

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
148 N. Binkley Street
Soldotna, AK 99669

REGULAR SCHOOL BOARD MEETING: August 20, 2001 - 7:30 p.m. at the Borough Administration Building, Soldotna, AK.

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Sammy Crawford, Vice President
Mrs. Debra Mullins, Clerk
Mr. Joe Arness, Treasurer
Dr. Nels Anderson, Member
Mr. Al Poindexter, Member
Mrs. Sandra Wassilie, Member

Work Sessions

3:00 p.m. Level III Grievance Hearing

4:15 p.m. Assessment

5:00 p.m. [AASB Resolutions](#)

5:30 p.m. Action Plan for Stable Financing Discussion

A-G-E-N-D-A

1. Opening Activities
 - a. Call to Order
 - b. Pledge of Allegiance/National Anthem/Alaska Flag Song
 - c. Roll Call
 - d. Approval of Agenda
 - e. Approval of Minutes/[August 6, 2001](#)
2. School Reports
3. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
4. Hearing of Delegations
5. Communications and Petitions
6. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A.
7. Awards and Presentations
8. Superintendent's Report
9. Reports
 - a. [Financial Report](#) – Mr. Hickey
 - b. Assessment Report – Mr. Stewart
 - c. Board Reports
10. Action Items

Consent Agenda

- a.
 - (1) [Approval of Resignation](#)
 - (2) [Approval of New Teacher Assignments](#)
 - (3) [Approval of Leave of Absence Requests – Support](#)
 - (4) [Approval of Leave of Absence Request – Certified](#)
 - (5) [Approval of Fire Alarm Upgrades](#)
 - (6) [Approval of FY01 Budget Revisions](#)

Instruction

- b. [Approval of Resolution Number 01-02-07 Authorizing the Administration of Section 504 Accommodation Plans](#)

Superintendent

- c. [Approval of Administrator Appointment](#)
- d. [Approval of AASB Resolutions](#)

- 11. First Reading of Policy Revisions
 - a. [BP 5131.6, Students – Alcohol and Other Drugs](#)
- 12. Public Presentations
- 13. Board Comments
- 14. Executive Session
- 15. Adjourn

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Advocates for Alaska's Youth

Core Resolutions

With recommendations by the AASB Board of Directors for consideration by the Resolutions Committee at the November Annual Conference.

Legend:

Underlined indicates text being added.

~~Strikethrough~~ indicates text being deleted.

Recommendations: ...appear in boxed area.

Comments: ...administrative information/background.

Timeline for Resolution Process:

- July 13-14 AASB Board reviews resolutions at summer meeting
- July 28 District mailout: Call for Resolutions includes AASB Board recommendations
- Sept. 28 Due date to receive district-submitted resolutions/amendments

(Policy: Proposed resolutions/amendment must be sent to AASB at least 40 days prior to Resolutions Committee meeting)

–Oct. 9 District mailout: AASB Core resolutions with all district-submitted resolutions

(Policy: All resolutions received will be compiled and a complete set of core resolutions, along with submissions will be sent back to boards for review 30 days before the AASB Annual business meeting)

–Nov. 8 Resolutions Committee convenes

–Nov. 11 Delegate Assembly votes on resolutions

–Nov. 12 AASB Board reviews resolutions to determine Priority Issues for 2002

–Nov. 14 Distribution of AASB Core resolutions for 2002 with Board priorities

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Contents

Adopted by the delegate assembly on Nov. 12, 2000

* Indicates priority issue in Year 2001 as determined by AASB Board of Directors on Nov. 13, 2000

BELIEF STATEMENTS

BY SUBJECT AREA

FOR DISCUSSION: Bylaw Change–5-Year Sunset on Resolutions

Note: Entire membership will consider bylaw change. No action required by Resolutions Committee.

AASB Board

Recommendation GOVERNANCE

Continue B.1 Local Control
Continue B.2 Binding Arbitration
Continue B.3 Advisory Board Training
Continue B.4 School Board Member Training

Recommendation FUNDING

Continue B.5 Early Funding for Public Education
Amend B.6 Educational Programs and Funding as Top Priority
Continue B.7 Unfunded Mandates
Continue B.8 Meeting School Facility Needs for Alaska Students

Recommendation CHILD ADVOCACY

Continue Preamble
Move under Education Programs belief statements B.9 Educational Improvement
Continue B.10 Child Advocacy Mission Statement
Continue B.11 Language, Cultural and Ethnic Diversity
Continue B.12 Increase in Family and Parental Involvement in Schools & Educational Programs

Recommendation PERSONNEL

Continue B.13 Alaska Native Teacher Hire & Retention

Recommendation EDUCATION PROGRAMS

Continue B.14 Early Childhood Education

RESOLUTIONS

BY SUBJECT AREA

Recommendation GOVERNANCE

Amend	1.1 Opposing Mandated School Consolidation
Amend	1.2 Opposition To Mandated Borough Formation
Continue	1.3 Non-Public School And Part-Time Student Access To Public School Activity Programs
Continue	1.4 Maintaining Local Control In Charter School Formation
Continue	1.5 School Vouchers
Continue	1.6 Centralized Treasury: Distribution Of Allocated Funds For Schools & Interest Earned
Continue	1.7 Strike Notification
Move to Belief Statement	1.8 Class Size
Amend	1.9 Opposition To Voting By Mail Elections
Delete	1.10 High School Graduation Qualifying Exam Effective Date Change
Delete	1.11 Extend Implementation Of Consequences Of The HSGQE To 2004*
Amend	1.12 Developing A Program For Students Who Do Not Pass The HSGQE *
Amend	1.13 Accountability For Home Schooled Students

Recommendation FUNDING

Adopt (New)	A+ Study On Education Funding
Delete	2.1 Implementation Of The Adequacy Review Of The Foundation Formula
Delete	2.2 Funding Inconsistencies In SB 36*
Delete	2.3 Dual Enrollment Funding
Delete	2.4 Essential Funding Needs Of Public Schools And Inflation Adjustment To The Foundation Formula
Amend	2.5 Block Grants For Students With Disabilities And Bilingual Education
Continue	2.6 Blue Ribbon Task Force On Individuals With Disabilities In Education Act (IDEA) *
Continue	2.7 Funding Pre-School Programs In Alaska
Delete	2.8 Funding For The Quality Schools Initiative
Amend	2.9 Support For Construction/Major Maintenance Of School Facilities*
Amend	2.10 Simplifying The CIP Application Process*
Amend Title	2.11 supporting CIP Priority List For Non-Bonded Projects As Presented By Deed*
Amend	2.12 Support Of Increased Federal Funding
Continue	2.13 Education Endowment
Delete	2.14 Start Up Funding Of Charter Schools
Amend	2.15 Expand Definition Of Jr. High School To Include Middle School
Amend	2.16 Instructional Technology
Amend	2.17 School Construction Debt Retirement
Amend	2.18 Support For Increase/Restoration Of Municipal Revenue Sharing & Assistance
Amend	2.19 Financial Support To Achieve Statewide Strategies*
Continue	2.20 Emergency State Funding For REAA Fuel Storage & Transfer Facilities
Amend	2.21 Pupil Transportation*
Amend	2.22 Funding For School District-Operated Regional Boarding Home Programs
Delete	2.23 State Funding For State Boarding Schools

Recommendation CHILD ADVOCACY

Continue	3.1 Promoting Developmental Assets In Alaska's Children*
Continue	3.2 Fetal Alcohol And Drug Exposed (FADE) Students
Continue	3.3 Limiting Access To Pornography On The Internet
Amend	3.4 Violence In Media & Entertainment
Amend	3.5 Supporting The Sobriety Movement
Amend	3.6 Inhalants, Alcohol & Drug Abuse

Amend	3.7 Interagency Cooperation Among Service Providers Serving Children
Continue	3.8 Suicide Prevention
Amend	3.9 Prevention / Early Intervention
Amend	3.10 Safe Schools / Safe Communities
Continue	3.11 Support of State Funding for Teen Health Centers in Alaska
Amend	3.12 HIV/AIDS Education
Amend	3.13 Education of Youth About Sexual Involvement
Continue	3.14 Support for State of Alaska Children's Cabinet
Amend	3.15 In Support of the Alaska Children's Trust
Amend	3.16 Prohibiting Persons Convicted of Child Sexual Abuse from Serving on School Boards
Amend	3.17 Increased Support Of Alaska Head Start Programs
Amend	3.18 Supporting the Drug-Free Schools and Communities Act

- **Recommendation** PERSONNEL

Continue	4.1 National Certification Of Teachers
Continue	4.2 Teacher Preparation And Certification In Rural Communities*
Amend	4.3 Mandated Staff Training
Continue	4.4 Special Education And Related Services Training*
Continue	4.5 Addressing Teacher, Specialist, And Administration Shortage*
Continue	4.6 Enhance Teacher Preparation
Amend	4.7 Teacher/Administrator Recruitment & Retention*

- **Recommendation** Education Programs

Continue	5.1 School-To-Work Programs
Amend	5.2 Curriculum Expansion Via Technology
Amend	5.3 Native Language Instruction*
Amend	5.4 Community Schools
Continue	5.5 Extend School Year*
Continue	5.6 Assistance To Align Curriculum With Standards*
Delete	5.7 Re-Address Special Education Testing Issues*

Attention

BOARD PROPOSES BYLAW CHANGE 5-YEAR SUNSET ON RESOLUTIONS

In an effort to help focus on priority resolutions and provide a means to cull outdated positions, the AASB Board of Directors recommended a 5-year sunset on all resolutions at its July meeting. The sunset provision would require membership

approval of a bylaw change.

Because the Resolutions Committee meets prior to membership consideration of proposed bylaw changes at the November Conference, the Board asked the Committee to hold discussions on the issue.

SUNSET PROVISION:

NEW RESOLUTIONS—All new resolutions would automatically sunset five full years after adoption unless re-introduced during the resolution solicitation process and again adopted by the membership of the Association of Alaska School Boards.

EXISTING RESOLUTIONS--Resolutions previously adopted would sunset following the annual business meeting in 2003 unless re-introduced before that time, thus allowing two years within which to be re-considered.

RATIONALE--AASB currently has in place mechanisms that allow for permanent or ongoing rules (By Laws) and statements (Belief Statements) for the Association to follow.

Resolutions, on the other hand, are typically action oriented. They request action by a policy making body or organization. Resolutions that remain in place typically lose their priority status over time, and become ineffective. Use of a sunset provision for all resolutions will require school boards to re-visit top education issues in light of changing information and practices.

AASB

Belief Statements

RECOMMENDATION: Continue except where noted.

Belief Statements are brief philosophical statements about issues that the AASB membership believes to be true. They are distinguished from Resolutions in that they are long standing, universally accepted statements that require no specific action, yet underpin the beliefs of the association.

GOVERNANCE

B.1 LOCAL CONTROL

Public education is the responsibility of the states and of the local school boards created thereunder. This system of local school board governance is one of the purest examples of democracy in action today, in that school boards are held accountable for public education by the public they serve as locally elected representatives. The mission of the Association of Alaska School Boards is to assist school boards in providing students with quality public education through effective local governance.

B.2 BINDING ARBITRATION

Binding arbitration removes decision making from locally elected school boards and puts it in the hands of an outside entity, and allows a third party to determine the salaries, benefits and working conditions of school district employees who bargain collectively. It is the elected school board's responsibility to weigh the consequences of decisions concerning management of school resources. The Association of Alaska School Boards opposes any legislation that provides for binding arbitration as the final step in collective bargaining.

B.3 ADVISORY BOARD TRAINING

State law requires the establishment of advisory school boards in REAA's and allows them in city and borough school districts. School boards have delegated authority and responsibility to those advisory school boards, and are encouraged to provide in-service opportunities and training to local advisory boards to help them become effective contributors to excellence in education in their communities.

B.4 SCHOOL BOARD MEMBER TRAINING

School board members are elected by their local school district citizens based on minimum statewide requirements of eligibility to vote and residency. They are responsible to the public for policy issues and budgets of millions of dollars and are coming under increasing public scrutiny. The Association of Alaska School Boards strongly encourages all school board members to avail themselves of training opportunities to increase their understanding of the issues confronting their district to improve their ability to make the decisions required of them and to demonstrate their accountability to the public.

FUNDING

B.5 EARLY FUNDING FOR PUBLIC EDUCATION

AASB supports legislation to provide early funding of foundation revenues, school construction debt reimbursement and student transportation for the following year by March 15 of each year to meet personnel requirements under the law. A school district's and municipality's early knowledge of its anticipated revenues for the following school year is critical for making responsible budgeting decisions.

B.6 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system

of public schools open to all school age children. Public education in the State is the largest entitlement program. AASB calls upon the Governor and the Alaska Legislature to make education of our youth a top funding priority. *Amended 00*

B.7 UNFUNDED MANDATES

Schools have been inundated with statutes, regulations and court decisions that require additional services without accompanying appropriations. With inflation eroding purchasing power and increased expectations for services, schools are forced to respond with decreased resources. AASB encourages all policy makers to take responsibility for their mandates by fully funding or removing them. *Amended 1999, 00*

B.8 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

AASB believes that the Alaska State Legislature and the Governor must resolve the urgent need for additional school space and major school maintenance. *Amended 1998*

CHILD ADVOCACY

Preamble

As community leaders committed to education and the equal opportunity for each citizen to actualize his/her potential, we act on behalf of all children; and we act on behalf of each child. We accept our responsibility and its challenge of finding viable and relevant solutions to the myriad of problems facing children today. Realizing that it takes a whole community to educate a child, we invite the legislature, agencies, organizations, communities, congregations, extended families, parents and guardians to willfully commit to the development of each child. Together we will identify and clearly articulate the needs of our children, and together we will implement effective solutions and achieve measurable results. Together, we will share in the rewards that an emotionally healthy, educated, and vital citizenry will contribute to the future of our Alaska. To fulfill our role in the shared responsibility of educating children, we are resolved to pursue the following resolutions.

B.9 EDUCATIONAL IMPROVEMENT

AASB believes the elements of a quality educational improvement effort should address the following four key areas:

- **Parental Involvement:** Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to assure desired results – a "world class" education.
- **Student Standards:** Should include the development of education programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).
- **Professional Standards:** Should include the highest standards of professionalism by school employees throughout the district.
- **Accreditation Standards:** Adequate and appropriate space, furnishings, equipment and technology; adequate and equitable funding that will allow for the most effective planning and use of each educational dollar; and an early childhood education program. *Amended 1998*

RECOMMENDATION: Move under Education Programs belief statements.

