

ALASKA LEGISLATURE COMMITTEE FILES 2007-2008 SHES 12504

February 25, 2008

Senate Finance Committee
Labor and Commerce Committee

Representative Jay Ramras
State Capitol Rm 118
Juneau, AK 99801-1182
Phone: 465-3004
Fax: 465-2070

Re: HOUSE BILL NO. 319

Dear Jay Ramras:

My name is Mayquella Buckley, I have been a dental assistant for 11 years, a Certified Dental Assistant through DANB for 5 years and I am certified in dental radiology through the Indian Health Services.


DANB, the Dental Assisting National Board, Inc. is the national certification and credentialing agency for dental assistants and is recognized by the American Dental Association. To meet testing criteria you need to graduate from an accredited dental assistant program at a university or have 2 years of minimum work experience in the dental field. To provide quality dental care in more advanced procedures a dental assistant needs to have a strong foundation of dental knowledge in infection control, radiology and general chair side skills. They also need to have clinical experience to allow time to grow their skills.

House Bill 319 gives dental assistants and our patient population we provide dental care to great opportunities. However, regulating advance procedures like restorative functions and coronal polishing will require more than completing a program of instruction approved by the board. Formal training and at least 2 years of general clinical experience is needed to acquire the basic skill set in order to provide quality dental care. With that knowledge then one may be ready to expand their skills, knowledge and abilities to more advance dental procedures. Providing safe and quality dental care is a priority and can be achieved through training and experience.

I have been the clinical manager/supervisor for ANMC dental services for 5 years and supervise 30 + dental assistant at any one time. I also oversee the dental assistant training program for which most of our dental assistants are hired from. We have set up our own job progressions to meet the clinical education and work experience listed above. This process has lead to improved dental services being provided and removes those individuals who may not be as serious in providing quality dental care.

Thank you for taking the time to review this letter and I hope that you will consider my recommendations in your decisions.

Sincerely,


Mayquella Buckley, CDA

SCF Dental
Clinical Operations Manager
907-729-8800
mbuckley@scf.ak



Alaska Dental Society, Inc.

9170 Jewel Lake Road, Suite 203
Anchorage, Alaska 99502-5390
(907) 563-3003 • FAX: 563-3009
akdental@alaska.net

April 2, 2008

Members of the Senate HESS committee:

The Alaska Dental Society supports the changes made to HB319 as presented in work draft 25-LS1281/T, which combines HB319 and HB136. We urge the committee to pass HB319 out of committee.

Sincerely,

David Logan, DDS
Legislative Chair, Alaska Dental Society

HB

332

Alaska State Legislature
REPRESENTATIVE BRYCE EDGMON
House District 37

MEMORANDUM

Adak
Akutan
Aleknagik
Atka
Chignik
Chignik Lagoon
Chignik Lake
Clark's Point
Cold Bay
Dillingham
Egegik
Elwok
False Pass
Ivanof Bay
King Cove
King Salmon
Koliganek
Manokotak
Naknek
Nelson Lagoon
New Stuyahok
Nikolski
Perryville
Pilot Point
Portage Creek
Port Heiden
St. George
St. Paul
Sand Point
South Naknek
Togiak
Twin Hills
Ugashik
Unalaska

DATE: April 3, 2008

TO: Senator Bettye Davis, Chair
Senate HESS Committee

FROM: Rep. Bryce Edgmon *BE*
House District 37
(Staff Member - Adam Berg - #4451)

SUBJ: Request for Hearing on CSHB332 (FIN) (title am) - Pre-Elementary School Programs

I respectfully request a hearing on CSHB332(FIN) (title am), a measure that will allow Pre-Elementary School Programs to be eligible for federal E-Rates.

CSHB332(FIN) (title am) amends existing statute to allow these programs to be eligible for these federal subsidies for communications infrastructure. It also assures that children in a Head Start or other Pre-Elementary program are not counted in the student count used by the Department of Education in determining school funding.

I am attaching a copy of the bills, a Sponsor Statement / Sectional Analysis, letters of support and correspondence between the Department of Law and the Universal Service Administrative Company.

Thank you for considering my request.



Sponsor Statement

House Bill 332 "Pre-Elementary School Programs"

SPONSOR STATEMENT / SECTIONAL ANALYSIS **HB332 - Pre-Elementary School Programs**

HB332 proposes adding pre-elementary and Head Start programs to the definition of an elementary school for federal funding purposes.

This change will allow these programs to qualify for Federal E-Rates. These rates were available to Alaskans for several years, then were cut off when the Universal Service Administrative Company (USAC) made a determination that Alaska's definition of elementary schools did not fit what was required in federal law.

HB332 will allow those pre-elementary programs to be eligible to apply for federal funding to help pay for infrastructure, equipment, or other costs related to providing telephonic and internet transmissions.

This bill also assures that adding these programs to the definition of an elementary school will not have any affect on admission numbers used by the Dept. of Education and Early Development in the Education Funding Formula.

This simple change in statute to allow these programs to garner funding is needed now. Head Start programs have closed in many communities and operations have been scaled back in programs state-wide over the last few years.

I appreciate your support for this bill.

BILL SECTION 1: Amends 14.03.060(a) to assure that adding the pre-elementary programs in Bill Section 2 has no other effect than to make them available for federal funding.

BILL SECTION 2: Adds a new subsection to include pre-elementary and head start programs to the definition of elementary schools. Also assures that those students may not be counted in a school's average daily membership.

REPRESENTATIVE BRYCE EDGMON

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB 332
 () Publish Date: _____

Identifier (file name): HB 332: HB332-DEED-TLS-02-29-08
 Title An Act relating to elementary and pre-elementary schools
 Dept. Affected: Education & Early Development
 RDU Teaching & Learning Support
Early Learning Programs

Sponsor Representative Edgmon
 Requester House HESS Component Number 2853

Expenditures/Revenues (Thousands of
 Note: Amounts do not include inflation unless otherwise noted below.)

	Appropriation Required	Information					
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013
OPERATING EXPENDITURES							
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	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							
TOTAL							
Other Interagency Receipts							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

This Act adds pre-elementary programs to the definition of elementary schools if the pre-elementary program is supervised by the department under AS 14.07.020(a)(8), operated as a head start program under AS 14.38.010, or located in a public school for federal funding purposes. It does not add pre-elementary students to the foundation formula.

The Department of Education and Early Development does not anticipate any additional costs from the passage of HB 332.

Prepared by: Richard Luther Phone 465-2803
 Division: Commissioner's Office Date/Time 2/29/08 2:30 PM
 Approved by: Barbara Thompson, Interim Commissioner Date 2/29/2008

Chapter 14.38. HEAD START, CHILD CARE, AND DAY CARE

Article 01. HEAD START

Sec. 14.38.010. Operation of Head Start programs.

The Department of Education and Early Development shall operate the head start funding program governed by 42 U.S.C. 9835.

Sec. 14.07.020. Duties of the department.

(a) The department shall

- (1) exercise general supervision over the public schools of the state except the University of Alaska;**
- (2) study the conditions and needs of the public schools of the state, adopt or recommend plans, administer and evaluate grants to improve school performance awarded under AS 14.03.125, and adopt regulations for the improvement of the public schools;**
- (3) provide advisory and consultative services to all public school governing bodies and personnel;**
- (4) prescribe by regulation a minimum course of study for the public schools; the regulations must provide that if a course in American Sign Language is given, the course shall be given credit as a course in a foreign language;**
- (5) establish, in coordination with the Department of Health and Social Services, a program for the continuing education of children who are held in detention facilities in the state during the period of detention;**
- (6) accredit those public schools that meet accreditation standards prescribed by regulation by the department; these regulations shall be adopted by the department and presented to the legislature during the first 10 days of any regular session, and become effective 45 days after presentation or at the end of the session, whichever is earlier, unless disapproved by a resolution concurred in by a majority of the members of each house;**
- (7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards in addition to the requirements of AS 18.15.145 that will assure healthful and safe conditions in the public and private schools of the state including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;**
- (8) exercise general supervision over pre-elementary schools that receive direct state or federal funding;**
- (9) exercise general supervision over elementary and secondary correspondence study programs offered by municipal school districts or regional educational attendance areas; the department may also offer and make available to any Alaskan through a centralized office a correspondence study program;**
- (10) accredit private schools that request accreditation and that meet accreditation standards prescribed by regulation by the department; nothing in this paragraph authorizes the department to require religious or other private schools to be licensed;**
- (11) review plans for construction of new public elementary and secondary schools and for additions to and major rehabilitation of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extent of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs, and final contract documents;**
- (12) provide educational opportunities in the areas of vocational education and training, and basic education to individuals over 16 years of age who are no longer attending school;**
- (13) administer the grants awarded under AS 14.11;**

(14) establish, in coordination with the Department of Public Safety, a school bus driver training course;

(15) require the reporting of information relating to school disciplinary and safety programs under AS 14.33.120 and of incidents of disruptive or violent behavior.

BRISTOL BAY NATIVE ASSOCIATION

**P.O. BOX 310
DILLINGHAM, ALASKA 99576
PHONE (907) 842-5257**

March 6, 2008

Triunal Councils
Served by BBNA

- Aietchaugik
- Chugnik Bay
- Chugnik Lagoon
- Chugnik Lake
- Charles Point
- Curjung
- Egegik
- Elruik
- Elrovik
- Ignuzig
- Itamna
- Ivanof Bay
- Kanatak
- King Salmon
- Kokhanok
- Koliganek
- Levelock
- Manokotak
- Naknek
- New Stuyahok
- Newhalen
- Nondalton
- Pedro Bay
- Perryville
- Pilot Point
- Port Heiden
- Portage Creek
- South Naknek
- Togiak
- Twin Hills
- Ugashik

**Representative Bryce Edgmon
State Capitol Room 424
Juneau, AK 99801**

Bryce
Dear Representative Edgmon:

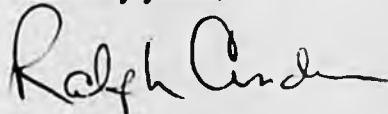
Letter of Support for HB 332

I am writing to express my support for HB 332. This legislation will once again allow Head Start programs in Alaska to be eligible to apply for federal funds that are collected as taxes on Alaskan's phone bills.

Head Start programs have experience flat funding at the state and federal level for many years, while inflationary costs have continued to rise. Making this simple legislative change will help open up another source of federal revenue to help with the increased cost of operating this important early childhood program in our state.

Thank you for your support of this legislation.

Sincerely yours,



**Ralph Andersen
Chief Executive Officer**

Letter of Support for HB 332

I am writing to express my personal support for HB 332. This legislation will once again allow Head Start programs in Alaska to be eligible to apply for federal funds that are collected as taxes on Alaskan's phone bills. These funds are then redistributed to schools and libraries to help pay for long distance service, internet costs, and other technology expenses (which we all know are especially important in our state).

A couple years ago several Alaska Head Start programs decided that they would apply for these funds as well. As a result, several programs were awarded E-rate funds. Our beginning efforts caused the Universal Service Administrative Company (USAC) to set up some rules determining what Head Start programs would be eligible. Based on these rules the majority of states now have Head Start programs that are eligible for E-rate, unfortunately Alaska is not among them. This legislation would fix that.

Head Start programs have experienced flat funding at the state and federal level for many years, while inflationary costs have continued to rise. Making this simple legislative change will help open up another source of federal revenue to help with the increased cost of operating this important early childhood program in our state.

Thank you for your support of this legislation.

Mark Leckey
Alaska Head Start Association

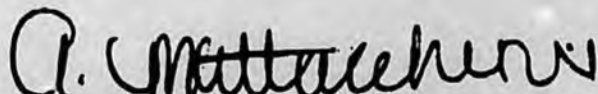
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Letter of Support for HB 332

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Head Start programs have experience flat funding at the state and federal level for many years, while inflationary costs have continued to rise. Making this simple legislative change will help open up another source of federal revenue to help with the increased cost of operating this important early childhood program in our state.

Thank you for your support of this legislation.



AnneMarie Mattachione, Director

907-452-4267 Ext 223

Play N Learn Community Head Start
1949 Gillam Way Suite A
Fairbank AK 99701

Adam Berg

From: Cheryl turner [caturner@mtaonline.net]
Sent: Thursday, March 06, 2008 2:12 PM
To: Adam Berg
Subject: Head Start

Hi Adam,

I'm Cheryl Turner, Mat-Su School Board Member and CCS Board Member (I'm currently on a short leave from my CCS Board position but will be reelected soon).

I'm writing this last minute email to show my support for the Head Start Bill 332 sponsored by Rep. Edgmon. I truly believe in prevention over treatment and our CCS program is an awesome tool to "jump-start" these kids. The "family intervention" component along with the appropriate academic package is the key to a child, who would undoubtedly struggle in school, become successful. I'd rather see my dollars go to supporting Head Start over prisons.

Tell your boss, this is one registered Republican who wishes her party would support Head Start (and not just support it, but understand all the benefits that come from assisting these families). Also tell Rep. Edgmon thank-you so very much for all of his support!!

God Bless,
Cheryl Turner

Adam Berg

From: Strasbaugh, Kathleen J (LAW) [kathleen.strasbaugh@alaska.gov]
Sent: Monday, March 03, 2008 8:20 PM
To: Adam Berg
Cc: mike.ford@alaska.gov
Subject: RE: HB332

Sorry - prior message sent before I redrafted it. I totally support moving the bill ahead without waiting for USAC input. I plan to e-mail, call (probably next wk instead of wk after) but I am not confident of a definitive answer given the shortness of the session.

: Adam Berg [mailto:Adam_Berg@legis.state.ak.us]
Sent: Mon 3/3/2008 11:36 AM
To: Strasbaugh, Kathleen J (LAW)
Subject: RE: HB332

Hello Kathleen -

Are you still going to meet with them in a couple of weeks?

We are going to try and push this out of committee due to the shortened session. We can't afford to wait for an answer from them that may never come. We will be glad to amend language later in the process if needed.

Does that seem reasonable to you?

