENT

School Disciplinary and Safety Program

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

AASB Policy Services

*Comprehensive assistance
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Includes on-site workshops,
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For more information contact: Sharon Young

316 West 11th Street, Juneau, AK 99801-1518



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.*

*En:ail your new information to
ausb@ausb.org or
call at (907) 586-1083*

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

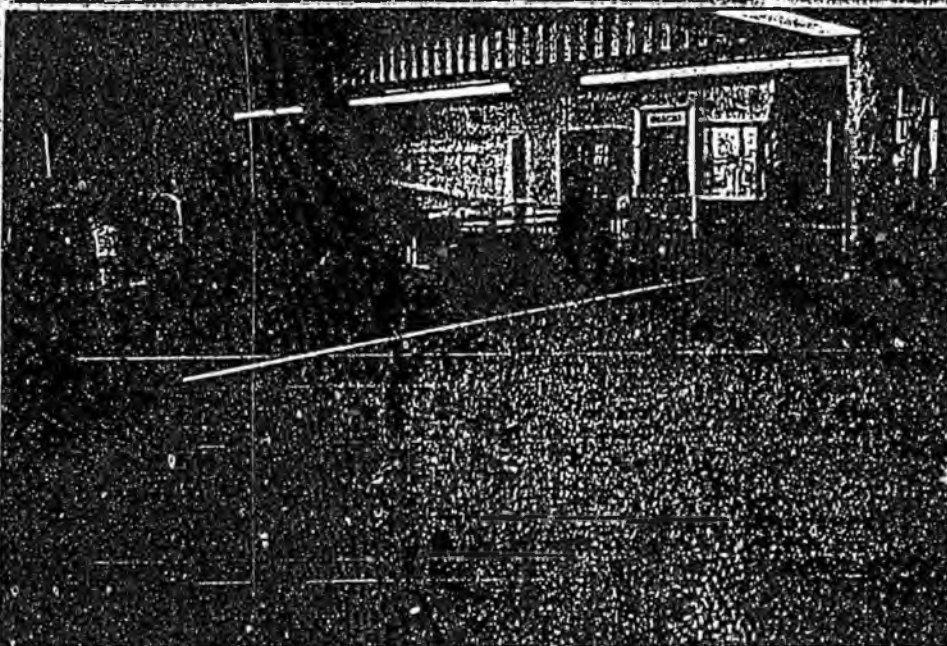
Anchorage Daily News

50 CENTS
VOL. 11, NO. 512

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, 15, a rising local basketball player, was critically injured with multiple shot-



RONALD D. EDWARDS
Principal



JOSHUA PALACIOS

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

'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 Nikolai 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-

visory 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



Deng Xiaoping

Deng dies; China's course not apt to change

By BOB 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 augers 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, DENG

Daily News call-in night

TODAY

Court upholds speech rights

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
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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 Shano McIntyre, 14, were injured by shotgun pellets. They were treated by Bethel doctors and released.

According to eyewitnesses 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 loud bang 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."




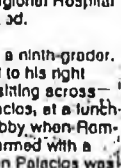
Lamont said: "I dropped down and tried to crawl away. After that I don't remember."

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

<p>■ Ronald Dale 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 Kilbuck School. An ex-Marine, Edwards and his family came to Alaska in 1980.</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> 
<p>■ Joshua Palacios, 18, 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.</p> 	<p>■ Shano 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.</p> 

— 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 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.

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 Yup'ik 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 J. 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 Yup'ik "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.

Evans and his two brothers were taken from their mother and placed in foster homes after Ramsey's arrest. Evans and one brother were staying with Sue Haro, 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 Evans 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 has a rebellious attitude that often got him in trouble with teachers and Edwards.

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 Danielle Stanton, Sheila Toomey, Don Hunter and Lisa Damer contributed to this report.

PRINCIPAL: Family, school were Edwards' life

Continued from Page A-1

cording 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 Palucios, and wounded two other students before being taken into custody by police.

Edwards was 50, the father of a 10-year-old and two teenagers. Left behind are Ron, a fourth-grader at Kilbuck School; Megan, 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 Nikolski, 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 1993, he was picked for one of the



Teachers and school staff members meet with the Bethel Advisory School Board on Wednesday afternoon to discuss future security measures the district should take.

bigger jobs in the Lower Kuskokwim School District, principal of Bethel Regional High, with more than 400 students.

An ex-Marine, Edwards served in Vietnam and was a member of the Alaska National Guard. He seemed to "walk tall" and had lots of fresh ideas, said Bob Herron, president of the district's school board. He started a Junior ROTC program at Bethel High and quickly earned the respect of teachers and students.

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

"He was approachable," Herron said. "If you were a student, he was easy to talk to. You

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.

"He would always try to give the student the benefit of the doubt," Lemon said.