B.10 CHILD ADVOCACY MISSION STATEMENT

The advocacy role of school board members is to promote parental, public and social service commitment to the

shared responsibility of educating all children and youth in public education. *Amended 1998*

B.11 LANGUAGE, CULTURAL, AND ETHNIC DIVERSITY

Alaska is a vast state and is populated by persons of diverse cultural, ethnic, and linguistic backgrounds. Our schools must provide an environment that respects the ethnic, linguistic and cultural diversity of the student populations. Furthermore, AASB believes that schools must make every effort to support programs that encourage learning and valuing diverse cultures, and in doing so, encourages tolerance and pride without isolating or alienating a particular group. *Amended 1998*

B.12 INCREASE IN FAMILY AND PARENTAL INVOLVEMENT IN SCHOOLS & EDUCATIONAL PROGRAMS

The Association of Alaska School Boards believes, and research supports the belief, the single most important factor in student achievement is parental, family and guardian involvement in the educational process, both at home and in the schools. AASB strongly feels family involvement in the education of children is a high priority. Research has shown family involvement at home, in schools and education programs enhances student success.

PERSONNEL

B.13 ALASKA NATIVE TEACHER HIRE & RETENTION

Studies have shown that Native teachers have had a very positive effect on Native students. The hiring and retention of qualified Alaska Native teachers has long been supported by educational and Native organizations. AASB strongly urges school districts to recruit qualified Native teachers. The University of Alaska is encouraged to more actively recruit Native students. Local school districts, with the help of the Alaska Department of Education and Early Development, are encouraged to provide leadership in developing programs to encourage Native students to choose education as a field of study, and to make every effort to foster the hiring and retention of Native teacher aides and teachers.

EDUCATION PROGRAMS

B.14 EARLY CHILDHOOD EDUCATION

All children should have opportunities to learn during the formative early childhood years. Many of Alaska's young children are placed at risk for future school failure because they do not have access to rich learning opportunities for a variety of reasons. The Association of Alaska School Boards therefore supports and encourages districts to develop early childhood programs which target at risk children and include a parent and family involvement component. *Amended 1998*

AASB

CORE RESOLUTIONS

SUBJECT AREA: GOVERNANCE

1.1 Opposing Mandated School Consolidation

AASB is opposed to *mandated* school consolidation because it will significantly reduce local control for a majority of school districts in Alaska.

Rationale. Alaska Legislative Budget and Audit Committee has completed a study, the outcome of which suggests only marginal savings by consolidation of school districts at the expense of the significant advantages to home rule. The State of Washington Legislative and Budget Audit Committee has also completed a similar study, the outcome of which suggests that there are significantly better ways to accrue cost savings. AASB continues to seek and engage in cooperative and shared service opportunities, thereby creating a significant savings of State tax dollars for all involved.

The concept of cooperation and shared services as an alternative to mandated consolidation ensures local autonomy and decision making are preserved. AS.14.14.115 provides a grant program that encourages the sharing of services to recognize cost economies. Some communities and school districts have considered it viable to consolidate, and have done so through their own volition as a local decision.

No evidence has been provided to support the proposition that significant savings would result from the indiscriminate combining of school districts. Amended 1999

RECOMMENDATION: Amend [Amended text moved from resolution 1.2 to 1.1]

COMMENT: The minimum instructional expenditures provision with the funding formula back in 1996 was designed partly to drive consolidation, according to Sen. Wilken. That appears to have satisfied lawmakers for the time being. Now lawmakers have turned their attention to mandated borough formation.

1.2 OPPOSITION TO MANDATED BOROUGH FORMATION

AASB continues to oppose *mandatory* formation of boroughs. A mandatory borough act reverses a decades long trend toward increased local responsibility and control by encouraging the elimination of small REAA districts and small city districts, and would also reduce the level of local control of education as it exists today.

Rationale. Local communities may differ in their values and the priorities associated with the delivery of educational services.

~~The concept of cooperation and shared services as an alternative to mandated consolidation ensures local autonomy and decision making are preserved. AS.14.14.115 provides a grant program that encourages the sharing of services to recognize cost economies. Some communities and school districts have considered it viable to consolidate, and have done so through their own volition as a local decision.~~ [Moved to resolution 1.1 Mandated Consolidation]

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in many rural areas of the State. ~~No evidence has been provided to support the proposition that significant savings would result from the indiscriminate combining of school districts.~~ [Moved to resolution 1.1 Mandated Consolidation]

RECOMMENDATION: Amend

COMMENT: SB 48, by Sen. Wilken, received considerable attention this year. SB 48, also called the Equity in Education Funding Act, is designed to generate local matching dollars for education from residents that are able to contribute. It creates a new process for considering borough formation and annexation that bypasses a public vote on the issue. Public meetings, however, would be held. The process requires the Local Boundary Commission to recommend model boroughs. The Dept. of Community and Economic Development would draft the incorporation or annexation petition and hold local public meetings. The Legislature would have the final say; unless the Legislature rejects the recommendation within a prescribed period of time, the new borough or annexation is approved.

SB 48 passed the Senate 11-9 but was stopped in its tracks upon arrival in the House. Rep. Carl Morgan, R-Aniak, chairman of the Community and Regional Committee on the House side, made it clear he would bury the bill citing constituent displeasure. SB 48 never received a hearing in C&RA Committee.

The Alaska Legislature currently has the authority to tax the unorganized borough, but appears to prefer a process that allows people to pass a tax on themselves.

1.3 NON-PUBLIC SCHOOL AND PART-TIME STUDENT ACCESS TO PUBLIC SCHOOL ACTIVITY PROGRAMS

AASB opposes mandated, unrestricted, and unfunded non-public school and part time student access to public school activity programs.

Rationale. Mandating non-public school and part time students access to public school activity programs poses a number of serious problems including: lack of an adequate funding source (potentially draining resources away from public school students), lack of standards for eligibility when it comes to competitive extracurricular activities, and the unresolved issue of liability. It sets a dangerous precedent, where non-public education institutions utilize public services without paying for them, and without being accountable to the public. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: Legislation was introduced some years back that would have allowed non-public school and part-time student access to public school activity programs. The legislation did not pass. At that time the State Board drafted a position supporting enrollment in public school activities for home schooled, private and correspondence students, but the Board never moved forward with the proposal.

Alaska Schools Activities Association rules state: private school and home schooled students are only eligible to participate in their "school of enrollment" (only students from alternative schools can select another school within their district) and they must be enrolled in at least the equivalent of four classes. Seven years ago this rule was challenged in court. The ASAA rule was upheld.

1.4 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB supports charter schools as long as the school board:

- (a) retains the sole authority to grant the charter;

- (b) retains options to decertify any school that fails to meet criteria set forth in the charter or as otherwise specified by the local school board;
- (c) maintains accountability, such as determining the criteria, standards or outcomes that will be used in establishing the charter;
- (d) ensures that a charter does not foster racial, social, religious or economic segregation or segregation of children with disabilities.

Rationale. Under Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. SB 88, Formation of Charter Schools, became law in 1995. It gave local school boards the ability to approve or deny charter school applications, and not be overturned by another group, and gave local boards the ability to add other requirements for charter schools, including Principal/Head Teacher Certification. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: This year's charter school bill, HB 101 by Rep. Dyson, protects local control, and was supported by AASB.

1.5 SCHOOL VOUCHERS

The Association of Alaska School Boards is opposed to using public tax dollars to finance private, parochial, or home school vouchers.

Rationale. Public schools educate every child, regardless of race, ability, religion, economic circumstance or special needs. Public schools, through their elected school boards, are directly accountable to the citizens of the community for the expenditure of public funds. Taxpayer-funded vouchers for private, parochial, or home school tuition and fees drain scarce resources from public classrooms and diminish revenues available for public schools. Vouchers may raise local taxes if state appropriation is insufficient. *Adopted 1998, 99*

RECOMMENDATION: Continue

COMMENT: No new legislation has been introduced recently on the state level. However, on the national level President Bush's major voucher proposal did not survive congressional debate. The amount allowed in individual Education Savings Accounts, however, was increased. These accounts may be used for public or private education. NSBA has characterized ESA's as a backdoor voucher.

1.6 CENTRALIZED TREASURY: DISTRIBUTION OF ALLOCATED FUNDS FOR SCHOOLS AND INTEREST EARNED

AASB urges the Legislature to provide that all designated funds directed to school districts, including interest earning related thereto, must go to school districts without penalty, and that all interest on school district funds must accrue to the school district.

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public education. The efforts of local school districts should be to provide sound planning for future educational needs. State funds allocated to school districts have been retained by certain municipalities under centralized treasuries. Some municipalities retain fund balances on school budget moneys, and interest accrued on school funds are sometimes held by the municipalities. As it is unclear how interest on school funds are to be distributed, this action will make certain all moneys allocated and earned for schools is used to benefit children. Currently, with a municipal centralized treasury it is possible for money to be used for things other than education.

RECOMMENDATION: Continue**1.7 strike notification**

AASB supports legislation which would require employees and/or their bargaining agency to give a school district a 72-hour advance notice when a strike to the district will occur and that would require the district to give employees and/or their bargaining agency a 72-hour advance notice of its intent to impose a contract on the bargaining agency.

Rationale. Unannounced strikes undermine public confidence in public education and do not serve our communities. Strikes create security problems for facilities. The safety of school children would be compromised in the event school employees walked off their jobs. Union members should also have equal advance notification in the event a district decided to impose a contract.

RECOMMENDATION: Continue

COMMENT: NEA seems to have successfully convinced lawmakers it was not worth their effort to fight this battle. They characterized the unbridled right to strike as part of the agreement reached over the issue of binding arbitration—an issue lawmakers don't wish to revisit. Requiring advance strike notification breaks the agreement, NEA argued.

1.8 CLASS SIZE

AASB opposes any *mandating* of class size or making class size a negotiable item of bargaining.

Rationale. The Alaska Supreme Court has held that class size is not a mandatory subject of collective bargaining. While school boards recognize the advantage of small class size, they must be able to use discretion when weighing the costs of reduced class sizes with other financial obligations and educational needs of a district. Making class size a mandatory subject of collective bargaining might make class size subject to grievance binding arbitration or otherwise diminish board control over staffing levels.

RECOMMENDATION: Continue (Move to Belief Statement)

COMMENT: HB 30, introduced this year by Rep. Kertulla, never received a hearing. There does not appear to be any significant support for mandating class size.

1.9 OPPOSITION TO VOTING BY MAIL ELECTIONS

The Association of Alaska School Boards urges the Division of Elections to remain vigilant in its efforts to conduct fair, impartial, and fraud-free elections in Rural Education Attendance Areas where voting by mail has been instituted for school board elections ~~vehemently opposes the current vote-by-mail method of electing school board members in any Alaskan election district.~~

Rationale: Concern has been raised regarding illiterate voters who may ask others to fill out their ballot, discarded ballots (e.g. found in the waste basket at the post office) that could be collected and used in an illegal manner, and other fraudulent activity. AASB would like assurances that the voting by mail election process eliminates fraud as nearly as possible. The Alaska Division of Elections has, for undetermined reasons, taken the right and freedom to vote for elected school board members away. The vote by mail election has created the opportunity for fraudulent and illegal election practices to occur. The vote by mail does not provide for the opportunity to vote absentee or a question ballot. The cost of mailing ballots back is an implied poll tax. Adopted 1999

RECOMMENDATION: Amend

COMMENT: Proposed amendments change the focus of the resolution from opposition against voting by mail to urging the Division of Elections to remain vigilant in fighting fraud.

AASB's main issue is fraud. According to Janet Kowalski,, Director of the Division of Elections, the division goes to great lengths to minimize the opportunity for fraudulent and illegal election practices. There are no instances on record of having found any fraud. The only complaints she has received about voting by mail, aside from AASB, are a few calls about the cost of mailing a ballot. Her response: 34 cents is a good deal when you consider the cost of gas used by most people who drive to the polling station.

Issues brought up by our membership last year during debate on this resolution:

1. Forwarding of ballots to people who have moved to another community, sometimes a year later—As with regular elections, a resident may live in one community and claim residence (and vote) in another. With voting by mail, the ballot is forwarded as per instructions. Otherwise, ballots are clearly marked as non-forwardable by the postal service. Federal law on purging mail lists require the information remain in the system for up to two years. The mailing of pre-ballot flyers allows the Division to update mail addresses.

2. Discarded ballots—Concern was raised that discarded ballots (e.g. found in a waste basket in the post office) could be used. Kowalski said it is highly unlikely this fraud could be successful. A returned ballot would have to include certain “identifier information” that does not appear on the mailed ballot. Without providing the correct identifier information, the ballot does not match the state computer registry and is thus invalid.

Regarding the resolution, Ms. Kowalski said it is incorrect that voting by mail does not provide for the opportunity to vote absentee. Absentee voting is largely unaffected by the voting-by-mail process; the vast majority of people who vote absentee do so through the mail, said Kowalski. Regarding question ballots (where someone votes in person at a different location than the one in which they are registered) Kowalski said voting by mail does not apply to question ballots.

1.10 HIGH SCHOOL GRADUATION QUALIFYING EXAM EFFECTIVE DATE CHANGE

AASB supports changing the effective date of the High School Graduation Qualifying Exam from January 1, 2002 to February 1, 2002.

Rationale: In 1997, the Legislature passed a law requiring high school students in the Class of 2002 and beyond to pass an examination known as the High School Graduation Qualifying Exam before they can be awarded a diploma.

However, many students who do not graduate with their class in June of 2001, for whatever reason, will not have the opportunity to finish their coursework during the fall semester before the effective date of the High School Graduation Qualifying Exam goes into place. The fall semester for most districts will end during January 2002. The effective date of the law is January 1, 2002.

As a result these students will have to pass the High School Graduation Qualifying Exam in order to qualify for a high school diploma in Alaska. However, they will not have had the benefit of being taught to the new standards upon which the test is built, nor opportunities to obtain remedial assistance as those who are scheduled to graduate in the spring of 2001. *Adopted 2000*

RECOMMENDATION: Delete.

COMMENT: SB 133 addresses the issue. AASB instrumental in shaping and supporting this legislation.

1.11 EXTEND IMPLEMENTATION OF CONSEQUENCES OF THE HSGQE TO 2004

The Association of Alaska School Boards urges the Alaska Legislature and Department of Education & Early Development to extend the implementation of consequences of the High School Graduation Qualifying Exam to 2004 (although continue testing) [AS 14.03.075].

Rationale: This is a simple issue of fairness. The public needs assurance that students have been given the opportunity to receive instruction through a curriculum that has been aligned to the state's performance standards. To expect students to pass the high stakes exit exam without an aligned curriculum is not fair. In this instance, to withhold a student's diploma does not hold schools accountable, but it may unfairly penalize certain students who haven't been adequately prepared to meet the standards.

This extension would allow two more years for districts to align curriculum, teaching strategies and assessments with performance standards. It would also allow two more years to prepare teachers in necessary understanding and teaching skills. Additional benefits are that it would provide more time to build parent/community support and assistance in preparing students, and provide remediation time to better prepare for the consequences of the exam.

Adopted 2000

RECOMMENDATION: Delete.

