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Introduced: 4/1/81
Referred. Health, Education &
Social Services and Finance

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND
SOCIAL SERVICES COMMITTEE

2 HOUSE BILL NO. 449

3 IN THE LEGISLATURE OF THE STATE OF ALASKA
4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to special education; and providing
7 for an effective date."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 * Section 1. AS 14.17.041(f) is repealed and reenacted to read:

10 (f) Special education schedule:

11 (1) in districts with ADM of less than 3,000, one instruc-
12 tional unit for each 15 pupils in ADM; ✓ or ft

13 (2) in districts with ADM of 3,000 or more, one instructional
14 unit for each 11 pupils in ADM. / #F+

15 * Sec. 2. AS 14.30.350(2) is amended to read:

16 (2) "special services" includes but is not limited to trans-
17 portation, summer school, special teaching, corrective teaching, correc-
18 tive health habits, and the provision of special seats, books, teaching
19 supplies, facilities, and equipment required for the instruction of
20 exceptional children, and includes education and training for children
21 who cannot utilize regular classroom instruction.

22 * Sec. 3. The amendment to AS 14.17.041(f) made by this Act may not be
23 applied to reduce the number of allowable instructional units for special
24 education below the number of units allowed during the school term ending in
25 the calendar year in which this Act takes effect.

26 * Sec. 4. This Act takes effect July 1, 1981.
27
28
29

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

SRA Box 1826
Anchorage, Alaska 99507
April 1, 1981

The Honorable Terry Stimson
The State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this correspondence is to show my strong support for Senate Bill 365, a change in Special Education Foundation Funding. This is one of the few education bills that has the total support of the entire education community such as Alaska Education Association, State School Boards Association, Parent/Teacher Association, Alaska Superintendent's Association, State Board of Education and Alaska Special Education Administrators.

The existing foundation formula was created in 1972, prior to the restructuring of the Education for All Handicapped Act (PL 94-142) in 1975. As a result, the "level of service" concept has remained intact. By eliminating the "level of service" concept, Anchorage educators and parents will save approximately 1,000 hours per year of unnecessary paperwork. This concept has been a regressive influence in that it provides for increased revenue as more special education services are provided a child. This is contrary to our overall goal of attempting to educate the child with his peers (mainstreaming) as much as possible. Senate Bill 365 will provide a more simplistic and meaningful appropriation for special education revenues.

The existing special education foundation formula does not provide adequate revenue to cover the minimum costs that are necessary to provide an adequate special education program, especially in the larger districts. As an example, Anchorage School District will spend approximately \$18.8 million in 1981/82 to assist special education students. These same students will generate only \$11.2 million of revenue. This indicates that the Anchorage taxpayers will have to provide over \$7.5 million of local support to assist our children.

The local taxpayer monies provide for the following services:

- a. Diagnosis and assessment.
- b. Low pupil/teacher ratios for restricted handicapped.
- c. Related services such as speech/language therapy, occupational therapy, physical therapy, etc.

These costs do not take into consideration an estimated \$2.5 million of recommended special education additions. These additions are necessary to improve the Anchorage program to an established standard.

The Honorable Terry Stimson
April 1, 1981
Page 2

Similar costs and rationale can be delineated for the larger districts such as Fairbanks, Kenai, Mat-Su, Kodiak, Juneau and Ketchikan. These large districts bear the brunt of the excess special education costs due to the reasons delineated above.

If these additional funds are provided, summer school programs for special education students can be adequately provided and all students in need of special education assistance will be provided an adequate education.

I believe this is one of the most important bills presently in our legislative session. The most important resource in the State of Alaska is our children. Without the passage of this bill I know for a fact that several school districts will be reducing services to special education children. These special students deserve the best education Alaska can provide. I stand ready to support Senate Bill 365 with any endeavors that can assist. I greatly appreciate your leadership and concern for these children.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Daeschner".

Stephen Daeschner

April 3, 1981

The Honorable Terry Stimson
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of major educational organizations.

The current funding system does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

Thank you for your time and your support.

Respectfully,

Donald L. MacFinnon
Superintendent

April 3, 1981

The Honorable Terry Stimson
Pouch V
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of the Alaska Education Association, Alaska School Boards Association, Parent Teacher Association, Alaska Superintendents Association, the State Board of Education and the Alaska Association of Special Education Administrators.

The current funding system which is based on "levels of service," does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws. The State funding system as it now reads, only takes into account the time spent with the student and not the handicapping condition; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

April 3, 1981

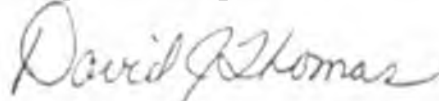
These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

We feel that this is one of the most important Bills presently before the Legislature. We know for a fact that if this Bill is not passed, services for exceptional children in the Juneau School District will be reduced even further. With the resources now available to the State, I would hate to see the State's most valuable resource "children," not be given the opportunity for the best education possible.

This District is in total support of SB 365 and would be happy to help in any fashion to see that SB 365 is passed.

Thank you for your time and your support for the exceptional children of the State and if we can be of further assistance, please do not hesitate to call.

Respectfully,



David J. Thomas, Director
Special Services

DT:l

Enclosure

Parent Assn. For Children
With Special Needs
Box 4512
Mt. Edgecumbe, Ak. 99835
April 6, 1981

Senator Stimson
State Capital Bldg.
Pouch V
Juneau Ak. 99811

Dear Senator Stimson,

I am writing for a local Sitka group- PACS, The Parent Association for Children With Special Needs. Our group urges you to continue to support and to pass Senate Bill No. 305. Through passage of this special education bill, you will be helping to give our community's special children the education they need to develop into useful citizens. Thank you for your help and continued support.

Sincerely,

Marcia Hirai

Marcia Hirai
for PACS

B71214
Sitka, AK 99835
April 5, 1981

Senator Stinson
Pouch V
Gumau, AK 99811

Dear Senator Stinson

We are writing to urge your continued support for
the passing of Senate Bill No. 305. This bill providing
for special education funding is of great concern
for us so that our handicapped daughter, as well
as others, continue to the education she requires.
Thank you for your consideration.

Sincerely,

Lucille + Connie Ellington

APR 1, 1981

(SERIES) Patty Hinsley

representing my self and other handicapped.

P.O. Box 99, Delta Junction Alaska, 99437

895-4497

Terry Stimson Sen.

Fiscal Support for special education

I am a member of a Couple of Special education classes, and I will be for two more years. I would like to have an education, like any other high students do. We need the money for special education. Please increase state funding for handicapped and gifted students, in Alaska.

Patty Hinsley
895-4040 - School

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ORIGINAL.

April 7, 1981

The Honorable Terry Stinson
The State Senate
Pouch V
Juneau, Alaska 99811

Dear Senator Stinson:

I am writing in favor of SB 365 concerning Special Education Funding. As a vocal parent in the Anchorage School District, I have found our school board to be sympathetic to the special needs of the handicapped. However, other Alaska school boards or vocal parents like mine are not always blessed with sympathetic school boards or vocal parents. Kids suffer when special ed. money is not being put in the budget. I'm glad to see this come further a way to their dilemma.

5401 North Star
Anchorage, AK
99502

Dear Mother Sweden

I have now captured the
2nd 100,000 as a part of the
the 1st 100,000 and it is
as a result of the
the 1st 100,000

100,000

100,000

THE FOLLOWING DOCUMENT(S) MAY NOT FILM
LEGIBLY BECAUSE OF POOR QUALITY OF THE
ORIGINAL.

3-31-81

Melissa Holliday

1000 University, Santa Monica, CA 90405

PO Box 405 De Soto, GA 30030

MEMORANDUM

TO: Gene Terry - 1000

FROM: Melissa Holliday

SUBJECT: [unclear]

If they want some [unclear] 27 9

FI [unclear] [unclear]

Date April 1, 1981

Name (Print) Lois Treybal

Occupation Self / Handicapped - Student

Address Box 26

Delta, Alaska 99737

Phone Number

Re Terry Stinson

Fiscal support for - parents - Ed.

My son, a ninth grader at Delta High School
asking for money for the teacher's union since
the federal government is trying to take the
state's money we have.

We are hoping for a new state with direct
state income tax.

3/31/80

Timmy Jean
myself / handicapped students
PO Box 96 Fort Greely Alaska

Sen. Terry Stinson

Fiscal Support for Special Ed

We need money so that we can
learn and become like others without
the money to help we won't get the
education that we need. So I ask
you as a student to help make
the law so we can get the
education and help we need.

Thank you

Timmy Jean

4-1-81

Tina Jones
writing MYSELF

Box 742 APO Seattle Wash.

98733

895-3339

Sen Terry Stinson
Fiscal support for special Ed.

I am a student in a special education class. Please give all the special education more money for our teachers, because we need the money to let our teachers can keep their jobs. Please make sure that will tell the state to make up for cuts in federal education support and increase state money for disabled students.

Tina Jones

April 1, 1991

Bruce Hebert

~~907 501 2~~

P.O. Box 703 Delta Junction ALASKA

99827

895-4609

Mr. Terry S. ...

... for special education

As a handicapped, I am presently asking
you to give the state of Alaska the money
to keep the SPED going so we may
learn what we have to provide at the
direction of the senator so that we may get a
job. If we don't have the money we will
know what we have to do in a
job.

Bruce Hebert

April 2, 1981.

Ms. Lana Deanne Hutto
Handicapped at Delta High School
Box 466 Delta, Ala. 36009

Phone No. 815-4554.

Senator Terry Stinner
Fiscal Support Special Education

As a parent at Delta and
being in a specialized class it
has been difficult for my father
these circumstances which require
to make up for federal cut.
Help address the gap provided
for their future. Thank you for
listening.

Lana Deanne Hutto

THE PRECEDING DOCUMENT(S) MAY NOT FILM
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ORIGINAL.

ALASKA RESOURCES FOR THE MODERATELY / SEVERELY IMPAIRED

1111 EAST DOWLING ROAD - ANCHORAGE, ALASKA 99502 - PHONE (907) 349-2547
3401 East 42nd Avenue, Anchorage, Alaska 99504 - Phone (907) 277-5633

Roy Anderson
Coordinator

March 25, 1981

Senator Terry Stimson
Vice-Chairman
Health, Education and Social
Services Committee
Pouch V
Juneau, AK 99811

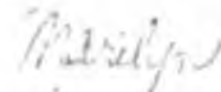
Dear Senator Stimson:

The Rural Service Delivery Model program, through Alaska Resources, has been implementing a pilot project to provide assistance to the special education students and staff at Selawik Schools. One of the responsibilities of the program was to prepare a monograph for this project.

For your information, I am enclosing a copy of the monograph which appeared in "Reaching Beyond the City," a publication produced under a contract from the United States Education Department, Office of Special Education and Rehabilitative Services. In this publication, the unique conditions of Alaska's Rural Service Delivery Model for School Aged Handicapped Children are addressed and compared to other federally funded rural special education programs in the United States.

