

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

REGULAR SCHOOL BOARD MEETING: August 21, 2000 - 7:30 p.m. at the **Soldotna High School**, Soldotna, AK.

SCHOOL BOARD MEMBERS: Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

Work Sessions

3:30 p.m. Legislative Issues
4:00 p.m. Hiring Update
4:30 p.m. High School Qualifying Exam Report
5:00 p.m. School Climate Goal
5:30 p.m. [AASB Resolutions](#)

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 7, 2000](#)
2. School Reports
3. Public Presentations (Items not on agenda, 3 minutes per speaker, 30 minutes aggregate)
4. Hearing of Delegations
5. Communications and Petitions
6. Advisory Committee, Site Councils and/or P.T.A., K.P.A.A., K.P.E.A., K.P.E.S.A.
7. Awards and Presentations
 - a. Mark Larson, Fullbright Scholarship Award
8. Superintendent's Report
9. Reports
 - a. [Financial Report](#) – Mr. Hickey
 - b. Board Reports

10. Action Items

a.

Consent Agenda

- (1) Approval of Six-Year Enrollment Projections and Plan and School Construction Needs
- (2) Approval of [New Teacher Assignments](#)
- (3) Approval of [Tentative Nontenure Teacher for Tenure](#)
- (4) Approval of [Budget Transfer Requests](#)
- (5) Approval of [Tentative Nontenure Teacher](#)

Human Resources

- b. Approval of [Substitute and Temporary Pay Schedule](#)

Instruction

- c. Approval of [BP 5131.6, Alcohol and Other Drugs](#)
- d. Approval of [BP 6146.2, High School Equivalency Test](#)
- e. Approval of [BP 6162.71, Internet Use](#)

Operations and Business Management

- f. Approval of [Section 3000 Business and Noninstructional Operations](#)

Superintendent

- g. Approval of [AASB Resolutions](#)

11. First Reading of Policy Revisions

12. Public Presentations

13. Board Comments

14. Executive Session

15. Adjourn

* * * * *



Advocates for Alaska's Youth

Year 2000

Belief Statements & Core Resolutions

AASB Board of Directors Recommendations
for consideration by the Resolutions Committee
at the Annual Business Meeting, Nov. 9, 2000

AASB 316 West Eleventh Street, Juneau, Alaska 99801-1510
 Tel. (907)586-1083 Fax (907)586-2995 Email: aasb@aasb.org

ASSOCIATION OF ALASKA SCHOOL BOARDS Year 2000

BELIEF STATEMENTS BY SUBJECT AREA

Recommendation GOVERNANCE

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

Recommendation FUNDING

Amend	B.5 Early Funding for Public Education
Amend	B.6 Educational Programs and Funding as Top Priority
Amend	B.7 Mandating Programs without Adequate Funding
Delete	B.8 United Campaign
Continue	B.9 Meeting School Facility Needs for Alaska Students

Recommendation CHILD ADVOCACY

Continue	Preamble
Continue	B.10 Educational Improvement
Continue	B.11 Child Advocacy Mission Statement
Continue	B.12 Language, Cultural and Ethnic Diversity
Continue	B.13 Increase in Family and Parental Involvement in Schools & Educational Programs

Recommendation PERSONNEL

Continue	B.14 Alaska Native Teacher Hire & Retention
----------	---

Recommendation EDUCATION PROGRAMS

Continue	B.15 Early Childhood Education
----------	--------------------------------

RESOLUTIONS BY SUBJECT AREA

Recommendation GOVERNANCE

Continue	1.1 Opposing Mandated School Consolidation T
Continue	1.2 Opposition to Mandated Borough Formation T
Continue	1.3 Non-Public School & Part-Time Student Access To Public School Activity Programs

T

Continue	1.4 Maintaining Local Control in Charter School Formation T
Continue	1.5 School Vouchers T
Continue	1.6 Centralized Treasury: Distribution Of Allocated Funds For Schools & Interest Earned
Continue	1.7 Strike Notification
Continue	1.8 Class Size
none	1.9 Opposition to Voting by Mail Elections T

Recommendation FUNDING

none	2.1 Implementation Of The Adequacy Review Of The Foundation Formula
Delete	2.2 Creation Of A Realistic Instruction Requirement Of The Foundation Formula
T	
Continue	2.3 High School Dual Enrollment Funding
Continue	2.4 Essential Funding Needs Of Public Schools And Inflation Adjustment To The Foundation Formula
Amend	2.5 Block Grants For Students With Disabilities And Bilingual Education T
Continue	2.6 Funding Pre-School Programs In Alaska
Continue	2.7 Funding For The High School Qualifying Examination
Continue	2.8 Support For Construction/Major Maintenance Of School Facilities T
Continue	2.9 Support Of Continued Federal Funding
Continue	2.10 Education Endowment
Continue	2.11 Start Up Funding Of Charter Schools
Continue	2.12 Expand Definition Of Jr. High School To Include Middle School
Continue	2.13 Instructional Technology Grants
Continue	2.14 School Construction Debt Retirement T
Continue	2.15 Opposition to Elimination of Municipal Revenue Sharing T

Recommendation CHILD ADVOCACY

Continue	3.1 Promoting Developmental Assets In Alaska's Children T
Continue	3.2 Fetal Alcohol And Drug Exposed (FADE) Students T
Continue	3.3 Limiting Access To Pornography On The Internet
Continue	3.4 Violence In Media & Entertainment
Continue	3.5 Supporting The Sobriety Movement
Continue	3.6 Inhalants, Alcohol & Drug Abuse T
Continue	3.7 Interagency Cooperation Among Service Providers Serving Children
Continue	3.8 Suicide Prevention
Continue	3.9 Prevention / Early Intervention T
Continue	3.10 Safe Schools / Safe Communities T
Continue	3.11 Support of State Funding for Teen Health Centers in Alaska
Continue	3.12 HIV/AIDS Education
Continue	3.13 Education of Youth About Sexual Involvement
Continue	3.14 Support for State of Alaska Children's Cabinet
Continue	3.15 In Support of the Alaska Children's Trust
Continue	3.16 Prohibiting Persons Convicted of Child Sexual Abuse from Serving on School Boards
Continue	3.17 Increased Support Of Alaska Head Start Programs

-	
<u>Recommendation</u>	<u>PERSONNEL</u>
Continue	4.1 National Certification Of Teachers
Amend	4.2 Teacher Preparation And Certification In Rural Communities T
Amend	4.3 Mandated Staff Training
Amend title	4.4 Development Of Post Secondary Special Education Programs In
Alaska And Increased Economic Incentives for Alaskans To Complete	Special Education-
Related Services Training Outside Alaska T	
Continue	4.5 Addressing Teacher, Specialist, and Administration Shortage T

-	
<u>Recommendation</u>	<u>EDUCATION PROGRAMS</u>
Continue	5.1 School-To-Work Programs
Continue	5.2 Curriculum Expansion Via Technology T
Continue	5.3 Native Language Instruction
Continue	5.4 Community Schools T
Continue (move)	5.5 Supporting Full Funding For The Drug-Free Schools And Communities Act
Continue	5.6 Alternative Education Programs
Continue for discussion	5.7 Boarding Home Program
Delete	5.8 Endorsing and Encouraging District Participation in Kids Voting Alaska

T INDICATES PRIORITY ISSUE AS DETERMINED BY AASB BOARD OF DIRECTORS, November 1999

AASB

Belief

Statements

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

RECOMMENDATION: Continue all Belief Statements as is, except where noted.

GOVERNANCE

B.1 LOCAL CONTROL

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

B.2 BINDING ARBITRATION

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

B.3 ADVISORY BOARD TRAINING

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

B.4 SCHOOL BOARD MEMBER TRAINING

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

FUNDING

B.5 EARLY FUNDING FOR PUBLIC EDUCATION

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

RECOMMENDATION: Amend.

COMMENT: It isn't true that it's "absolutely necessary"...it is how we currently operate.

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 children. Public ~~schools~~ education in the State ~~are~~ is the largest ~~entitled~~ entitlement program.

AASB calls upon the Governor and the Alaska Legislature to make education of our youth a top funding priority.

RECOMMENDATION: Amend

COMMENT: Minor language change: "Public education" includes public schools and the University.

B.7 UNFUNDED MANDATES MANDATING PROGRAMS WITHOUT ADEQUATE FUNDING

Schools have been inundated with statutes, regulations and court decisions at the state and federal levels that require additional services without accompanying appropriations. With inflation eating away at budgets, schools are forced to provide increased services with decreased resources. AASB encourages state and federal policy makers to take responsibility for new and existing mandates by fully funding them or removing them.