COMMENT: SB 133 passed, granting the two year extension. AASB instrumental in shaping and supporting this legislation.

1.12 ASSISTANCE FOR SCHOOLS AND DEVELOPING A PROGRAM FOR STUDENTS WHO DO NOT PASS THE H.S.G.Q.E.

AASB urges collaboration between ~~is willing to work in partnership with each~~ Alaska School Districts and the Department of Education and Early Development to develop academic and vocational educational programs to meet the needs of Alaskan schools designated as "deficient" or "in-crisis," and also for students who do not pass the HSGQE in its entirety.

Rationale: It is understood that not all schools are going to be designated as "successful" or "distinguished" and that not all high school seniors are going to pass all sections of the HSGQE after their senior year graduation. ~~AASB believes the Department of Education and Early Childhood, working with all Alaska School Districts, must develop a program to meet this need.~~ It is the responsibility of public education—school boards, with technical assistance from the Department of Education and Early Development—to give all students the opportunity to become productive members of our society. The State of Alaska and the public school systems must continue to develop programs that will help all Alaskan youth. *Adopted 2000*

RECOMMENDATION: Amend

COMMENT: The AASB Board felt it was inappropriate to request DEED to develop a program for students who do not pass the graduation exam. This is the responsibility of local districts. Instead, the Board proposal is to urge collaboration with DEED, and to address schools in the resolution, not just students.

DEED is providing curriculum assistance to districts to help make the switch to a standards-based curriculum in the form of Quality Schools Grants, educator in-service, and partnering with districts. The Alaska Legislature specifically offers Learning Opportunity Grants (doubled funding this year) for summer school and other programs designed to meet the needs of students who may have difficulty passing the graduation exam. AASB's Quality Schools/Quality Students is also designed to improve student success and holds great promise. The issue is also being addressed by the Alaska Staff Development Network and the Gates Consortium (grants).

1.13 SUPPORT OF ACCOUNTABILITY FOR HOME SCHOOLED STUDENTS

The State Department of Education and Early Development should have the authority and funding to track students throughout the state who are not enrolled in public or private educational institutions. Parents of such students should be required to register their students with the state and provide information regarding instruction of and progress of their children.

Rationale: Students receiving an education at home are not required to register or be accountable throughout their education. Whether by not enrolling or by leaving the school systems of the state, no "safety nets" for students are in place to assure that all students are receiving the benefit and right of an education.

Public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling. Reentry into public education puts these students and the receiving district in a position of providing substantial remedial assistance, while being subject to the same testing and evaluation standards as other students. Adopted 2000

RECOMMENDATION: Amend

SUBJECT AREA: FUNDING

NEW-A+ STUDY ON EDUCATION FUNDING

The Association of Alaska School Boards supports the findings of the Education Funding Task Force in its A+ study dated February 1, 2001, and urges the Legislature to follow its recommendations.

Rationale:

A+ STUDY provides guidelines on school district needs. It clarifies and makes recommendations on the issue of funding distribution (adequacy and equitability). The A+ Study recommends the following: Increase funding by \$34.6 million in year one, with approximately a 1.5% increase for each additional year. Provide financial incentives for high performing schools and assistance for low performing schools. Provide funding to attract and keep new teachers, including a loan assumption plan. Secure funds to develop a new and appropriate methodology and prepare statistically defensible district cost factors and suspend the supplemental funding floor pending the new district cost factor study.

Other issues to consider regarding education funding:

COST FACTOR STUDY—The Cost Factory Study should be thorough—addressing the methodology, fair distribution, and adequacy of funding to ensure school and student success. It should be reviewed regularly, and must be legally defensible.

THE UNADJUSTED ADM—For the past few years Learning Opportunity Grants (LOGs) have been provided outside the education foundation formula. These funds are distributed on a straight ADM basis, unadjusted to take into consideration economies of scale and the cost of providing services in different parts of the state. District cost factors

(area cost differentials) have historically been used to provide fairness in distribution of funds. The inconsistency in using adjusted and unadjusted ADM for LOGS is troubling. In addition, these are one-time funds and cannot reliably be counted on because they expire annually. If funding needs adjusting, all revisions should be made within the formula.

INFLATION PROOFING—If Alaska’s children are going to be well prepared to compete in the world marketplace, Alaska must continue to improve its educational system, and reasonably adjust education funding for annual cost increases. A fully funded foundation program must include an inflation adjustment to the foundation formula. If inflation proofing is valid for the Permanent Fund, then it is valid for funding our children’s education.

SUPPLEMENTAL FUNDING FLOOR—The very nature of the supplementary funding floor is punitive. A district can ill afford to lose additional funding when enrollment is decreasing significantly—or increasing. A district should lose or gain funding solely on a per pupil basis. Districts under the supplemental funding floor receive only 60% of funds for each additional student. This is not an organizational issue. It’s a civil rights issue.

QUALITY SCHOOLS INITIATIVE—The Quality Schools Initiative creates continuous, increasing financial demands on school districts. The initiative mandates benchmark, pre-kindergarten and HSGQE testing; it requires implementing and integrating state school and educator performance standards. Districts will have to respond and remediate low performing schools when School Designation occurs. All districts will be increasing the amount of resources directed to student remediation. These state mandates should receive an ongoing, consistent source of funding

RECOMMENDATION: Adopt

COMMENT: Includes portions of resolutions #2.1 and 2.2

2.1 Implementation of the Adequacy Review of the Foundation Formula

The Association of Alaska School Boards calls upon the governor and the Legislature to:

1. Immediately appropriate sufficient funds for the new education formula, and implement the “thorough review of education adequacy” as approved by Legislative Intent in 1998. The review shall:
 2. have a comprehensive and broad work plan based on complete and accurate data that addresses all questions regarding statewide equity in the quality of education programs and educational opportunity; the efficiency of education management, and financial adequacy, and
- meaningfully involve school boards, assemblies, and councils providing funding for schools, and
 - make changes to the education funding formula to ensure that it adequately responds annually to inflationary cost increases and additional program needs, and
2. Assess and address the systemic effect and financial impact of correspondence schools, alternative schools under 200 ADM, part-time students and charter schools on local school districts.

Rationale: The Alaska Constitution mandates, “The legislature shall by general law establish and maintain a system of public schools open to all children of the state.” And the Alaska Supreme Court has stated (*MacCauley v. Hildebrand*, 1971): “The constitutional mandate for pervasive state authority in the field of education could not be more clear. First, the language is mandatory, not permissive. Second, the section not only requires that the legislature “establish” a school system, but also gives to that body the continuing obligation to “maintain” their system. Finally, the provision is unqualified: no other unit of government shares responsibility or authority.”

If Alaska’s children are going to be well prepared to compete in the world marketplace, Alaska must continue to

improve its educational system, and reasonably adjust education funding for annual cost increases.

Additional state funding approved last year was critical and appreciated, but the first year increase did not meet all education needs, and was locally significantly offset by other state cuts and local payments back to the state. It should be noted that cost–shifting to local governments results in undue hardship.

A Letter of Intent was adopted by the Legislature that state the Department of Education and Early Development would do a “... thorough review of educational adequacy in the schools of Alaska, paying particular attention to differences in the costs of school operations between communities, differences in costs of school operations depending on their size, and the particular effects and impacts described in AS 14.17.490 section (d), and to report to the legislature no later than January 15, 2001.” (Note: (d) provides that schools benefited by the “funding floor” receive 60% funding for additional new students until the “floor” is eliminated.) *Adopted 1998, 99*

RECOMMENDATION: Delete

COMMENT: Adequacy Study has been completed. Portions used in above NEW resolution on A+ Study.

2.2 FUNDING INCONSISTENCIES IN SB 36

In an effort to correct inconsistencies in SB 36, the Legislature should review and address inequities in the funding formula. The review shall:

- Address the sharp drop in funding a district receives when a community falls below 750 ADM or 100 ADM.
- Eliminate the punitive aspects of the supplementary funding floor.

Rationale: SB 36 is built on a per-pupil funding formula (average daily membership). This should be carried through to the funding mechanisms in AS 14.17.905 (facilities constituting a school) and AS 14.17.490 (supplementary funding floor).

The Legislature never intended to allow a \$300,000 to \$400,000 loss in funding when a district’s enrollment falls below 750 ADM or 100 ADM. Loss of one student should not have a devastating impact. When the loss of revenue during one fiscal year is disproportionate to the loss of students, districts need time to absorb this loss and minimize the impact on all programs.

The very nature of the supplementary funding floor is punitive. A district can ill afford to lose additional funding when enrollment is decreasing significantly—or increasing. A district should lose or gain funding solely on a per pupil basis. *Adopted 2000*

RECOMMENDATION: Delete

COMMENTS: Adequacy Study has been completed. First half of this resolution (750 ADM) addressed in SB 174 Education Funding, supported by AASB. Supplemental funding floor was not eliminated. Portions of this resolution are used in above NEW resolution on A+ Study.

2.3 DUAL ENROLLMENT

The Association of Alaska School Boards supports legislation to allow individual school districts to count students enrolled in any Alaska public school as enrolled in the school of their home residence when that school has less than ten students.

Rationale. The Department of Education & Early Development will not provide funding to schools with enrollment of less than ten students. Choice of enrollment for students is supported. However, choice at the expense of the school of their home residence reduces the educational options of the community.

The school is the center of a small community. Student population often fluctuates, but community needs remain the same. Continuity of quality educational programs in small rural schools in Alaska is pertinent to the success of K–12 students. *Adopted 1998, Amended 1999, 2000*

RECOMMENDATION: Delete

COMMENT: In the past this impacted at least Kodiak, SE Island, and Delta/Greely school districts. DEED says this is really asking for a waiver of current law which ceases to provide state funding for schools with under 10 students. They considered the issue and declined to support dual enrollment. AASB should re-consider the appearance of double dipping and the use of waivers to secure state funding. Adequacy of funding is the real issue.

2.4 ESSENTIAL FUNDING NEEDS OF PUBLIC SCHOOLS AND INFLATION ADJUSTMENT TO THE FOUNDATION FORMULA

AASB strongly requests that the Legislature meet the essential funding needs of public schools in Alaska and include an automatic, annual adjustment for inflation. A fully funded foundation program must include an inflation adjustment to the foundation formula.

Rationale. In 1998 the Alaska Legislature rewrote the education funding formula without an automatic adjustment for inflation. The new formula requires the Department of Education & Early Development to review the “District Cost Factor” and “School Size Factor” every other year and make recommendations to the Legislature. There is no automatic adjustment.

School districts have been expected to reduce programs each year for past years because of the costs of inflation. They have exhausted means to effect additional meaningful economies in operations. In addition, AASB does not endorse the use of the phrase “fully funded” to describe the current legislative practice of approving funding with no adjustment for the increased cost of doing business. *Amended 1998, 99*

RECOMMENDATION: Delete

COMMENT: Covered in NEW A+ Study resolution above.

HB 211, by Rep. Guess, and SB 57 by Sen. Davis introduced legislation supporting this AASB position. Both legislators are Minority members; the legislation was heard in both houses in the education committee but neither moved. H.FIN. Co-chair Mulder stated during session that NOT providing inflation proofing in the education funding formula is one of the few ways they have to control education spending.

DEED may annually request funding for inflation proofing, which they did through the A+ Study, but lawmakers did not respond.

2.5 BLOCK GRANTS FOR STUDENTS WITH DISABILITIES AND BILINGUAL EDUCATION

AASB urges the Alaska State Legislature to reconsider the funding level for “intensive needs” children receiving special education as it provides an inadequate level of support. Also, combined block grant funding for special education, vocational education, and bilingual education programs is inappropriate. Instead, AASB supports funding bilingual education programs separately based on need.

Rationale. AASB supports programs to assist local school districts to educate children with disabilities in the least restrictive environment through a continuum of appropriate placements. Citing a financial incentive to over-identify special education and bilingual education students, lawmakers in 1998 changed the way it funds special education, vocational programs, and bilingual instruction by offering a block grant (20% of a district's funds) to cover the cost of those programs. Bilingual program needs are diverse, however, and a block grant may bear no resemblance to actual need, thus shortchanging some districts while overcompensating others. The new "intensive needs" funding mechanism adopted will provide less funding compared to last year. In 1997 a Special Education Task Force determined 18.5% was an appropriate figure for Special Education programs alone.

AASB is also concerned that an increase in *federal* funding levels for special education, should it materialize, is not supplanted by reducing the *state* commitment to special education programs.

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Adopted 1998, Amended 00

RECOMMENDATION: Amend

COMMENT: This issue was hotly debated in Alaska in 1996 leading up to the revamp of the current foundation formula. On the national front, Congress is currently debating mandatory full funding of special education, which would dramatically increase funding for Alaska.

2.6 BLUE RIBBON TASK FORCE ON INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

AASB urges the formation of a Blue Ribbon Task Force, consisting of all stakeholders, to address a number of critical issues dealing with the Individuals with Disabilities in Education Act (IDEA). At a minimum, the Blue Ribbon Task Force should address the following:

1. Inadequate funding of a federal mandate
2. Differential treatment and discipline for special education students
3. Inadequate staffing/teacher preparation
4. High staff turnover
5. Teacher Liability/legal protections for advocates
6. Placement of students and delivery of services
7. Mediation between school districts and parents when disagreements develop over student placements
8. Reduction of massive, required paperwork

Rationale: Local school officials must be empowered to preserve a productive and safe learning environment free of undue disruption or violence. Consistent discipline requirements and procedures are the keys to a safe environment.

Discipline issues and excessive paperwork, especially, are having a negative impact on educators. Fewer certified personnel are willing to teach in special education programs because of these issues.

AASB joins with the National School Boards Association in urging Congress to fairly and fully fund this federal mandate. IDEA was enacted in 1975 when the federal government committed to pay 40% of the costs associated with educating children with disabilities. Today, federal funding accounts for approximately 10% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts.

Adopted 2000

RECOMMENDATION: Continue

COMMENT: Resolution distributed to interested parties, but no interest shown on forming a Blue Ribbon Task Force thus far. In visiting with DEED, department officials recognize the issues listed above as priorities for the department as well. AASB will continue to monitor state and national developments to help ascertain the value of calling for a task force.

HB 71, which passed this year, made significant changes bringing Alaska law in compliance with federal changes to IDEA. Notably, HB 71 separates out Gifted/Talented funds in Alaska statute from Special Education funds. *Districts* now have the option to determine how gifted program benefits will be offered, “consistent with regulations adopted by the department.” Advocacy groups competed over the 20% foundation formula allocation.

Congress is currently considering mandatory full funding of special education mandates, which could significantly increase federal funding levels.

2.7 FUNDING PRE-SCHOOL PROGRAMS IN ALASKA

AASB supports legislation to add funding for pre-school programs in Alaska and that legislation be introduced that includes pre-school program planning and funding for Pre-school-12 facilities in Alaska.