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 Megan'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

by the publisher's refusal to print a political ad, stormed into the newspaper armed with a rifle and smoke grenades. Ramsey fired some rounds, but the attack was unsuccessful; Atwood, who died last month, and his daughter Elaine fought him off until other employees helped subdue him.

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 on the telephone about 10

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.

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

Ramsey said he loves his three sons, but history and his own recollections make it clear that their upbringing was tumultuous. Ramsey's "heroics of a mid-1980s political conspiracy against him grew out of the frustrations of having his family live in a freezing apartment, he said. When the place caught fire, Ramsey said, he was sure it had been set by people who wanted to silence him. Wednesday, tears came to his eyes as he described looking in the win-

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.

got an interest in mechanics. I always visualized one of my kids being a cop, one a lawyer, one a doctor. Evan was always good at mechanics ..."

"When he was a little boy, he liked to take his toys apart. He wasn't destroying things, he just wanted to see how they worked."

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.

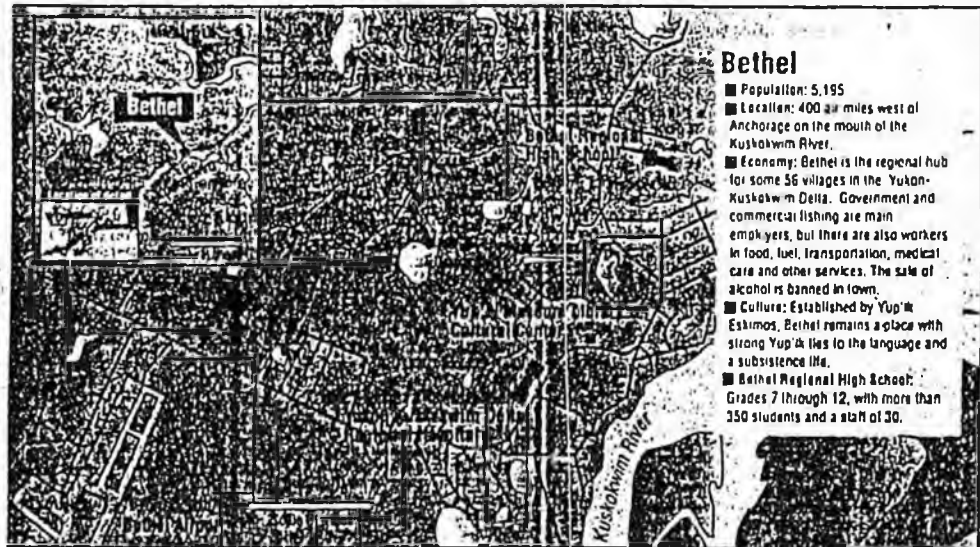
Ramsey was asked if he thinks some innocent

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."

Ramsey leaned back in his wheelchair, eyes moist. "This comes as a total



Bethel

- Population: 5,195
- Location: 400 miles west of Anchorage on the mouth of the Kuskokwim River.
- Economy: Bethel is the regional hub for some 56 villages in the Yukon-Kuskokwim Delta. Government and commercial fishing are main employers, but there are also workers in food, fuel, transportation, medical care and other services. The sale of alcohol is banned in town.
- Culture: Established by Yup'ik Eskimos, Bethel remains a place with strong Yup'ik ties to the language and a subsistence life.
- Bethel Regional High School: Grades 7 through 12, with more than 350 students and a staff of 30.

RON ENOBTROM / Anchorage Daily News

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 99(HES)
 (H) Publish Date: 4/4/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Dep of Education
 Title: An Act relating to school discipline and safety ERU: Dep of Education
 programs Component: _____
 Sponsor: Rep. McGuire Component Number: _____
 Requester: House HESS

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						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

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

FUND SOURCE (Thousands of Dollars)

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

Estimate of any current year (FY2001) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Prepared by: HOUSE HEALTH, EDUCATION & SOCIAL SERVICES COM Phone 465-3759

REPRESENTATIVE FRED DYSON Date 4/3/01

Chairman

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: CSHB 99 (HES)
 (H) Publish Date: 4/10/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title: An Act relating to school discipline and safety BRU: Teaching & Learning Support
programs; and providing for an effective date. Component: Special & Supplemental Services
 Sponsor: Representative McGuire
 Requester: House Finance Component Number: 166

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						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

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

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

Estimate of any current year (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)
 This fiscal note represents zero cost to the department, but there would be costs at the district and school level to adopt a student conflict resolution program. Costs to districts would vary depending on the costs of materials, the extent that teachers are trained in conflict resolution, and the decision of the district to hire staff to administer the program.

