Kenai Peninsula Borough School District
Board of Education Meeting Agenda

August 18, 2003 – 7:30 p.m.
Regular Meeting

Borough Administration Building
148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

Mr. Joe Arness, President
Mrs. Sammy Crawford, Vice President
Ms. Deborah Germano, Clerk
Mrs. Margaret Gilman, Treasurer
Mrs. Debra Mullins, Member
Dr. Nels Anderson, Member
Mr. Al Poindexter, Member

Worksessions
3:00 p.m. AASB Core Resolutions – Advocacy
4:00 p.m. Assessment Report – Vision
5:00 p.m. Education Specifications for Seward Middle School – Structure

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 4, 2003

2. Awards and Presentations

3. School Reports

4. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)

5. Hearing of Delegations

6. Communications and Petitions

7. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A., Borough Assembly

8. Superintendent's Report

9. Reports
- a. Financial Report – Mrs. Melody Douglas – Accountability
- b. Board Reports

10. Action Items
- a. Consent Agenda

(1) Approval of Non-Tenure Teacher Assignments – Structure
(2) Approval of New Teacher Assignments – Structure
(3) Approval of Resignations – Structure
(4) Approval of Central Office Organization – Structure
(5) Approval of Administrator Appointments – Structure

b. Approval of Seward Middle School Educational Specifications (revised agenda)

11. First Reading of Policy Revisions

12. Public Presentations/Comments (Individuals are limited to three minutes each on the topic(s) listed below or on any topic.)

13. Board Comments

14. Executive Session

15. Adjourn

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Call for Resolutions

To: Board President

Cc: Superintendent, Superintendent/Board Secretary

From: Debbie Ossiander, Resolutions Committee Chair

Date: July 31, 2003

RE: CALL FOR RESOLUTIONS - DUE October 1, 2003
[This memo and attachment mailed and emailed.]

Attention School Board Presidents and Superintendents, it's time to place AASB Core Resolutions review on your next meeting agenda! AASB is soliciting resolutions from local school boards for consideration at the annual AASB business meeting in Anchorage, November 6-9, 2003 at the Hotel Captain Cook.

Attached is the Association of Alaska School Boards Belief Statements & Core Resolutions with Board of Directors recommendations. Please review the belief statements and resolutions with your board. (NOTE: The attached pdf is an addendum to Resolution #2.3 Hold Harmless)

If your board has a concern that is not addressed by current resolutions, please submit a resolution to reflect that concern. As per AASB policy, proposed and/or amended resolutions must be sent to AASB 40 days prior to the meeting to be considered at the annual business meeting of the Association of Alaska School Boards. REMEMBER! Proposed resolutions must be passed by official board action at a regular board meeting.

We encourage your active involvement in the resolutions process as it gives AASB direction, especially for the upcoming legislative session.

Address your district¹s proposed resolutions and/or revisions to:

Resolutions Committee
Association of Alaska School Boards
316 W. 11th St., Juneau, AK 99801

All resolutions received will be compiled and a complete set of core resolutions, along with submissions from districts, will be sent back to boards for review 30 days before the AASB annual business meeting. If you have any questions regarding the resolutions process contact Greg Giles at AASB 586-1083 or email: ggiles@aasb.org.

Many Resolutions Sunset in 2003:

In November 2002 the AASB membership voted to implement a five-year sunset on resolutions. The sunset is designed to strengthen district participation and focus on pressing educational issues. After five years, a resolution expires. An expired resolution can be REINTRODUCED by a member school board. (Belief statements do not sunset.)

Aside from the 16 new resolutions adopted last year, all other resolutions are scheduled to sunset in November 2003. RESOLUTIONS THAT ARE SCHEDULED TOSUNSET THIS YEAR MUST BE REINTRODUCED BY A MEMBER SCHOOL BOARD, REGARDLESSOF THE AASB BOARD RECOMMENDATIONS THAT APPEAR IN THIS DOCUMENT, IN ORDER TOBE CONSIDERED AT THE NOVEMBER 2003 ANNUAL BUSINESS MEETING. In other words, a recommendation by the AASB Board of Directors to Œreintroduce¹ a resolution does not ensure its consideration at the Resolutions Committee meeting. An expired resolution not reintroduced by the October 1 deadline will be stricken from the resolutions packet and will not appear for consideration at the Resolutions Committee meeting on November 6.

Resolution Process Timeline:

--July 31, 2003 Call for Resolutions mailed (includes AASB Board recommendations) to districts

--Oct. 1 Individual district-submitted resolutions and/or amendments due in AASB office

--Oct. 6 Mail AASB core resolutions with all district-submitted resolutions to districts

--Nov. 6 Resolutions Committee meets to make recommendation to Delegate Assembly
--Nov. 9 Delegate Assembly votes on resolution

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Core Resolutions

Recommendations by the AASB Board of Directors
for consideration at the
Resolutions Committee Meeting Nov. 6, 2003

Many Resolutions Sunset in 2003:

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Resolution Process Timeline:

Aug. 1 Call for resolutions: Mail out AASB Board recommendations to districts for consideration.
Oct. 1 District-submitted resolutions and/or amendments due back into the AASB office.
Oct. 6 ALL District-submitted resolutions and/or amendments are mailed back out to all districts for review.
Nov. 6 Resolutions Committee meets to consider resolutions and make recommendations to delegate assembly.
Nov. 9 Delegate Assembly votes on resolutions at final business meeting.

Legend:

Underlined indicates text being added.
~~Strikethrough~~ indicates text being deleted.
Recommendations: …appear in boxed area along with Comments on recent activity.

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BELIEF STATEMENTS BY SUBJECT AREA

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Continue	B.1 Local Control
Continue	B.2 Binding Arbitration
Continue	B.3 Advisory Board Training
Continue	B.4 School Board Member Training
Continue	B.5 Class Size

FUNDING

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

CHILD ADVOCACY

Continue	Preamble
Continue	B.9 Child Advocacy Mission Statement
Continue	B.10 Language, Cultural and Ethnic Diversity
Continue	B.11 Increase in Family and Parental Involvement in Schools & Educational Programs
Continue	B.12 Supporting Sobriety
Continue	B.13 Prevention/Early Intervention
Continue	B.14 Prohibiting Persons Convicted of Sexual Abuse from Serving on School Boards

PERSONNEL

Continue	B.15 Alaska Native Teacher Hire & Retention

EDUCATION PROGRAMS

Continue	B.16 Early Childhood Education
Continue	B.17 Educational Improvement

RESOLUTIONS BY SUBJECT AREA

* Denotes Priority Resolution as determined by the AASB Board of Directors on November 11, 2002.

Sunset	**Recommend**.	GOVERNANCE
2007	none	1.1 Pledge Of Allegiance
2003	Reintro as Amended	1.2 Opposing Mandated School Consolidation
2003	Reintro as Amended	1.3 Opposition To Mandated Borough Formation
2003	none	1.4 Non-Public School And Part-Time Student Access To Public School Activity Programs
2003	Reintroduce	1.5 Maintaining Local Control In Charter School Formation
2003	Reintro as Amended	1.6 School Vouchers
2003	Reintroduce	1.7 Centralized Treasury: Distribution Of Allocated Funds For Schools & Interest Earned
2003	Delete	1.8 Strike Notification
2003	Reintro as Amended	1.9 School Improvement & Student Achievement

2003 none 1.10 Accountability For Home Schooled Students
2003 Continue 1.11 Compulsory Attendance Law
2007 Delete (addressed under 2.8) 1.12 Right to Attend School
2007 Delete 1.13 Accountability of Architects/Contractors Who Design, Build and Remodel Public Schools

Sunset **Recommend**. FUNDING

2007 Continue 2.1 Fully Fund Tuition Payments
2007 Continue *2.2 Sustained Educational Funding for Alaska's Students
2007 Delete 2.3 Education Funding Hold Harmless Clause (See addendum)
2007 Reintro as Amended *2.4 Education Funding Formula Rewrite
2003 Reintro as Amended *2.5 Financial Support To Achieve Statewide Strategies
2003 Continue 2.6 Funding For Students With Disabilities, Vocational Education, And Bilingual Education
2003 Reintro as Amended 2.7 AASB Forum On Individuals With Disabilities In Education Act (IDEA)
2003 Reintroduce 2.8 Funding Pre-School Programs In Alaska
2003 none 2.9 Simplifying The CIP Application Process
2003 Reintro as Amended 2.10 CIP Priority List For Non-Bonded Projects
2003 Continue 2.11 Opposing Proposed School Funding Formula Change (Allowing 45% of Basic Need)
2003 Reintroduce 2.12 Support Of Increased Federal Funding
2003 Reintroduce 2.13 Education Endowment
2003 Reintroduce 2.14 Instructional Technology
2003 Reintro as Amended 2.15 School Construction Debt Retirement
2003 Reintroduce 2.16 Revenue Sharing And The Community Dividend
2003 Reintroduce 2.17 Emergency State Funding For REAA Fuel Storage & Transfer Facilities
2003 Reintro as Amended 2.18 Pupil Transportation
2003 none 2.19 Funding For School District-Operated Regional Boarding Home Programs
2007 Delete 2.20 Funding For Transient Students in Rural Schools
2007 Delete 2.21 Increase Liability for Destruction of Property by Minors
2007 Continue 2.22 Insurance Costs
New Adopt Financial Exigency (AASB Board of Directors)
New Adopt "Full Funding For Full Accountability" (AASB Board of Directors)

Sunset **Recommend**. CHILD ADVOCACY

2003 Reintroduce 3.1 Promoting Developmental Assets In Alaska's Children
2003 Reintroduce 3.2 Fetal Alcohol And Drug Exposed (FADE) Students
2003 Reintroduce 3.3 Limiting Access To Pornography On The Internet
2003 Reintroduce 3.4 Violence In Media & Entertainment
2003 Reintroduce 3.5 Inhalants, Alcohol & Drug Abuse
2003 Reintroduce 3.6 Interagency Cooperation Among Service Providers Serving Children
2003 Reintroduce 3.7 Suicide Prevention
2003 Reintroduce 3.8 Safe Schools / Safe Communities
2003 Reintroduce 3.9 Support of State Funding for Teen Health Centers in Alaska
2003 Reintroduce 3.10 HIV/AIDS Education
2003 Reintroduce 3.11 Education Of Youth For Healthy Sexual Decision Making

2003	Delete	3.12 Support for State of Alaska Children's Cabinet
2003	none	3.13 In Support of the Alaska Children's Trust
2003	none	3.14 Increased Support Of Alaska Head Start Programs
2003	none	3.15 Supporting the Drug-Free Schools and Communities Act
2003	none	*3.16 Revise Parental Permission Requirements for Questionnaires and Surveys Administered in Public Schools

Sunset **Recommend**. PERSONNEL

2007	Continue	4.1 Support For Staff Development
2003	none	4.2 National Certification Of Teachers
2003	none	4.3 Special Education And Related Services Training
2003	Reintro as Amended	4.4 Addressing Teacher, Specialist, And Administrator Shortage
2007	Continue	4.5 Repeal the Social Security Government Pension Offset and Windfall Elimination Provision
2007	none	4.6 Assault of School Employees

Sunset **Recommend**. EDUCATION PROGRAMS

2003	none	5.1 School-To-Work Programs
2003	Reintro as Amended	5.2 Curriculum Expansion Via Technology
2003	none	5.3 Native Language Program Development
2003	Reintroduce	5.4 Community Schools
2003	Delete	*5.5 Increasing Student Contact Time
2007	Delete	*5.6 (combines 1.9, 5.6, 5.7) Aligning State and Federal Accountability Measures
2007	Delete	*5.7 (combines 1.9, 5.6, 5.7) Seeking Clarification on the Native American Languages and the No Child Left Behind Acts
2007	Delete	*5.8 Highly Qualified Teachers and Paraprofessionals, and Parent Notification

AASB Mission Statement

"The mission of AASB is to assist school boards in providing quality public education, focused on student achievement, through effective local governance."

Belief Statements

Belief Statements are brief philosophical statements about issues 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.

RECOMMENDATION: Continue all Belief Statements as they appear below.

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, focused on student achievement through effective local governance. *(Amended 2002)*

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.