Thanks,

Adam

From: Strasbaugh, Kathleen J (LAW) [mailto:kathleen.strasbaugh@alaska.gov]
Sent: Friday, February 29, 2008 11:23 AM
To: Adam Berg
Subject: HB332

I just wanted to let you know that I will be out of town in an administrative hearing (long scheduled) on the day of the House State Affairs hearing. I assume that you have Law's letter, to which USAC never responded, and information from AVCP about its situation and what happened to its appeal. Let me know if there is anything you would like us to do. I am leaving tomorrow, but will be checking my e-mail.

kathleen.strasbaugh@alaska.gov

Kathleen Strasbaugh, Assistant Attorney General
Alaska Department of Law
P.O. Box 110300
Juneau, AK 99811-0300
Phone: (907) 465-3600 Fax: (907) 465-2520

3/4/2008

Adam Berg

From: Della Matthis [della@mtaonline.net]
Sent: Wednesday, March 05, 2008 4:02 PM
To: Adam Berg
Subject: HB 332

Follow Up Flag: Follow up
Flag Status: Red

To: House HESS Committee Members
Re: HB332

I am writing to comment upon and support the passage of House Bill 332 as it pertains to the status of the HeadStart programs of the state. Until my recent retirement, I acted for 10 years as the Alaska State E-Rate Coordinator, under contract to the Department of Education and Early Development (EED) and the Alaska State Library to facilitate the applications of Alaskan schools and libraries for funding under federal subsidy program for telecommunications, the Schools and Libraries Support Mechanism, known as E-Rate. During the past 10 years, nationally, E-Rate has provided over 22 billion dollars for this purpose.

In Alaska, this program has provided over \$150,000,000 to our public and private elementary and secondary schools and our public libraries to pay for eligible services. These include all phone services, local, long distance, and cellular, and broadband Internet services including, in some cases, the networking structure to allow delivery of information.

The amount of the subsidy, ranging from 20% to 90%, in all cases is predicated on a percentage of students who fall below a poverty line which is established by the US Dept. of Agriculture for the National School Lunch Program.

Because of an application three years ago by the Bethel area HeadStart program for funding for Internet connections and a network for it's 11 villages, a review and clarification of the Congressional intent in the telecommunications Bill of 1996 in regards to pre-school eligibility for the program was undertaken by the Universal Service Administrative Company, an agency of the Federal Communications Commission. It was established by the fund administrator that each individual state controlled the eligibility of HeadStart and other early childhood programs by the language in its state statutes. In practical fact, if the definition of elementary education in the statutes included pre-school students and pre-school facilities, the E-Rate program then recognized those schools as eligible for funding. Currently, 21 states have done so.

As a separate factor, whether a private "school", regardless of level is actually defined as a school is a matter for EED. They maintain a list of those facilities they recognize as being schools. HeadStart facilities would need to be included in that list in order to qualify for E-Rate.

Because of the clientele of HeadStart, all eligible facilities would qualify for a 90% discount on telecommunications bills. For those Bush programs, with individual units and teachers spread over enormous distances, the ability to communicate both over the phones and through the Internet at such great savings would be invaluable. The advanced training which is being required for pre-school staff can be and is being delivered through the net, but that is only viable if a broadband connection is available at reasonable cost.

I urge the Committee to redefine elementary education to include pre-school and HeadStart programs specifically to allow such programs to apply for the available federal funding.

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Della A Matthis
11124 Kaskanak Dr.
Eagle River, AK 99577
907-694-5162 (cell) 907-301-7853
fax 907-694-5162
della@mtaonline.net

STATE OF ALASKA

DEPARTMENT OF LAW
OFFICE OF THE ATTORNEY GENERAL
LABOR & STATE AFFAIRS

FRANK H. MURKOWSKI, GOVERNOR

P.O. BOX 110300
123 4TH STREET
DIMOND COURT HOUSE, 6TH FLOOR
JUNEAU, ALASKA 99811-0300
PHONE: (907)465-3600

January 4, 2005
VIA E-MAIL

Kristy Carroll, Associate General Counsel
Universal Service Administrative Company
2000 L Street NW
Washington, D.C. 20036

Re: Application of E-Rate to Alaska's Pre-Schools

Dear Ms. Carroll:

I am an assistant attorney general for the State of Alaska, and I represent the Alaska Department of Education and Early Development (EED). Some time ago I telephoned you to advise you about the State of Alaska's interpretation of its own law with respect to the question of whether Alaska's preschools were entitled to the E-Rate. You apparently believed that because one of Alaska's education statutes refers to grades K-8 in defining elementary school, that Alaska's preschools are not eligible for the E-Rate under 47 C.F.R. §501(b). I indicated that we did not agree.

For the last seven years, the State of Alaska's pre-schools have participated in the E-Rate program, based on the state's interpretation of its own laws, accepted by USAC. Based on our interpretation of Alaska law, pre-schools within school districts, and separate Head Start programs, are considered elementary schools for the purposes of the E-Rate. We have recently learned that USAC's apparent change of position on this question threatens the progress of a significant project in Southwestern Alaska, and generally threatens the preschool programs offered in Alaska, including those offered by Head Start, and by many local school districts. Our preschools are important to improving the performance of our young children as they begin their education. These preschools serve many children from homes that cannot afford private preschools. USAC's denial of the E-Rate, especially after years agreeing with Alaska that they are eligible for the rate, could be very harmful to these children. Withdrawal of the rate is not in keeping with state law, and not in keeping with federal policy encouraging and requiring the delivery of services to those children most in need of educational support. as expressed in the

No Child Left Behind Act, in Title I, and in the Individuals with Disabilities Education Improvement Act of 2004.

We believe that the State of Alaska's interpretation of its own law with respect to the applicability of the E-Rate to its preschool classrooms is correct and that USAC should continue to fund in accordance with that interpretation.

As you know, 47 C.F.R. §501(b) adopts by reference the definitions of elementary and secondary schools in 20 U.S.C. §7801, and therefore state law standards for determining whether the e-rate applies to schools in a state. As we understand it, USAC's concern is that AS 14.03.060(a), which provides that elementary schools comprise kindergarten through the eighth grade, precludes the application of the e-rate to preschools in Alaska. We believe that concern is mistaken. As we indicated in our earlier contacts with USAC, a reading of Alaska's education law as a whole compels the conclusion that preschools should be included in the e-rate. USAC apparently agreed with Alaska's interpretation of its law when Alaska schools first applied for the E-Rate, and this interpretation has been the basis of funding since.

First and dispositively, EED is responsible for prescribing safety requirements for preschools and exercises general supervision of pre-elementary schools that receive state and federal funding:

AS 14.07.020. Duties of the department. (a) The department shall

(1) exercise general supervision over the public schools of the state except the University of Alaska; ...

(7) prescribe by regulation, after consultation with the state fire marshal and the state sanitarian, standards that will assure healthful and safe conditions in the public and private schools of the state, including a requirement of physical examinations and immunizations in pre-elementary schools; the standards for private schools may not be more stringent than those for public schools;

(8) exercise general supervision over pre-elementary schools that receive direct state or federal funding; ...

(c) In this section "pre-elementary school" means a school for children ages three through five years if the school's primary function is educational.

EED exercises this responsibility by requiring certification. We attach Chapter 04.60 of the Alaska Administrative Code (AAC), the regulations under which preschools must operate for your information. Under these regulations, EED

reviews curriculum [4 AAC 60.170], and permits the preschools to provide services to exceptional children under a local school district's plan for services to those children. 4 AAC 60.120.

There are other provisions of Alaska statute that involve EED and its local school district in preschool education. The state also oversees the Head Start funding program governed by 42 U.S.C. 9835 under AS 14.38.010. Alaska's regional education attendance areas (school districts in the unorganized borough) and municipal school districts have broad authority to provide whatever services they deem appropriate. AS 14.08.101, 14.080.111; AS 14.14.090. Under this broad grant of authority, some school districts have funded and conducted pre-schools. Other schools house Head Starts. Still others provide preschools with funding that includes Title I assistance.

The state issues early childhood education certificates. 4 AAC 12.390. Further, the state and each school district must provide for disabled children in need of services from the age of three. AS 14.30.180, 14.30.186(a), 14.30.274, 14.30.335. Many districts have special education preschools.

And finally, AS 14.50.030 and 14.50.080 require that EED act in accordance with the legislature's intent that the state's laws be construed so that the state is eligible for federal funding for education.

In light of the state's supervisory and other involvement in the provision of pre-school education, the actual provision of such education by several regional and municipal school districts, and the USAC's prior funding of these programs based on the same interpretation of the state's education law as a whole that we present in this letter, we urge you to permit current and future applications for funding to proceed as they have in the past.

Now that we are in an application window, Alaska's applicants need to be assured that they can include these students and facilities in next year's application. We also have a tribal organization that is threatened with the loss of an infrastructure program for the current year because of USAC's uncertainty on this issue.

We believe that it is appropriate for USAC to continue to provide the E-Rate to Alaska's preschools, under state law, and in keeping with Congress' goals and objectives in adopting the universal service program. 47 U.S.C. §254(b)(6). This is particularly so in light of the fact that so many of Alaska's preschools are in communities that are remote rural areas that are also among Congress' priorities.

To: Kristy Carroll, Associate General Counsel, USAC
Re: E-Rate for Alaska Pre-Schools

Page 4 of 4
January 4, 2006

If you have any additional questions, please do not hesitate to contact me, or our E-Rate co-ordinator, Della Matthis. Thank you for your consideration.

Sincerely,

DAVID W. MÁRQUEZ
ATTORNEY GENERAL

By:



Kathleen Strasbaugh
Assistant Attorney General

cc via e-mail: Karen Rehfeld, Deputy Commissioner
Della Matthis, E-Rate Co-ordinator
D. Scott Barash, Acting CEO, USAC
Mel Blackwell, Acting Vice-President, SLD, USAC

VALERIE OLIVER

Alaska E-Rate Coordinator

Alaska State Library

Alaska Department of Education and Early Development

Dear Alaska Legislator,

I work under contract for the AK State Library and EED as the E-Rate Coordinator for the State of Alaska. E-Rate is a program administered by the Federal Communications Commission to subsidize telephone and Internet access bills for K-12 education and public libraries through the Universal Service Fund (USF). I assist eligible Alaska organizations in acquiring E-Rate dollars from this USF fund. Currently the State of Alaska receives approximately eighteen million dollars annually from the USF through the E-Rate program. Alaska could receive even more in E-Rate funds through a modification of our Title 14 State Statues. I believe that HB332 will result in Alaska receiving this additional funding.

Disagreement in interpretation of our statues currently prevents Alaska from receiving funding for our pre-kindergarten students, including those in Head Start programs. The lawyers assigned to the Department of Education and Early Development opined that the definitions needed to include funding for pre-k were contained in Title 14 of the Alaska State Statues and that any agency included in that section of state law could properly be considered a K-12 education agency. The Universal Service Administrative Company, which oversees the distribution of USF E-Rate funds, interprets our State Statutes differently than our own State Attorney's office. HB332 would amend Alaska State Statutes to strengthen our position that Alaska pre-K programs, including EED recognized Head Start Programs and eliminate this disagreement.

The passing of HB332 has positive financial implications for creating an increase in E-Rate funding into the State of Alaska. I am aware of no negative impact that will result in this change in State Statute. If passed, this will allow Alaska to join the other 34 states in the nation that currently receive pre-K funding for their pre-K programs, including those EED recognized Head Start programs operating within the state.

++++
Valerie Oliver, E-Rate/USF Coordinator
Alaska State Library & Dept. of Ed. and Early Dev.
344 W. 3rd Avenue Suite 125
Anchorage, AK 99501
907-227-4051(v) 907-349-1361(fx)
erate@alaska.gov

SENATE COMMITTEE REPORT

DATE: 4/3/08

FURTHER: Finance

DATE TURNED
IN TO OFFICE: 4/8/08

Health, Education & Social Services Committee considered CS FOR HOUSE BILL NO. 332(FIN)(title am)

HB 332 PRE-ELEMENTARY SCHOOL PROGRAMS

"An Act defining an elementary school to include certain pre-elementary programs and relating to counting pre-elementary students in a school's average daily membership."

and recommends:

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

SENATE BILL:	
<input checked="" type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
<hr/>	
HOUSE BILL:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title w/ SCR # _____

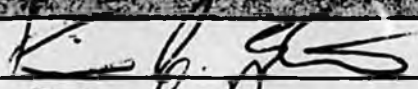
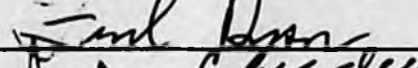
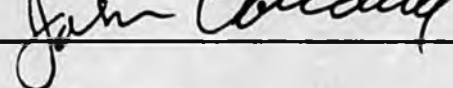
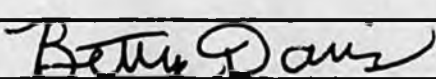
NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
Ed & Early Dev	3/29/08			✓	1

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	Do PASS	Do Not PASS	No REC	AMEND
	Elton	✓			
	Dyan			✓	
	Coakley			✓	
CHAIR: 	Davis	✓			

HB

354

ALASKA STATE HOUSE OF REPRESENTATIVES

RECEIVED
MAR 27 2008

Contact:

Interim Address:

**3340 Badger Road
North Pole, AK 99705
(907)-488-5725
Fax# (907)-488-4271**



Session

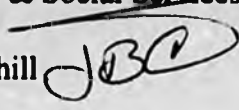
**(907)-465-3719
FAX# (907)-465-3258
State Capitol
Room 204**

REPRESENTATIVE JOHN COGHILL

MEMORANDUM

Date: March 27, 2008

To: Senator Bettye Davis, Chairwoman
Senate Health, Education & Social Services Committee

From: Representative John Coghill 

Re: HB 354 Hearing Request

I am requesting a hearing for HB 354, "An Act relating to subsidies for a hard-to-place child; relating to criminal sanctions for unlawful disclosure of confidential information pertaining to a child; relating to child support orders in child-in-need-of-aid and delinquency proceedings; and providing for an effective date" at your earliest convenience. Attached is the legislation and backup for committee members.