Prepared by: Barbara Thompson Phone 465-8727
 Division: Teaching & Learning Support Date/Time 4/6/01 12:00 AM
 Approved by: Bruce Johnson, Deputy Commissioner of Education Date 4/6/01
 Agency: Department of Education & Early Development

Journal Text



04-04-2001 House Journal 0837
HB 99

The Health, Education & Social Services Committee has considered:

04-04-2001 House Journal 0838
HOUSE BILL NO. 99

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

and recommends it be replaced with:

CS FOR HOUSE BILL NO. 99(HES)
(same title)

The report was signed by Representative Dyson, Chair, with the following individual recommendations:

Do pass (6): Coghill, Kohring, Wilson, Cissna, Stevens, Dyson

No recommendation (1): Joule

The following fiscal note(s) apply to CSHB 99(HES):

1. Zero, House Health, Education & Social Services Committee/Dept. of Education & Early Development

HB 99 was referred to the Finance Committee.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

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Journal Text



04-10-2001

House Journal

0919

HB 99

The Finance Committee has considered:

HOUSE BILL NO. 99

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

and recommends it be replaced with:

CS FOR HOUSE BILL NO. 99 (HES)
(same title)

The report was signed by Representative Williams, Co-chair, with the following individual recommendations:

Do pass (9): Bunde, Whitaker, Harris, Croft, Davies, Moses, Lancaster, Hudson, Williams

The following fiscal note(s) apply to CSHB 99 (HES):

2. Zero, Dept. of Education & Early Development

HB 99 was referred to the Rules Committee for placement on the calendar.

Bill Root:

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



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Journal Text



04-11-2001

House Journal

0960

CS FOR HOUSE BILL NO. 99 (HES)
(same title)

There being no objection, it was so ordered.

Representative James moved and asked unanimous consent that CSHB 99(HES) be considered engrossed, advanced to third reading, and placed on final passage. There being no objection, it was so ordered.

CSHB 99(HES) was read the third time.

The question being: "Shall CSHB 99(HES) pass the House?" The roll was taken with the following result:

CSHB 99(HES)
Third Reading
Final Passage

YEAS: 35 NAYS: 0 EXCUSED: 5 ABSENT: 0

Yeas: Berkowitz, Bunde, Chenault, Cissna, Coghill, Crawford, Croft, Davies, Dyson, Fate, Green, Guess, Halcro, Harris, Hudson, James, Joule, Kerttula, Kohring, Kookesh, Kott, Lancaster, Masek, McGuire, Meyer, Morgan, Mulder, Murkowski, Porter, Rokeberg, Scalzi, Stevens, Whitaker, Williams, Wilson

Excused: Foster, Hayes, Kapsner, Moses, Ogan

And so, CSHB 99(HES) passed the House.

Representative James moved and asked unanimous consent that the roll call on the passage of the bill be considered the roll call on the effective date clause. There being no objection, it was so ordered.

CSHB 99(HES) was referred to the Chief Clerk for engrossment.

Bill Root: Display Bill Root

BASIS HAS BEEN RE-PROGRAMMED THIS YEAR



TO REPORT PROBLEMS WITH BASIS INQUIRY

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STATE OF ALASKA

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF JUVENILE JUSTICE

Tony Knowles, GOVERNOR

P.O. BOX 110635
JUNEAU, ALASKA 99811-0635
PHONE: (907) 465-2212
FAX (907) 465-2333

April 5, 2001

The Honorable Representative Lesil McGuire
Alaska House of Representatives
Alaska Capitol Building
Juneau, Alaska 99801

RE: Position Statement on HB 99

Dear Representative McGuire,

The Division of Juvenile Justice, on behalf of the Alaska Department of Health and Social Services is writing to support your efforts to enact HB 99 which would amend AS 14.33.120 by requiring schools to adopt policies and strategies for reporting and resolving student conflicts.

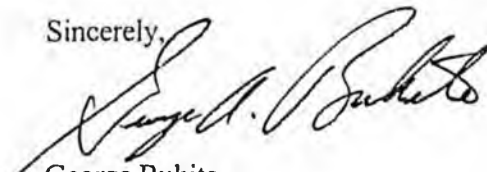
Each of the past few years the Division has received between 800 and 1000 misdemeanor assault referrals involving juvenile offenders. A number of these assaults come out of interpersonal conflicts between students. The Division has worked with local schools, police agencies and community groups to address this and other safe school issues. We are particularly encouraged by the results and successes of student mediation activities in some schools.

National research is demonstrating the success of these programs and the Office of Juvenile Justice and Delinquency Prevention states in its student conflict resolution program guide, "The tenets of conflict resolution present a new model of interacting with and thinking about other people—one that challenges us to go beyond stereotypes, to consider the other's point of view, and to reach mutually satisfactory agreements in which all parties win...If we can succeed in teaching our youth this framework for resolving their disputes, the results for them and for our society could be profound." (OJJDP: Conflict Resolution Education: A Guide. October, 1996)

By directing schools to implement policies and strategies for this promising practice delinquency prevention program, HB 99 can be seen as an important "next step" in support of safe schools, healthy communities and crime prevention efforts. The Department has gone on record in support of this proposal and welcomes any opportunity to promote this concept and appreciate your efforts along these lines through your sponsorship of this legislation.