B.5 CLASS SIZE

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

FUNDING

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 continuing need for additional school space and major school maintenance. *Amended 1998, 02*

CHILD ADVOCACY

Preamble

As community leaders committed to education and the equal opportunity for each resident to achieve his/her potential, we act on behalf of all children for the good of the community; 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, business, 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 Alaska. To fulfill our role in the shared responsibility of educating children, we are resolved to pursue the following resolutions. *(Amended 2002)*

B.9 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.10 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.11 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 of highest priority. Research has shown family involvement at home, in schools and education programs enhances student success. *(Amended 2002)*

B.12 Supporting SOBRIETY

AASB encourages our students and parents to help in overcoming our communities' affliction with alcohol and drugs. AASB has long supported schools and communities that are alcohol and drug free through various efforts that:

- encourage the formation of sobriety groups in every Alaska community

- encourage the practice of healthy lifestyles, values and activities
- support existing groups working to promote sobriety
- encourage and support sober role models

B.13 PREVENTION/EARLY INTERVENTION
AASB believes in 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 supports early identification of and intervention for children at risk; and, inclusion of parents and guardians in prevention and intervention services. *Amended 2002*

B.14 PROHIBITING PERSONS CONVICTED OF SEXUAL ABUSE FROM SERVING ON SCHOOL BOARDS
AASB believes that persons convicted of 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. School board members should serve as role models for students and staff. *Amended 1998*

PERSONNEL

B.15 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.16 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*

B.17 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*

AASB
CORE RESOLUTIONS

SUBJECT AREA: GOVERNANCE

1.1 PLEDGE OF ALLEGIANCE
The Association of Alaska School Boards encourages each school board to incorporate the Pledge of Allegiance to our nation's flag in a manner that it sees fit as a regular part of each district's daily activities. AASB further urges that every effort be made to inform students of the true meaning of this pledge to deepen their interest and understanding of citizenship and civic responsibility in a democratic society.

Rationale. Public education is the cornerstone of our democracy. School board service, at its core, is one of the most purely democratic institutions in America today.

The Pledge of Allegiance is an important civics lesson, recited every day across the nation by school children. *(Adopted 2002, Sunset: Nov. 2007)*

RECOMMENDATION: none COMMENT:

1.2 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. OTHERS CURRENTLY PARTICIPATE IN SHARED ADMINISTRATIVE SERVICES, INCLUDING

PURCHASING AND OTHER BUSINESS FUNCTIONS, AND SHOULD BE APPLAUDED AND ENCOURAGED IN THEIR EFFORTS TO ACHIEVE EFFICIENCIES.

No evidence has been provided to support the proposition that significant savings would result from the indiscriminate combining of school districts. STUDIES ON SCHOOL CONSOLIDATION IMPLY AN IMPERCIPTIBLE SAVINGS. PUBLIC PERCEPTION MAY BE DIFFERENT. SCHOOL BOARDS ARE ENCOURAGED TO INVOLVE THE PUBLIC MORE THOROUGHLY IN EFFORTS TO EXPLAIN THEIR BUDGET AND TO SEEK INPUT THROUGHOUT THE BUDGETING PROCESS. *Amended 1999 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

The Administration has made it known school consolidation is an issue it wishes to address. HB 75, the state operating budget, includes intent language asking the Local Boundary Commission (LBC) to identify opportunities for consolidation of schools, with emphasis on districts with fewer than 250 students. A new twist in the consolidation debate is the Legislature's request for LBC to work with Department of Education & Early Development to "examine the policy advantages of prospective consolidations, including projected cost savings and potential improvements in educational services made possible through greater economies of scale." LBC/EED are to report their findings to the legislature no later than 30 days after the start of the 2nd Session of the 23rd Legislature.

--On May 19, 2003 Senators Wilken and Dyson introduce separate resolutions encouraging borough formation. SCR 17 (Dyson) strongly requests the LBC to recommend borough formation in four areas (Skagway, Eagle River, Wrangell, Delta) that have long been identified for borough incorporation. SCR 12 (Wilken) strongly requests the LBC to recommend the same for four different areas (Upper Tanana Basin, Copper River, Glacier Bay, Chatham Region), citing the obligation of areas with significant populations outside first class cities, and with the fiscal capacity to operate boroughs, to financially contribute to a system of public schools and provide other fundamental public services. Neither resolution passed the Senate. The resolutions remain in play.

--Upon adjournment, Gov. Murkowski proposes additional cuts to the state operating budget on May 22, 2003. Murkowski says his cuts will not threaten education but he mentions the need for efficiencies, citing the need to reduce the number of school districts.

1.3 OPPOSITION TO MANDATED BOROUGH FORMATION
AASB continues to oppose *mandatory* formation of boroughs. A mandatory borough act REDUCES THE CURRENT LEVEL OF ~~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.

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in SOME

many rural areas of the State. IF THE STATE WISHES TO REQUIRE LOCAL COMMUNITIES TO CONTRIBUTE FINANCIALLY, THE LEGISLATURE ALREADY HAS THE STATUTORY AUTHORITY TO IMPLEMENT A TAX IN THE UNORGANIZED BOROUGH. CREATING AN ADDITIONAL LEVEL OF LOCAL GOVERNMENT MAY NOT PRODUCE THE DESIRED EFFECT. *Amended 2001 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Strengthen this resolution by noting the Legislature currently has the authority to tax the unorganized borough. The "decades long trend" referred to above may be over; in fact, the trend in Alaska has been to urge the LBC to proceed in making recommendations to the Legislature. There exists in Alaska a political process—reapportionment every 10 years, and Local Boundary Commission activity to complete the mission of the State Constitution to organize the Unorganized Borough—that will continue to drive this issue. Some of the proposed borough formations are sensible. When does it make sense to do this and when doesn't it?

1.4 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 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

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. Since then, EED regulations have clearly defined "part time" status. No other legislations has been forthcoming. Alaska Schools Activities Association rules and guidelines 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. Eight years ago this rule was challenged in court. The ASAA rule was upheld. Resolution may no longer be relevant.

1.5 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. 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 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

HB 171 CHARTER SCHOOL GRANTS–Passed into law this year, this legislation repeals a program that provides $500 per pupil to assist with startup costs of new charter school, to be replaced by funds from state and federal sources. Under the combined current state and federal programs, new charter schools can receive up to $180,000 each over one or two years. The new federal program is expected to generate almost $500,000 for each new charter school over five years.

SCR 10 Charter Schools Task Force, introduced by Sen. Dyson, creates a legislative task force to study charter school laws between sessions to determine what updates may be needed. The resolution remains in S. Rules Committee.

1.6 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.

The U.S. Supreme Court ruled in June 2002 that a voucher program in Ohio did not violate the U.S. Constitution. Referenda in other states have turned down vouchers. The Alaska Supreme Court has held

that the following provision of the Alaska Constitution, a restriction independent of the U.S. Constitution, bars disbursement of public funds for the purchase of private or parochial education:

> *Alaska Constitution, Section 1. Public Education.* The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. *No money shall be paid from public funds for the direct benefit of any religious or other private educational institution*

In addition, voucher funding tied to students could not fully ensure students or taxpayers the benefits of accountability measures, like state mandated content and student performance standards, and could not satisfy other state and federal mandates under which public schools are required to operate, without invading the religious and other constitutional freedoms of private and parochial schools.

HOME SCHOOLING IS ALREADY AVAILABLE AS AN ALTERNATIVE TO MANDATORY SCHOOLING. IN ADDITION, THE CHOICE OR SUPPLEMENTAL SERVICES REQUIREMENTS OF THE NO CHILD LEFT BEHIND ACT OF 2001 LESSEN THE NEED TO PROVIDE PARENTS WITH THE FINANCIAL MEANS TO PROVIDE A QUALITY EDUCATION. *Adopted 1998, 99, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

No new legislation was introduced recently on the state level. The US Supreme Court decision on June 27, 2002 upholding Cleveland's voucher program threw the ball back into state courts as proponents seek to prove vouchers are constitutional under individual state constitutions. It will take a change to the Alaska constitution to allow vouchers—always a difficult task.

1.7 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 monies, 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. "Use it or lose it" is a disincentive to utilize educational funds in the most efficient and effective manner. *Amended 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member

school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

1.8 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. *(Sunset: Nov. 2003)*

RECOMMENDATION: Delete
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Success! SB 95 72-Hour Strike Notification, by Sen. Green, accomplishes to action sought by this resolution. Resolution no longer required; allow it to sunset.

1.9 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT

AASB urges LOCAL SCHOOL DISTRICTS AND THE ASSOCIATION OF ALASKA SCHOOL BOARDS TO WORK CLOSELY WITH THE ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT TO IMPROVE THE STATE OF ALASKA "NO CHILD LEFT BEHIND" WORKPLAN RECENTLY ADOPTED BY THE US DEPARTMENT OF EDUCATION, AND TO RECONCILE NCLB WITH ALASKA'S ACCOUNTABILITY MEASURES (INCLUDING SCHOOL DESIGNATORS AND THE HIGH SCHOOL GRADUATION QUALIFYING EXAM/BENCHMARKS) AND COMING CHANGES UNDER FEDERAL I.D.E.A. REAUTHORIZATION. ~~collaboration between Alaska School Districts and all education stakeholders to support the needs of Alaskan schools designated as "deficient" or "in-crisis." AASB also urges review of any variations in the standards and criteria between Alaska's school designators and federal designators to avoid unnecessary inconsistency and public confusion, and to ensure the greatest validity of designators as descriptive of school performance, rather than student population.~~ AASB will continue to make its school improvement programs available to school districts, including board development based on board standards, emphasis on student instruction through QS2, and community engagement through Alaska ICE.

Rationale. Alaska's school designator system and other accountability measures ADOPTED IN THE 1990s, as well as the federal ESEA No Child Left Behind Act OF 2001 WHICH SUPERCEDES ALASKA'S ACCOUNTABILITY MEASURES, HAVE CREATED A DUAL SYSTEM OF ACCOUNTABILITY. BOTH SYSTEMS have created new expectations for raising school and student achievement, but also pose a risk of public confusion. IMPROVING ALASKA'S NCLB WORKPLAN, IN PARTICULAR MEETING "HIGHLY QUALIFIED" REQUIREMENT FOR SCHOOLS WITH ONE OR TWO TEACHERS, AND PARAPROFESSIONAL REQUIREMENTS, IS CRITICAL TO SERVING ALASKA'S STUDENT NEEDS.

STATE AND FEDERAL EDUCATION STAKEHOLDERS SHOULD FIRST SEEK TO UNDERSTAND THE PROBLEMS FACING PUBLIC EDUCATION AS THEY WORK TO ALIGN STATE AND FEDERAL REQUIREMENTS OR PROPOSE ADDITIONAL ACCOUNTABILITY REQUIREMENTS. THE GREATEST THREAT TO PUBLIC EDUCATION IS PURSUING SOLUTIONS WITHOUT A LACK OF UNDERSTANDING OF KEY PROBLEMS FACING OUR SCHOOLS. ~~Designators are valid only to the extent they measure the contribution or lack of contribution by the school, rather than simply reflect the performance of the student population for the test year. It is understood that not all schools are going to be designated as "successful" or "distinguished" and that not all high school students are going to pass all sections of the HSGQE. It is the responsibility of public education--school boards, with technical assistance from the Department of Education and Early Development, educators, and other stakeholders--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, Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended (Combines 5.6, 5.7, 1.9)
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Forwarded to Legislature, EED, State Board, other Education organizations. EED currently has a group of regulations out for public comment that addresses NCLB requirements. The recently adopted Alaska workplan to implement NCLB is a work in progress. It has provided some of the flexibility sought. Alaska is working to address other outstanding issues like qualifications for paraprofessionals and one- or two-teacher schools. Feds said the state cannot measure "growth," only "status." The result will be that many more schools will be identified as not not proficient.

1.10 ACCOUNTABILITY FOR HOME-SCHOOLED STUDENTS OUTSIDE THE PUBLIC SCHOOL SYSTEM

The State Department of Education and Early Development should have the authority and funding to register and track the achievement of all school-age children throughout the state who are not enrolled in public or private educational institutions. Parents of such students should be required to provide information regarding instruction of and progress of their children, SO THERE IS A MINIMAL MEASURE THAT ESSENTIAL SKILLS ARE BEING TAUGHT AND LEARNED. PUBLIC SCHOOL STUDENTS ARE ALREADY TRACKED THROUGH BENCHMARK EXAMS AND THE HSGQE. AASB SUPPORTS TESTING FOR ALL STUDENTS TO SEE THAT ADEQUATE, ESSENTIAL SKILLS ARE BEING PROVIDED.

Rationale. THE GOAL IS TO ENSURE EVERY FAMILY TAKES RESPONSIBILITY TO EDUCATE THEIR CHILDREN. Children receiving an education OUTSIDE THE PUBLIC SCHOOL SYSTEM at home are not required to register or be accountable throughout their education. ALASKA MAY BE THE ONLY STATE WITH NO COMPULSORY LAW REQUIRING SOME FORM OF EDUCATIONAL PLAN BE FILED WITH THE STATE. 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. No independent or objective testing, including the high school qualifying exam, is required for these students.

Though home schooling can be very effective for some, public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling, ESSENTIALLY RETARDING THE

EDUCATIONAL PROCESS FOR CHILDREN WITH NO FORM OF SUPPORT. Entry of these students into public education puts the receiving districts in a position of providing substantial remedial assistance, while subjecting the students to the same testing and evaluation standards as other students. With the enactment of federal No Child Left Behind legislation and state designators, public schools will be unfairly held accountable for any inadequate preparation of entering students. With the High School Graduation Qualifying Exam, inadequately prepared students will pay the price of the state's failure to monitor the progress of home-schooled students. *Adopted 2000, Amended 2001 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

This was a huge issue last session, with home schooler/correspondence study parents vehemently opposed to proposed EED regulations to tighten oversight of student progress. The governor's attempt this year to eliminate the state sponsored Alyeska program also met with stiff opposition. In the end, HB 174 passed, eliminating the Alyeska summer school program effective July 1, 2003, and giving Alyeska one more year of operating funds as a transition so that the program can be assumed by a different educational organization, such as a charter school or a public Alaska school district.