Thank you for your consideration.

ALASKA STATE HOUSE OF REPRESENTATIVES

**Contact:****Interim Address:**

**3340 Badger Road
North Pole, AK 99705
(907)-488-5725
Fax# (907)-488-4271**

Session

**(907)-465-3719
FAX# (907)-465-3258
State Capitol
Room 204**

REPRESENTATIVE JOHN COGHILL

HB 354 OCS Revisions

SPONSOR STATEMENT

This legislation was introduced at the request of Department of Law and the Office of Children's Services to address three issues of concern.

First the bill transfers to the department authority to adopt regulations to set the amount and length of time that a subsidy for a hard-to-place child may be granted. Currently that decision is made by the commissioner of HSS without clear guidelines to be consistent with eligibility. Also, with current statutory language the department could be determined to be required to give a subsidy for children from birth to three years old, even when the department determines there would not be a need for a subsidy.

Second, the bill clarifies that an employee can be charged with a misdemeanor for disclosing confidential or privileged information when that confidential information has been disclosed to them under AS 47.10.092(f), Disclosure to certain public officials and employees.

Third, Secs. 3 and 4 allow OCS could obtain child support orders for minors in state custody under CINA and delinquent minor statutes through administrative support orders by the Child Support Services Division. OCS currently uses this practice but they don't have the statutory authority.

The HESS Committee Substitute adds two provisions to the bill. First, it eliminates a contradiction in statutes dealing with the requirement of notification of parents when an eighteen-year-old wished to be adopted. Under current law, even if the biological had abandoned the 18-year-old eighteen years ago, the 18-year-old would have to attempt to locate the parent and give parental notice.

It also incorporates a provision from HB 377 holding the state civilly liable for actions of employee's acting in an official capacity for the department that result in the injury or death of a child.

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: CSHB 354(HES)
 (H) Publish Date: 2/29/08

Identifier (file name): HB354-DOA-PDA-2-25-08 Dept. Affected: Administration
 Title: "An Act relating to subsidies for a hard-to-place child..." RDU: Legal and Advocacy Services
 Component: Public Defender Agency
 Sponsor: Representative Coghill
 Requester: _____ Component Number: 1631

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES								
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Equipment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Land & Structures	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1003 GF Match	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1037 GF/Mental Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Interagency Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time	0.0	0.00	0	0	0	0	0	0
Part-time	0.0	0	0	0	0	0	0	0
Temporary	0.0	0	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)

This bill requires the department to adopt regulations regarding hard-to-place children; defines the circumstances for imposing a misdemeanor penalty for violating disclosure restrictions in CINA cases; and grants the department authority to require parents to pay the cost of maintenance for a child in statue custody or a delinquent minor.

This bill is not expected to have a fiscal impact.

Prepared by: Quinlan Steiner, Director
 Division: Public Defender Agency
 Approved by: Rachael Petro, Deputy Commissioner
Department of Administration

Phone: 907-334-4414
 Date/Time: 2/25/08 1:45 PM
 Date: 2/25/2008

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: CSHB 354(HES)
 (H) Publish Date: 2/29/08

Identifier (file name): HB354-DOA-OPA-2-25-08 Dept. Affected: Administration
 Title: "An Act relating to subsidies for a hard-to-place child..." RDU: Legal and Advocacy Services
 Component: Office of Public Advocacy
 Sponsor: Representative Coghil
 Requester: _____ Component Number: 43

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information						
		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES								
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Contractual	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Supplies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Equipment	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Land & Structures	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL OPERATING	0.0	0.0	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1003 GF Match	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1037 GF/Mental Health	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Interagency Receipts	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

Full-time	0.0	0.00	0	0	0	0	0	0
Part-time	0.0	0	0	0	0	0	0	0
Temporary	0.0	0	0	0	0	0	0	0

ANALYSIS: (Attach a separate page if necessary)

This bill authorizes the Department of Health and Social Services to adopt regulations regarding subsidies for hard-to-place children, defines the circumstances for imposing a misdemeanor penalty for violating disclosure restrictions in CINA cases, and grants HSS authority to require parents to pay the cost of maintenance for a child in state custody. This bill is not expected to have a fiscal impact, and therefore, OPA submits a zero fiscal note.

Prepared by: Joshua P. Fink, Director
 Division: Office of Public Advocacy
 Approved by: Rachael Petro, Deputy Commissioner
Department of Administration

Phone 907-269-3501
 Date/Time 2/25/08, 2:10 p.m.
 Date 2/25/2008

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 3
 Bill Version: CSHB 354(HES)
 (H) Publish Date: 2/29/08
 Dept. Affected: Health & Social Services
 RDU Children's Services
 Component Subsidized Adoptions/Guardians

ID(File name) HB354-DHSS-SAG-02-19-08
 Title HARD-TO-PLACE CHILD SUBSIDY/CHILD SUPPORT
 Sponsor COGHILL
 Requester HOUSE HES

Component No. 1962

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation		Information						
	Required		FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES									
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	0.0
CAPITAL EXPENDITURES									
CHANGE IN REVENUES (0)									

FUND SOURCE (Thousands of Dollars)

	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
1002 Federal Receipts							
1003 GF Match							
1004 GF							
1037 GF/Mental Health							
Other(Specify Type-do not abbreviate)							
Other(Specify Type-do not abbreviate)							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: _____

POSITIONS

	FY 2009	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

The purpose of this legislation is to bring Alaska Statutes into conformity with existing practices in both Child in Need of Aid and Juvenile Delinquency proceedings. The bill amends the penalty for the unlawful disclosure of confidential information and the Department's discretion for governing amounts and durations of subsidy payments. It also refines the process for administering child support orders to reflect current practice.

The Office of Children's Services anticipates no fiscal impact from the passage of this bill.

Prepared by: Tammy Sandoval, Director Phone 465-3191
 Division Office of Children's Services Date/Time 02/07/2008
 Approved by: Karleen Jackson, Commissioner Date 02/20/2008
 Agency Department of Health and Social Services

FISCAL NOTE

STATE OF ALASKA
2008 LEGISLATIVE SESSION

Fiscal Note Number: 4
 Bill Version: CSHB 354(HES)
 (H) Publish Date: 2/29/08

Identifier (file name): _____ Dept. Affected: LAW
 Title An Act relating to subsidies for a hard-to-place child. RDU Civil
 Component Child Protection
 Sponsor REPRESENTATIVE(s) COGHILL
 Requester HOUSE HES Component Number _____

Expenditures/Revenues (Thousands of Dollars)

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

	Appropriation Required	Information					
		FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014
OPERATING EXPENDITURES							
Personal Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Travel							
Contractual							
Supplies							
Equipment							
Land & Structures							
Grants & Claims							
Miscellaneous							
TOTAL OPERATING	0.0	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	0.0	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2008) cost: 0.0

POSITIONS

Full-time							
Part-time							
Temporary							

ANALYSIS: (Attach a separate page if necessary)

HB 354 seeks to clean up statutory language to reflect current practice in three areas: 1) amending AS 25.23.210 to provide statutory authority for the OCS practice of awarding "deferred subsidies" (non-monetary subsidies that can become monetary subsidies later) in certain guardianships and adoptions; 2) clarifying AS 47.10.092(f) that the criminal sanctions for unlawful disclosure of confidential information only applies to AS 47.10.092(a); and giving CSSD authority to establish child support orders in child-in-need-of-aid and delinquency proceedings.

The department does not expect a significant fiscal impact as a result of this bill.

Prepared by: Robert Meiners, Administrative Services Manager
 Division: Administrative Services Division
 Approved by: Talis Colberg, Attorney General
Department of Law

Phone 907-465-5427
 Date/Time 2/22/08 1:30 PM
 Date 2/22/2008

SENATE COMMITTEE REPORT

DATE: 3/28/08

FURTHER: Judiciary

DATE TURNED
IN TO OFFICE: 4/1/08

Health, Education and Social Services Committee considered CS FOR HOUSE BILL NO. 354(JUD)

HB 354 CHILD IN NEED OF AID/ADOPTIONS

"An Act relating to adoptions, to subsidies for a hard-to-place child, to criminal sanctions for unlawful disclosure of confidential information pertaining to a child, to child support orders in child-in-need-of-aid and delinquency proceedings, and to civil actions on behalf of children in need of aid who are injured or die while in state custody; and providing for an effective date."

and recommends:

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

SENATE BILL:	
<input checked="" type="checkbox"/>	Same Title
<input type="checkbox"/>	New Title
<hr/>	
HOUSE BILL:	
<input type="checkbox"/>	Same Title
<input type="checkbox"/>	Technical Title Change
<input type="checkbox"/>	New Title w/ SCR # _____

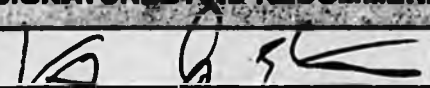


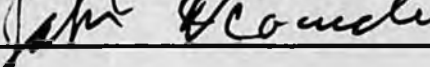
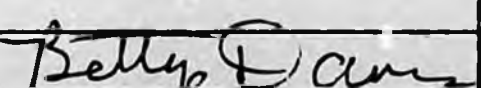
NEW FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#

PREVIOUS FISCAL NOTE(S):

Department	Date	Fiscal	Indet.	Zero	FN#
LAW	2/22/08			<input checked="" type="checkbox"/>	
OHSS	2/7/08			<input checked="" type="checkbox"/>	
Administration	2/25/08			<input checked="" type="checkbox"/>	
Administration	2/25/08			<input checked="" type="checkbox"/>	

APPROPRIATION - no fiscal note

SIGNATURES AND RECOMMENDATIONS:	PRINTED LAST NAME	DO PASS	DO NOT PASS	NO REC	AMEND
	Elton			<input checked="" type="checkbox"/>	
	Thomas	<input checked="" type="checkbox"/>			
	Dawson	<input checked="" type="checkbox"/>			
	Cooney	<input checked="" type="checkbox"/>			
CHAIR: 	Davis	<input checked="" type="checkbox"/>			

HJR

23

Galena plans for life without Air Force

TRANSITION: Residents looks ahead in a town where 40 percent of jobs depend on the service.

By MARGARET FRIEDENAUER

Fairbanks Daily News-Miner

(Published: April 16, 2007)

FAIRBANKS -- It's a time of change and uncertainty for Galena.

The town with about 650 residents that sits on the north bank of the Yukon River about 250 miles west of Fairbanks is preparing to lose a partnership with the U.S. Air Force that it's known and relied on for nearly half a century.

The federal government's 2005 Base Realignment and Closure decision will remove the Air Force from Galena by September 2008. Officials figure about 40 percent of the town's jobs depend on the Air Force. In preparing for that transition, town and tribal officials are looking to a variety of options, including the expansion of its boarding school, the possible arrival of a statewide military youth academy program and even some private ventures that might be enough to keep the infrastructure standing and economy viable after the Air Force is gone. It's a long and tedious process.

"We're down the road," school superintendent Jim Smith said. "I don't think we're halfway there yet."

The Galena Economic Development Committee formed in October 2006 to develop a plan for about two dozen buildings that will be vacated by the Air Force. The land the buildings sit on is leased from the state, and under that lease, the Air Force must demolish any buildings before handing the land back to the state unless a reuse plan has been adopted. The committee prepared a draft reuse plan, presented to the Air Force on April 1. Randy Barker, deputy chief of logistics and point of contact with the Air Force for the Galena BRAC process at Elmendorf Air Force Base, met with local officials and community members last week in Galena to discuss the draft reuse plan and said the process is moving in the right direction to ensure a smooth transition.

"I describe this as a three-legged stool," Barker said. "It's between us, the local community and the state. Between the three parties, we've all hit a pretty good stride."

Galena's goal, Smith said, is for the Air Force to transfer most of the buildings to the state, then the city, if firm plans are in place for their reuse. He said the community would like to keep as many buildings as possible.

"Being a rural community in Bush Alaska and knowing what the cost and the value of structure is, there's not too many of our local folks that want to see too much torn down," Smith said.

The city and school have proposed keeping at least a half dozen of the buildings in hopes of expanding the 110-student boarding school, Galena Interior Learning Academy, which is separate from the local school systems. However, Smith and officials estimate the boarding school would have to grow to about 300 students for Galena to be able to afford the utility and maintenance

costs of the buildings without state or federal help.

But a private study done last year suggested Galena would also be an ideal site for expanding a program with the state's Military Youth Academy. The academy, under the direction of the state Department of Military and Veterans Affairs, is based in Anchorage and provides a six-month structured program for youths to complete their high school diploma or GED and receive job training. The program is looking to expand its Challenge Program and is considering options in Fairbanks and Galena.

Ed Wicher with the Military Youth Academy went to Galena last week to present information about the program and answer questions in a public meeting. Wicher said his job is to research the options for expanding the program in Galena and Fairbanks and present a report to the adjutant general, Maj. Gen. Craig E. Campbell, and Gov. Sarah Palin, who will make a final decision on the expansion and location.

At the meeting, Galena officials and residents took a vote in support of bringing the program to Galena, Smith said. The town wanted to express its approval of the program in hopes the governor would recognize the economic advantage for Galena. Smith said the expansion, if approved for Galena, could help relieve the pressure on the boarding school to expand quickly enough to use the facilities left behind by the Air Force.

"The fiscal challenge of supporting the utilities as the Air Force leaves in 2008 is such that we really have to look aggressively at some kind of development that can help the Galena Interior Learning Academy carry the load," Smith said. "The Challenge Program is one option."

The first transfer of buildings is scheduled for June 1, when Galena will assume control of and responsibility for a dining facility and the Ptarmigan Inn dormitory from the Air Force. The Air Force has contracted with the school for Air Force contractors and employees to be able to eat at the facility.

"We're moving to a customer relationship," Baker said.