~~AASB believes that mandating new educational programs or forcing schools to absorb other school costs is not in the best interests of education. All new programs affecting schools, national or state mandated or fiscal management activities, must be supported with adequate funding. Amended 1999~~

RECOMMENDATION: Amend

B.8 UNITED CAMPAIGN

AASB recognizes the value of collaboration and believes that the educational community—the officers of AASB, AASA, Elementary and Secondary Principals Associations, PTA, NEA-AK, AFT and other bargaining units—should participate with all interested parties to influence legislators to support legislation and educational issues that will meet the needs of all students. *Amended 1999*

RECOMMENDATION: Delete

COMMENT: There was discussion by the Board of Directors at last year's July meeting about whether or not to delete this. AASB has since found new avenues to work with NEA-Alaska in particular (building assets) and other groups on projects outside of the legislative arena. Do we need to have a campaign to work collaboratively? Entities sometimes lack the capacity to contribute to a coalition type relationship.

B.9 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

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

CHILD ADVOCACY

Preamble

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

B.10 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*

B.11 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 public school children. *Amended 1998*

B.12 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.13 INCREASE IN FAMILY AND PARENTAL INVOLVEMENT IN SCHOOLS & EDUCATIONAL PROGRAMS

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

PERSONNEL

B.14 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.15 EARLY CHILDHOOD EDUCATION

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

AASB CORE RESOLUTIONS

SUBJECT AREA: GOVERNANCE

1.1 Opposing MandatEd School Consolidation

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

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

Amended 1999

RECOMMENDATION: Continue

COMMENT: While Sen. Miller, S. HESS chair, warned boards in 1999 that some form of consolidation was likely,

there was never consensus on the issue and it essentially dropped from the Legislature's radar screen for the year 2000. The new funding formula with its Minimum Instructional Expenditures provision, was designed partly to "drive consolidation" according to Sen. Wilken. That appears to have satisfied lawmakers for the time being.

1.2 OPPOSITION TO MANDATED BOROUGH FORMATION

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

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

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

RECOMMENDATION: Continue

COMMENT: Proponents of this idea have not recovered from the significant opposition generated by Sen. Torgerson's 1998 legislative effort to mandate boroughs. Rep. Rokeberg's HB 365 was introduced this year to consolidate all REAA's into one. The bill never received a hearing.

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

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

Rationale. Mandating non-public school and part time students access to public school activity programs poses a number of serious problems including: lack of an adequate funding source (potentially draining resources away from public school students), lack of standards for eligibility when it comes to competitive extracurricular activities, and the unresolved issue of liability. It sets a dangerous precedent, where non-public education institutions utilize public services without paying for them, and without being accountable to the public. Current part-time student funding does not address activity program costs. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: Still an issue for private and home schoolers.

1.4 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

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

charter schools as long as the school board:

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

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

RECOMMENDATION: Continue

COMMENT: Rep. Dyson's HB 191 (Charter Schools) nearly passed this session but lost support partly due to AASB's effort. The original bill contained a number of advantageous changes. It also posed serious danger to public education by attempting to create a special funding mechanism to enhance charter schools at the expense of regular instruction. The issue will be revisited through the EED Adequacy Study and perhaps new legislation.

1.5 SCHOOL VOUCHERS

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

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

RECOMMENDATION: Continue

COMMENT: 1999 was the first year voucher bills were introduced in the Alaska Legislature. That first year vouchers received considerable attention. In 2000 the issue received minimal attention. This is a sleeping giant and we must remain vigilant in monitoring and addressing the underlying reasons it remains popular with a certain segment of the population—lack of confidence in public education and anti-government sentiment.

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

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

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public

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

RECOMMENDATION: Continue

COMMENT: This is of special concern to Ketchikan and Kodiak.

1.7 strike notification

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

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

RECOMMENDATION: Continue

COMMENT: Rep. Kohring's HB 224 (Strike Notification) would accomplish this goal. The bill moved through HESS committee but bogged down in Labor & Commerce committee. Lawmakers, during an election year, were concerned with opening up a can of worms after unions vehemently argued the bill would break the deal reached back in 1990 to allow school employees the right to strike instead of binding arbitration. The bill's author left the Majority the previous year to join a small coalition of ultra conservatives, which contributed to the bill's demise.

1.8 CLASS SIZE

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

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

RECOMMENDATION: Continue

COMMENT: Legislation was introduced again this year (by Rep. Kertulla) to mandate smaller class sizes. The bill did not receive a hearing.

1.9 OPPOSITION TO VOTING BY MAIL ELECTIONS

The Association of Alaska School Boards vehemently opposes the current vote by mail method of electing school board members in any Alaskan election district.

Rationale: The Alaska Division of Elections has, for undetermined reasons, taken the right and freedom to vote for elected school board members away. The vote by mail election has created the opportunity for fraudulent and illegal election practices to occur. The vote by mail does not provide for the opportunity to vote absentee or a question ballot. The cost of mailing ballots back is an implied poll tax. *Adopted 1999*

RECOMMENDATION:

COMMENT: At the time of the AASB Board of Directors meeting in July the Board was awaiting response from Division of Elections. Since that time the Division of Elections has recommended we take a hard look at this resolution.

First, there are a few factual discrepancies. The Division says it is not true that “vote-by-mail does not provide for the opportunity to vote absentee.” It has for 20 years, they say. Also, it does not apply to a “question ballot” (where someone votes *in person* at a different location than the one in which they are registered).

The primary concern with vote-by-mail is fraud. The Division says there are systems in place to combat fraud. The following is an example from the Division’s website on frequently asked questions: “I received my absentee ballot by mail as I requested, but my plans have changed and I will be home on election day and want to vote at my polling place. What should I do with my by-mail ballot? Ans.: Destroy the by-mail ballot. Do not mail it back to the Division of Elections. Ballot envelopes that are received in the Division are recorded on the voter's record. If you mail your ballot and then vote at the polling place, it will be recorded that you have voted more than once, which is a felony.”

Below is a thumbnail sketch of pros and cons by the League of Women Voters:

PRO:

- Increases voter turnout.
- More convenient for voters.
- Reduces costs (no part time volunteers to hire, ballot machines to move around, greater control over process since it can be administered by regular permanent staff).
- Fraud should not be a concern: Polling places sometimes do not require signatures, whereas signature is verified in vote-by-mail. The history of voting by mail in a number of states shows fraud is not a significant issue.

CON:

- Fraud through coercion. What about family members standing over someone? How many abused spouses have privacy? Or “ballot parties” organized by churches, unions and special interest groups.
- Could raise costs for candidates, possibly affecting who can afford to run for office. In the Oregon system, daily information is available on who has voted and who has not. Candidates can then target their campaign appropriately and, in fact, end up running two types of campaigns, possibly increasing costs.
- Cost of mailing a ballot back (32¢) is a form of poll tax.

SUBJECT AREA: FUNDING

2.1 Implementation of the Adequacy Review of the Foundation Formula

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

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

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

If Alaska’s children are going to be well prepared to compete in the world marketplace, Alaska must continue to improve its educational system, and reasonably adjust education funding for annual cost increases.

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

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

RECOMMENDATION: Hold off on recommendation at this time until we have more material results. Information will be forthcoming.

COMMENT: The bullets listed under “1” above are in play. By November we will have a clearer position on the adequacy study. EED agreed to pull together a 30-person group to hammer out the framework of what the adequacy study will review. AASB will select 10; AML will select 10, and EED will select 10. Scheduled to meet early August.

There will be two parts to the study:

--Fiscal adequacy.

-- Accountability: The key issue is how we use the September test scores to improve instruction. We need to be able to describe to legislators a sound method for student academic improvement with processes and associated costs. Only then can we advocate for fiscal equity, adequacy and accountability.

2.2 CREATION OF A REALISTIC INSTRUCTION REQUIREMENT OF THE FOUNDATION FORMULA

AASB believes that 65% is an unrealistic requirement to be placed on Alaska School Districts, and urges the Governor and the Legislature study and make a realistic percentage, while offering understandable criteria of a comprehensive education so as to meet the Instruction percentage. School based administration should be a part of the instructional component when calculating minimum expenditures. The Governor and the Alaska Legislature should work with AASB to correct this unrealistic mandate.

Rationale. Texas has the highest percentage in the nation with a statewide average of 61% of their budget spent on instruction. Nearly 30% of district budgets of Alaska Schools are spent on maintenance alone. With 70% spent on instruction and 30% spent on maintenance, no other student needs can be met.

It has long been advocated that school principals be or become the “instructional leaders” of the school. Such educational researchers and experts as Glickman, Reeves, Slavin, and others have pointed out the necessity for principals to prioritize instruction, curriculum, and assessment above building management. It is clear from the studies on effective schools, that for schools to be instructionally effective, the principal must spend the majority of her/his time promoting and supervising instruction rather than building maintenance, food services, or transportation. School administration should, therefore, be a part of the instructional component when calculating minimum expenditures. *Adopted 1998, Amended 1999*

RECOMMENDATION: Delete

COMMENT: Lots of activity in this area. The State Board passed a regulation early this year including principals *and other school administrative staff* as “instructional expenditures.” Opposing this action was Sens. Torgerson and Wilken, who introduced SB 290 that, among other things, attempted to exclude principals and other school administrative staff. SB 290 failed to pass.

The State Board, however, agreed to review the new regulation at a future date to amend the 400 category of the Chart of Accounts. As a compromise they may further delineate the 400 category to include only principals, and not other school administrative staff.