In continuing to provide assistance to Northwest Arctic School District, the second project year has been expanded to include the villages of Kotzebue, Deering and Buckland. During the third year, the project will be expanded to serve the entire district.

Sincerely,



Marilyn Staci
Project Coordinator
Rural Service Delivery Model

MS:cy

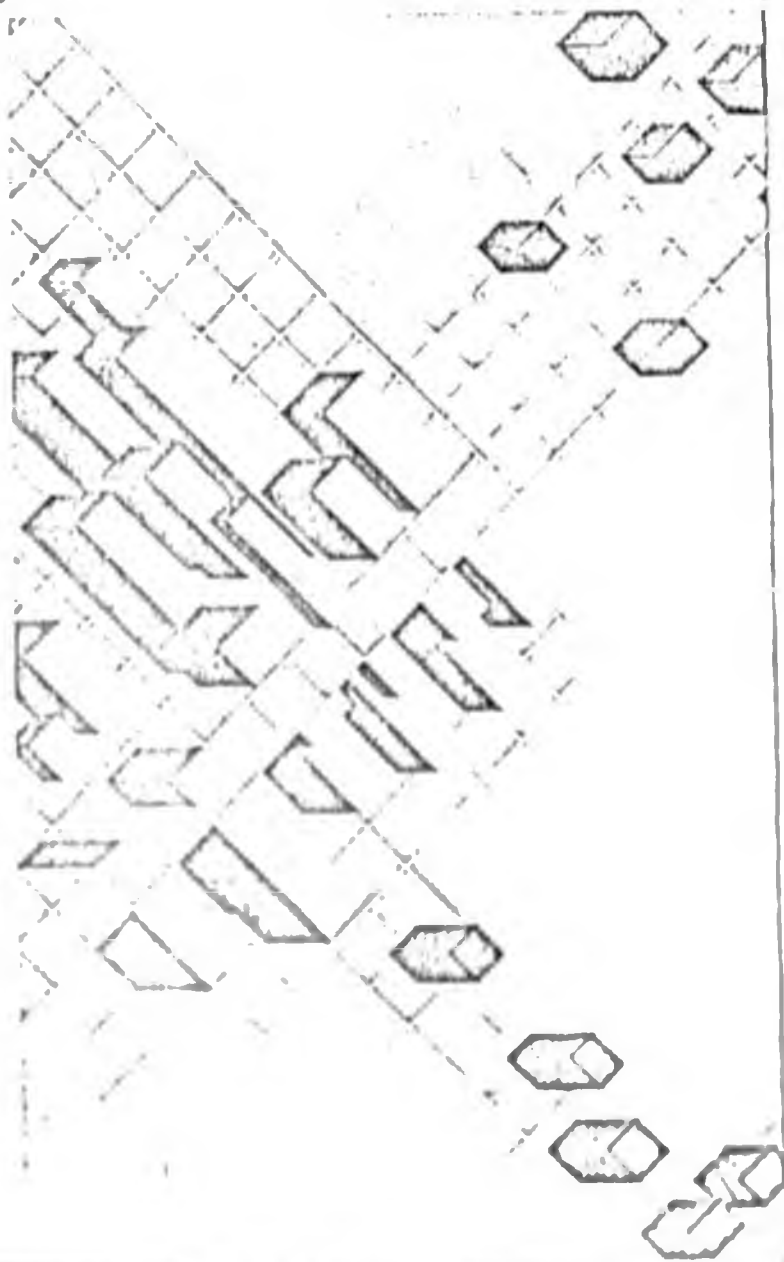
Enc.



PDAS
Program Development
Assistance System
University of Washington

Reaching
Beyond
The City
Special
Education
in Non-Urban
Settings

Co-Editors:
Marilyn Stack
Roy Anderson
University of Washington



Alaska Rural Service Delivery Model for School-Aged Handicapped Children

Marilyn Stack
Roy Anderson

Educating handicapped students who live in remote areas of Alaska is not an easy task, considering the state's land mass of 586,500 square miles. Alaska is larger than California, Montana and Texas combined. Other factors, such as severe weather conditions, almost nonexistent road systems and substantial distances between villages offer a real challenge to the delivery of service to handicapped students in these remote areas. In an effort to facilitate the delivery of appropriate services to these children, the Rural Service Delivery Model was initiated. The project's site is the Northwest Arctic School District's village of Selawik.

The Rural Services Delivery Model project is concerned with delivering free and appropriate special education services to school-aged handicapped students in a remote village in Alaska. The project provides intense training of special education personnel in the village to prepare them for varying kinds and degrees of handicapping conditions, and it provides consultants as necessary to assure that each handicapped student's needs are provided for.

Community Characteristics

Selawik is located on the Arctic Circle in the northwest portion of Alaska, and its climate is characterized by long, cold winters and cool summers. Temperatures range from 83 °F in summer to -50 °F in the winter. The average temperature for the year is 20.7 °F. Annual precipitation includes 35-40 inches of snow and seven inches of rain for a total of only 10 inches of moisture. Agriculture is not attempted on a large scale because of the cool climate.

Like many other villages in Alaska, Selawik has no roads, highways, or railway connections. Thus, air transportation is the only feasible way for project staff to travel back and forth from Anchorage. There is daily jet service between Anchorage and Kotzebue, where the district administrative offices are located. From Kotzebue it is possible to charter a small plane or to fly on the mailplane that makes two trips to Selawik per day; however, because of weather, it is not uncommon to contend with last-minute schedule changes and delays.

Within the village, people travel by snowmobile, boat and foot. Snowmobiles are usually followed by a sled which carries gear and supplies. Occasionally, sled dogs are used for transportation, but this once common sight is becoming a rarity as technology advances into rural Alaska. A system of ribbon-like boardwalks that runs throughout the village allows for foot movement over the boggy tundra. Because the Selawik River separates the village into separate parts, it is impossible during "freeze-up" or "break-up" for people to move from one bank to the other. Since the school and airport are on opposite banks, consultants sometimes cannot make their appointments.

Television, new to the village this year, is the most recent communications medium. With a good antenna it is possible to receive the public service radio station in

Kotzebue, 86 air miles from Selawik. Phone service operates via satellite and is not always reliable.

The once common semisubterranean dwellings made of driftwood and sod are being replaced by state and federal government housing. Unfortunately, these homes are less efficient in terms of heat loss than the indigenous dwellings and have problems holding up to the severe arctic conditions. Rent and heating oil costs, however, are government subsidized.

Professional resources, such as health care, social services and legal services, are available to the people of Selawik, but are not always accessible. In general, this inaccessibility stems from a lack of knowledge about what these professional resources are and how they can benefit the villagers. Because the resource centers are understaffed and responsible for servicing a large geographic area, the few individuals in the village who are aware of these resources frequently find it difficult to contact resource personnel. Selawik, for instance, has two full-time health aides who can perform limited on-site medical treatment, but if villagers need hospitalization they must fly to Kotzebue, 86 miles away, or in some cases, to Anchorage, 560 miles away. The offices for social services, legal services and the school district operate out of Kotzebue.

Opportunities for education beyond the twelfth grade are not readily available. The Cross-Cultural Education (X-CED) Program, which is available through the University of Alaska, allows villagers to work toward teacher certification without having to leave the village. Students complete their courses through correspondence, local school practicums and itinerant instructors. The only other option for a villager wishing to take college courses is to move to a larger urban area, such as Fairbanks or Anchorage.

Socioeconomic Characteristics

The indigenous population of Selawik is Eskimo; their native language is Inupiat. English is a strong second language and is spoken quite fluently by most school-aged children. It is estimated that these people obtain approximately 80% of their protein and nearly 50% of their carbohydrate directly from the land. Their diet consists of moose, caribou, fish, bear, whale and seal as well as berries, roots and greens. In 1971 more than 70% of Alaska Natives were dependent on hunting and fishing for subsistence.

Transition from a subsistence-to a money-based economy is now occurring, but slowly. In 1976 the equivalent of 24 full-time jobs were available in the village; many residents leave the village for seasonal employment such as fire fighting, commercial fishing or cannery work. Arts and crafts comprise a small "industry" within the village. Items such as blankets, parkas and mukluks are handmade from materials obtained in the environment and are sold locally or to wholesale distributors. Because of the poor economy in the village, there is a limited tax base; however, numerous state and federal monies are made available to the villagers through various programs.

This transition from a subsistence-to a money-based economy is best demonstrated statewide. In 1971 the Alaska Native Land Claims Settlement awarded Alaska Natives 40 million acres of land, \$426.5 million, plus a \$90 million royalty on state mineral rights. Uniquely, administration of the settlement was left to the native residents as voting stockholders, organized into regional corporations. The success of such a system is difficult to predict at this early stage. Each regional corporation is unique in terms of management strategies, management capabilities, and natural resources. Some corporations are doing well, others are not. Selawik Village Corporation is part of the Nana Regional Corporation

whose headquarters is in Kotzebue. The corporation has 5,000 stockholders and is receiving in incremental payments \$62,000,000 and 2.3 million acres of land.

The Eskimo are aware of and nurture their cultural traditions. Families are large; 10 to 12 children are common. The family unit extends beyond the immediate core family to include all blood relatives and in some cases other village members. Because of the inconsistent supply of food, the Eskimo often have difficulty feeding their large families. A spirit of mutual help is prevalent in the village, and people take care of one another in times of need. The Eskimo also have a strong religious base as evidenced by the three separate churches in Selawik, including Baptist, Seventh-Day Adventist and Friends' churches.

An example of Eskimo alliance on an international level may be seen in the 2nd Annual Inuit (Eskimo) Circumpolar Conference which was held July 1980 in Greenland. Cultural and political unity were major forces of the conference. In an effort to preserve and teach their culture and language, the delegates voted to create an Inuit university. A quote from Alaska's Native People (Morgan, 1979) summarizes the Native Alaskan's situation as it exists today: "Today's Native Alaskans are actively preserving their old ways while energetically taking a major place in the white man's capitalistic society. Whether they have the best or worst of both worlds is yet to be seen" (p. 47).

School District Characteristics

Selawik is part of the Northwest Arctic School District with its administrative office in Kotzebue. The school district encompasses a 36,000 square mile area equal in

to Indiana. Eleven separate villages are contained within the school district. Enrollment for 1978-79 was 521 students. In 1979-80 the beginning teacher salary for the district was \$20,033; this salary will increase to \$23,038 in 1980-81.

The schools in the Northwest Arctic School District are central to local community life. They provide a meeting place as well as a source of entertainment and community education. A work study program allows the students while still in school to explore careers in specific fields such as typing, home economics, shop and restaurant work. Curricular material for teaching is plentiful in most villages. This year Selawik will begin to establish a skills bank to collect and reference all existing material for teachers. Equipment, such as audio/visual equipment is also available. The Rural Student's Vocational Program (RSVP) allows for a small percentage of special education students to experience jobs on site in the cities.