Rationale. Pre-school education is vital to the educational success of school children in Alaska. Pre-school programs should be an integral part of district curriculum. Inclusion of pre-school in a school has an impact on facilities planning.

The state does not mandate pre-school education. Many communities do not meet the qualifications for federal HeadStart or pre-school funding and sources of present federal funding are uncertain. Most existing pre-school programs cannot afford certificated pre-school teachers.

RECOMMENDATION: Continue

COMMENT: The body of research on child development continues to grow, highlighting the importance of pre-school learning. The Education Commission of the States is pressing P-16 education, and views pre-school as a critical issue. Focusing on developing standards to coordinate efforts of Head Start, child care, and pre-school.

2.8 FUNDING FOR THE QUALITY SCHOOLS INITIATIVE

The Association of Alaska School Boards strongly supports increased financial support to all local districts for the implementation of the Quality Schools Initiative.

Rationale. The Quality Schools Initiative creates continuous, increasing financial demands on school districts. The initiatives mandate benchmark, pre-kindergarten and HSGQE testing; it requires implementing and integrating state school and educator performance standards. Districts will have to respond and remediate low performing schools when School Designation occurs. All districts will be increasing the amount of resources directed to student remediation. These state mandates should receive an ongoing, consistent source of funding. *Adopted 1998, Amended 00*

RECOMMENDATION: Delete

COMMENT: A portion of this resolution is included in the NEW A+ Study resolution.

2.9 SUPPORT FOR CONSTRUCTION / MAJOR MAINTENANCE OF SCHOOL FACILITIES

AASB supports legislation that provides continuing and adequate capital funding for public school facilities. A source of funding separate from the foundation formula should be made available for all capital improvement projects each year to prevent a backlog of facility needs so that all of Alaska's children will have equitable access to comparable education facilities.

Rationale. Two decisions in as many years by the Alaska Superior Court found Alaska's funding of school construction discriminatory to rural school districts, and inadequate.

The State of Alaska has a constitutional obligation to fund the public school system, and the construction/major maintenance of the facilities required to support that system. Greater effort is needed to fund school facilities so that all of Alaska's children will have equitable access to good school buildings. The State of Alaska currently has a backlog which may be as much as \$1 billion due to project needs that have not been submitted to the Department of Education & Early Development because of a grant program that is inadequately funded. Alaska has an obligation to maintain and renovate outdated school construction.

Some areas of the state, particularly the Native population areas, are experiencing rapid population growth, and that growth is significantly impacting the capacity of schools; many have student capacity loads well in excess of 200%.

The state capital budget has been inadequate to address state needs. The CIP list for projects funded by DEED and municipal bonding for facility needs should both be adequately funded. *Amended 1998, 99, 00*

RECOMMENDATION: Amend

COMMENT: Alaska school construction made national news recently when Education Week, the education magazine of record, featured an article on construction disparities, Alaska's backlog of major maintenance projects, and recent court rulings.

2.10 ~~SUPPORT FOR SIMPLIFYING THE~~ CAPITAL IMPROVEMENT PROJECT APPLICATION PROCESS

AASB supports simplifying the Capital Improvement Project (CIP) application process to mirror other state grant processes requiring significantly less paper and significantly less personnel cost to the district in terms of contracted professional experts.

Rationale: The application process for Capital Improvement Projects is very time consuming and labor intensive, and requires professional services of architects, engineers and others that may have to travel to the site on at least one occasion. The expenses accrued during the application process must be budgeted to non-instruction. The amount of effort and resource required in the application process presents a burden for local districts that are funded for the purpose of educating kids. ~~paperwork required for the application process in comparison to the amount of paperwork for other state projects is extremely exaggerated.~~ *Adopted 2000*

RECOMMENDATION: Amend

COMMENT: Resolution forwarded to DEED, Legislature, Gov. DEED's Bond Reimbursement Grant Review Committee (authorized by AS 14.11.014) is charged with reviewing the CIP application process annually. The current process was developed by the Review Committee, which includes a representative from both the House and Senate. All information requested is necessary to prioritize the CIP list, says a DEED representative.

2.11 SUPPORTING THE CAPITAL IMPROVEMENT PROJECT PRIORITY LIST FOR NON-BONDED PROJECTS AS PRESENTED BY THE DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT

AASB strongly advises the legislature to follow the priority list for non-bonded projects as presented by the Department of Education and Early Development with no adjustments, deletions, or additions that would not otherwise be of an emergency basis.

Rationale: The Capital Improvement Projects list goes through a very comprehensive prioritization process developed and implemented by the Department of Education and Early Development. The legislature in recent times has not followed the priority list as presented. *Adopted 2000*

RECOMMENDATION: Continue

COMMENT: Legislators heard the message and largely followed the DEED list in this year's school construction package. Only a few of the construction and major maintenance projects were subject to "cherry-picking."

2.12 SUPPORT OF INCREASED FEDERAL FUNDING

AASB strongly encourages the Alaska Congressional delegation, the Department of Interior and the US Department of Education to increase funding levels for Alaska's schools.

Rationale. There is an expanding federal role and responsibility in delivery of public education. The cornerstone of President Bush's education policy calls for increased testing, and should therefore include commensurate funding.

Potential cuts in education exacerbate a situation in Alaska schools where funding has decreased while operating costs have risen. The original intent of PL 94-142 (federal special education funding) included the federal government paying 40% of the increased costs associated with its requirements. Alaska's schools receive a variety of supplementary funds from the federal government to meet the varied needs of its students. Federal funding, such as PL-874 Impact Aid, Carl Perkins, Migrant Education, Title IX Indian Education, Bilingual Education, etc., directly affect state basic funding.

Classroom requirements like handicap laws, the American Disabilities Act, and health laws, while worthwhile, have not had accompanying funding to meet the mandates. School lunch programs are critical in meeting the nutrition needs of many of our children. With funding uncertainties, it has become impossible to estimate available federal program funding, to get consideration of a plan of education or to develop a plan and a timetable for receiving grant allocations.

Alaska schools are at a critical juncture in meeting nationwide standards and need federal funding to reach those standards. *Amended 1997, 00*

RECOMMENDATION: Amend

COMMENT: Appears to be a significant increase in federal funding this year. Both the House and Senate in Congress have passed major education legislation to increase funding. Awaits conference committee.

2.13 EDUCATION ENDOWMENT

AASB lends its full support to the concept of an educational endowment to secure stable and full funding for education to be used for public elementary and secondary education.

Rationale. The funding of public K-12 education in our state is an annual appropriation from the General Fund and is subject to the shifting funding priorities of administrations and legislatures, and the variable level of state revenues. Budgetary cycles have increasingly failed to provide a stable and secure funding source for Alaskan students. Inflation and fixed costs have eroded the value of the foundation formula by approximately one-third during the past decade.

Adequate funding of education is ranked as a high priority by Alaskans. An educational endowment will provide a proven, secure, and dedicated fiscal resource for future public education funding for our state. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: A statewide ballot initiative was withdrawn in 1998. School board members felt this is still a good option and may gain support in the future.

2.14 START UP FUNDING OF CHARTER SCHOOLS

The Association of Alaska School Boards supports legislation to provide full funding for the creation and start-up costs of all charter schools. Adequate planning, supplies, equipment, and funding for additional facility space for charter schools is necessary to successfully implement the charters that have been provided for in state statute. This money should be in addition to regular foundation dollars.

Rationale. SB 88, Formation of Charter Schools, became law at the end of the 1995 legislative session. The law gave local school boards the ability to approve or deny charter school applications. Funding for the day-to-day operation of the charter schools was provided through the Foundation Formula. However, no funding was provided for necessary planning and start-up costs associated with the opening of any new school.

Also, many of our schools are over capacity and do not have space to house a charter school and many charter schools prefer to be housed in their own, separate facility because of the nature of their programs. Without adequate planning and start-up funding, many districts will have to deny a charter school application because of a lack of resources or fund charters out of already reduced budgets for neighborhood schools. The legislature must step-up to funding the planning and start-up costs associated with charter schools.

Adopted 1997 Amended 1998

RECOMMENDATION: Delete

COMMENT: Success! Rep. Dyson's HB 101 provides \$500 per student for start up costs. Covers all existing and all future charter schools, but the future amount of start up funds is subject to legislative appropriation, which was reduced to approx. \$400 per student in the first year.

2.15 EXPAND DEFINITION OF JUNIOR HIGH SCHOOL TO INCLUDE MIDDLE SCHOOL

AASB supports changing education statute AS 14.03.60 and regulations to expand the definition of junior high to include the words "middle school" and include the option of 6th grade in the configuration of the junior high/middle school. AASB also urges that language on facility square footage be changed to accommodate the funding difference.

Rationale. The middle school concept is a more developmentally appropriate approach to the junior high experience. Middle schools positively affect all children regardless of ability or socio-economic background. There is overwhelming support for the implementation of the middle school philosophy and concepts by junior high

principals and parents.

The way that the current law and regulations are written, the middle school model is not addressed (statute only recognizes grades 7 and up). Sixth grade is not given approval to be included in the junior high/ middle school mix. The grade configuration of middle schools varies but may include 6, 7, or 8th grades in various combinations. Several districts already have configurations ranging from 6th grade to ninth grade and are therefore out of compliance with Department of Education & Early Education regulation.

Inclusion of sixth grade in the middle school configuration has an impact on facilities planning. *Amended 1999*

RECOMMENDATION: Amend

COMMENT: No activity this year. Legislation was introduced in both years of the 21st Alaska Legislative Session. Both attempts were unsuccessful, partly because of a fiscal note that assumed all districts would reconfigure their schools. The increased fiscal note would be due to building a larger school with an increase of 25 sq. ft. per 6th grade student.

Law dictates approx. 125 sq.ft. per student at the elementary level; secondary students warrant 150 sq.ft. per student. The theory is that elementary students don't typically move from class to class and need less room; whereas in the secondary school students move throughout the school all day. However, some middle schools utilize the secondary school model with students moving throughout the school. The argument is that these schools should be allotted more space.

2.16 INSTRUCTIONAL TECHNOLOGY

AASB urges state and federal governments to ensure that all classrooms are provided affordable and equitable access to the national information infrastructure. AASB urges the Legislature to implement matching grants for instructional technology that would address hardware, software, communication, infrastructure and training needs. We urge Congress to fully fund the provisions of the Telecommunications Act of 1996 (E-rate program) while protecting the original purpose of the Universal Service Fund to help provide affordable telecommunications to rural areas.

Rationale. ~~It's estimated that by the year 2000, 60% of jobs will require computer skills.~~ Alaskan students are growing up in an Information Age that is rapidly becoming the Communication Age. The global information highway and the skills to communicate over it, as well as access to the rich store of information on it, must be made available to students. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children. *Amended 1998, 99*

RECOMMENDATION: Amend

COMMENT: There is concern that support for the E-Rate Program (Telecommunications Act of 1996) to get all schools online could erode funding granted to Alaska under the Universal Service Fund (subsidizing rural areas) which brings in \$60 million to Alaska. The concerns appear to have dissipated, as the program is very popular in Congress and is well established. The E-Rate program is beginning its fourth year. Alaska currently receives \$12

million under the federal E-Rate program.

2.17 SCHOOL CONSTRUCTION DEBT RETIREMENT

AASB calls upon the Legislature to fully honor all past commitments for bonded indebtedness reimbursement and to meet future school construction needs by continuing to fund the school debt reimbursement program.

Rationale. Article 7, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all children. Under AS 14.11.100 the State of Alaska agreed to repay school districts at set percentage rates for school construction bonded indebtedness in past years. Over the past years of high growth many regions of the State have bonded for school construction with the expectation that the State would honor its obligation. In the past ~~previous~~ years these good faith agreements have sometimes not been fully honored, placing a heavy burden on local taxpayers. This aforementioned tax burden has created a hardship for taxpayers and resulted in a loss of local revenue for classroom education. *Amended 1998*

RECOMMENDATION: Amend

COMMENT: When the CIP was first implemented, the idea was to spend down bonded debt. But urban areas witnessed increasing enrollments and continued to build. Instead, CIP funding was reduced to its current status, sparking the CEAAC lawsuit supported by rural districts.

2.18 REVENUE SHARING & THE COMMUNITY DIVIDEND ~~SUPPORT FOR INCREASE/~~ ~~RESTORATION OF MUNICIPAL REVENUE SHARING & ASSISTANCE~~

Municipalities play a large part in financing education. If Municipal Revenue Sharing & Assistance programs are reduced or eliminated it has a serious impact on public schools. The Association of Alaska School Boards supports increased/restored funding for Municipal Revenue Sharing & Assistance.

Rationale. State funding to municipalities has been decreasing annually. The loss of state aid to municipalities reduces the services they are able to provide, including funding of schools. These decreases are also forcing communities to raise taxes to offset state mandates ~~economically unfeasible levels~~. Support for this program is essential.

An alternative way to fund the Municipal Revenue Sharing & Assistance program is the concept of a Community Dividend—creating a mini permanent fund for Alaska municipalities which would distribute the interest earned in the form of a Municipal Dividend. This idea was forwarded by the Alaska Municipal League, and looks promising. *Adopted 1999, Amended 00*

RECOMMENDATION: Amend

COMMENT: Revenue sharing increased by \$1.1 million (through safe communities funds). The Community Dividend, HB 20, passed through C&RA and STA committees, but stalled in FIN committee. No Senate bill. Viewed as possible piece to long term solution of the fiscal gap.

2.19 FINANCIAL SUPPORT TO ACHIEVE STATEWIDE STRATEGIES

The Association of Alaska School Boards urges the Alaska Legislature to provide the financial support necessary for public education, the Department of Education & Early Development, universities and other agencies to fully realize the potential of a standards-based educational system focused on increasing student achievement. To ensure a successful standards-based educational program, the Association of Alaska School Boards supports the following

strategies:

3. Time—An extended school year
4. Alignment—Professional/technical assistance to align curriculum with standards
5. Enhanced teacher preparation/in-service
6. Teacher/administrator recruitment to attract professionals to come and stay in Alaska
7. Re-address special education testing issues
8. Extend the implementation of consequences of the HSGQE to 2004

Rationale: A bipartisan group of parents, teachers, administrators and policymakers met in Girdwood, Alaska on Sept. 29-Oct. 1, 2000 for an Education Summit to review results of Alaska's benchmark tests and the High School Graduation Qualifying Examination. They identified student "needs and causes" to develop targeted plans for improvement. The group established priorities and developed statewide strategies for districts, the State Board, Department of Education & Early Development, universities, state agencies, organizations and the Legislature to help students meet statewide standards.

Participants at the Education Summit identified time and alignment (curriculum, instruction and assessments) to the state standards as the two most important issues. With enough time to align curriculum to state performance standards, participants learned that students' chances of academic success go up dramatically. Given adequate time, a well qualified instructor can deliver a curriculum aligned to standards, helping ensure all students have the opportunity to succeed. *Adopted 2000*

RECOMMENDATION: Amend

COMMENT: A large part of the A+ Study is based on this resolution.