For districts who find this law truly unrealistic, there is a waiver process. The inclusion of principals as “instructional expenditures,” and the waiver process provide measurable relief.

2.3 HIGH SCHOOL DUAL ENROLLMENT

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

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

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

RECOMMENDATION: Continue

COMMENT: Last year this impacted at least Kodiak, Southeast Island, and Delta/Greely school districts. AASB will pursue through EED Adequacy Study. EED says this is really asking for a waiver of current law which ceases to provide state funding for schools under 10 students. EED position is do not adjust foundation formula until the Adequacy Study is complete in January 2001.

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

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

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

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

RECOMMENDATION: Continue

COMMENT: Pursue through EED Adequacy Study. Inflation adjustment is the one of AASB’s chief concerns with the current funding formula. Opponents argue it is covered under various adjustments made within the formula through the area cost differential, school size factor, and district cost factor. Also EED may request an inflation adjustment, but it is not automatic.

Efforts were made to address inflation adjustments for pupil transportation in SB 290, so there has been some recognition of inflationary affects.

EED position is do not adjust foundation formula until the Adequacy Study is complete in January 2001.

2.5 BLOCK GRANTS FOR STUDENTS WITH DISABILITIES AND BILINGUAL EDUCATION

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

AASB also recommends that Congress fully fund the Individuals with Disabilities Education Act (IDEA) and that the U. S. Department of Education develop regulations for the reauthorized IDEA that provide maximum flexibility for states and local education agencies in the operation of special education programs and services.

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 overidentify special education and bilingual education students, lawmakers in 1998 changed the way it funds special education, vocational programs, and bilingual instruction by offering a block grant (20% of a district's funds) to cover the cost of those programs. Bilingual program needs are diverse, however, and a block grant may bear no resemblance to actual need, thus shortchanging some districts while overcompensating others. The new "intensive needs" funding mechanism adopted will provide less funding compared to last year. ~~This, at a time when schools are struggling to comply with state and federal mandates that are unfunded or underfunded.~~ In 1997 a Special Education Task Force determined 18.5% was an appropriate figure for Special Education programs alone. *Adopted 1998*

RECOMMENDATION: Amend

COMMENT: Remove section on federal IDEA as it duplicates language in resolution 2.9; remove last sentence to better focus resolution. Pursue remaining resolution through EED Adequacy Study. EED position is do not adjust foundation formula until the Adequacy Study is complete in January 2001.

2.6 FUNDING PRE-SCHOOL PROGRAMS IN ALASKA

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

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

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

RECOMMENDATION: Continue

2.7 FUNDING FOR THE HIGH SCHOOL QUALIFYING EXAMINATION

The Association of Alaska School Boards strongly supports increased financial support to all local districts for the implementation of the High School Qualifying Examination [Chapter 58 SLA 97 (AS 14.03.075)]

Rationale. In 1997, the Alaska Legislature mandated secondary pupil competency testing that student must pass prior to receiving a high school diploma from any school district in Alaska. No funding appropriation was made to cover increased costs to school districts for the implementation of the secondary pupil competency test or the related costs in the preparation of all students to pass the examination. State funding should be allocated to cover the costs of remediation of students who fail the examination, curriculum development, assessment development and administration, increased legal fees, and the purchasing of material and supplies to implement the new standards. *Adopted 1998*

RECOMMENDATION: Continue

COMMENT: Lawmakers provided one-time funds for Learning Opportunity Grants to the tune of \$5.78 million. Distributed same as Quality Schools Grants. These funds are for remediation, not for implementing the exam.

2.8 SUPPORT FOR CONSTRUCTION / MAJOR MAINTENANCE OF SCHOOL FACILITIES

AASB supports the legislation that would provide continuing and adequate capital funding of public school facilities to meet the current and future needs. A source of funding separate from the foundation formula should be made available to capital improvement projects each year to prevent a backlog of facility needs in Alaska. Greater effort is needed to fund facilities in Alaska so that all of Alaska's children will have equitable access to comparable education facilities.

Rationale. The State of Alaska has a constitutional obligation to fund the public school system, and the construction/major maintenance of the facilities required to support that system. The student population of the State of Alaska continues to grow at an average rate of 2% annually and over 10% a year in some communities. The State of Alaska currently has a backlog which may be as much as \$1 billion due to project needs that have not been submitted to the Department of Education & Early Development because of a grant program that is inadequately funded. The lack of adequate funding is discouraging districts from applying.

The state capital budget is woefully inadequate to address state needs. Currently municipalities are able to bond to meet facility needs while other districts must wait on a CPI list for their projects to be funded by the Department of Education & Early Development. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: Lots of activity on this issue over the past year. In September, Superior Court Judge John Reese found Alaska's school construction unconstitutional and discriminatory (Kasayulie decision). The Legislature responded with a school construction bill worth \$181 million statewide from tobacco revenue bonds. Again, the projects were not funded according to the state's CPI priority needs list.

2.9 SUPPORT OF CONTINUED FEDERAL FUNDING

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

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

Classroom requirements like handicap laws, the American Disabilities Act, 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*

RECOMMENDATION: Continue

COMMENT: Congress is considering a number of bills. As of July 28 H 2553, the education appropriations bill, is currently in conference committee considering an overall increase in federal funding of \$5.1 billion over last year's

amount.

2.10 EDUCATION ENDOWMENT

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

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

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

RECOMMENDATION: Continue

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

2.11 START UP FUNDING OF CHARTER SCHOOLS

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

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

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

Adopted 1997 Amended 1998

RECOMMENDATION: Continue

COMMENT: Rep. Dyson's HB 191 (Charter Schools) nearly passed this session. Among other things, the bill attempted to create a special funding mechanism to enhance charter schools at the expense of regular instruction. The issue will be revisited through the EED Adequacy Study. See related resolution 1.4 Local Control of Charter Schools.

2.12 EXPAND DEFINITION OF JUNIOR HIGH SCHOOL TO INCLUDE MIDDLE SCHOOL

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

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

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

Amended 1999

RECOMMENDATION: Continue

COMMENT: Legislation was introduced in both years of the 21st Alaska Legislature. Both attempts were unsuccessful, partly because of a fiscal note that assumes all districts will reconfigure their schools. EED position is do not adjust foundation formula until the Adequacy Study is complete in January 2001.

2.13 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) while protecting the original purpose of the Universal Service Fund to help provide affordable telecommunications to rural areas.

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

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

RECOMMENDATION: Continue

COMMENT: Initially there was 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 which brings in \$63 million to Alaska each year. Funding for both programs essentially comes out of the same pot of money. Since its inception the E-Rate program has become very popular. E-Rate federal program was funded for FY2000 at \$2.25 billion.

2.14 SCHOOL CONSTRUCTION DEBT RETIREMENT

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

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

RECOMMENDATION: Continue

2.15 OPPOSITION TO ELIMINATION OF MUNICIPAL REVENUE SHARING

Municipalities play a large part in financing education. If Municipal Revenue Sharing programs are eliminated it will have serious impact on public schools. The Association of Alaska School Boards is opposed to eliminating Municipal Revenue Sharing.

Rationale. State funds to municipalities have been decreasing annually. The loss of state aid to municipalities causes an adverse impact to services they are able to provide, including funding of schools. These decreases are also forcing communities to raise taxes to economically unfeasible levels. *Adopted 1999*

RECOMMENDATION: Continue

COMMENT: Continue until statewide long range revenue plan is adopted or alternative to revenue sharing is adopted (Municipal Dividend). Revenue Sharing was cut this year by 11%, from \$31.8 M to \$28.5 M.
--

SUBJECT AREA: CHILD ADVOCACY

3.1 PROMOTING DEVELOPMENTAL ASSETS IN ALASKA'S CHILDREN

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

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

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

RECOMMENDATION: Continue

COMMENT: Since Fall of 1998 AASB and our partners distributed 45,000 copies of Helping Kids Succeed—Alaska Style. Have raised \$82,000 to print an additional 35,000 copies. 10 communities have surveyed the number of assets in their youth, and 22 districts are using the asset framework in some capacity. We broadened the assets framework into community engagements efforts of QS2.

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 the funding necessary to provide parent training, school staff training, and specialized educational services necessary to serve FAS/FAE children.

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

FAS/FAE often require special instructional strategies and materials. Funding support for education of handicapped children is already barely sufficient to meet the needs of those children currently identified. The educational identification and service of Fetal Alcohol Syndrome/Fetal Alcohol Effect children is extremely expensive. *Amended 1998*

RECOMMENDATION: Continue

3.3 LIMITING ACCESS TO PORNOGRAPHY ON THE INTERNET

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

Rationale. Pornography is highly prevalent on the Internet. The Internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an Internet search engine and voluntary "black-out" with adult verification, children's access to inappropriate material will be limited. *Adopted 1997*

RECOMMENDATION: Continue

COMMENT: Several solutions at the congressional level have been proposed. All attempts have been deemed non-viable due to First Amendment conflicts. Self-regulation continues to be the primary means to addressing the issue.