The school district is responsible for delivery of services to special education students who reside within the district's jurisdiction. It is the Director of Special Education's responsibility to supervise special education services. In Selawik there are 165 students dispersed among the elementary, junior and senior high schools. Twenty-five of these students are receiving special education services. Their handicapping conditions range from multiply handicapped and severely deaf, to mildly handicapped learning disabled students. These students are readily accepted by their peers and the community as whole.

Full-time special education teachers and special education aides supply direct service to the special education population in Selawik. Special education teachers' responsibilities include teaching children with a wide range of handicapping conditions and providing a continuum of service, varying from self-contained classrooms to resource rooms. Both special education teachers have degrees in special education. Aides are

usually hired from the village and trained while on the job. Some support services are available to the special education program through the school district. In addition to the Director of Special Education, support services last year included an audiologist and a school psychologist.

Model Program Description

The Rural Service Delivery Model allows staff from Alaska Resources for the Moderately/Severely Impaired (ARMSI), located in Anchorage, to work closely with staff from the Northwest Arctic School District. Major activities the first year were confined to the Selawik School, with plans for expansion next year, 1980-81, to include three additional sites within the Northwest Arctic School District.

The philosophy of the Rural Service Delivery Model is that handicapped individuals are served more appropriately within their own villages. In Alaska, however, the trend has been to remove these individuals from the rural area to urban special education centers. Implementing programs consistent with the philosophy of nearest home placement is not an easy task and demands the close attention of local school district administrators and rural project directors; these officials must scrutinize the service delivery system as it now exists. Through this scrutiny, new and innovative systems which allow handicapped individuals to attend school in their local districts can be defined and developed. Establishing an urban service delivery system which incorporates a number of professionals supplying daily direct services to handicapped students is both unfeasible and cost prohibitive in rural areas of Alaska.

considering the many implications of educating handicapped students in rural settings, these five questions should be asked:

1. Does each handicapped student have a free and appropriate education?
2. How will coordination occur for all the related services a severely handicapped student might need?
3. How will hiring and retaining qualified staff occur?
4. Will staff training needs be met on a consistent basis? and
5. Can one special education teacher possibly have the knowledge to deal with the variety of ages and handicapping conditions found in most rural situations?

The Rural Service Delivery Model has attempted to address these questions through various activities. Training, technical assistance and consultant services are among some of the activities supplied to Northwest Arctic School District staff and administrators, as well as parents of the handicapped students, high school students and city employees.

Only in the school year, training and consultant needs were assessed. This assessment was accomplished by a trainer from ARMSI through personal interviews with the various Northwest Arctic School District staff; next year more formal written assessment will be included. From a needs assessment, consultants were identified and objectives were established. The project staff were able to supplement the existing special education services available through Northwest Arctic by arranging and paying for a school psychologist, physical therapist, deaf education specialist and audiologist, each of whom traveled to Selawik throughout the school year. These consultants were expected to assess and evaluate existing programs and to interpret their results into programmable information for the special education teacher. Before the

consultants left Selawik, they wrote individualized programs which outlined the skill areas identified through the evaluation efforts. The consultants also gave technical assistance in conducting specific programs to teacher's aides and parents. These programs were then incorporated into the Individual Education Plan.

Subsequent follow-up needs of the special education teachers were handled through the ARMSI trainer, who acted as a liaison between the teachers and consultants, consequently eliminating the need for expensive on-site visits by the consultants. For example, a question arose regarding a feeding program set up by the physical therapist, trainer and special education teacher for a multiply handicapped student. The teacher contacted the ARMSI trainer who in turn contacted the physical therapist, discussed the situation and relayed the message back to the teacher. The trainer modeled the correct procedure during her next visit to the teacher.

On-site training provided by the trainer during visits emphasized the concept of the special education teacher functioning in the capacity of an educational synthesizer, to borrow Bricker's (1976) terminology. As a synthesizer, the teacher must be able to draw relevant information from a variety of specialists and then integrate such information into intervention procedures that can be implemented in the classroom and at home.

Training of the consultants prior to their visits stressed the necessity for the consultants to be willing to share their expertise actively with village parents and staff. Thus the consultants must become resource persons to the significant few who come in contact with students on a daily basis.

During this past year areas of training provided by ARMSI staff included referral/assessment, program development and evaluation, individual prescriptive programming and data collection. Other areas included sign language training, hearing aid use and care, and the increase of

hearing loss awareness in normal hearing individuals. Various curricula and educational materials were utilized to meet these training needs. Following each visit by the consultant and trainer, an evaluation form was completed by the individual who received the training. This feedback was used to improve upon subsequent visits, and improve upon the delivery of service by ARMSI staff.

A large portion of the trainer's responsibilities included coordinating various ancillary service agencies. For example, this past year the high school special education teacher felt his deaf student would be best suited with an ear-level hearing aid instead of a body aid, which the student refused to wear. To coordinate this substitution, the trainer contacted the audiologist at the Native Hospital in Anchorage and the state audiologist in Fairbanks. As a result, the student received an ear-level aid and is involved in a program for increased usage of the new aid.

The total number of consultants and trainers brought to Selawik this year was six; the number of special education students served was 25. The total number of days spent in Selawik and Kotzebue by project staff and consultants was 40. Those who received technical assistance and training through the project included two special education teachers, two aides, three regular education teachers, one principal, one director of special education, 15 high school students, four family members and one city employee.

Priority Issue or Difficulty

The difficulties which face rural education agencies in delivering special education services to their handicapped population are numerous. Thus, to pinpoint a specific

difficulty is a hard task. At this point, however, the most critical difficulty is high staff turnover.

Staff turnover in rural Alaska involves not only the teachers and aides in direct contact with students, but also the administration and support staff. For example, within the Northwest Arctic School District office in Kotzebue, three out of four support staff for special education have recently resigned. This 75% turnover rate included the Director of Special Education, the coordinator of the teacher center and the audiologist. In Spring 1980, a new Director of Special Education was hired and has since resigned.

In Selawik, out of three full-time special education teaching positions, two teachers and one aide, only one teacher is returning. The result of such high turnover is a break in continuity and, thus, a lack of consistency in instruction and programming from one year to the next.

Restraining / Facilitating Factors

The greatest restraining force which precludes overcoming the high turnover rate among school district personnel is isolation. Contributing to the sense of isolation are the region's remoteness, the long cold winters and the feeling of being in a minority trying to fit into a different culture.

To counteract this high turnover rate a number of steps are being taken by the project to supply technical assistance to the school district. Suggestions include the school district making available to newly hired staff an incentive system which correlates highly with their job descriptions and length of employment with the school district. Once a position is filled it is crucial to have

support channels established and open so staff as well as administrators know where to turn when they need assistance.

The project supports the Eskimo's long-range goal of counteracting high turnover. Providing this support involves addressing the need for Eskimos to structure their own programs in education, health, housing, communications and transportation. Innovative university programs, however, still must be developed which meet this need to allow Alaskan Natives to fill professional positions and thus to become more independent in the future. Programs such as X-CED need to be expanded so they can reach more people. In addition, village high school students need to be encouraged to continue their education.

Reference List

Atwater, D. D. Curriculum concerns. In M. Thomas (Ed.), Hey don't forget about me. The Council for Exceptional Children, 1976.

Morgan, J. Alaska's native people. Alaska Geographic, 1979, 6 (3), 49.

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

RATIONALE FOR CHANGES IN SPECIAL EDUCATION FOUNDATION FORMULA
(March 24, 1981)

The purpose of this correspondence is to delineate a rationale for increased funding for special education and the deletion of "level of service" concept from the Special Education Foundation Formula.

1. This recommendation was developed and unanimously supported by a task force appointed by the State School Board. The recommendation is supported by the State School Boards Association, Alaska *NEA* Education Association, Alaska Parent/Teacher Association, Alaska Superintendent's Association, Alaska Administrators of Special Education, and Alaska State Board of Education (see attachment A).
2. The "level of service" concept is a deterrent to providing a successful educational experience to a certified special education student for the following reasons:
 - a. The foundation formula acts as a regressive influence on special education students by encouraging educators to provide more special education services rather than more time with their peers in the regular classroom (mainstreaming). One of our goals in special education is to mainstream a student as much as possible (normalization), but the foundation formula encourages just the opposite by providing a larger reimbursement for a greater time in special education.
 - b. "Level of service" requires members of the Child Study Team (no less than 3) to denote the exact amount of time in special education. If these "levels" were eliminated, alot of unnecessary paperwork could be eliminated. In Anchorage alone approximately 1,000 hours per year of paperwork could be devoted to another endeavor.
3. The present special education foundation formula does not provide adequate revenue to cover the minimum costs that are necessary to provide an adequate special education program, especially in the larger districts. As an example, Anchorage School District will spend approximately \$18.8 million in 1981/82 to assist special education students. These same students will generate only \$11.2 million of revenue. This indicates that the Anchorage taxpayers will have to provide over \$7.5 million of local support to assist their children (see attachment B). If the Special Education Foundation Formula were changed for FY 82, Anchorage special education costs would approximate \$20.3 million and total revenue would approximate \$19.4 million (see attachment C). This is equivalent to a local contribution of \$435 per FTE special education student. These monies are needed in order to provide for the following services (see attachment D):

- a. Diagnosis and assessment.
- b. Low pupil/teacher ratios for restricted handicapped.
- c. Related services.
- d. More restricted handicapped.

These costs do not take into consideration an estimated \$2.5 million of recommended special education additions. These additions are necessary to improve the Anchorage program to an established standard (see attachment E).

Similar costs and rationale can be delineated for the larger districts such as Fairbanks, Kenai, Mat-Su, Kodiak, Juneau and Ketchikan. These large districts bear the brunt of the excess special education costs due to the reasons delineated above. These funds would also provide taxpayer relief.

If these additional funds are provided, summer school programs for special education students can be adequately provided and all students in need of special education assistance will be provided an adequate education.

One of the greatest special education needs in the Alaska districts with low pupil enrollments is educating a low incidence student (severely handicapped students such as deaf, blind, severe/profound, etc.). A task force appointed by the Council for the Handicapped and Gifted has developed a recommendation to deal with this high area of need (see attachment F). If these additional foundation monies are provided, adequate funds can be rechanneled to support the low incidence population throughout the state.

STATE OF ALASKA


DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

JAY S. HAMMOND
GOVERNOR

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

TO: Special Education Task Force Members

FROM: Jim Elliott 
Acting Deputy Commissioner
Department of Education

DATE: February 23, 1981

RE: Minutes and Final Report - Juneau Meeting

Please find attached the minutes and the final report from the Juneau meeting. Terry Coon and Tom Brown did an excellent job of presenting the Special Education Task Force Report to the State Board of Education. Following their presentation, the Board voted 7-0 to accept the recommendations made.

The fiscal note, using the FY 81 student count, resulted in a slightly higher increase than that estimated from FY 80 enrollment used in making the final report. Steve Hole's estimated cost (increase) under the new formula is \$19.1 million.