2.20 EMERGENCY STATE FUNDING FOR REAA FUEL STORAGE AND TRANSFER FACILITIES

AASB requests emergency state funding for upgrades of state-owned fuel storage and fuel transfer facilities in REAA school districts where there is an imminent environmental and safety hazard.

Rationale: State-owned fuel storage and fuel transfer facilities in school districts across Alaska are aging and, because of the harshness of the environment, are deteriorating rapidly. The potential for disastrous leakage and spillage is extremely high as that deterioration continues and escalates.

Stringent regulations, both state and federal, mandate significant penalties for school districts suffering fuel spills from state-owned facilities. Replacement costs for aging systems are astronomical and far beyond the funding allocations prescribed by the state for schools. Emergency state funding is crucial to avoiding looming financial and environmental disasters, and in some districts, serious environmental health problems. *Adopted 2000*

RECOMMENDATION: Continue

COMMENT: 465-5200 DEC Fuel Storage Program, director Dan Denfeld to respond.

2.21 PUPIL TRANSPORTATION

AASB believes the state of Alaska should fully reimburse the cost of pupil transportation. Getting students safely to and from school is a vital part of public education.

In addition, AASB recommends that the Legislature direct the Department of Education and Early Development

appoint a task force made up of district transportation representatives and business officials to review regulations and establish "Allowable Costs" for pupil transportation. Local districts would be required to pay 100% of the cost of any service above those allowed under the revised regulations. [INFORMAL DISCUSSIONS, NOT A TASK FORCE, RESULTED IN REVISED ALLOWABLE COSTS—delete paragraph]

ASSB also requests that any changes in reimbursement for pupil transportation be communicated to Districts in writing with sufficient time for districts to implement changes.

Rationale: The Department of Education and Early Development has recently considered no longer reimbursing districts for equipment on school buses which exceed the *Alaska Minimum Standards for School Buses*. This document was last revised in 1990 and does not address recent advances in safety equipment, items such as emergency exits, automatic chains, LED stop arms, heated adjustable mirrors, video cameras and PA systems. DEED will also not reimburse districts for the costs of air operated service doors and ergonomic driver seats; these items will help reduce workers compensation costs. [DEED SAYS THESE ARE NOT MINIMUM STANDARDS, WHICH WERE RECENTLY REVISED IN CONSULTATION WITH DISTRICTS AND THE REGULATORY PROCESS. –delete paragraph]

The legislature recently discussed paying only 95% of pupil transportation costs as incentive for districts to align contracts, encourage competition, and presumably reduce costs. Over the past two years the alignment has been completed. ~~Transportation Directors in Anchorage, Fairbanks and Mat-Su have been attempting to make or attract companies not currently doing business in Alaska. They believe that Capping proposals at 95% of the current rate will not help districts improve competition, especially in light of the recent increased in fuel costs, the rise in the minimum wage for drivers, and the low unemployment rate.~~

~~There are wide ranges of services not provided by school districts in Alaska that have been approved by DEED in the past. Some districts provide monitors on regular routes, another provides mid-day kindergarten, and yet another district establishes routes for private schools students. Thus, every district has different criteria for establishment of hazardous transportation. These inconsistencies and many others need to be addressed so that all districts are reimbursed for comparable services. [DEED RESPONSE TO INCONSISTENCIES IS THIS: THE ONLY WAY TO LEVEL THE PLAYING FIELD WOULD BE TO DENY ALL SPECIAL REQUESTS, WHICH IT DOESN'T WANT TO DO. THE CURRENT SYSTEM OF ALLOWING DISTRICTS TO SUBMIT SPECIAL REQUESTS ADAPTS TO UNIQUE ALASKA SITUATIONS.] Adopted 2000~~

RECOMMENDATION: Amend

COMMENT: The AASB Board is proposing to amend the resolution to address funding levels only, as many of the other concerns have been addressed in recent years. Districts overcame the 95% funding proposal offered this year and last year.

2.22 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

AASB supports expanding the Boarding Home Program to provide funding for new, locally controlled and operated, regional boarding high schools throughout the state. The appropriateness of a regional boarding school is best determined within the region and its governing body.

Rationale. Passage of a boarding schools/charter school law in 1997 (ASL Ch. 113) allows for the creation of boarding schools specifically not funded by the state. AASB would like to see that changed to provide students with the option of attending a larger, regional boarding high school operated by a school district.

The State of Alaska currently provides paid tuition and paid room and board for village students desiring to attend Mt. Edgecumbe school if they have no access to a high school program at their grade level in their village community, but also without regard to local availability of high school programs. It also provides students within urban settings with the opportunity to attend the state run boarding school. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available.

Many students in small village high schools now desire the educational and extra-curricular opportunities found at larger, centralized high school sites. The distance from Northern and Interior villages, from Mt. Edgecumbe, however, may deter some students from enrolling. *Amended 1997, 00*

RECOMMENDATION: Amend

COMMENT: Amend to recognize that Anchorage and other urban area students also attend Mt. Edgecumbe.

Mt. Edgecumbe's expenditures per pupil is approximately \$15,000; REAA expenditures typically exceed that cost. Thus making an argument for cost savings for the state, and reason why they should support state funding for boarding schools.

Rep. Foster's Vocational Education Pilot Program this year offered one option. HB 239 would recreate the Nome-Beltz boarding school in cooperation with Bering Strait School District as "feeder schools." It retains the appropriateness of local control within the region.

2.23 STATE FUNDING FOR STATE BOARDING SCHOOLS

AASB recommends the following change to AS 14.17.440 State Funding For State Boarding Schools:

Amend AS 14.17.440 by adding:

“(C) State boarding schools that send students back to their home districts before the end of the school year will return the remaining funding with the student as calculated below. Arrive at a percentage of days in attendance by taking the 180 days minus number of days in attendance at the boarding school/180 days. Multiply this percentage by the amount of money the student would have received in their district under AS 14.17.460. Return that amount of money with the student to the receiving school district.”

Rationale: Boarding schools operate like private schools but with public funds. Boarding schools select the students that they will take, whereas regular public schools take all students in their attendance areas. Boarding schools send students home if they do not meet the standards set by the boarding school. As currently practiced, if a boarding school student is sent home or voluntarily decides to return home after the 20 day count in October, the funds for that student remain with the boarding schools. The regular public school has the student but not the funds. As an incentive for boarding schools to work hard on retaining students/improving their screening techniques, boarding schools would lose money if they lose students. As the current statute operates, there is a reward for taking in a large number of students then sending them home after the 20 day count. The reward is more money and less students to spend it upon. Unfortunately the receiving school has the student without the money. If a student chooses to go to a boarding school and remains the entire year no one is harmed. The teaching school has the state funds to teach and the sending district is not teaching a student without money to do so later in the year. *Adopted 2000*

RECOMMENDATION: Delete

COMMENT: DEED does not believe the change called for in this resolution is warranted as there are so few cases where Mt. Edgecumbe sent kids home before Christmas. Characterized as isolated instances.

The AASB Board recommends deleting this resolution because the current funding mechanism works both ways. While it is true that districts could lose funds depending on shifting enrollment, they also might gain funds for the same reason.

SUBJECT AREA: CHILD ADVOCACY

3.1 PROMOTING DEVELOPMENTAL ASSETS IN ALASKA'S CHILDREN

AASB encourages each neighborhood, congregation, community, school district, and state agency to review the research in order to initiate and sustain programs which build assets in Alaska's children and teens.

Rationale. Research (*What Kids Need to Succeed—40 Developmental Assets*, by Benson, Galbraith & Espeland) shows that effective schools, families, congregations, and communities can contribute to the positive development of youth. From September 1989, to today, over 300,000 adolescents in 600 communities in 33 states have participated in a study which asked kids to list the different supports in their lives. After analysis of the data, it was discovered that the difference between troubled teens and those leading healthy, productive, positive lives was strongly affected by the presence of what is labeled “developmental assets.” These assets are cumulative, meaning that the more a young person has, the better. Forty of these assets were identified – 20 exist in the teen's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life.

Research shows that the more assets a teen has the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets a teen has the more likely they are to succeed in school and to exhibit empathic and caring behaviors. *Amended 1998*

RECOMMENDATION: Continue

3.2 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

AASB requests that the Alaska Legislature provide and improve effective programs and services aimed at the prevention of Fetal Alcohol Syndrome (FAS)/Fetal Alcohol Effect (FAE) within our state, and to allocate adequate funding necessary to provide parent training, school staff training, and specialized educational services necessary to serve FAS/FAE children.

Rationale. The child who has been prenatally exposed to drugs and/or alcohol is at risk for developmental, behavioral, psycho-social and learning problems. Alaska's public schools must provide educational services to all children regardless of handicap. Alaska has one of the highest incidence rates of children born with FAS. Not all the FAS, FAE or FADE (Fetal Alcohol Drug Exposed) students meet the criteria for Special Ed Programs. The public must be educated that the use of alcohol/drugs during pregnancy may severely affect and damage children. It is estimated that for every child born with FAS, 10 are born with FAE, and are difficult to identify.

FAS/FAE often require special instructional strategies and materials. Funding support for education of handicapped children is already barely sufficient to meet the needs of those children currently identified. The educational identification and service of Fetal Alcohol Syndrome/Fetal Alcohol Effect children is extremely expensive.

Amended 1998, 00

RECOMMENDATION: Continue

3.3 LIMITING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts which limit children's access to pornography on the Internet and encourages efforts to create a more positive, safe computing environment for children. AASB also supports self-regulation in the industry encouraging providers of pornography to post rating labels and "black-out" pages requiring adult verification before access is granted. AASB supports efforts to provide parents with the necessary information about the influence of the Internet in order to assist them in their decisions concerning internet access for their child.

Rationale. Pornography is highly prevalent on the Internet. The Internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an Internet search engine and voluntary "black-out" with adult verification, children's access to inappropriate material will be limited.

Adopted 1997

RECOMMENDATION: Continue

3.4 VIOLENCE IN MEDIA AND ENTERTAINMENT

AASB supports efforts which challenge the media and entertainment industry, including manufacturing, to develop more positive content for both children and adults that demonstrates nonviolent solutions to problems and respect for human life. AASB also supports self-regulation within the industry by asking them to post rating labels on all videos rented or sold by video merchants or loaned by public libraries, and prohibiting children under age of 17 from renting R- or X- rated videos or attending R- or X-rated movies without parental permission. AASB supports efforts to provide parents with the necessary information about the influence of media in order to assist them in their decisions concerning its influences upon their children.

Rationale. It is estimated that children who regularly watch television are exposed through news and entertainment programming to tens of thousands of violent assaults and deaths by the time they reach adulthood. Increasingly, video games, computer software, and interactive video, song lyrics, comic books, and movies are becoming more graphic and violent. Many experts believe that prolonged exposure to violent imagery desensitizes us to it and teaches children that violence is an appropriate means for solving problems. Surveys frequently cite media violence as a major factor contributing to school violence. In a 1993 national survey conducted by Met Life, 55% of teachers and 60% of law enforcement officials believed that violence in the mass media is a "major" factor contributing to violence in the schools.

Analysis of the recent multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicate a commonality of these 4 factors: Obsession with violent pop culture, a child who felt inferior or picked on (probably suicidal), easy access to guns, and ample warning signs. Reducing the violence will not eliminate the threat, but will work in conjunction with efforts directed at addressing the other three factors. *Amended 1998, 99*

RECOMMENDATION: Amend

3.5 Supporting the SOBRIETY MOVEMENT

AASB salutes and endorses the Alaska Federation of Natives Sobriety Movement, and encourages our students and parents to help in overcoming our communities' affliction with alcohol and drugs by supporting the goals of the Sobriety Pledge.

Rationale. AASB has long supported schools and communities that are alcohol and drug free through various efforts ~~that, and has recognized the AFN Sobriety Movement and the positive effect it has had on our schools and communities. The AFN Sobriety Movement encourages groups like the AASB to promote sobriety amongst Alaska Natives. The Pledge of the Movement wants us to:~~

- encourage the formation of sobriety groups in every Alaska Native community
- encourage the practice of healthy lifestyles, ~~traditional~~ Native values and activities
- support existing groups working to promote sobriety amongst Alaska's Natives
- encourage and support sober Alaska Native leaders and role models

~~The Pledge further states that "If we, Alaska Natives and concerned individuals, are to remain as healthy distinct nations, it will be because I took a stand against the elements which weaken and destroy our spirits, our values and our languages. If our spirits are to remain strong and sober, it has to begin somewhere, Let it begin with me." AASB supports the goals and desires of the AFN Sobriety Movement.~~

RECOMMENDATION: Amend, move to Belief Statement under "Advocacy" section.

COMMENTS: The AASB Board directed staff to revise the resolution to apply to all peoples by omitting references to specific parties, and moving under Belief Statements.

3.6 INHALANT, ALCOHOL, TOBACCO, & OTHER DRUG ABUSE

AASB calls upon the Legislature of the State of Alaska to acknowledge the seriousness of the inhalant, alcohol, tobacco and other drug abuse problem, to accept its responsibility to provide leadership, and to provide the funding and support to assist local communities in their strength based efforts to combat inhalant, alcohol, tobacco and other drug abuse. AASB also requests the State of Alaska make adequate funds available for community-based and residential efforts to address effective inhalant abuse treatment programs for children, young people, and their families.

Rationale. Drug-related problems, including inhalant, alcohol, tobacco, and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. They have been proven to be the primary contributing factor in the alarming number of youth suicides in the State of Alaska. Community-based prevention and intervention efforts ~~sobriety movements~~ are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for inhalant, alcohol, tobacco, and other drug abuse, yet there are no residential treatment facilities in the State for those young people who are addicted to inhalants. *Amended 1998, 99*

RECOMMENDATION: Amend

3.7 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports the development of a state policy on children and youth to ensure that the needs of the whole child

are addressed in a comprehensive manner. This can be done by:

- urging the State of Alaska to develop protocols (that protect the families right to privacy but establish criteria for need to know) for information sharing among agencies providing for services to children and that require those agencies to develop a cooperative treatment plan that involves appropriate school personnel
- partnerships between schools, mental health, and other nonprofit services to ensure that children are able to come to school each day ready to learn
- incentives for interagency cooperation, including the removal of barriers that limit interagency collaboration and the flexibility to coordinate funds

Rationale. Children who need to or are receiving services from social service agencies are already experiencing dislocation in their lives. This dislocation frequently makes it difficult for them to concentrate on their school work. These students need to have educational skills to succeed in the world. Yet decisions are frequently made about the life of these children that do not take into account their educational needs.

