

HB

848

MICHAEL MORIN
HESS

CSHB - 848

REVISED BUDGET

1.	<u>PERSONNEL</u>	
	Five Professional Staff plus Benefits	\$187,500
	Staff with clerical based in Anchorage, Fairbanks, Bethel, Juneau, and Kotzebue	
2.	Personnel Clerical plus Benefits	80,000
3.	Travel	50,000
4.	Materials	40,000
5.	Equipment	40,000
6.	Space Rental	20,000
7.	Media	82,500

11

- ① Therapy
- ② Hearing or counseling
- ③ Support Program for families of handicapped

Section 1: The sum of 2,000,000 is appropriated from the general ^{fund} to the Department of Education for the purpose of providing training for public elementary and secondary teachers ~~to create in instructional~~

programs?
methods for

~~Instructional program for~~ exceptional children who have been mainstreamed ~~into regular classrooms~~

Section 2: This Act takes effect July 1, 1978.

Letter of Intent for CSHB-848



Upon review of HB-848, the House HESS Committee recognizes the need for special services for all exceptional children; the committee substitute, therefore, is expressly intended to provide the financial support for a model process for training teachers who work with ~~all~~ children in providing appropriate educational programs for exceptional children within all educational settings. ①

The Department of Education is strongly urged to require by regulation, pursuant to AS 14.20.020(c), that teacher training in the education of exceptional children be a requirement for ~~both certification~~ and inservice training. The Department of Education is additionally urged to require by regulation, pursuant to AS 14.03.030, that each district board provide a minimum of two days inservice training for all teachers in the district in the education of exceptional students. ~~It is the legislature's intent that the training program developed under this Act be used as the programmatic basis for programs required for recertification and inservice training.~~

end

STOP

CSHB - 848
BUDGET BREAKOUT

RURAL

PERSONNEL	\$ 718,181
TRAVEL	74,486
CONTRACTUAL	161,049
SUPPLIES	<u>46,284</u>
TOTAL	\$1,000,000

ANCHORAGE

PERSONNEL	\$619,000
TRAVEL	16,000
SUPPLIES	15,000
MEDIA	25,000
EQUIPMENT	<u>25,000</u>
TOTAL	\$700,000

FAIRBANKS

SUBSTITUTES	\$125,000
TRAINERS	165,000
CONTRACTS	<u>10,000</u>
TOTAL	\$300,000

- Teach not inst. how to deal w/ large
children 25 + 2 -

- 6 years in service 5 credits
teachers w/ from the
course -

- set up workshops

- for future teaching
certificate

. Formula, changed a few things
weighted ADM -

93-112 (504)
93-576

Ben Iverson - Admin Dir HHS

Apr 77 - Califans signed 504 Regs, eff. that yr
AS 35,10,010 - resp of DOT

- new bldg all barrier free, 10-yr moratorium
on old bldgs

deadline June 1980 - structural change plan

FY 79 - \$85,000 to ~~to~~ lease new space such as files

Nat Cole - Tom Brown

- 504 creates civil right to equal treatment,
can sue

- now have legal & financial framework to
implement 94-142

- 14,000 now in special ed (of 83,000)

- \$19 million for " " (account for 85%)

- 17% in AK vs 12% nationwide

- AK ahead in mainstreaming

- no spec ed for con study students

- "learning disability" often mis-diagnosed

(Chard of hearing, mentally retarded)

- about 100 on Title register Blind, 70 in school

- expect decrease in no of "learning disability"

→ audit 1/3 each school districts each year

Title 19 - all boys, lot of nursing homes,
must comply w/ 504

- schools scheduling handicapped kids
on ground floor in multi-story bldgs.

HB
848
file

TELEGRAM

FROM ALASKA COMMUNICATIONS, INC.

PHONE: 586-6440

JUNEAU, ALASKA 99801

HB 808
file

*
02004 ANCHORAGE AK 37 05-05 745A AST

PMS REPRESENTATIVE CHARLES PARR

JUN

CONVERSATION WITH MIKE MORIN THIS MORNING VERY DISAPPOINTING.

REQUEST THAT WORK BEING DONE WITH STATE DEPARTMENT OF EDUCATION

ON SPECIAL EDUCATION BILL NOT BE ASSOCIATED WITH NOR ATTACHED

TO HOUSE BILL 848 IN ANY WAY.

BARBARA C SMART

Association For Retarded
Citizens of Kodiak
Pouch RC
Kodiak, Alaska 99615

April 26, 1978

The Honorable Parr; Ose; Nakak; Bradley; Cotten; Phillips; Beirne;
Bennett; Chatterton
Alaska State House of Representatives
Pouch V State Capitol Building
Juneau, Alaska 99811

Dear Sirs,

The members of the Association For Retarded Citizens of Kodiak are writing to you about HB 848. We feel that you should have workshops and vocational training centers listed under the programs provided in section 14.30.206 of the proposed bill.

With this type of help, retarded citizens have a chance to become self-supporting and to progress as far as possible.

Thank you for your attention to our comments.

Sincerely,

Nancy Gilbert

Nancy Gilbert, Secretary ARCK

April 21, 1978

Representative Charles H. Parr
Pouch V
Juneau, Alaska 99811

Re: HB 848

Dear Mr. Parr:

Thank you for the opportunity to testify concerning HB 848, a very needed bill to provide educational services to the exceptional child and to fall within compliance with P.L. 94-142. Compliance will cost a great deal of money but so will ignorance, lack of sufficient training for these children and suits brought about due to non-compliance.

While listening to other testimonies I made many notations of various items to further bring to your attention. However, as stated last night, the drafting of lengthy and detailed bills will serve no purpose if there is still a struggle to get services implimented.

The problem of transportation existing is just one example of statutes on the books but the service is denied. We have had to fight the system for every service we have obtained for our autistic son. This is not the way it should be done. I have asked the parents in the Rogers Park School District, Precinct 22-A, to provide me with written material as to what steps they took in requesting transportation. When that material is available I will forward it on to your committee so that you might see just what we as parents are being put through.

I have just this week obtained copies of my son's school records including staffing reports. The staffing dated May 1976 states "speech therapy: none required". This is the staffing of a 9 year old boy with very limited speech and no initiation of conversation. He is also a child, as is typical of the autistic child, that must be taught the basic concepts such as "where is the _____".

Until 2 school terms ago, Robert, our son, has had to settle for classes for the multi-handicapped, mentally retarded, hearing impaired, etc. The class for autistic children suddenly appeared when we had to go as far as threatening suit.....either that or just general public pressure from numerous angry parents being treated the same way.

All children need a certainty as to whether their school program will exist with the start of a new school year. This certainty does not exist. I am greatly concerned over whether there will be adequate

Representative Charles H. Parr
Re: HB 848
April 21, 1978
Page Two

programs for our son when he is a teenager. He is currently at the Whaley Center which was originally designed for the 3-7 1/2 year olds. Betsy Kruth and Phyllis Brooks, his teacher and teacher aid respectively, are marvelous teachers and doing a superb job. But what happens when he is much too old and too big to be with this age range. How do you put a child, almost young man, in a school with high school age students when that child requires full supervision at all times?

Basically all the HB 848 represents to me is a document that can be used as leverage with the school district to threaten court action and a paper to wave in the air and say but the law says.... The school districts have yet to prove that the laws mean anything else.

I support 12 month school year, O.T., P.T., and full education by needs not by funding whether it is one child or 101 children who need a specific service. And, I support HB 848 as a good start in the right direction.

Very truly yours,



ELISABETH A. KACHLINE
(Mrs. Harry M. Kachline, Jr.)
1650 East 27th
Anchorage, Alaska 99504
Phone: 274-3463 HM
272-2561 WK

cc: Members of Health, Education & Social Services Comm.
Representative Clark Gruening
Representative Richard K. Urion

SECTION 10

Explanation

This section limits the amount of time an individual student may be on a bus on any given day. Hence, more buses and aides will be required.

Analysis

It is estimated that the additional costs statewide will be in excess of \$3,500/day or \$630.0/year. These costs are based upon the need for 22 additional buses at \$150/day per bus, plus part-time drivers' aides, times 190 days. Additionally, the training requirements of this section could cost \$30.0 per year.

SECTION 12

Explanation

This section provides for an extended school term.

Analysis

(Fiscal impact unknown.)

THE LEGISLATURE OF THE STATE OF ALASKA
TENTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 848 and SB 482
 Title An Act relating to Special Education
 Requested by Meekins (House) Date 2-14-78
Sumner, Croft, et. al. (Senate) 2-10-78

II. FISCAL DETAIL

Agency Affected Education
 Program Category Affected Education
 Budget Request Unit(s) Affected EPS, Financial Support

EXPENDITURES (Thousands of Dollars)

	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82
100 PERSONAL SERVICES			2,200.0	2,332.0	2,472.0	2,620.0
200 TRAVEL			134.0	142.0	151.0	160.0
300 CONTRACTUAL			350.0	371.0	393.0	417.0
400 COMMODITIES			38.0	40.0	43.0	45.0
500 EQUIPMENT			150.0	159.0	169.0	179.0
600 LAND & STRUCTURES			340.0	360.0	382.0	405.0
* 700 GRANTS, CLAIMS, ETC.			173,704.0	184,126.0	195,173.0	206,883.0
TOTAL			176,916.0	187,530.0	198,783.0	210,709.0

FUNDING (Thousands of Dollars)

GENERAL FUND			176,916.0	187,530.0	198,783.0	210,709.0
FEDERAL FUNDS						
OTHER (Specify)						

POSITIONS

FULL TIME			80	80	80	80
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

* Reflects deduction of \$20,000,000 estimated for special education next year under present foundation program.

See attached fiscal summary. Inflation @ 6% per year.

** Depending upon the interpretation of the instructional unit allotment for programs provided under section 206(a) of this act, the amount required under the grants portion could increase by as much as \$30,000.0 over the \$173,000.0 included above.

Pat Cole

IV. DATE March 10, 1978 PREPARED BY Barthaniel Cole, Deputy Commissioner
 AGENCY Education

Original: Legislative Finance PHONE 465-2800
 cc: Budget and Management

SECTION 3 FISCAL ANALYSIS
WEIGHTED ADM/FTE by subsection

Sub-unit FTE	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	Total FTE	UNITS	FY 79 FOUNDATION VALUE	% STATE SUPPORT	TOTAL COST
ACAC	72	42	0	0	0	3				36	42	195	19	40,600		771,400
AK. CENTRAL HILBELT	97.5	10	7.5	0	0	0				3	60	170	17	36,731		625,277
ALASKA GATEWAY	120	84	15	0	21	45				45	75	360	34	31,800		1,103,300
ALBERTAN CHAIN	99	62	35	6	84	0				60	346	346	33	43,500		1,425,500
ANCHORAGE	2,544.5	2,124	607.5	3,667	1,697.5	692	186	50	207	657	2,630	15,028.5	1,369	29,000	97.9073	38,873,621
ANCHORAGE ISLAND	118.5	90	32.5	6	73.5	6				15	73	414.5	39	30,160		1,175,240
BERING STRAITS	90	86	32.5	3	14	6				15	36	291.5	28	44,950	97.9923	1,253,601
BRISTOL BAY	196	73	7.5	6	1.75	6				60	265.25	25	25	44,950		1,123,750
CHITINA	43	36	10	6	7	12				3	30	152	15	31,320		469,710
CHULIUK	23.5	0	0	0	0	6				15	43.5	5	5	34,800		174,000
COOPER COVE	196	42	57.5	35	49	60				15	123	568.5	53	33,350		1,767,000
COPIA	196.5	192	40	57	36.75	102				3	135	762.25	71	33,350	93.9768	2,333,622
CRANFORD	114	118	15	0	0	0				30	69	346	33	31,320	99.5756	1,029,175
DELF/AGREELY	339	230	27.5	6	8.75	93				90	205	999.25	91	34,800		3,169,700
DILLONMAN	114	6	7.5	9	0	3				69	208.5	20	20	44,950	99.2929	660,643
FALCONAGE	1,431	1,063	415	930	15.75	198	102			429	1,138	5,726.75	522	32,400	97.1501	16,472,117
GALINA	16.5	22	10							3	15	66.5	7	44,950	99.7456	313,700
HAINES	192	102	45			3				39	120	513	43	33,350	98.3628	1,575,411
HOVAN	190.5	114	85		22.75	27				90	120	662.25	62	32,400	99.7527	2,007,773
HONOLULU	27	12	20		10.5	12				15	96.5	10	10	31,320	99.8024	312,501
ISOTIHO	39	6	15	6	17.5	3	144			3	24	257.5	25	44,950		1,173,750
JUNEAU	1,141.5	982	245	357	229.25	228				198	792	4,092.75	373	29,000	98.6976	10,076,114
KANE	66	20	25		30.5	51				9	40	249.5	24	31,320	99.8158	750,245
KENAI	1,173	616	390	552	654.5	90				138	868	4,478.5	408	31,320	97.0000	12,331,000
KETCHIKAN GATEWAY	663	322	257.5	108	390.25					9	430	2,179.75	199	29,000	98.3215	5,874,104
KIM COVE	54	22	2.5	6						104	193.5	18	18	43,500	99.6266	739,200
KODIAK	23.5	6	12.5								47	47	6	31,320	99.7315	187,501
KODIAK	510.5	413	12.5	465	99.75	93				39	493	2,331.25	213	32,400	98.74	6,831,174
KODIAK	49.5	42	7.5	9	0	27				33	168	168	17	44,950		764,100
LAKE & TAZEWELL	84	2	65	21	38.5					57	267.5	26	26	44,950		1,168,200
LAKE & TAZEWELL	196.5	48	45	60	52.5	60				21	136	619	58	44,950		2,807,100
LAKE YUKON	255	174	37.5	81	7	33				3	177	767.5	71	44,950		3,191,000
LEWIS	590.5	323	237.5	333	187.25	69				135	110	1,993.25	183	31,160	97.9765	5,567,006
LEWIS	73.5	6	75	21	0					9	50	234.5	23	36,781	97.6002	722,630
LONG	240	50	57.5	39	29.75	36					184	681.25	64	44,950	99.3332	2,055,201
NORTH SLOPE	337.5	226	117.5	152	162.75	51				9	284	1,399.75	129	44,950	97.0000	5,824,104
NORTHWEST ARCTIC	466.5	16	267.5	9	52.5	21				21	247	1,040.5	96	44,950		4,315,000
PELLICAN	6	0	0	0	0						-	-	-	32,450	98.9706	0
PETERSBURG	123	152	47.5	43	0	27				24	123	601.5	56	30,160	99.1135	1,621,517
PRINCIPAL	60	20	42.5	9	0					15	39	193.5	19	43,500		825,000
SITKA	417	244	150	45	0					102	261	1,222	112	30,160	98.4444	3,375,471
SITKA	66	48	10	6	0	3				9	41	183	18	31,320	97.9122	551,500
SOUTHEAST ISLANDS	130.5	149	37.5	9	0	12				0	81	413	3	30,160		1,176,200
SOUTHWEST	175.5	46	80	96	0					105	502.5	47	47	44,950		2,112,410
SOUTHWEST	130	6	0	3	0					-	73	202	20	44,950	99.7934	897,002
SOUTHWEST	45	39	12.5	3	0					9	28	127.5	13	43,500	98.6640	581,576
TALKEETNA	212	146	25	270	1.75	117			255	45	214	1,295.75	119	33,350	97.0000	3,867,411
TALKEETNA	156	142	20	36	0	24				-	104	482	45	30,160	98.8743	1,341,611
YAKUTAT	60	44	20	0	0	40				3	49	233	22	31,000	99.1644	757,000
YUKON FLATS	73.5	72	0	0	61.25					9	45	260.75	25	44,950		1,131,700
YUKON FLATS	175.5	80	15	9	14	66				9	168	476.5	45	44,950		2,112,410
YUKON FLATS	444	393	107.5	396	334.75		171			66	-	1,916.75	176	29,000		5,111,000
FALCONAGE	415.5	293	167.5	117	7					105	-	1,110	102	32,400		3,112,500

GRAND TOTAL 170,512,397

HB 848 - SB 482

The Department has very carefully read these two companion bills - line ~~by~~ line - and made an attempt to analyze their possible impact upon special education in this state.

Because of the size and complexity of the bills, we have limited our comments to those items that will change what is presently in statute and/or regulation. All analyses are based upon the February 1, 1978 enrollments as reported to the Department's Office for Exceptional Children. The section by section analysis is as follows:

SECTION 1

Explanation

This section, while retaining the current ADM/FTE formula for special education, specifically allows duplicate counting of children in special education programs, which means that one child may be counted separately for each portion of the special education program from which that child receives services.

Analysis

The full impact of this provision can be seen in the ADM weighting schedules of Section 3 (see attachment #2).

SECTION 2

Explanation

A support services schedule is added to AS 14.17.041 that provides foundation units to districts to provide support services as a function of their total enrollments. The analysis of fiscal impact (see attachment #1) was derived by examination of districts' estimated enrollments for FY 79.

Analysis

The probable cost to the state was found to be \$16,671.0.

SECTION 3

Explanation

This section weights special education enrollments according to the services offered by program(s) in which an exceptional child may be enrolled. For instance, a student may receive an ADM/FTE weight for each separate service received. The weighting ranges from 1.5 ADM/FTE to 4.0 ADM/FTE in contrast to current law and regulation that limits an individual special education FTE to

Analysis

A district by district fiscal analysis can be found in attachment #2. The total cost to the state is estimated to be in excess of \$153,000.0.

Section 4 - Cont.

Explanation

1.0, regardless of the types of service provided. Conceivably, under the multiple weightings allowed under Section 1 of this bill, individual FTE generation could significantly exceed even 4.0.

SECTION 4

Explanation

This section contains no provisions not already in practice or permissible under state laws and regulations.

Analysis

There is no fiscal impact as a result of this section.

SECTION 5

Explanation

Section 5 proposes several major changes from current practices and procedures of the Department of Education. It would create a Division of Special Education whose Director would serve at the pleasure of the Governor. Many present Department functions would become the responsibility of the Division. Such activities would include the development of special education certification standards; receipt and control of all federal funds for special education; control of all nonpublic school special equipment; independent contracting authority for educational services; and recommending Board action for districts found to be in noncompliance with the provisions of this bill, should it be enacted. Additionally, Section 184(18) would hold the state totally responsible for all costs incurred in transferring an exceptional child to a private school if referred by any public school agency. The fiscal impact of this provision has not been estimated.

Analysis

Section 189 requires that the Division will have offices, appropriately staffed. While the exact number of such offices is unclear, an estimate of the fiscal needs of the Division was derived through an analysis of estimated costs to staff five regional offices and a divisional central office in Juneau:

Personnel Services	2200.0
Travel	134.0
Contractural	350.0
Commodities	38.0
Equipment	150.0
Lands/Bldgs.	<u>340.0</u>
	2872.0

This figure is based upon an estimated manpower need of 80 full-time positions in five regional sites and the Department of Education. All but 200.0 of these funds would have to come from the state's general fund.

Section 5 - Cont.

Explanation

Sections 194-196 would require all LEA's and REAA's to elect at large a special education advisory board. Membership requirements would be established by statute. While the source of funding for these elections is not known, it is presumed they would be the responsibility of the local districts. The local advisory councils may report directly to the State Division of Special Education on the availability of services in LEA's, and could apply directly to the state for services and facilities, possibly circumventing local boards and administrations.

Sections 197-204 reenact the State Special Education Advisory Council and specifically establish membership requirements, minimum meeting times, quorum requirements and compensation to members. It is assumed that costs are the responsibility of the division's budget. Specific monitoring and evaluation duties are required of the council, including a strong directive role to the division, as well as conducting public hearings and arbitrating disputes between parents and local districts.

Section 205 mandates that every LEA and REAA shall have a supervisor of special education, with specific duties under law. This individual would be required to perform duties as assigned by the State Special Education Division.

Section 206 contains a detailed explanation of the class groups weighted under Section 3. The following are the categories of Program Services in which students are to be weighted:

- (1) Any mainstreamed child is weighted at 1.5 FTE, regardless of the amount of time spent in direct special education endeavors. Presently, this would include all level 1, 2 and 3 children;

Section 5 - Cont.

Explanation

- (2) Any level 1 child who receives special small group instruction;
- (3) Any level 4 child, or one who requires 60 percent of the day in special instruction;
- (4) Any level 4 child, or one who requires a full-time special education;
- (5) Any child served by a traveling teacher;
- (6) Special education students in vocational education programs;
- (7) Students in special education day schools;
- (8) Students in hospital schools with non-traveling staff;
- (9) Children in residential schools;
- (10) Preschool children (ages 0-5);
- (11) Secondary special education students;
- (12) Experimental programs.

Analysis

The cost of number (12) of Section 206 cannot be estimated.

Sections 207-215 codify most of what is now in regulations. A few significant changes should be noted:

- (1) Student reevaluations would be required every 10 months instead of annually as required by present state statute;
- (2) Child Study Team input must include a psychologist's report;
- (3) A description of home living conditions must be included in the assessment process.

Section 5 - Cont.

Explanation

Analysis

- (4) The Child Study Teams must include parents, special education teachers, evaluator, regular teacher, administrator, et al. This could be cumbersome.
- (5) Implies that parental permission to change a child's special education program need not be obtained prior to enactment;
- (6) Individualized education plans must indicate the appropriateness of family guidance procedures for special education students' families;
- (7) Insures reimbursement for special transportation needs above those now afforded under law.

This is estimated at \$10,000/day x 180 or \$180.0 per year.

Section 216 allows a child to be placed in a special education program for further study for a limited time. Since this process would bypass the due process procedures adopted under PL 94-142, its legality is questionable.

Sections 217-219 establish maximum class sizes for both integrated and segregated special education programs. Using a weighted categorical numbering system, a "class" is limited in the number of children that can be in one room at one time. The effect of this section would be felt statewide, as virtually every class in the public schools of the state has one or more students with an exceptionality. It should be noted that the usually accepted list of 10 exceptionalities has been increased with the addition of two more - behavior disorders and hyperactive.

It should be noted that the Child Study Team can also reduce class sizes (Section 219). Since every child in special education could have a different Child Study Team, it is not clear which team will be given this authority.

Section 5 - Cont.

Explanation

Section 224 relegates "certain hearings to the State Special Education Advisory Council. Any party at these hearings is given subpoena power, a power that currently exceeds even that of the State Board of Education. Appeals are to be de novo in the Superior Court.

Several provisions of this section pose serious legal questions with respect to compliance with student confidentiality requirements of PL 93.380.

Sections 233-234 require a significant increase in reporting and accounting procedures that would be imposed upon districts, including the identification of students by race and religion. This section also requires the Department to monitor special education civil Rights quotas by sex, race, religion and national origin.

Sections 236-238 refer to institutionalized youngsters and their educational programs. A director of programs is required for each institution, and school is year-round.

Section 239 requires reimbursement to districts or cities of one-half of all costs incurred in recreation programs for exceptional children.

Section 241 requires that any educational cost derived from a clinical nursery school or day care center for the retarded be fully reimbursed to the district that made the placement.

Analysis

The cost impact of this particular provision was not estimated, as there was no historical data available to make meaningful predictions. This section further allows for 100% reimbursement of the cost of vehicle purchase or renovation. The cost is estimated to be 150.0 the first year, and 50.0 plus thereafter. Reimbursement for costs of transporting children to and from recreation programs at "any state facility" is also mandated. This will result in an estimated cost to the state in excess of \$1,400.0 million per year. This figure is based upon

Section 5 - Cont.

Analysis

14,000 students times 2.5 trips per month
x 9 mo. x \$4.50/per student day of bus
usage.

SECTION 6

Explanation

This section uses specific language to permit cooperative agreements between school districts and REAA's.

Analysis

(No fiscal impact.)

SECTION 7

Explanation

This section requires separate accounting of all funds received by cooperating districts which are associated with interdistrict programs for exceptional children.

Analysis

(No fiscal impact.)

SECTION 8

Explanation

Provides for free, independent evaluations of exceptional students if requested by parents.

Analysis

(No cost estimate made.)

SECTION 9

Explanation

This section allows children to be moved from site to site as a function of administrative convenience. This practice is of doubtful legality, as it could easily defy the concept of least restrictive alternative, which is required by PL 94-142.

Analysis

(No cost estimate made.)

SECTION 10

Explanation

This section limits the amount of time an individual student may be on a bus on any given day. Hence, more buses and aides will be required.

Analysis

It is estimated that the additional costs statewide will be in excess of \$3,500/day or \$630.0/year. These costs are based upon the need for 22 additional buses at \$150/day per bus, plus part-time drivers' aides, times 180 days. Additionally, the training requirements of this section could cost \$30.0 per year.

SECTION 12

Explanation

This section provides for an extended school term.

Analysis

(Fiscal impact unknown.)