1.11 COMPULSORY ATTENDANCE LAW
Current state law requires compulsory school attendance from age 7-16. AASB supports changing the mandatory age for school attendance to run from 6 to 17 years old. AASB urges the Department of Education and Early Development and enforcement agencies to work with districts to support compulsory school attendance laws.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Furthermore, research indicates that earlier education is beneficial. In fact, most children in Alaska are enrolled by the age of 6.

Most 7-year-old kids are in first or second grade. With the renewed emphasis on reading, writing, and mathematics skills in the first few years, skills on which the child will be assessed, children starting school late are at a big disadvantage. With the enactment of federal No Child Left Behind legislation and state designators, the legislature will be accountable for paying the cost of remediation to overcome that disadvantage. Importantly, reduction of the compulsory school age to 6 would not eliminate active home-schooling as a viable alternative for parents.

Increasing the mandatory age to 17 helps ensure students who have not yet graduated from high school stay in school and have more opportunities to meet performance standards and pass the HSGQE. Regular school attendance is critical for student achievement. Mandatory attendance laws should be enforced. Currently the state has provided no funding or enforcement agent to do this. *Adopted 2001, Amended 2002 (Sunset: Nov. 2006)*

RECOMMENDATION: Continue
COMMENT: SB 7, by Sen. Davis, lowers the legal age every child shall attend school from seven to six years of age. The bill did not move from its first committee of referral. This has been a politically volatile issue.

1.12 RIGHT TO ATTEND SCHOOL

The AASB supports amendment to state statutes or regulations to afford the governing body of a school district the discretion to delegate to the superintendent or his/her designee the authority to approve early entry of a student on an individual basis. Approval for early entry will be based on minimum standards prescribed by the board for identifying whether the child has the mental, physical, and emotional capacity to perform satisfactorily in the educational program being offered.

Rationale. Under AS 14.03.080(c), a child under school age may be admitted to the public school in the school district of which the child is a resident at the discretion of the governing body of the school district if the child meets minimum standards prescribed by the board evidencing that the child has the mental, physical, and emotional capacity to perform satisfactorily for the educational program being offered.

Regulations established by DEED and effective July 1, 2002, have interpreted this statute to mean, “the governing body of the school district must approve early entry of a student on an individual basis.”

AASB believes that once a district has adopted appropriate policy standards, it should have the discretion to delegate this responsibility for implementation to the district administration. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: (addressed under 2.8)

1.13 ACCOUNTABILITY OF ARCHITECTS/CONTRACTORS WHO DESIGN, BUILD AND REMODEL PUBLIC SCHOOLS

The Association of Alaska School Boards strongly supports the formation of a public accountability system for architects/contractors who build or remodel public schools in Alaska. This "Architect/Contractor Report Card" would be devised by a variety of stakeholders from the Department of Education and Early Development, public school systems, and the architectural and construction industry. After completion of a project, the district would rate each architect/contractor on various aspects of design/construction and give an overall rating. This rating would be made public.

Rationale: Design, construction or remodeling of buildings is expensive. There is a need to provide for the best use of public money for building quality, durable and appropriately engineered facilities. Public accountability will increase effectiveness and quality of building design and construction. An Architect/ Contractor Report Card would be beneficial reference for districts to consult when making this important decision on behalf of designing and constructing buildings for children. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: Forwarded to EED, legislature, Alaska State Home Builders Association.

Could create severe liability issues. Boards may not have the experience necessary to implement such a plan. More appropriately done at the local level by checking references. Bonding is currently required. Adequate requirements and processes are available to address this issue.

SUBJECT AREA: FUNDING

2.1 FULLY FUND TUITION PAYMENTS

AASB urges the Administration to request and the Legislature to fully fund Tuition Costs as required under 4 AAC 090.030 (5), which states that children living in mission homes or other nonprofit institutions, and children whose custody has been placed elsewhere by decree of the court, and who are attending public schools in a district, are eligible for tuition payments by the department regardless of their place of original residence.

Rationale. The Office of Management and Budget requested a $400,000 increase in the Department of Education's Operating Budget for FY 03 to cover the increased costs projected for full funding of Tuition costs provided for under 4 AAC 090.030.

The failure of the Legislature to fund the projected increase will result in school districts receiving a prorated amount for FY 03 equivalent to 75% of the amount to which they are entitled. In Anchorage, for example, the projected loss is $175,000 in revenue.

In FY 02, the Administration did not request from the Legislature full funding of the Tuition costs, which resulted in districts receiving a similar prorated amount of their entitlement. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Continue

COMMENT: Funding for Tuition Students ($2.25 million) was eliminated this year by Gov. Murkowski. We can anticipate the State Board will eliminate the regulation authorizing this program (there is no statutory authorization). According to EED, tuition payments were designed to compensate school districts serving students who are wards of the state for loss of local tax revenue. The administration believes that the program is no longer relevant given that many of the children in foster care are residents of the school district, living in taxable homes, OR they are in custody in non-taxable facilities. Technically, the school district is enrolling and counting the student for foundation aid. If students are in a detention facility, they are receiving supplemental funds through Youth In Detention grant and also receiving this tuition payment. Thus, tuition payments are considered a "double dip."

The AASB Board of Directors felt the lack of reimbursement for wards of the state was not adequately addressed. The high transition rates in and out of districts require more intensive services with considerable expenses. The issue of double dipping should be handled by regulation.

2.2 SUSTAINED EDUCATIONAL FUNDING FOR ALASKA'S STUDENTS

The sustainability, reliability and adequacy of Alaska's funding for public education is of highest concern to the Association of Alaska School Boards. AASB urges the Legislature to develop a fiscal plan that provides a long-term approach to funding the costs of public education and other services upon which Alaska's students and their families depend.

Rationale. The State of Alaska provides a wide range of services to a diverse population spread over a

logistically complex area. Providing these services currently costs more than the state is receiving in recurring revenue. A long-term plan for fiscal integrity is needed to provide a stable business climate and to ensure the citizens of necessary services. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Continue
COMMENT: Forwarded to EED, State Board, Legislature, Governor's office. Legislature is conducting statewide meetings on potential new taxes and use of the Permanent Fund in solving Alaska's financial crisis.

2.3 FUNDING FORMULA HOLD HARMLESS CLAUSE

The Association of Alaska School Boards urges the legislature to adopt a "hold harmless" clause in the calculating of funding for individual school districts based on a "least squares" formula. The method projects enrollment for the fiscal year based on enrollment for the previous five fiscal years to guarantee funding of the individual districts at the projected level of enrollment any time there is greater than a 3% negative variance. A formula should be based on generally accepted mathematical methods of projecting data trends referred to as the "Least Squares" method. The formula is set up to weight more recent year enrollment experience more heavily than more distant year experience. (See addendum)

Rationale: At present local school districts and local municipal governments are engaged in a high stakes guessing game every spring as the school board and the municipal assembly try to project next fall's enrollment and on that basis set a budget. Based on the prediction, which must be set even before the legislature is out of session and the State FY budget enacted, teacher contracts are signed for the next school year. If the district and municipal assembly guess too high, chaos ensues in the fall when the district is faced with the reality of too little funding to meet fixed costs as the lion's share of the budget goes to salaries which are governed by contract. Inevitably the district is forced to cut supplies, maintenance, student activities, etc. It makes for a very unhappy local community and adversely affects the educational process and its outcome.

The proposed formula for predicting the enrollment on which to base a budget is generally accurate when population trends are normative. It depends on the square of the distance of any data point from a projected population curve (in this case a straight line) with the square canceling out positive/negative numbers.

The formula becomes inaccurate, as would be expected, during periods of rapid growth or catastrophic decline (such as would occur in a community if the major employer suddenly closed its doors). Thus the "hold harmless" clause which gives the individual district a grace period during which to retrench and reallocate resources, etc.

(NOTE: Addendum A describes Least Squares, includes sample district calculations.) *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: Forwarded to EED, State Board, Legislature, Governor's office. No interest shown in considering this. The AASB Board felt the Least Squares funding mechanism is generally not understood, and that the resolution includes too much specificity.

2.4 EDUCATION FUNDING FORMULA REWRITE

The Association of Alaska School Boards urges the Legislature to PROVIDE ADEQUATE, SUSTAINABLE FUNDING, INCLUDING INCENTIVES WHERE NECESSARY, ~~utilize the A+ Study on Education Funding as a guide~~ to meet district needs as it reopens the education funding formula to consider new District Cost Factors, and to mitigate any negative financial impact on districts.

Rationale. ~~Issues to consider regarding education funding:~~

~~COST FACTOR STUDY–A new~~ THE Cost Factor Study ~~is due to be~~ submitted to the Alaska Legislature Nov. 15, 2002 REDUCED STATE FUNDING FOR MANY ALASKA SCHOOL DISTRICTS. THE RESULTS PROVIDED A LESS THAN CONVINCING PICTURE OF ~~. The intent of the study is to determine~~ the true cost of educating kids in Alaska. SUBSTANTIAL QUESTIONS WERE RAISED ABOUT THE RESOLTS AND REMAIN UNANSWERED. ~~(versus looking at how districts currently spend money), and then develop Cost Factors from that. Hopefully the study will yield accurate and reliable costs associated with educating kids in our vast state. Any~~ SHOULD A NEW DISTRICT COST FACTOR BE ADOPTED, ANY negative impact on districts should be mitigated through some type of hold harmless provision so that student needs don't continue to be compromised.

~~TASK FORCE A+ STUDY–Provides guidelines on school district needs. It clarifies and makes recommendations on the issue of funding distribution (adequacy and equitability). Its primary finding: Increase funding to make up for past flat funding, and add approximately a 1.5% increase each year thereafter to account for the impact of inflation. AASB urges adoption of a 2% annual increase to more fully keep pace with inflation and a review and adjustment of this factor every 3 years to account for actual inflation.~~

~~THE UNADJUSTED ADM–For the past few years Learning Opportunity Grants (LOGs) have been provided outside the education foundation formula. These funds, while greatly appreciated, 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. The LOGs with Unadjusted ADM are one-time funds and cannot reliably be counted on because they expire annually. As funding is adjusted, all revisions should be made within the formula utilizing an Adjusted ADM.~~

~~INCREASING STATE AND FEDERAL ROLE–~~In Alaska, accountability measures under the Quality Schools Initiative HAVE created continuous, increasing financial demands on school districts. The initiative mandates K-1st grade screening, benchmark exams, and the High School Graduation Qualifying Exam. It requires implementing and integrating state school and educator performance standards. It calls for a School Designator system ~~to be implemented in two years,~~ requiring schools to show improvement over a period of time. All districts HAVE BEEN ~~will be~~ increasing the amount of resources directed to student testing and remediation.

At the federal level, the reauthorization of ESEA "No Child Left Behind Act" 2001 has huge fiscal implications for Alaska schools. Already, Alaska districts are being required to provide additional supplemental services for students in Title 1 schools deemed failing, and to provide parents with the choice to send their children to another school at district expense. Reauthorization of the Individuals with Disabilities Education Act (IDEA) is currently being debated, but Congress is stepping back from earlier pledges to fully fund this program. We urge the Alaska Legislature to support full federal funding of these

two Acts.

These state AND FEDERAL mandates should receive an ADEQUATE, ongoing, consistent source of funding. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Reintroduce as amended
COMMENT: Forwarded to EED, State Board, Legislature, Governor's office. Rewrite to focus on the District Cost Factor Study.

2.5 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:

1. Time–Increased learning time through an expanded day or extended school year and/or summer school to increase learning.
2. Alignment–Professional/technical assistance to align curriculum with standards
3. Enhanced teacher preparation/in-service
4. Teacher/administrator recruitment to attract professionals to come and stay in Alaska
5. Address accommodation of special needs students

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~~ OVER THE YEARS, MANY FORUMS HAVE IDENTIFIED MANY STATEWIDE STRATEGIES TO HELP MEET STUDENT PERFORMANCE STANDARDS. ~~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.~~

In addition, the No Child Left Behind Act of 2001 requires all students to meet high standards. Special Education students often require specific learning strategies, specialty trained educators and support staff, as well as additional time and resources. *Adopted 2000, Amended 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

The overall resolution speaks to a prior administration's efforts. Revise to reflect the many organizations and recommendations that have been forthcoming on this issue.

2.6 FUNDING FOR STUDENTS WITH DISABILITIES, VOCATIONAL EDUCATION, 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, and vocational and special education program needs are diverse, however, and a block grant may bear no resemblance to actual need, thus shortchanging some districts while overcompensating others. A 2001 Department of Education and Early Development audit found special education instruction and support expenditures accounted for 25.3% of total FY01 instructional expenditures. *Adopted 1998, Amended 00, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Continue
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

$225,000 was appropriated in this year's state operating budget to EED for an Intensive Need Services Audit for FY04 and FY05. Special education is mandated; the other programs are not and are typically underfunded. Congress is currently considering reauthorization for IDEA.