3.4 VIOLENCE IN MEDIA AND ENTERTAINMENT

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

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

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

RECOMMENDATION: Continue

COMMENT: AASB has gathered information on television overexposure, and the power of television marketing, and will make the information available to parents and schools as part of the School Communicator PR service available to districts.

3.5 Supporting the SOBRIETY MOVEMENT

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

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

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

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

RECOMMENDATION: Continue

3.6 INHALANT, ALCOHOL, TOBACCO, & OTHER DRUG ABUSE

AASB calls upon the Legislature of the State of Alaska to acknowledge the seriousness of the inhalant, alcohol, tobacco and other drug abuse problem, to accept its responsibility to provide leadership, and to provide the funding and support to assist local communities in their 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 sobriety movements are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for inhalant, alcohol, tobacco, and other drug abuse, yet there are no residential treatment facilities in the State for those young people who are addicted to inhalants. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: AASB worked closely with the Tobacco Alliance to encourage them to look at the Prevention of tobacco use through asset building.

3.7 INTERAGENCY COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports the development of a state policy on children and youth to ensure that the needs of the whole child are addressed in a comprehensive manner. This can be done by:

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

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

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

RECOMMENDATION: Continue

COMMENT: Through AASB's QS2 service, we will be continuing to reduce the barriers to cooperation, and increase the number and quality of partnerships between schools, agencies, and services.

3.8 SUICIDE PREVENTION

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

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

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

RECOMMENDATION: Continue

3.9 PREVENTION/EARLY INTERVENTION

AASB calls upon the Legislature of the State of Alaska and other local elected officials to emphasize the prevention aspects of health and social service programs. AASB requests the Department of Health and Social Services to make a sustained and concerted effort and commitment to prevention programs. AASB supports early identification of and intervention for children at risk; and inclusion of parents in prevention and intervention services, as well as K-12 counseling and guidance services and increased interagency support to assist students in intellectual, occupational, social, and physical, and emotional development.

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

RECOMMENDATION: Continue

COMMENT: AASB is seen as being a leader in statewide and local prevention efforts.
--

3.10 SAFE SCHOOLS/SAFE COMMUNITIES

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

Rationale. All children have a right to attend schools that are safe and free from violence. Recent reports and surveys document an alarming increase in the incidence of school violence in all types of communities, particularly student-on-student violence. As school board members we must share the responsibility by involving the resources of the community to work for solutions. *Amended 1998, 99*

RECOMMENDATION: Continue

COMMENT: AASB has worked with EED, NEA, and Dept. of Public Safety to work toward non-violent conflict resolution. AASB acknowledged in a National DOE award given to Juneau School District for increasing community health and safety. AASB will again present at the National Safe Schools/Safe Communities Conference.

3.11 SUPPORT OF STATE FUNDING FOR TEEN HEALTH CENTERS IN ALASKA

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

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

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

RECOMMENDATION: Continue

COMMENT: AASB worked with the Juneau High School Teen Health Center Staff to investigate and identify sources of funding other than the borough and State of Alaska.

3.12 HIV/AIDS EDUCATION

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

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

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

RECOMMENDATION: Continue

COMMENT: AASB worked with other associations and organizations to improve the training around HIV/AIDS, presented two teacher in-services and one school presentation on HIV/AIDS.

3.13 EDUCATION OF YOUTH ABOUT SEXUAL INVOLVEMENT

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

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

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

RECOMMENDATION: Continue

COMMENT: AASB staff is currently the chair of the Alaska Adolescent Health Advisory Committee who writes the criteria, awards the grant and evaluates abstinence education in the State of Alaska.

3.14 SUPPORT FOR STATE OF ALASKA CHILDREN'S CABINET

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

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

RECOMMENDATION: Continue

COMMENT: AASB worked closely with each of the departments represented on the Children's Cabinet.

3.15 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

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

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

the Children's Trust will fund local programs that meet the needs and challenges of Alaska's families and children with innovative, efficient and effective services.

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

RECOMMENDATION: Continue

COMMENT: AASB received an honorary invitation to the Children's Trust fundraiser due to our statewide efforts in child advocacy.

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

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

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

RECOMMENDATION: Continue

3.17 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

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

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

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

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

RECOMMENDATION: Continue

COMMENT: AASB lobbied for additional funds for head start, delivered advocacy training at their statewide and regional meetings, serve as an active member of their association, and is currently assisting them in putting together an Advocacy Notebook for their members.

SUBJECT AREA: PERSONNEL

4.1 NATIONAL CERTIFICATION OF TEACHERS

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

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

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

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

Amended 1998

RECOMMENDATION: Continue

COMMENT: US DOE offered stipends for half the cost of taking the test (\$2,000 total cost). EED is also offering some financial assistance.

4.2 TEACHER PREPARATION AND CERTIFICATION IN RURAL COMMUNITIES

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

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

RECOMMENDATION: Amend

COMMENT: Current teacher prep programs...

--RANA Rural Alaska Native Adult education program out of Alaska Pacific University

--REPP Rural Education Preparation Program out of University of Alaska Fairbanks

--UAA 5th year education program

--Recent regulation on Type I Teaching Certificate (for classroom aides enrolled in an approved teacher preparation program. "Grow your own effort."

4.3 MANDATED STAFF TRAINING

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

Rationale. Mandated training affects all school districts in Alaska. State laws and regulations increasingly require school districts to provide training in specific areas such as sex/race equity, child abuse and fetal alcohol syndrome and suicide prevention. This training must be provided to all new employees and on a cyclical basis to continuing employees. Employees required to receive this training may be employed at many different locations, making it difficult to provide required training at a central location. Yet the state does not provide school districts with additional funding to implement the training.

RECOMMENDATION: Amend

COMMENT: While it is unlikely EED will provide additional funding for mandated training, it may be useful to keep the message of unfunded mandates alive through this resolution.

4.4 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

~~DEVELOPMENT OF POST-SECONDARY SPECIAL EDUCATION PROGRAMS IN ALASKA AND INCREASED ECONOMIC INCENTIVES FOR ALASKANS TO COMPLETE SPECIAL EDUCATION RELATED SERVICES TRAINING OUTSIDE ALASKA~~

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) mandate 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*

RECOMMENDATION: Amend title

4.5 ADDRESSING THE TEACHER, SPECIALIST, AND ADMINISTRATOR SHORTAGE

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

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

It is equally difficult under the funding structure imposed over the last 10 years to offer district incentives to attract teachers and administrators. At the same time, standards for teachers have been raised significantly, making it more difficult for prospective teacher to gain certification in Alaska. Incentives need to be provided by universities to attract new candidates and by the State Board of Education to attract new teachers to the state, both to be funded by the State Legislature. In addition, the State Legislature needs to provide funding for district incentives to attract new teachers.
Adopted 1999

RECOMMENDATION: Continue

COMMENT:

- HB 277 by Rep. Halcro would have allowed retired teachers to be rehired while continuing to receive their retirement benefits. The bill passed the House, but the Senate balked at "moving backward." The bill died. Instead, there may be renewed interest in alternative certification.
- RANA Rural Alaska Native Adult education program out of Alaska Pacific University
- REPP Rural Education Preparation Program out of University of Alaska Fairbanks
- UAA 5th year education program
- Recent regulation on Type I Teaching Certificate (for classroom aides enrolled in an approved teacher preparation program). "Grow your own effort."

SUBJECT AREA: EDUCATION PROGRAMS

5.1 SCHOOL-TO-WORK PROGRAMS

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

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have

endorsed and encouraged districts to offer school-to-work programs. The implementation of school-to-work programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts and secondary schools. Increased costs include, but are not limited to: purchase of equipment and materials related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions (school-to-work coordinator, transition specialist, job coach), insurance and workman's compensation costs.

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

RECOMMENDATION: Continue

5.2 CURRICULUM EXPANSION VIA TECHNOLOGY

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

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

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

RECOMMENDATION: Continue

5.3 NATIVE LANGUAGE INSTRUCTION

AASB supports equitable funding statewide for staff training, program development and materials preparation to promote Native language instruction.

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

RECOMMENDATION: Continue

COMMENT: SB 103 By Sen. Lincoln passed into law this year. The law does not mandate Native Language

Education curriculum, but does require each school with over 40% Native students establish a Native Language Curriculum Advisory Committee. Other districts may establish similar advisory boards.

5.4 COMMUNITY SCHOOLS

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

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

Full funding of the Community School Act of 1980 is separate from and does not interfere with Foundation Funding. Under the original Community School Act of 1980, half of one percent of a district's operating budget will be funded by the State for community schools. Statewide, schools should have received over \$3 million in FY01 \$3,171,728 in FY99. Instead, only \$500,000 was appropriated. *Amended 1998, 99*

RECOMMENDATION: Continue

5.5 SUPPORTING ~~FULL FUNDING FOR~~ THE DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB hereby petitions to the U.S. Congress to retain full funding for the Drug-Free Schools and Communities Act during FY01 FY2000. The Association urges that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation, and that copies of this Resolution shall be transmitted to President Clinton, Secretary Riley, 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 1995 Alaska Youth Risk Behavior Survey (YRBS), 46.9% 47.5% of Alaska High School students reported having had at least one drink of alcohol in the past 30 days. YRBS found that 34.4% 31.3% 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*

RECOMMENDATION: Continue (Move under Advocacy section)

COMMENT: EED says the feds are doing a good job of providing funding for this program.