I want to thank each of you for your contribution to the work of the Task Force.

Enclosures

SPECIAL EDUCATION TASK FORCE REPORT

Background

The Special Education Task Force was established by the State Board at its October meeting in Glennallen, with the actual members of the group being named by the State Board at its December meeting in Anchorage.

Members of the Special Education Task Force included:

Alaire Stanton, State Board
Barbara Block, PTA
Tom Brown, Superintendents' Association
Sue Glocke, Health and Social Services
Cardyn Duggan ~~Jo Parks, NEA/Alaska~~
Robert Greene, Alaska Association of School Boards
Marsha Buck, Governor's Council
Terry Coon, Special Education Directors
Steve Daeschner, Anchorage
Senator Bettye Fahrenkamp

Two general Task Force meetings were held, one in Anchorage on December 3-4, 1980, and the second in Juneau, February 5-6, 1981. Moreover, two sub-committee meetings were held, one on fiscal matters and the other on grants for extraordinary circumstances related to special education for low incidence and for geographically hard-to-serve students.

Findings

The Task Force identified the following problems relative to special education funding under the present system:

1. Least restrictive environment versus present funding system based on percentage of direct services;
2. Requirements of Child Find re: no funding for diagnosis and assessment;
3. Special education funds not following program (accountability of special education funds);
4. Low incidence students not adequately funded under present system, which fails to recognize need for services beyond Level IV and for lower PTR;
5. Geographically hard-to-serve not adequately funded under present system;
6. Related service requirements not recognized by present system;
7. Inappropriateness of first quarter floor for special education funding;

8. Need for twelve month services for some students not recognized by present funding system; and

9. Staff development/in-service not funded, although required.

Two proposals were put forward by the Task Force for dealing with the aforementioned problems. One was a proposal by Tom Brown, representing the superintendents, which called for:

1. Elimination of the present level/-of-service concept;

2. Counting each special education student as one FTE;

3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment (ADM)}}{\text{Adjustment Divisor}} \times \text{Instructional Unit Value} = \text{State Aid for Special Education}$$

The second proposal consisted of a grant program to deal with the low incidence handicapping condition. Subcommittees were established to study each of these two proposals.

After reviewing the reports from the two subcommittees and after deliberating during its two day meeting in February, the Task Force made three recommendations to the State Board.

Recommendations.

The Task Force, in evaluating the two aforementioned proposals, arrived at the following recommendations:

1. That AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1.

2. That recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs.

3. That the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education.

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
N.W. Arctic	247	1,016.9	478.5	538.4	113
Chugach	5	46.3	-0-	46.3	100
Adak	93	378.2	216.1	162.5	75
Annette	65	200.7	120.4	80.3	66
Chatham	42	125.0	83.4	41.6	50
Iditarod	33.6	179.4	119.6	59.8	50
Lower Yukon	193	777.6	538.3	239.3	44
Yukon-Koyuk	98	418.7	299.1	119.6	40
Lake & Peninsula	46	239.3	179.4	59.8	33
S.E. Island	50	166.7	125.0	41.7	33
Railbelt	56	185.2	138.9	46.3	33
Alaska Gateway	80	277.8	231.5	46.3	20
Copper River	85	266.3	221.9	44.4	20
S.W. Region	89	358.9	299.1	59.8	20
LKSD	306	1,256.1	1,076.7	179.4	16
Aleutian	22	115.8	115.8	-0-	0
Bering Strait	45	179.4	299.1	-0-	0
Delta	145	463.1	509.4	-0-	0
Kuspuk	29	119.6	119.6	-0-	0
Pribilof	28	115.8	173.7	-0-	0
Yukon Flat	51	239.3	239.3	-0-	0
PAGE TOTAL				1,765.5	31

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
Fairbanks	1,556	6,137.4	2,204.3	3,933.1	178
Kenai	863	3,292.5	1,417.0	1,875.5	132
Mat-Su	612	2,247.5	1,043.5	1,204.0	115
Juneau	680	2,392.6	1,119.1	1,273.5	114
Galena	17	119.6	59.8	59.8	100
King Cove	22	115.8	57.9	57.9	100
Pelican.	2	43.2	-0-	43.2	100
Haines	122	399.4	221.9	177.5	80
Anchorage	4,000	14,046.8	7,833.8	6,213.0	79
Kodiak	513	1,566.7	940.0	626.7	66
Sitka	281	762.5	481.6	280.9	58
Cordova	76	266.3	177.5	88.8	50
Ketchikan	393	1,041.9	694.6	347.3	50
Petersburg	134	361.2	240.8	120.4	50
Wrangell	90	240.8	160.5	80.3	50
Yakutat	34	138.9	92.6	46.3	50
Hoonah	49	172.9	129.6	43.3	33
Nenana	46	185.2	138.9	46.3	33
Dillingham	65	299.1	239.3	59.8	25
North Slope	182	777.6	717.8	59.8	8
Bristol Bay	19.5	119.6	119.6	-0-	0
Craig	28.5	83.4	125.0	-0-	0
Hydaburg	9	41.7	41.7	-0-	0
Kake	42	125.0	125.0	-0-	0
Klawock	17	83.4	83.4	-0-	0
Nome	123	538.3	538.3	-0-	0
Sand Point	14	57.9	57.9	-0-	0
Skagway	28.5	83.4	83.4	-0-	0
St. Mary's	42	179.5	179.5	-0-	0
Unalaska	27	115.8	173.6	-0-	0
Valdez	187	576.9	665.7	-0-	0

TOTAL				16,637.4	82
On Base Fairbanks	475			1,200.7	
On Base Anchorage	385			733.2	
DOE Student Transfers (Tuition Stud.)	600.0			(600.0)	
DOE Contract Schools	666.8			(666.8)	
REAs				1,765.5	
BILL TOTAL (Increase)				19,070.0	

SPECIAL EDUCATION TASK FORCE

Alaska Department of Education
February 5-6 Meeting
Juneau, Alaska

Minutes

Task Force Meeting was called to order at 1:15 p.m. by Chairman Terry Coon.

CALL TO ORDER

Agenda was amended and adopted per appendix item one.

AGENDA

Reports of the subcommittees established by the Task Force at its December meeting were presented. First, the report of the Subcommittee on Grants for Extraordinary Circumstances was presented by Marsha Buck. Second, Tom Brown and Steve Daeschner presented the report of the Subcommittee on Funding. Both of these subcommittee reports are located in the appendix. In addition, reports were presented to the group by Myra Howe, Program Standards Task Force, and by Marsha Buck, Governor's Council for Handicapped and Gifted. This latter report from the Governor's Council was a response to the subcommittee proposals for funding and for extraordinary grant programs, which were reviewed by the Council.

REPORTS

Steve Daeschner moved and Barbara Block seconded a motion to recess meeting. Motion passed and meeting was recessed at 4:10 p.m.

RECESS

Meeting was reconvened at 9:12 a.m. by Chairman Terry Coon.

MEETING RECONVENED

After listening to the presenters of the aforementioned reports, the Task Force discussed, at length, the pros and the cons of the changes in special education funding proposed by the group. Questions were raised and addressed relative to (1) criteria for grant program covering extraordinary circumstances (2) 25% local contribution feature of extraordinary grant program (3) legitimacy of district budget submittals re the chairman's letter requesting amount of dollars needed to comply with P.L. 94-142 (4) appropriateness of various divisors used in formula (5) fiscal impact of staffing proposals from Program Standards Task Force (6) accountability of special education funds (7) low incidence handicapping conditions and geographically hard-to-serve issue re statewide programs and (8) political realities/strategies regarding implementation of proposed increase in special education funding.

DELIBERATIONS

Following these deliberations, the Task Force turned its attention to actions (motions) designed to fulfill its mission from the State Board of Education.

RECOMMENDATIONS

Steve Daeschner moved and Tom Brown seconded that the Task Force recommend to the State Board of Education that AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1. Motion carried.

ACTION

Moved by Barbara Block and seconded by Steve Daeschner that recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force recommend to the State Board of Education that contract funding for statewide programs for low incidence handicapping conditions be consolidated under a single administrative system and be adequately funded. Motion failed.

ACTION

Steve Daeschner moved and Barbara Block seconded a recommendation that the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force request the State Board of Education to recommend an accountability system be established by the Department of Education ensuring that special education dollars are spent on special education programs where the identified needs of special education students are not being met. Motion failed.

ACTION

Moved by Tom Brown and seconded by Steve Daeschner that Chairman Terry Coon and Tom Brown present a final report for the Special Education Task Force to the State Board of Education on Tuesday, February 10, 1981. Motion carried.

ACTION

Moved by Steve Daeschner and seconded by Carolyn Dorgett that the meeting adjourn. Motion passed. Meeting adjourned at 4:15 p.m.

ADJOURNMENT

SPECIAL EDUCATION TASK FORCE MEETING
February 5-6
Juneau, Alaska

AGENDA

- I. Call to Order
- II. Approval of Minutes for Anchorage Meeting
- III. Adoption of Agenda
- IV. Reports
 - A. Subcommittee on Block Grants
 - B. Subcommittee on Funding
 - C. Program Standards Task Force Report
 - D. Governor's Council Report
- V. Statewide Programs (Funding)
- VI. Deliberations and Recommendations
- VII. Final Report re: Legislation
- VIII. Adjournment

SPECIAL EDUCATION FUNDING TASK FORCE

Sub-Committee Report

Re: Extraordinary Circumstances Grants

Grant Parameters:

1. A grant can be made available to an LEA only after the LEA establishes or shows proof that foundation funding received is inadequate to meet the extraordinary circumstance or is exhausted, and that the LEA has a child or children in need of extraordinary service.
2. An LEA must contribute at least 25% of the cost of providing for the extraordinary circumstance out of its foundation or local funds.
3. A Child Study Team at the LEA level must establish a definite unmet need for a specific child or specific children and assume all responsibility for the provision of service prior to applying for an extraordinary circumstance grant.
4. Extraordinary Circumstances Grants need to be available throughout the year.

Extraordinary Circumstances for Which Grants May Be Applied:

1. Severely/profoundly multi-handicapped students.
2. Low-incidence handicapped or extraordinarily gifted/talented students needing highly specialized programs. (Example: An emotionally handicapped, blind student who is mainstreamed but in need of such things as counseling, orientation, mobility training and a summer program in independent living skills.)
3. Students who are so exceptional as to need 1-to-1 educational resources or services throughout the day in order to benefit from appropriate placement.
4. Summer school programs.
5. Students moving into a district mid-year for whom no appropriate program exists.
6. Out-of-district placements.
7. Development of local residential programs for low incidence handicapping conditions.
8. Geographically hard to serve students who are in need of costly itinerant services.