At issue here is the potential over-identification of students in special education. [GG GET EED GROWTH RATES]

2.7 AASB FORUM ON INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

AASB will continue to monitory and advocate the following issues ~~create an appropriate forum on special education issues to gather data and articulate the needs of Alaska~~ as we enter into the federal negotiations for reauthorization of the Individuals with Disabilities in Education Act (IDEA). ~~At a minimum, the forum 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 Establishing post-secondary educational programs to train additional individuals as certified special education teachers and related services providers (i.e. school psychologists, physical therapists, and speech therapists)
5 High staff turnover

6 Teacher Liability/legal protections for advocates
7 Placement of students and delivery of services
8 Mediation between school districts and parents when disagreements develop over student placements
9 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.

Issues such as discipline and excessive paperwork are having a negative impact on educators; as a result fewer certified personnel are willing to teach in special education programs.

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. According to the National School Boards Association, federal funding accounts for approximately 16% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts. *Adopted 2000. Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

$225,000 was appropriated in this year's state operating budget to EED for an Intensive Need Services Audit for FY04 and FY05. Congress is currently considering reauthorization for IDEA. Major changes being proposed in HR 1350:
--notable shift from focus on compliance to student achievement.
--benchmarks and short term objectives to be replaced with NCLB reporting requirements
--paperwork is reduced and IEP process simplified
--renewed emphasis on early intervention
--nonmandatory path to reach 40% federal funding is established
--limits placed on "federal relations" activities for nonprofits

2.8 FUNDING PRE-SCHOOL PROGRAMS IN ALASKA

AASB supports legislation to add additional 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. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Research indicates that earlier education is critical for many children to successfully reach those expectations. With the enactment of federal No Child Left Behind legislation and state designators, the legislature will be accountable for paying the cost of missing the opportunity to reach children at the age when the greatest gains in mental development are possible. Appropriately housed 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 offers no funding for pre-school education. Many communities do not meet the qualifications for federal Head Start or pre-school funding and sources of present federal funding are uncertain. Most existing pre-school programs cannot afford certificated pre-school teachers. *Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce (1.12 is addressed under this resolution also)
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

HB 154, passed into law, restricts districts from enrolling 4-year-olds in two-year kindergarten programs. The bill raised questions about the state's commitment to early education.

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. Failure to educate at an early age results in a preparation gap, which in turn results in an achievement gap later on.

In Alaska, at least one school district has entered into an agreement with EED to recapture Impact Aid monies for 3- and 4-year-olds, thus providing funds to offer a pre-school program.

2.9 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 children. *Adopted 2000, Amended 2001 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Distributed to EED, Legislature, Governor, State Board. EED'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 broad-based group, including a representative from both the House and Senate, architects, and school district facility planners. All information requested is necessary to prioritize the CIP list, says EED. Another issue not addressed by this resolution: New projects do pop up and take precedent; other projects are not submitted for a time but eventually appear in the mix. This is the reality of the CIP process.

2.10 CAPITAL IMPROVEMENT PROJECT PRIORITY LIST FOR NON-BONDED PROJECTS

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, based on need, by the Department of Education and Early Development. The legislature in recent times has not followed the priority list as presented. *Adopted 2000, Amended 2001 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: Need to adhere to the process.

This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

2.11 OPPOSING PROPOSED SCHOOL FUNDING FORMULA CHANGE (ALLOWING 45% OF BASIC NEED)

AASB opposes a change to the funding formula that would eliminate the 45% factor and result in an inequitable burden on some districts.

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 4 mills or 45% of basic need. *Adopted 2001 (Sunset: Nov. 2006)*

RECOMMENDATION: Continue
COMMENT: Forwarded to EED, Legislature, State Board, Governor. Was not an issue this year. This resolution was introduced when North Slope was targeted to increase its share of local support. North Slope Borough already pays a significant local share due to its wealth, and bonds itself to build schools and incurs other indebtedness.

2.12 INCREASED FEDERAL FUNDING COMMENSURATE WITH FEDERAL MANDATES

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

Rationale. There is an expanding federal role and responsibility in delivery of public education. The cornerstone of the presidential education policy calls for increased testing and adequate yearly progress for each student through the ESEA "No Child Left Behind" Act, and should therefore include commensurate funding.

The original intent of PL 94-142 (federal special education funding through the Individuals with Disabilities in Education Act) 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, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

See also Belief Statement #7 (Unfunded Mandates)

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. A recent Curriculum Management Audit of Alaska's largest school district found "overall fiscal support for education in Alaska is tenuous," and that financial uncertainty deters long-range planning that is critical to significant educational improvement. An educational endowment will provide a proven, secure, and dedicated fiscal resource for future public education funding for our state, and allow long-range education planning with confidence in the availability of that resource. *Amended 1998, 99, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: Still a good idea

This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

2.14 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. 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, 01 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

There was previously 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 well established. Not an issue the past couple of years.

2.15 SCHOOL CONSTRUCTION DEBT RETIREMENT
AASB calls upon the Legislature AND THE ADMINISTRATION 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. Extending that program into the future will help meet school construction needs in areas of the state that are able to bond.

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 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.

VOTERS WHO PASSED PROPOSITION C IN 2002 HAVE AN EXPECTATION THAT THE GENERAL OBLIGATION BONDS APPROVED BY THEIR COMMUNITIES WILL BE PARTIALLY REIMBURSED AT THE LEVEL PROMISED BY THE STATE.
Amended 1998, 01, 02 (Sunset: Nov. 2003)

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

In light of the Administration's original proposal to underfund Debt Retirement by 10% this year, it would be prudent to re-introduce this resolution.

2.16 REVENUE SHARING & THE COMMUNITY DIVIDEND

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. 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, 01 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Gov. Murkowski eliminated funding ($27 million) for municipal revenue sharing this year and promised to supplant it with $15 million in federal funds. It is anticipated the Administration will introduce legislation next session to eliminate the program from statute. Loss of these funds will increase pressure on local municipal school districts.

2.17 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 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENTS: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

The Denali Commission is leading the effort to meet infrastructure needs in rural Alaska. According to the Commission, rural arctic and sub-arctic Alaska communities are fully dependent on diesel fuel for heat, power and light. The fuel is routinely stored in large tanks located within or near the community. Historic problems including fuel spills that contaminate the environment and community water sources, as well as, not meeting applicable State and Federal laws.

In FY99 the Denali Commission entered into an agreement with DOE to provide $10 Million in construction funding and $500,000 in planning and design funding for bulk fuel upgrades. The Commission funding complemented funding from DOE, the US Environmental Protection Agency, the US Department of Housing and Urban Development, the State of Alaska Department of Education and other sources for a total funded effort of $19,177,000 for construction of 14 bulk fuel farms and design for 20 additional farms.

2.18 PUPIL TRANSPORTATION
AASB believes the State of Alaska should FULLY FUND PUPIL TRANSPORTATION UNDER THE NEW PER STUDENT FUNDING MECHANISM AND PROVIDE FUNDING FOR DISTRICTS WITH INCREASED TRANSPORTATION NEEDS DUE TO SPECIAL CIRCUMSTANCES AND/OR STUDENT GROWTH. ~~continue to fully reimburse the cost of pupil transportation.~~ Getting students safely to and from school is a vital part of public education.

Rationale. PROVIDING ACCESS TO PUBLIC EDUCATION VIA TRANSPORTATION IS A MAJOR RESPONSIBILITY FOR SCHOOLS. THE NEW TRANSPORTATION FUNDING MECHANISM, ADOPTED IN JULY 2003 CAPS THE PER STUDENT ALLOCATION AT THE FY03 LEVEL WITH INFLATIONARY ADJUSTMENTS ESTABLISHED AT ONE-HALF THE ANCHORAGE CPI IN FY05 AND FY06. IT REMAINS TO BE SEEN WHETHER THE NEW PER-STUDENT ALLOCATION WILL PROVIDE A SUFFICIENT LEVEL OF FUNDING INTO THE FUTURE.

PUPIL TRANSPORTATION IS AN IMPORTANT PART OF OVERALL SCHOOL FUNDING. AASB REQUESTS THAT THERE BE NOT SHORTFUNDING OF THIS CRITICAL ELEMENT. DISTRICTS NEED AN ADEQUATE BLOCK OF FUNDS TO PROVIDE SAFE ACCESS TO SCHOOLS. ~~The legislature recently discussed paying only 95% of pupil transportation costs as incentive for districts to align contracts, encourage competition, and presumably reduce costs. The alignment was completed from 2000-2001. 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~~. *Adopted 2000, Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Previous attempts to align contracts did not result in the level of savings policy makers had hoped for. SB 202 passed into law creating a new per student funding allocation for pupil transportation with an inflationary adjustment for FY05 and FY06. The legislature chose to shortfund the new program from its inception, financing the pupil transportation at $54 million dollars (the FY03 level) for FY04. State projections to fully fund reimbursements for FY04 under the old program was estimated at $59 million.

2.19 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. Galena, Nenana and other districts now offer boarding school programs that provide an alternative to some areas of the state. *Amended 1997, 00, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

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 to support state funding for boarding schools.

This may be a local control issue. A number of districts are considering such an arrangement (Bristol Bay, Dillingham, Nome/Bering Strait) without special state assistance. Regional Learning Centers is one local option that doesn't take kids out of districts and can help ensure a quality program. Gov. Murkowski is open to these choice issues.

2.20 FUNDING FOR TRANSIENT STUDENTS IN RURAL SCHOOLS

The Association of Alaska School Boards supports development of a funding mechanism for compensating rural schools for students entering after the October count date.

Rationale: Each year, rural students throughout Alaska enroll in boarding and other schools around the state. Often, students leave schools immediately following the October count. These students, generally return to their home districts. The untimely arrival of students after the count date puts the receiving school districts at a financial disadvantage. Districts receiving students after the October count must bear the financial responsibility for educating these students without corresponding funds. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: EED does not believe the change called for in this resolution is warranted as there are so few cases where Mt. Edgecumbe sends kids back to their originating district after the official student count date. Characterized as isolated instances.

Last year the AASB Board of Directors recommended deleting a similar 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. The membership ultimately voted to retain the resolution.

2.21 INCREASE LIABILITY FOR DESTRUCTION OF PROPERTY BY MINORS

AASB encourages the Legislature to increase the maximum that may be recovered from either parent, both parents, or the legal guardian of an unemancipated minor under the age of 18 years who, as a result of a knowing or intentional act, destroys real or personal property belonging to a school district from $10,000 to the actual amount of damages.

Rationale. Vandalism damages a school district's physical plant, has a negative impact on student learning, and demoralizes hard-working staff and students. Every dollar spent on repairing vandalism is a dollar we cannot invest in textbooks, teachers or technology.

Currently, school districts can recover a maximum of $10,000 from either parent, both parents, or the legal guardian of an unemancipated minor under the age of 18 years who, as the result of a knowing intentional act, destroys real or personal property belonging to a school district. The current law forces taxpayers to bear the cost of vandalism even when a parent's liability insurance is otherwise available to pay the full cost. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: Success. HB 18 passed into law. We requested an increase in the maximum liability, and the Legislature raised it by $5,000 (to $15,000)

2.22 INSURANCE COSTS

AASB urges the Alaska State Legislature to take action, through increased funding or otherwise, to mitigate recent increases in insurance costs.

Rationale. School districts throughout the state of Alaska have experienced recent increases in insurance rates. School districts have seen increases in liability, property, and workers compensation of between 250% and 350%. Health insurances have also increased by 30% to 50% per year over the last five years. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless

steps are taken to mitigate these uncontrolled increases. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Continue
COMMENT: Distributed to State of Alaska, EED, State Board, Governor. No action taken.

[NEW--PROPOSED BY AASB BOARD] FINANCIAL EXIGENCY

The Association of Alaska School Boards supports the use of projections when estimating enrollment and revenues to develop a budget. If necessary, the term "financial exigency" should either be redefined in statute to specifically allow the use of projections, or the March 16 nonretention provision should be lifted to give districts the latitude to adequately plan a quality educational program that meets the needs of students.

Rationale. The Haines/Hoonah layoff lawsuit brought by NEA-Alaska in 2003 has far reaching implications for all school districts during an economic downturn. School districts, like corporate America, utilize revenue and other types of projections to determine staffing levels and program offerings. Districts must be able to project to make decisions about staffing because they do not have "actuals." The largest component of a district's budgetary commitment is to personnel. Without the use of projections to determine operational costs, districts could be placed at financial risk.

This lawsuit seeks to disallow declining enrollment and declining revenue *projections* as a reason to lay off employees, which may be necessary to reorganize the district educational program. NEA-Alaska is making the case that reductions in enrollment or revenue must have already taken place in order to lay off staff.

Tenured staff must be notified of nonretention before March 16 and nontenured staff on or before the last day of the school term. State law requires school districts to determine a budget for the following fiscal year by May. The level of school district funding, however, is often not known until June after the governor considers the state operating budget passed by the Alaska State Legislature.