5.6 ALTERNATIVE EDUCATION PROGRAMS

AASB encourages the Legislature to provide financial aid to districts to develop and improve a variety of alternative education programs for all students likely to drop out as well as re-entry programs for those who have already dropped out or been expelled.

Rationale. 70% - 80% of high-risk youth can be prevented from dropping out or from being expelled through flexible, accountable alternative programs. Interagency, inter-community cooperation will be required to meet the educational, social and basic needs of this population. Once potential dropouts are identified, too few resources are devoted to effective alternative education and necessary supportive services. Potential dropouts can be identified using indicators such as attendance, low performance differential between ability and attainment. *Amended 1999*

RECOMMENDATION: Continue

5.7 BOARDING HOME PROGRAM

AASB supports the State Boarding Home program expanding to provide funds for a new boarding home program in the Interior of the State.

Rationale. The State of Alaska currently provides paid tuition and paid room and board for village students desiring to attend Mt. Edgecumbe school, without regard to local availability of high school programs. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available. The State Boarding Home program provides for room and board support for students to attend centralized high school programs if they have no access to a high school program at their grade level in their village community.

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.

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. *Amended 1997*

RECOMMENDATION: Continue for discussion in Resolutions Committee
--

COMMENT: Why are we supporting funding for a new state-run boarding school? Will this result in consolidation?
--

5.8 ENDORSING AND ENCOURAGING DISTRICT PARTICIPATION IN KIDS VOTING ALASKA

The Association of Alaska School Boards endorses this exciting “one-of-a-kind” program and encourages district involvement in Kids Voting Alaska.

Rationale. In 1996 less than 50% of the voting age public participated in the presidential election. The number of adults voting in local elections is even less. And only half of the 18-24 year olds are even registered to vote. Thirty five Alaska school districts involving over 90% of the student enrollment are currently participating in Kids Voting Alaska Kids Voting Alaska is a private, nonpartisan, nonprofit, grassroots organization dedicated to educating Alaska’s youth about the importance of an informed electorate to sustain democracy. An action oriented K-12 curriculum involves parents and the community in understanding our democracy and the importance of being informed. Then on election day kids go to the official polling sites accompanied by their parent or guardian to cast their own ballot. The goals of Kids Voting are to create an informed electorate, increase adult voter turnout and to develop lifetime voting habits in Alaska’s youth. Kids

Voting students are becoming active and attentive citizens and at the same time their parents are becoming more informed and involved in voting.

Adopted 1997, Amended 1999

RECOMMENDATION: Delete

COMMENT: The AASB Board supported the program, and felt it was sufficiently institutionalized. Therefore, they've recommended to delete the resolution. There was also a general recognition that fewer resolutions help AASB focus its efforts.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

148 N. Binkley Street
Soldotna, AK 99669

August 7, 2000

SCHOOL BOARD MEMBERS:

Ms. Deborah Germano, President
Mrs. Debra Mullins, Vice President
Mrs. Susan Larned, Clerk
Mrs. Sammy Crawford, Treasurer
Mrs. Mari-Anne Gross, Member
Dr. Nels Anderson, Member
Mr. Mike Chenault, Member

STAFF PRESENT:

Dr. Donna Peterson, Superintendent of Schools
Mr. Patrick Hickey, Assistant Superintendent, Operations and Business Management
Dr. Ed McLain, Assistant Superintendent, Instruction
Mr. Todd Syverson, Assistant Superintendent, Human Resources

OTHERS PRESENT:

Ms. Terri Campbell
Mrs. Shana Loshbaugh

Mr. Don McCloud

Others present not identified.

CALL TO ORDER:

Ms. Germano called the meeting to order at 7:30 p.m.

PLEDGE OF ALLEGIANCE:

Ms. Germano invited those present to participate in the Pledge of Allegiance.

ROLL CALL:

Ms. Deborah Germano	Present
Mrs. Debra Mullins	Present
Mrs. Susan Larned	Absent/Excused
Mrs. Sammy Crawford	Present
Mrs. Mari-Anne Gross	Present
Dr. Nels Anderson	Present
Mr. Mike Chenault	Present

APPROVAL OF AGENDA:

The agenda was approved with a revision to Item 10a.(4), Resignations.

APPROVAL OF MINUTES:

The School Board Minutes of July 10, 2000, were approved as printed.

COMMUNICATIONS AND PETITIONS:

Dr. Peterson reported that she received two communications: a letter from the Local Spiritual Assembly of the Bahá'í accompanied by a check for over \$500 earned from the sale of 3,040 pounds of recycled aluminum cans, and an e-mail from Pat Shields commending the District on the recent technology upgrades.

Ms. Germano reported that she received a letter from the Alaska Federation of Natives soliciting students to register for the leadership conference on October 15-18, 2000.

SUPERINTENDENT'S REPORT:

Dr. Peterson introduced Ms. Terri Campbell, District liaison to the Department of Education and Early Development. Dr. Peterson reported that she and Ms. Germano recently participated in a three-day Educational Adequacy Retreat in Anchorage. She noted that the Bangor Reading Assessment and CRISS trainings are being conducted with District teachers, beginning August 7. She reported that administrators who are new to their positions met August 7 and all administrators will meet August 8. Dr. Peterson reported that the District will be receiving \$290,000 dollars in federal money to make middle schools safer. She noted that the District is working closely with the Borough mayor and Borough Maintenance Department to ensure that school buildings are ready for the start of school. She stated that the Districtwide inservice is August 16 at Kenai Central High.

Dr. Peterson presented a list of worksessions and reports to be presented at future Board meetings from August 21, 2000 through June 4, 2001.

Ms. Germano asked when the High School Qualifying Exam results would be available. Mr. McLain reported that the District received notification from the deputy commissioner of education that the individual results would be sent via express mail August 15-16. He noted that he will share the results with the school sites as soon as they arrive. He added that school counselors have been directed to give the results high priority so that students can immediately be placed in appropriate classes. Ms. Germano asked for a brief report at the August 21 School Board meeting.

Ms. Gross asked whether the test information would be detailed or merely indicate pass or fail. Mr. McLain reported that the commissioner of education indicated that detailed information would be provided along with information called "The Alaska Performance Index." He stated that the index will give the District some indication about how individual students performed as compared to specific standards. He confessed that he has not seen the information and could not guarantee that it will be a complete report. Ms. Germano commented that, for the results to be useful, they would need to be detailed. Mr. McLain agreed but added that he was not sure how much detail would be provided but that a full report will be available near the end of September. He noted that the agreement between the state and the test results contractor is to provide a full set of detailed reports to each district.

Budget Transfer Report:

Mr. Hickey reported on budget transfers Numbers 97 through 132 and 147 through 955 for various schools and departments within the District.

Lease Agreements Report:

Mr. Hickey presented a report of current lease agreements between the District and the Boys and Girls Club, Community Schools Programs, Kachemak Selo School, North Peninsula Recreation Service Area, Razdolna School, Seward Bus Fleet, Voznesenka School, and St. Nicholas Orthodox Church.

Ms. Germano asked whether the leases included the cost of utilities. Mr. Hickey stated that he was not sure but would find out and provide that information.

BOARD REPORTS:

Ms. Gross reported that the Association of Alaska School Boards (AASB) Board of Directors met in Homer two weeks ago. She stated that during their meetings they added the goal of "connecting with the community."

Mrs. Mullins reported that she also attended the AASB Board of Directors meeting and noted that Ms. Debbie Ossiander was elected to the seat vacated by Anchorage Board member, Ms. Kathi Gillespie. She stated that the group spent two days in planning sessions, which was enjoyable.

Ms. Germano reported that she and Dr. Peterson attended a three-day retreat to study and define educational adequacy. She noted that superintendents, school board members, parent-teacher association members, Alaska Municipal League (AML) members, school finance employees, and municipal finance employees attended. She noted that the AML members were very supportive and interested in Alaska schools.