If we can be of assistance to you, please do not hesitate to call on us.

Sincerely,



George Buhite
Director

LETTERS OF SUPPORT



NEA-ALASKA

Affiliated with the National Education Association

Position Paper CSHB-99 - Student Conflict Resolution Strategy

Representatives Lesil McGuire, Fred Dyson,

We share a common concern for a safe and orderly society. Schools reflect society in general. Unfortunately we read and hear of more and more instances of students committing violent acts against other students and school personnel.

We seek ways to ensure that classrooms and schools are safe. HB 99 addresses the importance of developing strategies that hopefully will lead to programs designed to help students cope with aggressive thoughts and feelings.

Finding alternative behaviors to aggression or ways to cope or modify aggression will help students in their interaction with one another. To develop and manage alternatives to aggression at an early age may contribute to healthier, less aggressive adults.

We appreciate Representative Lesil McGuire's initiative to address this problem. As educators and school employees who work closely with children, we see the need to confront school violence in the schools. As a union, we have increased our budget and staff time to work with teachers and support personnel on classroom discipline training and implementation of school discipline and safety programs. CSHB 99 represents one means to help students help themselves.

NEA-Alaska supports passage of CSHB 99.

S:\politica\position\00-01\CSHB 99 - Student Conflict Resolution Strategy.doc

SENATE COMMITTEE REPORT

DATE: 4/12/01

FURTHER:

DATE TURNED IN TO OFFICE: 04/20/01

Health, Education and Social Services Committee considered CS FOR HOUSE BILL NO. 99(HES)

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

and recommends:

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

Senate Bill:

- same title
- new title

House Bill:

- same title
- technical title
- new: SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
Education & Early Dev	4/6/01		X	2

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>[Signature]</i>	✓			
<i>[Signature]</i>	✓			
CHAIR: <i>[Signature]</i>	✓			

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

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

(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

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.

STATE OF ALASKA

DEPARTMENT OF HEALTH AND SOCIAL SERVICES

DIVISION OF JUVENILE JUSTICE

Tony Knowles, GOVERNOR

P.O. BOX 110635
JUNEAU, ALASKA 99811-0635
PHONE: (907) 465-2212
FAX (907) 465-2333

April 5, 2001

The Honorable Representative Lesil McGuire
Alaska House of Representatives
Alaska Capitol Building
Juneau, Alaska 99801

RE: Position Statement on HB 99

Dear Representative McGuire,

The Division of Juvenile Justice, on behalf of the Alaska Department of Health and Social Services is writing to support your efforts to enact HB 99 which would amend AS 14.33.120 by requiring schools to adopt policies and strategies for reporting and resolving student conflicts.

Each of the past few years the Division has received between 800 and 1000 misdemeanor assault referrals involving juvenile offenders. A number of these assaults come out of interpersonal conflicts between students. The Division has worked with local schools, police agencies and community groups to address this and other safe school issues. We are particularly encouraged by the results and successes of student mediation activities in some schools.

National research is demonstrating the success of these programs and the Office of Juvenile Justice and Delinquency Prevention states in it's student conflict resolution program guide, "The tenets of conflict resolution present a new model of interacting with and thinking about other people—one that challenges us to go beyond stereotypes, to consider the other's point of view, and to reach mutually satisfactory agreements in which all parties win...If we can succeed in teaching our youth this framework for resolving their disputes, the results for them and for our society could be profound." (OJJDP: Conflict Resolution Education: A Guide. October, 1996)

By directing schools to implement policies and strategies for this promising practice delinquency prevention program, HB 99 can be seen as an important "next step" in support of safe schools, healthy communities and crime prevention efforts. The Department has gone on record in support of this proposal and welcomes any opportunity to promote this concept and appreciate your efforts along these lines through your sponsorship of this legislation.

If we can be of assistance to you, please do not hesitate to call on us.

Sincerely,



George Buhite
Director



NEA-ALASKA

Affiliated with the National Education Association

Position Paper CSHB-99 - Student Conflict Resolution Strategy

Representatives Lesil McGuire, Fred Dyson,

We share a common concern for a safe and orderly society. Schools reflect society in general. Unfortunately we read and hear of more and more instances of students committing violent acts against other students and school personnel.

We seek ways to ensure that classrooms and schools are safe. HB 99 addresses the importance of developing strategies that hopefully will lead to programs designed to help students cope with aggressive thoughts and feelings.