RECOMMENDATION: Adopt

[NEW--PROPOSED BY AASB BOARD] "FULL FUNDING FOR FULL ACCOUNTABILITY"

With Alaska's performance standards and NCLB federal requirements, the top issue for school boards now is one of funding *adequacy*. AASB calls on state policy makers to appropriate funding adequate to meet the needs of Alaska's youth.

Rationale: While signing the FY04 operating budget into law Gov. Murkowski called on the education community for "full funding for full accountability." He warned that "full funding" would be granted this time around, but he would be looking for efficiencies in the future. This implies that the education establishment will be held accountable for student achievement, efficient use of funds and implementing the No Child Left Behind Act.

School boards accept responsibility for student achievement. We will model our behavior using best practices with a focus on student growth.

Appropriating an adequate amount to fund education is a legislative responsibility. The primary responsibility for school boards is allocation of those funds. Unlike many school boards throughout the nation, Alaska school boards do not have fiscal autonomy.

School boards know from experience that "full funding" of the education funding formula by state policy makers does not necessarily equate to "adequate" funding. Our success as a state in meeting the requirements of NCLB will require an investment in people, processes, and accountability measures. AASB is committed to do its part to ensure success.

RECOMMENDATION: Adopt

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 1.2 million adolescents in each of the 50 states have participated in a study that 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, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

This resolution represents the cornerstone of AASB's asset building initiative.

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 and guardian 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, 02 (Sunset: Nov. 2003)

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.3 LIMITING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent 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, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

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 demonstrate 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.

Analysis of the recent multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicate a commonality of these four 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, 01 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.5 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 problems, 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 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, 01 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.6 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 (protecting each family's right to privacy but establishing criteria for need to know) that facilitate 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 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 schoolwork. 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. *Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Interagency cooperation is an important part of AASB's QS2 effort. Eliminating duplication in times of scarcity is a good thing. This resolution recognizes that school districts cannot do it alone. A quality education and the many supporting efforts that ensure success take a much greater effort. Recent cuts to state agencies may impact the level of grants available to AASB partners.

3.7 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 much greater than the national average with Alaska reporting 17.2 incidents per 100,000; the national average reported at 10.7 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, 57 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, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.8 SAFE SCHOOLS/SAFE COMMUNITIES

AASB supports efforts to establish a positive school climate–by training children in peaceful 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, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.9 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 45 states that have school-based health centers, Alaska is one of only 12 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. *Amended 2002 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.10 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. Through June 2001, the Centers for Disease Control and Prevention (CDC) reported that 793,026 Americans have been diagnosed with AIDS and that 457,667 have died. Through the same time period, 8,994 AIDS cases were reported in children under age 13; 5,168 children under age 15 have died.

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. Health education must counter any tendency for advances in medical treatment that prolong and improve life with AIDS to lull teens into careless and risky behavior. *Amended 1998, 00, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.11 EDUCATION OF YOUTH FOR HEALTHY SEXUAL DECISION MAKING

AASB encourages responsible behaviors relating to human sexuality by supporting programs that promote abstinence, develop healthy decision-making skills, teach refusal skills and promote prevention of pregnancy and sexually transmitted diseases.

Rationale. According to the 1997 Youth Risk Behavior survey, in 1993 the birth rate for 15-17 year olds in Alaska was similar to that for the nation as a whole (26.1 per 1,000 girls in Alaska, 32.6 per 1,000 girls nationally) while the state birth rate for 18-19 year olds was higher than that for the nation (94.2 in Alaska versus 84.4 nationally. The percentage of Alaska students who reported ever having sexual intercourse increases from 28.6% in grade 9 to 56.7% among those in grade 12. The survey reported: "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." More current behavior rates are unknown. Legislative restrictions requiring parental consent for behavior surveys make it impossible to collect reliable information. (See AASB Core Resolution 3.16) This lack of current data impairs the development of effective healthy behaviors

education._

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, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.12 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. *(Sunset: Nov. 2003)*

RECOMMENDATION: Delete
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

No longer a functioning entity. Governor’s office has no working knowledge of this group.

3.13 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 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 have 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.

Today, the Trust's $9.2 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, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.14 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, *17* Head Start grantee agencies serve children and their families in 101 communities. A large number of eligible Alaskan children (estimated to be nearly 76%) remain unserved, due to lack of sufficient funding. The Head Start communities across Alaska contribute over $4.2 million annually through in-kind support. *Amended 1998, 99, 00, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

AASB advocates for pre-school programs in other resolutions.

3.15 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. 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 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, 01, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

3.16 REVISE PARENTAL PERMISSION REQUIREMENTS FOR QUESTIONNAIRES AND SURVEYS ADMINISTERED IN PUBLIC SCHOOLS

AASB supports modifying the requirements for parental or legal guardian permission for a student to participate in a questionnaire or survey administered in a public school by making it easier for school districts to obtain the necessary permission. As a result of the passage in 1999 of HB 70**,** schools are unable to obtain an adequate sample to provide reliable information.

Rationale. For state and federal grants, school districts need school-by-school data to accurately assess the need and success of current efforts. The low response rates on the 2001 Youth Risk Behavior Survey (YRBS) made this kind of detailed data impossible. In Anchorage, for example, the Anchorage School District Safe and Drug Free Schools alone had seven grants asking for such data. During the fall 1999 Site Review, federal auditors put the ASD Safe and Drug Free Schools program on notice that it was bordering on non-compliance due to lack of current data. The program lost three grants totaling $296,915 in lost grant funds. Other grants have not been applied for because the criteria indicated that without contemporary data, the application would not be competitive. Other youth-serving agencies and programs in Anchorage and throughout the state face similar grant rejection prospects. *Adopted 2001 (Sunset: Nov. 2006)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

There is some evidence that districts are beginning to find effective administrative procedures that

allow it to take part in the Youth Risk Survey and other surveys. For example, last year Juneau successfully gathered written permission slips during parent-teacher conferences or during school registration needed for an adequate sampling in the Youth Risk Survey.

SUBJECT AREA: PERSONNEL

4.1 SUPPORT FOR STAFF DEVELOPMENT

AASB supports funded opportunities and sufficient resources for improved staff preparation and continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

–State training programs through postsecondary and other institutions (e.g. RANA–Rural Alaska Native Adult education program out of Alaska Pacific University and REPP–Rural Education Preparation Program out of University of Alaska Fairbanks)
–Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the new federal law, No Child Left Behind.
–Quality in-service programs at the local level
–Necessary training for paraprofessionals and special needs educators

Rationale. Perhaps the greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers classroom instruction to the student. Compounding this critical concern is the shortage of qualified teachers administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively prepare teachers, the promise of these efforts has yet to reach most school districts**.** *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Continue
COMMENT:

4.2 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 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Last year the State Board of Education & Early Development sought funds for only 5 (down from 10) scholarships per year to promote national certification. Nationally, the success rate for passing the NBPTS is 37%. Some states are suspending rewards for certification because proof does not exist that it improves student learning.

4.3 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 (Sunset: Nov. 2003)*

RECOMMENDATION: none

COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Currently being discussed through IDEA reauthorization.

4.4 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.

Suggested strategies may include:
-- Incentives (salary bonuses, loan forgiveness, loan assumption, interest rate reduction, etc.)
-- State supported marketing to recruit teachers.
-- Flexibility in certification requirements.
-- Improve availability and/or quality of teacher housing.
-- Mentoring programs for new teachers.
--Reducing the vesting time in TRS to five years.
--REHIRE OF RETIRED (RIP'D) TEACHERS.

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.

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 1999, Amended 2000, 01 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

SB 25 was passed into law this year, establishing in the AHFC a teachers and nurses housing loan program to assist public school teachers and registered nurses to purchase housing (with no down payment).
--SB 145 and HB 20 (G. Stevens) REHIRE OF RETIRED (RIP'D) TEACHERS sits in their respective Rules Committees.
--HB 329 (McGuire) STATE RIP (H. STA)

--HB30, SB 84 (G. Stevens) LOAN REPAYMENT FOR TEACHERS (H.EDU)
--HB 33 (G. Stevens) LOAN FORGIVENESS FOR TEACHERS (H.EDU)
--HB 117 (Rokeberg) AHFC LOANS FOR TEACHERS (H. HES)
--SB 12 (Guess) LOAN ASSUMPTION PROGRAM (S. HES)

4.5 REPEAL THE SOCIAL SECURITY GOVERNMENT PENSION OFFSET AND WINDFALL ELIMINATION PROVISION

AASB supports the elimination of two little known amendments to the Social Security Act that unfairly penalize certain public employees by reducing earned retirement benefits. They are the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP).

Rationale. The Government Pension Offset and Windfall Elimination Provision unfairly reduce the Social Security rights of at least one-third of America's education workforce, including Alaskans enrolled in either the Teacher's Retirement System or the Public Employees Retirement System.

In 1977, Congress began treating government pensions, such as those earned by educators, as Social Security benefits. The Government Pension Offset (GPO) reduces an individual's Social Security survivor benefits (available to a person whose deceased spouse had earned Social Security benefits) by an amount equal to two-thirds of his/her public pension.

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of $540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut $196 due to the (WEP). She will receive $344 per month from Social Security instead of the $540 she earned. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Continue
COMMENT: It appears these provisions are an attempt to stretch out Social Security benefits. The Alaska TRS Board sent a letter to Sen. Lisa Murkowski in May 2003 in support of eliminating both provisions addressed in this resolution. NEA-Alaska is also pursuing the issue. Legislation introduced in Congress includes S1523, HR 2638, HR 664, S 611, HR 848, HR 1073.

4.6 ASSAULT OF SCHOOL EMPLOYEES

AASB urges that Alaska's criminal code or sentencing guidelines be revised so that a non-student adult convicted of assault on a school employee during or because of the performance of official duties will receive a mandatory minimum term of imprisonment similar to that imposed upon an adult who assaults a uniformed or otherwise clearly identified peace officer, fire fighter, correctional employee, emergency medical technician, paramedic, ambulance attendant or other emergency responder engaged in the performance of official duties at the time of the offence.

Rationale. State statute provides for specific terms of imprisonment for crimes committed against public

employees, peace officers, firefighters, etc. in the performance of their official duties. Our school employees, who each day work with our most precious resource, our children, deserve the same level of respect and protection under the law. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: none
COMMENT: HB 54 (Lynn) introduced this year accomplishes what this resolution advocates—mandatory jail sentence of 30/60 days for assaulting teachers. Was not heard. Remains in first committee of referral (H. JUD).

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, vocational programs, and career technical student organizations, while ensuring resources to satisfy requirements of the High School Graduation Qualifying Exam and demands of the No Child Left Behind law at the same time.

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. At the same time, school-to-work programs must integrate and ensure basic academic achievement. *Amended 1999, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

AASB urges the Alaska Department of Education & Early Development (EED) to expand its distance delivered education programs for students and teachers 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 all students, including the remedial student, vocational student, and the college bound student. 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. 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.

EXPANDING DISTANCE DELIVERY COULD ALSO HELP MEET THE NEEDS OF "HIGHLY QUALIFIED" STAFF AND TRAINING FOR PARAPROFESSIONALS UNDER THE NO CHILD LEFT BEHIND ACT OF 2001. *Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce as amended

COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

EED 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. EED is 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. A new EED direct service to districts is the sharing of online high school courses through Alyeska. The Alaska Online Consortium is a group of districts (Mat-Su, Kenai, Delta-Greely), Alyeska and EED. The idea is to pool all online courses to offer more a complete selection from which districts may choose. Piloting 14 high school courses this fall. Could serve as option for "approved supplemental services" for Title 1 schools labeled as failing under the new re-authorized ESEA. Start up federal money originated from Sen. Stevens appropriation.

5.3 NATIVE LANGUAGE PROGRAM DEVELOPMENT

AASB supports state funding 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 (Sunset: Nov. 2003)*

RECOMMENDATION: none
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

See also Belief Statement #10 Language, Cultural and Ethnic Diversity.

Under Alaska's recently adopted workplan to implement the No Child Left Behind Act of 2001, the federal government will let students in Native language immersion programs be tested in those languages in the third grade if the state can translate the tests into the other language.

5.4 COMMUNITY SCHOOLS

AASB recommends that the Community Schools Act of 1980 be fully funded and the state explore independent funding status for Alaska's Community Schools.

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. Instead, only $500,000 was appropriated.

Tight budgets and state demands for strict accountability may place community schools in competition with district academic priorities. Other states fund community schools in a variety of ways and this independent model may save community schools in the future. *Amended 2001 (Sunset: Nov. 2003)*

RECOMMENDATION: Reintroduce
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

HB 165 passed this year. It repealed the community school grant program from statute and eliminated $500,000 in general funds for FY04.

5.5 INCREASING STUDENT CONTACT TIME

The Association of Alaska School Boards supports expanding the school day or extending the school year by an additional 20 contact days, with adequate funding, to account for state mandated student testing, professional development, collaboration/planning, and/or increased instructional contact time.

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.

In addition, policymakers have decreased student contact time through state mandates that require additional testing days and related professional development requirements that potentially impact student achievement.