- Consent Agenda: Items presented on the Consent Agenda were Hazardous Bus Route Resolutions, AR 5123, Promotion/Acceleration/Retention, New Teacher Assignments, Resignations, AR 5141.4, Child Abuse and Neglect, Tentative Nontenured Teacher Assignments, and Tentative Nontenured Teacher for Tenure.
- Hazardous Bus Route Resolutions: Mr. Hickey recommended the Board approve hazardous bus routes for North Star, Nikiski, Seward, Redoubt, Soldotna, Sears, Mt. View, West Homer, Paul Banks and K-Beach elementary schools for the 2000-2001 school year.
- AR 5123, Promotion/ Acceleration/Retention: Mr. McLain recommended the Board approve a revision to AR 5123, Promotion/Acceleration/Retention that clarifies high school class level standings (freshman through senior).
- New Teacher Assignments: Mr. Syverson recommended the Board approve teacher assignments for the 2000-2001 school year for Daniel Beck, science/math, Susan B. English Elementary/High; Patricia Blacklock, special education/resource, Skyview High; Frederick Blacklock, (temporary) Grade 6, Kenai Middle; Lisa Chambers, Grades 4-6, Susan B. English School; Linda Jackson, special education /resource and QUEST, Nikolaevsk Elementary/High School; Holly Kiel, dance/physical education/drama/social studies and (temporary) reading, Soldotna High; Don McKeon, generalist, Spring Creek School; and Fiona McKeon, special education/intensive needs, Seward Middle/High.
- Resignations: Mr. Syverson recommended the Board approve the resignations of Chris Lau, vocational education/generalist, Susan B. English Elementary/High; Anita Hakkinen, unassigned (leave of absence), Redoubt Elementary; and Jaimee Coon, reading specialist, Nikiski Middle/High.
- AR 5141.4, Child Abuse and Neglect: Mr. McLain recommended the Board approve a revision to AR 5141.4, Child Abuse and Neglect that changes the interview process for students not in the care of the Division of Family and Youth services.
- Tentative Nontenured Teacher Assignments: Mr. Syverson recommended the Board approve tentative nontenured teacher assignments for Ken Hepner, (temporary) generalist, Voznesenka Elementary/High; Barbara Spence, special education/resource, Redoubt Elementary; and Susan Strutz, physical education, Homer Middle.
- Tentative Nontenured Teacher for Tenure: Mr. Syverson recommended the Board approve Robert Carson, a tentative nontenured teacher, for tenure.
- ACTION Mr. Chenault moved the Board approve Consent Agenda Items Number 1 through 8. Mrs. Crawford seconded.
- VOTE:
- YES – Chenault, Crawford, Gross, Mullins, Germano
NO – Anderson
- Motion carried.
- BP 6146.3 RECIPROCITY ON GRADUATION REQUIREMENTS: Mr. McLain recommended the Board approve revisions to BP 6146.3, Reciprocity on Graduation Requirements. He noted that the revisions allow the District to modify District graduation requirements for students transferring into the District who have at least 13 units of credit.

ACTION

Mrs. Gross moved the Board approve revisions to BP 6146.3, Reciprocity on Graduation Requirements. Mrs. Mullins seconded.

Motion carried unanimously.

SIX-YEAR ENROLLMENT PROJECTIONS AND PLAN AND SCHOOL CONSTRUCTION NEEDS:

Mr. Hickey recommended the Board approve the Six-Year Enrollment Projections and Plan and School Construction Needs. The plan includes enrollment projections and school construction needs for 2000-2001 through 2005-2006. He noted that enrollment projections would be corrected for Kenai Central High School before the final copy is distributed to the public.

ACTION

Mr. Chenault recommended the Board approve the Six-Year Enrollment Projections and Plan and School Construction Needs. Mrs. Gross seconded.

Ms. Germano requested that Mr. Hickey review the enrollment projections for all middle schools and high schools. Mr. Hickey asked the Board to disapprove the Six-Year plan and allow him to resubmit it at the next Board meeting.

Ms. Germano asked whether some of the items listed on the capitol projects list were already in progress or have been accomplished. Mr. Hickey replied that some of the projects have been accomplished because they are prior year priorities and some will be paid for in part by \$2 million of capitol project appropriation from the Borough and the balance paid by a state of Alaska bond reimbursement proposal, provided it is approved by the voters.

ACTION

Dr. Anderson moved the Board postpone action on the Six-Year Enrollment Projections and Plan and School Construction Needs. Mrs. Crawford seconded.

Motion carried unanimously.

FIRST READING OF POLICY REVISIONS:

The Board heard a first reading of changes to Section 3000 Business and Noninstructional Operations; BP 5131.6, Alcohol and Other Drugs; BP 6146.2, High School Equivalency Test; and BP 6162.71, Internet Use.

Mr. Hickey noted that the second reading of Section 3000 Business and Noninstructional Operations will include modifications to BP 3521 and AR 3621 as discussed earlier during the Board worksession.

BOARD COMMENTS:

Mrs. Crawford extended best wishes to the administration, employees and students for the new school year.

Dr. Anderson requested an excused absence from the August 21 Board meeting. He stated that he is thrilled with the technology presentation given earlier by Dr. Peterson and Mr. Jim White. He added that he felt the District was "ahead of the game" and will stay there.

Mrs. Gross complimented Mr. White and Dr. Peterson on the technology presentation and added that she appreciates their representation at the recent ADETC meeting. She stated that she hopes the Education Adequacy Committee can decide what an equitable cost for education is and that the District be provided with the money for it. She thanked the administration for coordinating the Districtwide training currently being held.

Ms. Germano thanked Mrs. Gross and Mrs. Mullins for their work with AASB. She stated that she especially appreciated Mrs. Gross' representation on a nationwide basis. She stated that it was a joy to attend the state Educational Adequacy Committee with Dr. Peterson.

ADJOURN: At 7:58 p.m., Dr. Anderson moved the School Board Meeting be adjourned. Mrs. Crawford seconded.

Motion carried unanimously.

Respectfully submitted,

Ms. Deborah Germano, President

Mrs. Susan Larned, Clerk

The Minutes of August 7, 2000,
have not been approved as of
August 9, 2000.

August 21, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Teacher Assignments/2000-01 Item – 10a (2)

It is recommended that the following teacher assignments be approved for the 2000-01 school year:

<u>RESIDENCE</u>	<u>NAME</u>	<u>DEGREE</u>	<u>INSTITUTION</u>	<u>MAJOR</u>	<u>ATC</u>	<u>EXP</u>	<u>ASSIGN</u>
Seldovia, AK	Ron Turner	BS	Humboldt State University	Industrial Technology	Industrial Technology	====	Half time Vocational Education at S.B. English School
Seattle, WA	Barbara McNinch	BS	University of Washington	Occupational Therapy	Occupational Therapy	====	Full time Occupational Therapist for District Wide Special Services

August 21, 2000

TO: Board of Education
FROM: Todd Syverson, Assistant Superintendent, Human Resources
SUBJECT: Approval of Non-tenure Teacher for Tenure/2000-01 - Item 10a (3)

It is recommended that employment and tenure for the following non-tenure teacher be approved for the 2000-01 school year. The following assignment is tentative:

Location	Employee	Assignment	Certification
Kenai Middle	April Kaufman	Grades 6-8 (temporary)	Elementary Ed.

August 14, 2000

M E M O R A N D U M

TO: Board of Education

THRU: Patrick Hickey
Assistant Superintendent, Operations and Business Management

FROM: Melody Douglas
Director, Business and Finance

SUBJECT: Budget Transfer 6 and 8

Budget transfer number 6 transfers \$21,931 to move funds from an obsolete object code to the correct object code for repairs and maintenance in the pupil transportation fund.

Budget transfer number 8 transfers \$288,126 to schools for the language arts curriculum adoption for FY01.

These budget transfers exceed \$10,000; therefore, they require Board of Education approval per Board Policy 3120. Approval by the Board of Education is recommended.

Enclosures

August 21, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent, Human Resources

SUBJECT: Approval of Tentative Non-tenure Teacher Assignment/2000-01 - Item 10a (5)

It is recommended that employment for the following non-tenure teacher be approved for the 2000-01 school year. The following lists a tentative assignment for the non-tenured teacher:

Location	Employee	Assignment	Certification
Seward Middle/Sr.	Patrick Binder	Social Studies/QUEST and temporary Reading Instructor	History

August 21, 2000

TO: Board of Education

FROM: Todd Syverson, Assistant Superintendent,

Human Resources

SUBJECT: Pay Schedule for Substitutes and other Temporary Employees

for the 2000-2001 school year Effective August 23, 2000 - Item

SUBSTITUTE POSITION RATE OF PAY

Teacher \$84.00/\$100.00 per day

Non-Certified/Certified

Secretary (all clerical) \$9.00/hr.

Custodian/Stock Handler/ \$9.00/hr.

Courier/Theater Crew

Bus Driver \$12.00/hr.

Food Service

Cashier/Asst. Cook \$8.50/hr.

Cook/Food Service Manager \$9.00/hr.

Aide/Instructional Assistant \$8.50/hr.

Tutor/Bilingual Instructor \$8.75/hr.

Nurse \$14.00/hr.

TEMPORARY WORKERS

Pool Employees

Instructor/Senior Lifeguard \$9.00/hr.

Lifeguard \$7.25/hr.

Cashier/Locker Room Attendant \$5.65/hr.

Temporary help * \$5.65 - \$12.00/hr.

*Temporary employee's salary placement must be pre-approved by Human Resources prior to start date.

Memo To: Members, Board of Education Item 10 c.

From: Ed McLain

Date: August 15, 2000

Re: Board Policy Revision, Second Reading for Approval
BP 5131.6 (Alcohol and Other Drugs)

The attached revision modifies District policy addressing expectations and actions related to suspected or actual drug use or drug possession by students. The revised policy removes reference to the “rapid eye exam” as a test or screen used by school officials.

This revision was presented to the Board for first reading at the August 7, 2000, Board meeting.