Finding alternative behaviors to aggression or ways to cope or modify aggression will help students in their interaction with one another. To develop and manage alternatives to aggression at an early age may contribute to healthier, less aggressive adults.

We appreciate Representative Lesil McGuire's initiative to address this problem. As educators and school employees who work closely with children, we see the need to confront school violence in the schools. As a union, we have increased our budget and staff time to work with teachers and support personnel on classroom discipline training and implementation of school discipline and safety programs. CSHB 99 represents one means to help students help themselves.

NEA-Alaska supports passage of CSHB 99.

S:\politica\position\00-01\CSHB 99 - Student Conflict Resolution Strategy.doc

Subject: SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)

Date: Sun, 22 Apr 2001 21:56:27 -0700

From: "Tracy Wrigley" <twrigley@HiWAAY.net>

To: <Senator_Lyda_Green@legis.state.ak.us>

Senator Lyda Green CORRECTED COPY
District N - Republican-----Sorry for the Inconvenience-----

To ~~SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)~~ **SCHOOL VIOLENCE AWARENESS PROGRAM (SVAP)**

INTRODUCING

Q&A with Commentary by Tracy Kent Wrigley

A Quarterly NewsLetter On School Violence Across The Nation

I'd like to invite you to look for the Introductory Issue (July 2001) of **Q&A with Commentary by Tracy Kent Wrigley** A Quarterly NewsLetter On School Violence Across The Nation. In this issue, Tracy responds to candid questions and commentaries presented by H.L.Hohenfeldt, Managing Editor, **Rolla Daily News**.

I'd like to thank everyone for their assistance with the research on "School Violence" across the nation. Your feedback has lead me to the decision to publish a "Quarterly NewsLetter" entitled **Q&A with Commentary by Tracy Kent Wrigley** A Quarterly NewsLetter On School Violence Across The Nation. The theme behind the NewsLetter is "**My Response to School Violence... Isn't it Time We Invest in Our Children... Pass the Word... and HELP Make it Grow!**"

This is the NewsLetter of your communities across the nation. Our primary goal is to heighten the awareness of school violence across the country. Our secondary goal is to make this information public so that others across the country can benefit from "**LESSONS LEARNED**". It will show the positive side of what communities are doing across the nation to improve safety within their school systems. We will also discuss the negative side to school violence and touch upon some of the key issues such as: gun control, gangs in schools, issues in your area and much more! This is your NewsLetter, so your input is very important to us.

The intent of this NewsLetter is to allow citizens across the country to voice their concerns and raise issues pertaining to school violence in their area and much more. What's being done about it? Is it working? We're looking to hear from your citizens... We're looking for success stories on the subject... We're interested in your thoughts and commentaries. We're interested in improving your communities through citizens across the nation by saying... **Ask Yourself... "WHAT CAN I DO?" to make a difference!**

Distribution of the NewsLetter will include each of the 50 governors, Departments of Education (state level), the 50 US State & Territories PTA Offices, Secretary of Education, Rod R. Paige, President George W. Bush, Vice President Dick Cheney, First Lady Laura Bush, and Mrs. Lynne Cheney. Each issue comes with the NewsLetter and a "**FREE**" informative presentation (electronic format) on a subject related to: gun control, gangs in school, or other related topics

across the nation.

Over the past couple of months, we offered various forms of the media the opportunity to publicize a "FREE" \$1,000.00 College Scholarship for their area with an annual \$500.00 contribution thereafter to support their college scholarship programs. An announcement will be made in the October 2001 issue of **Q&A with Commentary by Tracy Kent Wrigley** announcing the recipient of this offer. The scholarship is for the 2001-2002 graduating class. This NewsLetter is a complimentary "**Spin Off**" of our college scholarship program.

I continue to look for innovative ideas at how I can assist state and city governments with eradicating school violence across the country. Introducing the "*School Violence Awareness Program (SVAP)*" is a prime example of an innovative program that the Tracy Kent Wrigley College Scholarship Program has created. In addition, I fully support the President's & Secretary's Priorities on education which include: (1) **No Child Left Behind**; (2) Rallying the Armies of Compassion: Faith-Based & Community Initiatives; and (3) New Freedom Initiatives: Removing Barriers for Americans with Disabilities, through our scholarship program.

If you have a question or commentary that you would like to address as it pertains to the **TKW-FBC College Scholarship Program** or our response to "School Violence", please forward to Vickie Bateman (email: vickiebsoccermom@hotmail.com) for inclusion in the October 2001 Issue of **Q&A with Commentary by Tracy Kent Wrigley**. We are offering **\$500.00** for the best story that can be verified for inclusion in the October 2001 NewsLetter. So sharpen your pencils and tell us a story about your community...