DATE: January 21, 1981

TO: Special Education Task Force Members

FROM: James W. Elliott, Ph.D. *JWE*
Commissioner's Representative

RE: Funding Subcommittee Report

On Wednesday, January 13, Tom Brown's proposal, which was presented to the Task Force at the Anchorage meeting, was analyzed by the referenced subcommittee. You will recall that Tom's proposal called for:

1. Elimination of the present level-of-service concept;
2. Counting each special education student as one FTE;
3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment} \times \text{Instructional Unit Value}}{\text{Adjustment Divisor}} = \text{State Aid for Special Education}$$

Using the above formula, the subcommittee arrived at projected FY82 funding estimates for special education by district. Therefore, please find enclosed, for your review, the results of the subcommittee's work in the form of a comparison chart showing funding under the present system and funding under Tom's proposal using a series of different adjustment divisors, plus two combinations for districts with > and < 1500 ADM.

Also, please find additional charts prepared by Steve Daeschner, using an adjustment divisor of 11, and Bill Muir's analysis of different divisors using average instructional unit values and a + 1500 ADM enrollment factor.

At our February 5-6 meeting in Juneau, the group as a whole will be requested, of course, to take action on a recommended proposal for increasing special education funding.

JWE/sf
Enclosures

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present formula ÷ \$	Projected # I.U. w/New Formula Using Divisor of 11 ÷ \$	Projected # I.U. w/New Formula Using Divisor of 13 ÷ \$	Projected # I.U. w/New Formula Using Divisor of 15 ÷ \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 ÷ \$
Anchorage*	4121	180	375	317	275	375
		6,946,200	14,471,250	12,233,030	10,612,250	14,471,250
Bristol Bay	26	2	3	2	2	2
		119,630	179,445	119,630	119,630	119,630
Cordova	66	4	6	6	5	5
		177,516	266,274	266,274	221,895	221,895
Crater	31	2	3	3	3	3
		83,354	125,031	125,031	125,031	125,031
Dillingham	56	4	5	5	4	4
		239,260	299,075	299,075	239,260	239,260
Fairbanks	1506	55	137	116	101	137
		2,377,155	5,921,277	5,013,636	4,365,321	5,921,277
Galena	23	2	2	2	2	2
		119,630	119,630	119,630	119,630	119,630
Haines	133	5	12	11	9	9
		221,895	532,548	488,169	399,411	399,411
Hoonah	49	3	5	4	4	4
		129,663	216,105	172,884	172,884	172,884

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Hydaburg	11	-0-	1	1	1	1
		-0	41,677	41,677	41,677	41,677
Jameau*	763	27	70	59	51	70
		1,041,930	2,701,300	2,281,000	1,968,000	2,701,300
Kake	47	3	5	4	4	4
		125,031	208,383	166,708	166,708	166,708
Kenai*	738	32	68	57	50	68
		1,333,664	2,834,036	2,375,589	2,083,850	2,834,036
Ketchikan	379	17	35	30	26	35
		656,030	1,350,650	1,157,700	1,003,340	1,350,650
King Cove	24	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Klawok	19	2	2	2	2	2
		83,354	83,354	83,354	83,354	83,354
Kodiak	596	22	54	46	40	54
		984,808	2,417,256	2,059,144	1,790,560	2,417,256
Port-Su	610	29	56	47	41	56
		1,163,866	2,247,504	1,886,298	1,645,494	2,247,504

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/ Present Formula + \$	Projected # I.U. w/ New Formula Using Divisor of 11 + \$	Projected # I.U. w/ New Formula Using Divisor of 13 + \$	Projected # I.U. w/ New Formula Using Divisor of 15 + \$	Projected # I.U. w/ New Formula w/ 1500 Student Factor 11/15 + \$
Nenana	48	3	5	4	4	4
		138,924	231,917	185,232	185,232	185,232
Nome	165	10	15	11	11	11
		598,150	897,225	777,595	657,965	657,965
North Slope	176	10	16	14	12	12
		598,150	957,040	837,410	717,780	717,780
Pelican	3	-0-	1	1	1	1
		-0-	43,221	43,221	43,221	43,221
Petersburg	122	5	12	10	9	9
		200,670	481,608	401,340	361,206	361,206
Sitka*	253	11	23	20	17	23
		441,474	923,082	802,680	682,278	923,082
Skagway	39	2	4	3	3	3
		83,354	166,708	125,031	125,031	125,031
St. Mary's	44	3	4	4	3	3
		179,445	239,260	239,260	179,445	179,445
Unalaska	79	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# T.U. w/Presnt Formula • \$	Projected # T.U. w/New Formula Using Divisor of 11 • \$	Projected # T.U. w/New Formula Using Divisor of 13 • \$	Projected # T.U. w/New Formula Using Divisor of 15 • \$	Projected # T.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Valdez	191	12 532,548	18 798,882	15 665,685	13 576,927	13 576,927
Krangell	105	5 200,670	10 401,340	9 361,206	7 280,958	7 280,958
Yakutat	43	3 138,924	4 185,232	4 185,232	3 138,924	3 138,924
Sand Point	19	1 57,885	2 115,770	2 115,770	2 115,770	2 115,770
City/Borough Sub- Total	10,425	458 19,204,720	959 39,803,015	815 35,855,771	709 29,454,642	926 38,169,814
Adak	50	2 108,052	5 270,130	4 216,104	4 216,104	4 216,104
Alaska Gateway	69	4 185,232	7 324,156	6 277,848	5 231,540	5 231,540
Aleutian	23	2 115,770	3 173,655	2 115,770	2 115,770	2 115,770
Annette	72	4 160,546	7 280,958	6 240,804	5 200,670	5 200,670

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 11 + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.U. w/New Formula Using Divisor of 15 + \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 + \$
Bering Strait	65	4 239,262	6 358,890	5 299,075	5 299,075	5 299,075
Chatham	46	3 125,031	5 208,385	4 166,708	4 166,708	4 166,708
Chugach	7	-0- -0-	1 46,308	1 46,308	1 46,308	1 46,308
Copper River	113	6 266,274	11 488,169	9 399,411	8 355,032	8 355,032
Delta Greely	234	11 509,388	22 1,018,776	18 833,544	16 740,928	16 740,928
Iditarod	32	2 119,630	3 179,445	3 179,415	3 179,445	3 179,445
Inupak	26	2 119,630	3 179,445	2 119,630	2 119,630	2 119,630
Lake & Peninsula	46	3 179,445	5 299,075	4 239,260	4 239,260	4 239,260
Lower Kuskokwim*	227	17 1,016,855	21 1,256,315	18 1,076,670	16 857,010	21 1,256,315

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Lower Yukon	190	11 657,965	18 1,076,670	15 897,225	13 777,595	13 777,595
Northwest Arctic	161	8 478,520	15 897,225	13 777,595	11 657,965	11 657,965
Prithof	38	3 173,655	4 231,540	3 173,655	3 173,655	3 173,655
Southeast Island	56	3 125,031	6 250,062	5 208,385	4 166,708	4 166,708
Southwest	118	4 239,260	11 657,965	10 508,150	8 478,520	8 478,520
Rathbun	57	5 231,540	6 277,848	5 231,540	4 (185,212)	4 (185,212)
Yukon Flats	56	5 299,075	6 358,890	5 299,075	4 (159,620)	4 (159,620)
Yukon Koyukuk	107	5 299,075	10 598,150	9 538,335	8 478,520	8 478,520
RTAA Sub-Total	1,793	104 5,649,214	175 9,431,837	147 7,934,517	130 7,025,125	135 7,321,010

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.D. w/Present Formula • \$	Projected # I.D. w/new Formula Using Divisor of 11 • \$	Projected # I.D. w/New Formula Using Divisor of 13 • \$	Projected # I.D. w/new Formula Using Divisor of 15 • \$	Projected # I.D. w/new Formula w/ 1500 Student Factor 11/15 • \$
Total	12,218	562	1,134	962	839	1,061
		24,853,944	49,234,852	41,700,310	36,479,967	45,493,854
			1.901	1.601	1.468	1.830

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
1. Anchorage	38,590	100	4,121	375	14,678,311	18,347,974	14,471,250
2. Bristol Bay	59,815	2	26	3	180,977	226,210	179,445
3. Cuskoyna	44,379	4	66	6	269,382	336,727	266,274
4. Craig	41,677	2	31	3			125,011
5. Dillingham	59,815	4	56	5			299,075
6. Fairbanks	43,221	55	1,506	137	6,000,000	7,500,000	5,921,277
7. Galena	59,815	2	23	2			119,630
8. Haines	44,379	5	111	12			512,548
9. Hoonah	43,221	3	49	5	148,232	185,210	216,315
10. Hydaburg	41,677	0	11	1			41,677
11. Juneau	38,590	27	763	70	2,239,855	2,799,819	2,701,300
12. Kake	41,677	1	47	5			208,385
13. Ketchikan	41,677	32	710	60	2,885,642	3,607,172	2,818,016
14. Ketchikan	38,590	17	179	35	1,663,666	2,079,517	1,350,650
15. King Cove	57,885	2	24	3			173,655
16. Klondike	41,677	2	19	2	87,640	109,540	83,354

School District	Instructional Unit Cost 1981-1982	Current formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students (1) 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New formula (1.11) Unit Cost (Col. 2) X Projected Number of Instructional Units (Col. 4)
17. Kodiak	44,764	22	506	54	1,770,369	2,222,961	2,417,256
18. Mat-Su	40,134	29	610	56	2,030,022	2,547,520	2,247,503
19. Nenana	46,300	3	40	5			231,540
20. Nome	59,015	10	165	15	560,365	710,456	897,275
21. North Slope	59,015	10	176	16	1,442,595	1,803,243	952,040
22. Polican	43,221	0	3	1			43,221
23. Petersburg	40,134	5	122	12	295,360	369,200	481,600
24. Sitka	40,134	11	253	23	1,497,426	1,871,707	923,007
25. Skagway	41,677	2	39	4	107,010	134,707	176,704
26. St. Mary's	59,015	3	44	4			239,260
27. Unalaska	57,885	2	29	3			173,655
28. Valdez	44,379	12	191	10	1,415,633	1,769,541	798,027
29. Wrangell	40,134	5	105	10	174,715	468,191	401,140
30. Yakutat	46,300	3	43	4			185,200
31. Sand Point	57,885	1	19	7			115,770

Sch	District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (x 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 5)
32.	Adak	54,026	2	50	5			270,130
33.	Alaska Gateway	46,308	4	69	7	289,547	361,933	324,156
34.	Aleutian Chain	57,085	2	23	3			171,655
35.	Annette Island	40,134	4	72	7			280,918
36.	Bering Straits	52,715	4	65	6	1,906,466	2,303,082	358,090
37.	Chatham	41,677	3	46	5			208,385
38.	Chugach	46,308	0	7	1			46,308
39.	Copper River	44,379	6	113	11	516,000	645,000	488,169
40.	Delta/Greely	46,308	11	234	22			1,018,776
41.	Iditarod	59,815	2	32	3	173,100	216,250	179,445
42.	Kuspuk	59,815	2	26	3			179,445
43.	Lake and Peninsula	59,815	3	46	5			299,075
44.	Lower Kuskokwim	59,815	17	227	21	1,629,000	2,016,250	1,256,115
45.	Lower Yukon	59,815	11	190	18			1,076,670
46.	Northwest Arctic	59,815	8	161	15			897,225
47.	Prudhoe	57,085	3	38	4			228,540
48.	Southeast Island	41,677	3	56	6			250,062