Administration recommends approval of this revision.

attachment: BP 5131.6

KPBSD Policy Manual

Students BP 5131.6

ALCOHOL AND OTHER DRUGS

It is the intent of the Kenai Peninsula Borough School District to maintain a drug-free school environment so learning can take place; to educate students so they are aware of the issues and problems related to the use of drugs, alcohol, and controlled substances; to identify students who have chemical abuse problems; to refer students for treatment services which are beyond the scope of the schools; and to remove students possessing, distributing or selling drugs or alcohol in the school setting from that environment.

Possession/Under the Influence During School

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

(cf. 5144.1 - Suspension and Expulsion)

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

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

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

Selling, Offering for Sale or Distributing

A student selling, offering for sale, or distributing alcohol, drugs or other items defined in this policy shall be reported to the appropriate law enforcement personnel and his/her parent(s)/guardian(s), will be suspended immediately following a due-process hearing pursuant to applicable School Board policies, and shall be recommended for expulsion to the Superintendent or his designee who will review the matter. Based on this review, the Superintendent or designee may recommend to the Board of Education that the student be expelled from the Kenai Peninsula

Borough School District.

[\(cf. 5144.1 - Expulsion Procedures\)](#)

Legal Reference:

ALASKA STATUTES

04.16.080 Sales or consumption at school events

14.20.680 Training required for teachers and other school officials

14.30.360 Curriculum (health and safety education)

47.37.045 Community action against substance abuse grant fund

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 8/17/98

Memo To: Members, Board of Education Item 10 d.

From: Ed McLain

Date: August 15, 2000

Re: Board Policy Revision, Second Reading for Approval
BP 6146.2 (High School Equivalency Test)

The attached revision clarifies District policy related to the Alaska High School Equivalency Diploma. The revised policy clarifies that individuals may obtain an Alaska High School General Equivalency Diploma by successfully completing and passing the GED test. This revision clarifies policy but otherwise contains no changes in Board direction or District procedures.

The revision was presented to the Board for first reading at the August 7, 2000, Board meeting.

Administration recommends approval of this revision.

attachment: BP 6146.2

KPBSD Policy Manual

Instruction BP 6146.2

HIGH SCHOOL EQUIVALENCY TEST

Note: Pursuant to 4 AAC 39.120, persons under age 16 are eligible to take the GED test if they are legally emancipated or if they have parent permission, a withdrawal slip from the last school attended and a recommendation from the School Board that they be allowed to take the examination. If the Board denies permission, the person may appeal to the Commissioner of

Education for permission.

The School Board recognizes that individuals may obtain an Alaska high school [**equivalency**] diploma [(**GED**)] by successfully completing the Alaska General Educational Development Test. However, the Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements and encourages students to remain in school.

(cf. 5147 - Dropout Prevention)

In accordance with law, persons under age 16 who have withdrawn from school and who have parent/guardian permission may request a recommendation from the School Board to be allowed to take the Alaska General Educational Development Test. The Board shall consider such requests based on the individual circumstances leading to the request.

Legal Reference:

ALASKA ADMINISTRATIVE CODE

4 AAC 39.110 - 4 AAC 39.190 High school equivalency test

KENAI PENINSULA BOROUGH SCHOOL DISTRICT
Adoption Date: 7/1/96

Memo To: Members, Board of Education

Item 10 e.

From: Ed McLain

Date: August 15, 2000

Re: Board Policy Revision, Second Reading for Approval
BP 6162.71 (Internet Use)

The attached revision modifies District policy related to both the publication of student work on the internet and student access to the internet.

The revised policy (1) allows the district to publish student work on the internet unless parents request that student work not be published and (2) allows the District or District sites to provide students access to the internet unless the parent requests that internet access be denied to their child.

The attached exhibits—*Internet Use and Terms and Conditions* and the *Kenai Peninsula Borough School District Non-Permission Form*—will be placed in the policy manual. Sites will be required to publicize and make these documents available to parents, guardians, or graduates.

The *Internet Use Terms and Conditions* document informs parents and students about the expectations, rights, responsibilities and consequences related to student access and use of the internet.

The *Non-Permission Form* is to be used by parents and guardians to inform the school and District that they do not wish to have student work posted or the student provided access to the internet.

The revision and the attached forms were presented for first reading at the August 7, 2000, Board meeting.

Upon approval of the policy by the Board, the administration intends to distribute and use the above policy and exhibits. District administration will direct District sites to notify parents and students of this revised policy and provide the above notice and forms to parents, guardians, and students. District administration will direct sites to establish and use processes and procedures outlined in this policy and accompanying exhibits.

Administration recommends approval of this revision.

attachments: BP 6162.71
E 6162.71

KPBSD Policy Manual

Instruction

BP 6162.71

INTERNET USE

The use of an internet account must be in support of education and research and consistent with the educational objectives of the Kenai Peninsula Borough School District. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, any pornographic material, or material protected by trade secret. Use for any commercial activities is not acceptable. Use for service or product advertisement, political campaigning and lobbying, or any other for-profit enterprise is strictly prohibited.

The district electronic mail system and all messages sent on it are the property of the Kenai Peninsula Borough School District and should be treated accordingly.

Any person using District internet services agrees to abide by the terms and conditions set forth in the *Kenai Peninsula Borough School District Internet Use Terms and Conditions* agreement.

[Parents of minor students (under 18 years of age) may request that their student(s) not be allowed independent use of specific networked resources, such as the internet, by making such request in writing to the school principal.] Students using District internet services must also have a parent signature of consent on file in their school of attendance.

[Parents of minor students (under 18 years of age) may request that the school district not post their children's work, photographs or names on the internet by making such request in

writing to the school principal.

Graduates of the school district may request that the school district not post their work, photographs or names on the internet by making such request in writing to the school principal.

Principals of each school will establish site procedures to ensure that notice of this policy is disseminated to parents/guardians and students at the start of each school year. Principals will ensure that notice of this policy is provided to the parents/guardians of any new student at the time of registration for any new student first enrolling in the school.]

Documents published on the World Wide Web shall not include individual student demographic information or student photographs unless parent/guardian permission has been secured.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 1/20/97

E 6162.71

Kenai Peninsula Borough School District

Internet Use Terms and Conditions

In order to provide for the appropriate use of the Internet and in keeping with Board of Education policy, the following “KPBSD-Net Terms and Conditions” have been developed. A copy of the terms and conditions will be distributed to all Internet users in the district.

KPBSD-NET TERMS AND CONDITIONS

Kenai Peninsula Borough School District
148 North Binkley Avenue
Soldotna, Alaska

Terms and Conditions (August 7, 2000)

GENERAL INFORMATION

Kenai Peninsula School District Net (KPBSD-Net) is a system of local-area and wide-area network services provided by Kenai Peninsula Borough School District (KPBSD) which also connects KPBSD facilities to the Internet. Usage of all devices connected to any network in Kenai Peninsula Borough School District is covered by these Terms and Conditions. The use of this service is under the direction of the district technology specialist. The system administrators of KPBSD-Net are employees of Kenai Peninsula Borough School District and reserve the right to monitor all activity on KPBSD-Net. Members may be given an account name, personal e-mail address, and password. Although called a member "account," there are currently no charges to members by KPBSD-Net for system usage.

Because of the complex association between government agencies and networks, the end user of any of these networks must adhere to strict guidelines. They are provided here so that members and the parents of members who are under 18 years of age are aware of their responsibilities. KPBSD-Net may modify these rules at any time by publishing the modified rule(s) on the KPBSD-Net web site at <http://www.kpbsd.k12.ak.us/tech>.

INFORMATION CONTENT AND USES OF THE SYSTEM

Members agree not to publish on or over KPBSD-Net any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the system administrators, contains any advertising or any solicitation of other member to use goods or services. Members agree not to use the facilities and capabilities of the KPBSD Net to conduct any business or activity or solicit the performance of any activity which is prohibited by law.

Because KPBSD-Net provides, through connection to the Internet, access to other computer systems around the world, members of the District and District Net [and the parent(s) of Members if Members are under 18 years of age] specifically understand that the system administrators and Kenai Peninsula Borough School District do not have control of the content of the information residing on these other systems. Members and the parents of members who are under 18 years of age are advised that some systems may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or illegal material. KPBSD-Net, Kenai Peninsula Borough School District, and the system administrators do not condone the use of such materials and do not permit usage of such materials in the school environment. Parents of minors having accounts on the System should be aware of the existence of such materials and monitor home usage of the System. Students who knowingly bring such materials into the school environment will be dealt with according to the discipline policies of the individual school building and Kenai Peninsula Borough School District, and such activities may result in termination of their access to KPBSD-Net.

KPBSD-Net, the system administrators, and Kenai Peninsula Borough School District do not warrant that the functions or services performed by or that the information or software contained on the system will meet the member's requirements or that the operation of the system will be uninterrupted or error-free or that defects in the system will be corrected. KPBSD-Net is provided on an "as-is, as-available" basis. KPBSD-Net does not make any warranties, express or implied, including, without limitation, those of merchantability and fitness for a particular purpose, with respect to any services provided by same and any information or software contained therein.