City Councils, Schools, Organizations, and Corporate America, please submit request for guest speakers to **Tracy Kent Wrigley** at the address below. I'm interested in reaching out to your community to make a difference in someone's life! I'm available for public speaking appearances in your area or I would be honored to introduce your schools to our "*School Violence Awareness Program (SVAP)*". *I'd like to address your schools on the subject of school violence by relating personal experiences with your employees, students and the children; Experiences that I've had over the past 42 years... It may change a life... It might even save a life!!!*

Had there been a category in high school called the "**Student Most Unlikely to Succeed**", I would have been chosen above anyone else at Belton High School, Belton Missouri. But now, 42 years later, I have a Masters Degree in Public Administration (MPA) and I'm a Senior Member of the Technical Staff with **LITTON TASC, A Subsidiary of Northrop Grumman** — one of the largest defense contractors in the world. Other guests available upon request; Each with a life experience that will have a positive impact on a life... With one goal in mind and that is to assist you with eradicating school violence across the country. **Why Am I Doing This?** Because I'm not a carpenter. Thank you for your support.

Sincerely,

Tracy Kent Wrigley

Sponsor, Publisher & Program Director

TKW-FBC College Scholarship Program

In The Mean Time

Ask Yourself... **"WHAT CAN I DO?"** to make a difference!

TKW-FBC College Scholarship Program – 164 County Road 600 - Mentone, Alabama 35984
– (256) 883-4410 ext 252 (days) and (256) 634-4657 (evenings)

email: twrigley@hiwaay.net

HB

101

HB 101 Sectional Analysis

Revised: March 6, 2001 LS0254\p

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: Allows charter schools to use safe public buildings with approval of District Superintendent.

Section 5: Adds a new section of law that allows for a one-time charter school grant in the amount of \$500 per student.

Section 6: Changes the allowable charter school contract length from a maximum of 5 years to a maximum of 10 years.

Section 7: 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 8: Repeals the July, 2005 charter school law sunset date.

Section 9: Sets an effective date.

FISCAL NOTE

STATE OF ALASKA
2601 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 101(HES)
 (H) Publish Date: 2/26/01

Revision Date/Time (Note if correction): _____ Dept. Affected: Education and Early Development
 Title: "An Act relating to charter schools; and BRU: Teaching & Learning Support
providing for an effective date." Component: Quality Schools
 Sponsor: Representative Dyson
 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						
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CHANGE IN REVENUES ()						
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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 Projected Charter ADM's	AS 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.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
Bill Version: CSHB 101(HES)
(H) Publish Date: 2/26/01

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						
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CHANGE IN REVENUES ()						
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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 Eliitnaurvik 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.

CORRECTION

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



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

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.

SENATE COMMITTEE REPORT

DATE: 4/25/01

FURTHER: Finance

DATE TURNED IN TO OFFICE: 04/28/01

Health, Education and Social Services Committee considered

CS FOR HOUSE BILL NO. 101(FIN)

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

and recommends:

- be replaced with SCS CS HB 101 (HES)
- adopt previous _____ CS _____ (_____)
- attached amendment(s)
- adopt Letter of Intent by _____ Committee
- further referral to _____ Committee

Senate Bill:

- same title
- new title

House Bill:

- same title
- technical title
- new: SCR # _____

NEW FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Zero	FN#
DEED	2/16/01	x		1
DEED	2/23/01	x		2

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	DO PASS	DO NOT PASS	NO REC	AMEND
<i>Alan S. Hansen</i>	✓			
<i>Sam Hill</i>			✓	
<i>Becky Davis</i>	✓			
CHAIR: <i>Lyle Green</i>	✓			

AMENDMENT

OFFERED IN THE SENATE

BY SENATOR GREEN

TO: CSHB 101(FIN)

- 1 Page 3, line 27, following "department.":
- 2 Insert "If a charter school grant is reduced under this subsection, the charter school
- 3 may apply to the department in a subsequent fiscal year for the balance of the grant."



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 150 (reference AS 14.17.905)
- 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.

Alaska State Legislature

- Interim (May-Dec) -
10928 Eagle River Rd. Suite 140
Eagle River, Alaska 99577
☎ (907) 694-0683
FAX (907) 694-1015

- Session (Jan -May) -
Alaska State Capitol
Juneau, Alaska 99801-1182
☎ (907) 465-2199
FAX (907) 465-4587

Toll free (800) 342-2199

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

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

SPONSOR STATEMENT

MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
BOARD MEMO NO. 01-087

A RESOLUTION OF MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT IN SUPPORT OF HOUSE BILL 101. THE LEGISLATION RELATING TO CHARTER SCHOOLS.