When children are receiving services from multiple agencies, one agency will frequently have information that may be crucial to the service delivery of another agency and/or the child is receiving duplicating and sometime conflicting services from more than one agency. Addressing the needs of the whole child requires an improved delivery system which is comprehensive, collaborative, child and family centered, and focused on prevention.

RECOMMENDATION: Amend

3.8 SUICIDE PREVENTION

AASB encourages the Legislature to provide funding for statewide suicide prevention efforts coordinated among the peer helper programs, mental health centers, and village based suicide prevention efforts. AASB requests that the legislature provide funding for both regional treatment programs and statewide long term treatment programs.

Rationale. The Center for Disease Control and Prevention reports that suicide is the second leading cause of death among young people 15 - 19 years of age, (following unintentional injuries). The rate of teenage suicide in Alaska is three times greater than the national average with Alaska reporting 32.1 incidents per 100,000; the national average reported at 10.3 incidents per 100,000.

Suicide is often precipitated by depression, substance abuse, and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships. Currently sixty-six Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior. *Amended 1998, 99*

3.9 PREVENTION/EARLY INTERVENTION

~~AASB believes in calls upon the Legislature of the State of Alaska and other local elected officials to emphasize the prevention aspects of health and social service programs. Prevention is cost effective as costly problems—in dollars and in human suffering—can many times be averted by prevention strategies. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place. AASB requests the Department of Health and Social Services to make a sustained and concerted effort and commitment to prevention programs. AASB supports early identification of and intervention for children at risk; and inclusion of parents in prevention and intervention services, as well as K-12 counseling and guidance services and increased interagency support to assist students in intellectual, occupational, social, and physical, and emotional~~

development.

Rationale. Since the pay-off for prevention is distant—perhaps decades away—decision makers are more inclined to fund treatment programs for those in crisis or at risk, and overlook the need to consider the causes. Major Alaskan health reports issued in the last several years have consistently called for an increased emphasis on prevention. Prevention is cost effective as costly problems—in dollars and in human suffering—can many times be averted by prevention strategies. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place.

RECOMMENDATION: Amend, and move under Belief Statements

3.10 SAFE SCHOOLS/SAFE COMMUNITIES

AASB supports efforts to establish a positive school climate—by training children in nonviolent conflict resolution and youth violence prevention—that reinforces nonviolent solutions to problems and respect for all students and staff. AASB supports efforts to provide a school environment that is free from weapons, harassment and intimidation, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff. AASB supports school districts and their communities in developing plans and strategies to implement Safe Schools plans in all schools.

Rationale. All children have a right to attend schools that are safe and free from violence. Recent reports and surveys document an alarming increase in the incidence of school violence in all types of communities, particularly student-on-student violence. As school board members we must share the responsibility by involving the resources of the community to work for solutions.

Designated School Safe Zones are just one example of programs and laws that work, and have been supported by schools. Amended 1998, 99

RECOMMENDATION: Amend

COMMENT: Legislators don't think schools are taking this seriously. HB 99 by Rep. McGuire mandates conflict resolution strategies in schools. The bill passed the legislature this year.

3.11 SUPPORT OF STATE FUNDING FOR TEEN HEALTH CENTERS IN ALASKA

AASB does hereby petition the Administration and the Legislature to provide funding for school-based Teen Health Centers through appropriations to the State Adolescent Health Task Force.

Rationale. A 1992 report from the State of Alaska's Adolescent Pregnancy and Parenting Task Force Co-Chaired by Senators Drue Pearce and Johnny Ellis concluded unequivocally that "the state should provide adequate funding to school districts for school health services to combat problems associated with unhealthy teen behaviors." School-based health centers are cited in the state's recently-released Adolescent Health Plan prepared by the Adolescent Health Task Force as one of several "promising approaches" for programs that have been found to be effective in changing unhealthy behaviors. Notwithstanding such official pronouncements, the State of Alaska does not contribute any financial support for Teen Health Centers. Of the 32 states that have school-based health centers, Alaska is only one of 11 states that does not provide financial support for these activities.

The Juneau Teen Health Center, the only one in Alaska, is a collaborative effort of four local agencies, started in 1992. The Health Center, located in the Juneau-Douglas High School, has provided approximately 700 health care visits each year to students. 45% of the total visits have been for emotional health reasons. A majority of student

health care visits are made solely because the Health Center is sited in the high school.

RECOMMENDATION: Continue

3.12 HIV/AIDS EDUCATION

AASB supports providing effective HIV/AIDS education programs for students and parents, and training for certified and classified school staff. AASB supports an effective education effort that focuses on reducing risk by emphasizing abstinence, healthy decision making and refusal skills. An effective way to do this is to bring together a broad consensus of the community in order to develop and implement the district's HIV/AIDS curriculum.

Rationale. In June of 1997, the Centers for Disease Control and Prevention (CDC) reported that 612,078 Americans have been diagnosed with AIDS and that 379,258 have died. In the United States, HIV/AIDS is now the second leading cause of death for people ages 25-44 and the seventh leading cause of death for children aged 1-14. Globally, the World Health Organization estimates that 29.4 million adults and 1.5 million children have been infected with HIV, and 8.4 million have progressed to AIDS. By the year 2000, the Global AIDS Policy Coalition estimates that there will be up to 110 million HIV infections and 25 million AIDS cases.

The dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. The risks that young people face in relation to HIV/AIDS primarily are the result of adolescent sexual activity and drug use. The 1995 Alaska Youth Risk Behavior Survey (YRB) reports that 63.9% of high school seniors have been sexually active at least once, and that 17.6% of high school boys and 16.3% of high school girls report they have been sexually active with four or more partners. *Amended 1998, 00*

RECOMMENDATION: Amend

3.13 EDUCATION OF YOUTH ABOUT SEXUAL INVOLVEMENT

AASB supports educational programs that promote abstinence, encourage responsible behaviors relating to human sexuality, develop healthy decision-making skills, teach refusal skills and promote pregnancy prevention.

Rationale. According to the 1997 1995 Youth Risk Behavior survey, in 1993 the birth rate for 15-17 year olds in Alaska is similar to that for the nation as a whole (26.1 ~~37.3~~ per 1,000 girls in Alaska, 32.6 ~~37.7~~ per 1,000 girls nationally) while the state birth rate for 18-19 year olds is higher than that for the nation (94.2 ~~113.7~~ in Alaska versus 84.4 ~~94.5~~ nationally. ~~The survey also reports that middle school boys are more likely to have had intercourse than are girls.~~ The percentage of Alaska students who report ever having sexual intercourse increases from 28.6% in grade 9 to 56.7% among those in grade 12. ~~34.8% among those aged 15 or less to 68.4% among those aged 18 and older.~~ The survey reports: "Early sexual activity can be associated with unwanted pregnancy and sexually transmitted diseases, including HIV infection. Sexually transmitted diseases can lead to infertility, pelvic inflammatory disease and other complications."

Research presented by the SEARCH Institute and their "Building Assets in Youth" model has determined that a teen's belief "in the importance of abstaining from sexual activity AND his/her willingness to postpone sexual activity" is significant to their personal and academic development. *Amended 1998*

RECOMMENDATION: Amend (updated statistics)

3.14 SUPPORT FOR STATE OF ALASKA CHILDREN'S CABINET

AASB supports efforts to pursue the four initiatives of the Children's Cabinet: activate Alaska's Children's Trust to channel money into community programs that help prevent child abuse and neglect; challenge child and family services to focus on prevention; raise awareness of children's well being; and juvenile crime prevention.

Rationale. The mission of the Children's Cabinet is to work—in partnership with families—to ensure children have opportunities for happy, healthy and productive lives. The Cabinet's charge is to advance a state wide children's agenda that cuts through red tape and works across departments.

RECOMMENDATION: Continue

3.15 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

AASB fully supports the work of the Alaska Children's Trust, and urges all member school boards to promote work with the Trust and its efforts to address the tragic consequences of abuse, neglect, violence, and crime experienced by too many of Alaska's children. AASB urges the Legislature to support and increase the Children's Trust Endowment on a yearly basis as a source of funding for the Children's Cabinet.

Rationale. The Alaska Children's Trust was established by the Legislature in 1988 with the mandate to promote initiatives that strengthen families and serve dependent children. Stress within families and communities has resulted in more children at risk for poor health, child abuse and neglect, violence in the community, and juvenile crime. The goal of the Children's Trust is to promote and provide opportunities so that Alaska's children can grow to responsible and productive adulthood, free of threats to their dignity, physical safety, and emotional well-being. To carry out its mandate, the Children's Trust will fund local programs that meet the needs and challenges of Alaska's families and children with innovative, efficient and effective services.

~~Until 1995, the Children's Trust had received no funding.~~ Today, the Trust's Its \$6 million endowment offers the opportunity to create a true "permanent fund for prevention" since only the income of the Trust may be spent on programs and administration. *Amended 1997, 99*

RECOMMENDATION: Amend

3.16 PROHIBITING PERSONS CONVICTED OF ~~CHILD~~ SEXUAL ABUSE FROM SERVING ON SCHOOL BOARDS

AASB believes that persons convicted of ~~child~~ sexual abuse should be legally prohibited from serving on a school board while required to maintain registration as a sex offender under AS 12.63.010.020.

Rationale. School board members should serve as role models for students and staff. *Amended 1998*

RECOMMENDATION: Amend, move to Belief Statements under Advocacy section.

3.17 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

Alaska Head Start programs and services are a partnership between federal, state and community-level entities. The Association of Alaska School Boards supports and urges the Congress of the United States, the President, the Alaska Legislature, and the Governor to provide sufficient and consistent funding to make Head Start available to all eligible young Alaskans, regardless of the number of children in the program.

Rationale. Project Head Start has had a beneficial impact on the academic, physical, social, and emotional development of impoverished pre-school students and their families throughout Alaska and the United States since its inception in the 1960's. A significant component of *Goals 2000: Educate America* and *Alaska 2000* education initiatives is that all children will be properly prepared to start school.

Children at-risk who have benefited from a quality early childhood program spend 1.3 years less in some form of special education placement. They have been shown to score higher on such school readiness measures as verbal achievement, perceptual reasoning and social competence than other low-income children attending either another preschool or no preschool. Head Start has immediate positive effects on children's socioemotional development, including self-esteem, achievement, motivation and social behavior. Parents involved in Head Start have been shown to participate more in activities, including transition, than non-Head Start parents.

Within Alaska, Head Start programs serve nearly 3,500 ~~over 3,200~~ children and their families in 107 ~~94~~ communities. A large number of eligible Alaskan children (estimated to be nearly 76% ~~78%~~) remain unserved, due to lack of sufficient funding. The Head Start communities across Alaska contribute over \$4.2 ~~\$4~~ million annually through in-kind support. *Amended 1998, 99, 00*

RECOMMENDATION: Amend

3.18 SUPPORTING THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB hereby petitions to the U.S. Congress to continue funding for the Drug-Free Schools and Communities Act during FY01. The Association urges that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation, and that copies of this Resolution shall be transmitted to ~~President Clinton and Education Secretary Riley~~ the President of the United States, Education Secretary, the Alaska Congressional Delegation and School Board Associations in the other 49 states.

Rationale. The Drug-Free Schools and Communities Act authorized federal appropriations to state and local education agencies to devise programming to provide drug use education, counseling, and abuse prevention services for America's young people. Programs funded through the Act are currently providing valuable services and will be needed for the foreseeable future.

According to the 1999 Alaska Youth Risk Behavior Survey (YRBS), 46.9% of Alaska High School students reported having had at least one drink of alcohol in the past 30 days. YRBS found that 34.4% of the students report binge drinking (five or more drinks in a row at least once in the past 30 days) which is one of the highest rates in the United States.

Although violence in the schools is a significant problem, and developing programs to combat it is an appropriate federal responsibility, any diversion of resources from the Drug-Free Schools and Communities Act would cripple important drug education, counseling and abuse prevention programs that are only taking root and becoming effective. *Amended 1998, 00*

RECOMMENDATION: Amend

SUBJECT AREA: PERSONNEL

4.1 NATIONAL CERTIFICATION OF TEACHERS

AASB supports efforts to establish a financial incentive mechanism for state support of teachers and districts wishing to participate in the National Board for Professional Teaching Standards (NBPTS) process. State support for this resolution should be outside the foundation formula.

Rationale. NBPTS is an organization of teachers, administrators, board members, and other education stakeholders working to advance the teaching profession and to improve student learning. The mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do. Linked to these standards will be a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. The NBPTS certification process is offered on a voluntary basis for teachers wishing to demonstrate exemplary performance around the five core propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach, and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

These standards are well-aligned with the Alaska State Board of Education adopted teaching standards.

Amended 1998

RECOMMENDATION: Continue

COMMENT: State Board of Education & Early Development is seeking funds for 10 scholarships per year to promote national certification. Currently Alaska has about 20 NBPTS certified teachers. Nationally, the success rate for passing the NBPTS is 37%.

4.2 TEACHER PREPARATION AND CERTIFICATION IN RURAL COMMUNITIES

AASB urges improved teacher preparation and certification for those intending to teach in small rural communities, and that opportunities are provided for potential candidates currently living in small rural communities to become certified teachers.

Rationale. Teacher preparation is a key to successful instructional experiences for teachers and students. A high level of intellectual rigor and connection to the reality of the classroom interactions is required. Teacher preparation should include a variety of experiences with multiple teachers and multiple sites. *Amended 2000*

RECOMMENDATION: Continue

COMMENT: Current teacher preparation programs

- RANA Rural Alaska Native Adult education program out of Alaska Pacific University
- REPP Rural Education Preparation Program out of University of Alaska Fairbanks
- UAA 5th year education program is in trouble...legislators want to eliminate the 5th year.
- TYPE I Teaching Certificate for classroom aides enrolled in an approved teacher prep program.

4.3 MANDATED STAFF TRAINING

AASB urges the Department of Education & Early Development and the University system to continue to expand availability of professional quality packaged training videotape and online programs for all school districts to use in providing consistent mandated training to employees. AASB also urges the Department of Education & Early Development and the University system or another state educational agency to be a clearinghouse for training tapes and online programs that have been developed by other school districts and agencies to be used by districts throughout the state.

Rationale. Mandated training, without additional funding to implement the training, affects all school districts in Alaska. State laws and regulations increasingly require school districts to provide training in specific areas such as sex/race equity, child abuse, fetal alcohol syndrome and suicide prevention. This training must be provided to all new employees and on a cyclical basis to continuing employees. Employees required to receive this training may be employed at many different locations, making it difficult to provide required training at a central location. ~~Yet the state does not provide school districts with additional funding to implement the training.~~ *Amended 2000*

RECOMMENDATION: Amend

COMMENT: DEED offers training on 10 mandated subjects, always trying to update its training using the latest appropriate technology and by partnering with appropriate professional organizations. Some of the training is provided on video, some on CD.