I recommend that the legislation contain provisions for the following:

1. GUARENTEE EDUCATIONAL RIGHTS FOR THE HANDICAPPED according to public law 94-142 which includes;

the right to a free appropriate education to children with handicapping conditions according to their potential

due process procedure: to assure that the parent has appeal procedures from diagnostic processes as well as program placement

a provision for inclusion of parents in child study process

provides for external professional evaluation in contested cases

establishes a definition of learning disabled. (see attached definition from Washington State which is far more acceptable than that proposed in Alaska under regulation)

guarantees that all school aged children who exhibit a discrepancy between thier achievement and thier potential are screened for learning disabilities

eliminates placement cdecisions which are due to cultural bias

guarentees a quality of program which is prescriptive to individual needs and insures quality of instruction

requires a prescriptive written report from the child study team to be updated regularly with the regular classroom teacher

2. INCREASE STATE SUPPORT FOR SPECIAL EDUCATION

provide a foundation unit for each 500 students for diagnostic testing

contain a provision for public review of school district special education program - provide for andivory committees to school boards, require that all special education money be identified in public budget documents and requires school board approval

contain provisions for the State Dept. to withhold special education money where it has been determined that the funds are being used for othere purposes

provide funding for diognostic centers in various regions in Alaska

establish criteria for a maximum class size for special education classes and provide for reduced class sizes in regular classrooms with severely handicapped students

eliminate the present structure with ratings of levels of service

provide incentives to lareger districts to develop special programs

WASHINGTON STATE LAW:

requires that learning disabled students exhibit average or above in intelligence* and demonstrate a significant process deficit in auditory, visual, motor, or associative audio-visual abilities. It also requires that students must be 1 year behind in the first grade reading (or math) levels, be two years behind between the second and fourth grade and three years behind in the fifth through twelfth grade. A significant deficit is taken to mean ~~one~~ one where a severe discrepancy exists between a child's grade or reading level placement and his potential. In addition students must not have an overriding emotional problem or qualify for other assistance.

FURTHERMORE: Washington state law limits the classroom load for special education teachers and regular classroom teachers - from notes of Maxime Van Nostrand director of the Bellevue Program:

(attachment 3)

The Bellevue program itself is exemplary for the entire state of Washington.

here is the program description: (attachment 3 again)

* appropriate measures for intelligence includes the WISC and the ITPA. Other diagnostic instruments include: Purdue, Bender, Benton, Lindamood, Slingerland various standard reading tests such as the Metropolitan

TESTIMONY IN SUPPORT OF ADDITIONAL UNITS IN THE FOUNDATION
PROGRAM FOR SPECIAL EDUCATION _____ BEFORE THE JOINT SENATE AND
HOUSE EDUCATION COMMITTEES

April 20, 1978
Sharron Lobaugh
Juneau, Alaska

Members of the Committee;

My name is Sharron Lobaugh, I am an artist, sometimes lobbyist as you may know me from other causes, and mother of four children with severe learning problems. Because of their constant difficulties in School, I have become interested in the field of education, served for 7 years as a member of the ESEA Title III advisory for innovative and Exemplary programs, a member of the Juneau School board and obtained a masters degree in education. I am presently teaching art at the community college, and recently served on the post secondary commission. *I am chairman of the local group of ACLD*

My professional training in education has included work in the field of learning disabilities. I had an opportunity to study one summer in a lab for learning disabilities in Bellevue Washington.

Most of the information I am presenting today is based in research because I believe that there is a growing body of evidence ^{in the} that indicates that learning disabilities is a problem of great magnitude in our country and ^{perhaps} ~~obviously~~ even more so in a state such as ours with various language differences. I will also ^{provide some examples} ~~provide a case study for you of~~ ^{my son} our son Tim Burr Lobaugh whose disability has been severe and traces back to about 3 years of age. Quite honestly, most of you may think that environmentalists are emotional but I can guarantee that for the next few days, you will probably hear some of the most emotional pleas from parents and even the children themselves as they document their failure stories.

The reason I am focusing on learning disabilities is obviously because this is the problem my children have and it is the newest category to be officially recognized by PL 94-142 as a handicap. It is a strange handicap as well since all the children seem normal, without a limp or other visible difficulties, it is the most difficult to diagnose and manifests itself as if the child is lazy or stupid. It is curiously a disease of the rich at the present time because unless a parent is persistent and seeks ^a professional child study evaluation, the child is without an advocate. Many parents who do not know why their child is not reading also begins to feel this child is lazy or stupid. With parents and teachers alike believing this, it is no wonder that studies show that between 50

nd 90 percent of the children who have been institutionalized because of delinquent behavior have severe learning problems. Dr. Troy Sullivan did some research at the McLaughlin Youth Center in the late 60's that concluded nearly 80% of the youth there were non-readers and could not perform a corresponding perceptual test which had a high correlation to dyslexia.

I am enclosing an excerpt of the publication by the U.S. Department of Justice Law Enforcement Assistance Administration entitled: The Link Between Learning Disabilities and Juvenile Delinquency published in April 1976 which analyzes a number of the most comprehensive national studies on this issue. (attachment 1)

(read summary from page 32)

Most everyone in the field cautions against a direct causative link as it is unfair to treat individuals as potential criminals because of a handicap.

There are so many other variables in operation in case after case such as environmental conditions. Nevertheless, it becomes obvious that (as one of my professors said) behind every successful learning disabled adult was a persistent parent. ^{secondary level} This may be seen as another attempt to take over some of the duties of the family ^{to suggest that better diagnosis and prescription at the elementary and}

^{by some observers,} I believe that public institutions have an obligation to do all that is possible to mitigate some of the problems of our society. Think of the benefits our society would derive if not only are those students whose problems are identified and mitigated early are given other opportunities than delinquency but become productive citizens able to find a job and earn a living for themselves. Vocational training is another area of need.

^(differ) Recently, I had an opportunity to participate in an onsite review of the Seward Skill center. On discussing learning disabilities with the two counselors, teachers and administration, they agreed that there is a high proportion of non-reader potential dropouts that have been trained through their program and are seeking extra support for professional staff such as a psychologist with experience in learning disabilities so that they are better able to diagnose at the center. This is, I might point out an excellent vocational program and one every legislator should visit. I have had experience in onsite evaluations for a number of years and believe this is one of the most productive learning environments in the state ---next to the legislature.

Before continuing much further, I should give you more information about what this strange animal is that is causing us to ask for additional support service. Learning disabilities as defined in the State of Washington by law is:

(see attachment # 2)

To take this definition farther, which is in compliance with the definition in public law 94-142, I will briefly sketch from notes of Dr. Charlotte Hoskins one of the instructors in the Bellevue District learning program. (attachment3)

There is much professional disagreement about the methods of identification and a great deal of interprofessional hostilities exist between pediatricians, specialists, teachers, neurologists, ophthalmologists, psychiatrists etc and the parents often get conflicting information. Reading an excerpt from a grant which was submitted to the state last year by the Juneau School District written by Ann Stoke, Bob Falle and myself: (attachment 4)

Washington state legislature passed a law in 1975 mandating that a statewide assessment of incidence be conducted and a full battery of tests was given to the entire first grade population. The results of this study are: (attachment 5)

I'm sure you will hear from the Department of Education that 10% of education money is already being appropriated for special education. In the Juneau district, last year they generated 916,000 but the audit only shows 829,000 having been spent on special education purposes. Perhaps this is true or that some related services are buried in other district functions, but having spent some time recently reviewing the district budget, there is no way to identify exactly how much money is presently being spent. This should be corrected so the public has an opportunity to maintain some check on the use of this money. The classrooms are very loaded for the resource staff and a great deal of their time is necessarily spent in paperwork and in evaluation and diagnosis activities. Much time which is needed for direct services to the children is being lost. One junior high teacher saw as many as 60 children last year. I know that several are not being helped because of the overload. I feel very sympathetic with these teachers and appreciate their efforts although I find myself having to teach nearly every subject to our 8th grader because there is not enough understanding of ways to assist in the regular classroom. Until I became frustrated recently and strongly protested the homework load, he had to stay up till 10:30 at night from 4:00 after school laboring over work that others could do in about an hour. Most of the work is repetitious, busywork and had the effect of denying all of Tim's extra curricular activities like drums and square dancing this year. He just can't be expected to respond on written tasks like the normal children. Most of his tests are to be given orally

When I served on the school board, the state department required a plan of

service from the district and our administration simply sent it in two years in a row without Board review. No other input from parents or teachers was allowed. I do not know if this is still the case, but if this practice is still being done, there must be some provision in the law to require a public review or advisory.

Juneau lost two instructional units because of their audit last year apparently and this cutback the service even further. ^{Last year} one elementary school had nearly 90 for referrals

What kind of program do I think is appropriate? There are a lot of options but primarily until the districts at the elementary level begin to focus on activities which will reduce the process deficit and at the same time teach through strengths there is not going to be marked difference between what is now done in most support service programs. ^{→ See (attach 6 - Bellevue district program)} Obviously, the key is to have an accurate diagnosis because the special problems of each child are like the fingerprint---all very different and about 100 variations are now known each with differing prescriptions

Learning disability problems on the Jr. and High school level have to begin to deal with coping skills where content subjects can be learned through the intact modality.

In conclusion, I will leave you with some positive recommendations on this legislation. I would like to see a rewrite to focus on the primary intent: to provide basic educational rights to ~~that~~ handicapped children and to provide more money for special education services. *(attach 7)*

CRITICAL ASSESSMENT OF SB 482 & HB 848

In accordance with your request here is my assessment of Senate Bill 482 and House Bill 848. Thanks for your interest.

The first two pages are full of forbidding schedules, equivalents, instructional unit formulas and percentages seemingly intended to make you more dependent on H.E.S.S recommendations. Page three, section 180 starts off under Findings and Purpose: "the legislature finds etc., etc." It's difficult to believe that this legislation originated in any understaffed Alaska legislator's office. This is a very obtuse and complicated piece of legislation which is now being introduced in almost identical form in several other states. I just returned from NSBA's national convention in Anaheim, California where I spoke to, and heard complaints from, other school board members about this very same legislation. I believe with good reason that this bill originated in a Chicago think tank called Thirteen-thirteen funded by large foundations for their own motives. Motives which seem to dovetail comfortably with the federal government's intention of gaining complete control of all education in the United States. If you do not believe me, try to amend section 181 "Receipt of Federal Assistance", and see what reaction you get from the bill's sponsors. The bill would grant the commissioner of education great new power to enter into agreements with federal and other state agencies.

Section 183 establishes a division of Special Education within the Department of Education. The new division would have 18 enumerated functions starting with full control of all special education in the State of Alaska as function number 1. That's only the first one, other functions include compiling data on all exceptional children in the State. What child is not exceptional in some way? Functions 6 and 7 grant the power to receive, allocate and withhold federal funds from cities, boroughs, REAAs and even private schools which run afoul of regulations.

Section 187 provided for a director of the new division with power to establish and staff offices in many locations in the State and to conduct investigations with the power of subpoenas to compel attendance and testimony of witnesses and to compel production of papers, books, and documents.

Section 193 would establish Local Special Education Advisory Councils in each city, borough and REAA. Some of these council members shall be selected to represent parents and guardians, teachers, administrators, minorities and regional corporations. Advisory council members shall receive per diem and expenses including payment of babysitters. Then we have another council - 197 on a state wide level consisting of nine members appointed by the Governor to overlapping terms of three years. The duties of the state wide council include assisting the United States Commissioner of Education in the performance of his duties and responsibilities under federal laws PL 94-192 of 1975.

Section 205: Each city, borough and REAA shall appoint a supervisor of special education. Even if there are no special education children? Maybe they (special education children) would not be an absolute necessity since he has, among other duties, to receive complaints relating to the provision

of a free appropriate public education for any child. The definition of child appears at the end of the bill but I believe it's necessary to quote it here "School age child means any person from birth through age 21." Under this bill 12 programs would be provided from standard educational programs to day care schools, hospital schools, itinerant home schools, learning centers, diagnostic clinics and any combination or modification of the above. Then under Evaluation Procedures - 211 the bill would provide for a child study team for each case which would include the child's parents or guardian, the receiving specialist, a psychologist, the child's current teacher and an administrative officer of the school district. Also other specialists who may be required to establish an individualized educational program for each such child.

Starting on page 22-218 maximum class sizes are listed for special children in regular classrooms with factors for "weighting" the class load according to types of disability, etc. The class load could be as few as four to a teacher and one aide.

Section 222, paragraph C: The way I read this no child could ever be expelled from our schools without written prior approval of the Department of Education. Even if he or she is a desperate discipline problem?

Section 224: If there is disagreement over the placement of a child there will be a hearing with due process including advice of counsel and experts. The right to confront, cross-examine and compel attendance of witnesses; and to give a written or electronic verbatim record of the hearing all subject to appeal to superior courts de novo. Aren't we going a bit far?

We are coming to the controversial part pretty soon now.

Sections 229 & 233 pertains to records and reports, "at the time, in the manner and on the forms which the department may require." and affords access as the United States Commissioner of Education may require.

Section 234. (b) If a report made under sec. 233 (c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commissioner for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255.

Sections 235-237: The department shall staff with a director and others a program of special education in each institution operated by the Department of H.E.S.S. which cares for children with exceptional needs. It seems we will have directors and staff, officers and advisors, boards, experts and teams of teachers coming out of the woodwork.

1 one or more children younger than age four with substantial difficul-
2 ties, or which transports any exceptional child who is prone to behavior
3 which could distract the driver;

4 (3) inservice training, to be completed within six months of
5 employment, for operators and attendants of vehicles transporting excep-
6 tional children to acquaint them with the needs of children and to equip
7 them to meet those needs;

8 (4) that any need or problem which may cause difficulty
9 during transportation, such as seizures, a tendency to suffer motion
10 sickness, and disabilities such as an inability to see, hear, or com-
11 municate, are ascertained through consultation with the child's parents,
12 guardian, or teachers, and communicated to the operator and attendant of
13 the vehicle in which the child is transported;

14 (5) that the exceptional child is assisted on and off the
15 vehicle and in and out of the classroom, whenever such assistance is
16 necessary;

17 (6) whatever special equipment is necessary for the safety
18 and comfort of the child;

19 (7) that all special equipment necessary for the transporta-
20 tion of the exceptional child is kept in operational order at all times.

21 * Sec. 11. AS 14.30.350(1) is repealed and re-enacted to read:

22 (1) "exceptional child" or "exceptional children", means a
23 school age child, or children, who, because of temporary or more per-
24 manent adjustment difficulties or attributes arising from intellectual,
25 sensory, emotional, or physical factors, including giftedness, cerebral
26 dysfunctions, perceptual factors, speech and language disorders, or
27 other specific learning disabilities or abilities or any combination of
28 these, is certified as unable to progress effectively in a regular
29 school program and requires special classes, instruction periods, or

1 other special education services, including transportation, in order to
2 develop successfully his individual educational potential;

3 * Sec. 12. AS 14.30.350 is amended by adding new paragraphs to read:

4 (3) "child study team" means a group of individuals respon-
5 sible for certifying, assessing and reviewing the needs of a child re-
6 ferred to it and for developing a written individualized educational
7 program based upon its assessment of a child who is to be assigned to a
8 special education program;

9 (4) "director" means the director of the division of special
10 education;

11 (5) "division" means the division of special education;

12 (6) "instructional support services" means any necessary
13 services that are required to supplement or enhance the basic special
14 education program or the regular education program; these shall include
15 but not be limited to nurses, speech and language therapists, psycholo-
16 gists, physical therapists, occupational therapists, librarian-media
17 specialists, special reading teachers, counselors, social workers,
18 physicians, music, art and physical education teachers and teacher
19 aides;

20 (7) "integrated classes" means classes within the regular
21 educational program to which exceptional children have been assigned;

22 (8) "regular education" means the school program and pupil
23 assignment which normally leads to college preparatory or technical
24 education or to a career;

25 (9) "school age child requiring special education" means any
26 child with special needs who requires special education as determined in
27 accordance with secs. 180 - 350 of this chapter and the regulations
28 adopted by the department;

29 (10) "school age child" means any person from birth through

1 the age of 21, inclusive, who has not attained a high school diploma or
2 its equivalent or who has not yet completed his prescribed education
3 program; a pupil who becomes 22 years of age while participating in a
4 program under this chapter may continue his participation in the program
5 for the remainder of the current school year;

6 (11) "special education" means educational programs and
7 assignments, namely special classes, programs or services designed to
8 develop the educational potential of children with special needs, in-
9 cluding but not limited to speech pathology, group therapy, and voca-
10 tional training, special education includes, but is not limited to
11 educational placements of children by city or borough school districts
12 or regional educational attendance areas, the Department of Health and
13 Social Services, and the Department of Education in accordance with the
14 regulations of the Department of Education;

15 (12) "school term" means the regular school year plus addi-
16 tional days, up to and including the full 12 months for those exception-
17 al children who may need the extra days in order to maintain or retain
18 the accomplishments made during the regular school year; the determina-
19 tion of eligibility for the extended term will be made by the child
20 study team;

21 (13) "institution" means any agency, other than the public
22 agencies charged with education, which has exceptional students on the
23 premises.

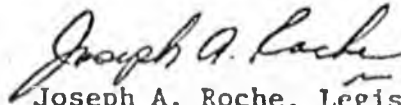
24 * Sec. 13. AS 14.30.186(a), (b) and (c); 14.30.191(a) and (d); and 14.-
25 30.231 are repealed.

Page 34, line 4: A parent may obtain an independent educational evaluation of the child at public expense.

Page 34, line 11, section 347, the rest of page 34 and page 35 down to line 20 has to do with special transportation needs, special equipment on buses, training for drivers, distance limitations, on bus special attendants, etc.

Section 350 - 1 is the beginning of definitions which need to be quoted in full. See page 35, line 22 down and all of page 36 and 37. (See attachment)

Without assessing the cost in terms of money which I hear is about 170 million the first year, this bill if enacted will cause social disruptions along racial lines amounting to a tragedy for Alaska. The over emphasis on adversarial roles for parents against the system, the out of focus attention to detail and the interplay of highly educated specialists with politics would be sickening to see. The concentration of more and more power in the hands of administrative personnel at state and federal levels is what I fear most. The ultimate test of any program is need or benefit as determined by the public balanced against cost. I hear nothing at our local level indicating a real need or potential benefit, but in the area of costs we hear plenty. The public seems to be getting a picture of an educational tail wagging - a tax payer dog. Notice what is happening in California. A tax revolt in full swing. I would vote against its passage in any form if I were you.



Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Copper Center, AK 99573

JAR:pm

Enclosures

MEMORANDUM

TO: Representative Charlie Parr
Chairman House HESS

DATE: April 17, 1978

FILE NO:

TELEPHONE NO:

FROM: Nathaniel Cole, *N.C.* Deputy Commissioner
Department of Education

SUBJECT: Analysis of HB-848 / SB-482
This analysis omits several issues contained in the bill which others may consider substantive. A more exhaustive analysis accompanies the fiscal note prepared by this department

Section 1

While retaining the present foundation formula for special education, this section permits districts to count children separately for each service they receive from the special education program. The additional cost of this provision would be, according to our estimates, in excess of \$150 million.

Section 2

This section adds a schedule to the foundation program which would provide funds to districts for the purpose of defraying costs of instructional support services. The cost of this section would be approximately \$16.6 million.

Section 3

This portion of the bill would weight special education children according to the type of services received. Students with disorders requiring the most services would be weighted 4.0 FTE, while those with less severe disorders would be weighted as little as 1.5 FTE. Present statutes and regulations limit weighting to a maximum of 1.0 FTE.

Section 4

This section is almost exclusively philosophic in content; it sets forth the rationale for the remaining sections as an attempt to remedy past "inadequacies and inequities" in special education programs.

Section 5

This section would establish a Division of Special Education. It further seems to require the maintenance of regional offices within that division. Additionally, both statewide and local special education advisory councils would be required, as well as district supervisors of special education. The section also limits special education class sizes, and all class sizes in which any special education students receive instruction. Including the

student transportation costs derived from section 184(18), the cost of this section would be approximately \$4.6 million.

Section 6

This section would amend present statutes to require departmental approval of inter-district cooperative agreements with respect to special education programs.

Section 7

This section would identify the operating agent in a cooperative agreement for purposes of accounting. It would further require separate accounting of funds received for special education.

Section 8

This section would change present law to require, at district expense, an independent evaluation of a special education student whenever the parent so requests, regardless of the efficacy of the evaluation performed by the child study team.

Section 9

This section would amend present statutes to require that administrative decisions with respect to the transportation needs of special education students be made by the local special education supervisors or child study teams, instead of the school board or superintendent.

Section 10

This section would impose requirements, in terms of additional staff and training, upon districts which operate transportation routes for special education students.

Sections 11, 12, and 13

These sections add definitions and repeal present statutes as necessary to implement the language and requirements of this bill.

NC:SH:jh

TO: [Nathaniel Cole
Deputy Commissioner
Department of Education

DATE: January 13, 1978

FILE NO

TELEPHONE NO

Thru: Marilou Madden, Director
Educational Program Support
FROM: Tom Brown, Administrator
Special Education Programs
Office for Exceptional Children

SUBJECT: Special Education Weighted
ADM Formula

The section for Exceptional Children has analyzed the current ADM/FTE Computations for special education (as of December 22, 1977), and devised a weighted ADM schedule to replace the current levels of service computation system.

Amend AS 14.17.031(3) to read as follows:

The number of units from special education determined from sec. 41(f) of this chapter as approved by the department through the use of the ADM weighting factors listed herein for each child.

- A. Profoundly handicapped -----3.6 weighting
Those students who are deaf, blind, significantly retarded, or multiply handicapped.
- B. Severely handicapped -----1.25 weighting
Those students who are orthopedically impaired, emotionally disturbed, or partially sighted.
- C. Moderately handicapped -----.75 weighting
Those students who are health impaired, hard of hearing, or mildly retarded.
- D. Mildly Handicapped or gifted --.27 weighting
Those students who are communicatively disordered, learning disabled, or gifted.

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659



640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Lucille Hedrich
Estelle Thompson

February 23, 1978

Tom Brown, Administrator
Office for Exceptional Children
Department of Education
Pouch F
Juneau, Alaska, 99811

Dear Tom:

The purpose of this letter is to comment upon the weighted ADM schedule which your office has proposed to replace the current levels of service system for school district special education programs.

The proposal is basically a sound one, as it would replace a rather cumbersome system with one which would be comparatively simple to use and which apparently would be more equitable to those districts which have relatively large populations of profoundly and severely handicapped children. The proposed weightings for profoundly, severely, and moderately handicapped children seem designed to correct some basic faults and inequities in the present system.

The major weakness in the proposed schedule lies in the weighting for mildly handicapped or gifted children. This weighting would be detrimental to special education programs, for the following reasons:

1. It assumes that the degree of severity of the three categories (communicatively disordered, learning disabled, and gifted), and therefore the educational program required to meet each individual child's needs, are the same among all children, when in reality the case is the opposite. As an example, one child who is communicatively disordered may have an articulation disorder requiring 15-30 minutes per day of speech therapy, while another child who is communicatively disordered may need an intensive program to develop expressive and receptive language skills in addition to the same speech therapy program as the first child. Obviously, the cost of the program for the second child would considerably higher than that for the first child.

2. The proposed weighting does not take into account the difference in the cost to the districts for delivering the same service. For example, in this District, a speech therapist is responsible for providing programs to children at sixteen schools, which mostly have one teacher, spread out over a large area. On the other hand, her counterpart in an urban district may be responsible for several large schools, and can provide the same type of program to significantly greater numbers of children. Therefore, due to the differing nature of the districts (rural districts with many isolated sites vs. centralized urban districts), there is a resulting difference in the delivery systems and in the number of children with which the staff can effectively work. The net effect is a considerably higher per pupil cost in the rural regional district compared to the per pupil cost in the urban, centralized district.

As a result of the above factors, the proposal would result in a significant decrease in special education funds to districts with relatively few, if any, profoundly or severely handicapped children. Most parents of such children will choose to live in an urban area where available resources and services for the children are far greater than in small rural communities. This is particularly true in this district, where practically all of the children being served by the special education program fall into the mildly handicapped category.

As an alternative to the current proposal as it now stands, I would suggest one of the following:

1. Increase the weighting for mildly handicapped or gifted from .27 to .54.
2. Keep all weightings as proposed, but establish an additional per school factor of \$4-6,000. This would help solve the problem faced by districts with large numbers of small schools.
3. Replace the current system, as well as the proposal, with a formula which gives each district a percentage, in the 8-12% range, of its total elementary and secondary foundation support. This computation method would have built-in factors with regard to number of schools and regional cost differentials as stated in AS 14.17.031 (b+c) and AS 14.17.051.

If Alaskan school districts are to develop and provide appropriate special education programs to all eligible children, as required by both state and federal statutes, then the current level of funding must be maintained for programs for mildly handicapped children while additional funds are being provided for programs for the more seriously handicapped children.