WHEREAS, the Matanuska-Susitna Borough School District appreciates our legislators' support of the concept of choice for charter schools; and

WHEREAS, the current law authorizes a charter school to operate in an existing school district facility within the school district, but provides no funding; and

WHEREAS, the Matanuska-Susitna Borough School District strives to provide an allowance for charter school facilities, the financial impact on the operating fund is great; and

WHEREAS, the charter school does not generate funding as a separate site under the foundation funding; and

WHEREAS, it is our belief that the concept of choice is an important aspect to our community; and

WHEREAS, the new section of CSIB 101(HES) reinforces this belief by proposing a one-time grant from the department to be used for educational services of \$500 for each pupil enrolled in the charter school; and

WHEREAS, the proposed House Bill 101 amends the current law to allow 60 charter schools to operate in the state at any one time; and

WHEREAS, the proposed House Bill 101 removes the sunset clause and authorizes a ten-year term for a charter school concept.

NOW, THEREFORE, BE IT RESOLVED, that the Matanuska-Susitna School Board encourages the Alaska State Legislature to establish laws that will encourage the concept of choice by providing funding for charter school facilities and removing the sunset clause.

ADOPTED by Matanuska-Susitna Borough School District this 4th day of April, 2001.

Robert N. Johnson
Robert Johnson, School Board President

Patricia R. Chesbro
Patricia R. Chesbro, Superintendent

ATTEST:

Julena Felix
Julena Felix, Administrative Assistant

By: Assemblymember Colver
Action:

**MATANUSKA-SUSITNA BOROUGH
RESOLUTION SERIAL NO. 01-020**

**A RESOLUTION OF THE MATANUSKA-SUSITNA BOROUGH ASSEMBLY SUPPORTING
HB 101, RELATING TO CHARTER SCHOOLS.**

WHEREAS, under current law the authorization for all charter schools sets a duration of no more than five years and may not extend beyond July 1, 2005; and

WHEREAS, CSHB 101(HES) authorizes a ten-year term for a charter school contract and removes the sunset clause; and

WHEREAS, the current law allows for no more than 30 charter schools to operate in the state at any one time; and

WHEREAS, HB 101 amends the law to allow 60 charter schools to operate in the state; and

WHEREAS, the current law authorizes a charter school to be operated in an existing school district facility within the school district, but provides no funding; and

WHEREAS, CSHB101(HES) proposes a new section, A.S. 14.03.263, which provides for a one-time grant from the department equal to \$1000 for each pupil enrolled in the charter school on October 1 of the year in which the school applies for the grant to be used for educational services; and

WHEREAS, currently there is no provision for capital funds for operating facilities.

NOW, THEREFORE, BE IT RESOLVED, that the Matanuska-Susitna Borough Assembly encourages the Alaska State Legislature to support legislation, such as HB 101, which eliminates the sunset clause for charter schools and provides grant funding for charter schools based on pupil enrollment; and

BE IT FURTHER RESOLVED, that the Matanuska-Susitna Borough Assembly encourages the Alaska State Legislature to also provide capital funds for charter school facilities.

ADOPTED by the Matanuska-Susitna Borough Assembly this - day of -, 2001.

TIMOTHY L. ANDERSON, Borough Mayor

ATTEST:

SANDRA A. DILLON, Borough Clerk

(SEAL)

Linda Sharp
2710 W. 24th
Anch., AK 99517
VR: 13-291/U.

Dear Lyda - Charter Schools!
Would you consider
co-sponsoring Betty
Davis' turn of AB101?
Also - please change
it so there's no minimum
of students to get full
funding. My charter school
is penalized at \$3850
because we have just 80 students.
Thank you!

Sharp
Tel 907-245-5501 Fax 245-5502
e-mail lsharp@alaska.net
2710 W 34th Anchorage, AK 99517



Senator
Lyda Green
Al Senate
Capitol Bldg.
Juneau
AK 99801
RSCALA
Dkt. No.



PUERTO VALLARTA, MEXICO.

MANUEL LEPE (1936-1984)

PINTOR NAIF DE FAMA INTERNACIONAL Y EXUBERANTE CANDOR. CON UN
FRESCO ESTILO LLENO DE COLOR E INNUMERABLES SEGUIDORES, SU OBRA
HA SERVIDO PARA PROMOVER A PUERTO VALLARTA, A NIVEL INTERNACIONAL
INTERNATIONAL NAIF ARTIST. CANDOROUS WITH A COOL AND COLORFUL
STYLE WITH MANY FOLLOWERS. HIS ARTWORK GAVE GREAT FAME TO PUERTO VALLARTA.

ALASKA STATE LEGISLATURE



Interim:

600 East Railroad Avenue
Wasilla, Alaska 99654
(907) 376-3370
(907) 376-3157 Fax

Session:

State Capitol
Juneau, Alaska 99801-1182
(907) 465-6600
Fax (907) 465-3805

SENATOR LYDA GREEN SENATE DISTRICT N

May 2, 2001

Linda Sharp
2710 W 34th
Anchorage, AK 99517

Dear Linda,

Thank you for your postcard regarding charter school legislation. I think the Charter School bill will get through this year.