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, Amended 2001, 02 (Sunset: Nov. 2003)*

RECOMMENDATION: Delete
COMMENT: This resolution is scheduled to sunset in November; it must be *reintroduced* by a member school board by October 1, 2003, regardless of the AASB Board recommendation that appears above, in order to be considered at the November 2003 annual business meeting.

Not realistic in today's political environment. The "A+ Study" under the Knowles administration partially rejected this argument that increased time in school would automatically lead to higher student achievement. The issue is appropriateness of increasing time in school for kids who need it in the way they need it—local control issue.

5.6 ALIGNING STATE AND FEDERAL ACCOUNTABILITY MEASURES

The Association of Alaska School Boards urges the legislature of the State of Alaska to make necessary modifications to the state school accountability system to align it with the federal system.

Rationale. The State of Alaska has adopted numerous school accountability measures, including measures that establish testing, school designators, reporting, and qualifications for educators. Federal No Child Left Behind legislation has now been enacted with school accountability measures, which also establish testing, school designators, reporting, and qualifications for educators.

State and Federal accountability measures are not in alignment. Accountability systems are costly and time consuming, and maintaining two separate accountability systems is confusing, inefficient, and counter-productive. The purpose of both legislative requirements is to improve academic performance of students, which may be impacted negatively if both accountability systems are maintained. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete (combine 5.6 and 5.7 with 1.9. See 1.9.)
COMMENT: To date, the federal government is providing some flexibility in implementing NCLB. No state modifications have been considered. In fact, the Administration has announced it will seek increased accountability from schools. What that means is as yet undetermined.

5.7 SEEKING CLARIFICATION ON THE NATIVE AMERICAN LANGUAGES AND THE NO CHILD

LEFT BEHIND ACTS

Enlist the support of the President of the United States to direct the U.S. Department of Education to consult with Indian tribes and Native American governing bodies and traditional leaders and educators on evaluating the No Child Left Behind Act to determine and implement changes needed to bring it into compliance with the Native American Languages Act; and

Enlist the support of Congress, the Alaska State Legislature, the National School Boards Association, the Alaska Federation of Natives, the National Indian Education Association and the National Congress of American Indians to encourage the President of the United States to direct the U.S. Department of Education to consult with Indian tribes and Native American governing bodies and traditional leaders and educators on evaluating the No Child Left Behind Act to determine and implement changes needed to bring it into compliance with the Native American Languages Act.

Rationale:

> "Think not forever of yourselves, nor of your own generation. Think of continuing generations of our families, think of our grandchildren and of those yet unborn, whose faces are coming from beneath the ground." Peacemaker, Founder of the Iroquois Confederacy, circa 1000 A. D.

As the American people embark on the journey to implement the "No Child Left Behind Act", the First Peoples of our nation are forced to face, yet again, another challenge to the survival of our languages and our cultures. As indigenous peoples, the struggle to maintain the vitality of our languages and our cultures against the powerful mainstream odds of assimilation becomes a critical issue. Our very identity, our cultures, our worldview, the expression of who we are as Native peoples hangs in the balance.

HISTORY

According to a survey conducted in 1962 on the North American continent, there were 79 American Indian languages. Of those, most of the speakers were over 50. Fifty-one languages had fewer than 10 speakers. Thirty-five languages had between 10 and 100 speakers. Only six of them had at least 10,000 speakers. It is almost certain that at least 51 of these languages have all but disappeared (Nettle and Romaine).

In Alaska, Dr. Michael Krauss in 1980 predicted the future of Alaska Native languages in a paper entitled "Alaska Native Languages: Past, Present and Future." His deeply profound calculation that we would probably "see the death of the very last speakers of fifteen of the twenty languages" in the first half of the coming century was a wake up call that 22 years later we are finding so sadly, to be too close to being true. His prediction that Eyak probably would not survive this century came true. He predicted that Alaskan Tsimshian, Alaskan Haida, Holikachuk, and Tanana would probably be extinct by 2015 and Tlingit, Ahtna, Ingalik, Koyukok and Han by 2030. He said the languages with the best chance of survival were Central Alaskan Yupik and Siberian Yupik because of the large concentration of speakers of all generations. The impact that television and other media have had on the number of those speakers is serious cause for consternation.

Fortunately, the Native American Languages Act (NALA) was passed in 1990 (P.L. 101-477). This piece of federal legislation could very well be the saving grace of the indigenous languages that have continued to thrive. Specifically, NALA states, "It is the policy of the United States to – preserve, protect and

promote the rights and freedom of Native Americans to use, practice and develop Native America languages… encourage and support the use of Native American languages as a medium of instruction in order to encourage and support Native American language survival, equal education opportunity, increased student success and performance, increased student awareness and knowledge of their culture and history, and increased student and community pride; encourage State and local education programs to work closely with Native American parents, educators, Indian tribes and other Native American governing bodies in the implementation of programs to put this policy into effect."

NALA also has a provision for evaluating federal policies. In essence, this provision asks the President to direct Federal agencies to evaluate, in consultation with Indian tribes and other Native American governing bodies and traditional leaders and educators, their policies to determine and implement changes needed to bring them into compliance with the provisions of the Act.

RATIONAL
The discrepancies, between the terms of the Native American Languages Act (NALA) and the No Child Left Behind Act (NCLB) at the minimum, merit legal analysis and scrutiny. On the one hand, we have the mandate for supporting educational Native American language efforts. On the other, we have the mandate in the No Child Left Behind Act where the emphasis is on academics and English. This brings into the spotlight and into direct conflict, issues with inconsistencies in the Native American Languages Act via heritage language programs and fulfilling the mandate of the NCLB Act. The quandary with which we are faced, forces those people affected to question the intent of the NCLB insofar as its assimilative qualities and aspects and on the effects it is having on the already taxed and limited efforts that schools have undertaken to assist communities in ensuring the continued strength of Native languages.

Specific to the issue of Academic Assessments, the NCLB requires "high quality, yearly student academic assessments that include, at a minimum, academic assessments in mathematics, reading or language arts…" This condition puts Native American immersion language programs at enormous risk. The requirements stating that the assessments shall "be used for purposes for which such assessments are valid and reliable, and be consistent with relevant, nationally recognized professional and technical standards" could preclude the development of Native American language based academic assessments. History, very clearly, makes us question whether academic assessments developed by indigenous people for purposes of measuring academic proficiencies would be considered "consistent with relevant, nationally recognized professional and technical standards."

Notwithstanding the fact that very few, if any, indigenous academic assessments have been developed and are recognized, the amount of funding that comes with the Title III program has serious implications. Aside from the predisposition to set priority on "World Language" and English language assessment issues as a national priority, the minute financial resources allocated for program implementation further strains resources that, in most cases, are already overstretched due to numerous federal and state mandates and priorities, most of which, if not all, are unfunded. The Act requires each State plan to include the identification of "languages other than English that are present in the student population and indicate the languages for which yearly student academic assessments are not available and are needed." The limited fiscal situation makes it highly unlikely that the State(s) will "make every effort to develop such assessments."

This puts districts with language immersion programs and native language programs in jeopardy for several reasons. Children who are taught in a language other than English are at a distinct disadvantage because of the academic testing rigors requiring that assessments be done in English. How can they

pass a test administered in English if they are taught in Inupiaq or Yupik? In addition, districts must show adequate yearly progress as a fundamental part of the accountability system built into the Act or be at risk of being sanctioned for not performing up to par. Understandably, Districts will not desire to have their schools negatively labeled and will take appropriate steps to ensure their schools are not stigmatized. These “appropriate” steps could very well mean compromising language programs resulting in the further decay of endangered languages, not to mention the social pathologies that accompany the concomitant loss of identity.

NCLB also requires a rigorous English language assessment. Beginning school year 2002-2003, each “local education agency” will “provide for an annual assessment of English proficiency (measuring students’ oral language, reading, and writing skills in English).” In today’s modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs. What is at issue in this regard is the colossal amount of energy that districts will need to exert on making certain their children can speak, read and write English sufficiently enough to pass both academic and English assessment programs. Contrast that amount of vigor with, inevitably, the infinitesimal amount of attention that will be given to language programs because of the need to comply with the new federal mandates. State and local educational agencies will need to be exceptionally innovative and utilize groundbreaking strategies to ensure that their languages are supported throughout the curriculum. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete (combined with 1.9)
COMMENT: Distributed to the Legislature, Alaska’s US Congressional offices, State Board, EED. This specific issue (Native language) addressed in NCLB workplan giving Alaska flexibility.

5.8 HIGHLY QUALIFIED TEACHERS AND PARAPROFESSIONALS, AND PARENT NOTIFICATION
The Association of Alaska School Boards support an effort to encourage the Department of Education and Early Development to petition the United States Department of education asking for a waiver in the time allowed for school districts in Alaska to comply with the requirements of the No Child Left Behind Act.

Rationale. The United States Congress passed the Reauthorization of the Elementary and Secondary Schools Act, "No Child Left Behind Act" law in 2001. The President of the United States, George W. Bush, signed this legislation into law in January 2002. No regulations were approved for this legislation before school started in the fall of 2002. Only draft regulations are in place, which requires all school districts to identify all teachers who do not meet the "highly qualified" status.

According to these regulations for teachers to be considered "highly qualified" must pass a rigorous state academic subject test(s) in reading, writing, and math. The State of Alaska has not developed a rigorous test, which would allow teachers to qualify as "highly qualified." Teachers must meet new certification requirements to be considered "highly qualified.” Many school districts in the State of Alaska would be unable to staff rural K-12 schools with "highly qualified" teachers under the No Child Left Behind Act, thus loosing their federal funds.

Paraprofessionals are now required to have a two-year degree or 60 credits of college classes. The majority of paraprofessionals in the K-12 rural school do not have access to a college campus. A professional would be required to quit their job and move from the village to attend college. It would be impossible for a paraprofessional to attain an associate's degree while in a rural village.

All the above are non-funded federal mandates of the No Child Left Behind. *Adopted 2002 (Sunset: Nov. 2007)*

RECOMMENDATION: Delete
COMMENT: Mission accomplished. Some flexibility in rules and timeframes in NCLB has been granted; EED is still negotiating with federal authorities on other issues, including highly qualified teachers in one- or two teacher schools and paraprofessional qualifications.

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Planning & Operations
Dave Spence, Director
139 E. Park Avenue Soldotna, Alaska 99669
Phone (907) 262-9363 Fax (907) 262-7165

Kenai Peninsula Borough School District

August 11, 2003

To: Members, Board of Education

From: Dave Spence, Director, Planning & Operations

Through: Sam Stewart, Assistant Superintendent

Subject: Seward Middle School Educational Specifications

For your information attached please find a copy of the Educational Specifications for the new Seward Middle School. This document was prepared for the Kenai Peninsula Borough School District by Winchester Alaska, Inc. and the Planning Alliance in cooperation with the Seward Middle School Building Advisory Committee.

Please be advised that a Request for Proposals for Professional and Design Services was released on August 5, 2003 by the Kenai Peninsula Borough.

Thank you.

DS/ps
Attachment

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Kenai Peninsula Borough School District
Board of Education Meeting Minutes

August 4, 2003 – 7:30 p.m. | Borough Administration Building
Regular Meeting | 148 N. Binkley, Soldotna, Alaska

SCHOOL BOARD MEMBERS:

Mr. Joe Arness, President
Mrs. Sammy Crawford, Vice President
Ms. Deborah Germano, Clerk
Mrs. Margaret Gilman, Treasurer
Mrs. Debra Mullins, Member
Dr. Nels Anderson, Member
Mr. Al Poindexter, Member

STAFF PRESENT:

Dr. Donna Peterson, Superintendent of Schools
Mrs. Melody Douglas, Chief Financial Officer
Dr. Gary Whiteley, Assistant Superintendent
Mr. Sam Stewart, Assistant Superintendent

OTHERS PRESENT:

Mr. Jim White
Mr. Jim Heim
Mr. Dave Larson
Ms. Jenni Dillon

Others present not identified.

CALL TO ORDER:

Mr. Arness called the meeting to order at 7:35 p.m.

PLEDGE OF ALLEGIANCE:
(Tape 1, 46)

Mr. Arness invited those present to participate in the Pledge of Allegiance.

ROLL CALL:
(Tape 1, 62)

Dr. Nels Anderson	Present
Ms. Deborah Germano	Present
Mrs. Sammy Crawford	Present
Mr. Joe Arness	Present
Mrs. Debra Mullins	Present
Mrs. Margaret Gilman	Present
Mr. Al Poindexter	Present

APPROVAL OF AGENDA:
(Tape 1, 80)

The agenda was approved as written.

APPROVAL OF MINUTES:
(Tape 1, 94)

The School Board Minutes of July 7, 2003, were approved as printed.

COMMUNICATIONS AND PETITIONS:
(Tape 1, 126)

Dr. Peterson reported that she has received the usual correspondence from the State Department of Education and Early Development.

Mr. Arness noted that the Association of Alaska School Boards (AASB) Core Resolutions were included in the Board information packet.