Meanwhile, the committee is still bracing for financial challenges with the transition. Smith said the committee is not banking on a decision from the governor that the Challenge Program will be expanded to Galena. Whatever the final reuse plan suggests, Smith said, the committee and community hope the state and federal government will support Galena in the transition. Smith said the community has always maintained that the Air Force's departure is premature. The BRAC commission gave the Air Force until 2011 to exit Galena, citing the effects the transition might have on the small community. But the Air Force operations will cease in September 2008. Smith said the town has requested \$8 million in federal funds to help pay for utility costs on the buildings.

"So we're looking for time and support from the federal government," he said. "We requested some transition funding to help with utilities until we can get up to a size where we can afford them ourselves."

Smith said that to bolster Galena's request at the federal level, the town is looking to the state to lend its support.

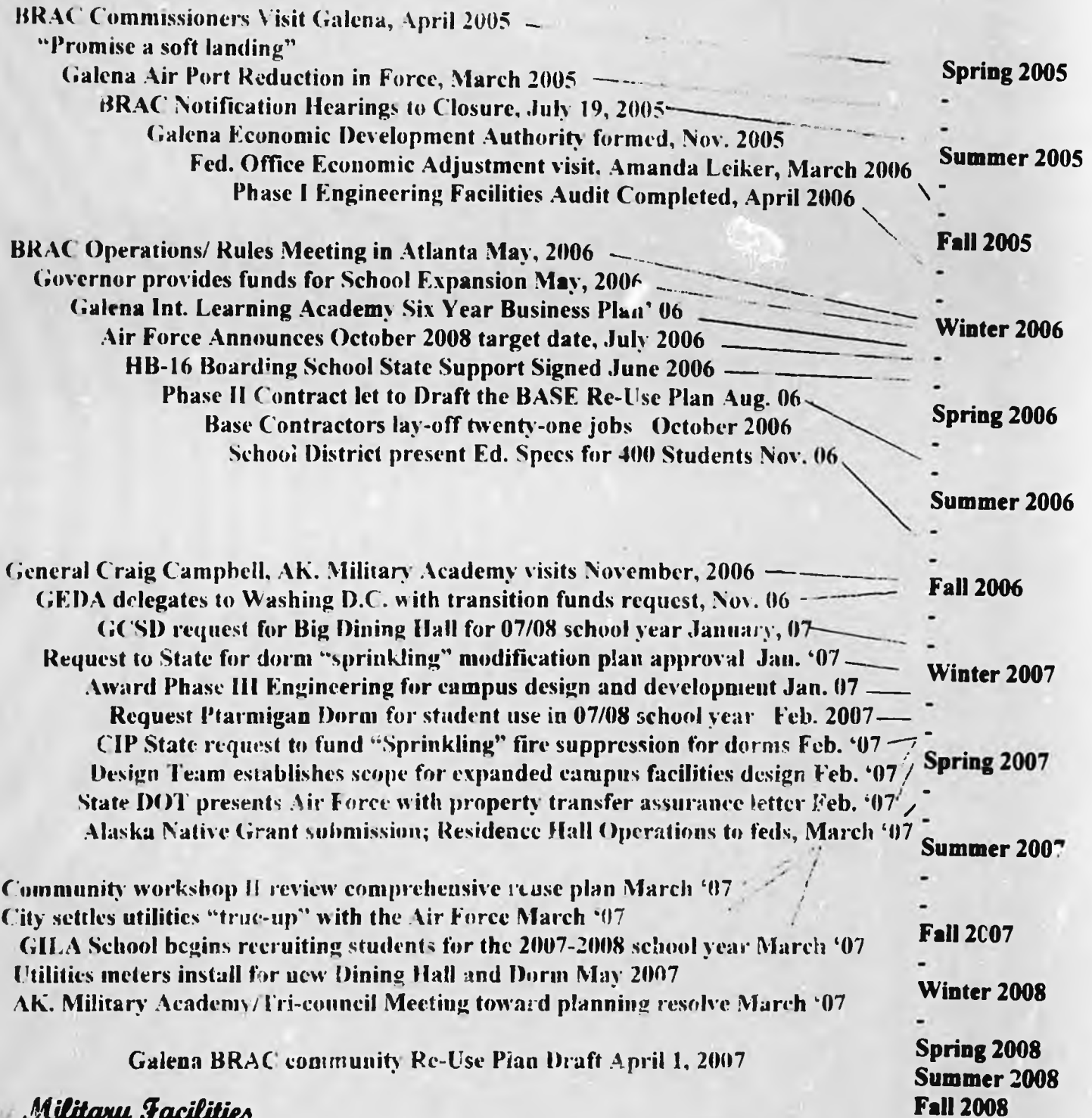
"I think as we look for time and support at the federal level ... it becomes real important the federal delegation looks back to the state and says, 'What's your position on Galena's efforts?' " Smith said. "The only way we'll ever get help from the federal level is if they hear from the state that we are definitely a state resource and not a liability."

**Galena Learning Academy
Enrollment Growth Projections
grades seven through twelve
for the Six Year Business Plan**

2006.....	125
2007.....	155
2008.....	175-200
2009.....	250-275
2010.....	300
2011.....	350

Galena

In Transition

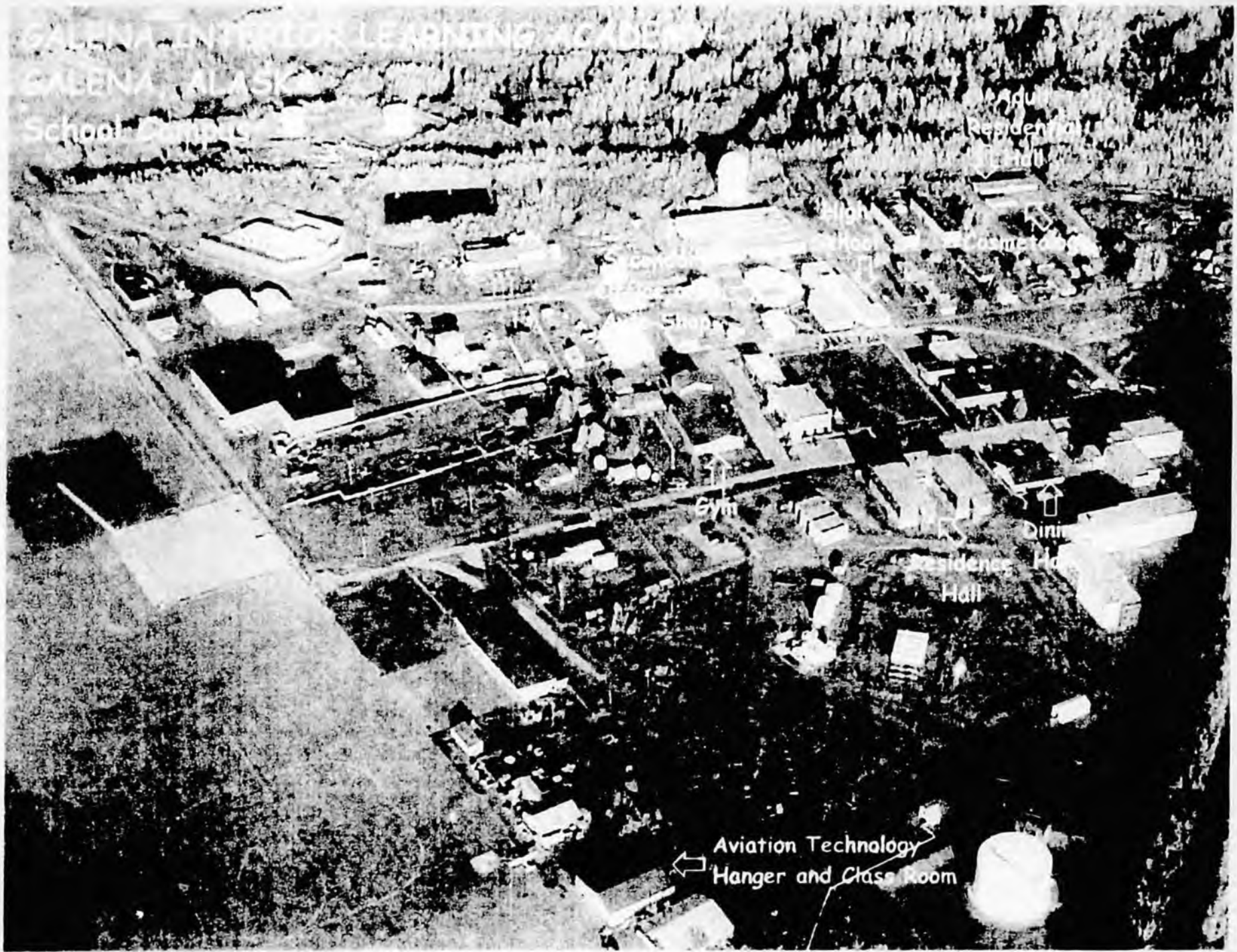


vol. 1 Military Facilities

Into an Alaska Educational

Resource

GALENA INFERIOR LEARNING CENTER
GALENA, ALASKA
School Campus



Residence Hall

Syn

Dini

Residence Hall

Aviation Technology
Hanger and Class Room

Galena City School District Report to the Public 2006

Galena City School
Galena Interior Learning Academy [GILA]
Interior Distance Education of Alaska [IDEA]



Galena City School District
P.O. Box 299
Galena, Alaska, 99741
(907) 656-1205 tel
(907) 656-1368 fax

Superintendent: Mr. Jim Smith
School Board President: Mr. John Billings
www.galenaalaska.org

Galena City Schools

Unique Program Features

The Galena staff, school board, and parents are proud of their school/community partnership. The GCS programs bring state-of-the-art technology, recreational facilities, recognized academic excellence, and industry standard vocational programs to a rural Alaskan community.

Recreational facilities feature a full size gymnasium, weight room and swimming pool. Since 1998, every Galena family has had access to a home computer and internet connection.

The school has been fully accredited since 1980 and its most recent review yielded 100% accolades and 0% recommendations. Every teacher in GCS teaches in his/her field of endorsement.



Enrollment

Enrollment 2006	K-2	3-6	7-8	High School	Total
Galena City School	35	35	19	38	127

Galena City School's enrollment during the 2005-06 school year increased by nine students from the previous year.

Graduates



Eight out of nine seniors graduated from Galena High School on May 19, 2006. All eight graduates received diplomas. 87.5% of the class of 2006 seniors passed all three sections of the HSGQE.

This incredible percentage marks the highest percentage of seniors at Galena City School passing all three sections of the HSGQE since its inception. Furthermore, 87.5% of the seniors passed the reading, writing, and math sections of the HSGQE.

The graduation featured Bernice Joseph as the commencement speaker. Bernice Joseph is the executive dean of the University of Alaska Fairbanks' College of Rural Alaska. Superintendent Smith is pleased with the seniors strong showing in the HSGQE. 100% of the graduates received diplomas. 89% of the seniors were Alaskan Native, which exceeds the rates for Alaskan Natives students in many urban schools.

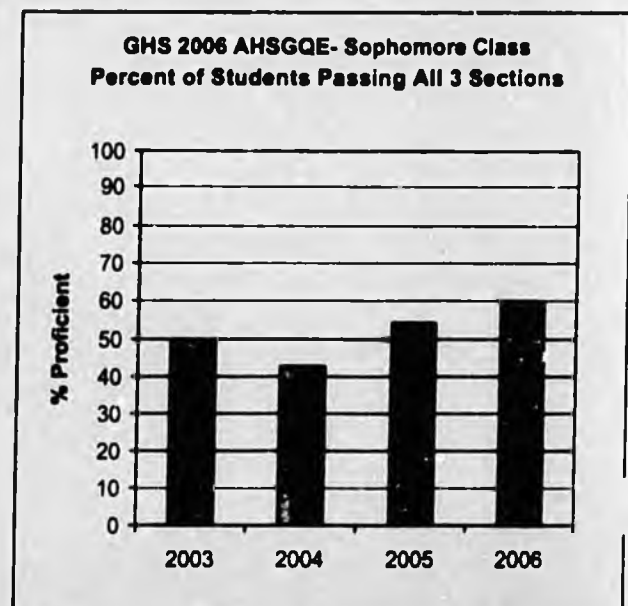
GHS: Alaska High School Graduation Qualifying Exam

Galena student academic achievement as measured on the state mandated HSGQE are considerably higher than the average rural student and are at or above state averages in Alaska.

To date, 91.67% of Galena City School juniors have passed both the writing and math sections of the HSGQE and 75% of the juniors have already passed all three sections of the HSGQE.

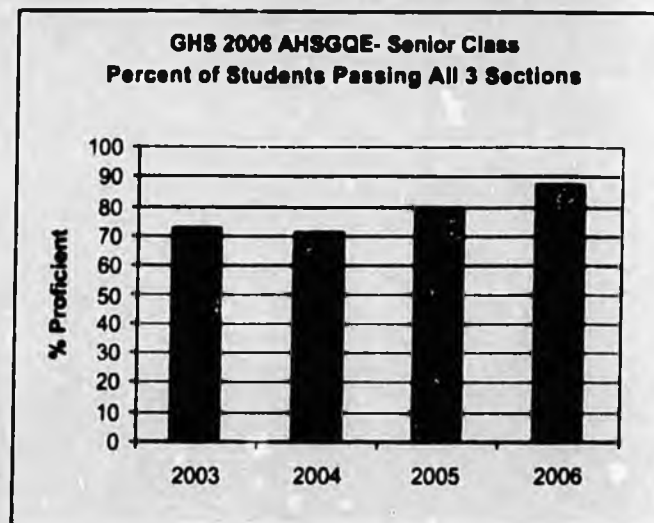
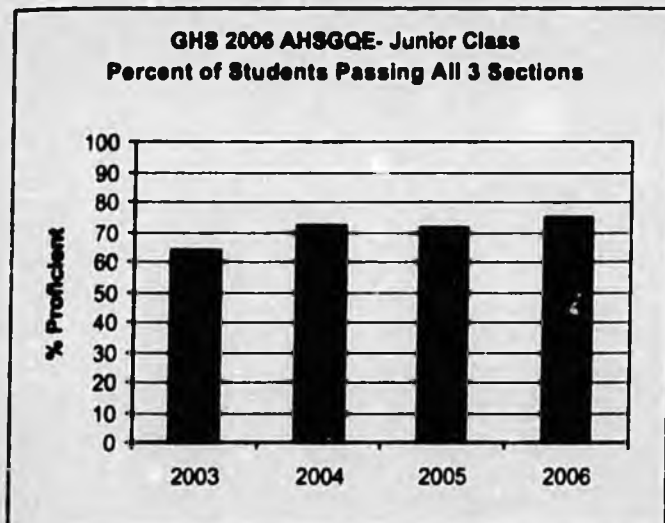
The sophomore scores are also encouraging. 70% of the sophomores were proficient in writing, 70% proficient in math, and 60% proficient in reading.