4.4 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

The Association of Alaska School Boards promotes the establishment and expansion of post-secondary educational programs to train additional individuals as certified special education teachers and the initiation of programs to train related services providers (i.e. school psychologists, physical therapists, and speech therapists) within our state university system.

Academic programs to train special education-related service providers are not currently available within Alaska. Therefore, AASB supports providing financial relief while attending professional certification programs elsewhere to Alaska residents who are committed to providing services to children in Alaska public schools.

Rationale. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) mandates appropriate educational services be provided to all certified special education students; the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.381 identifies the role of “the State (to) undertake (activities) to ensure an adequate supply of qualified personnel including special education and related services personnel...necessary to carry out the purposes of this part;” and, the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.382 identifies the role of “Each State plan (to) include a description of the procedures and activities the State will under take to ensure that all personnel necessary to carry out this part are appropriately and adequately trained...to include a system for continuing education of regular and special education and related service personnel to meet the needs of children with disabilities.”

School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals. *Adopted 1998, Amended 1999, 00*

RECOMMENDATION: Continue

4.5 ADDRESSING THE TEACHER, SPECIALIST, AND ADMINISTRATOR SHORTAGE

The Association of Alaska School Boards does hereby urge the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska's universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska.

Rationale. It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Because of the "flat" funding of school districts imposed by the Alaska State Legislature, districts have been forced to hold salary levels of teachers and administrators at an equally "flat" level, resulting in actual decreases in salary levels. Such decreasing salary levels are highly detrimental to attracting new teachers to Alaska and detrimental to recruiting people into education.

It is equally difficult under the present funding structure to offer district incentives to attract teachers and administrators. At the same time, standards for teachers have been raised significantly, making it more difficult for prospective teacher to gain certification in Alaska. Incentives need to be provided by universities to attract new candidates and by the State Board of Education to attract new teachers to the state, both to be funded by the State Legislature. In addition, the State Legislature needs to provide funding for district incentives to attract new teachers.

Adopted 1999

RECOMMENDATION: Continue

COMMENT: Addressed in the A+ Study.

SB 149 (Leman) passed the legislature. It addresses certification reciprocity with other states, rehiring of some retired teachers. The measure also requires EED to issue revocable teacher certificates, valid for one year, to teachers whose certificate expired more than one year earlier after paying all fees and meeting other requirements similar to the preliminary certificate holder. The revocable certificate allows the teacher time to complete requirements for a regular teacher certificate.

The bill also allows school districts that have or anticipate having a shortage of teachers qualified to teach in a particular discipline or specialty to adopt a policy to permit the employment of qualified retired teachers. The retired teacher, while reemployed, does not lose retirement pay, but does not earn additional retirement benefits. The measure does not apply to employees who elected to retire under a retirement incentive program.

HB 242 goes on to extend the same retirement option--that is, reemployment without losing retirement benefits--to members of the Public Employees Retirement System.

SB 86 SUBJECT-MATTER EXPERT LIMITED TEACHER CERTIFICATE--Creates a limited teacher certificate for a person to teach in a subject matter in which the person is an expert.

Student loan forgiveness/assumption plans still under consideration.

4.6 ENHANCE TEACHER PREPARATION

The Association of Alaska School Boards encourages teacher preparation institutions to enhance their pre-service programs by focusing on standards. Teacher preparation programs by Alaska colleges and universities should focus on understanding of standards, and standards-based teaching and assessment strategies. Professional development inservice support by the Department of Education & Early Development (DEED), Alaska colleges and universities, and the Alaska Staff Development Network is necessary to provide practicing teachers with standards-based assistance to strengthen teaching skills.

Rationale: Educators need assistance to help turn the corner in Alaska's effort to successfully implement a standards-based educational system. Assistance in teacher preparation at the postsecondary level and ongoing training in standards-based curriculum are required to ensure this happens. Strengthening teacher preparation programs has the added advantage of attracting and keeping quality teachers in Alaska. *Adopted 2000*

RECOMMENDATION: Continue

COMMENT: University of Alaska is providing standards-based teacher prep programs, as is Alaska Staff Development Network.

4.7 TEACHER / ADMINISTRATOR RECRUITMENT & RETENTION

The Association of Alaska School Boards urges the Alaska Legislature and Department of Education & Early Development to implement the following strategies to attract and retain education professionals.

- Incentives (salary bonuses, loan forgiveness and loan assumption, etc.)
- State supported marketing to recruit teachers.
- Flexibility in certification requirements.
- Improve availability and/or quality of teacher housing.

Rationale: Alaska is at a crossroads as it faces the same teacher and administrator shortage being experienced by the rest of the nation. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska's public schools.

A teacher's job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators. *Adopted 2000*

RECOMMENDATION: Amend

COMMENT: Forgiveness addresses future debt. Assumption applies to debt already incurred. See also comments under Resolution #4.5

SUBJECT AREA: EDUCATION PROGRAMS

5.1 SCHOOL-TO-WORK PROGRAMS

The Association of Alaska School Boards strongly supports adequate and equitable funding for the implementation of school-to-work programs, including school-to-work centers and vocational programs.

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have endorsed and encouraged districts to offer school-to-work programs. The implementation of school-to-work programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts and secondary schools. Increased costs include, but are not limited to: purchase of equipment and materials

related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions (school-to-work coordinator, transition specialist, job coach), insurance and workman's compensation costs.

There are a large number of students in rural villages that do not complete high school or job training programs. There is a need to provide school-to-work programs like the Rural Student Vocational Program (RSVP), which was eliminated in 1998, or innovative regional residency centers to enhance opportunities for these students. *Amended 1999*

RECOMMENDATION: Continue

5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

AASB urges the Alaska Department of Education & Early Development (EED) to expand its distance delivered education programs in partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery education equipment.

Rationale. All school districts need to have the capability to offer a variety of courses for the remedial student, vocational student, and the college bound student as well. The technology exists to provide satellite instruction throughout the United States.

In order to take classes otherwise not available, students who attend small high schools must leave their community or take correspondence classes. There is available in the State the ability to deliver such courses utilizing technology. EED is partnering in efforts to provide ~~piloting~~ distance delivered education for educators, and many districts in the state are exploring the use of current technology in the form of distance delivery. Programs that are currently being offered in local districts could be utilized by other districts in-state, or substituted for purchased programs now in use, with funding provided by EED. *Amended 1997, 99, 00*

RECOMMENDATION: Amend

COMMENT: DEED is currently involved in a number of distance delivery projects geared toward educators. They are working with UAS to provide online in-service courses on standards assessments. They are also partnering in the ARCTIC project with Chugach School District and the University of Alaska, training educators via distance delivery to integrate technology standards into the educational program.

5.3 NATIVE LANGUAGE INSTRUCTION PROGRAM DEVELOPMENT

AASB supports state equitable funding statewide for staff training, program development and materials preparation to promote Native language instruction. AASB also believes that any state mandated program should require commensurate state funding.

Rationale. The languages of the Indigenous Peoples of the United States have become endangered. The extinction of these languages would further erode the rich heritage of the Indigenous Peoples of the North American Continent. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, the language will become extinct. The government being responsible for the endangerment of the language being lost should fully fund Native language instruction. *Amended 1998, 99*

RECOMMENDATION: Amend

COMMENT: SB 103 passed into law in 2000. The law supports Native Language Education curriculum by requiring each school with over 40% Native students to establish a Native Language Curriculum Advisory Committee. No funding was provided. Does not mandate that districts institute Native Language Education. Also, the Alaska Native Language Consortium met recently and discussed sharing program development ideas among districts.

5.4 COMMUNITY SCHOOLS

AASB recommends that the Community Schools Act of 1980 be fully funded.

Rationale. AASB recognizes that *Community Schools* extends the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner. *Community Schools* requires participation and values diversity; community educators regularly consult with broadly representative community groups and have faith in the ultimate good judgment of the community. *Community Schools* promotes interagency cooperation for the purposes of avoiding duplication, saving money, and sharing responsibility and expertise. *Community Schools* acknowledges that communities as well as schools educate.

Full funding of the Community School Act of 1980 is separate from and does not interfere with Foundation Funding. Under the original Community School Act of 1980, half of one percent of a district's operating budget will be funded by the State for community schools. Statewide, schools should have received over \$3 million in FY02 ~~FY01~~. Instead, only \$500,000 was appropriated. *Amended 1998, 99, 00*

RECOMMENDATION: Continue

5.5 EXTENDED SCHOOL YEAR

The Association of Alaska School Boards supports extending the school year with appropriate funding. Specifically, AASB urges the Legislature to increase student contact days to 180, and an additional 20 days for professional development activities to strengthen teacher skills in standards based teaching and assessment.

Rationale: The lack of time is identified as one of the top challenges facing schools when it comes to effective schooling and raising student achievement. Education Summit participants identified the need for more time to align curriculum, more student contact time (day/week/year), more teacher preparation time, more time for professional development, reducing the loss of instructional time, entering school at a younger age, time for remediation efforts, and time to communicate test results and work with public expectations and collaborate with appropriate entities.

The most important challenge is an inadequate amount of time on task by students. Educators need time to make sure that each student has a solid foundation before moving him/her to the next level. *Adopted 2000*

RECOMMENDATION: Continue

COMMENT: The fiscal note for extending the school year is prohibitive.

5.6 ASSISTANCE TO ALIGN CURRICULUM WITH STANDARDS

The Association of Alaska School Boards urges the Alaska Legislature, Department of Education & Early Development, teacher preparation institutions, and Alaska Staff Development Network to provide professional/technical assistance for all districts to align curriculum with standards and build capacity to sustain that effort.

AASB urges the Department of Education & Early Development to work with districts to formulate recommendations for technical assistance and support for districts. Those recommendations should address the following: Creation of an information clearinghouse, web site, technical assistance, curriculum recommendations, and staff development.

Rationale: School districts are putting considerable effort and resources into aligning local curriculum with state mandated standards, but they need help. For state assessments like the High School Graduation Qualifying Exam to be valid, local schools need to teach what is being tested. Developing a clearinghouse for materials, strategies, and best practices related to standards would strengthen the local effort. *Adopted 2000*

RECOMMENDATION: Continue

COMMENT: Educational organizations appear to be in sync with this effort. DEED, U of A, and ASDN are involved in this. AASB's QS2 effort involves professional development covering standards, instructional strategies tied to standards, assessments aligned to standards, reporting student results in meeting standards, and sustainable continuous improvement.

5.7 RE-ADDRESS SPECIAL EDUCATION TESTING ISSUES

The Association of Alaska School Boards urges the Alaska Legislature and Department of Education & Early Development to re-address testing issues that have surfaced with the first round of Benchmark tests and the High School Graduation Qualifying Exam (HSGQE). Specifically, DEED is urged to establish a Task Force to address Special Education issues/accommodation.

Rationale: With this first round of high stakes state assessments completed, a number of refinements are in order. Creating a Task Force to address concerns by the public and school districts is appropriate and necessary. *Adopted 2000*

RECOMMENDATION: Delete

COMMENT: Issues addressed in SB 133 Graduation Exam. SB 133 provides extensive provisions on accommodations for children with a disability, as well as an alternative assessment program (that may or may not result in modifications of the exam).

Resolution #2.6 remains in place. It calls for a Blue Ribbon Task Force to study issues impacting special education.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 N. Binkley Street
Soldotna, AK 99669

August 6, 2001

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Sammy Crawford, Vice President
Mrs. Debra Mullins, Clerk
Mr. Joe Arness, Treasurer
Dr. Nels Anderson, Member
Mrs. Sandra Wassilie, Member
Mr. Al Poindexter, Member

STAFF PRESENT: Dr. Donna Peterson, Superintendent of Schools
Mr. Patrick Hickey, Assistant Superintendent, Operations and Business Management
Dr. Gary Whiteley, Assistant Superintendent, Instruction
Mr. Todd Syverson, Assistant Superintendent, Human Resources

OTHERS PRESENT: Mr. Sam Stewart Mr. Jim White
Mrs. Paula Christensen Mrs. Melody Douglas
Mr. Roy Anderson Mrs. Shana Loshbaugh
Mrs. Margaret Gilman Mr. Jim Heim

Others present not identified.

CALL TO ORDER: Ms. Germano called the meeting to order at 7:32 p.m.

PLEDGE OF ALLEGIANCE: Ms. Germano invited those present to participate in the Pledge of Allegiance.

ROLL CALL: Ms. Deborah Germano Present
Mrs. Sammy Crawford Present
Mrs. Debra Mullins Present
Mr. Joe Arness Absent/Excused
Dr. Nels Anderson Present
Mrs. Sandra Wassilie Present
Mr. Al Poindexter Present

APPROVAL OF AGENDA: The agenda was approved with revisions to Items 10a.(5)., Approval of Administrative Recommendation Regarding Leave of Absence Requests – Certified and 10b., Approval of Administrator Appointment.

APPROVAL OF MINUTES: The School Board Minutes of July 9, 2001, were approved as printed.

COMMUNICATIONS AND PETITIONS: Dr. Peterson reported that she received a joint letter from the Association of Alaska School Boards and the Department of Education requesting representatives from the District to attend the September 17 meeting to discuss the governor’s task force recommendations and funding in the State of Alaska. She noted that she and Ms. Germano would attend the meeting. She reported that she received a letter from NEA-Alaska requesting copies of the District’s nondiscrimination policies. She reported that she received two letters from the State of Alaska: one letter notifying the District that sophomores must take the High School Graduation Qualifying Exam on the first occasion they are eligible and a letter and report regarding the Regional Learning Center Study.