Sincerely,

Bob Weinstein

Robert Weinstein
Special Programs Coordinator

RW:js

cc: Richard Madden, Chairman, S.I.S.D. Board
Senator Glenn Hackney
Representative Charles Parr ✓
Senator Bill Sumner
Senator Chancy Croft

Copper River School District

Chitina
Copper Center
Egikoon
Glennallen
Kenny Lake
Pascana

Superintendent's Office
Box 108
Glennallen, Alaska 99588
(907) 822-3234

March 29, 1978

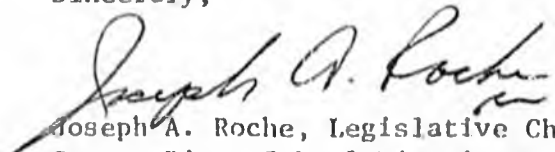
The Honorable Charles H. Parr
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board, by unanimous vote, has directed me to write the entire Alaska legislature of our total opposition to SB 482 and HB 848. An act relating to special education by Sumner, Croft, Ferguson, Huber and Rodey in the Senate and Meekins in the House. This is a 37 page blue print for the destruction of all education in Alaska. If you intend to, or if it is possible you may vote for this legislation, please read it. If you cannot take the time to wade through all 37 pages, at the very least you should read paragraph B under non-discrimination on page 28 starting on line 25 which contains the words "If a report made under sec. 233(c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commission for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255."

If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,


Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Copper Center, Alaska 99573

JAR:pm

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659

File
848



640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Lucille Hedrich
Estelle Thompson

February 24, 1978

Representative Charles Parr
Alaska House of Representatives
Pouch V
Juneau, Alaska, 99811

Dear Representative Parr:

Enclosed you will find a copy of the weighted ADM schedule being proposed by the Office for Exceptional Children of the Department of Education, as well as a letter from the undersigned to Tom Brown, Administrator, Office for Exceptional Children.

It is my opinion that the proposal has considerable merit, in that it would provide more equitable funding for school districts which have significant numbers of severely and profoundly handicapped children. However, if enacted, the proposal would have a negative impact on districts, such as Southeast Island School District, which have special education populations consisting primarily of mildly handicapped/gifted children and which have many small schools in a large geographic area.

Sincerely,

Bob Weinstein

Robert Weinstein
Special Programs Coordinator

RW:js
encl.

Copper River School District

Superintendent's Office
Box 108
Glennallen, Alaska 99588
(907) 822-3234

March 29, 1978

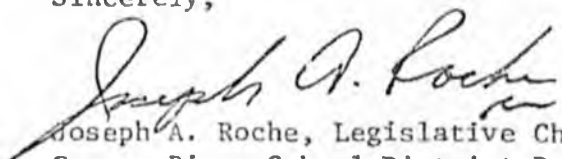
The Honorable Charles H. Parr
Alaska State House of Representatives
Pouch V
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board, by unanimous vote, has directed me to write the entire Alaska legislature of our total opposition to SB 482 and HB 848. An act relating to special education by Sumner, Croft, Ferguson, Huber and Rodey in the Senate and Meekins in the House. This is a 37 page blue print for the destruction of all education in Alaska. If you intend to, or if it is possible you may vote for this legislation, please read it. If you cannot take the time to wade through all 37 pages, at the very least you should read paragraph B under non-discrimination on page 28 starting on line 25 which contains the words "If a report made under sec. 233(c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commission for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255."

If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,


Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Copper Center, Alaska 99573

JAR:pm

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659

File #
848



640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Lucille Hedrich
Estelle Thompson

February 24, 1978

Representative Charles Parr
Alaska House of Representatives
Pouch V
Juneau, Alaska, 99811

Dear Representative Parr:

Enclosed you will find a copy of the weighted ADM schedule being proposed by the Office for Exceptional Children of the Department of Education, as well as a letter from the undersigned to Tom Brown, Administrator, Office for Exceptional Children.

It is my opinion that the proposal has considerable merit, in that it would provide more equitable funding for school districts which have significant numbers of severely and profoundly handicapped children. However, if enacted, the proposal would have a negative impact on districts, such as Southeast Island School District, which have special education populations consisting primarily of mildly handicapped/gifted children and which have many small schools in a large geographic area.

Sincerely,

Bob Weinstein

Robert Weinstein
Special Programs Coordinator

RW:js
encl.

TO: Nathaniel Cole
Deputy Commissioner
Department of Education

DATE: January 13, 1978

FILE NO

TELEPHONE NO

Thru: Marilou Madden, Director
Educational Program Support
FROM: Tom Brown, Administrator
Special Education Programs
Office for Exceptional Children

SUBJECT: Special Education Weighted
ADM Formula

The section for Exceptional Children has analyzed the current ADM/FTE Computations for special education (as of December 22, 1977), and devised a weighted ADM schedule to replace the current levels of service computation system.

Amend AS 14.17.031(3) to read as follows:

The number of units from special education determined from sec. 41(f) of this chapter as approved by the department through the use of the ADM weighting factors listed herein for each child.

A. Profoundly handicapped -----3.6 weighting

Those students who are deaf, blind, significantly retarded, or multiply handicapped.

B. Severely handicapped -----1.25 weighting

Those students who are orthopedically impaired, emotionally disturbed, or partially sighted.

C. Moderately handicapped -----.75 weighting

Those students who are health impaired, hard of hearing, or mildly retarded.

D. Mildly Handicapped or gifted --.27 weighting

Those students who are communicatively disordered, learning disabled, or gifted.

SUPERINTENDENT
Bruce H. Hill

225-9658
225-9659



640 Park Avenue
Post Office Box 8340
Ketchikan, Alaska 99901

CHAIRMAN
Richard Madden

TREASURER
Kathy Pesterfield

CLERK
Allen Strahle

MEMBER
Lucille Hedrich
Estelle Thompson

February 23, 1978

Tom Brown, Administrator
Office for Exceptional Children
Department of Education
Pouch F
Juneau, Alaska, 99811

Dear Tom:

The purpose of this letter is to comment upon the weighted ADM schedule which your office has proposed to replace the current levels of service system for school district special education programs.

The proposal is basically a sound one, as it would replace a rather cumbersome system with one which would be comparatively simple to use and which apparently would be more equitable to those districts which have relatively large populations of profoundly and severely handicapped children. The proposed weightings for profoundly, severely, and moderately handicapped children seem designed to correct some basic faults and inequities in the present system.

The major weakness in the proposed schedule lies in the weighting for mildly handicapped or gifted children. This weighting would be detrimental to special education programs, for the following reasons:

1. It assumes that the degree of severity of the three categories (communicatively disordered, learning disabled, and gifted), and therefore the educational program required to meet each individual child's needs, are the same among all children, when in reality the case is the opposite. As an example, one child who is communicatively disordered may have an articulation disorder requiring 15-30 minutes per day of speech therapy, while another child who is communicatively disordered may need an intensive program to develop expressive and receptive language skills in addition to the same speech therapy program as the first child. Obviously, the cost of the program for the second child would considerably higher than that for the first child.

2. The proposed weighting does not take into account the difference in the cost to the districts for delivering the same service. For example, in this District, a speech therapist is responsible for providing programs to children at sixteen schools, which mostly have one teacher, spread out over a large area. On the other hand, her counterpart in an urban district may be responsible for several large schools, and can provide the same type of program to significantly greater numbers of children. Therefore, due to the differing nature of the districts (rural districts with many isolated sites vs. centralized urban districts), there is a resulting difference in the delivery systems and in the number of children with which the staff can effectively work. The net effect is a considerably higher per pupil cost in the rural regional district compared to the per pupil cost in the urban, centralized district.

As a result of the above factors, the proposal would result in a significant decrease in special education funds to districts with relatively few, if any, profoundly or severely handicapped children. Most parents of such children will choose to live in an urban area where available resources and services for the children are far greater than in small rural communities. This is particularly true in this district, where practically all of the children being served by the special education program fall into the mildly handicapped category.

As an alternative to the current proposal as it now stands, I would suggest one of the following:

1. Increase the weighting for mildly handicapped or gifted from .27 to .54.
2. Keep all weightings as proposed, but establish an additional per school factor of \$4-6,000. This would help solve the problem faced by districts with large numbers of small schools.
3. Replace the current system, as well as the proposal, with a formula which gives each district a percentage, in the 8-12% range, of its total elementary and secondary foundation support. This computation method would have built-in factors with regard to number of schools and regional cost differentials as stated in AS 14.17.031 (b+c) and AS 14.17.051.

If Alaskan school districts are to develop and provide appropriate special education programs to all eligible children, as required by both state and federal statutes, then the current level of funding must be maintained for programs for mildly handicapped children while additional funds are being provided for programs for the more seriously handicapped children.

Sincerely,

Bob Weinstein

Robert Weinstein
Special Programs Coordinator

RW:js

cc: Richard Madden, Chairman, S.I.S.D. Board
Senator Glenn Hackney
Representative Charles Parr ✓
Senator Bill Sumner
Senator Chancy Croft

SECTION # 2

DISTRICTS	ADM	UNIT VALUE	% STATE SUPPORT	(SUPPORT UNITS) ADM/175	(SUPPORT UNITS) X (UNIT VALUE) % =
ADAK	615	40,600	-0-	4	162,400
ALASKA CENTRAL RAILBELT	371	36,781	--0-	3	110,343
ALASKA GATEWAY	398	34,800	-0-	3	104,400
ALEUTIAN CHAIN	260	43,500	-0-	2	87,000
ANCHORAGE	34,692	29,000	97.9873	199	5,654,847
ANNETTE ISLAND	325	30,160	-0-	2	60,320
BERING STRAITS	512	44,950	-0-	3	134,850
BRISTOL BAY	228	44,950	97.9923	2	88,095
CHATHAM	188	31,320	-0-	2	62,640
CHUGACH	51	34,800	-0-	-0-	-0-
COPPER RIVER	738	33,350	-0-	5	166,750
CORDOVA	497	33,350	98.9768	3	100,050
CRAIG	192	31,320	99.5756	2	62,640
DELTA/GREELY	822	34,800	-0-	5	174,000
DILLINGHAM	373	44,950	99.2929	3	133,896
FAIRBANKS	8,608	32,480	97.1591	50	1,577,863
GALENA	162	44,950	99.7456	-0-	-0-
HAINES	388	33,350	98.6358	3	100,050
HOONAH	276	32,480	99.7027	2	64,960
HYDABURG	112	31,320	99.8024	-0-	-0-
IDITAROD	271	44,950	-0-	2	62,640
JUNEAU	4,307	29,000	98.6976	25	715,557
KAKE	200	31,320	99.8158	2	62,640
KENAI	6,046	31,320	97.000	35	1,063,314
KETCHIKAN GATEWAY	2,484	29,000	98.3215	15	427,698
KING COVE	118	43,500	99.6266	-0-	-0-
KLAWOCK	75	31,320	99.7895	-0-	-0-
KODIAK	2,136	32,480	98.7415	13	416,926
KUSPUK	256	44,950	-0-	2	89,900
LAKE & PENINSULA	412	44,950	-0-	3	134,850
LOWER KUSKOKWIM	1,606	44,950	-0-	10	449,500
LOWER YUKON	934	44,950	-0-	6	269,700
MAT-SU	4,207	31,160	97.9788	25	763,250
NENANA	210	36,781	99.6062	2	73,272
NOME	786	44,950	99.3393	5	223,265
NORTH SLOPE	1,202	44,950	97.000	7	305,210
NORTHWEST ARCTIC	1,563	44,950	-0-	9	404,550
PELICAN	37	32,480	98.0706	-0-	-0-
PETERSBURG	591	30,160	99.1135	3	92,651
PRIBILOF	175	43,500	-0-	1	43,500
SITKA	1,777	30,160	98.4444	10	296,908
SKAGWAY	220	31,320	97.9122	2	61,332
SOUTHEAST ISLANDS	448	30,160	-0-	3	93,480
SOUTHWEST	544	44,950	-0-	4	179,800
ST. MARY'S	101	44,950	99.7844	-0-	-0-
UNALASKA	132	43,500	98.0682	-0-	-0-
VALDEZ	940	33,350	97.000	6	194,097
WRANGELL	516	30,160	98.8788	3	89,724
YAKUTAT	187	34,800	99.1649	2	69,018
YUKON FLATS	332	44,950	-0-	2	89,900
YUKON/KOYUKUK	651	44,950	-0-	4	179,800
ANCHORAGE ON-BASE	3,032	29,000	-0-	18	522,000
FAIRBANKS ON-BASE	2,489	32,480	-0-	-0-	487,200

TOTAL SECTION # 2

16,671,986

LEA'STOTAL

Anchorage	\$4,068,838.70
Bristol Bay	91,024.05
Cordova	129,222.00
Craig	92,746.99
Dillingham	225,856.29
Fairbanks	1,822,432.30
Galena	68,322.94
Haines	163,826.10
Hoonah	223,038.28
Hydaburg	59,894.48
Juneau	1,007,401.00
Kake	102,404.08
Kenai	1,114,050.00
Ketchikan	562,321.63
King Cove	92,515.66
Klawock	66,059.74
Kodiak Island	801,021.34
Matanuska-Susitna	667,746.30
Nenana	111,350.40
Nome	431,226.50
North Slope	767,807.06
Pelican	-0-
Petersburg	202,790.04
Sitka	324,674.72
Skagway	59,991.18
St. Mary's	225,213.11
Unalaska	83,142.25
Valdez	444,148.50
Wrangell	175,454.08
Yakutat	100,574.50

REAA'STOTAL

Adak	\$112,095.13
Alaska Gateway	226,374.29
Aleutian Chain Schools	186,166.00
Annette Island	183,190.83
Bering Straits	224,958.49
Chatham	113,870.43
Chugach	44,699.47
Copper River	282,989.47
Delta/Greely	380,397.21
Iditarod	227,594.75
Lower Kuskokwim	707,978.78
Kuspuk	127,857.40
Lake & Peninsula	318,506.88
Lower Yukon	585,560.96
Northwest Arctic	699,978.06
Pribilof	140,137.00
Southeast Island	178,306.00
Southwest	453,586.24
Alaska Central Railbelt	165,559.00
Yukon Flats	146,811.26
Yukon/Koyukuk	297,801.71

1000000

CITY: Honolulu

City	FOUNDATION	10/1/1910	10/1/1920	10/1/1930	TOTAL	FTE
Ala Moana	5322175	153225	25200	543870	15250	15250
Christ the King	82385	3125	808	491605	910242	1024
Coconut	128716	2783	2723		12122	3545
Crucifixion	88107	99792	1153	248907		1603
Dillingham	210495	262475	1423	1131554		4031
Fairbanks	1609300	84700	6819	12161331	2243280	57003
Galena	42482	1747635	736	765309		571
Hawaii	153320	4807	2032	346710		4823
Honolulu	214613	99176	3066	436752		3850
Hukilau	59154	24948	491			930
Jamaica	962419	27522	17400		107401	36558
Kaala	88767	2170	1202	1031503		1907
Kaala	1043955	54945	15150			39102
Kalaheo	530075	20185	11125	93663	222155	10357
Kalaheo	81914	1419	834	334666		1468
Kalaheo	59133	27324	392	626150	225074	1017
Kalaheo	151316	18711	11035	1996434	20102187	20393
Kalaheo	629202	2861430	9930		26774650	24453
Kalaheo	109572	77240	1006		11130022	2153
Kalaheo	422350	393150	4935		4817231	9373
Kalaheo	607406	3196875	6819	12161331	22706	15165
Kalaheo	0	0	0			0
Kalaheo	195165	404404	3531		237074	5724
Kalaheo	304478	1013012	9575	49160	167472	1123
Kalaheo	57015	235818	633		599912	1270
Kalaheo	212616	51150	2403	968261	22521311	3931
Kalaheo	79214	324225	686		8314205	1203
Kalaheo	420613	2213750	1398		44414850	13777
Kalaheo	167520	403408	3850		17545408	4925
Kalaheo	98460	51450	1570		10057450	2257

338279711

14,352,634.22

COMMIT
WRITE

PERM FOR ... PL 154 TOTAL FIVE

2	Fruit	11000	- 0 -	14728	20557.3	11209513	391
3	H. G. ...	132000		49745	44551.2	22637429	2153
4	Plant ...	165000		21160	0	13616	2637
5	H. ...	115500		22532	45152.35	12519083	2646
6	PERM. ST. ...	170500		29560	45092.49	22495341	2442
7	Chet ...	59916		10700	24451.25	11337045	1271
8	Ch ...	33206		4511	3922.47	44619.47	573
9	Co ...	189750		65817	50422.47	222139.47	504
10	Delta/Gr ...	264000		117075	22122	340397.21	1296
11	Tait ...	85250	-	11607		763571-	1015
12	Low. Kas ...	511000		107820	89072.78	707178.78	10251
13	Kus ...	85250		18435	24172.40	127857.40	1206
14	Lab ...	213125		33456	71925.85	318506.85	4155
15	Lower Yukon	341000		101755	142225.72	585560.96	7646
16	No. ...	511500		122900	65572.06	699978.06	10056
17	Pr ...	123750		16777	0	140137-	2004
18	S. ...	144375		32775	115857	178306-	3951
19	S. ...	200750		68961	12875.24	453586.24	4863
20	H. ...	147124		18435	0	165559-	2409
21	Yukon - ...	85050		22532	39029.26	146811.26	1481
22	Yukon - ...	170500		57355	69446.71	297801.71	3471

#368388 155673681 61

Amend 14.17.031(3) to read the number of units from Special Education determined from Sec. 41(F), and Sec. 41(G) of this chapter as approved by the Department, and:

Add the following schedule to Sec. 41

(G) Special Education Support Services schedule Elementary and Secondary schools

<u>ADM</u> <u>Full-time Equivalent</u>	<u>#No. Instructional Units</u>
0-1000	1
1001 and over	1 plus 1 for every 1000 pupils or fraction of pupils in full-time equivalent elementary and secondary ADM

ATTACHMENT #1

SECTION # 2

DISTRICTS	ADM	UNIT VALUE	% STATE SUPPORT	Units	Cost
ADAK	615	40,600	-0-	1	40,600
ALASKA CENTRAL RAILBELT	371	36,781	-0-	1	36,781
ALASKA GATEWAY	338	34,800	-0-	1	34,800
ANCHORAGE CHAIN	260	43,500	-0-	1	43,500
ANCHORAGE	34,632	29,000	97.9873	35	994,571
BARRETT ISLAND	325	30,160	-0-	1	30,160
BERING STRAITS	512	44,950	-0-	1	44,950
BOSTON BAY	223	44,950	97.9923	1	44,048
BURBANK	183	31,320	-0-	1	31,320
BUGACH	51	34,800	-0-	1	34,800
COPPER RIVER	738	33,350	-0-	1	33,350
CORDOVA	497	33,350	98.9768	1	33,009
CRAG	192	31,320	99.5756	1	31,187
DELTA/SHELBY	822	34,800	-0-	1	34,800
ELLINGHAM	373	44,950	99.2929	1	44,632
FAIRBANKS	8,608	32,400	97.1591	8	252,438
FAIRBANKS	162	44,950	99.7456	1	44,830
FAIRBANKS	333	33,350	98.6358	1	32,895
FAIRBANKS	276	32,400	99.7027	1	32,383
FAIRBANKS	112	31,320	99.8024	1	31,258
FAIRBANKS	271	44,950	-0-	1	44,950
FAIRBANKS	4,307	29,000	98.6976	5	141,112
FAIRBANKS	290	31,320	99.8158	1	31,268
FAIRBANKS	6,046	31,320	97.000	6	182,282
FAIRBANKS GATEWAY	2,484	29,000	98.3215	3	85,539
FAIRBANKS COVE	113	43,500	99.6266	1	43,338
FAIRBANKS	75	31,320	99.7895	1	31,254
FAIRBANKS	2,136	32,400	98.7415	2	32,028
FAIRBANKS	256	44,950	-0-	1	44,950
FAIRBANKS & MEMPHIS	412	44,950	-0-	1	44,950
FAIRBANKS LOWER KIMMEL	1,606	44,950	-0-	2	89,900
FAIRBANKS LOWER YUKON	934	44,950	-0-	1	44,950
FAIRBANKS SU	4,207	31,160	97.9788	5	152,497
FAIRBANKS	210	36,781	99.6062	1	36,632
FAIRBANKS	786	44,950	99.2393	1	44,653
FAIRBANKS NORTH SLOPE	1,202	44,950	97.000	2	87,263
FAIRBANKS NORTHWEST ARCTIC	1,563	44,950	-0-	2	44,950
FAIRBANKS PELICAN	37	32,400	98.0706	1	31,553
FAIRBANKS PETERSBURG	591	30,160	99.1135	1	29,893
FAIRBANKS PRIBILOF	175	43,500	-0-	1	43,500
FAIRBANKS SITKA	1,777	30,160	98.4444	2	59,382
FAIRBANKS SAGWAY	220	31,320	97.9122	1	30,666
FAIRBANKS SOUTHEAST ISLANDS	448	30,160	-0-	1	30,160
FAIRBANKS SOUTHWEST	544	44,950	-0-	1	44,950
FAIRBANKS ST. MARY'S	101	44,950	99.7844	1	44,353
FAIRBANKS UNALASKA	132	43,500	98.0682	1	42,660
FAIRBANKS VALDEZ	940	33,350	97.000	1	32,350
FAIRBANKS WRANGELL	516	30,160	98.8788	1	29,822
FAIRBANKS YAKUTAT	187	34,800	99.1649	1	34,509
FAIRBANKS YUKON FLATS	332	44,950	-0-	1	44,950
FAIRBANKS YUKON/KOYUKUK	651	44,950	-0-	1	44,950
FAIRBANKS ANCHORAGE ON-BASE	3,022	29,000	-0-	-	-
FAIRBANKS FAIRBANKS ON-BASE	2,489	32,400	-0-	-	-

TOTAL SECTI

~~3,633,335~~
3,697,477

96 213
32,071
64,142

April Twelfth

1 9 7 8

Joseph A. Roch, Legislative Chairman
Copper River School District Board
C/O Tonsina Lodge
Copper Center, AK 99573

Dear Joe,

Thank you for the letter you wrote opposing Senate Bill 482 and House Bill 848. Please thank the entire School District Board on my behalf as well. Senate Bill 482 is in the Senate Health Education, and Social Services Committee at this time. It has been tentatively scheduled for a hearing on April 24th. At this time, Senator Hackney is planning on a teleconferenced committee meeting. Basically, a teleconferenced meeting allows two-way communication between various points around the state, through the legislative information offices. There is an office both in Anchorage, and in Fairbanks if you would like to speak to the committee itself. The sister bill, House Bill 848, is presently in the House Health, Education, and Social Services Committee. It has not yet been scheduled although it probably will be in about three weeks.

I took the liberty of sending a copy of your letter to Senator Glenn Hackney, Chairman of the Senate Health, Education and Social Services Committee, and to Representative Charlie Parr, Chairman of the House Health, Education, and Social Services Committee. I would suggest that you send the critical assessment you have done to the respective chairmen of these committees. It will be brought to the whole committee's attention in that manner.

Please be assured that I will consider your opinions of Senate Bill 482 when it reaches the Senate floor and will pay special attention to the section you quoted in your letter. Often a poorly written bill can come through the committee process well written. It is very possible that much of the bill will be amended to include better language before it reaches the Senate floor. If you have any other questions, comments or criticisms about any legislation, please don't hesitate to contact me or my staff.

Best Wishes,

Mike Colletta
Senate Floor Leader

MC/das

cc: Senator Glenn Hackney, Chairman
Senate HESS Committee
Representative Charlie Parr, Chairman ✓
House HESS Committee

Copper River School District

Superintendent's Office
Box 108
Glennallen, Alaska 99588
(907) 822-3234

March 29, 1978

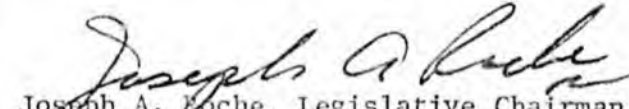
The Honorable Mike Colletta
Alaska State Senate
Pouch V
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board, by unanimous vote, has directed me to write the entire Alaska legislature in total opposition to SB 482 and HB 848. An act relating to special education by Sumner, Croft, Ferguson, Huber and Rodey in the Senate and Meekins in the House. This is a 37 page blue print for the destruction of all education in Alaska. If you intend to, or if it is possible you may vote for this legislation, please read it. If you cannot take the time to wade through all 37 pages, at the very least you should read paragraph B under non-discrimination on page 28 starting on line 25 which contains the words "If a report made under sec. 233(c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commission for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255."

If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,


Joseph A. Roche, Legislative Chairman
Copper River School District Board
c/o Tonsina Lodge
Copper Center, Alaska 99573

JAK:pm

Handwritten notes:
SB 482
not on the agenda
5 weeks

7777 1000 1111
1234 567890
SEA ALASKA COMMUNICATIONS, INC.
2000 123456
JUN 15 1984 815A AST

04804 POM TDA BIG LAKE AK 15 04-18 815A AST
PMS REP CHARLES PARR

JUN

AS A PARENT AND A SPECIAL EDUCATION RESOURCE TEACHER I
WHOLEHEARTEDLY SUPPORT HB843

KATHY CHRISTY

PO BOX 4-1633, ANCHORAGE 99509

#;LMVQO

Arctic Association for Retarded Children, Inc.

Member National Association for Retarded Children

P.O. Box 2075, Fairbanks, Alaska



RETARDED
CHILDREN

CAN BE HELPED

October 8, 1977

Constance K. Smith, Coordinator
Community Interest Programs
Tanana Valley Community College
University of Alaska
Fairbanks, Alaska 99701

Dear Ms. Smith:

The Arctic Association for Retarded Children supports and encourages the proposed Supportive and Special Education Program being developed at the University of Alaska and the Tanana Valley Community College. We feel that this will encourage our district's special education teachers to stay in the district to obtain continuing education credits. It will also provide an opportunity for parents, interested individuals, and professionals in the community to learn more about children with sensory, learning, and developmental handicaps.