Sophomore Classes	Percent of Students Passing all 3 Sections of AHSGQE
2003	50.00%
2004	42.85%
2005	53.85%
2006	60.00%



Junior Classes	Percent of Students Passing all 3 Sections of AHSGQE
2003	64.29%
2004	72.73%
2005	71.43%
2006	75.00%

Senior Classes	Percent of Students Passing all 3 Sections of AHSGQE
2003	72.73%
2004	71.43%
2005	80.00%
2006	87.50%



GCS Grades 3-9 Standards Based Assessments

Galena City School's results on the Standards Based Assessments are very strong. GCS elementary school students (grades 3-6) performed exceptionally well on the Standards Based Assessments. 88% of the elementary students were proficient or advanced in reading, 86% were proficient or advanced in writing, and 88% were proficient or advanced in math. Galena City School secondary school (grades 7-9) also performed at high levels. 72% of the secondary were proficient in reading, 72% were proficient in writing, and 60% were proficient in math.

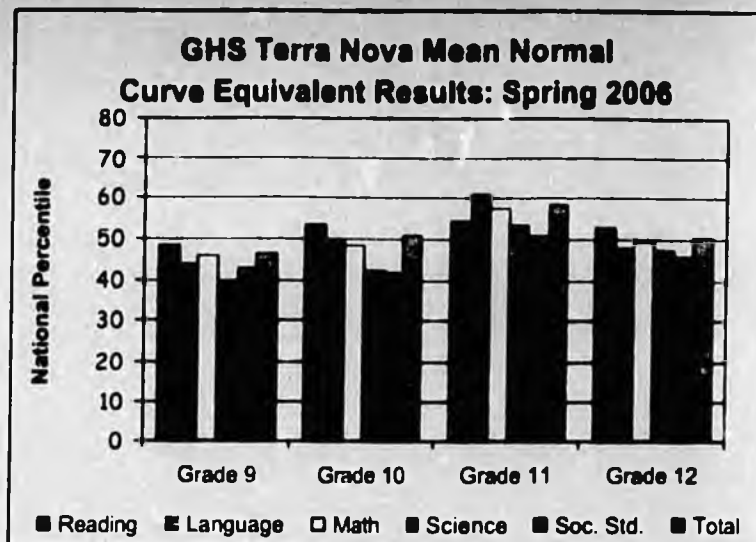
As a community Galena has a ton to celebrate in regards to student learning and achievement. GCS students are consistently scoring at or above state averages on state system assessments (Standards Based Assessments and AHSGQE). The scores signify that Galena City School students are especially strong in the areas of math and writing, and have made substantial improvement in the area of reading. Galena City School took huge strides during the 2005-06 school year with reading instruction, especially in the areas of reading comprehension and vocabulary development. Principal Chris Reitan stated, "We continually increase our student achievement and learning by focusing on making a difference one student at a time."



Terra Nova Tests

The Terra Nova is a norm-referenced test which means that the scores presented are comparative. The Mean Normal Curve Equivalent is computed by adding the Normal Curve Equivalent scores of all students in a group, then dividing by the number of students in that group. The Mean Normal Curve Equivalent scores show how well Galena students at each grade and in each subject area compare to their grade level peers around the country.

Most of the grades scored at or above the national average on most of the Terra Nova tests. Math continues to be an area of strength for Galena City School students. Significant gains were also made in reading.



To help gauge improvement in GCS student achievement since spring 2002, the Terra Nova MNCE test scores were analyzed. MNCE scores are available for all grades, irrespective of class size. Superintendent Smith is pleased with its continued student growth and academic achievement.

Total Score MNCE by Grade Level	Reading	Language	Math	Science	Soc. Std.	Total
Grade 9	48.3	43.7	45.8	40.0	42.7	46.5
Grade 10	53.7	49.9	48.2	42.4	41.9	51.0
Grade 11	54.5	61.3	57.6	53.3	51.1	58.4
Grade 12	52.8	47.8	49.2	47.3	45.7	50.4



Survey Summary

Surveys were sent to parents in October 2005. Thirty-seven replies were received from GCS parents for a return rate of 40%. Galena parents rated the importance of Galena City School teaching essential skills and knowledge in two different categories:

1. academic content areas, and
2. work habits and responsibility.

Parents rated the importance of essential knowledge and skills on a scale of 1-5 with 1=not important and 5= extremely important in eight

different academic areas: mathematics, reading, science, social studies, the arts, computer technology, vocational education, and health. Parents rated reading important information as the most significant skill and knowledge for Galena City School students to learn. Being able to use mathematics effectively was a close second. Parents also rated the importance of teaching work habits and responsibility on a scale of 1-5 with 1=not important and 5= extremely important in six different areas: having a strong work ethic, working together politely and cooperatively, being honest, being good citizens in our community, accepting consequences for our choices, and being punctual. Parents rated working together politely and cooperatively as the most important work habit. Being honest was the second most important work habit according to Galena City School parents.

Galena City School parents commented extensively and offered many suggestions. Parents would like to see more homework provided for our students, the Athabaskan language taught within the school, more prompt communication with parents, and music classes available for all students.

Surveys were also provided for all Galena City School students from 3rd grade through 12th grade. Students rated the quality of their school experience in seven different areas: the school, dissemination of information, curriculum, after school program, teachers, career planning, and the students' learning. Elementary students (grades 3-6) rated their learning experience the highest with an average of 4.41 and dissemination of learning with the lowest average of 2.96. Secondary students (grades 7-12) also rated the

quality of their learning experience the highest with an average of 4.10 and dissemination of learning with the lowest average of 3.63.

Staff

GCS has 27 certified teachers: 10 in the elementary and 14 in the secondary school and counselors, administrators and librarian. Every single one, 100% of the teachers at Galena City School is teaching in their specific area of endorsement.

Galena City School's teacher-body is incredibly stable, especially when compared to other rural schools. Teacher and administrator continuity is a major contributor to Galena's increased student achievement.

No Child Left Behind Requirements

"No Child Left Behind" is federal legislation initiated by the Bush administration. These landmark educational guidelines were designed to guide schools into raising student achievement. NCLB requires each state to "grade" every public school within that state based on Adequate Yearly Progress (AYP). AYP is calculated when each individual school's test results are analyzed on the basis of the following subgroups;

- ? Testing attendance rate
- ? Race
- ? Gender
- ? Math Proficiency %
- ? Language Arts (Writing + Reading) Proficiency %
- ? Bilingual Student's Proficiency %
- ? Economically Disadvantaged Students Proficiency %
- ? Students with Disabilities Proficiency %
- ? Graduation Rate



These subgroups are organized into various indicators. If a school does not meet the cut-off percentages in any of these indicators then that school is placed on a list of schools that did not meet AYP. These lists were published August 11th, 2006 and included results of the various schools districts in Alaska. The consequences of being on this list are described on the state website <http://www.educ.state.ak.us/news/presskit2006ayp/Consequences.pdf>

Galena Elementary School – For the 5th year in a row, Galena Elementary School met AYP in all thirty four areas of interest, making the Galena Elementary School a "School of Choice".

- ? Over 90% of all students were at or above proficiency on the benchmark exams in the area of Language Arts
 - ? 88% of all students were at or above proficiency on the benchmark exams in the area of Math
- This is well above the state average. Another shining area of achievement was the Alaska Native test results.**

- ? Over 90% of Alaska Natives scored at or above proficiency on the benchmark exams in the area of Language Arts
 - ? 88% of Alaska Natives scored at or above proficiency on the benchmark exams in the area of Language Arts
- This is well above state averages for Alaska Native students.**



Galena Jr/Sr High – For the 5th year in a row, Galena Jr/Sr High School met AYP in all areas of interest, making the Galena Junior and Senior High School a "School of Choice".

- ? 65% of all students were at or above proficiency on the benchmark exams in the area of Language Arts
- ? 56% of all students were at or above proficiency on the benchmark exams in the area of Math
- ? 57% of Alaska Native students were at or above proficiency on the benchmark exams in the area of Language Arts
- ? 54% of Alaskan Native students were at or above proficiency on the benchmark exams in the area of Math

These figures show good proficiency levels. Refer to the state website for further testing data:
http://www.educ.state.ak.us/DOE_Rolodex/AYP/2006/search.cfm

Highly Qualified Staff

According to "No Child Left Behind" each parent has the right to know whether their students are being taught by a federally defined "highly qualified" teacher. Any parent who wishes to inquire about the qualifications of their child's teacher is encouraged to contact Chris Reitan, Principal, of Galena City Schools.

For further information regarding what defines a "highly qualified" teacher please refer to the federal definition

http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf

2006 Goals & Accomplishments

Building on the successes from the previous school years, Galena City School has adopted the goal, "Doing it Better," with the primary focus being improving student achievement and learning. To meet that goal, all staff development and curriculum development workshops focused on significant aspects related to increasing teacher quality that would directly impact student achievement and learning. Eleven GCS teachers attended PEAK Learning Systems summer institutes in Beaver Creek, Colorado. Furthermore, all staff participated in on-site individual and small group PEAK Learning workshops that focused on the development and implementation of researched based teaching and assessment strategies that have proven to improve student learning and achievement.

In addition, three staff members collaborated with researchers associated with the Drama For Schools research from the University of Texas. These teachers participated in on-site trainings and audio conference meetings that focused on improving teacher instructional strategies and aligning instructional strategies with classroom based assessments following the Drama for Schools model.

All staff curriculum workshops focused on more tightly aligning the GCS K-12 curriculum with national standards as well as state and national criterion and norm referenced assessments. All staff development encompassed building stronger classroom environments, increasing the school's instructional and assessment capacity to implement research based teaching and assessment strategies, and more closely aligning the K-12 curriculum with national standards and state and national assessments.



2006 Highlights



Galena City School continues to focus all staff meetings on increasing teacher quality through the continual refinement of our instruction and assessment strategies. Every two weeks teams of teachers met and shared their stories regarding the educational processes that were taking place in their classrooms. The discussion focused on the curriculum as well as the instructional and assessment strategies that were being implemented in the classroom. Furthermore, the conversations included constant reflection on how we can continually refine and modify our current practices to increase student performance.

Another equally serious challenge in Galena and throughout rural Alaska is the very high suicide rate. Rural Alaskan youth

commit suicide at a rate 3 times the national average. In response to this concern, GCS and Galena Interior Learning Academy sponsored the 5th annual Wellness Week prior to Christmas vacation. Community members, teachers, and Odyssey Performance Enhancement Network teamed-up and designed team building activities and workshops centered on improving the quality of life in Galena.

Additionally, all Galena City School staff attended a one-day training in March that focused on increasing the staff's awareness of the warning signs that are typically associated with suicidal behavior.



Galena Health Center Behavioral Health Program personnel Violet Burnham (Behavioral Health Clinician) and Jessica Goff (Behavioral Health Clinician) collaborated to increase the staff's awareness and knowledge of the early warning signs of suicide and how best to intervene and refer people who are in need of assistance.



2006 Student Highlights

Galena City School students shined in both academic and athletic activities. The GCS high school Academic Decathlon team continues to shine at state competitions taking 3rd place in the small school's division. Furthermore, GCS students continue to make a strong showing at the Alaska State Science Fair and Battle of the Books competitions.

Galena City School also shined in their athletic endeavors. Three wrestlers qualified for the state tournament and the wrestling team was recognized for having the highest team G.P.A. at the regional tournament.

Both the girl's and boy's varsity basketball teams swept the competition at the regional tournament and earned berths to the state competition. The girl's basketball team took 3rd place at the state tournament and the boy's finished 7th, and both teams were recognized at the state basketball tournament for having the highest team G.P.A. The Galena varsity girl's, junior high girl's, and junior high boy's cross country skiing teams took first place at the Western Interior Ski Association meet held in Tanana in April.