- SUPERINTENDENT'S REPORT:** Dr. Peterson presented the 2000-2001 Superintendent's Annual Report. The report highlights staff achievements, student accomplishments, cocurricular achievements, reports on various programs throughout the District and progress made on the Board goals. She noted that the document is a great tool for employee recruitment and provides valuable information about the District.
- WORKSESSIONS/REPORTS:** Dr. Peterson presented a list of worksessions and reports to be presented at future Board meetings from August 20, 2001 through April 15, 2002.
- Dr. Peterson reported that the new-to-position administrators met on Friday, August 3, and that the Quality Schools Institute began on Sunday, August 5 and will continue through Friday. She announced that the first Administrator Meeting packet is posted on the District web site.
- Dr. Peterson introduced Mr. Brad Drake, Tebughna Elementary/High principal/teacher.
- CONSENT AGENDA:** Items presented on the Consent Agenda were Revisions to AR 3343, Travel and Per Diem; Hazardous Bus Route Resolutions; Resignations; New Teacher Appointments; Administrative Recommendation Regarding Leave of Absence Requests – Certified; Tentative Nontenure Teacher Assignment; and Request for Leave of Absence – Support.
- AR 3343, Travel and Per Diem:** Mr. Hickey recommended the Board approve revisions to AR 3343, Travel and Per Diem. The changes increase the District per diem rate for meals to \$40 and delete the requirement that meal receipts be submitted.
- Hazardous Bus Route Resolutions:** Mr. Hickey recommended the Board approve hazardous bus routes for North Star, Nikiski, Seward, Redoubt, Soldotna, Sears, Mt. View, West Homer, Paul Banks and K-Beach elementary schools for the 2001-2002 school year.
- Resignations:** Mr. Syverson recommended the Board approve the resignations of Ann Fantz, Grade 3 to 5, Moose Pass Elementary (effective May 25, 2001) and Linda Pittman, speech pathologist, districtwide pupil services (effective immediately).
- New Teacher Appointments:** Mr. Syverson recommended the Board approve teacher assignments for the 2001-2002 school year for James Daniel Creel, athletic director/activities director, Skyview High; Daniel Krier, science/physical education, Seward Middle/High; Claude McMillan III, generalist, Susan B. English School; and Marie McMillan, (50% temporary) English at Susan B. English Elementary High School
- Administrative Recommendation Regarding Leave of Absence Requests – Certified:** Mr. Todd Syverson recommended the Board approve an unpaid leave of absence request for the 2001-2002 school year for Paul Sayan, Grade 5, Seward Elementary; William Idzerda, Grade 1, Voznesenka Elementary School; and Lisa Hall Grades 3 through 6, Tebughna Elementary/High School. Mr. Syverson recommended the Board not approve an unpaid leave of absence request for the 2001-2002 school year for Johanna Idzerda, generalist, Voznesenka Elementary School.
- Tentative Nontenure Teacher Assignment:** Mr. Syverson recommended the Board approve tentative nontenure teaching assignments for Paul Hettwer, music, Seward Elementary and Seward Middle/High, and Wendi Dutcher, Connections, secondary generalist, math.

Request for Leave of Absence – Support: Mr. Todd Syverson recommended the Board approve an unpaid leave of absence request for the 2001-2002 school year for Diane Selby, custodian, Paul Banks Elementary.

ACTION Dr. Anderson moved the Board approve Consent Agenda Items Numbers 1 and 3 through 7. Mrs. Mullins seconded.

Motion carried unanimously.

ACTION Mrs. Crawford moved the Board approve hazardous bus routes resolutions. Mr. Poindexter seconded.

VOTE:

YES – Crawford, Mullins Poindexter, Wassilie, Germano

NO – Anderson

Motion carried.

Administrator Appointments: Dr. Peterson recommended the Board approve the appointment of Paula Christensen, Curriculum and Assessment director, Central Office, and Robert Ermold, Assistant Principal, Soldotna Middle School.

ACTION Mrs. Crawford moved the Board approve the appointment of Paula Christensen, Curriculum and Assessment director, Central Office, and Robert Ermold, Assistant Principal, Soldotna Middle School.

Motion carried unanimously.

BOARD COMMENTS: Mrs. Wassilie reported that she enjoyed being a guest of British Petroleum during a Teachers of Excellence trip to see the gas and oil operations on the North Slope. She reported that she visited the Quality Schools Institute and was impressed that 300 teachers, principals, and superintendents were in attendance. She noted that approximately half of the participants were from the Kenai Peninsula Borough School District. She extended her thanks for flowers and cards expressing condolences regarding the passing of her mother.

Mrs. Crawford thanked the administration, principals and teachers who are at work preparing for another school year. She stated that she enjoyed reading the Superintendent's Annual Report.

Ms. Germano commended Dr. Peterson for the Superintendent's Annual Report. She thanked Mr. Kelly Tonsmeire for discussing the Quality Schools Institute with the Board.

Ms. Germano appointed Mr. Joe Arness to the KPSAA Board to replace Mrs. Mullins. Ms. Germano asked Board members to notify her if they were interested in attending the AASB Boardsmanship Academy.

EXECUTIVE SESSION: At 7:46 p.m., Mrs. Mullins moved that the Board go into executive session to discuss matters, the immediate knowledge of which would clearly have an adverse effect upon the finances of the Borough. Specifically, the executive session was to discuss negotiations. Dr. Anderson seconded.

Motion carried unanimously.

ADJOURN EXECUTIVE SESSION: At 9:14 p.m. Mrs. Crawford moved the executive session be adjourned.
Dr. Anderson seconded.

Motion carried unanimously.

ADJOURN: At 9:15 p.m., Mrs. Crawford moved the School Board Meeting be adjourned.
Dr. Anderson seconded.

Motion carried unanimously.

Respectfully submitted,

Ms. Deborah Germano, President

Mrs. Debra Mullins, Clerk

The Minutes of August 6, 2001,
have not been approved as of
August 8, 2001.

August 20, 2001

MEMORANDUM

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Resignations - Item 10a (1)

It is recommended the following resignations be approved:

Johanna Idzerda

Generalist

Voznesenka School

Patrick Hickey

Assistant Superintendent,
Operations and Business
Management

Central Office

August 20, 2001

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Teacher Assignments/2001-02 Item – 10a (2)

It is recommended that the following teacher assignments be approved for the 2001-02 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Soldotna, AK	Tyson Cox	BEEd	University of Alaska, Anchorage	Elem Ed	Elem Ed	===	Temporary, half time Title I Math Specialist at Nikiski Elementary
Soldotna, AK	Sherry Friedersdorff	BEEd	University of Alaska, Anchorage	Elem Ed	Elem Ed	===	Temporary, full time Grades 3-6 Tebughna School
Soldotna, AK	Michelle Garnto	BS	University of Nebraska, Lincoln	Elem Ed	Elem	===	Full time Special Ed for District Wide Special Services
Duncombe, IA	Diane Haupt	Ed Specialist	University of Northern Iowa	School Psychology	School Psychology	9 States	Full time School Psychologist for District Wide Special Services

Whitewood, SD	Megan Jones	BA	University of Northern Colorado	English: Secondary Teaching	English	1 States	Full time English at Skyview High School
Akron, PA	Erin Southwick	BS	Lebanon Valley College (Pennsylvania)	Music Ed	Music	===	.80 Music at Soldotna Elementary
Naples, FL	Shane Totten	BS	University of Wisconsin	Biology	Art; Biology; Life Science	12 States	Full time Art/ Photography at Kenai Central High
Grandview, WA	Raymond Vining	BS	University of Minnesota	Chemistry	Math; Science; Chemistry	26 States	Full time Math/ Science at Port Graham School
Salt Lake City, Utah	Kristan Warnick	MS	Brigham Young University	School Psychology	School Psychology	4 States	Full time School Psychologist for District Wide Special Services
Anchor Point, AK	Tommie Window III	BA	Harding University (Arkansas)	Social Science	Social Studies	===	Full time Social Studies at Soldotna High

Katy, TX	Jill Wojciechowski	BS	Texas A&M University	Interdisciplinary Studies	Elem Ed; Math; Elem Social Studies; Reading	2 States	Temporary, full time Grade 3 at K-Beach Elementary
Fairbanks, AK	Alison Larson	BS	University of Alaska, Fairbanks	Biological Science	Biology; Art	===	Temporary, .60 Science at Skyview High School
Seward, AK	Jill Herbert	MEd	University of Alaska, Anchorage	Special Ed	Social Studies; Early Childhood/ Special Ed	===	Full time Social Studies at Seward High
Fairbanks, AK	Amy Gallaway	MAT	University of Alaska, Fairbanks	Secondary Ed	Anthropology	1 States	Full time Generalist at Voznesenka School

August 20, 2001

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Requests for an Unpaid Leave of Absence /Support -Item - 10a (3)

It is recommended the following requests for a one year unpaid leave of absence be approved for the 2001-02 school year:

Christine Tanape

Title I Tutor

Nanwalek

Doris Pratt

Special Ed Aide

Sears Elementary

Effective September 14, 2001

August 20, 2001

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Request for an Unpaid Leave of Absence/Certified – Item 10a (4)

It is recommended the following request for an unpaid leave of absence be approved for the 2001-02 school year.

Malcolm Fleming

Special Ed/Resource

Skyview High School

August 14, 2001

MEMORANDUM

To: Board of Education

Through: Patrick Hickey, Asst. Supt.
Business & Operations

From: Dave Spence, Director
Planning & Operations

Subject: KCHS Reinsulation Project

Currently the Kenai Peninsula Borough School District is slated to receive funding for the Kenai Central High School Reinsulation Project via the legislative grant process. This project was previously approved as part of the funds allocated by the state for last year's bond package.

The Department of Education and Early Development recommends this project be completed by grant funds, and a new and separate application be submitted for their approval for the remaining bond amount.

We request the School Board's approval for the submittal of an application for fire alarm upgrades in the District for the remaining funds of the voter-approved bond initiative.

August 13, 2001

MEMORANDUM

TO: Board of Education

THROUGH: Patrick Hickey
Assistant Superintendent, Operations and Business Management

FROM: Melody Douglas
Director, Business and Finance

SUBJECT: FY01 Budget Revision

The Department of Education and Early Development requires the financial reporting of the District's Technology Plan expenditures to be recorded in the Operating Fund at fiscal year end. The total expended for these purchases was \$542,104. The revenue for these expenditures also needs to be recorded in the Operating Fund to avoid over-expending the fund.

FY01 Approved Operating Fund Budget	\$72,657,360
FY01 Technology Plan Purchases	<u>542,104</u>
Revised FY01 Operating Fund Budget	\$73,199,464
FY00 Rollover Encumbrances	<u>649,762</u>
FY01 Current Budget at 6/30/01	<u>\$73,849,226</u>

Board approval of the FY01 Revised Operating Fund Budget of \$73,199,464 is recommended.

In addition, an unusual situation exists because estimated FY01 expenditures exceed the total school budget of \$86,078,978 authorized by Kenai Peninsula Borough Ordinance 2000-19 by \$313,285 representing approximately .362% of the total expended.

This situation requires the District to request the Kenai Peninsula Borough Assembly to approve a revised total school budget.

Estimated total FY01 expenditures are:

Operating Fund	\$67,420,808
Estimated In-Kind Services	5,922,125
Special Revenue Funds	<u>13,049,330</u>

Estimated Total \$86,392,263

The Kenai Peninsula Borough is in the process of finalizing In-Kind Services amounts for FY01. It is possible total expenditures could exceed this estimated amount, therefore, it is recommended the estimated total be adjusted to \$86,492,263, to allow for the possibility of actual expenditures exceeding the estimated total.

Board approval of estimated FY01 expenditures in the amount of \$86,492,263 is recommended.

RESOLUTION 01-02-7

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

**A RESOLUTION AUTHORIZING THE ADMINISTRATION OF 504
ACCOMMODATION PLANS.**

WHEREAS, Kenai Peninsula Borough School District has to designate the administration of 504 plans, and

WHEREAS, the District has the legal obligation to formally designate 504 coordinators.

THEREFORE, BE IT RESOLVED BY KENAI PENINSULA BOROUGH SCHOOL DISTRICT that:

The Kenai Peninsula Borough School District here by designates Todd Syverson as 504 coordinator for staff and Roy Anderson as 504 coordinator for students.

Adopted by the Kenai Peninsula Borough School District on this 20th day of August 2001.

Deborah Germano, President
School Board

Attest:

Sally E. Tachick

Notary Public

My Commission Expires 7/25/05

August 20, 2001

TO: Board of Education

FROM: Donna Peterson, Ed.D., Superintendent

SUBJECT: 2001-02 Administrator Appointment - Item 10c

It is recommended that the following administrator appointment be approved for the 2001-02 school year:

Alice Tucker

Interim Principal/Teacher

Spring Creek School

Effective August 13, 2001

Memo To: Members, Board of Education

From: Gary Whiteley, Ed. D.
Assistant Superintendent of Instruction

Date: August 20, 2001

Re: Policy Revision, First Reading
BP 5131.6 (Students – Alcohol and Other Drugs)

The attached revision updates district policy BP 5131.6 (Discipline – Corporal Punishment).

The suggestion for changing “shall” to “may” occurred at the August 6, 2001 school board work session. In addition, the term “drug paraphernalia” was recommended by legal counsel.

The administration recommends approval of this policy revision BP 5131.6.

ds

Attachment: BP 5131.6

Students BP 5131.6(a)

Alcohol and Other Drugs

It is the intent of the Kenai Peninsula Borough School District to maintain a drug-free school environment so learning can take place; to educate students so they are aware of the issues and problems related to the use of drugs, alcohol, and controlled substances; to identify students who have chemical

abuse problems; to refer students for treatment services which are beyond the scope of the schools; and to remove students possessing, distributing or selling drugs or alcohol in the school setting from that environment.

Possession/Under the Influence During School

A student who is determined to be in possession and/or under the influence of drugs, alcohol, controlled substances, paraphernalia with drug residue **[drug paraphernalia]**, inhalants, or any substance designed to look like or represent such a drug at any school-sponsored activity shall be reported to the appropriate law enforcement personnel, his/her parent(s)/guardian(s), and shall be subject to suspension for up to 45 days by the school administrator. In more serious cases, violators may be recommended for expulsion to the Board of Education.

(cf. 5144.1 - Suspension and Expulsion)

Prior to readmittance to school, the student shall participate in a conference with his/her parents(s)/guardian(s) and the school administrator to determine conditions for readmittance.

If a student is determined to be in possession and/or under the influence of drugs, alcohol, controlled substances, ~~paraphernalia with drug residue~~ **[drug paraphernalia]**, inhalants, or any substance designed to look like or represent such a drug at any school-sponsored activity a subsequent time during his/her tenure as a student in the Kenai Peninsula Borough School District, he/she shall be reported to the appropriate law enforcement personnel and his/her parent(s)/guardian(s). The student ~~will be suspended immediately following a due process hearing pursuant to applicable School Board policies and shall~~ **may** be recommended for expulsion from the Kenai Peninsula Borough School District.

Refusal to submit to a Breathalyzer and/or urinalysis, or any other lawful, reasonably reliable test as authorized by the Superintendent or his/her designee as required by this policy to determine whether a student has used alcohol or other drugs in violation of School Board policies will result in a suspension of not less than 30 days and not to exceed 45 days. Refusal to submit to such a test will be treated as a positive determination of drug or alcohol use per this policy.

Selling, Offering for Sale or Distributing

A student selling, offering for sale, or distributing alcohol, drugs or other items defined in this policy may be reported to the appropriate law enforcement personnel and his/her parent(s)/

guardian(s), will be suspended immediately following a due-process hearing pursuant to applicable School Board policies, and **shall** [may] be recommended for expulsion to the Superintendent or his designee who will review the matter. Based on this review, the Superintendent or designee may recommend to the Board of Education that the student be expelled from the Kenai Peninsula Borough School District.

(cf. 5144.11 - Expulsion Procedures)

Legal Reference:

ALASKA STATUTES

04.16.080••Sales or consumption at school events

14.20.680••Training required for teachers and other school officials

14.30.360••Curriculum (Health and Safety Education)

47.37.045••Community action against substance abuse grant fund