THIRD-PARTY SUPPLIED INFORMATION

Opinions, advice, services, and all other information expressed by members, information providers, service providers, or other third-party personnel on KPBSD-Net are those of the provider and not of KPBSD-Net. Members are urged to seek professional advice for specific individual situations.

Members may order services or merchandise from other agencies and members of KPBSD-Net not affiliated with KPBSD-Net ("Seller") through KPBSD-Net. All matters concerning the merchandise and services ordered from Seller including but not limited to purchase terms, payment terms, warranties, guarantees, maintenance, and delivery, are solely between the Seller and the Member. KPBSD-Net makes no warranties or representations whatsoever with regard to any goods or services provided by Sellers. KPBSD-Net, Kenai Peninsula Borough School District, or the system administrator shall not be a party to such transactions or be liable for any costs or damage arising out of, either directly or indirectly, the actions or inactions of Sellers.

UPDATING MEMBER ACCOUNT INFORMATION

KPBSD-Net may occasionally require new registration and account information from members to continue the service. Member must notify KPBSD-Net of any changes in account information (address, phone, name, school enrollment, etc.).

ON-LINE CONDUCT

Any action by a member that is determined by a system administrator to constitute an inappropriate use of KPBSD-Net or to improperly restrict or inhibit other members from using and enjoying KPBSD-Net is strictly prohibited and may result in termination of an offending member's access. Member specifically agrees not to store, submit, publish, print, or display on or through KPBSD-Net any defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material; nor shall Member provide direct links to such materials or encourage the use of controlled substances. Transmission of material,

information, or software in violation of any local, state, or federal law is prohibited and is a breach of the Terms and Conditions.

Member specifically agrees to indemnify KPBSD-Net, Kenai Peninsula Borough School District, its officers and employees, and the system administrators for any losses, costs, or damages, including reasonable attorneys' fees incurred by KPBSD-Net, Kenai Peninsula Borough School District R-1, its officers and employees, and the system administrators relating to, or arising out of any breach of the terms of these Terms and Conditions by Member.

Members are advised against publication of personal information on KPBSD-Net which may make them vulnerable to harassment from other Internet users. No Member shall publish personal information about others on KPBSD-Net without their approval and parental approval if the individual is under 18 years of age.

KPBSD-Net is to be used by Member for personal use only. Commercial uses of KPBSD-Net are strictly prohibited.

SOFTWARE LIBRARIES

Only public domain files, and files in which the author has given expressed consent for on-line distribution, may be uploaded to the software libraries by Member. Any other software may not be uploaded to the software libraries. Any software having the purpose of damaging other members' systems or the KPBSD-Net System (e.g., computer viruses) is specifically prohibited. The system administrators, at their sole discretion, reserve the right to refuse posting of files and remove files. The system administrators, at their sole discretion, further reserve the right to immediately terminate the access of a member who misuses the software libraries. System administrators do not necessarily inspect software uploaded by members, and KPBSD-Net does not guarantee the suitability or performance of any software downloaded from KPBSD-Net System or any other system accessed through KPBSD-Net.

COPYRIGHTED MATERIAL

Copyrighted material must not be placed on any system connected to KPBSD-Net without the copyright owner's permission. Only the owner(s) or persons they specifically authorize may upload copyrighted material to KPBSD-Net. Members may download copyrighted material for their own use to the extent allowed by current copyright law. Any member may also non-commercially redistribute a copyrighted program with the express permission of the owner or authorized person. Permission must be specified in the document, on the System, or must be obtained directly from the copyright owner. Members should understand that materials developed, displayed, or contributed to the system as part of a school project, or which use any district resources in their development, become the property of the school district and not the

property of any individual contributors to these projects.

REAL-TIME / INTERACTIVE COMMUNICATIONS

Use of KPBSD-Net to access “talkers,” “chat rooms,” role-playing games, and other multi-user real-time conferences is prohibited without specific prior permission from a district authorized teacher or administrator. The district teacher or administrator, at their sole discretion, reserve the right to immediately terminate the account of a member who fails to abide by this restriction.

ELECTRONIC MAIL

Electronic mail (“Mail”) is a personal electronic message sent by or to a Member in correspondence with another person having Internet mail access. Messages received by the KPBSD-Net system are retained on the system until deleted by the recipient. A canceled KPBSD-Net account will not retain its Mail. Members are expected to remove old messages in a timely fashion, and the system administrators may remove such messages if not attended to regularly by the member. The passing of chain letters via Mail is specifically prohibited. Any Mail messages may be monitored or inspected by the system administrators, although the system administrator will not normally inspect the contents of Mail sent by one member to an identified addressee or disclose such contents to other than the sender or an intended recipient without the consent of the sender or an intended recipient, unless required to do so by law or policies of Kenai Peninsula Borough School District, or to investigate complaints regarding Mail which is alleged to contain defamatory, abusive, obscene, profane, sexually oriented, threatening, racially offensive, illegal, or deliberately inaccurate material. KPBSD-Net reserves the right to cooperate fully with local, state, or federal officials in any investigation concerning or relating to any Mail transmitted on KPBSD-Net. Privacy is not guaranteed.

DISK USAGE

The system administrators reserve the right to set quotas for disk usage on the KPBSD-Net system. Members who exceed their quota will be advised to delete files to return to compliance.

SECURITY

Security on any computer system is a high priority, especially when the system involves many users. If Members believe they can identify a security problem on KPBSD-Net, they must notify a system administrator or send mail to pbiggs@kpbsd.k12.ak.us. The Member should not demonstrate the problem to others. Members may not let others use their account and/or password. Passwords to the system should not be easily guessable by others, nor should they be words which could be found in the dictionary. Attempts to log in to the system using another

Member's account or as a system administrator will result in termination of the account. Members should immediately notify a system administrator (pbiggs@kpbsd.k12.ak.us) if their password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any Member identified as a security risk or having a history of problems with other computer systems may be denied access to KPBSD-Net.

VANDALISM

Vandalism will result in cancellation of access privileges and possibly other disciplinary and/or legal action. Vandalism is defined as any malicious attempt to harm or destroy data or equipment of another member, KPBSD-Net, any equipment connected to KPBSD-Net, or any of the agencies or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

TERMINATION OR SUSPENSION OF ACCESS

In the case of student violations of the Terms and Conditions, a system administrator may immediately suspend a student's access to the system and refer the matter to the school administration for disposition under the district Code of Conduct. In the case of employee violations of the Terms and Conditions, a system administrator may immediately suspend the employee's access to the system and refer the matter to the employee's supervisor for disposition under district policies. Accounts which are inactive for more than 30 days during the school year may be removed along with that Member's files without Notice given to the Member.

ENFORCEMENT PROVISIONS

In order to ensure adherence to the Terms and Conditions, the system administrators reserve the right to monitor all activity on the system and to inspect files, including Mail, stored in the system. Privacy is not guaranteed.

OTHER PROVISIONS

The Terms and Conditions shall be interpreted, construed, and enforced in all respects in accordance with the laws of the State of Alaska. Each party irrevocably consents to the jurisdiction of the courts of the State of Alaska and the federal courts situated in the State of Alaska, in connection with any action to enforce the provisions of the Terms and Conditions, to recover damages or other relief for breach or default under the Terms and Conditions, or otherwise arising under or by reason of the Terms and Conditions.

For students, the Terms and Conditions shall be used in conjunction with the school district's Code of Conduct and discipline policies of individual school buildings. Individual schools may choose to have additional rules and regulations pertaining to the use of networked resources in their respective buildings.

E 6162.71

Kenai Peninsula Borough School District
Videotape/Photograph; Internet Access

Non-Permission Form

Videotape and Photograph

Classroom activities and events sponsored by school occasionally are photographed or videotaped by school personnel, students, or representatives of the news media for publication in newspapers or broadcast on television or the Internet. If for any reason you **do not wish to have you child(ren) photographed or videotaped** for these purposes, please check the box below, sign at the bottom, and return this form to school **within five (5) school days**.

If the form is not completed and returned by this date, the Kenai Peninsula Borough School District assumes that you have given your consent.

Please **do not** include my child(ren) **or his/her/their work** in any photograph or videotape intended for use by the news media or placed by the school or District on the internet.

Internet Access

The Kenai Peninsula Borough School District makes access to the worldwide computer network, known as "the Internet," available to all students for use as an academic resource and means of communication. Many classes in the KPBSD routinely use the Internet as a tool to complete class assignments and projects in many subject areas.

The Kenai Peninsula Borough School District does not have control over the information content contained on computer systems outside of the KPBSD, but does take measures to limit student access to content inappropriate for the school environment. In addition, students are expected to adhere to strict guidelines for use of the Internet as defined in

the Student Handbook for each school. If, for any reason, you **do not wish for your child(ren) to have access to the Internet**, please check the box below, sign at the bottom, and return this form to the school.

If a signed form is not returned to the school, the Kenai Peninsula Borough School District assumes that you have given your approval.

Please **do not** provide my child access to the internet.

Parent or Guardian's Signature

Date