Sincerely yours,

Joseph M. Wooding
Joseph M. Wooding, Vice-President
Arctic Association for Retarded Children

from Janet Davis

Whereas: It is the right of every handicapped person to a lifetime of employment and an equal right to all training necessary to that end

Therefore Be It Resolved: The State of Alaska shall make an immediate commitment to the facilities, staffing and funding of a state wide network of work activity centers, vocational and pre-vocational training schools, sheltered workshops, residential facilities and diagnostic centers.

2509 Fourth Avenue
Ketchikan, AK 99901
April 19, 1978

Rep. Charles Parr, Chairman
House HESS Committee
Pouch V
Juneau, Alaska 99811

In re: HB No. 848 An act relating to special education

Dear Charlie:

I'm sorry it has taken me eleven days to respond to your invitation to write to you about the special ed. bill. I have spent some time re-reading it, looking at existing law, trying to better analyze my own situation as a special ed. teacher, and speaking with colleagues. We are planning to testify tomorrow evening at the telecom hearing, for which we're very grateful. I do want to put my thoughts down in print for you, however. So here goes.

As I understand it, we are all operating under federal P.L. 94-142 which provides for a suitable education for handicapped persons, and identifies a range of handicapping conditions. In public schools, teachers commonly deal with children who are "learning disabled" with some specific block to learning, usually in the area of reading; with mildly "retarded" (whatever that is!) children; and in Alaska with children who have "communicative disorders", that is have understanding and knowledge which they are unable to verbally express, sometimes due to lack of practice at home, but for whatever reason, an inability to communicate verbally is an extremely handicapping condition in a school.

Under P.L. 94-142 a child who is referred and whose parent or guardian gives a written permission to the school to evaluate the child's needs receives a "work-up" which must include a variety of measurements. No one test suffices to identify a person's proficiency, or deficiency, or type of handicap. At the present time, here in Ketchikan (but not necessarily in all places in the state) the special ed. teachers must do this "work-up" on all new referrals, and also perform testing on identified children to monitor their progress. We are able to utilize the services of our local mental health team for special testing and evaluation, but not for all subjects. If after examination by a child study team (classroom teacher, administrator, special ed. teacher, other experts pertinent to a child's condition, and parent(s) or guardian) of the report from the child's "work-up" it is determined that the child qualifies for special education services, then the c.s. team must develop an individualized educational plan (I.E.P.) for the child, which must relate to that child's specific needs and must not be influenced by the availability of personnel (at least in theory and according to the law.) Then the child must be assigned to services in the "least restrictive environment" commensurate with his needs, which in the case of most school children means that child is assigned to a regular classroom and receives part-time help from a "resource teacher". The "resource teacher" may provide these services directly to the child or may enlist support services, the child's regular teacher, an aide, a volunteer or any other appropriate resource to implement the I.E.P. Co-ordinating all of this is time consuming. Practically, plans involving too many other people somehow fall short. The classroom teacher may have a difficult time finding the few minutes necessary to supervise special activities for the special ed. pupils in the classroom, depending on many factors. Volunteers are sporadic help often, and aides simply don't have the training and experience to carry out a plan unless a lot of support and supervision is available. Since an aide can work with only a very small group, this is often an ineffectual way to provide services. It comes down to the need for adequate trained special ed. staff to fulfill the demands of the I.E.P.'s.

And here's where I get confused. The law, P.L. 94-142 speaks to the child's right to the help detailed in his I.E.P., then we look at the regulations to determine how to meet these requirements. And the regs. are interpreted by persons who must deal with budgets, taxpayers, and school boards (or legislatures). In order to comply with the local district's interpretation of the regs I must carry a "full time equivalent" (F.T.E.) load of eleven children. That sounds reasonable. However, were I to work with those children for only an hour a day, I'd have to multiply eleven by four and work with forty-four children a day—which I do. In order to teach forty-four children a day, I must work with these children in groups. But if a child's I.E.P. and his specific needs don't happen to conform to the groups I have set up, then I have to find some hours for single children or for very small groups—which I do. But in the end, hours of the day run out, and there are a few children who get left with no direct services from the resource team. This is contrary to the law, but apparently (say our school administrators) not to the regs. In being required to live with the administrators' interpretation of the regs, I'm in violation of P.L. 94-142. [To protect myself, I've filed a grievance with my district, and it has been determined that the subject is not "grievable" which forces me into the courts as a next step.]

I recognize H.B. 848 as an attempt to deal with my situation through legislation. I concur with the FINDINGS AND PURPOSE (Sec. 14.30.180) of the bill under (a). I'd like to see support services available to resource teams in the area of testing and identification. And our district has ONE certified speech person (and finally now has a very good and competent aide, a teacher with an intense interest in the area of speech). The broadened Instructional Support Services Schedule (Sec. 2. AS 14.17.041 on p. 1 of the bill) would help in these areas.

I concur with the requirement of the law that parent advisory councils be formed to monitor the services provided by local educational agencies. I don't think parents should have to just take whatever happens to be offered without a chance to influence policies for the education provided handicapped children. Sections 14.30.193 - 196 provide for this. Our district has not encouraged the efforts some parents are now making to form a council here. This law could give them a push in that direction.

We find here that at the high school level there are hardly any services available to special ed. children who have come up from the elementary schools. They're supposed to be miraculously "cured" I guess, and I'm sure some of the least handicapped children survive. A mother tells us that her son and other high school students who still find it difficult to keep up with the assignments normal children handle with ease simply become discouraged. They perceive themselves as failures just at the crucial period in their lives when occupational decisions must be made. Sec. 14.30.206 is added to the existing law to detail PROGRAMS PROVIDED, and in paragraph (a)(6) on page 15 provides for "occupational and pre-occupational training in conjunction with full-time special education classes in a public school building..." Our vocational ed. classes aren't specifically geared to the needs of special ed. students, so far as I know. This would help special students come out of school with some job orientation and with some purpose. I know of at least one young man, from Sitka, who didn't quite "make it" and is in jail. He describes himself as "learning disabled" and somewhere along the way someone didn't have enough time to keep this person's self-confidence viable. It's more difficult and more costly to reach a person at the point this young man has reached—IF we even had a program to attempt to reach him, which we don't. The taxpayer would be saved money by helping school children with handicapping conditions early before they're on the streets unemployable. As I work with "learning disabled" children (more boys than girls, it seems) it's gratifying to find them accepting themselves as O.K. persons, working to overcome the problem, relaxing, and feeling success, maybe for the first time, in reading and spelling.

I mentioned the time consumed, and denied the identified children for training as detailed in their I.E.P.'s, when resource staff must take time out to test and do "work-ups" on new referrals. Sec. 14.30.212 paragraph (3) provides for a psychologist (and further down in line 16 the phrase "or other evaluator" is added). At first I questioned this provision for evaluation and for the child study team. Upon further thought, I realize that this support would (a) provide a better work up on the children referred, and would (b) keep resource people on the line teaching, which is especially important in dealing with handicapped children. Consistent training regularly applied pays dividends in success for these students. A psychologist, OR a "psychometrist" (tester) would render a real service. Actually, a district of our size could possibly use two. This relates to Sec. .041 on p. 1, of course.

Sec. 14.30.218. MAXIMUM CLASS SIZE FOR AN INTEGRATED CLASSROOM. This section addresses the matter of expecting the regular classroom teacher to be a part of the providing team, with special assignments appropriate to the handicapped children in her room (or his room!) Vera Gazaway remarked that special programs could be eliminated if elementary teachers could have classes of no more than fifteen children. The whole bureaucracy of the right to education for all the special needs of children would be superfluous—IF. Well, that's utopia. With the resource team assistance, a class size of 20 for K through third grade, and of 24 for grades 4 through 12 is quite reasonable. It is important to hold class size to a manageable and not overstimulating level when handicapped children are mixed in with the others. AND IT IS IMPORTANT to mix in the kinds of children I'm talking about. They conquer handicaps much faster with peer models who are normal PROVIDING the support services are there from not only resource staff, but also from a not-harrassed classroom teacher.

The weight factors in this section intrigue me. They would serve as a guideline to insure that a classroom teacher did not get half of her twenty from the special ed. category, which would subvert the purpose of mainstreaming. I'd like to see a trial of this sort of formula. None of this has to be written in blood. If any of it proved unwieldy in practice, further legislation could refine it.

Moving on to Sec. .219. CLASS SIZE. for special ed. classes, such a limitation would surely give the time to increase services to the special ed. children being served. I think, though, that Section 1. AS 14.17.041(f), Special education schedule, which gives the ADM-FTE would have to be based on programs provided and not on "pupils" or the numbers wouldn't come out right. For example, were I limited to 20 children instead of the over 40 I now handle, I'd be able to provide more services to the 20, and in many cases I would then be spending twice the time with some of the children. However, children who require one-to-one or very small-group instruction, and who tire quite easily if kept on task too long would be difficult to fit in to the present schedule. That's probably not too clear to someone who is not dealing daily with the problem. I'll be glad to answer questions!

I haven't mentioned the proposal for a new Division of Special Ed. because I'm not convinced of its necessity. I think the present department could be staffed with persons capable of complying with the law. I do think some "inservice" would be in order because all of this is so new it appears to be confusing to those who are to administer it. At least, we seem to hear contradictory directions coming from the D.O.E. and some of the pronouncements regarding testing are un-informed, to put it mildly.

I haven't mentioned the fiscal note, either, and I agree, it sounds excessive. I haven't seen a breakdown of just where those costs are coming from. It would be helpful if your committee could identify a few important aspects of the proposal, see what those priority items would cost, and consider those. I don't think there's a special ed. teacher in the state who wouldn't be glad to help scale this bill down to a reasonable fiscal requirement. We would like some clear direction in providing full compliance with P.L. 94-142, which is certainly addressing a real need.

I'm taking a lot of your time, Charlie. You'll regret having asked me to write! One parting item: programs for the gifted. In P.L. 94-142 and in our state regs the gifted program is one of the special ed. categories. It operates under some very stringent rules. Here we have one teacher handling the program for the gifted for all three elementary schools. There is no such program in either the junior high or the high school. Because the gifted child is included with the handicapped children in the regs, I'm assuming that some of the provisions of HB 848 which provide for more teacher time for students will also affect the program for gifted children. In the weighting chart, a gifted student is rated 1.5, so this bill is intended to provide more services to these often neglected children, as well. I believe a lot of parents of gifted children will appreciate this fact.

Thank you for getting to the end of a dissertation which I hadn't intended to be so voluminous when I put the first sheet into the typewriter. And thank you for your concern, for listening to teachers, and for seeking out information from the persons who deal daily with the problems of helping all sorts and conditions of children to learn. We know that you and your committee are spending long hours agonizing over issues such as this one, and whatever the outcome, we appreciate the time and effort each of you invests.

Sincerely yours,

Connie

Constance F. Griffith

CFG:s

THE FOLLOWING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

Proposal for
A
S U P P O R T I V E
&
S P E C I A L E D U C A T I O N
P R O J E C T

Submitted to: Bureau of Education for the Handicapped
Division of Personnel Preparation

Under: P.L. 93-380, Part D

Submitted by: School of Education
University of Alaska
Fairbanks, Alaska 99701

A. B. Frol, Director of
Administrative Services

date

Charles K. Ray
Project Director

date

Howard A. Cutler
Chancellor, UAF

date

FEDERAL ASSISTANCE		2. APPLICANT'S APPLICATION		a. NUMBER		3. STATE APPLICATION IDENTIFIER		a. NUMBER	
1. TYPE OF ACTION <input type="checkbox"/> PREAPPLICATION <input type="checkbox"/> APPLICATION <small>(Mark appropriate box)</small> <input type="checkbox"/> NOTIFICATION OF INTENT (Obl.) <input type="checkbox"/> REPORT OF FEDERAL ACTION		Leave Blank		b. DATE Year month day 19 77 10 11				b. DATE ASSIGNED Year month day 19	
4. LEGAL APPLICANT/RECIPIENT						5. FEDERAL EMPLOYER IDENTIFICATION NO.			
a. Applicant Name : <i>Dr. Charles K. Ray</i> b. Organization Unit : <i>School of Education</i> c. Street/P.O. Box : <i>University of Alaska</i> d. City : <i>Fairbanks</i> e. County : f. State : <i>Alaska</i> g. ZIP Code: <i>99701</i> h. Contact Person (Name & telephone No.) : <i>Dr. Charles K. Ray (907) 479-7106</i>						92-6000147 6. PROGRAM <small>(From Federal Catalog)</small> a. NUMBER : <i>1 3 0 4 5 1</i> b. TITLE : <i>Handicapped Personnel Preparation</i>			
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT						B. TYPE OF APPLICANT/RECIPIENT			
A Supportive and Special Education Project <i>This project provides training of teachers of "main streamed" handicapped pupils. In addition, the project provides for training parents to deal positively with their handicapped children.</i>						A-State H-Community Action Agency B-Interstate I-Higher Educational Institution C-Substate J-Indian Tribe District K-Other (Specify): D-County E-City F-School District G-Special Purpose District Enter appropriate letter <input type="checkbox"/> I			
10. AREA OF PROJECT IMPACT <small>(Name of cities, counties, States, etc.)</small>				11. ESTIMATED NUMBER OF PERSONS BENEFITING		9. TYPE OF ASSISTANCE			
Fairbanks North Star Borough, Alaska				120		A-Basic Grant D-Insurance B-Supplemental Grant E-Other Enter appropriate letter(s) <input type="checkbox"/> A C-Loan			
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		12. TYPE OF APPLICATION					
a. FEDERAL	\$ 69,777.00	a. APPLICANT	Alaska	A-New C-Revision E-Augmentation B-Renewal D-Continuation Enter appropriate letter <input type="checkbox"/> A					
b. APPLICANT	10,192.00	b. PROJECT	Alaska	15. TYPE OF CHANGE <small>(For 12c or 12e)</small>					
c. STATE	.00	16. PROJECT START DATE	19 78 7 1	A-Increase Dollars f-Other (Specify): B-Decrease Dollars C-Increase Duration D-Decrease Duration E-Continuation Enter appropriate letter(s) <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
d. LOCAL	.00	17. PROJECT DURATION	12 Months	19. EXISTING FEDERAL IDENTIFICATION NUMBER					
e. OTHER	.00	18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY	1977 10 11	NA					
f. TOTAL	\$ 79,769.00			20. FEDERAL AGENCY TO RECEIVE REQUEST <small>(Name, City, State, ZIP code.)</small>					
				U.S. Office of Education, Application Control Center, Washington, D.C. 20202					
22. THE APPLICANT CERTIFIES THAT		a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved.		b. If required by OMB Circular A-75 this application was submitted, pursuant to its instructions therein, to appropriate clearinghouses and all responses are attached.		No response <input type="checkbox"/> Response attached <input type="checkbox"/>		21. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
23. CERTIFYING REPRESENTATIVE a. TYPED NAME AND TITLE <i>Bel Frol, Director of Administrative Services</i>		b. SIGNATURE		c. DATE SIGNED		Year month day 1977 10 11			
24. AGENCY NAME						25. APPLICATION RECEIVED			
University of Alaska, Fairbanks						Year month day 19			
26. ORGANIZATIONAL UNIT				27. ADMINISTRATIVE OFFICE		28. FEDERAL APPLICATION IDENTIFICATION			
29. ADDRESS						30. FEDERAL GRANT IDENTIFICATION			
31. ACTION TAKEN		32. FUNDING		33. ACTION DATE		34. STARTING DATE			
<input type="checkbox"/> a. AWARDED <input type="checkbox"/> b. REJECTED <input type="checkbox"/> c. RETURNED FOR AMENDMENT <input type="checkbox"/> d. DEFERRED <input type="checkbox"/> e. WITHDRAWN		a. FEDERAL \$.00 b. APPLICANT .00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$.00		Year month day 19		Year month day 19			
				35. CONTACT FOR ADDITIONAL INFORMATION <small>(Name and telephone number)</small>		36. ENDING DATE			
						Year month day 19			
38. FEDERAL AGENCY A-95 ACTION		a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICER		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
				(Name and telephone no.)					

SECTION I—APPLICANT/RECIPIENT DATA

SECTION II—CERTIFICATION

SECTION III—FEDERAL AGENCY ACTION

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Synopsis

The Supportive and Special Education Project (Handicapped Personnel Preparation) submitted by the University of Alaska, Fairbanks is directed to the training of teachers of "mainstreamed" handicapped pupils (those receiving regular classroom placement with specialized support services). Upon completion of the training, these teachers could serve as instructional models in both elementary and secondary schools and in private non-profit pre-schools. In addition, the Project includes provision for training parents to deal positively with their handicapped children and (if the parents wish) to serve as volunteers in classrooms.

In the initial year, the Project will be limited to the Fairbanks North Star Borough located in Interior Alaska, with planning and coordination of future rural participation through two nearby Rural Educational Attendance Areas (Yukon/Koyukuk and Yukon Flats). In the second and third years, training will be offered in rural villages in the area served by the Northern Regional Resource Center (see Appendix).

Currently, no continuous training program for handicapped personnel exists in Interior and Northern Alaska. This area includes the main campus of the University of Alaska and the State's second largest city, as well as over a score of small, isolated rural villages only accessible by means of "bush" aircraft. This Project, therefore, is a vital segment of the "Alaska State Plan for Exceptional Students".

This Project has two major components. First, the Project will provide inservice and preservice training for educational, recreational and allied medical professionals which will enable them to:

1. understand the educational, emotional, social and recreational needs of handicapped children, and
2. identify children who may have handicapping conditions, and
3. execute educational assessments of the abilities and deficits of handicapped children, and
4. design and implement educational programs for handicapped children within the framework of a regular classroom program.

Second, the Project will provide information and training to parents who have handicapped children. This training will enable parents to:

1. understand their children's educational, recreational, emotional and social needs, and
2. make appropriate use of available resources, and
3. advocate for their children's rights, and
4. give and receive support in the complex task of parenting a handicapped child, and
5. when desirable, serve as volunteer aides in classrooms.

The Project is designed to be comprehensive in the sense that it will provide appropriate educational offerings for Fairbanks North Star Borough parents and professionals through evening courses, meetings, newsletters, in-service training sessions, workshops and institutes. The primary focus will be on parents of handicapped children 0 - 11 years of age and teachers of children 3 - 11 years of age. Whenever possible, parents and teachers of older school-age children also will have access to appropriate educational activities through this Project.

Each participant will be able to set and achieve his/her own goals and pursue educational opportunities which will meet his/her needs. A complete program leading to certification in Special Education will not be offered initially. However, close coordination and eventual articulation of credits earned with the M.Ed. program in Special Education (available through the University of Alaska, Anchorage -- see Appendix) are expected.

Interior Alaska: Conditions & Needs

The Fairbanks North Star Borough, located slightly South of the Arctic Circle, has a population of over 50,000 people and a land area somewhat larger than the State of Rhode Island. It contains the State's second largest city, Fairbanks, with a population currently approaching 35,000. Fairbanks is the location of the main campus of the University of Alaska, where this project will be located.

The area climate, characterized by warm, dry summers, damp autumns and long, dark winters (temperatures often remain colder than -40° F for periods of a month or more) contributes to the development of several handicapping conditions. Partly as a result of the climate, otitis media is endemic, resulting in a higher than normal incidence of hearing (and speech) disorders. In the urban core, the extreme cold traps automobile exhaust and other atmospheric pollutants, resulting in record levels of carbon monoxide and tetra-ethyl lead concentrations in the air. These conditions have effects on the developing organism which are only now being studied by the Arctic Health Research unit. It is hypothesized that several of the developmental disorders observed in Fairbanks schools may be due in part to early exposure to these atmospheric pollutants.

High population turnover (a majority of the local population has been in the area for less than five years), small, crowded housing units and restricted mobility in the dark, cold winter all too often lead to sustained emotional pressures within the family unit. These pressures frequently have adverse and potentially handicapping effects on children. If a child already has an organic handicap, the local climate and living conditions make it extremely difficult for families to cope constructively, find available resources and locate a supportive network.

According to Joe Bielski, Director of Special Education for the Fairbanks North Star Borough School District (FNSBSD), in the 1976-77 school year approximately 1900 children were identified as needing either special placement or special resource assistance. Figures for the current school year are now being compiled. Approximately 85 professional staff employed by the FNSBSD currently are assigned to work with handicapped children.

Project Philosophy & Operation

This proposal seeks funding for a Supportive and Special Education Project (non-degree, Personnel Training) to be offered through the School of Education, University of Alaska, Fairbanks. In its first year of operation, the Project will focus on enrolling Fairbanks public and private school teachers of handicapped children (ages 3 - 11 years) and local parents of handicapped children (ages 0 - 11 years). In addition, the participation of personnel serving rural schools and villages (e.g., rural school teachers and health aides) will be sought. In the second and third years of operation, it is hoped to extend training opportunities to sites in rural areas in the Northern Region of Alaska (see Appendix "B").

The academic activities carried on under the project will include the offering of 90 class hours (equivalent to two classes of 3 credits each) per semester for three semesters (Summer 1978, Fall 1978, Spring 1979). In addition, two 3-week summer institutes (equivalent to 3 credits each) are planned. These classes and institutes will enable the student (parent or teacher) to gain up to 12-18 credit hours over the 12 month period. These credits can be (but are not required to be) counted toward Special Education Certification and/or toward an academic degree (see Appendix "C").

On occasion, Special Education courses have previously been offered in Fairbanks. Attendance at these classes ranged from 25-40 students. It is expected that there will be similar (or perhaps increased) attendance at training sessions offered through the Project. How many different people take advantage of these training opportunities depends on the extent of each participant's needs. Some students may find that their informational needs have been met at the conclusion of one class or training session. Other students may take advantage of everything offered through the Project. By accommodating a flow of students in and out of the Project, it is hoped that students can realize their own goals in a relaxed and unhurried fashion.

Many of the non-classroom activities of the Project will be centered in the Special Education and Support (SES) Library to be located in a section of the School of Education Curriculum Library on the UAF campus. (It is anticipated that many other Project activities will take place in schools, the public library, the Public Health Center, etc., for the convenience of the participants.) In the SES Library, materials, supplies and literature

will be available to students enrolled in the academic programs of this Project and to parents and teachers of handicapped children. The Project Coordinator and secretary will have their offices located nearby, and many Project activities will take place in the Library. Thus, the SES Library will provide a focus for activities concerned with exceptional children in Northern Alaska.

Requests received by the School of Education and Tanana Valley Community College indicate that there is a great deal of local interest in topics relating to Special Education. The specific course titles to be offered in the academic portion of the project cannot be specified in advance (see "Contents of Course, Workshops & Institutes"). The range of initial course offerings will be determined by:

1. the parameters of the "Alaska State Plan for Exceptional Children"
2. an ongoing survey of training needs within the Fairbanks North Star Borough School District as shown by the current and short-term projections of "mainstreamed" handicapped children actually enrolled
3. the self-perceived training and support needs of parents and teachers of "mainstreamed" handicapped children as demonstrated by their response to outreach activities undertaken by this project

The courses and practica to be offered under this Project will be consistent with the following statements of Goals and Objectives:

- Goals.
1. To provide training in the emotional, social, educational and recreational needs and capabilities of handicapped children
 2. To provide training in the early and initial identification of handicapped children

- Objectives:
- a. The Project will make training available in the early identification of the young handicapped child (0 - 6 years of age) to parents, educational personnel, allied medical personnel, recreational personnel and other interested individuals.
 - b. The Project will make training available in the identification of the school-aged handicapped child (3 - 11 years of age) to regular teachers, Special Education teachers, SLD teachers, P.E. teachers, administrators, allied medical personnel, parents and other interested individuals.

3. To provide training in assessment of educational deficits and assets of handicapped children

- Objectives:
- a. The Project will make training available in the techniques used to assess educational assets and deficits of handicapped children (0 - 6 years of age) to appropriate and interested individuals.
 - b. The Project will make training available in the techniques used to assess educational assets and deficits of handicapped school-aged children to appropriate and interested individuals.
4. To provide training in designing individualized educational programs for handicapped children

- Objectives:
- a. The Project will provide training in designing educational programs for the young handicapped child to appropriate and interested individuals.
 - b. The Project will provide training in designing educational programs for the school-aged handicapped child (6 - 11 years) to appropriate and interested individuals.
5. To provide training in techniques of teaching "mainstreamed" handicapped students in both ECD and regular classrooms

- Objectives:
- a. The Project will provide training in teaching techniques for "mainstreamed" handicapped students in regular classes to appropriate and interested individuals.
 - b. The Project will provide training in teaching techniques for "mainstreamed" handicapped students in ECD classes to appropriate and interested individuals.

6. To provide training in Interdisciplinary Personnel responsibility to the handicapped child

- Objectives:
- a. The Project will make training available in defining interdisciplinary roles and responsibilities in facilitating the development and implementation of appropriate programs for handicapped children. Training will be available to all appropriate and interested individuals.