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	* Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
49. Southwest	59,815	4	110	11	619,119	773,898	657,965
50. Railbelt	46,300	5	57	6	242,500	303,125	277,848
51. Yukon Flats	59,815	5	56	6	533,001	666,351	358,798
52. Yukon-Koyukuk	59,815	5	107	10	633,029	791,206	598,150
	<u>2,500,130</u>						<u>41,813,908</u>

SPECIAL EDUCATION TASK FORCE
(Bill Muñiz)

Total Students

12,218

Total Units

Based on 11-1 and 15-1

1,055

Average 81-82

Allotment - Statewide

\$48,434

Total Students	Ratio Student -Units	Number Units	Cost
12,218	12-1	1,018	\$49,305,912
12,218	15-1	814	35,425,276
12,218	16-1	763	35,555,142
12,218	18-1	679	32,006,686

Ratio	Units	Present Funding	Increase
12-1	1,018	\$22,032,100	\$27,273,712
15-1	814	22,032,100	17,393,176
16-1	763	22,032,100	14,923,042
18-1	679	22,032,100	10,854,566

REVENUES
(3/11/81)

State

Foundation Support (185 Units X 38,590)	\$ 7,139,150
600 Level IV/18 X 38,590	1,286,333
State Tuition	49,842
Pupil Transportation	1,167,137
Reimbursement for Indirect	29,000
Debt Service - Aid for School Construction	1,553,346
Cost Recoveries - Facilities Rentals	<u>7,800</u>

Total State \$11,232,608

Local Contribution 7,566,724

Average Daily Membership (FTE) 2,035

1981-82 WITH ANTICIPATED FUNDING CHANGES
(3/11/81)

Direct Costs

Direct	\$13,312,938
Deaf	800,000
Severe/Profound	<u>761,931</u>
Subtotal	14,874,869
Program Needs (See Chart)	(2,500,000)
Indirect	3,907,346
Bond Costs	<u>1,579,048</u>
Total	20,361,263 (22,861,263)

Revenues

4,385 ADM/11 X 38,590	15,383,377
Other	<u>4,093,458</u>
Total Revenues	19,476,835
Local Contribution	(3,384,428) 884,428
Local Revenue/PER FTE	\$435 (\$1,663)

AREAS OF CONCERN
WITH SPECIAL EDUCATION FOUNDATION PROGRAM
IN THE ANCHORAGE SCHOOL DISTRICT

The State Department of Education provides a foundation formula (AS 14.17.010, .021, .031) for special education funding. At the present time the statutes provide foundation units to the District at the rate of 11 full time equivalent special education students to one unit, taking into account the number of days in service and disregarding the nature of the handicap. The local taxpayers in Anchorage have provided funds to supplement the special education student, almost three times a normal student's allocation. The reason for these excess costs is the inadequate funding base supplied by the Department of Education. The following areas summarize these funding dilemmas.

- 1) No costs are allowed for the diagnosis and assessment of students. In Anchorage these costs are in excess of a million dollars, including costs for psychologists and other testing specialists, substitute teachers so that teachers can sit on Child Study Teams, and addendum days for teachers.
- 2) No costs are provided for related services when students are already Level IV (full time special education). Many of our specialists (occupational therapists, physical therapists, speech/language therapists, orthopedically handicapped, hard of hearing) provide required services yet generate no foundation support. Our costs for these services with no reimbursement approximate \$800,000.
- 3) The Anchorage School District also has numerous special education programs that require low pupil/teacher ratios. These include preschool special education children, vision impaired, severely profound, orthopedically handicapped, emotionally disturbed and multiple-handicapped. Anchorage provides the above services for many students who come to Anchorage from outside the district. The existing number of FTE students receiving services that require a pupil/teacher ratio of at least 6 to 1 is 150. The State formula allocates an 11 to 1 ratio which translates into a loss to Anchorage of approximately 12 units.
4. The floor, as established by AS.14.17.170, in estimating ADM for the first 9 weeks of school is providing a great hardship for the District. The multitude of new referred students makes it physically impossible to get them tested, diagnosed and reviewed by the end of the first 9 weeks. By the end of the first 9 weeks we will generate approximately 140 units, whereas by the end of the school year the total units are 120 or a loss of 40 units.

The present foundation formulas generally oppose the philosophy of our State regulations regarding the concept of more interaction with the regular students. The formula provides us a larger incentive to place students as Level IV than mainstream the students. Also, the State foundation formula provides no money for the education of special education students during the summer. The laws in other states are requiring summer school attendance for selected groups of students. What are some of the solutions to the above dilemmas? Several possibilities might include the following:

- 1) Eliminate level of service and provide foundation formula at 11 ADM to 1.
- 2) Local special education funding be provided by Block Grants on a bi-annual plan of service. We presently have to develop budgets and related program plans supporting these budgets for passage through our local School Board and approval by the State. With all this documentation, another scrutiny by the State would not affect us.
- 3) Change the foundation floor for special education from October to April.
- 4) Provide instructional units to cover diagnostic services.
- 5) Have the State provide full funding on a contractual basis for all high risk or low incident students, emotionally disturbed, preschool, blind, deaf, etc.
- 6) Allow each school to be counted as a separate attendance area.

ANCHORAGE SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
PROGRAM STANDARDS JUSTIFICATION

The following sources of information were used in establishing our proposed program standards for special services:

1. Washington State Funding Criteria
2. State of Iowa Rules for Special Education
3. Portland Public Schools Placement Alternatives Procedures Document
4. Sacramento Unified School District
5. Highline Public School District, Seattle, Washington
6. Alaska Department of Education Program Standard Task Force Recommendations - rough draft
7. Anchorage School District Resource Teachers Association Recommendations
8. American Occupational Therapy Association Recommendations
9. Fundamentals for Speech/Language and Hearing Programs Alaska Department of Education
10. National Association of School Nurses
11. State of Missouri Program Standards
12. Alaska State Vocational Educational Work Study Standards
13. National Association of School Psychologists
14. Oklahoma Speech & Hearing Assn. State Standards
15. Florida Speech & Hearing Assn. State Standards
16. Iowa Speech & Hearing Assn. State Standards
17. Heartland Education Agency Iowa
18. Dist. of Columbia Speech & Hearing Assn. Standards
19. Maryland State Program Standards for Speech & Hearing

20. Director of Gifted for Illinois, Matteson, Illinois
21. Office of Gifted and Talented, Rose Tree School
District Media
22. Office of Gifted and Talented, Garden Grove School
District, California
23. Office of Gifted and Talented, College Park School
District, Maryland
24. Office of Gifted and Talented, Baltimore City Schools,
Maryland

	OT/PT		Speech/Language		Resource Room Elementary	Resource Room Secondary	Specializ Self-contain
Hours of Instruction	$\frac{\text{Time} \times}{\text{Days}} / \text{wk}$		$\frac{\text{Time} \times}{\text{Days}} / \text{wk}$		1 hr - 5 hrs/day level 1 - level 4	1 hr - 5 hrs/day	Up to total d:
Exceptionality	All exceptionalities (MR, OI, SMH or high incidence)		All Exceptionalities		All Exceptionalities	All Exceptionalities	Preschool MR Severe Learning Severe Language Severe Behavior Severe Academic
Student/Teacher Ratio Standard	OT 15-30 students/ therapist -severe +mild	PT 15-30 students/ therapist -severe +mild	Mild speech 40-50 students/ therapist	Severe speech/ language 15-20 students/ therapist	12-18 students/ resource teacher as per levels of service provided.	15-20 students/ teacher. Maximum 40 student contact hrs./day or 8 students per class period.	8-10 students/ teacher
80-81 ASD Student/teacher Ratio (As of 12/19/80)	*6 T 190 S 31.6 S/T (224 Students)	*6 T 166 S 27.6 S/T	23 T 1,340 S 58.5 S/T	*4 T 137 S 34.3 S/T	*53 RT 1,013 S 19.1 S/RT	52 T/900S 17.3 S/T Ave. 10 S's/class = 50 contact hrs.	Preschool 6T/5 9.5 S/T MR 11T/106S = 9.6 S/T Other 18T/211S 11.7 S/T
81-82 ASD student/teacher Ratio (projec- tions highest point) (includes All redlines)	6T/190S 31.6 S/T (225 students)	6T/180S 30 S/T	23T 1,456S 63 S/T	4T 140S 35 S/T	57 RT 1,150 S 20.1 S/RT	61T/1,000S 16.4 S/T Ave 9.5/Class 46 Contact Hours	Preschool 6T/6 10 S/T MR 11T/110S = 10 S/T Other 18T/190S 10.5 S/T
Program Needs	+1	+1	+3-4 SLS mild	+2-3 SLS severe	+7-10 Resource Teachers	+7-10 Resource Teachers	+2 Self-contained Teachers
Teacher/Aides Standards	1 Teacher Aide/ OT/PT Site = 5 Teacher Aides		Mild T.A. as Needed for Overloads	Severe 1 T.A./ SLS for Severe Students	1 Teacher Aide/ Resource Teacher	1 Teacher Aide/ Resource Teacher	1 Teacher Aide Teacher
80-81 ASD Teacher/Aides (As of 12/19/80)	2 T.A.'s at Whaley and Rigel		*3 therapy aides		(9) 4 hour T.A.'s (2) 6 hour T.A.'s	1 T.A./unit = 10	Preschool 1 T.A. MR 1 T.A./T Other (4) 6 hr (3) 4 hr
81-82 ASD Teacher/Aides (Includes All redlines)	3 T.A.'s at Whaley, Rigel, Denali?		5 therapy aides		(12) 4 hour T.A.'s (3) 6 hour T.A.'s	Same	Same
Program Needs	+2 T.A.'s		+2 T.A.'s		+52 T.A.'s	+60 T.A.'s	+12-15 T.A.'s
Comments	*Counts VI-B Includes 2 therapists		Counts VI-B *1 SLS **1 T.A.		*Counts VI-B 2 Resource Teachers		