SUPERINTENDENT'S REPORT:
(Tape 1, 201)

Dr. Peterson presented the 2002-2003 Superintendent's Annual Report. She noted that the new, less-expensive, streamlined document will be used for a variety of audiences and provides valuable information about the District. She noted that the Board also received the individual school summaries that were submitted by the building administrators and used to compose the Annual Report. She noted that administrators will be responsible for their own professional development this year and noted that there will be an increased emphasis on data at the individual student level.

Dr. Peterson reported that she and representatives from AASB, the Principal's Association, and the Superintendent's Association met with Commissioner Sampson to set the direction of the state. She noted that training for new-to-position administrators was held on Friday, August 1, optional training classes for administrators are being held on August 4-6, and the Administrator Meetings will be held on August 7-8.

BOARD REPORTS:
(Tape 1, 338)

Ms. Germano reported that she attended the Project GRAD Kenai Peninsula Informational Brunch (held in Soldotna) as a Board Representative. She stated that she was excited to hear Mr. Bart Garber, CEO of Tyonek Native Association speak. She stated that the same meeting was held in Homer and that the group is currently selecting a Board of Directors so that a nonprofit organization can be formed.

Mrs. Debra Mullins reported that she attended the Association of Alaska School Boards Board of Directors meeting. She stated that the group developed a new long-range plan. She stated that the group reviewed the proposed core resolutions and noted that there are a number of resolutions that are scheduled to sunset this year and must be reintroduced by a member of the school board to be considered at the Annual Business meeting. She encouraged Board members to carefully review each resolution so that action can be taken at the September 8 Board meeting.

CONSENT AGENDA:
(Tape 1, 503)

Items presented on the Consent Agenda were Approval of Revisions to AR 4021, Drug and Alcohol Testing of School District Commercial Driver Licensed Employees; Nontenure Teacher Assignments; New Teacher Assignments; and Recommendations Regarding Requests for Leave of Absence–Certified.

Revisions to AR 4021, Drug and Alcohol Testing of School District Commercial Driver Licensed Employees:

Mr. Stewart recommended the Board approve revisions to AR 4021, Drug and Alcohol Testing of School District Commercial Driver Licensed Employees in order to be in compliance with a regulation change; the change reduces the minimum percentage of employees required for random alcohol testing from 25% to 10%.

Nontenure Teacher Assignments: Dr. Whiteley recommended the Board approve nontenure teacher assignments for Mary Ellen Purcell, Grade 1/primary, McNeil Canyon; Breta Brown, generalist, Nikiski Middle/Senior High; Jacob Doth, science, Nikiski Middle/Senior High; Christopher Towne, music, Paul Banks Elementary and West Homer Elementary; Lisa Rolph, Grade 4, Redoubt Elementary; Jill Herbert, social studies/generalist, Seward Middle/High; Christy Mulyca, business/technology education, Seward High; Katrina Cannava, Title I reading teacher, Soldotna Elementary; Galen Brantley, social studies, Soldotna High.

New Teacher Assignments: Dr. Whiteley recommended the Board approve teaching assignments for Elizabeth Ladd, special education/resource, Nikiski Middle/High; Naomi B. Fischer, math, Seward Middle/High; Karl P. Kircher, Grade 6 (temporary), Soldotna Elementary; Ann M. McCabe, kindergarten through Grade 1, Soldotna Montessori; Ronald Records, (.50 temporary, .50 permanent) Grades 5/6, Tustumena Elementary.

Recommendations Regarding Requests for Leave of Absence–Certified: Dr. Whiteley recommended the Board approve an unpaid leave of absence for the 2003-2004 school year for Kurt Racicot, vocational education, Homer High School. Dr. Whiteley recommended the Board deny a request for leave of absence for Heather Lindquist, kindergarten through Grade 3, Cooper Landing Elementary.

MOTION: Mrs. Crawford moved the Board approve Consent Agenda Items Numbers 1 through 4. Mrs. Mullins seconded.

Motion carried unanimously.

Revisions to BP 6146.7, Diplomas:
(Tape 1, 539)

Mr. Stewart recommended the Board approve revisions to BP 6146.7 to align with current state and federal law and regulations relating to special education. He noted that upon review at the July 7 meeting, an additional change was made which will require special education students to meet attendance and credit requirements to receive a certificate of achievement.

MOTION: Mrs. Crawford moved the Board approve revisions to BP 6146.7, Diplomas. Mrs. Germano seconded.

Motion carried unanimously.

BOARD COMMENTS:
(Tape 1, 636)

Mrs. Mullins requested an excused absence from the August 18 Board meeting.

Ms. Germano encouraged the Board to carefully review the AASB Core resolutions because a number of them have been rewritten. She noted that the homeschool accountability resolution has been reworded as well as resolutions regarding mandated borough formation and school consolidation.

BOARD COMMENTS:
(continued)

Mrs. Crawford expressed appreciation for the cocurricular activities funding worksession prior to the Board meeting. She stated that she hopes the District can come up with a way that students can continue to participate in cocurricular activities.

She noted that many young people were involved with the Kenai Peninsula Orchestra who recently presented a concert, and the Fairbanks Shakespeare Company who recently performed Hamlet. She expressed appreciation for the Superintendent's Annual Report.

Mr. Arness appointed Ms. Germano to be a member of the Project GRAD Board of Directors.

Mr. Arness stated that he will ask the Borough Assembly President to appoint two Assembly Members to the Cocurricular Activities Task Force. Mr. Arness requested the superintendent to establish a Cocurricular Funding Task Force as well as request the Borough Administration to provide Task Force members as they see fit. Mr. Arness invited those who are interested in serving on the Task Force to contact him within the next couple of weeks.

ADJOURN:
(Tape 1, 887)

At 7:50 p.m., Mrs. Crawford moved the School Board meeting be adjourned. Mrs. Mullins seconded.

Motion carried unanimously.

Respectfully submitted,

_____
Mr. Joe Arness, President

_____
Mrs. Deborah Germano, Clerk

The Minutes of August 4, 2003, have not been approved as of August 5, 2003.

REPORT: GNLB09MI GENERATED: 12 JAN 2003 09:20 JOB: SYNBAT/GLREVFUN RUN: MONDAY 2003AUG11 11:12 PAGE 1

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
FY 04
SOURCE OF REVENUE BY FUND
THROUGH 07/31/03

		MTD	YTD	BUDGET	DIFFERENCE	PERCENT TO DATE
FUND: 100 OPERATING FUND						
LOCAL REVENUE						
0008	PR YR ECUM APPROP	0.00	0.00	1,056,154.00	1,056,154.00	0%
0011	BOROUGH APPROPRIATIO	2,101,749.92	2,101,749.92	25,220,999.00	23,119,249.08	8%
0012	IN KIND REVENUE	0.00	0.00	6,405,124.00	6,405,124.00	0%
0030	EARNINGS ON INVESTMT	0.00	0.00	341,209.00	341,209.00	0%
0040	OTHER LOCAL REVENUE	0.00	0.00	50,000.00	50,000.00	0%
0046	RENTAL OF SCH FACILI	700.00	700.00	65,000.00	64,300.00	1%
0049	ERATE REVENUE	0.00	0.00	450,000.00	450,000.00	0%
	LOCAL REVENUE TOTAL	2,102,449.92	2,102,449.92	33,588,486.00	31,486,036.08	6%
STATE REVENUE						
0051	FOUNDATION	3,466,190.00	3,466,190.00	42,083,316.00	38,617,126.00	8%
0052	QUALITY SCHOOLS	0.00	0.00	229,988.00	229,988.00	0%
	STATE REVENUE TOTAL	3,466,190.00	3,466,190.00	42,313,304.00	38,847,114.00	8%
FEDERAL REVENUE						
0150	INTERGVNMTL FEDERAL	0.00	0.00	200,000.00	200,000.00	0%
100	OPERATING FUND	5,568,639.92	5,568,639.92	76,101,790.00	70,533,150.08	7%

```
FUND: 205  PUPIL TRANSPORTATION

      LOCAL REVENUE
         0008  PR YR ECUM APPROP                    0.00             0.00
36.00             36.00                    0%

      STATE REVENUE

         0050  STATE REVENUE                        0.00             0.00
4,595,448.00      4,595,448.00                    0%

      TRANS FROM OTHER FUNDS

         0250  TRANS FROM OTHER FUN                 0.00             0.00
22,000.00         22,000.00                   0%

            205 PUPIL TRANSPORTATION               0.00             0.00
4,617,484.00      4,617,484.00                    0%



FUND: 215  COMMUNITY SCHOOL FUN

      LOCAL REVENUE
         0040  OTHER LOCAL REVENUE                  0.00             0.00
260,858.00        260,858.00                   0%



FUND: 225  BOARDING HOME PROGRA

      STATE REVENUE
         0050  STATE REVENUE                        0.00             0.00
27,308.00         27,308.00                   0%

FUND: 255  FOOD SERVICE FUND

      LOCAL REVENUE
         0020  TYPE A LUNCH-PUPILS                  0.00             0.00
 1,168,598.00      1,168,598.00                    0%
         0040  OTHER LOCAL REVENUE                  0.00             0.00
```

8,000.00 8,000.00 0%

LOCAL REVENUE TOTAL 0.00 0.00
1,176,598.00 1,176,598.00 0%

FEDERAL REVENUE

0150 INTERGVNMTL FEDERAL 0.00 0.00
1,140,147.00 1,140,147.00 0%
0162 USDA 0.00 0.00
90,815.00 90,815.00 0%

FEDERAL REVENUE TOTAL 0.00 0.00
1,230,962.00 1,230,962.00 0%

TRANS FROM OTHER FUNDS

0250 TRANS FROM OTHER FUN 0.00 0.00
145,828.00 145,828.00 0%

255 FOOD SERVICE FUND 0.00 0.00
2,553,388.00 2,553,388.00 0%

FUND: 260 TITLE I-A

FEDERAL REVENUE
0150 INTERGVNMTL FEDERAL 0.00 0.00
37,583.00 37,583.00 0%

FUND: 372 COMMUNITY THEATER

LOCAL REVENUE
0040 OTHER LOCAL REVENUE 0.00 0.00
100,203.00 100,203.00 0%

FUND: 374 CHARTER SCHOOLS G/F

LOCAL REVENUE
0008 PR YR ECUM APPROP 0.00 0.00
7,132.00 7,132.00 0%

FUND: 375 EQUIPMENT FUND

LOCAL REVENUE

0008	PR YR ECUM APPROP	0.00	0.00	6,473.00	6,473.00
			0%		

FUND: 710 PUPIL ACTIVITY FUND

FEDERAL REVENUE

0210	PUPACT REVENUE	10,938.82	10,938.82	0.00	10,938.82-
			0%		
0214	PUPACT PARTCPTN FEES	30.00	30.00	0.00	30.00-
			0%		

FUND: 710 PUPIL ACTIVITY FUND

	FEDERAL REVENUE TOTAL	10,968.82	10,968.82	0.00	10,968.82-
			0%		

TRANS FROM OTHER FUNDS

0250	TRANS FROM OTHER FUN	1,957.18-	1,957.18-	0.00	1,957.18
			0%		
710	PUPIL ACTIVITY FUND	9,011.64	9,011.64	0.00	9,011.64-
			0%		