7. To provide parental training in appropriate educational instruction & assessment for the handicapped child.

- Objectives:
- a. The Project will provide parental training through a series of speakers at PTA's, ACLD, CEC, Orten Society meetings; newsletters; short courses; credit classes & institutes; special meetings; and through access to the SES Library.

8. To provide parent training in definition of due process and implications of due process

- Objectives:
- a. The Project will provide courses in the definition and implications of due process for appropriate and interested individuals.
 - b. The Project will provide training for parents through speakers at PTA, CEC, ACLD and Orton Society meetings; newsletter and newspaper articles; and small group discussions.
9. To provide parent and other volunteers with training in the provision of needed services and support for the handicapped child.

Content of Courses, Workshops & Institutes

The Fairbanks North Star Borough School District (FNSBSD) has recently initiated a Staff Development program under the leadership of Mr. Lee Clune. A part of this program is the identification of the educational needs of teachers employed by the FNSBSD. It is anticipated that these assessments will not be completed before March, 1978. Planning of specific course content prior to completion of these surveys would be premature. The following is a list of course offerings in the University of Alaska, Anchorage Special Education curriculum (see Appendix for course descriptions). Any of these courses could be taught through the Project in Fairbanks.

Ed 460	The Exceptional Child	(3 cr)	'	Ed 675	Methods for Education the Handicapped	(3 cr)
Ed 471	Issues & Trends in Special Education	(3 cr)	,	Ed 676	Genetic & Neurological Causes of Mental Retardation	(3 cr)
Ed 475	The Handicapped Pre- School Child	(3 cr)	'	Ed 677	Counseling for Exceptional Children	(3 cr)
Ed 480	Education of Culturally Different Youth	(3 cr)	,	Ed 678A	Methods for the Mentally Retarded: Music	(1 cr)
Ed 481	The Mentally Retarded Child in the School	(3 cr)	,	Ed 678B	Methods for the Mentally Retarded: Art	(1 cr)
Ed 482	The Maladjusted Child	(3 cr)	'	Ed 678C	Methods for the Mentally Retarded: Physical Education	(1 cr)
Ed 484	Communication Disorders	(3 cr)	'	Ed 679	Assessment & Planning for the Retarded	(3 cr)
Ed 486	Curriculum Materials for Special Education	(3 cr)	'	Ed 680	Theories of Learning Disabilities	(3 cr)
Ed 604	Diagnosis & Correction of Reading Deficiencies	(3 cr)	'	Ed 681	Social-Cultural Deter- minants of Mental Retardation	(3 cr)
Ed 605A	Reading Lab - Elementary	(2 cr)	'	Ed 682	Diagnosis of Learning Disabilities	(3 cr)
Ed 605B	Reading Lab - Secondary	(2 cr)	'	Ed 683	Remediation of Learning Disabilities	(3 cr)
Ed 606	Reading Clinic	(3 cr)	'	Ed 684	The Gifted Child	(3 cr)
Ed 607	Reading in Secondary Schools	(3 cr)	'	Ed 685	Psychological Aspects of Learning Disabilities	(3 cr)
Ed 609	Slingerland Workshop: Beginning	(6 cr)	'	Ed 689	Behavior Modification: Special Education	(3 cr)
Ed 610	Slingerland Workshop: Intermediate	(6 cr)	'			
Ed 611	Slingerland Workshop: Advanced	(3 cr)	'			

In addition, the Project would have the capability of developing new courses, workshops and institutes addressing a variety of appropriate topics (e.g., "Social and Emotional Factors in Mainstreaming", "Parent-Teacher Teams in Educating Handicapped Children", "Cooperative Advocacy for Handicapped Children"). Again, the specific topics to be included in these educational offerings cannot be finalized until the FNSBSD Staff Development surveys have been completed.

Project Staff & Resource Persons

Under the general supervision of the Project Director, actual day to day planning and implementation will be carried out by a (1/2 time) Coordinator. At least two part-time instructors will be involved in course development and teaching. Additionally, the proposal calls for the employment of a consultant responsible for the design and conduct of two, 6-week summer institutes and an additional consultant for parent program development.

The Director of the Project will be Dr. Charles K. Ray (University of Colorado '51, B.A.; Columbia University '55, M.A.; '59, Ph.D.). Dr. Ray currently is Dean of the School of Education at the University of Alaska, Fairbanks. The Project Coordinator has not yet been selected.

Instructors for the courses to be taught under this proposal cannot be firmly identified until specific course needs have been determined in consultation with the local School District and relevant parent groups and service agencies. It is expected that at least two Professors in the field of Special Education who are currently on the faculty of the University of Alaska, Anchorage will be available to assume some of the instructional duties. These Professors are:

James M. Hotchkiss. University of Wichita '53, B.A.;
University of Southern California '66, Ph.D.

Marilyn K. Johnson. University of Arizona '66, B.A.;
'68, M.Ed.; Ed. Specialist '73.

It is anticipated that additional, well-qualified part-time faculty will be recruited locally.

Project pre-planning was undertaken by:

Michelle Bartlett. Washington University '67, B.S.;
St. Louis University '71, M.A.

Phyllis Gish. Kansas University '57, B.S.

Nillo Koponen. Wilberforce State '51, B.Ed.; Harvard
University '66, Ph.D.

Constance K. Smith. Grinnell College '63, B.A.;
Cornell University '67, M.S.

Nancy Witte. West Washington State College '68, B.A.;
University of Oregon '73, M.S.

Dissemination and Information Exchange

The "Alaska State Plan for Exceptional Students" states that:

The State Department of Education will form a Special Education Training, Support and Coordination Center (SETSCC) to provide training, support, and coordination among the inservice/preservice training agencies of the State. SETSCC ... will organize, provide technical assistance and agreed-upon support for a state-wide Consortium Network (CN) of all inservice/preservice training agencies who agree to participate. Invited to join the CN will be 3 University of Alaska senior colleges.

The University of Alaska, Fairbanks is one of the senior colleges referred to in this section of the State Plan.

Knowledge gained and materials developed under this project will be disseminated through two principle channels. The first channel will be the development of a demonstration Special Education instructional library for local and Regional use in the Education Curriculum Library at the Fairbanks Campus of the University of Alaska. This library, consisting of materials and supplies oriented to inservice use by teachers, parents and volunteers working with "mainstreamed" handicapped children, will have a continuing impact far beyond the time limits of the project funded under this proposal.

Broader dissemination will be undertaken through the Consortium Network. As the "Alaska State Plan for Exceptional Students" states,

The SETSCC will actively coordinate with SEA Department of Development and Dissemination and the five Regional Resource Centers in utilization of Project A-TIP (Alaskan Talent, Information, and Promising Practices) in efforts to acquire, maintain, and disseminate significant information derived from special education-related educational research and demonstrations and to promote the adoption of promising practices and materials derived from such research and demonstration.

It is anticipated that the development of materials in other areas of Alaska will be available to this project, through participation in the Consortium since the State Plan projects the development of

A Functional and Accessable Pool of Appropriate Inservice Training Materials: Under SETSCC leadership, writing, adapting, contracting for, modifying, and otherwise developing instructional materials will provide an inservice training modules and materials pool for use by all participating CN agencies and by approved LEA trainers via association for CN agencies.

Program Evaluation

The effectiveness of this project can only be determined by the long term contribution made by participants to the amelioration of the problems faced by handicapped children in Interior Alaska. Given the modest scope of this proposal, therefore, no rigorous evaluation scheme can or will be proposed.

Nevertheless, valid short-term measures can and must be made. Questions to be answered in a simple evaluatory scheme would include:

1. What proportion of the target professional staff in the Fairbanks North Star Borough Schools participated in the training provided under this proposal?
2. What proportion of the target population of parents of handicapped children in the area participated in the training provided under this program?
3. In what ways was the education provided to handicapped children in the target area improved by the training provided under this program?
4. Does the project have a potential for continuing impact?

It is proposed that: A - (in response to 1 + 2 above) that a minimum participation level of 25 professional personnel and of 20 parents be set as a goal, and that B - the Fairbanks North Star Borough School District be asked to judge the immediate (first year) effect of the training and support services provided by the project on the learning experiences of "mainstreamed" handicapped children in response to question 3, above.

Finally; Question Four, above, would require positive responses to the following: 4A) At the close of the project, has the second years project been adequately planned to involve personnel serving rural schools in the Northern region.

4B) Has the consortium Network proposed under the state plan, or some equivalent mechanism, been set up with the participation of personnel involved in this proposal and to what extent has this project's progress been disseminated through the Network?

4C) In reviewing this project, (at the close of year one) does the State Department of Education consider the project to have made an effective and adequate contribution toward the effectuation of the "Alaska State Plan for Exceptional Children"?

SECTION A - BUDGET CATEGORIES

PROJECT COMPONENT(S)	DEGREE PROGRAM(S), NON DEGREE OR CERTIFICATION PROGRAM(S), OTHER COMPONENT(S) (For these project components sequentially list the sub-components by title)					
	1 Non-Degree Program Professional	2 Non-Degree Program Parents	3 Degree	4.	5.	6. TOTAL
Personnel (salary & Leave Benefits)	\$ 28221	\$ 9407	\$	\$	\$	\$37,628.00
Fringe Benefits	5052	1684				6,736.00
Travel	5055	1685				6,740.00
Equipment	1223	407				1,630.00
Supplies	2250	750				3,000.00
Contractual						
Student Financial Assistance						
Consultants	3750	625				4,375.00
a) Personnel Increment	2662	887				3,549.00
Other b) Services	1388	462				1,850.00
Total Direct Charges	49603	15907				65,508.00
Indirect Charges (8% maximum)	3968	1273				5,241.00
TOTAL	\$ 53569	\$17180	\$	\$	\$	\$ 70,749.00

SECTION A EXPLANATIONS

See Appendix "A" for Budget detail

SECTION B - BUDGET SUMMARY

PROJECT COMPONENT(S)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
	FEDERAL (a)	NON-FEDERAL (b)	FEDERAL (c)	NON-FEDERAL (d)	TOTAL (e)
Degree Program(s)	\$	\$	\$	\$	\$
Non Degree or Certification Program(s)			69,777.00	10,192.00	79,769.00
Other Component(s)					
TOTAL	\$	\$	\$ 69,777.00	\$ 10,192.00	\$ 79,769.00

SECTION C - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

PROJECT COMPONENT(S)	FUTURE FUNDING PERIODS (Years)			
	FIRST (a)	SECOND (b)	THIRD (c)	TOTAL (d)
Degree Program(s)	\$	\$	\$	\$
Non Degree or Certification Program(s)	69,192.00	125,000.00	137,500.00	331,692.00
Other Component(s)				
TOTAL	\$69,192.00	\$125,000.00	\$137,500.00	\$331,692.00

TABLE 1. PREPARATION PROGRAM PROFILE

(See back for instructions)

NAME OF AGENCY

School of Education, University of Alaska, FERRIS

PROJECT SUB-COMPONENTS-TITLE (a)	LEAD PERSONNEL SERVICE CATEGORY TITLE (b)	DEGREE LEVEL/ENROLLING HRS. (c)	BEH. TRNG. CATE. GROUPS (d)	AREAS OF DISABILITY ADDRESSED BY EACH SUB-COMPONENT. PLACE A CHECK (X) IN THE APPROPRIATE COLUMNS! (e)														ENROLLMENT										
				Full Spec. Train.	TMR	ENTR	LD	ED	OHI	OI	VH	SI	HH	D	D-B	OSH	01	02	CURRENT 19__		PROJ'D 1978-79		PROJ'D 1970-80 (A-J) NO-S1					
																			TOTAL NO.	Grant Supp'd No.	TOTAL NO.	Grant Supp'd No.	TOTAL NO.	Grant Supp'd No.	TOTAL NO.	Grant Supp'd No.		
1.0 Non-Degree Program Professionals		270 hrs	REP			X	X	X	X	X	X	X	X	X						70	95%	80	95%	90	95%			
2.0 Non-Degree Program Parent Educ.	D.N.A.	90 hrs	VOL X	X																50	all	75	all	85	all			
3.0																												
4.0																												
5.0																												
6.0																												
7.0																												
8.0																												
9.0																												
10.0																												
01	02	Check areas of disability for all projects combined →		X		X	X	X	X	X	X	X	X	X														
																			TOTAL ENROLLMENT									
																					120		155		175			

PROGRAM	CATE- GORY	STU- DENTS GRADU- ATED	STU- DENTS CERTI- FIED	NUMBER OF STUDENTS PLACED IN EACH SETTING															TOTAL	SUPPORT				
				SPECIAL EDUCATION												GENERAL								
				ECPE	ECG	PSE	PSS	RSC	SOS	H/C	CAG	PPH	C/U	STA	01	02	03	01			02	03		
1.0 Non-Degree Program Professionals	REP	Projected 25																			22	25	GRANT SUPPORTED	
2.0 Non-Degree Program Professionals	VOL	Projected 20																						GRANT SUPPORTED
3.0																								GRANT SUPPORTED
4.0																								GRANT SUPPORTED
5.0																								GRANT SUPPORTED
6.0																								GRANT SUPPORTED
7.0																								GRANT SUPPORTED
8.0																								GRANT SUPPORTED
9.0																								GRANT SUPPORTED
10.0																								GRANT SUPPORTED
01																								GRANT SUPPORTED
02																								GRANT SUPPORTED
03																								GRANT SUPPORTED
			TOTAL																				25	GRANT SUPPORTED

A P P E N D I X

"A"

B U D G E T

D E T A I L

PROPOSED BUDGET

A. Personnel Services	(1)	(2)	(3)	Total	
	% of	Leave	Staff**	Sal. & Ben.	
	<u>Full Time</u>	<u>Salary</u>	<u>Benefits</u>	<u>Benefits</u>	
Project Coordinator	50%	\$17,303	\$1,834*	\$3,426	\$22,563
Part-Time Instructors	90 hrs. of instruction per semester for 3 semesters	10,584	0	1,895	12,479
Secretary	50%	6,822	1,085***	1,415	9,322
					<u>44,364</u>
Increment 8%					3,549
TOTAL Personnel Services					<u>\$47,913</u>

B. Contractual Services

Consultants for Summer Institutes					
Three weeks - 7/78			\$1,875		
Three weeks - 6/79			1,875		
Consultant for Parent Program Development; one week - 9/78			625		
TOTAL Contractual Services					<u>\$ 4,375</u>

C. Travel

Project Director - one rd. trip to Nat'l Conference on East Coast					
Transportation			\$ 600		
Per Diem (4 days @ \$35/day)			140		
Consultants (3)					
Transportation			1,800		
Per Diem (48 days @ \$35/day)			1,680		
Special Ed. Instructors from Univ. of Alaska in Anchorage - one rd. trip/week for 30 weeks			2,520		
TOTAL Travel					<u>\$ 6,740</u>

* 10.6% of column (1)

** 17.9% of columns (1) & (2)

*** 15.9% of column (1)

D. Services

Advertising	\$1,000	
Xerox	225	
Printing	250	
Freight & Postage	175	
Phone	200	
	<hr/>	
TOTAL Services		<u>\$1,850</u>

E. Equipment

Desks (2)	\$ 550	
Chairs (2)	220	
Typewriter (1)	700	
Calculator (1)	160	
	<hr/>	
TOTAL Equipment		<u>\$1,630</u>

F. Supplies

Instructional Supplies	\$ 300	
Curriculum Library Acquisitions	2,500	
Office Supplies	200	
	<hr/>	
TOTAL Supplies		<u>\$3,000</u>

Total Direct Costs \$65,508

Indirect Costs (8% of Direct Costs) 5,241

TOTAL FEDERAL SHARE \$70,479

TOTAL INSTITUTIONAL SHARE* \$ 8,982

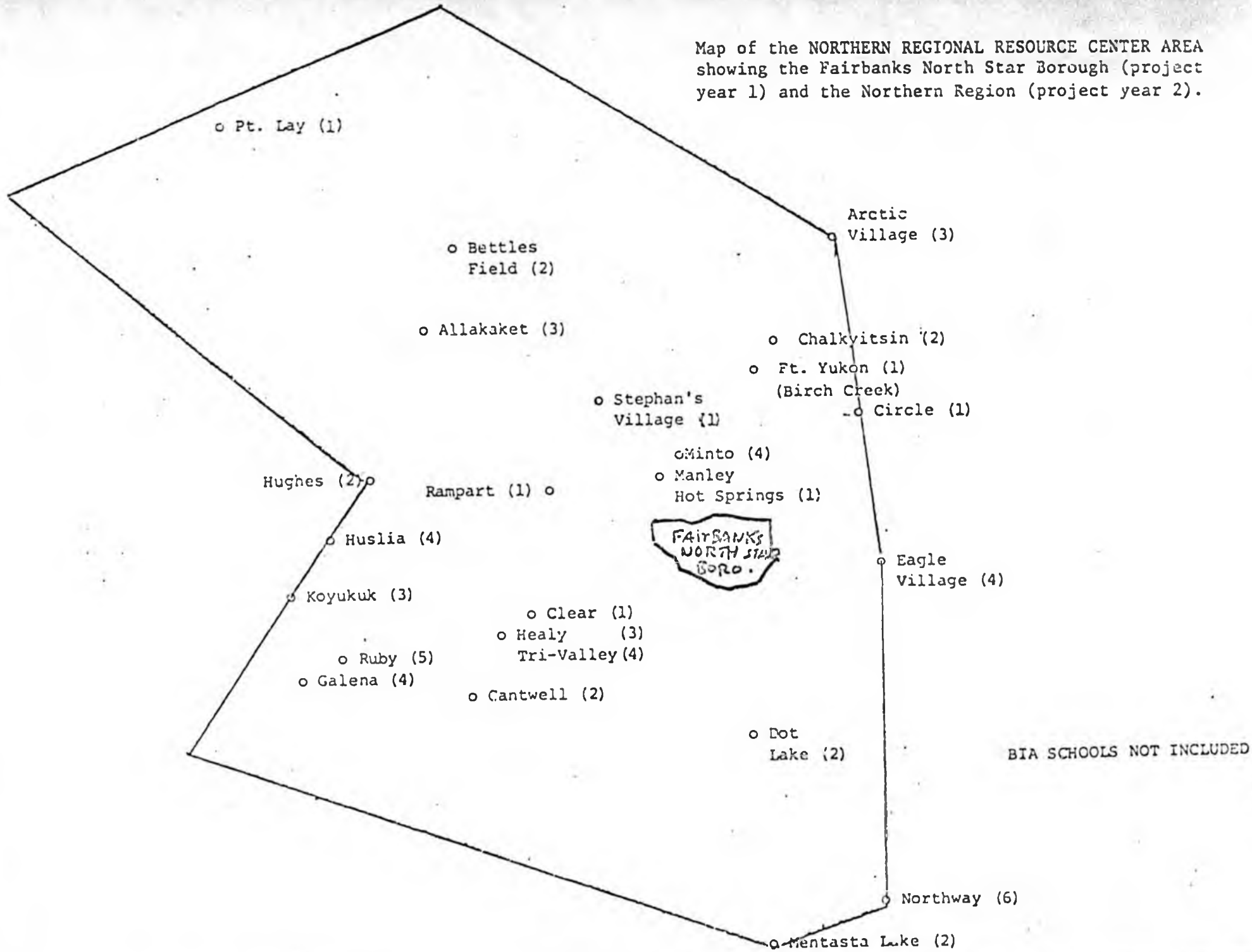
* Audited overhead rate = 37.8% of salaries & leave benefits = \$14,223.
Institutional share equals overhead rate less indirect costs charged
to Federal Share (\$14,223 - 5,241 = \$8,982).

A P P E N D I X

"B"

M A P O F
N O R T H E R N
R E G I O N

Map of the NORTHERN REGIONAL RESOURCE CENTER AREA showing the Fairbanks North Star Borough (project year 1) and the Northern Region (project year 2).



A P P E N D I X

"C"

SPECIAL EDUCATION
DEGREE & CERTIFICATION
PROGRAMS AT
UNIVERSITY OF ALASKA, ANCHORAGE

UNIVERSITY OF ALASKA, ANCHORAGE

Master of Education Degree Program with
Specialization in SPECIAL EDUCATION

Ed 460 3 Credits

THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 680 3 Credits

**THEORIES OF LEARNING
DISABILITIES (3+0)**

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as educationally oriented concepts, perceptual motor systems, multisensory systems, language systems, psycholinguistic approaches, neuro-psychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic teaching, newer approaches to reading and specialized methods to prevent and remediate deficits in social, mental and physical development.

Ed 627 3 Credits

EDUCATION RESEARCH (3+0)

Techniques of education research; selection of topics and problems, data gathering, interpretation and preparation of reports. Prerequisites: graduate standing in education.

Ed 687 Credits Arranged

**ADVANCED PRACTICUM: SPECIAL
EDUCATION**

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Ed 697 Credits Arranged
Ed 698 Credits Arranged**THESIS**

Thesis as directed by graduate committee. Prerequisite: Ed 627.

plus electives to total 36 credits

UNIVERSITY OF ALASKA, ANCHORAGE

Certification Program in Special Education

"Core" Courses

Ed 460 3 Credits
THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 471 3 Credits
ISSUES AND TRENDS IN SPECIAL EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an indepth review of the literature describing trends and participation by local individuals in issues pertinent to the Alaska communities. Exposure to private and public agencies available to and for handicapped persons in Alaska is included in this course.

Ed 486 3 Credits
CURRICULUM MATERIALS FOR SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of and experience with, instructional materials intended for use with exceptional children. Students will study, use, and learn how to critically evaluate materials at the Special Education Instructional Materials Center of Hubbard School. Methods for designing special curricular activities around behavioral objectives and various evaluation techniques will be presented. Prerequisite: Ed 384.

Ed 689 3 Credits
BEHAVIOR MODIFICATION: SPECIAL EDUCATION (3+0)

Theoretical basis of various behavioral theories of classroom management are covered. Several projects using behavior management principles with children are required. Students must have access to children or classrooms or work with children in local institutions.

Ed 693 Credits Arranged
Ed 694 Credits Arranged

(optional) Ed 487 Credits Arranged
PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with children who have communications, emotional, organic, and medical problems and with children who are mentally retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 384 or may be taken concurrently with Ed 384.

Courses Required for Certification in Speciality Area of LEARNING DISABILITIES

"Core" Courses plus

Ed 482 3 Credits
THE MALADJUSTED CHILD (3+0)

Covers the causes of maladaptive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major explanatory theories. The effects of home, school, and society and procedures and methods used successfully in special and regular classrooms in other areas will be discussed. Prerequisite: Ed 384.

Ed 483 3 Credits
THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are impairments of the central nervous system, cerebral palsy, epilepsy, and/or muscle, joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 384.

Ed 604 3 Credits
DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process; emphasis on psychology involved in discerning reading difficulties, testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy; specific suggestions for their correction; newer approaches to teaching reading. Prerequisites: Ed 409 and experience in the teaching of reading. (In conjunction with Ed 605, Reading Lab.)

Ed 675 3 Credits
GENETIC AND NEUROLOGICAL CAUSES OF MENTAL RETARDATION (3+0)

Clinical conditions of genetic or neurological origin which may result in learning or physical disabilities of various kinds. Basic genetic principles and their relationship to learning, physical, and mental handicaps will be discussed. Empha-

sis will be given to common clinical syndromes which can be recognized by classroom teachers and other professionals and which suggest alternate educational strategies or need for a medical referral. The class will include lectures, discussion, movies, film, slide, and field visits. Prerequisites: Ed 384 and ED 482.

Ed 680 3 Credits
THEORIES OF LEARNING DISABILITIES (3+0)

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as educationally oriented concepts, perceptual motor systems, multisensory systems, language systems, psycholinguistic approaches, neuro-psychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic teaching, newer approaches to reading and specialized methods to prevent and remediate deficits in social, mental and physical development.

Ed 687 Credits Arranged
ADVANCED PRACTICUM; SPECIAL EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Courses Required for Certification in Speciality Area of MENTAL RETARDATION

"Core" Courses plus

Ed 481 3 Credits
**THE MENTALLY RETARDED CHILD IN
 THE SCHOOL (3+0)**

Provides a basic understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention, and consideration of such issues of labeling and the treatment of culturally different students. Includes an overview of characteristics, definitions and prevalence of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 384.

Ed 677 3 Credits
**COUNSELING FOR EXCEPTIONAL
 CHILDREN (3+0)**

Presents theories and techniques of counseling the mentally retarded child. Also introduces procedures for assisting parents of mentally retarded children and other professionals who work with the mentally retarded. Covers school, family, vocational and personal problems confronting the mentally retarded child and his family. Prerequisites: Ed 384 and 481.

Ed 675 3 Credits
**METHODS FOR EDUCATING THE
 MENTALLY HANDICAPPED (3+0)**

Presents the principles and methods for teaching mentally handicapped elementary and secondary students. Class participants will practice developing appropriate instructional programs for teaching mentally handicapped students communication skills, arithmetic skills, and social and vocational competencies. Various methods including unit instruction, clinical teaching, work/study programming, and programmed instruction will be explored for teaching the mentally handicapped student. Prerequisites: Ed 384 and Ed 481.