House Bill 101 includes language that will lower the ADM to 150 students in order for a charter school to be funded as a separate school under the foundation formula.

The original version of this bill included an ADM of 100 students to be counted as a separate school. This was found to be too cost prohibitive and was amended to 150 ADM. It is felt that this bill does so much to help charter schools that it would be a shame to see it not pass because of the cost.

If you have any further questions, please feel free to call my office at 1-877-465-6601.

Again, thank you for your postcard.

Sincerely,

A handwritten signature in cursive script that reads "Lyda".

Lyda Green
Senator, District N

LG/SH

Senator_Lyda_Green@legis.state.ak.us

Alexander Creek • Big Lake • Butte • Caswell • Chickaloon • Chulitna • Finger Lake • Goose Bay • Hatcher Pass • Houston
Knik • Kashwitna • Lake Louise • Lazy Mountain • Montana Creek • Nancy Lake • Nelchina • Palmer • Petersville • Point Mackenzie
Sheep Mountain • Skwentna • Sunshine • Sutton • Talkeetna • Trail Lakes • Trapper Creek • Wasilla • Willow



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 150 (reference AS 14.17.905)
- 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.

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
FAX (907) 465-4587

Toll free (800) 342-2199

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

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



Alaska State Legislature

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- Session (Jan-May) -
Alaska State Capitol
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REPRESENTATIVE FRED DYSON

MEMORANDUM

April 24, 2001

To: Senator Lyda Green, Chair
Senate HESS Committee

From: Fred Dyson *Fred Dyson*
State Representative

RE: Request for consideration of HB 101, Charter Schools

I respectfully request that you schedule CSHB 101 (FIN)\S, An Act Relating to Charter Schools for hearing at your earliest convenience.

Thank you.

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

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

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 1
Bill Version: CSHB 101(HES)
(H) Publish Date: 2/26/01

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	1,255.0	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						
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CHANGE IN REVENUES ()						
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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
Division: Teaching & Learning Support
Approved by: Bruce Johnson, Deputy Commissioner of Education
Agency: Department of Education & Early Development

Phone (907) 465-8727
Date/Time 2/16/01 12:00 AM
Date 2/23/01

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 Projected Charter ADM's	AS 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.

FISCAL NOTE

STATE OF ALASKA
2001 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: CSHB 101(HES)
 (H) Publish Date: 2/26/01

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						
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CHANGE IN REVENUES ()						
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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.

HB 101 Sectional Analysis

Revised: March 6, 2001 LS0254\p

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: Allows charter schools to use safe public buildings with approval of District Superintendent.

Section 5: Adds a new section of law that allows for a one-time charter school grant in the amount of \$500 per student.

Section 6: Changes the allowable charter school contract length from a maximum of 5 years to a maximum of 10 years.

Section 7: 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 8: Repeals the July, 2005 charter school law sunset date.

Section 9: Sets an effective date.

**MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT
BOARD MEMO NO. 01-087**

**A RESOLUTION OF MATANUSKA-SUSITNA BOROUGH SCHOOL DISTRICT IN SUPPORT
OF HOUSE BILL 101. THE LEGISLATION RELATING TO CHARTER SCHOOLS.**

WHEREAS, the Matanuska-Susitna Borough School District appreciates our legislators' support of the concept of choice for charter schools; and

WHEREAS, the current law authorizes a charter school to operate in an existing school district facility within the school district, but provides no funding; and

WHEREAS, the Matanuska-Susitna Borough School District strives to provide an allowance for charter school facilities, the financial impact on the operating fund is great; and

WHEREAS, the charter school does not generate funding as a separate site under the foundation funding; and

WHEREAS, it is our belief that the concept of choice is an important aspect to our community; and

WHEREAS, the new section of CSHB 101(HES) reinforces this belief by proposing a one-time grant from the department to be used for educational services of \$500 for each pupil enrolled in the charter school; and

WHEREAS, the proposed House Bill 101 amends the current law to allow 60 charter schools to operate in the state at any one time; and

WHEREAS, the proposed House Bill 101 removes the sunset clause and authorizes a ten-year term for a charter school concept.

NOW, THEREFORE, BE IT RESOLVED, that the Matanuska-Susitna School Board encourages the Alaska State Legislature to establish laws that will encourage the concept of choice by providing funding for charter school facilities and removing the sunset clause.

ADOPTED by Matanuska-Susitna Borough School District this 4th day of April, 2001.

Robert N. Johnson
Robert Johnson, School Board President

Patricia R. Chesbro
Patricia R. Chesbro, Superintendent

ATTEST:

Julena Felix
Julena Felix, Administrative Assistant