Attachment E

Severely Handicapped	Work-Study Coordinator		Gifted/Talented	Itinerant Class Support	Psychologist	Nurses (Elementary)
Up to total day	2 hrs/wk/ student	1 hr/wk/ student	1-13 hr/week	$\frac{\text{Time} \times \text{Day}}{\text{week}}$	5-6 hours assessment Per day	Up to total day
deaf, autistic, SMH, ED, Blind	severe autistic, SMH, OH, MMR, deaf, Blind Severe	mild EMR, LD =ild	academically, intellectually, creatively, gifted/talented	visually impaired visiting teacher hard of hearing adaptive PE	All exceptionalities	Regular and all exceptionalities
5 students/ teacher	10-15 students/ work- study coord.	25-30 students/ work- study coord.	Elem: 55 level 1 students/teacher Sec: 20-26 students/class/ teacher	10-20 students/ teacher A.P.E. (110 S/T)	1 school psycholo- gist/1,500 students in school district	1 school nurse/ 750 students
autistic - 3T/21S = 6.3 S/T deaf 6T/42S = 7 S/T SMH 11T/59S = 5.3 S/T ED 8T/56S = 6.75 S/T	2T/40S 20 S/T	2T/93S 46.5 S/T	Elem: 55 level 1 students/teacher Sec: 22 S/Class/T with 3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/17S = 17 S/T V.T. 3T/35S = 12 S/T M.H. 1T/25S = 25 S/T APE 1T/157S = 157 S/T	2,750S/14P 196.4 S/Psych.	22 nurses 1 alternative school 910 S/Nurse
autistic - 3T/21S = 6.3 S/T deaf 7T/54S = 7 S/T SMH - 12T/65S = 5.4 S/T ED 8T/56S = 7 S/T	2T/40S 20 S/T	3T/100S 33 S/T	E1: 275 Level 1, 300 Level 2, 40 Level 3/ 19.5T = 57.2 S/T Sec: 20 S/Class /T w/3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/20S = 20 S/T V.T. 3T/35S = 12 S/T M.H. 1T/25S = 25 S/T APE 2T/274S = 137 S/T	Same	24 nurses 1 alternative school 833 S/Nurse
+4 self- contained teachers	+1 work- study coord.	+1 work- study coord.	Bussing Needs Art Program Music Program 9-12 Program	+5	+3.5 school psychologists	+2.5 nurses
autistic 1.5 T.A./T deaf 1 T.A./T SMH 1.5 T.A./T E.D. 1 T.A./T	2 T.A./ work- study coord.	-0-	-0-	V.I. +2 T.A./Teacher V.T. -0- M.H. 1 T.A./Teacher APE -0-	1 T.A./Secondary Unit	1 T.A./4 Nurses
autistic +2 T.A./T deaf 1 T.A./T SMH 1 T.A./T E.D. 1 T.A./T	4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	V.I. 2 T.A.'s V.T. -0- M.H. 1 T.A. APE -0-	No Aides	5 T.A.'s
autistic +2 T.A./T deaf 1 T.A./T SMH 1.25 T.A./T E.D. 1 T.A./T	+4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	Same	3 T.A.'s	6 T.A.'s
+4 T.A.'s	+2 T.A.'s	-0-	-0-	-0-	3 T.A.'s	-0-
*Counts autistic grant, deaf, multi- handicapped 1 T.A./T	*Counts VI-B 3 T.A.'s			*Counts VI-B 1 T.A.	*Counts VI-B 1 T.A./T	

March 5, 1981

Steve Daeschner
 Director of Pupil Personnel Services
 Anchorage School District
 Whaley Center
 2220 Nichols St.
 Anchorage, Alaska 99504

Dear Mr. Daeschner:

Enclosed is our Final Report. Please review it and call Marsha Buck, Chairperson of the Council's Education Committee, at 225-2118 by Monday March 16th if there are any substantive errors.

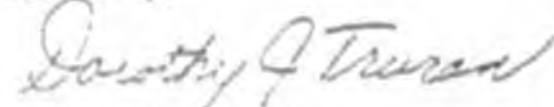
Steve Daeschner is to meet with Commissioner Lind on Thursday or Friday (March 5-6) in Anchorage to present the report. Steve indicated on the phone yesterday that there is interest in combining our consortium proposal with the special education funding legislation.

There is major statewide support for the funding increase. If that legislation is not forthcoming from the Governor's Office in the next week or so, there will be contact with legislators regarding introduction. Steve and the Anchorage Special Education Advisory Committee are pursuing that course of action.

The Governor's Council for the Handicapped and Gifted will meet in Juneau on Friday March 20th and will be working on follow-up activities through the Council's Education and Legislative Committees. We are waiting to hear Commissioner Lind's response and plans for State Board of Education action prior to or during their March 31st meeting in Anchorage). (Kris, Roy, Steve, and Marsha are ready to present the report to the State Board.)

A special thanks to each of you for your productive work on the Low-Incidence Committee.

Sincerely,



Dorothy J. Truran
 Health Planner II

Enclosure

cc: Education Committee members
 Legislative Committee members
 Council members

DST/lsl

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

FINAL
REPORT ON
SERVICES
FOR STUDENTS
WITH
LOW-INCIDENCE
HANDICAPS

BY LOW-INCIDENCE COMMITTEE
GOVERNOR'S COUNCIL FOR THE
HANDICAPPED AND GIFTED
FEBRUARY 1981

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APPENDICES.....	A THROUGH G (ATTACHED)

INTRODUCTION

This report addresses current problems in the statewide delivery of special education and education-related services to children whose handicaps require very specialized services. The nine hundred identified students with low-incidence handicaps (deafness, blindness, multiple-handicaps, orthopedic handicaps, severe health impairments, emotional disturbance) represent approximately 10% of the special education population (or) 1% of the total school population in the state (see Appendix A).

The recommendations were prepared by the Low Incidence Committee of the Governor's Council for the Handicapped and Gifted. Members of the Committee included:

Kris Rogers, Director of Special Education, Kenai (Chairperson)
Sam Bushon, North Slope Borough Schools
Joe Calderara, Lower Kuskokwim Schools
Bill Hawkins, Kodiak Island Borough Schools
Ted Eastwood, Lake & Peninsula Schools
Chuck Christian, Bureau of Indian Affairs
Marsha Buck, Ketchikan Borough Schools
Bill Mulnix, Office for Exceptional Children, DOE
Steve Daeschner, Anchorage School District
Dave Canterbury, Communicative Disorders Program, DH&SS
Jan Schultz, Child Development Services, DH&SS
Karen Lamb, Infant Learning Program, DH&SS
Helen Virgin, Bristol Bay Regional Resource Center
Bob Thomas, State Program for the Deaf, Anchorage School District
Jane Brodie, Blind/Visually Impaired Program
Roy Anderson, Alaska Resources for the Moderately & Severely Impaired
Jim Welch, Sensory Impairment Center
Dean Konopasek, Alaska Psychiatric Institute Education Program

Committee and sub-committee meetings were held November 18-19, 1980 and February 25-26, 1981 in Anchorage.

RECOMMENDATIONS

The Low Incidence Committee of the Governor's Council for the Handicapped and Gifted identified current issues in the areas of Service Delivery Models, Manpower/Personnel Requirements, Organization and Administration, and Funding (see Appendix C-G)

Recommendations resulting from analysis of these issues and alternative solutions are:

1. INCREASE SPECIAL EDUCATION FUNDING TO LOCAL SCHOOL DISTRICTS AND REAAs AS PROPOSED BY THE SPECIAL EDUCATION FUNDING TASK FORCE. INCREASED COST: \$19.7 MILLION.

Discussion: By deleting the ADM/FTE (levels of service concept) and replacing it with a straight count of special education students on a 15:1 ratio for all districts except Anchorage, Fairbanks, Kenai, Mat-Su, and Juneau which

would receive funding on an 11:1 ratio, funding to local districts would be increased by 63%. This funding increase is consistent with the cost data provided by school districts (Appendix B) and will provide full funding for local special education programs. It will not, however, provide for statewide coordination of specialty services which cannot be provided solely by local special education programs and personnel.

2. ESTABLISH A STATEWIDE SPECIAL EDUCATION COOPERATIVE SERVICE UNIT TO PROVIDE SPECIAL EDUCATION PROGRAM SUPPORT SERVICES TO LOCAL SCHOOL DISTRICTS AND REAAs SERVING CHILDREN WITH LOW-INCIDENCE HANDICAPS. INCREASED COST: \$0 IF RECOMMENDATION #1 IS IMPLEMENTED; \$1.4 MILLION IF RECOMMENDATION #1 IS NOT IMPLEMENTED.

A. Include existing special education statewide out-reach programs in the Cooperative Service Unit

- . deaf/hearing impaired (outreach components of the State Program for the Deaf)
- . blind/visually impaired (Blind/Visually Impaired Program)
- . multiple handicapped (Alaska Resources for the Moderately and Severely Impaired)
- . 0-3 (infant learning outreach components for deaf and blind)

B. Add two new statewide outreach program components

- . orthopedically handicapped/severely health impaired (no existing program)
- . emotionally disturbed (no existing program)

C. Re-allocate existing funds for these services to the Cooperative Service Unit on a contract basis for F82 and annually thereafter (see attached cost information).

D. Assign responsibility and funding to the Cooperative Service Unit for coordination and purchase of all education-related residential placements for F83 and annually thereafter.

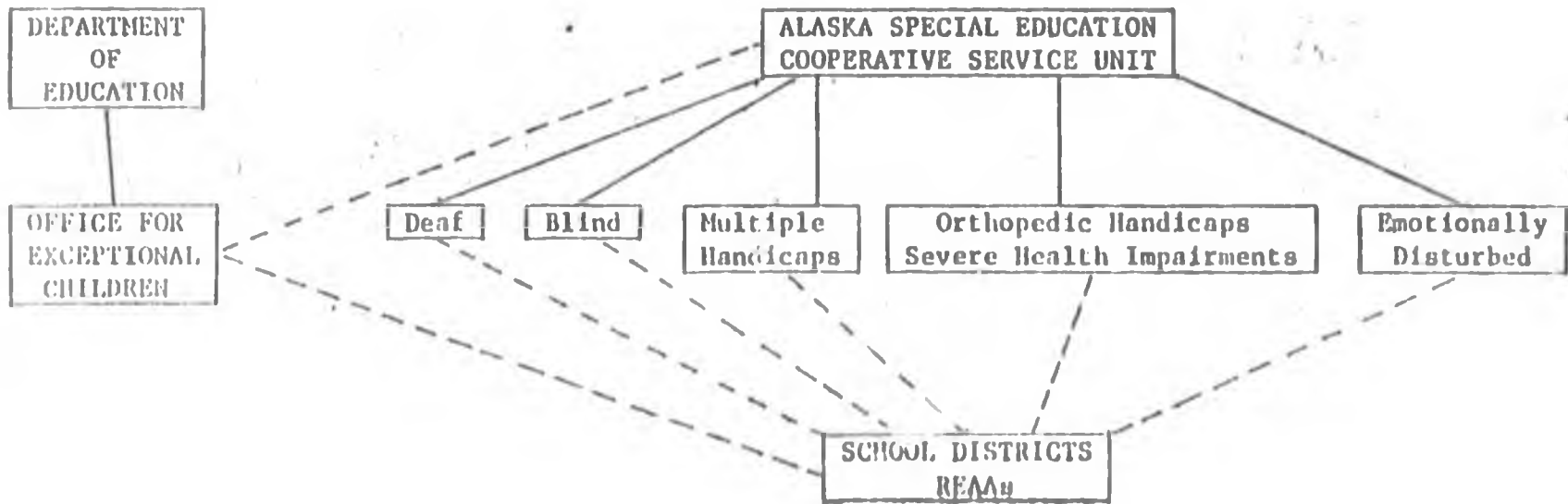
E. Assign responsibility to the Cooperative Service Unit and have it relate directly to the State Professional Development Steering Committee for statewide in-service training and technical assistance to school district personnel serving children with low-incidence handicaps (See Appendix G).