Ed 607 Credits Arranged
**ADVANCED PRACTICUM: SPECIAL
 EDUCATION**

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Ed 678A 1 Credit
**METHODS FOR THE MENTALLY
 RETARDED: MUSIC (1+0)**

This course presents theoretical background of uses of music in the education of the mentally retarded. Practical experiences using music and music therapy demonstrated. Opportunities for applied work with handicapped children will be provided. Prerequisites: Ed 384 and 481.

Ed 678B 1 Credit
**METHODS FOR THE MENTALLY
 RETARDED: ART (1+0)**

Covers methods and materials for teaching art to mentally retarded elementary and secondary students. The class will explore strategies, material characteristics, and activities for the enriched experiencing of the mentally retarded through art with emphasis on the teaching-therapy process for physical and mental growth. Prerequisites: Ed 384 and 481.

Ed 678C 1 Credit
**METHODS FOR THE MENTALLY
 RETARDED: PHYSICAL EDUCATION
 (1+0)**

This course presents theoretical basis for a planned physical education program. State and community resources in recreation will be covered. Curriculum development and practice in the implementation of special curricular-physical education methods will be emphasized. Prerequisites: Ed 384 and 481.

Ed 679 3 Credits
**ASSESSMENT AND PLANNING FOR
 THE RETARDED (3+0)**

Students will develop individual and group instructional programs based upon a complete assessment of the individual(s) to be taught. Assessment measures to be mastered include individual intelligence tests (WISC, Peabody, etc.), academic and social living assessment measures. This course is restricted to those who have completed half or more of their program. Instructor permission required for admission.

A P P E N D I X

"D"

C O U R S E D E S C R I P T I O N S
U A A S P E C I A L E D U C A T I O N
C U R R I C U L U M

COURSE DESCRIPTIONS

Prerequisite: Ed 322 and prerequisite course.

Ed 442 3 Credits
CURRICULUM AND INSTRUCTION IN SECONDARY ART (3+1)

Objectives, organization, and implementation of art programs at the secondary level, recommended practices, institutional and evaluative aspects. Prerequisite: A minimum of 18 hours in required art courses, Ed 313 and prerequisite course.

Ed 443 3 Credits
FOUNDATIONS OF VOCATIONAL EDUCATION (3+0)

A study of the social and philosophical basis of vocational education in America and public policy as a response to the need for an educated labor force. The relationship of vocational, technical, and special education to general education and the responsibility of public education in a technological society.

Ed 444 3 Credits
PUBLIC SCHOOL ORGANIZATION, CONTROL, AND SUPPORT (3+0)

Fundamentals of public school organization, control, and support. Relation of federal, state, and local agencies. Problems incident to public school organization, control, and support in Alaska. Prerequisite: sound standing in education.

Ed 445 6 Credits
STUDENT TEACHING--SECONDARY

Supervised teaching in secondary schools of the Anchorage area approved by the Department of Education. The department may limit registration, determine assignments, protect the number of teaching hours required, and exceed the requirement of students doing satisfactory work. Prerequisite: See requirements for admission to student teaching. Must be taken concurrently with Ed 446.

Ed 446 9 Credits
STUDENT TEACHING--ELEMENTARY

Elementary student teaching consists of a

fifteen week semester of full days in the classroom of the elementary schools approved by the Department of Education. Prerequisite: suitable observation, learning with host teacher or in other team members, planning and conducting individualized instruction, organizing plans for grouping to meet varying needs of children, daily critique of performance by host teacher, weekly supervision and guidance by supervising University supervisor, and weekly seminar meetings of all practical teachers with University faculty members. The classroom experience in the elementary school is designed to progress through the full range of teaching responsibilities of an elementary teacher in a typical school situation. Prerequisite: see admission to student teaching requirement.

Ed 448 3 Credits
THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for one with exceptional children. Prerequisite: Ed 313 and prerequisite course and prior standing. This is the introductory course for the area of special education.

Ed 449 3 Credits
ISSUES AND TRENDS IN SPECIAL EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an in-depth review of the literature describing trends and participation by local individuals in cross permission to the Alaska communities. Topics to be given and guide agencies to identify and/or handicapped persons in Alaska is included in this course.

Ed 450 3 Credits
THE HANDICAPPED PRE-SCHOOL CHILD (3+0)

Covers the objectives, principles and procedures for development of preschool programs for the handicapped child. Basic understandings of child development provides a foundation of the preventative and educational role of preschool programming for the handicapped child. Management techniques and specific methods for teaching the pre-school handicapped child. Personality, social, emotional and academic behaviors are discussed. Prerequisite: Ed 314.

Ed 450 3 Credits
EDUCATION OF CULTURALLY DIFFERENT YOUTH (3+3)

Involves a study of problems encountered by students in educating culturally different youth. Consideration of psychological and social factors inherent in the educational process. Special attention given to curriculum development and to long term goals appropriate for culturally different students. Prerequisite: Ed 313 and prerequisite course and prior standing.

Ed 451 3 Credits
THE MENTALLY RETARDED CHILD IN THE SCHOOL (3+0)

Provides a basic understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention and remediation of such cases of labeling and the treatment of culturally different students. Includes an overview of characteristics, diagnosis and procedure of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 324.

Ed 452 3 Credits
THE MALADJUSTED CHILD (3+0)

Covers the causes of maladjustive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major regulatory theories. The effects of home, school, and society on special and regular classrooms in other areas will be discussed. Prerequisite: Ed 314.

Ed 453 3 Credits
THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are amputations of the normal limbs, spinal cord injury, epilepsy, and muscular joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 324.

Ed 447 3 Credits
COMMUNICATION DISORDERS (3+0)

Covers the general field of communication disorders which include speech, hearing, and vision. The psychological, social, emotional, and physical problems that are often with these handicaps are covered. Will be discussed: biological factors, diagnostic tests, and procedures and educational implications. Will be covered. Prerequisite: Ed 324.

Ed 448 3 Credits
CURRICULAR MATERIALS FOR SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of materials available for special education students. Students will study, use, and from time to time evaluate materials at the Special Education Instructional Materials Center of the Anchorage School District. For a complete special education syllabus, contact the special education and extension techniques will be presented. Prerequisite: Ed 324.

Ed 449 Credits Arranged
PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with children who have communication, emotional organic, and medical problems and with children who are socially retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 313 or Ed 314 to be taken concurrently with Ed 314.

Ed 450 Credits Arranged
Ed 451 Credits Arranged

Ed 452 Credits Arranged
SPECIAL TOPICS SEMINAR

Various subjects, generally directed study, discussion, and research.

Ed 453 3 Credits
METHODS OF TEACHING ENGLISH FOR THE HIGH SCHOOL (3+0)

A study to assist future teachers to determine objectives and to prepare plans to

implement these objectives in the teaching of language, composition, and literature.

Ed 603 3 Credits
SEMINAR READING PROGRAM IN THE ELEMENTARY SCHOOL (3+0)

The course is designed to provide for the survey and study of current literature in the area of instructional methods and reading programs. Methods of choosing journals and instructional practices to provide an overview will be a major focus of the course. Prerequisite: Ed 448 and 449.

Ed 604 3 Credits
DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process, emphasis on psychology involved in diagnosis, reading difficulties, testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy, specific suggestions for their correction, recent approaches to teaching reading. Prerequisite: Ed 319 and experience in the study of reading (in conjunction with Ed 315 Reading Lab).

Ed 605-A 2 Credits
READING LAB--ELEMENTARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his needs. (Can be taken only in conjunction with Ed 604.)

Ed 605-B 2 Credits
READING LAB--SECONDARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his needs. (Can be taken only in conjunction with Ed 604.)

Ed 606 3 Credits
READING CLINIC (2+6)

An advanced approach to learning the techniques for diagnosis and therapy regarding multiple types of reading and learning difficulties. The student works with a child who has been identified as having reading problems. This clinic will work with children who have

30 minutes per week. Limited enrollment based upon student and staff evaluations. Prerequisite: Ed 604 or its equivalent.

Ed 607 3 Credits
READING IN SECONDARY SCHOOLS (1+6)

Designed to prepare teachers of reading and teachers of subject matter content areas so that they may be better prepared to teach children who have reading problems or to act as reading specialists in the area of remedial, preventive and accelerated reading and to be able to organize reading programs in the junior and senior high school. (Work with a subject is required for 30 minutes in Ed 605-B Reading Lab.)

Ed 608 6 Credits
SINGERLAND WORKSHOP (Beginning) (6+6)

This is an introductory workshop devoted to the Singerland Special Multisensory system of teaching oral and written and spelling designed for children who need this particular delivery system. This is the high school and adaptation of the Singerland System. System remedial method. The course is designed to present features on language arts.

Ed 610 6 Credits
SINGERLAND WORKSHOP (Intermediate) (6+6)

The intermediate workshop devoted to specific language techniques and techniques used in the Singerland Adaptation for the classroom. Attention to the components of reading and the role of oral and written language in reading and writing skills. Emphasis on reading and writing skills. Emphasis on reading and writing skills. Emphasis on reading and writing skills.

Ed 611 3 Credits
SINGERLAND WORKSHOP (Advanced) (3+6)

Advanced workshop for reading, writing and spelling for children with specific language disabilities. Each teacher taking the course will be required to teach 40 hours a week working with the Singerland work shop. Testing of children with SLD problems will be done with various

Prerequisite: Only teachers having a minimum of 12 credits in an SLD course will be accepted in this course which is devoted primarily to those interested in teaching SLD techniques.

Ed 612 3 Credits
HUMAN RELATIONS IN EDUCATION (3+0)

Development of attitudes and behaviors which will help all those involved in education to deal directly with the effective dimension of teaching. Effective teaching and learning in communication will be studied as well as techniques for creating a positive communication atmosphere for the profession.

Ed 622 3 Credits
PHILOSOPHY OF EDUCATION (3+0)

Basic philosophic concepts and their historical development, philosophy applied to education and related issues and problems, examination of contribution of outstanding education. Prerequisite: graduate standing in education.

Ed/Psy 623 3 Credits
PRINCIPLES OF INDIVIDUAL COUNSELING (3+0)

Philosophy and theory relevant to counseling, experience of interaction and the relationship that foster emotional growth. Prerequisite: Psy 251, 254, and 408.

Ed/Psy 624 3 Credits
GROUP COUNSELING (3+0)

The development of theoretical concepts and their application to the field. Group dynamics as a function of self as a function of self in the specific group systems of the group. Prerequisite: Ed 623.

Ed 627 3 Credits
EDUCATION RESEARCH (3+0)

Techniques of a historical search, selection of topics and problems, data gathering, analysis, and preparation of reports. Prerequisite: graduate standing in education.

Ed 631 3 Credits
ADVANCED EDUCATIONAL PSYCHOLOGY: DEVELOPMENT (3+0)

Stresses understanding of human emotional, mental, physical, and social development. Emphasis on individual differences. Analysis and planning of instruction based on development. Educational goals and teaching requirements. Prerequisite: graduate standing.

Ed/Psy 632 3 Credits
OCCUPATIONAL INFORMATION (3+0)

Principles and practices of occupational information. Explains process of choosing a vocation. Reading of occupational choice sources and dissemination of occupational information. Prerequisite: Ed 313.

Ed 633 3 Credits
ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF GUIDANCE (2+0)

For administrative, guidance personnel and others concerned in developing an effective guidance program. Selection procedures and supervision of guidance personnel are covered. Prerequisite: Ed 622.

Ed 634 3 Credits
COUNSELING PRACTICUM (0+6)

The educational activities of students preparing for the counseling profession. The student works in a school setting and experiences the role of a school counselor. Prerequisite: Ed 622 and Ed 633 or permission of the instructor. Limited to three students per semester.

Ed 636 2 Credits
ADVANCED PUBLIC SCHOOL ADMINISTRATION--ISSUES AND CONCEPTS (2+0)

The study of major contemporary issues in education, identification and analysis of these issues and possible identification of potential data and preparation of reports. Prerequisite: first course in public school administration.

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

- ED 637** 3 Credits
PUBLIC SCHOOL ADMINISTRATION (3-0)
Requires ability pertaining to the organization of a school and the direction of personnel. Functions of instructional leadership. Public school administration as a career. Problems incident to public school administration in Alaska. Prerequisites: ED 636 and graduate standing in education.
- ED 638** 3 Credits
SUPERVISION AND IMPROVEMENT OF INSTRUCTION (3-0)
Development, practice, organization of supervisory programs; special attention to current in-service education programs. Prerequisite: graduate standing in education. (Required for, but not limited to, administrators majors).
- ED 639** 3 Credits
PUBLIC SCHOOL FINANCE (3-0)
Contemporary issues for boards of education. Problems of school financing in Alaska. Prerequisite: graduate standing in education.
- ED 641** 3 Credits
SCHOOL LAW (3-0)
Rights and responsibilities of teachers and pupils under the Alaska Criminal Code and of the courts; regulations of the State Board of Education. Prerequisite: graduate standing in education.
- ED 642** 3 Credits
CAREER EDUCATION IN THE PUBLIC SCHOOL (3-0)
An examination of the structural concepts inherent in career education and guidance in grades K-12. Designed to stimulate thinking toward a comprehensive school program linking education to the world of work.
- ED 643** 3 Credits
COOPERATIVE OCCUPATIONAL EDUCATION IN THE CURRICULUM (3-0)
A study of cooperative work experience programs as an interdependent coordination of instruction and employment. The course will focus on key elements of the cooperative work experience plan as a vehicle for applying and testing what has been learned in the classroom.
- ED 644** 3 Credits
ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS (3-0)
This course will examine the principles and problems of organization and administration of an activity related to the structure and organization of state and local programs of vocational education.
- ED 645** 3 Credits
SCHOOL BUILDING PLANNING (3-0)
School site location, discussion with planning personnel, and planning in the area of school architecture will be the course focus.
- ED 646** 3 Credits
SCHOOL BUSINESS MANAGEMENT (3-0)
Operations of the school business manager will be the topic of research. State, federal and local regulations and policies will be studied.
- ED 647** 3 Credits
COMMUNITY—SCHOOL BOARD RELATIONS (3-0)
This course will provide opportunities to observe, participate and interact with educational leaders and organizations of the community. Reading and research in the area of community-school board relations will be included.
- ED 648** 3 Credits
CURRICULUM AND INSTRUCTION IN THE ELEMENTARY CLASSROOM (3-0)
This course is designed to provide opportunities for participants to explore a wide range of current developments in elementary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.

- ED 652** 3 Credits
CURRICULUM AND INSTRUCTION IN THE SECONDARY CLASSROOM (3-0)
This course is designed to provide opportunities for participants to explore a wide range of current developments in secondary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.
- ED 654** 3 Credits
INTERNSHIP: PRINCIPAL (3-0)
Field work in an appropriate educational or agency setting. Assignment will be responsive to the organization. Prerequisite: approval of student's advisory committee.
- ED 655** 3 Credits
INTERNSHIP: SUPERINTENDENT (3-0)
Field work in an appropriate educational or agency setting. Assignment will be responsive to the organization. Prerequisite: approval of student's advisory committee.
- ED 656** 3 Credits
METHODS FOR EDUCATING THE MENTALLY HANDICAPPED (3-0)
Presents the principles and methods for teaching mentally handicapped elementary and secondary students. Class participants will practice developing appropriate instructional programs for teaching mentally handicapped students communication skills, academic skills, and social and vocational competencies. Various methods including self-instruction, clinical teaching, work study programming, and programmed instruction will be explored for teaching the mentally handicapped student. Prerequisites: Ed 344 and Ed 441.
- ED 658** 3 Credits
GENETIC AND NEUROLOGICAL CAUSES OF MENTAL RETARDATION (3-0)
Clinical conditions of genetic or neurological origin which may result in learning or physical disabilities of various kinds. Basic genetic principles and their relationship to learning, physical, and mental handicaps will be discussed. Topics will be given to common clinical conditions which can be recognized by classroom teachers and which suggest alternative educational strategies or need for a medical referral. The class will include lectures, discussions, movies, film, slide, and field visits. Prerequisites: ED 234 and ED 442.
- ED 677** 3 Credits
COUNSELING FOR EXCEPTIONAL CHILDREN (3-0)
Theories and techniques of counseling the mentally retarded child. Also includes procedures for assisting parents of severely retarded children and other professionals who work with the mentally retarded. Career, school, family, vocational and personal problems experienced by the mentally retarded child and his family. Prerequisites: Ed 344 and 441.
- ED 678A** 3 Credits
METHODS FOR THE MENTALLY RETARDED: MUSIC (1-0)
This course presents theoretical background of uses of music in the education of the mentally retarded. Practical experience using music and music therapy demonstrated. Opportunities for applied work with handicapped children will be provided. Prerequisite: Ed 344 and 441.
- ED 678B** 3 Credits
METHODS FOR THE MENTALLY RETARDED: ART (1-0)
Course methods and materials for teaching art to mentally retarded elementary and secondary students. The class will explore strategies, material characteristics, and activities for the enriched experience of the mentally retarded through art with emphasis on the handicaps therapy program for physical and mental growth. Prerequisites: Ed 344 and 441.
- ED 678C** 3 Credits
METHODS FOR THE MENTALLY RETARDED: PHYSICAL EDUCATION (1-0)
This course presents theoretical basis for a planned physical education program. State and community resources in training will be covered. Curriculum development and practice

- in the implementation of special curricular physical education methods will be emphasized. Prerequisites: ED 344 and 441.
- ED 679** 3 Credits
ASSESSMENT AND PLANNING FOR THE RETARDED (3-0)
Students will develop individual and group instructional programs based upon a complete assessment of the individual to be taught. An individual program will be developed which includes individualized instruction, (W, R, C, P, S, T, H, I, C, A, S, E, M, E, N, T, A, L, I, N, T, E, R, V, E, N, T, I, O, N, S). This course is restricted to those who have completed half or more of their program. Instructor permission required for admission.
- ED 680** 3 Credits
THEORIES OF LEARNING DISABILITIES (3-0)
Interrelationships exist between the development of the child of learning disabilities including: biological, psychological, environmental, social, and educational. This course will explore the theories of learning disabilities, including: biological, psychological, environmental, social, and educational. This course is restricted to those who have completed half or more of their program. Instructor permission required for admission.
- ED 681** 3 Credits
SOCIAL CULTURAL DETERMINANTS OF MENTAL RETARDATION (3-0)
The student will study the social, cultural, and environmental factors which influence the development of mental retardation. This course is restricted to those who have completed half or more of their program. Instructor permission required for admission.
- ED 682** 3 Credits
DIAGNOSIS OF LEARNING DISABILITIES (3-0)
Offers advanced work in identification and

- interpretation of standardized diagnostic instruments designed for use with children with various kinds of learning disabilities. Students will administer, score, interpret diagnostic tests, and prepare appropriate reports for use with remediation. Prerequisite: ED 445.
- ED 683** 3 Credits
REMEDIATION OF LEARNING DISABILITIES (3-0)
Designed to provide supervised practice for students in 11 diagnostic learning problems of children. (1) recognizing specific learning intervention techniques, (2) implementing the recommended intervention program with the child, and finally (3) choosing and evaluating the effectiveness of the intervention strategy. Prerequisite: Ed 445.
- ED 684** 3 Credits
THE GIFTED CHILD (3-0)
Covers the education of the gifted child, social, emotional, and educational problems, divergent and convergent modes of thinking, and identification of high-ability students, and characteristics and methods of gifted classroom programs.
- ED 685** 3 Credits
PSYCHOLOGICAL ASPECTS OF LEARNING DISABILITIES (3-0)
An advanced course in which the concept of specific learning disabilities is defined, the student gains the experience of using a variety of diagnostic procedures, and the student develops a plan for the learning disabled student who is working with the psychological aspects of this learning disability. Prerequisite: ED 445.
- ED 686** 3 Credits
WORK STUDY AND CURRICULUM FOR SECONDARY VOCATIONAL STUDENTS (3-0)
Designed to provide secondary vocational students with (1) a theoretical background of the work study concept, (2) practice in developing appropriate instructional programs for the high-ability mentally handicapped student, (3) an introduction to the principles and methods of vocational evaluation, counseling and placement.

- ment of the handicapped, and finally (4) for the adolescent and young adult mentally handicapped person. Prerequisites: Ed 344 and 441.
- ED 687** Credits Averaged
ADVANCED PRACTICUM: SPECIAL EDUCATION
Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of special education. From 12 to 36 hours per week in the facilities are required. Prerequisite: Students must be in the final phase of their programs and have instructor permission.
- ED 688** 3 Credits
BEHAVIOR MODIFICATION: SPECIAL EDUCATION (3-0)
Theoretical basis of various behavioral shaping of classroom management are covered. Several practical teaching behavior management principles with children strategies. Students must have ability to identify or classify or work with children applying methods.
- ED 689** Credits Averaged
SPECIAL TOPICS
Various subjects presented by student study, discussion and research. Submission by instructor. Prerequisite: ED 2 when taking in the final phase of the program.
- ED 690** Credits Averaged
INDEPENDENT PROJECT
Three papers to be submitted. Allowance for research in Prerequisite: Ed 441.
- ED 691** Credits Averaged
THE SIS
Three papers to be submitted. Prerequisite: Ed 441.
- ED 692** 3 Credits
HEARING SUPERVISED PRACTICUM
Provides supervised field experience with

- students and staff in public schools. Graduate students will work with an elementary or secondary facility member. Allowance for course fee per week. This course will be taken during the last spring or fall term of the program. Prerequisites: ED 684, ED 685, ED 686, ED 687, and 688.
- ## Electrical Engineering
- EE 203** 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS I (2-3)
Analysis of alternating-current circuits using complex notation and phasor diagrams. Also includes: resistors, the complex power factor, three-phase circuits, complex power and transient and inductance circuits. Laboratories with circuits to be used in the laboratory. Prerequisite: MATH 20, 22-24.
- EE 204** 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS II (2-3)
Topics in energy conversion, electrical circuits, transformer, principles of electrical machines and electronic circuits. Laboratories with circuits to be used in the laboratory. Prerequisite: EE 203.
- EE 320** 3 Credits
EE 321 3 Credits
ELECTRICAL ENGINEERING LAB I (0-3)
Laboratory projects involving the measurement techniques, laboratory procedures, and program principles of basic electrical circuits and energy conversion. Prerequisite: EE 203 and 204.
- EE 330** 3 Credits
ELECTROMAGNETIC WAVES AND ANTENNAS (3-0)
Use of Maxwell's equations in the analysis of

society. Prerequisites: Ed 332 and prerequisites thereto.

Ed/Am 442 **3 Credits**
CURRICULUM AND INSTRUCTION IN SECONDARY ART (2+1)

Objectives, scope, sequence, and presentation of art experiences at the secondary level; recommended practices, motivational, and evaluative aspects. Prerequisites: A minimum of 18 hours in required art courses, Ed 313 and prerequisites thereto.

Ed 443 **3 Credits**
FOUNDATIONS OF VOCATIONAL EDUCATION (3+0)

A study of the social and philosophical roots of vocational education in America and public policy as a response to the need for an educated labor force. The relationship of vocational, technical, and special education to general education and the responsibility of public education in a technological society.

Ed 446 **3 Credits**
PUBLIC SCHOOL ORGANIZATION, CONTROL, AND SUPPORT (3+0)

Fundamentals of public school organization, control, and support. Relation of federal, state, and local agencies. Problems incident to public school organization, control, and support in Alaska. Prerequisite: junior standing in education.

Ed 452 **6 Credits**
STUDENT TEACHING — SECONDARY

Supervised teaching in secondary schools of the Anchorage area approved by the Department of Education. The department may limit registration to certain conditions, provide the necessary training and materials, and cancel the registration of students if the unsatisfactory work necessitates. Prerequisites for admission to student teaching must be taken concurrently with Ed 452.

Ed 452 II **3 Credits**
STUDENT TEACHING — ELEMENTARY

Elementary student teaching consists of a

fifteen-week semester of full days in the classroom of the elementary schools approved by the Education School. Experiences include: observations; teaming with host teacher and/or other team members; planning and conducting individualized instruction; organizing plans for grouping to meet varying needs of children; daily critique of performance by host teacher; weekly supervision and post-conference with University supervisor; and weekly seminar meetings of all student teachers with University faculty members. The classroom experience in the elementary school is designed to progress through the full range of teaching responsibilities of an elementary teacher in a typical school situation. Prerequisite: see admission to student teaching requirement.

Ed 460 **3 Credits**
THE EXCEPTIONAL CHILD (3+0)

Characteristics, identification, diagnosis and remediation procedures for use with exceptional children. Prerequisites: Ed 313 and prerequisites thereto and junior standing. This is the introductory course for the area of special education.

Ed 471 **3 Credits**
ISSUES AND TRENDS IN SPECIAL EDUCATION (3+0)

A critical analysis of the current trends affecting special education programming across the country and in the state and local community. Includes an in-depth review of the literature describing trends and participation by local individuals in issues pertinent to the Alaska community. Exposure to private and public agencies available to and for handicapped persons in Alaska is included in this course.