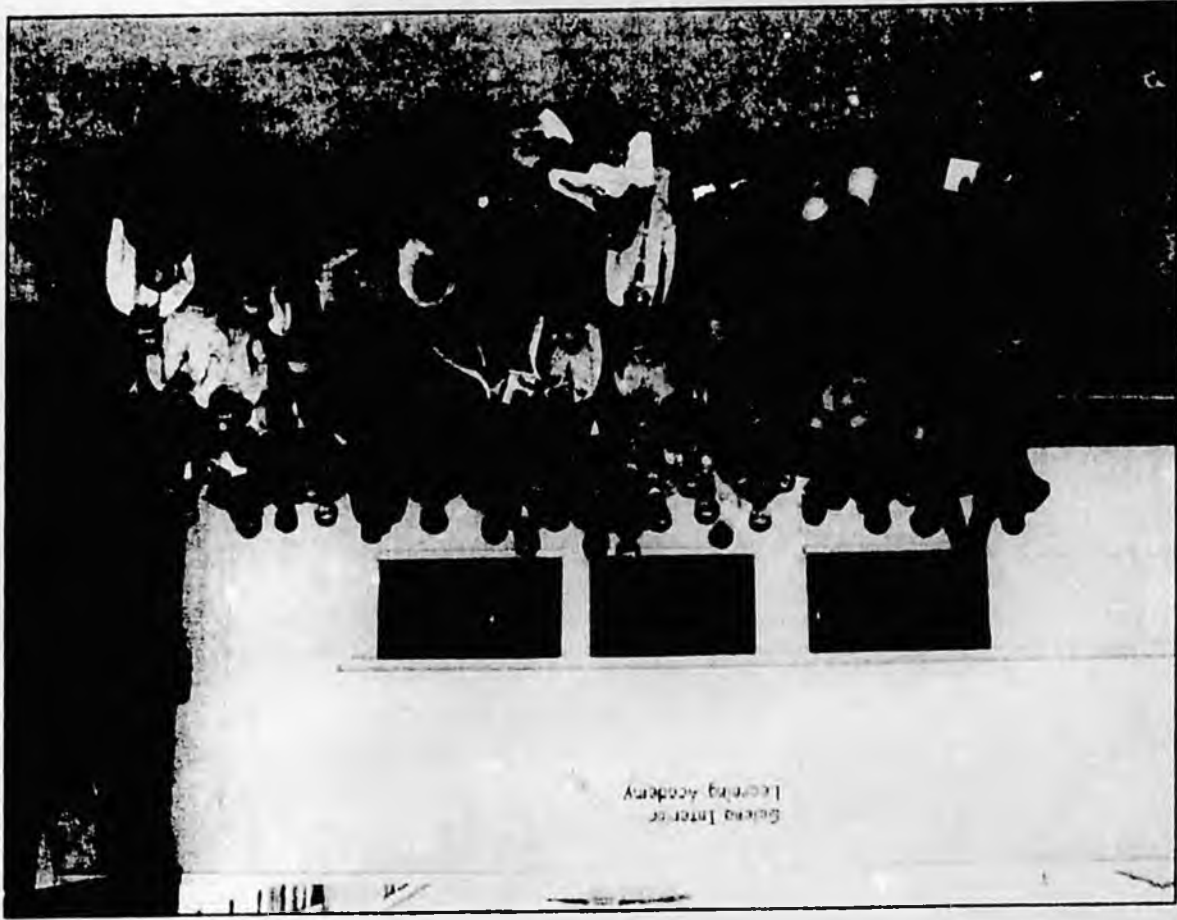
Goals for 2006

Next year's goals include building on the strong academic trends that were set in 2005.

GCS will ensure that improving our instruction and assessment practices through professional development that is aligned to research-based teaching and assessment strategies remains a priority of all that we do at GCS.

GCS will improve Terra Nova, HSGQE and Standards Based Assessment results. Galena City School is pleased with all of our students' academic and extra-curricular successes from the 2005-06 school year, and recognizes that if we are truly going to do it better that it starts one child at a time.





Galena Interior Learning Academy [GILTA]

Galena Interior Learning Academy

Unique Program Features

GILA, a statewide boarding school for grade 9-12 students that are seeking another choice, is Alaska's longest operating residential secondary vocational school. It is accredited by the "Northwest Association of Accredited Schools". GILA also offers post secondary-vocational programs authorized by the Alaska Commission on Postsecondary Education

GILA offers students the opportunity to gain industry standard vocational-certification in aviation, automotive technology, cosmetology and culinary arts while achieving the academic skills necessary to pass the Alaska High School Graduation Qualifying Exam. Allowing students to continue their post secondary education in a venue they choose increases our completion rates. Vocational and technical teachers are hired from industry for upper level career pathways, validating the programs meeting the standards required by industry.

GILA is located in Galena, a village in Interior Alaska. It attracts students from all over the state. It appeals to the lifestyle of the rural students but it is also accessible to students from urban communities who desire to pursue an education more focused to their individual needs. The GILA campus is located on the U.S. Air Force Base and offers modern residential and educational facilities. The strong partnership with the Air Force, City of Galena, Louden Tribal Council, University of Alaska Fairbanks, local organizations and businesses contributes to a first class education for students.



Enrollment

GILA started FY 2006 with 74 students and ended with 68, a 92% retention rate. Homesickness and family needs are the main reasons why students leave during the school year. As these departing students enroll in other education programs elsewhere they are not considered "drop-outs".

Enrollment interest remains strong with more applicants than classroom space available. In the spring of 2005, the Air Force Base officially presented BRAC (Base Realignment and Closure) notice for the Galena site. This action provided both opportunity and challenge. The Air Force's departure provides space for more programs and students while adding costs to the physical operations. In 2006-07, enrollment increased to 110 students, with applicants exceeding this capacity. Depending on the space that becomes available annually, the anticipated enrollment is shown in the following table.



Anticipated GILA enrollment				
FY 2006-07	FY 2007-08	FY 2008-09	FY 2009-10	FY 2010-11
110 students	150 students	200 students	250 students	300 students

The 2006 Alaska State Legislature provided an additional boost for GILA in the form of financial board and room state funded assistance. This act supported by the Governor, State Board of Education, and the Alaska Association of School Boards, brought recognition of the public support for "boarding schools of choice" in today's Alaskan economy. A strong emphasis is placed on student resiliency and the "assets" program shared with Alaska Association of School Boards.

GILA students this year come from 46 rural and urban communities in Alaska; from as far away as St. George's Island in the Bering Straits, Barrow on the Arctic Ocean, Northway near the Canadian border and Hydaburg in the southeast pan handle. About one-third comes from interior neighboring villages. As Alaska Native families are forced to relocate because of the high cost of living in the villages, boarding schools will become more important than ever as an educational option.

GILA staff works hard to maintain a cohesive relationship with the diversity of its students. A majority of underclassmen returned this school year. Word of mouth and recommendations among friends and family are the best forms of recruitment. State-wide publicity via newspaper, radio and TV also helped recruitment. These efforts resulted in more applicants that GILA could

accommodate. The 2007-08 school year will see the students moving into newer and larger dormitory facilities and using the larger Air Force dining hall.

Graduates

Fourteen seniors graduated on May 19, 2006, twelve had passed all portions of the Alaska High School Graduation Qualifying Examination- [excluding Special Education] a 96% success rate. This class was 86% Alaska Native, exceeding the graduation rate of this group in most rural and urban schools in Alaska.

The graduation featured distinguished speaker Bernice Joseph, Dean of the College of Rural Development at University of Alaska Fairbanks, who gave an inspiring message to the graduates on the need for them to become involved in local and state affairs.



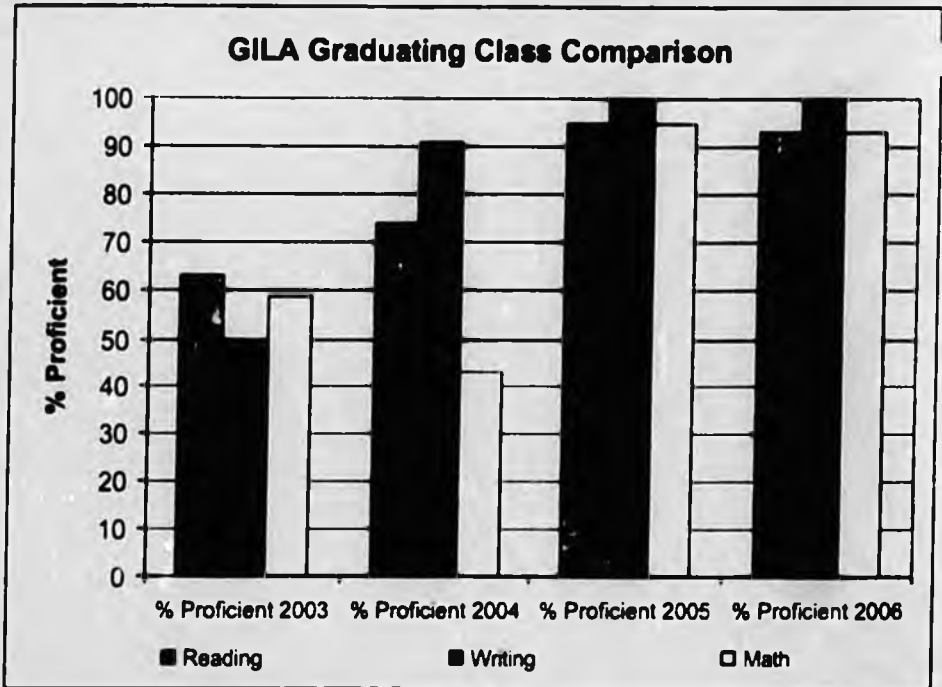
Achievements

All GILA students grades 9 through 12 were administered the Terra Nova test, with grades 10 through 12 also taking the AHSGQE. The Standards Based Assessments was administered to the freshman as well as being imbedded in the sophomore AHSGQE for the first time.

GILA: Alaska High School Graduation Qualifying Exam

For the past two years over 90% of Galena Interior Learning Academy graduates have passed all three portions of the Alaska High School Graduation Qualifying Exam. All GILA graduates in 2006 passed the writing portion of the state assessment, with 93% percent (12 of 13) passing both the reading and the math portions. Staff remains very excited about the 96% graduation rate.

The Galena Interior Learning Academy achieves AYP. Although we have been successful in 30 of the 31 categories each of the past 3 years, we achieved all 31 categories for 2005-06 school year- a great milestone in the history of our school.



GILA Graduating Class Comparison				
Seniors	% Proficient 2003	% Proficient 2004	% Proficient 2005	% Proficient 2006
Reading	63	74	95	93
Writing	50	91	100	100
Math	59	43	95	93

The success rate on school-wide was the blue-print for the calculation for AYP. Seventy percent (16 of 23) of all juniors passed all portions of the assessment and sixty percent (10 of 23) of all sophomores achieved success on their first attempt.

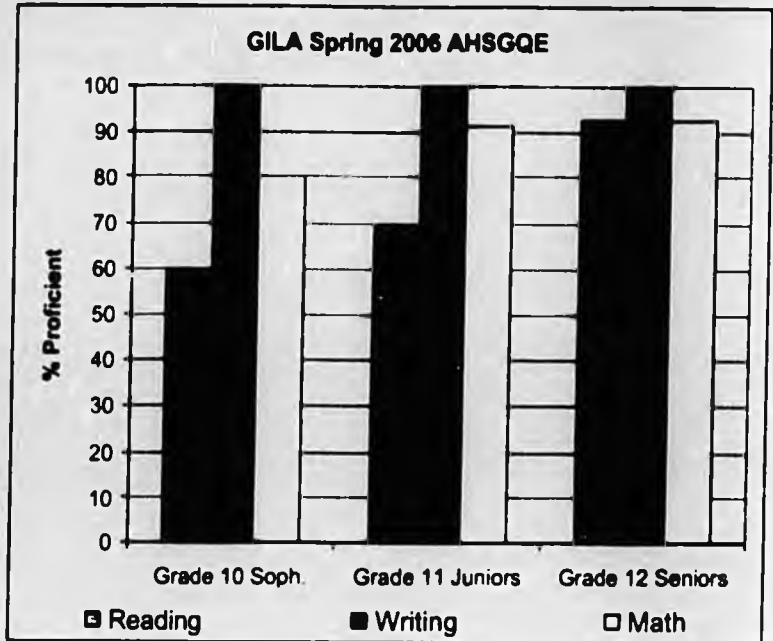
As seen, GILA students are showing great improvement directly proportional to the number of years in the GILA educational system.

This information is especially important with data showing 74% of GILA seniors, 87% of the juniors and 96% of the sophomores are Alaska Natives.

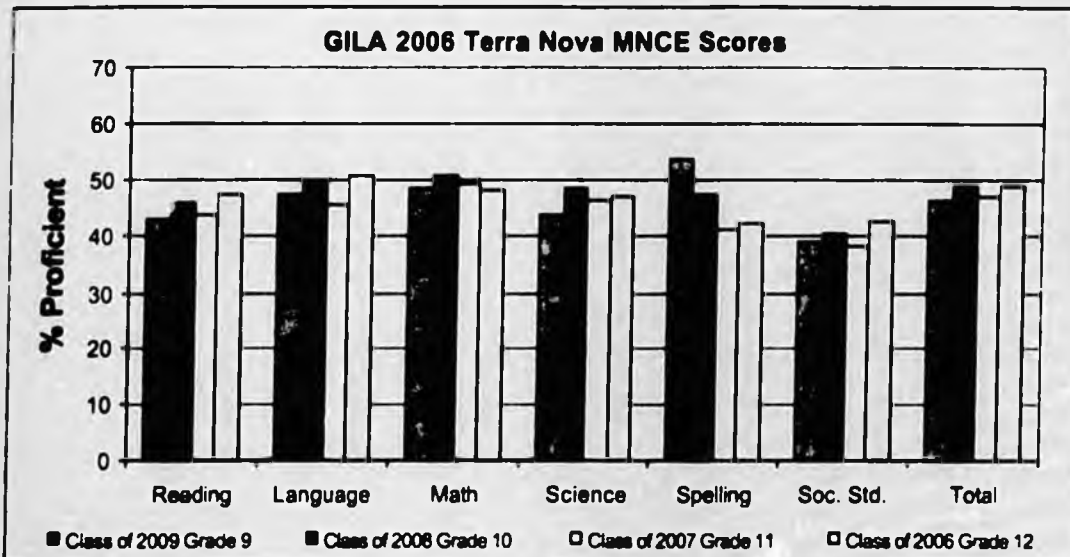


GILA: Terra Nova Assessments

AHSGQE Spring 06	Grade 10 Sophomores	Grade 11 Juniors	Grade 12 Seniors
Reading	60.0	69.6	93.0
Writing	100.0	100.0	100.0
Math	80.0	91.3	93.0



The Terra Nova Mean Normal Curve Equivalent Scores in the spring of 2006 are shown in the table and graph below. The Terra Nova results show improvement closely associated with the number of years the student is enrolled. Our students show improvement all of the following years in attendance, with their highest scores being their senior year in most content areas. The Terra Nova assessments are grade appropriate nationally, thus are a proficient measure of annual improvement. To help gauge improvement in student achievement, the Terra Nova MNCE test scores were analyzed. MNCE scores were available for all grades, irrespective of class size [unlike the Terra Nova MDNP scores which do not have data for small classes].