REPORT: GNLA07PI GENERATED: 12 JAN 2003 09:18 JOB: SYNBAT/GLEXPCOM RUN: MONDAY 2003AUG11 11:13 PAGE 1

FYR 04 KENAI PENINSULA BOROUGH SCHOOL DISTRICT
EXPENDITURE SUMMARY BY FUND/
FUNC REPORT #: 5
07/31/03

		ORIGINAL BUDGET	CURRENT BUDGET	UNENCUMBERED	%

MONTH YTD ENCUMBRANCES BALANCE EXP

100 OPERATING FUND

4100 REGULAR INSTRUCTION 30,875,969 31,776,541 212,619.69
212,619.69 818,415.07 30,745,506.24 3
4120 BILINGUAL INSTRUCTIO 601,457 601,457 137.43
137.43 0.00 601,319.57 0
4130 GIFTED/TALENTED INST 937,543 938,037 153.37
153.37 315.40 937,568.23 0
4140 ALTNTV (CONNECTIONS) 1,576,389 1,598,154 12,036.05
12,036.05 49,756.85 1,536,361.10 3
4160 VOCATIONAL EDUCATION 1,672,478 1,672,808
0.00 0.00 330.00 1,672,478.00 0
4200 SPED INSTRUCTION 7,385,256 7,390,563 1,683.92
1,683.92 5,288.40 7,383,590.68 0
4220 SPED SVCS - STUDENT 3,240,800 3,244,635 18,820.30
18,820.30 3,834.71 3,221,979.99 0
4320 GUIDANCE SERVICES 1,163,277 1,163,277 891.33
891.33 0.00 1,162,385.67 0
4330 HEALTH SERVICES 977,326 977,676 980.96
980.96 200.01 976,495.03 0
4350 SUPPORT SVCES/INSTRC 628,548 631,148 24,400.34
24,400.34 5,536.67 601,210.99 4
4352 LIBRARY SERVICE 1,373,069 1,373,477 703.83
703.83 3,058.52 1,369,714.65 0
4354 INSERVICE 25,802 26,715
0.00 0.00 913.43 25,801.57 3
4400 SCHOOL ADMINSTRATION 3,549,284 3,551,272 100.99
100.99 2,424.39 3,548,746.62 0
4450 SCH ADMIN - SUPPORT 2,698,815 2,699,609 27,481.78
27,481.78 2,382.10 2,669,745.12 1
4511 BOARD OF EDUCATION 220,722 220,722 7,089.91
7,089.91 3,181.50 210,450.59 4
4512 OFF OF SUPERINTENDEN 264,347 264,347 20,851.67
20,851.67 1,720.51 241,774.82 8
4513 ASST SUPT/INSTRUCTN 193,621 193,621 11,499.54
11,499.54 0.00 182,121.46 5
4551 FISCAL SERVICES 538,966 538,966 49,691.29
49,691.29 986.67 488,288.04 9
4552 INTERNAL SERVICES 596,325 598,808 51,331.02
51,331.02 115.93 547,361.05 8
4553 STAFF SERVICES 482,697 482,706 38,127.43
38,127.43 78.96 444,499.61 7
4555 DATA PROCESSING SVCS 745,176 846,412 67,675.95
67,675.95 70,943.71 707,792.34 16
4556 OP & BUSINESS SVCS 157,792 159,142 13,974.11
13,974.11 1,178.75 143,989.14 9
4557 INDIRECT COST POOL 56,646 56,646
0.00 0.00 0.00 56,646.00 0
4600 OPERATION OF PLANT 13,772,994 13,779,564 219,139.54
219,139.54 21,970.88 13,538,453.58 1

```
        4700 PUPIL ACTIVITY          1,183,816     1,188,966
79.00-            79.00-       5,150.00     1,183,895.00     0
        4904 TRANS FD-FOOD SERVIC      104,521       104,521
0.00              0.00            0.00       104,521.00     0
        4905 TRANS FD-PUPIL TRAN        22,000        22,000
0.00              0.00            0.00        22,000.00     0



                                   75,045,636    76,101,790     779,311.45
779,311.45      997,782.46    74,324,696.09     2


      205  PUPIL TRANSPORTATION


        4700 PUPIL ACTIVITY             21,939        21,939
0.00              0.00            0.00        21,939.00     0
        4760 PUPIL TRANSPORTATION    4,595,509     4,595,545       2,285.27
2,285.27            0.00     4,593,259.73     0



                                    4,617,448     4,617,484       2,285.27
2,285.27            0.00     4,615,198.73     0


      212  FY02 R&R Contract


        4100 REGULAR INSTRUCTION            0             0
52.10             52.10            0.00            52.10-    0


      215  COMMUNITY SCHOOL FUN


        4780 COMMUNITY SERVICES        260,858       260,858       2,624.48
2,624.48            0.00       258,233.52     1


      225  BOARDING HOME PROGRA


        4300 SUPPORT SERV-PUPILS        27,308        27,308
0.00              0.00            0.00        27,308.00     0


      255  FOOD SERVICE FUND
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      255  FOOD SERVICE FUND
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4790 FOOD SERVICES 2,553,388 2,553,388 102,715.28
102,715.28 13,948.84 2,436,723.88 4

260 TITLE I-A

4100 REGULAR INSTRUCTION 37,583 37,583 43,926.77
43,926.77 61,034.07 67,377.84- 279
4300 SUPPORT SERV-PUPILS 0 0
52.48 52.48 10,000.00 10,052.48- 0

37,583 37,583 43,979.25
43,979.25 71,034.07 77,430.32- 306

265 CARL PERKINS - BASIC

4160 VOCATIONAL EDUCATION 0 0
2.10 2.10 3,221.00 3,223.10- 0

266 TITLE VI-B

4200 SPED INSTRUCTION 0 0 911.45-
911.45- 1,237.50 326.05- 0

271 CHARTER SCHOOL GRANT

4100 REGULAR INSTRUCTION 0 0 3,187.80
3,187.80 35,824.62 39,012.42- 0

280 HIGH INTENSITY

4100 REGULAR INSTRUCTION 0 0 1,758.08
1,758.08 0.00 1,758.08- 0

284 YID SPRING CRK

4100 REGULAR INSTRUCTION 0 0
0.00 0.00 0.00 0.00 0

291 TITLE I-D DEL & A/R

4100 REGULAR INSTRUCTION 0 0
0.00 0.00 0.00 0.00 0

292 SCHOOL HEALTH - KAHS

4100 REGULAR INSTRUCTION 0 0
0.00 0.00 0.00 0.00 0

350 TITLE VII -INDIAN ED

4100 REGULAR INSTRUCTION 0 0
20.57 20.57 0.00 20.57- 0

351 21ST CENT: AFTR BELL

4100 REGULAR INSTRUCTION 0 0
0.00 0.00 0.00 0.00 0

354 FED DRUG & VIOL PREV

4100 REGULAR INSTRUCTION 0 0
2.10 2.10 0.00 2.10- 0

372 COMMUNITY THEATER

4780 COMMUNITY SERVICES 100,203 100,203 5,722.98
5,722.98 0.00 94,480.02 5

374 CHARTER SCHOOLS G/F

4100 REGULAR INSTRUCTION 0 6,828 7,715.76
7,715.76 10,061.72 10,949.48- 260
4330 HEALTH SERVICES 0 0
0.00 0.00 0.00 0.00 0
4450 SCH ADMIN - SUPPORT 0 304 259.37
259.37 0.00 44.63 85
4600 OPERATION OF PLANT 0 0
0.00 0.00 1,560.00 1,560.00- 0

0 7,132 7,975.13
7,975.13 11,621.72 12,464.85- 274

375 EQUIPMENT FUND

4100 REGULAR INSTRUCTION 0 6,473 1,746.97
1,746.97 4,272.78 453.25 92

379 SCHOOL INCENTIVE FND

4100 REGULAR INSTRUCTION 0 0
0.00 0.00 1,292.65 1,292.65- 0

710 PUPIL ACTIVITY FUND

0 54,916 57,161.53
57,161.53 71,434.83 73,679.65- 234

REPORT TOTALS 82,642,424 83,767,135 1,007,633.64
1,007,633.64 1,211,670.47 81,547,831.60 2

August 18, 2003

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Tentative Non-tenure Teacher Assignments – Item

It is recommended that employment for the following non-tenure teachers be approved for the 2003-04 school year. The following lists tentative assignments for the non-tenured teachers:

Location	Employee	Assignment	Certification
Homer Area	Cindy Bedingfield	ATOSS/Prevention Counselor .50 FTE	7-12 History 7-12 Special Education 7-12 Social Sciences 7-12 English
K-Beach Elementary	Lisa Hayward	Grade 5 Teacher	K-8 Elementary Education

August 18, 2003

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of New Teacher Assignments/2003-04 Item –

It is recommended that the following teacher assignments be approved for the 2003-04 school year:

RESIDENCE	NAME	DEGREE	INSTITUTION	MAJOR	ATC	EXP	ASSIGN
Fort Atkinson, WI	Cook, Kari A.	BS	University of WI, Whitewater, WI	Occupational Therapy	Occupational Therapy	3 States	Occupational Therapist, District-wide, Pupil Services
Bakersfield, CA	Pucillo, Mary C.	MA	Humboldt State University, Arcata, CA.	Psychology	School Psychologist	1 States	Temporary, School Psychologist, District-wide, Pupil Services
Akiachak, AK.	Titus, Barbara	MS	St. Francis College, Fort Wayne, IN.	Elementary Education	Elementary Education	17 States 2 AK.	Grades K-4, Port Graham Elementary
Sterling, AK.	Evans, Steven J.	BS	University of AK, Anchorage	Special Education	7-12 Science 7-12 Special Education	4 AK	Special Education Teacher-Intensive Needs, Seward Middle/High
La Grande, OR.	Glover, Geoffrey	BS	Eastern Oregon University	Multi-disciplinary studies	Elementary Education	= = = =	Elementary Generalist at Tebughna School

Table of Contents

August 18, 2003

TO: Board of Education

FROM: Tim Peterson, Director, Human Resources

THROUGH: Gary Whiteley, Assistant Superintendent

SUBJECT: Approval of Resignations Item

It is recommended that the following resignations be accepted effective the end of the 02-03 school year:

Heather Lindquist	K-3	Cooper Landing School
Colby Neagley	Title I Reading	Nanwalek School
Bernie Clark	History/PE	Ninilchik School

Memorandum

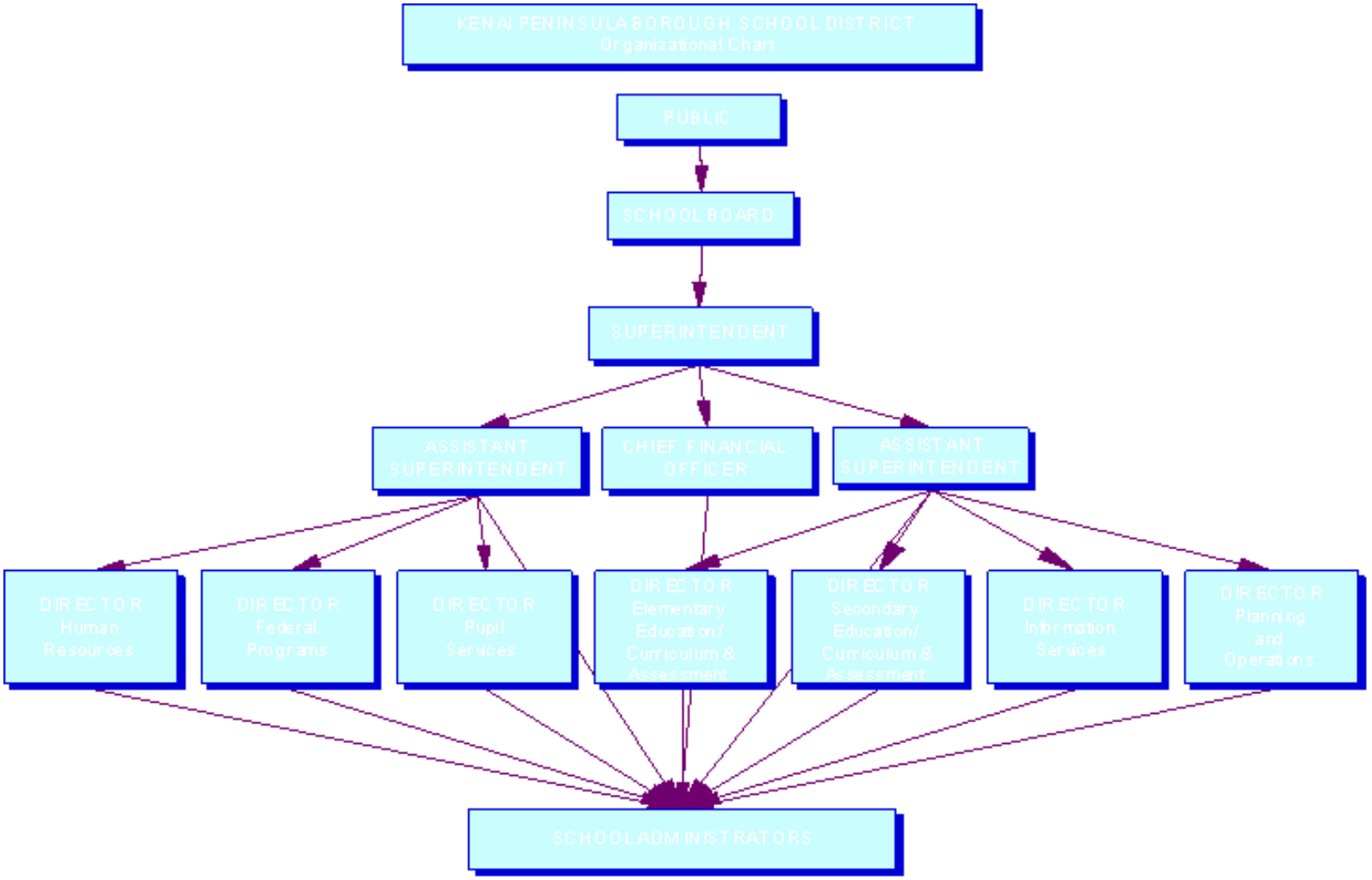
E: August 7, 2003

TO: Members, Board of Education

FROM: Donna Peterson, Ed.D.
Superintendent of Schools

E: Central Office Organizational Chart

In accordance with BP 2110, the following district organization chart, which identifies lines of primary responsibility and the relationships between district positions, is submitted for Board action. The administration recommends approval.



August 18, 2003

TO: Board of Education

FROM: Donna Peterson, Peterson, Ed.D., Superintendent

SUBJECT: 2003-04 Administrator Appointments - Item

It is recommended that the following administrator appointments be approved for the 2003-04 school year:

Ben Eveland	Assistant Principal	Soldotna Middle School
Mo Sanders	Administrator .35 FTE	Soldotna Montessori