Ed 475 **3 Credits**
THE HANDICAPPED PRE-SCHOOL CHILD (3+0)

Covers the objectives, principles, and procedures for developing pre-school programs for the handicapped child. Basic understandings of child development precedes a discussion of the preventative and educational role of pre-school programming for the handicapped child. Management techniques and specific methods for teaching the pre-school handicapped child. Prerequisite: social, emotional, and academic behaviors are described. Prerequisite: Ed 334.

COURSE DESCRIPTIONS

Ed 480 **3 Credits**
EDUCATION OF CULTURALLY DIFFERENT YOUTH (3+3)

Interdisciplinary study of problems encountered by teachers in educating culturally atypical pupils. Consideration of psychological and social factors inherent in the educational process. Specific attention given to curricular improvement and teaching strategies appropriate for culturally different students. Prerequisites: Ed 315 and prerequisites thereto and junior standing.

Ed 481 **3 Credits**
THE MENTALLY RETARDED CHILD IN THE SCHOOL (3+0)

Provides a basic understanding of the retarded child in an educational setting. Emphasizes the role of education of handicapped persons, the importance of early intervention, and consideration of such issues of labeling and the treatment of culturally different students. Includes an overview of characteristics, definitions and prevalence of various educational handicaps as well as their social, psychological and medical correlates. Prerequisite: Ed 334.

Ed 482 **3 Credits**
THE MALADJUSTED CHILD (3+0)

Covers the causes of maladaptive behavior in children and presents effective strategies for teaching these children. Functional and organic causes will be reviewed along with the major explanatory theories. The effects of home, school, and society and procedures and methods used successfully in special and regular classrooms in other areas will be discussed. Prerequisite: Ed 334.

Ed 483 **3 Credits**
THE PHYSICALLY HANDICAPPED CHILD (3+0)

Covers the psychological and physical problems of children with organic disabilities. Included in this category are impairments of the central nervous system, cerebral palsy, epilepsy, and/or muscle, joint or bone disabilities. Also included will be children with chronic medical problems. Prerequisite: Ed 334.

Ed 484 **3 Credits**
COMMUNICATION DISORDERS (3+0)

Covers the general field of communication disorders which includes the interrelated areas of speech, hearing, language, and vision. The psychological, social, emotional, and physical problems that children with these handicaps encounter will be discussed. Etiological factors, diagnostic tests and procedures, and educational implications will be covered. Prerequisite: Ed 334.

Ed 486 **3 Credits**
CURRICULUM MATERIALS FOR SPECIAL EDUCATION (3+0)

Provides both extensive and intensive knowledge of and experience with instructional materials intended for use with exceptional children. Students will study, use, and learn how to critically evaluate materials at the Special Education Instructional Materials Center of Hubbard School. Methods for designing special curricular activities around behavioral objectives and various evaluation techniques will be presented. Prerequisite: Ed 334.

Ed 487 **Credits Arranged**
PRACTICUM IN SPECIAL EDUCATION

Provides field experience with exceptional children in various facilities in the Anchorage area. Students will work with children who have communications, emotional, organic, and medical problems and with children who are mentally retarded. From two to three weeks will be spent in each institution. A time commitment of from 12-15 hours per week is required. Prerequisite: Ed 334 or may be taken concurrently with Ed 334.

Ed 493 **Credits Arranged**
Ed 494 **Credits Arranged**

SPECIAL TOPICS SEMINAR

Various subjects, principally directed study, discussion, and research.

Ed/Eng 496 **3 Credits**
METHODS OF TEACHING ENGLISH FOR THE HIGH SCHOOL (3+0)

A study to assist future English teachers to determine objectives and to prepare plans to

COURSE DESCRIPTIONS

implement those objectives in the teaching of language, composition, and literature.

Ed 603 3 Credits
SEMINAR: READING PROGRAM IN THE ELEMENTARY SCHOOL (3+0)

The course is directed to provide for the survey and study of current literature in the areas of instructional methods and reading programs. Methods of changing programs and instructional practices to include recent advances will be a major focus of the course. Prerequisites: Ed 499A and 499B.

Ed 604 3 Credits
DIAGNOSIS AND CORRECTION OF READING DEFICIENCIES (3+0)

Nature of the reading process; emphasis on psychology involved in discerning reading difficulties; testing programs to ascertain specific disabilities in readiness, vocabulary, word-attack, comprehension, speed and accuracy; specific suggestions for their correction; newer approaches to teaching reading. Prerequisites: Ed 410 and experience in the teaching of reading. (In conjunction with Ed 602 Reading Lab.)

Ed 605-A 2 Credits
READING LAB — ELEMENTARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his need. (Can be taken only in conjunction with Ed 604.)

Ed 605-B 2 Credits
READING LAB — SECONDARY (0+6)

Working with a child who has been identified as having reading problems using testing and remedial techniques appropriate to his need. (Can be taken only in conjunction with Ed 604.)

Ed 606 3 Credits
READING CLINIC (2+6)

A practicum approach to learning the techniques for evaluation and therapy regarding multiple types of reading and learning difficulties. Time required with children depends upon time available in a clinic situation. Graduate student will work with 6 to 10 remedial subjects

30 minutes per week. Limited enrollment based upon student and staff evaluations. Prerequisite: Ed 604 or its equivalent.

Ed 607 3 Credits
READING IN SECONDARY SCHOOLS (3+6)

Designed to prepare teachers of reading and teachers of subject matter content area so that they may be better prepared to teach children who have reading problems or to act as reading specialists in the area of remedial reading and accelerated reading and to be able to organize reading programs in the junior and senior high school. (Work with a subject is required for 30 minutes as Ed 605-02 Reading Lab.)

Ed 609 6 Credits
SLINGERLAND WORKSHOP (Beginning) (6+6)

This is an introductory workshop devoted to the Slingerland Specific Multi-sensory system of teaching reading, writing, and spelling designed for children who need this particular delivery system. This is the Both Slingerland adaptation of the Orin-Gillingham System remedial method. This course is designed to prevent failure in language arts.

Ed 610 6 Credits
SLINGERLAND WORKSHOP (Intermediate) (6+6)

The intermediate workshop devoted to specific language disabilities (Orin-Gillingham) using the Both Slingerland adaptation for the classroom. Emphasis on the competency of teaching and the SLD child and using advanced techniques and phonics skills. Extensive training will be given in administering and evaluating the SLD screening tests.

Ed 611 3 Credits
SLINGERLAND WORKSHOP (Advanced) (3+6)

Advanced workshop for reading, writing and spelling for children with Specific Language Disabilities. Each teacher taking the course will be required to spend 10 hours a week assisting in the beginning workshop. Testing of children with SLD problems will be dealt with exten-

sively. Prerequisites: Only teachers having a minimum of 12 credits in an SLD course will be accepted in this course which is designed primarily for those interested in teaching SLD techniques.

Ed 612 3 Credits
HUMAN RELATIONS IN EDUCATION (3+0)

Development of attitudes and behaviors which will help all those involved in education to deal directly with the affective domain of learning. Ineffective sending and receiving in communication will be studied as well as techniques for creating a positive communication atmosphere for the profession.

Ed 622 3 Credits
PHILOSOPHY OF EDUCATION (3+3)

Basic philosophic concepts and their historical development; philosophy applied to education and related issues and problems; examination of contribution of outstanding educators. Prerequisite: graduate standing in education.

Ed/Psy 623 3 Credits
PRINCIPLES OF INDIVIDUAL COUNSELING (3+0)

Philosophy and theory relevant to counseling; exploring of interaction and the relationships that foster emotional growth. Prerequisites: Psy 251, 261, and 406.

Ed/Psy 624 3 Credits
GROUP COUNSELING (3+0)

The development of theoretical constructs and their application to complex group interactions; an awareness of self as change agent in the evolving unique society of the group. Prerequisite: Ed 623.

Ed 527 3 Credits
EDUCATION RESEARCH (3+0)

Techniques of education research; selection of topics and problems; data gathering, interpretation and preparation of reports. Prerequisites: graduate standing in education.

Ed 631 3 Credits
ADVANCED EDUCATIONAL PSYCHOLOGY: DEVELOPMENT (3+0)

Stresses understanding of human emotional, mental, physical, and social development. Emphasis on individual differences. Assumes one previous course in human development, educational psychology, and teaching experience. Prerequisite: graduate standing.

Ed/Psy 632 3 Credits
OCCUPATIONAL INFORMATION (3+0)

Principles and practices of vocational guidance. Explains process of choosing a vocation, theories of vocational choice, sources and dissemination of occupational information. Prerequisite: Ed 623.

Ed 633 2 Credits
ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF GUIDANCE (2+0)

For administrators, guidance personnel, and others interested in developing or evaluating a guidance program; selection procedures and supervision of guidance personnel are considered. Prerequisite: Ed 462.

Ed 634 3 Credits
COUNSELING PRACTICUM (3+6)

The culminating activity of counselor preparation. The counselor candidate works in a school setting and experiences the real situation of a school counselor. Prerequisites: Ed 623 and Ed 624 and permission of the instructor. Limited to three credits per semester.

Ed 636 2 Credits
ADVANCED PUBLIC SCHOOL ADMINISTRATION: CASES AND CONCEPTS (2+0)

Case study approach to public school administration; identification and analysis of basic issues and problems; identification of pertinent data and possible solutions. Prerequisite: first course in public school administration.

Ed 637 3 Credits
PUBLIC SCHOOL ADMINISTRATION (3+0)

Responsibility pertaining to the organization of a school and the direction of personnel. Functions of instructional leadership. Public school administration as a career. Problems incident to public school administration in Alaska. Prerequisite: Ed 446 and graduate standing in education.

Ed 638 3 Credits
SUPERVISION AND IMPROVEMENT OF INSTRUCTION (3+0)

Implementation, purpose, organization of supervisory programs, special attention to current in-service education programs. Prerequisite: graduate standing in education (Required for, but not limited to, administration majors)

Ed 639 3 Credits
PUBLIC SCHOOL FINANCE (3+0)

Contemporary basis for revenue and distribution federal, state and local education funds, problems of school financing in Alaska. Prerequisite: Graduate standing in education.

Ed 641 3 Credits
SCHOOL LAW (3+0)

Rights and responsibilities of teachers and pupils under of the Alaska General decisions of the courts, relationship of the State Board of Education. Prerequisite: graduate standing in education.

Ed 642 3 Credits
CAREER EDUCATION IN THE PUBLIC SCHOOL (3+0)

An examination of the structural concepts inherent in career education and guidance in grades K-12. Designed to stimulate thinking through a comprehensive lesson program linking education to the world of work.

Ed 643 3 Credits
COOPERATIVE OCCUPATIONAL EDUCATION IN THE CURRICULUM (3+0)

A study of cooperative work experience pro-

grams as an interdependent combination of instruction and employment. The course will focus on key elements of the cooperative work experience plan as a vehicle for applying and testing what has been learned in the classroom.

Ed 644 3 Credits
ORGANIZATION AND ADMINISTRATION OF VOCATIONAL EDUCATION PROGRAMS (3+0)

This course will examine the principles and problems of organizations and administrative practices as related to the structure and operation of state and local programs of vocational education.

Ed 645 3 Credits
SCHOOL BUILDING PLANNING (3+0)

School site visitation, discussions with planning personnel, and reading in the area of school architecture will be the course bases.

Ed 646 3 Credits
SCHOOL BUSINESS MANAGEMENT (3+0)

Operations of the school business manager will be the topic of research. State, federal and local regulations and policies will be studied.

Ed 647 3 Credits
COMMUNITY — SCHOOL BOARD RELATIONS (3+0)

This course will provide opportunities to observe, participate and interact with educational leaders and organizations of the community. Reading and research in the area of community-school board relations will be included.

Ed 651 3 Credits
CURRICULUM AND INSTRUCTION IN THE ELEMENTARY CLASSROOM (3+0)

This course is designed to provide opportunities for participants to explore a wide range of current developments in elementary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.

Ed 652 3 Credits
CURRICULUM AND INSTRUCTION IN THE SECONDARY CLASSROOM (3+0)

This course is designed to provide opportunities for participants to explore a wide range of current developments in secondary education which relate to curriculum content and organization, teaching techniques, and current issues and movements in education.

Ed 660A 3-5 Credits
INTERNSHIP: PRINCIPAL

Field work in an appropriate educational or agency setting. Assignment will be respective to the principalship. Prerequisite: approval of student's advisory committee.

Ed 660B 3-6 Credits
INTERNSHIP: SUPERINTENDENT

Field work in an appropriate educational or agency setting. Assignment will be respective to the superintendency. Prerequisite: approval of student's advisory committee.

Ed 675 3 Credits
METHODS FOR EDUCATING THE MENTALLY HANDICAPPED (3+0)

Presents the principles and methods for teaching mentally handicapped elementary and secondary students. Class participants will practice developing appropriate instructional programs for teaching mentally handicapped students communication skills, arithmetic skills, and social and vocational competencies. Various methods including unit instruction, clinical teaching, work study programming, and programmed instruction will be explored for teaching the mentally handicapped student. Prerequisites: Ed 384 and Ed 481.

Ed 676 1 Credits
GENETIC AND NEUROLOGICAL CAUSES OF MENTAL RETARDATION (3+0)

Clinical conditions of genetic or neurological origin which may result in learning or physical disability of various kinds. Basic genetic principles and their relationship to learning, physical, and mental handicaps will be discussed. Empha-

sis will be given to common clinical syndromes which can be recognized by classroom teachers and other professionals and which suggest alternate educational strategies or need for a medical referral. The class will include lectures, discussion, movies, film, slide, and field visits. Prerequisite: Ed 554 and ED 482.

Ed 677 3 Credits
COUNSELING FOR EXCEPTIONAL CHILDREN (3+0)

Presents theories and techniques of counseling the mentally retarded child. Also introduces procedures for assisting parents of mentally retarded children and other professionals who work with the mentally retarded. Covers school, family, vocational and personal problems confronting the mentally retarded child and his family. Prerequisites: Ed 354 and 451.

Ed 678A 1 Credit
METHODS FOR THE MENTALLY RETARDED: MUSIC (1+0)

This course presents theoretical background of uses of music in the education of the mentally retarded. Practical experiences using music and music therapy demonstrated. Opportunities for applied work with handicapped children will be provided. Prerequisites: Ed 354 and 451.

Ed 678B 1 Credit
METHODS FOR THE MENTALLY RETARDED: ART (1+0)

Covers methods and materials for teaching art to mentally retarded elementary and secondary students. The class will explore strategies, material characteristics, and activities for the enriched experiencing of the mentally retarded through art with emphasis on the teaching-therapy process for physical and mental growth. Prerequisites: Ed 354 and 451.

Ed 678C 1 Credit
METHODS FOR THE MENTALLY RETARDED: PHYSICAL EDUCATION (1+0)

This course presents theoretical basis for a planned physical education program. State and community resources in recreation will be covered. Curriculum development and practice

COURSE DESCRIPTIONS

in the implementation of special curricular physical education methods will be emphasized. Prerequisite: Ed 384 and 481.

Ed 579 3 Credits
ASSESSMENT AND PLANNING FOR THE RETARDED (3+0)

Students will develop individual and group instructional programs based upon a complete assessment of the individual(s) to be taught. Assessment measures to be mastered include individual intelligence tests (WISC, Peabody, etc.), academic and social living assessment measures. This course is restricted to those who have completed two or more of their previous instructor permission required for admission.

Ed 580 3 Credits
THEORIES OF LEARNING DISABILITIES (3+0)

Interdisciplinary contributions to the development of the field of learning disabilities including familiarity with a wide spectrum of theories such as: classically oriented concepts, perceptual motor systems, multi-sensory systems, behavior systems, psychodynamic approaches, neuropsychological concepts, and psychodynamic theories. The concept of specific learning disabilities will be developed by definition, probable cause, and characteristics of learning-disabled children. An overview proceeding from evaluation to instruction will include diagnostic testing, power approaches to reading and specialized methods to prevent and remediate defects in oral, mental and physical development.

Ed 631 3 Credits
SOCIAL-CULTURAL DETERMINANTS OF MENTAL RETARDATION (3+0)

The advanced course in Mental Retardation presents an interdisciplinary approach of mental retardation, societal determinants, expectations, learning characteristics and current issues. The various social and cultural determinants of mental retardation will be examined. Prerequisite: Ed 481.

Ed 682 3 Credits
DIAGNOSIS OF LEARNING DISABILITIES (3+0)

Offer advanced work in administration and

interpretation of standardized diagnostic instruments designed for use with children with various kinds of learning disabilities. Students will administer, score, interpret diagnostic tests, and prepare appropriate reports for use with remediation. Prerequisite: Ed 485.

Ed 683 3 Credits
REMEDICATION OF LEARNING DISABILITIES (3+3)

Designed to provide supervised practice for students in (1) diagnosing learning problems of children; (2) recommending specific corrective intervention techniques; (3) implementing the recommended interventive program with the child; and finally (4) assessing and evaluating the effectiveness of the intervention strategy. Prerequisite: Ed 485.

Ed 684 3 Credits
THE GIFTED CHILD (3+0)

Covers the education of the gifted child, social, emotional, and educational problems; divergent and convergent modes of thinking; understanding of high mental ability; and characteristics and methods of optimal classroom program.

Ed 685 3 Credits
PSYCHOLOGICAL ASPECTS OF LEARNING DISABILITIES (3+0)

An advanced course in which the concept of specific learning disabilities is further developed through the application of psychoeducational theory to specific case studies. Alternative educational planning for the learning-disabled student is discussed along with the psychological impact of this learning handicap on the student, family, and community. Prerequisite: Ed 485.

Ed 686 3 Credits
WORK STUDY AND CURRICULUM FOR SECONDARY EXCEPTIONAL STUDENTS (3+0)

Designed to provide secondary special education teachers with (1) a basic understanding of the work study concept; (2) practice in developing appropriate instructional programs for the high school mentally handicapped student; (3) an introduction to the principles and methods of vocational evaluation, counseling and place-

ment of the handicapped; and finally (4) for the adolescent and young adult mentally handicapped person. Prerequisites: Ed 384 and 481.

Ed 687 Credits Arranged
ADVANCED PRACTICUM: SPECIAL EDUCATION

Provides supervised field experience with exceptional children in Anchorage area facilities. Students will be assigned to work with children in the area of specialization. From 15 to 30 hours per week in the facility are required. Prerequisite: students must be in the final phase of their programs and have instructor permission.

Ed 689 3 Credits
BEHAVIOR MODIFICATION: SPECIAL EDUCATION (3+0)

Theoretical basis of various behavioral theories of classroom management are covered. Several projects using behavior management principles with children are required. Students must have access to children or classrooms or work with children in local institutions.

Ed 693 Credits Arranged
Ed 694 Credits Arranged
SPECIAL TOPICS

Various subjects, principally by directed study, discussion, and research. Admission by arrangement. Prerequisite: Ed 627 when taken as independent project in lieu of thesis.

Ed 695 Credits Arranged
Ed 696 Credits Arranged

INDEPENDENT PROJECT
 Investigative paper as directed. Admission by arrangement. Prerequisite: Ed 627.

Ed 697 Credits Arranged
Ed 698 Credits Arranged

THESIS
 Thesis as directed by graduate committee. Prerequisite: Ed 627.

Ed 699 3 Credits
READING SUPERVISED PRACTICUM

Provides supervised field experience with

students and staff in public schools. Graduate students will work with an elementary or secondary faculty member fifteen to thirty hours per week. This course will be taken during the last spring or fall term of the program. Prerequisites: Ed 409A, 409B, or 409C, 604, 605, and 606.

COURSE DESCRIPTIONS

Electrical Engineering

EE 203 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS I (3+3)

Analysis of alternating-current circuits using complex notation and phasor diagrams. Studies include: resonance, the complex frequency plane, three phase circuits, complex power, and transient analysis of circuits. Laboratory deals with circuits treated in the lectures. Prerequisites: Math 200, ES 112.

EE 204 4 Credits
ELECTRICAL ENGINEERING FUNDAMENTALS II (3+3)

Topics in energy conversion, magnetic circuits, transformers, principles of electromechanics and rotating machines. Includes principles of electronic linear models of electronic devices and electronic amplifiers. Laboratory work parallels these topics. Prerequisite: EE 203.

EE 323 1 Credit
EE 324 1 Credit

ELECTRICAL ENGINEERING LAB I (0+3)

Laboratory problems emphasizing measurement techniques, laboratory procedures, and operation principles of basic instruments. Laboratory exercises basically in circuits, electronics, and control. Semester design problems. Prerequisites: EE 333, 334, or permission of the instructor.

EE 332 3 Credits
ELECTROMAGNETIC WAVES AND ANTENNAS (3+0)

Use of Maxwell's equations in the analysis of

A P P E N D I X

"E"

L E T T E R S O F S U P P O R T

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FAIRBANKS HEALTH CENTER

800 AIRPORT WAY

FAIRBANKS, ALASKA 99701

Oct 10, 1977

Mr. [Name], Coordinator
Special Programs

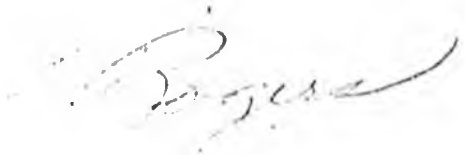
Community College
[Address]

Community College
[Address]
Fairbanks, Alaska 99701

Dear Mr. [Name] and Ms. Bartlett,

I am pleased that I fully endorse the development of the
Special Education Program.

The alternative program described in your letter of October 4, 1977
has been provided in the Fairbanks area although the need for
such a program has existed for many years.



[Name]
[Title]

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LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.



Fairbanks Rehabilitation Association, Inc.

117 SLATER DRIVE - FAIRBANKS, ALASKA 99701

TELEPHONE (907) 452-5226

HOPE INDUSTRIES DIVISION
117 SLATER DRIVE
FAIRBANKS, ALASKA 99701

October 11, 1977

HOPE INDUSTRIES DIVISION
1448 DAVIS ROAD
FAIRBANKS, ALASKA 99701

Tanana Valley Community College
University of Alaska
Attn: Michelle Bartlett
Box 104 Constitution Hall
Fairbanks Alaska 99701

Dear Michelle:

Fairbanks Rehabilitation Association works residentially and
clinically with adults having a primary disability of mental
illness. While the population addressed in your proposal is
a chronological population we serve, I strongly endorse
your program. Early identification and development of individu-
alized programs can conceivably reduce the need for the services
of this Association.

One growing concern is education to the parents of child-
ren with disabilities. The strain imposed on these families is
significant; frequently the family unit is threatened and
the child's development is undermined.

Special Education is enjoying the favor of federal legis-
lation and preparation for direct and related service people is
and very necessary.

Sincerely,

Barbara A. Hultin
Executive Director

BAH/njm

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LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

THE PRECEDING PAGES WERE TREATED AS
A UNIT IN THE ORIGINAL FILE.

Alaska Crippled Children and Adults

1020 Barnette St., Fairbanks, Alaska 99701

Telephone 456-4884

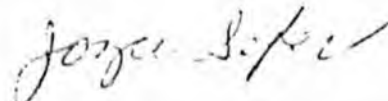
October 5, 1977

To Whom It May Concern:

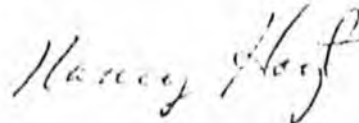
I have learned about the Supportive and Special Education Program, and am extremely supportive of such a program. It would not only fulfill a dire need in the Fairbanks area, it would supplement and enhance the Infant-Learning Program of which I am the director. Our program is designed to train parents to carry our individual programs tailor made for each child from the age of 0 to 3 years. We would welcome a training program which would aid out parents and which would train the teachers who eventually have these children in their classes.

Another goal of our Infant-Learning Program is to eventually have a formalized arrangement with students from the University of Alaska at Fairbanks which would provide therapeutic training through observation, evaluation and remediation. This goal of ours would be reached more expeditiously if the Special Education Program were implemented. Certainly the type of program proposed would serve many other programs in Fairbanks and the Interior, where Special Education training is sorely lacking at the present time.

I endorse this proposal wholeheartedly!



Joyce Sefer MA CCC, Project Director



Nancy Hoyt R.P.T. Project Coordinator

November 14, 1977

Dr. Philip Burke
Division of Personnel Preparation
Bureau of Education for the Handicapped
Department of Health, Education, and Welfare
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

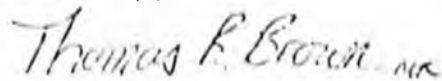
Dear Phil:

This is to advise your office that the Alaska Department of Education has read the Title VI-d proposal from the University of Alaska, Fairbanks titled "A Supportive Special Education Project." It is with a great deal of reluctance that I inform you that this office is unable to endorse this proposal although I certainly appreciate the time, effort and well-meaning concern that led to its development.

Generally, the proposal does attempt to address the State's goals for serving handicapped children (e. g. by 1977-78 all handicapped children ages 3-19 will be served). However, two basic differences were noted: 1) the primary focus of this project is youngsters 3-11 years of age and although it is stated that "whenever possible" older children will have access "to appropriate educational activities of this project" it seems hardly cost beneficial when given the total cost of the project, and 2) the project is not competency based. That is, the application does not show that the proposed courses are related to the goals and objectives of the project. Moreover, inspection of the individual course descriptions provided fails to show any marked relationship between courses and goals. There were no stated outcomes of training in terms of trainee knowledge or skills. There was no mention of how unserved and underserved children or parents of these children would be addressed.