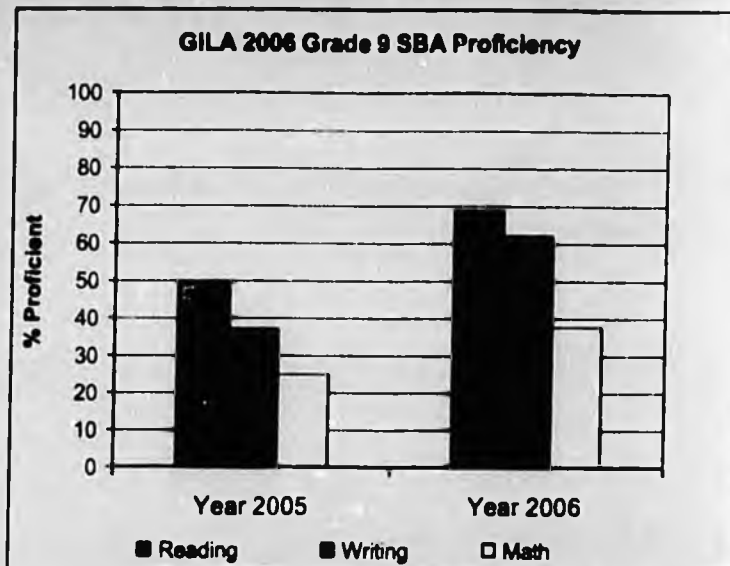
MNCE	Reading	Language	Math	Science	Spelling	Soc. Std.	Total
Class of 2009 Grade 9	43.2	47.6	48.7	43.8	53.9	39.1	46.6
Class of 2008 Grade 10	46.1	49.7	50.9	48.5	47.5	40.7	49.1
Class of 2007 Grade 11	43.7	45.8	49.5	46.5	41.3	38.3	47.2
Class of 2006 Grade 12	47.5	50.9	48.1	47.1	42.5	42.6	49.1



GILA Standards Based Assessments

The Alaska Standards Based Assessments are scored based on the percentage of student's proficient on each test. The Alaska Standards Based Assessments measure how well students have mastered the Alaska academic standards in reading, writing, and mathematics, each of which has their own subcategory. These tests are designed specifically to assess the Alaska standards with Alaska students. Test results are reported in terms of level of mastery, that is, the percentage of correct answers.

A primary goal of GILA is to provide an academic and vocational education opportunity where the students can take advantage of their abilities. The longer the students stay at GILA, the greater their academic progress. This is documented in the data below.



Grade 9

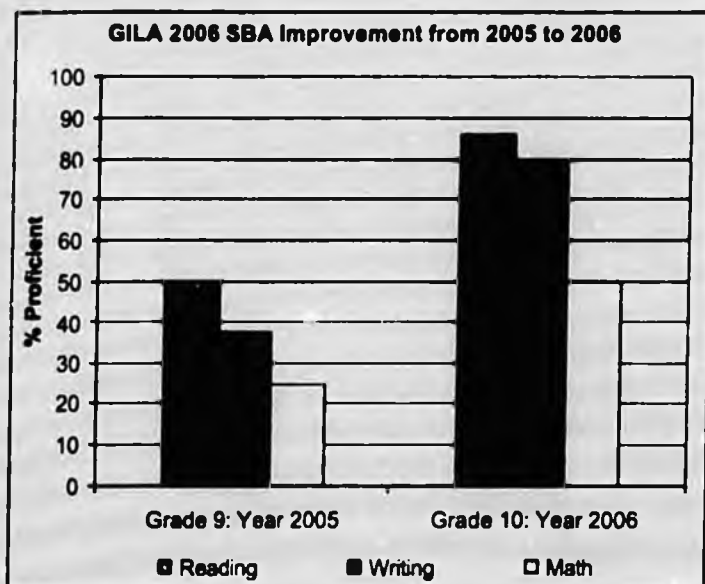
There was a dynamic improvement between 2005 Grade 9 and the 2006 Grade 9, as shown in the adjacent chart.

Grade 9: SBA Proficiency	2005	2006	% Change
Reading	50.0%	68.8%	18.8%
Writing	37.5%	62.5%	25.0%
Math	25.0%	37.6%	12.6%

This success is reflected in the AYP scores for GILA with AYP being achieved for the first time in the history of the school. The status of a 'school of choice' is a title held proudly.

Grade 10

The Alaska Standard Based Assessments questions were imbedded in the AKHSGQE. The scores show remarkable improvement from Grade 9 to Grade 10. This data is of great advantage in developing and improving our course work.



Grade 10: SBA Proficiency	Grade 9: Year 2005	Grade 10: Year 2006	% Change
Reading	50.0%	85.7%	35.7%
Writing	37.5%	78.6%	41.1%
Math	25.0%	50.0%	25.0%



Staff

All certified staff at GILA presents "Highly Qualified" status. The vocational staff is certified professionals who have had additional training in educational techniques. GILA enjoyed an 83% teacher retention rate for the year. The instructional team consists of six core academic teachers, five industry-certified vocational instructors, a counselor and a native culture instructor.

Certified staff development is through 'Performance Excellence for All Kids' (PEAK) methodology. New staff attends a two week workshop in the summer. The district offers up to 18 days of additional training for all teachers, which includes ten days of Assessment Writing Workshops.

The teaching staff is very dedicated. They work with those students who make a grade "C" or less in the after-school and Saturday tutoring sessions. All students attend a one hour home work session before dinner. Principal Harry White feels that the twenty minutes of daily "Silent Sustained Reading" for students and staff and the cross curriculum teaching of Reading, Writing and Math attributed to the achievement of AYP.



The residential hall staff is responsible to supervise students all hours outside the school day and reside in the same building with them. They build a unique bond with the students, assist them in their homework, provide activities and regulate their schedules in off school hours supporting a successful learning environment. Resiliency and "assets building" training are provided for all residential hall staff.

The residential staff members are predominately graduates of university programs in residential living. Others are hired for their understanding and expertise in cultural needs, medical experience and activity organizational training.

No Child Left Behind Requirements

"No Child Left Behind" is federal legislation invoked by the federal government. These landmark educational guidelines were designed to guide schools into raising student achievement. NCLB requires each state to "grade" every public school within that state based on Adequate Yearly Progress (AYP). AYP is calculated when each individual school's test results are analyzed on the basis of the following subgroups;

- ? Testing attendance rate
- ? Race
- ? Gender
- ? Math Proficiency %
- ? Language Arts (Writing - Reading) Proficiency %
- ? Bilingual Student's Proficiency %
- ? Economically Disadvantaged Students Proficiency %
- ? Students with Disabilities Proficiency %
- ? Graduation Rate



These subgroups are organized into various indicators. If a school does not meet the cut-off percentages in any of these indicators then that school is placed on a list of schools that did not meet AYP. This list was published August 11th, 2006 and included results of the all school districts in Alaska. *GILA achieved AYP in 2005-06.* The consequences of being on this list are described on the state website.

Please refer to the state website for further testing data

<http://www.eed.state.ak.us/DOE/Rolodex/AYP/2006/districts/Galena%20City%20Schools.pdf>

<http://www.eed.state.ak.us/nclb/pdf/consequencesnotmeetingavp.pdf>

Highly Qualified Staff

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For further information regarding what defines a "highly qualified" teacher please refer to the federal definition

http://www.eed.state.ak.us/nclb/pdf/teacher_and_paraprofessional_requirements.pdf



2006 Goals & Accomplishments

The goals for 2006 included improvement in academic achievement, increasing vocational enrollment, improving reading scores while complying with federal and state guidelines, and searching for funding in order to keep the school open for rural Alaskan students who have no school to attend.

? Student academic achievement, measured by the Terra Nova, Standards Based Assessments and Alaska High School Graduation Qualifying Examination continues improving. Although our students come to us with various and at times undetermined academic abilities, the data on all assessments show marked improvements every year of continuous attendance at GILA.

- ? Vocational job opportunities in our nation comprise over 75% of all employment opportunities for young people today. We are continuing to explore additional vocational options offered at GILA. A second health related training opportunity will be offered at the start of the school year of 2006-07. This class is a required GUR for all levels in the medical field at the university level, thus students have the opportunity to receive dual credit while in high school. This is the second year GILA has offered a dual credit medical class and with the increased enrollment we plan to begin offering two such classes per year in the future.
- ? Research indicates that students cannot read if they do not first comprehend the vocabulary words within the passage they are reading. Our staff received extensive training to implement vocabulary in their content areas. Vocabulary words are discussed in assemblies and students are challenged in recreational settings with new words. There has been a marked improvement in reading scores within the first year of implementation.
- ? Twenty minutes of daily "Silent Sustained Reading" has been implemented for all students and staff. After an initial period of adjustment, students and staff have adapted exceedingly well. Students are now sitting and reading casually on their own time. They are now reading more and understanding what they read at a higher level. The improved State Assessment scores show that this approach is successful.
- ? Funding is an on going challenge for boarding schools in Alaska. This year the legislature endorsed our school as a viable option for students across the state by approving minimal funding to support our efforts. This milestone provides an additional 'choice' for Alaskan children and allows GILA to expand enrollment. Ongoing attempts will be made to provide more content area opportunities for the students. It is only with this state support that GILA can continue this educational opportunity for Alaskan children and whose families have shown appreciation for this governmental acceptance of our programs.



2006 Program Highlights

The 2006 school year proved to be the most successful year since the inception of the school. Our student retention rate was the highest of Alaska's three 9-12 boarding schools. **Achievement of ADEQUATE YEARLY PROGRESS was the highlight of the year.** All program and teaching adjustments, staff development increases, and changes were implemented to increase student learning. Achieving AYP has shown that not only are we improving student learning, it's documented through state assessments.

Health and wellness is a focus nation wide as well as at GILA. Implementation of Medical Terminology classes for dual credit with UAF was very successful. A Health Education and Early Development summer program provided seven students with ETT certifications. Four additional students completed EMT certificates. Students participated in actual ambulance runs throughout the

community to build experience and training. One participant has graduated and is enrolled at UAA furthering training in the medical profession.

Vocational course adjustments were made with introduction classes offered in each. These allowed students to get a taste of a profession without being totally committed as completers. Participation in these four career pathways remained steady compared with the past, along with a large increase in the Aviation program. Cosmetology had three graduates from the post secondary school achieving national certification and seven students who have advanced to working with live models moving into the graduate levels.

The aviation program has twenty-four students, with three completing their solo flights on their way to a FAA approved private pilot license. Additionally, three students completed their FAA written examination successfully and will be building flight hours to complete the FAA requirement for a private pilot licensure.

The automotive program participation held steady through reorganization of class structures. One automotive instructor for the multiple courses requires yearly restructuring to move the students forward through the program.

Success continues to be our goal and we are achieving it. Biweekly staff meetings are held in collaborative groups through out the school year to discuss classroom assessments, homework, distributed practice, corrective loops and other areas. Our student success is the result of this team concept among the staff. Reading, writing and math are included in each subject area along with instruction in appropriate vocabulary in that content area.



A fantastic year was experienced in the year of student health and safety. Many evening activities augment those offered through the school including wrestling, volleyball, basketball, cross country running, cross country skiing, academic decathlon, Battle of the Books, science fair and more. These opportunities provide healthy choices to students. Our "Wellness Week" provided cultural activities with fun events showing the enjoyable side life-participation was combined with the Galena City School. A Saturday Cultural day was held during spring where students could learn to snowshoe, cross country ski and complete in races. It was a great way to shake off the winter cabin fever.

The peer tutor program is showing its greatest success in the area of math. Students assisted the teachers in tutoring others in math. Success is evident on the assessments. A similar approach is planned for the vocational program.

2006 Student Highlights

For the third year in a row, two GIL A students competed in the Alaska State Science Fair. One project compared the anatomical muscle development in teenage males with females. The second project compared the Intelligence Quotient of a student to their Grade Point Average. These results showed that there is little if any comparison between IQ and GPA in high school. We are very proud to have students of this caliber in our program.

GIL A students again participated with the Galena City School athletes and completed a very successful sport season. The combined team won the Basketball regional championships and went on to compete at state level. Success was had in mixed six volleyball, wrestling and Academic Decathlon. Participating students not only were required to adhere to state and local eligibility requirements, but also complete all residential life chores and maintain a high level of citizenship at the boarding school.

Students participated in the 'Student of the Month' program, 'Spirit of Youth' competitions and state wide pageants. Each month a boy and girl are chosen by staff to receive a 'Student of the Month' award and recognition; from which a 'Student of the Year' is selected. This student receives recognition and gifts at the end of the year. The money to support this has been donated by student groups and staff. Again this year GIL A had a student who won the 'Spirit of Youth' for the State of Alaska. This comes with financial and personal opportunities in their academic studies after high school. A GIL A student won the 'Miss Arctic Circle Princess' competition usually held in Kotzebue, bringing with it cultural responsibilities and benefits.

All these positive accomplishments were achieved by students while complying with the challenges of residential life and being far from their families. Sacrifices made for a better education not often available at home.

Goals for 2006-2007

The 2007 school year will be the ninth year that GILA is operating. We have improved in our assessment scores each year.

Our major goal will be to continue the improvement in our academic areas while adding to our already well attended vocational areas. We have completed the required processes to increase our vocational offerings into the health field. Our goal for the upcoming year is a higher level health course for more students and for both semesters. In time we hope to implement a complete health career pathway for students to begin employment directly from high school and jump start them into further learning if they choose.



Reading remains a nation-wide challenge and will also remain a targeted area for GILA. Reading comprehension is a crucial skill for all of our citizens. Our staff is refining the vocabulary instructional methods and searching for the best steps to promote good readers. This will be measured by the Alaska High School Qualifying Examination, Standards Based Assessment and Terra Nova scores.

With one of the most intensive staff development models in the state, our staff rise to the occasion to give more than expected each year. We meet a minimum of every two weeks through the school year for collaboration with colleagues. Increasing the abilities of certified staff to develop effective assessments and distributed practice in their areas of expertise is a priority. Regular assessments, with varied methods of distributed practice will be a focus area. This will be patterned after research-based instructional and assessment strategies directly affecting our students in a positive educational profile.

"No Child Left Behind" (NCLB) has increased accountability with all of the school systems in the nation. One of our goals to lead the charge handed down by the federal government, continue to provide and improve our educational system, and to remain a model for others to follow. We appreciate the leadership of our school district, state and nation who has taken this charge and assisted in the improvement of the educational structure. We have 100% of our staff "Highly Qualified" in their major content area. We plan to increase that by encouraging staff to receive greater training and achieving "Highly Qualified" in a more broad range of curricular areas. Meeting AYP consistently is a large goal. We now plan to improve on the reading, writing and math scores while adhering to all 31 subgroups for AYP.

Our mission at GILA has been and will continue to be to provide opportunities for students which they cannot receive for any reason in their home town. As long as we have the ability to continue to be that safety net for the children of Alaska, showing the success ratios that we have provided in this report, we will move forward with even greater expectations for ourselves and the students we serve. Although we are challenged with the Air Force leaving Galena, losing that long standing partnership requiring GCSD to find funding to fill that void, Galena never avoids such challenges where children could be negatively affected.



Within the next five years, we have the opportunity to grow from seventy three students to three hundred students, providing greater opportunities than presently available, that is, should we be able to secure methods for more classroom space as well as living space for the students in a boarding school setting.

These goals will not be within reach for these children from all over the great state of Alaska with out space and the financial ability to support heat, supply power, water, sewer, living, and teaching supplies. It is our goal to secure all necessary items with our motto being "*Our Kids are Worth What Ever it Takes*".

Interior Distance Education of Alaska

Introduction

The IDEA program is the home schooling support program of Galena City School District, serving the needs of Alaska's homeschooled students since 1997. IDEA is the largest homeschooling program in the State of Alaska; with enrollment remaining around 3,400 K-12 students. IDEA is fully accredited with the Northwest Association of Accredited Schools.

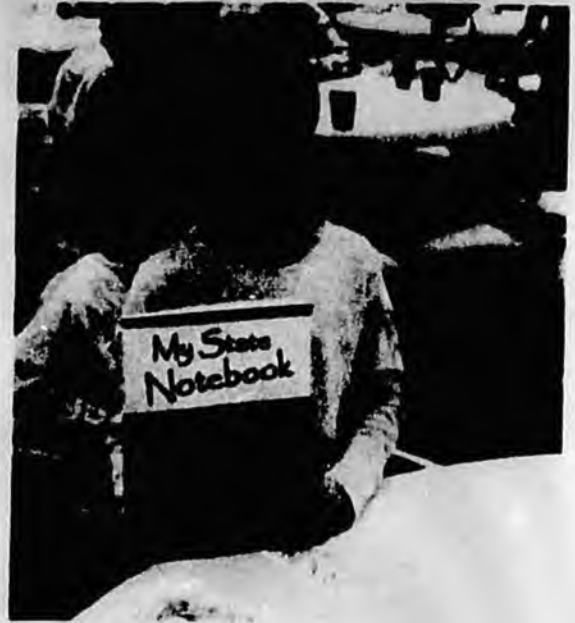
"Correspondence" programs have traditionally been limited to simply providing textbooks, structured lessons, and a grading service. Our mission is to provide resources and support to parents who have chosen to educate their children at home.

In our homeschooling program, parent teachers take an active role in the education of their children on a daily basis. The parent teacher is supported by a vital combination of certificated teachers, and Field Representatives who are experienced in homeschooling, and field offices located around the state.

The certified teaching staff works in partnership with the parent teachers to provide the individualized education that is most appropriate for each student. IDEA provides support through advice and assistance at any time to the parent teachers through the Internet, telephone, and conveniently located regional field offices.

Partnered with the delivery of materials, technology, and teacher resources to parents is the role of the Field Rep. These experienced homeschooling parents work as a bridge between the administration and the home school parent. They conduct orientations for families new to IDEA, informing the parents of the many resources and expertise available to every family.

They help parents by explaining state requirements, state curriculum standards and testing expectations in everyday language. They communicate regularly with the parents through e-mail newsletters of upcoming workshops and opportunities for students and parents. The combination of certificated teachers, parent teachers and the homeschool experienced Field Reps forms the unique core of IDEA.



sincere appreciation for the sacrifices made by the family and a tribute to the familial bonds created through the homeschool experience.

Enrollment

IDEA serves all ethnicities. The 2005-2006 enrollment was 3,457 students, with 815 high school students and 2642 K-8 students. IDEA serves students across the State of Alaska with five Field Offices located in Anchorage, Fairbanks, Wasilla, Soldotna, and Juneau.

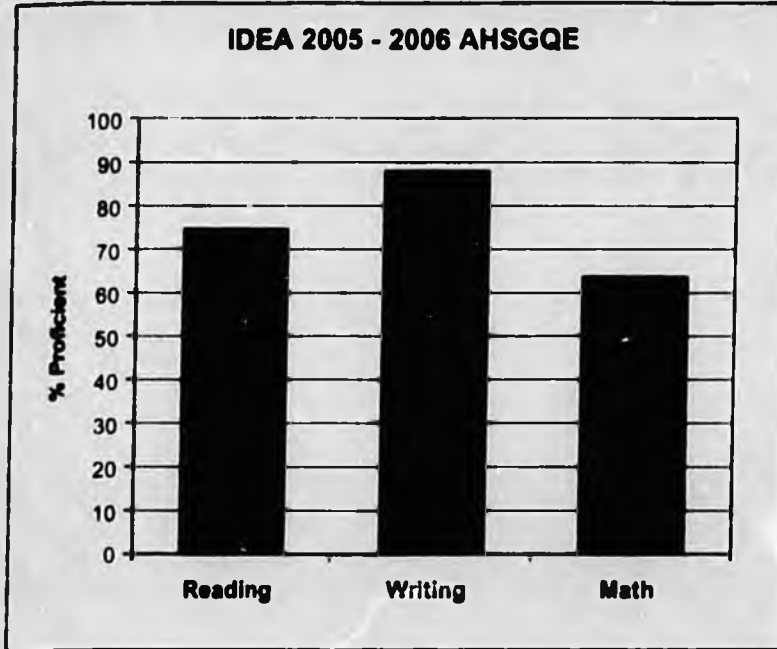
Graduates

IDEA had 151 students who received diplomas and 30 students who received Certificates of Attendance in the 2005-2006 school year.

IDEA had three graduation ceremonies; one in Juneau, Fairbanks and Anchorage.

The graduation ceremonies are unique in the fact that the homeschool parent teacher presents the diploma to their student. Each ceremony has a distinct spirit that represents the graduates, whether it is a showcase of artistic talent or a

IDEA: Alaska High School Graduation Qualifying Exam



During the 2005-06 school year, students in grades 10 through 12 participated in the Alaska HSGQE exam which consists of three tests.

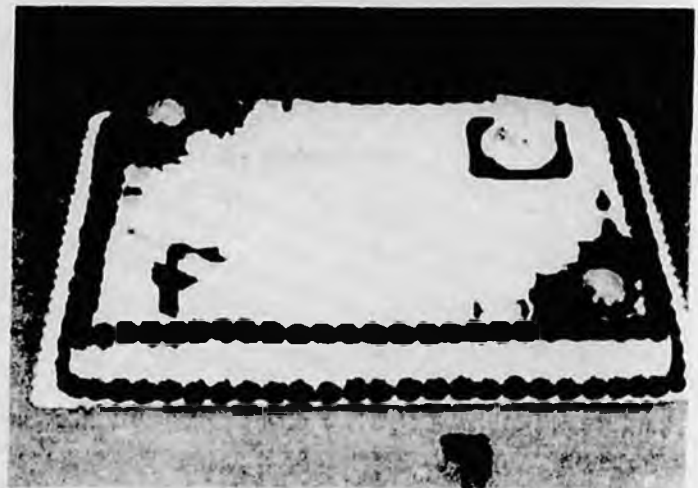
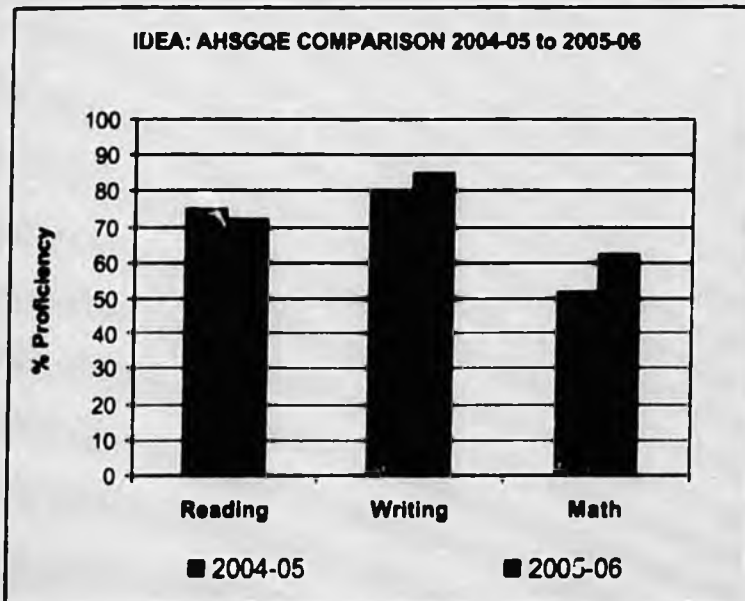
During the 2005-06 testing session, the IDEA students performed as follows: Math: 317 tested and 64% passed; Writing: 257 tested and 88% passed; and Reading: 275 tested and 75% passed.

In comparing past performance, IDEA showed progress in both writing and math from school year 2004 to 2005.

AHSGQE 2005 - 06	% Proficient
Reading	75%
Writing	88%
Math	64%

Students are required to take the exam in 10th grade. They have the opportunity to re-take tests they did not pass each fall and spring of grades 11 and 12.

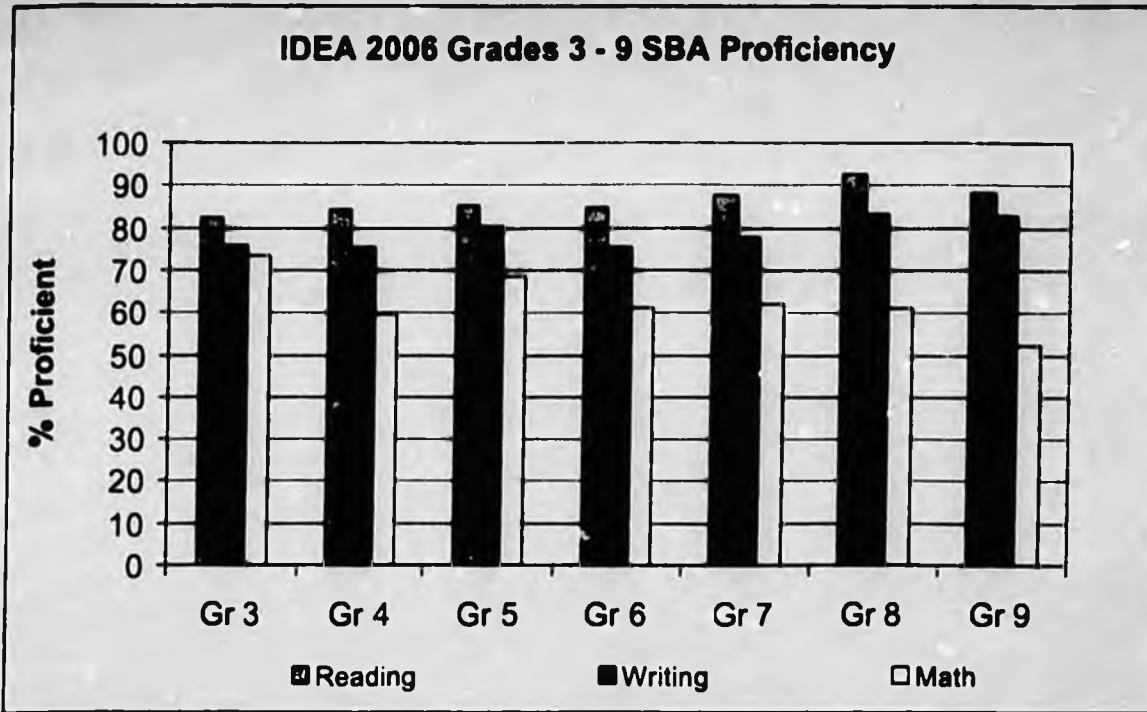
Students in the IDEA program continue to make gains in passing the AHSGQE. Credit can be given to the Following the Leaders program which provides targeted help for students as they prepare for the test.



IDEA: Alaska Standards Based Assessments

The Standards Based Assessments measure student proficiency on basic skills in reading, writing and math. All students in grades 3 through 10 are required to take this test.

The 2005-06 school year was the first year 10th grade students were required to take the SBA. Scores for this year are not available at this time. Scores for the SBA have remained stable over the years with improvement being shown in several areas. Scores of the IDEA students are solid, with high proficiency in the reading and writing subject areas.



IDEA: Alaska Standards Based Assessments: Spring 2006							
% Proficient	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9
Reading	82.1	84.1	85.2	84.6	87.9	92.4	88.3
Writing	75.7	75.6	80.2	75.2	78.0	83.4	82.8
Math	73.5	59.5	68.4	61.1	62.3	61.3	52.3

IDEA: Terra Nova Scores

The Terra Nova is a standardized norm-referenced test that measures student achievement in language arts, reading, math, science, and social studies. Norm-referenced percentile scores show how well IDEA students compare to their grade level peers nationally. These scores show improvement for the IDEA students as they advance through the grades.

Alaska only requires testing with the Terra Nova test in grades 5 and 7. Because of this, tracking progress must be done over time. The graph below shows the scores of the students in Grade 5 and Grade 7 in the spring of 2006. A solid improvement is attained from 5th grade to 7th grade.



Terra Nova Median Percentile Scores Spring 2006		
	Grade 5	Grade 7
Reading	66	81
Language	64	77
Math	51	58
Total Score	64	74