I am confident that given time the State of Alaska can coordinate its currently fragmented approach to Special Education training to such an extent that proposals in the future will be better conceived, written, and executed.

Sincerely,



Thomas R. Brown, Administrator
Special Education
Office for Exceptional Children

TRB:mr
cc: Charles Ray, University of Alaska, Fairbanks

15 DEC 1977

Dr. Charles K. Ray
School of Education
University of Alaska
Fairbanks, Alaska 99701

Dear Sir:

Your application filed under CFDA #13.451 - Handicapped Personnel Preparation, with a deadline date of October 14, 1977, has been reassigned from a Special Project to a Program Assistance Grant.

The original number assigned was 451BH80065.

The newly assigned number is 451AH81567.

The title and/or description is "A Supportive and Special Education Project"

DEPARTMENT OF
HEALTH, EDUCATION

Sincerely,

Cathy DeLuca

Cathy DeLuca
Program Review Staff
Division of Personnel Preparation

*copy sent to Michael
Rothstein + Carrie Smith*

FROM: COLLEGE OF BEHAVIORAL SCIENCES AND EDUCATION

UNIVERSITY



OF ALASKA

TO: Dr. Ray

DATE: 12/14/77

For your information: I had a call from the Bureau of Education for the Handicapped concerning the proposal that Michelle Bartlett had sent. Apparently it is still being considered... they wanted 4 more copies.

I called Michelle's office...she is on leave, but the secretary was familiar with it and is going to make the copies and mail them today.

Va.

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU 99811

March 31, 1978

T/Sgt. & Mrs. William M. Mills
5189 - G. Koyuk
Eielson Air Force Base, AK 99702

Dear Sergeant & Mrs. Mills:

We appreciate your having written and shared with us your concern relative to your son's, Scott's, education. We certainly share in this concern since it is our purpose that all handicapped children between the ages of 3-19 in the State of Alaska receive an appropriate education. By Statute and Regulation we are mandated - and justly so - to see that children who are handicapped receive the necessary educational services to enable them to maximize their potential. Conversely we must take particular care not to mislabel children as handicapped when in fact they are not.

You referred in your letter to the proposed eligibility criteria for learning disabled which is expected to be in our Special Education Handbook next year. I can assure you that the final version of these Regulations will be compatible with Federal Statute and Regulation. The proposed Special Education Handbook revisions will soon be disseminated for written comments. We will mail you a copy and solicit your written comments. All comments received will be duly considered before the final regulations are adopted by the State Board of Education. We can assure you that the State Board will have in mind all children in this State - handicapped and non-handicapped, when a Regulation is adopted.

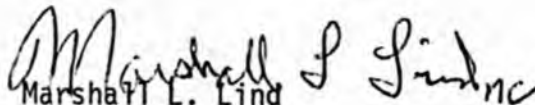
Dr. Tom Brown expresses his apology for having given you the impression of coldness in his conversation with you. This is certainly not a normal demeanor for him, and was not his purpose.

March 31, 1978

Your study of the Federal Register and grasp of the complicated P.L. 94-142 is commendable. All parents of the handicapped should be so informed. Perhaps we could solicit your assistance in the future in conducting some state-wide training sessions on this law.

If we can be of further service to you, please do not hesitate to call or write.

Sincerely,


Marshall L. Lind
Commissioner of Education

cc: Senator Mike Gravel
Representative Charlie Parr ✓
Senator Glenn Hackney
Joe Bielski, Director of Special Education
Fairbanks
Katherine Hurley, President
State Board of Education
Kris Rogers, President
Association of Special Education Administrators
Dot Truran, Governor's Council for
Handicapped & Gifted
Nancy Johnson, Arctic Association
for Retarded Citizens

Randy Phillips

TO: The Alaska State Senate and House Health, Education and Welfare
Committees

FROM: Sarah Eliassen and Nancy M. Sweat - Anchorage Borough School
District

Dear Gentlemen:

As a classroom teacher, Sarah Eliassen; and as a learning disability resource teacher, Nancy Sweat, we feel that it is imperative that Senate Bill No. 842 and House Bill No. 848 be made into law and implemented in order that each child in our schools be provided with an adequate education. The following are some of our major concerns and reasons this bill should be implemented:

- 1) Six or more certified learning disabled students are being mainstreamed into classes with twenty-five to thirty regular students. The regular classroom teacher cannot effectively teach these learning disabled mainstreamed students if she is expected to work with such large numbers.
(Sec. 14.30.217 and Sec. 14.30.218)
- 2) The time from initial referral by the teacher to the appropriate placement for the child is taking as long as one-third of the school year. This is due to a shortage of educational diagnosticians and psychologists to administer the required tests needed to appropriately place the child.
- 3) For the mild to moderately emotionally disturbed child there are absolutely no appropriate services available, such as, counseling; or smaller classes with teachers specifically trained in teaching the emotionally disturbed child.

STATE OF ALASKA
Inter-Department Route Slip



TO:
MAIL STATION NUMBER 3100
DEPARTMENT Legislature
ATTENTION Charles Park - Room 110

- | | |
|--|--|
| <input type="checkbox"/> Approval | <input type="checkbox"/> Note & Return |
| <input type="checkbox"/> Signature | <input type="checkbox"/> Initial & Return |
| <input type="checkbox"/> Comment | <input type="checkbox"/> Return As Requested |
| <input type="checkbox"/> Contact Me | <input type="checkbox"/> Return For Approval |
| <input type="checkbox"/> Prepare Reply | <input type="checkbox"/> Necessary Action |
| <input type="checkbox"/> For Your File | <input type="checkbox"/> Your Information |

Remarks:

FROM:
MAIL STATION NUMBER 0500
DEPARTMENT Education
BY Special Ed. DATE 5-5

STATE OF ALASKA

CHARLES PARK
JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUGH F-ALASKA OFFICE BUILDING
JUNEAU 99811

May 5, 1978

Dr. Edwin W. Martin
Department of Health, Education,
and Welfare
Office of Education
400 Maryland Street, SW
Washington, D.C. 20202

Dear Ed:

I have just received notification that Alaska's Title VI-D award for our Personnel Preparation Proposal is only \$111,000. In view of the fact that our proposal requested an amount in excess of \$1.1 million and that \$55.375 million was appropriated by Congress for the nation, this is a minuscule amount, two-tenths of one percent for Alaska. As a result, when one considers that the State of Alaska is attempting to meet the needs of its 12,000 exceptional students in an area that is over one-fifth the size of all the contiguous United States.

A great deal of effort went into the development of our proposal. It set forth needs which were not exceeded by any other proposal. In order to adequately meet the mandates of P.L. 94-142, it is imperative that we design and implement a Comprehensive System of Personnel Development (CSPD).

Assuredly, diverse geography, demography, and ethnicity makes this difficult but not impossible. While a major segment of our population may be found in such urban centers as Anchorage and Fairbanks, our obligation to carry personnel development to such places as Barrow, Adak, and Ft. Yukon, is not lessened. Board member, parent, and paraprofessional needs are as great or greater in these remote locales. High staff turnover in these areas due to isolation and privation increases the needs of handicapped children in those areas and we must get training to the educators in rural and remote locations on an annual basis.

It is our desire to meet the CSPD requirements of P.L. 94-142 for the entire State. The meager Title VI-D amount awarded Alaska will thwart this purpose and discourage the very fine efforts already being put forth by my staff and other State educators.

Given the quality of our proposal, and the extensive training needs evident in Alaska, I am dismayed by the small award we received.


May 5, 1978

Therefore, I am formally appealing this funding decision. Please transmit to this office immediately the following items:

1. instructions and forms required of states requesting appeal
2. copies of all Reviewing Panel Commentaries concerning our CSPD application.

Thank you for your prompt response.

Sincerely,


Marshall L. Lind
Commissioner

cc: Dr. Jasper Harvey
Dr. Philip Burke
Dr. Kayte Fearn
Senator Ted Stevens
Dr. Thomas R. Brown
Honorable Charles H. Parr

ALASKA SPECIAL EDUCATION PROJECT FOR PERSONNEL DEVELOPMENT,
MANPOWER AND RESOURCE COORDINATION: A SUMMARY

1.0 The purpose of the grant application

The grant was written to assist the Department of Education in carrying out the requirements of Public Law 94-142 and the Alaska State Plan for the Education of Exceptional Children. The project is based upon providing a "comprehensive personnel development system". This system will make available preservice training, inservice training and technical assistance to assure that key personnel throughout the state have the knowledge and skills to provide full-service special education programs to handicapped children in Alaska.

Moreover, the grant seeks to establish an organization for coordination of effort, manpower and resources by all agencies, institutions, organizations and groups who are involved in the education of handicapped children and who agree to work in a "Manpower and Resource Coordination Consortium".

2.0 All of the above purposes are based on seven identified areas of need:

Area One: The needs and rights of handicapped children in a full-services special education program model (these form the key to the entire project).

Area Two: The need for training of key personnel who have responsibilities toward education of handicapped children, such as teachers, administrators, parents, specialists, important others.

Area Three: The need for instructional materials to provide key personnel with needed knowledge and skills.

Area Four: The need for methods of delivery of personnel development services to key personnel.

Area Five: The need to have local school districts and appropriate agencies, institutions, organizations, and groups work together in both the development of instructional materials and the delivery of personnel development services and in coordinating manpower and material resources in special education of the handicapped.

Area Seven: The need to manage the project as a "system", including planning, administration and evaluation of the project.

Each of the seven identified areas of need is explained on the following pages. This material is intended to provide you with an overall understanding of the project's goals and how it is projected that these goals be accomplished.

2.1 The needs and rights of handicapped children are the "key" to the entire project

Public Law 94-142 has been analyzed in terms of its full service goals and requirements in education of handicapped children. Six basic full-service goals have been identified. The school district which provides organized effort to meet the needs and rights of all handicapped children, ages three through nineteen years, in all of these goal areas, will be in line with the requirements of the federal law and state laws and regulations for education of the handicapped. The six full-service goals are explained below:

- A. Identification. Handicapped children must be identified in order to be served. Each school district should have in operation a planned and organized "childfind" procedure to discover, refer, and screen unserved and underserved handicapped children.
- B. Evaluation. Each referred or known handicapped child must have a complete educational evaluation which includes gathering and assessment of information concerning the child's physical, intellectual, and social emotional status. The assessment must obtain objective information which will be used by the Child Study Team to evaluate the child's eligibility and need for special education and to write his Individualized Education Program (IEP).
- C. Individualized Educational Program. Each handicapped child must be the subject of study by a Child Study Team. The Team is responsible for development of an Individualized Educational Program (IEP) for the child. The IEP must meet a number of specific legal requirements to assure that the handicapped child will have a free appropriate public school education, as specified in federal and state laws and regulations.
- D. Appropriate Instruction. The IEP must contain the basic plan for provision of appropriate instruction to meet the needs of the handicapped child, as these needs have been identified by the Child Study Team. It is the district's responsibility to provide this instruction. The IEP must be reviewed at least once a year to determine whether or not the child's needs are being met. An evaluation plan is part of the IEP. If the child's needs have not been met or have been changed, the IEP must be revised so that appropriate instruction can be provided.
- E. Due Process and Rights. Handicapped children and the parents or guardians of such children are entitled to certain procedural safeguards and rights under due process of law, in regard to the education of such children. These safeguards and rights are described in P.L. 94-142 and in the State Plan.
- F. Related Services. In addition to appropriate instruction, handicapped children must be provided with related services as necessary. These include provision of transportation and such developmental, corrective and other support services as are required to assist a handicapped child to benefit from special education. Speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, medical services for diagnostic or evaluation, school health services, social work services, and parent counseling and training are included in "related services".

The above full-service goal requirements for school districts become the goals for a "Comprehensive Personnel Development System" in the grant project. P.L. 94-142 requires that each State Plan contain the plan for development and operation of such

a system in order to assure that all personnel have the knowledge and skills to carry out the provisions of this law.

The grant defines personnel development as, "activities associated with increasing the abilities and capacities of agencies and personnel within agencies to meet the educational needs of handicapped children. Training, technical assistance and dissemination are components of personnel development."

Thus, the grant seeks to provide personnel with knowledge and skills to increase their abilities and capacities to meet the needs of handicapped children - in the six full-service goal areas (A,B,C,D,E and F) described above. The six full-service goals now become the six "key" personnel development goals of the project.

2.2 The need for training and technical assistance

Public Law 94-142, Section 613, requires that each state plan describes programs and procedures for the development and implementation of a comprehensive system of personnel development. This system shall include the inservice training of general and special educational instructional and support personnel. It shall contain detailed procedures to assure that all personnel necessary to carry out the purposes of the law are appropriately and adequately prepared and trained. Effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, are required.

Technical assistance by the project staff is designed to assist other agencies, institutions, organizations and groups in provision of training.

The need for training and technical assistance, required by P.L. 94-142, is supported by needs assessment data collected by the State Department of Education. The purpose of the needed training and technical assistance is to provide teachers, administrators, supervisors, specialists, aides, parents, and such other personnel as may require additional knowledge and skills toward providing appropriate education and related services to handicapped children.

2.3 The need to acquire or develop instructional materials

The instructional materials required are for training purposes. They are needed to provide key personnel with specific knowledge and skills in each of the six full-service goal areas previously described. Such materials need to be available in appropriate format for delivery of training across the state. The Department of Education needs assessment, conducted with special education administrators, produced recommendations that workshop, classroom course, and self-instructional formats were required. Thus the materials need to be developed in three different delivery formats, as appropriate for delivery of training.

2.4 Proposed methods of delivery of training by appropriate agencies

Training is proposed to be delivered in workshop, classroom course, and independent study package formats. Delivery will be by project staff and by other agencies, institutions, organizations, and groups who are present or potential deliverers of personnel development services. Both direct training and trainer-training are proposed. Dissemination of information to all concerned will acquaint the potential "receivers" of training with the training opportunities available. Delivery of both training and technical assistance is at the request of receiver agencies (school districts and other organizations or groups which desire training) and provider agencies (who themselves provide training).

2.5 Explain the Consortium component of the grant

It is evident that no one agency can operate the comprehensive system of personnel development across the state in the six full-service goal areas. Cooperative planning and effort is required. The shortage of special education manpower in the state also points up the need for manpower planning to meet local school district requirements.

The project calls for the development of a consortium organization which assists two kinds of agencies, institutions, organizations, and groups to work together with the project staff toward meeting the needs of handicapped children through a comprehensive personnel development system. The first category is that of the "provider agencies", which provide or are potential providers of inservice and preservice training in the six full-service training goal areas previously given. The University of Alaska colleges of education, community colleges, the regional resource centers and private colleges are provider agencies. A school district which provided its own inservice training would be acting as a provider agency. An organization which receives training is a "receiver agency". This is the second category of consortium membership. School districts, parent groups, and other organizations which have a responsibility toward education of handicapped children and which desire training are receiver agencies.

2.6 What is meant by the term "system" and what are the components of the comprehensive personnel development system?

A system is a way of describing an organized effort to accomplish specified goals and objectives. The components of a system include (1) input, (2) interacting resources, (3) output, and (4) management. The project contains these four components.

The Project's Inputs include the specific requirements of P.L. 94-142 and the State Plan for Education of Exceptional Children. The six full-service goals for comprehensive personnel development are inputs. The basic information provided in the grant concerning numbers of handicapped children, numbers of teachers and schools, identified needs of teachers and others, constitute input. Input can be described as the planning information and intentions which determine what the system will attempt to accomplish. In the case of the project, inputs include the intention to develop instructional materials, deliver training and technical assistance, develop a consortium of coordinating agencies, and thereby increase the quality and amount of services available to handicapped children in Alaska.

Interacting Resources. The system's resources consist of persons, relationships, and things which must interact toward accomplishing the project's goals. The project staff, members of the consortium in both provider and receiver agencies, training relationships and agreements, work schedules, budgets and funds, equipment and facilities, travel and dissemination of information.....these are the interacting resources.

Project Outputs. The project's products or outputs are described in terms of numbers of workshops, classroom courses, and independent study packages acquired or developed, numbers of persons who receive training, consortium meetings conducted, and similar results of project efforts.

Management. The management component of the system is responsible for the planning of the original system, for administration of the project's activities, and for evaluation of project activities and outcomes. Management is responsible for control of the budget, supervision of staff, orchestration of the consortium arrangements, development of instructional materials, delivery of training and technical assistance.

3.0 How does it all work?

During the first year, the major activities of the project follow these steps:

- Step a. Organization. The Commissioner of Education selects the agency which will be responsible for operating the project. Project staff are hired. These include a project director, assistant director, media specialist, and staff for development of instructional materials and delivery of training and technical assistance. Clerical staff is employed.
- Step b. Consortium Organization. All receiver and provider agencies are invited to join the Consortium via a letter from the Commissioner. Participating agencies submit names of candidates for the project's Advisory Board. The Commissioner of Education selects twelve members for this Board. Six are from receiver agencies and six are from provider agencies. The twelve board members also function as "linkers" or key persons in communication and dissemination activities within the project system.
- Step c. Acquisition and Development of Training Materials. Project staff, in cooperation with Consortium members, begin the development of training materials. During the first project year 20 workshops will be developed and field tested. Eight classroom courses and eight independent study packages will be completed. Project staff who work in development of training materials will also work in field testing in school districts as arranged through the consortium.
- Step d. Delivery of Training. Project staff begin delivery of training to requesting districts as requests from school districts are received. During the first year it is projected that forty one workshops will be delivered, training 447 persons through project effort. Twenty-six independent study packages are expected to be delivered to 26 persons. Technical assistance services are proposed to be delivered to 30 persons.

During this time, the Consortium will have been formed and the project Advisory Board will have met and conducted board meetings with the project staff. These Advisory Board Meetings, regularly conducted three times each year, are for the purpose of enabling the project management staff to report to the Board concerning the project's goals, objectives, activities, and outcomes and to receive the Board's reactions and recommendations toward continuation and adjustment of project efforts.

The Consortium Board members are also designated as linkers to disseminate information to the agencies which they represent. From the beginning of the project, information will be provided to these linkers concerning project activities and needs.

- Step e. Development of a Statewide Special Education Manpower and Material Resource Data Subsystem. This refers to procedures to collect and disseminate information which is needed by the project staff for planning purposes, but is important on a much broader scale to assist receiver and provider agencies in planning for the education of handicapped children. Such information includes the needs and priorities for training and technical assistance, as identified by school districts. Manpower needs in special education, needs for material resources, needs of agencies which provide training, and identified listings of presently available manpower and other resources are included. This information will be collected and stored in a computer so that it can be easily called up for referral. The Consortium linkage organization will help to acquire the data and will also be users of the acquired information.

Step f. Operation of the Management Subsystem. Project management contains three components, planning, administration, and evaluation. Planning takes place throughout the project. The information exchanged during Advisory Board meetings, the ongoing acquisition of special education manpower and resource information, the production of monthly and quarterly reports, and use of acquired information are included as planning/management activities.

Administration involves project employment, personnel activity monitoring, fiscal control, supervision of employees, report writing, development and implementation of work schedules and activities to facilitate the acquisition and development of instructional materials and the delivery of training and technical assistance. It involves dissemination of information, fostering of public relationships, and provision for evaluation.

Evaluation involves determination of the effectiveness of the project in all phases, including acquisition and development, delivery, consortium, and management. All activities within these elements will be evaluated.

4.0 The Project's CIPP Management Model

The project's management model has four elements, Context, Input, Process, and Product management (CIPP). The model was derived from that of Stufflebeam, Foley, Gephart, Guba, Hammond, Merriman and Provus' book, Educational Evaluation and Decision Making, Peacock Publishers, Itaska, Illinois, 1971.

Context management determines the rationale for development of the project's goals and objectives. It includes those elements referred to as input in the explanation of the "system" found on page 4 of this paper, and has particular reference to the requirements of federal and state laws and regulations, needs, and the goals and objectives derived from these.

Input management determines how resources can best be put to work in the project to achieve the goals of the program. Input management provides the framework for deciding what must be done by whom over what time span to accomplish projected outcomes.

Process management covers the courses of action which have been selected through context and input management processes. Process management provides an ongoing record of the activities as they occur, provides needed information to decision makers, and identifies defects in implementation.

Product management concerns the assessment and interpretation of outcomes both during and at the end of the project.

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

POUCH F - ALASKA OFFICE BUILDING
JUNEAU 99811

MEMORANDUM

To: Representative Charles H. Parr Date: May 5, 1978
Chairman, Committee Office of
Health, Education & Social Services

Thru: Nat. Cole *nc*
Deputy Commissioner
Department of Education

From: Dr. Thomas R. Brown *tb* RE: Special Education
Administrator, Special Education
Department of Education

At the request of Mike Morin, I will attempt to offer some suggestions to remedy the concerns expressed during the hearings on House Bill 848. Essentially, the concerns expressed seemed to revolve around two basic problems:

1. Adequate funding for supplementary support services to provide resources to accomplish the diagnosis and evaluation tasks required of school districts under AS 14.30.190, and,
2. Community interaction in the planning process of designing a district special education program.

The first concern might be handled by adding a supplementary services schedule to AS 14.17.041 that is reflective of the entire ADM (secondary and elementary) of any given school district. Perhaps some consideration should be given to Section two of the proposed (NEA) CSHB 848. I would offer that any such system be inclusive of all districts, however, not just those having over 600 ADM. Departmental approval should be included through an approved plan process as required by AS 14.17.031 to insure that the services do indeed serve the population for which it was intended.

The second major concern, that of community involvement, is not as easily addressed. Many districts already have active and on-going Special Education Advisory Committees. To mandate their existence would probably not solve the problem of obtaining community input into the planning process. Perhaps the legislature would rather consider approaching

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this problem by requiring districts to hold public hearings on their proposed special education budget before it is finalized. In this way parents and interested citizens of communities could perhaps gain a better understanding of the complex and difficult issues confronting school boards as they establish their program priorities.

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Janet - teachers not trained to handle, fear
of unknown, frustrated
- look at curriculum for reg teacher

Roberta Wallace - learning disabled child does
well one day, poorly, next - teachers think
lazy, won't try - need state wide ~~curriculum~~
standards

Janet - how local advisory committee

Joe Bielecki
- state computer allowed to ~~implement~~
in March of '82 (project to end of yr)
- state formula changed 2-3 times
during school yr
- local support for sped higher in
next yr

Spick - believe 20 more sped kids for
resource teacher, now carrying more

Bielecki - can't maintain present level
sped service w/o raise in funding (state
or local) - ~~but~~ said in the state formula
outlived usefulness

- road funded for each day disability,
could serve as ~~disability~~ ~~hand~~, now
want no of minutes - now ~~hand~~, reg,
less + to want get the funding

- formula allows way to no
of ~~sped~~ ~~minutes~~ out of reg ~~minutes~~
want provision for various ~~sped~~
serving child

Bilski - maybe make small change
this year, e.g. 11-1 to 9-1, do strategy for
comprehensive change next year

Maria Benson Moore - student in spec ed at
- U.A. flying in prof. course from Rock ^{Univ}
-

Joe Bilski -

- group in spec ed not mandatory
in clinical degree

Jared -

- spec ed not in course, but respect
time, working for the field, get different
to the requirements

- see how a minor - spec ed only
degree, some of spec ed not necessary level,
or dropping out on own

- gaps in spec ed try for - p. 1, p. 2, p. 3, p. 4, p. 5, p. 6, p. 7, p. 8, p. 9, p. 10, p. 11, p. 12, p. 13, p. 14, p. 15, p. 16, p. 17, p. 18, p. 19, p. 20, p. 21, p. 22, p. 23, p. 24, p. 25, p. 26, p. 27, p. 28, p. 29, p. 30, p. 31, p. 32, p. 33, p. 34, p. 35, p. 36, p. 37, p. 38, p. 39, p. 40, p. 41, p. 42, p. 43, p. 44, p. 45, p. 46, p. 47, p. 48, p. 49, p. 50, p. 51, p. 52, p. 53, p. 54, p. 55, p. 56, p. 57, p. 58, p. 59, p. 60, p. 61, p. 62, p. 63, p. 64, p. 65, p. 66, p. 67, p. 68, p. 69, p. 70, p. 71, p. 72, p. 73, p. 74, p. 75, p. 76, p. 77, p. 78, p. 79, p. 80, p. 81, p. 82, p. 83, p. 84, p. 85, p. 86, p. 87, p. 88, p. 89, p. 90, p. 91, p. 92, p. 93, p. 94, p. 95, p. 96, p. 97, p. 98, p. 99, p. 100, p. 101, p. 102, p. 103, p. 104, p. 105, p. 106, p. 107, p. 108, p. 109, p. 110, p. 111, p. 112, p. 113, p. 114, p. 115, p. 116, p. 117, p. 118, p. 119, p. 120, p. 121, p. 122, p. 123, p. 124, p. 125, p. 126, p. 127, p. 128, p. 129, p. 130, p. 131, p. 132, p. 133, p. 134, p. 135, 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Jim Arvik -

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- teaching social skills except
handicapped -

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