Discussion: The existing low-incidence programs, two additional program components, residential support activities, and personnel training services for low-incidence populations can be combined into one statewide organization utilizing existing funds if the special education foundation formula is changed as recommended by the Special Education Funding Task Force. If these recommendations are not implemented in F82, an additional \$1.4 million will be required.

The Special Education Cooperative Service Unit will have a clear statutory authority and structure, specific responsibilities, contract funding from the Department of Education identified for each program component, and authority to sub-contract for services within the specific areas of responsibility. It will result in increased services to school districts and REAAs, consolidation and improved effectiveness of service delivery, quality out-reach services, development of education-related residential services, filling gaps in services to students with low-incidence handicaps, and coordination of educational services with allied health and social services programs.

Primary tasks of the Cooperative Service Unit will be:

- a. Provision of itinerant out-reach services to local school districts and REAAs;
- b. Development of programs for blind/visually impaired students, particularly for periodic and summer-time training programs in orientation and mobility;
- c. Provision of out-reach services and development (but not operation of) community living arrangements for emotionally disturbed students, particularly one "secure" setting for evaluation and treatment;
- d. Provision of itinerant and development of (but not operation of) community residential services for orthopedically handicapped and severely health impaired students;
- e. Provision of in-state services for all low-incidence students through development of a continuum of service models and coordination of allied health and social services;
- f. Arrangement and purchase of all education-related residential placements (inter-district transfers and in-state placements for low-incidence students placed out-of-state) after F82;
- g. Training of local school district personnel serving students with low-incidence handicaps.



FUNDING
SPECIAL EDUCATION COOPERATIVE SERVICE UNIT

Program Component	F81 Actual (State Contract Programs (S) and Federal Grants (F))	F82 Budgeted (Governor's Budget (S) and Federal Sources (F))	F82 Actual Need
State Program for Deaf and Deaf Out-Reach	1,000,000 S	1,000,000 S	400,000
Blind/Visually Impaired Outreach	150,000 S	162,000 S	300,000
Alaska Resources Multiple-Handicap Outreach	177,000 F	180,000 F	300,000
Anchorage School District Severe-Profound Contract	670,000 S	670,000 F	-0-
Orthopedic Handicap Outreach	-0-	-0-	300,000
Emotionally Disturbed Outreach	-0-	-0-	300,000
State Department of Education Out-of-District Transfers	1,000,000	1,000,000*	1,162,000*
Training/In-Service	-0-	-0-	100,000
Administration	-0-	-0-	150,000
TOTALS	2,197,000	3,012,000	3,012,000

*AOE continues to administer in F82; Consortium administers in F83 and thereafter

FISCAL NOTE FOR FY82:

\$-0- If Recommendation #1 is implemented and an additional \$19.7 million is appropriated for special education foundation support to local districts.

\$1,470,000 If Recommendation #1 is not implemented in F82 as contract funding to Anchorage School District for the State Program for the Deaf and for Severe-Profound services would be unavailable for re-allocation to the Special Education Cooperative Service Unit.

A.S. 14.12

ARTICLE 4.

SPECIAL EDUCATION COOPERATIVE SERVICE UNIT

POLICY:

It is declared to be a policy of the state to make special education services available to all exceptional children included under A.S. 14.30.350(1) A, B, C, D, F. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to these exceptional children special educational programs and services which may most efficiently and economically be provided by a statewide consortium.

PURPOSE:

It is the purpose of sections _____ of this chapter to provide appropriate special education out-reach and education-related residential services for exceptional children in the state for whom local school special education programs are inadequate.

CREATION:

There is established in the state a Special Education Cooperative Service Unit.

GOVERNING BOARD:

The Special Education Cooperative Service Unit shall be governed by a seven-member board consisting of an REAA special education director, a city/borough school district special education director, an REAA superintendent, a city/borough school district superintendent, a higher education representative, a representative of the Department of Health and Social Services, and a representative of the Governor's Council for the Handicapped and Gifted.

The members of the board shall be appointed by the Commissioner of Education.

The members of the board are entitled to the expenses, travel, and per diem provided by the law.

TERM OF OFFICE:

The term of office of a board member is three years. However the initial members hold office as follows: three for a term of three years, two for a term of two years, and two for a term of one year, the terms being assigned to the members by lot.

VACANCIES:

A vacancy occurring during a term of office is filled in the same manner as the original appointment. A member appointed to fill a vacancy serves for the unexpired term of the member he succeeds.

MEETINGS:

The board shall meet at least quarterly.

QUORUM:

Four members constitute a quorum.


BYLAWS:

The board shall adopt bylaws for the operation of the Special Education Cooperative Service Unit.

EMPLOYEES:

Employees of the Special Education Cooperative Service Unit are not state employees and are not subject to the State Personnel Act (A.S. 39.25). However, all Special Education Cooperative Service Unit employees shall be members of either the teachers' retirement system (A.S. 14.25) or the public employees retirement system (A.S. 39.35).

SERVICES:



The Special Education Cooperative Service Unit shall provide the following special education support services to local school districts and REAAs for special education services required above and beyond those reasonably able to be provided in the local school district or REAA, including but not limited to:

- (1) itinerant out-reach services to deaf and hearing impaired, blind and visually impaired, orthopedically handicapped, severely health impaired, emotionally disturbed, and multi-handicapped students;
- (2) arrangement and purchase of education-related residential placements for special education students;
- (3) special education instructional support, and training of local school district special education personnel.

DUTIES:

In addition to other duties, the Special Education Cooperative Service Unit shall:

- (1) employ a superintendent (Executive Director) subject to the approval of the Commissioner of Education and approve the employment of personnel necessary to operate the Special Education Cooperative Service Unit;
- (2) provide for an annual audit in accordance with A.S. 14.14.050;
- (3) establish an advisory board consisting of at least one specialist in each of the following program areas: deaf/hearing impaired, blind/vision impaired, multiple-handicapped, emotionally disturbed, orthopedically handicapped/severely health impaired and prescribe the advisory board's powers and duties;
- (4) provide the Department of Education with an annual plan of operation which includes a description of the services to be offered, a description of the method by which services will be evaluated, information on the number of students and school district personnel to be served, a schedule of funds available from all sources, and other information that may be required by the department by regulation.

POWERS

The Special Education Cooperative Service Unit board may receive and expend both public and private funds to operate the Special Education Cooperative Service Unit.

The Special Education Cooperative Service Unit board may contract with the department, the Bureau of Indian Affairs, or any school district, regional educational attendance area, regional resource center, or agency, for the provision of special education or special education-related services.

FUNDING:

The legislature shall fund the operational costs of the Special Education Cooperative Service Unit. Funds for the operation of the Special Education Cooperative Service Unit shall be appropriated annually to the Department of Education for distribution to the Special Education Cooperative Service Unit based on an approved annual plan of service for each service program to be provided by the Special Education Cooperative Service Unit.

APPENDICES

- A POPULATION
- B SCHOOL DISTRICT DATA: NUMBERS OF LOW-INCIDENCE STUDENTS
AND ASSOCIATED SERVICE COSTS
- C SERVING THE LOW-INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS
- D NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION
SERVICES TO LOW-INCIDENCE POPULATION STATEWIDE
- E SERVICE DELIVERY MODELS
- F URBAN AND RURAL SERVICE DELIVERY FOR LOW-INCIDENCE HANDICAPPED
- G PERSONNEL DEVELOPMENT SYSTEM

APPENDIX A

POPULATION

APPENDIX A POPULATION

For the purposes of designing and providing special education services in all school districts of the state, children with "low-incidence handicaps" are defined (a) by category, as those with handicapping conditions which occur infrequently and who require specialized services not ordinarily available in most school districts, and (b) by difficulty of providing service in a rural area, as those children in need of special education who may be the only child or one of a few children in an area who need service.

The "exceptionality" categories included as low incidence are:

DEAF AND HEARING IMPAIRED

BLIND/VISUALLY IMPAIRED

ORTHOPEDEICALLY HANDICAPPED (Non-ambulatory)

SERIOUSLY EMOTIONALLY DISTURBED (and Autistic)

NEUROLOGICALLY IMPAIRED

SEVERELY HEALTH IMPAIRED

MULTI-HANDICAPPED

SEVERELY AND PROFOUNDLY MENTALLY RETARDED

MODERATELY MENTALLY RETARDED (in bush schools)

Of the eleven special education disability categories included under A.S. 14.30.350, all of the children identified in five of the categories (Deaf, Visually Handicapped, Seriously Emotionally Disturbed, Deaf-Blind, and Multi-Handicapped) are included as low-incidence. Of the remaining six categories, a portion of the children included in each may be included as low-incidence.

Table I provides the best estimate to date as to the number of these students who are currently in need of service in Alaska. Of these, 45 students are currently served outside their own district, while an additional 25 are served out of the state, at state expense.

APPENDIX TABLE I

Number of Low-incidence students by regional areas as reported by Alaska
Department of Education as of February 11, 1981

	HH	D	VH	SED	OI	OHI	DB	MH
Southeast	20	2	11	22	12	3	0	21
Southcentral	47	9	18	207	89	45	1	7
Central	6	3	7	19	20	4	0	6
Southwest	15	1	0	10	4	3	0	2
West	16	5	2	23	4	6	0	3
Northwest	19	2	2	0	4	1	0	0
North	6	2	0	28	0	2	0	0
Contracts	6	45	8	22	17	1	11	20
BIA	8	1	0	7	0	4	0	5
TOTAL (894)	143	70	48	338	150	69	12	64

HH - Hard of Hearing
 D - Deaf
 VH - Visually Handicapped
 SED- Seriously Emotionally Disturbed
 OI - Orthopedically Handicapped
 OHI- Other Health Impaired
 DB - Deaf/Blind
 MH - Multiple Handicapped

This table shows the number of special education students by disability relative to total school enrollment. Other reported represents enrollment reported by school districts in Alaska.

TOTAL ENROLLMENT	NUMBER OF LOW-INCOME STUDENTS	PERCENTAGE OF TOTAL ENROLLMENT	NUMBER OF SPECIAL EDUCATION STUDENTS BY DISABILITY CATEGORY									
			DEAF	HARD OF HEARING	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	ORTHOPEDICALLY IMPAIRED	DEAF/BLIND	MULTI-HANDICAPPED	BRAIN DAMAGE	SERIOUS HEALTH IMPAIRED	NEUROLOGICAL IMPAIRED
BIA 2,601	25	.9%	1	0	0	7	0	0	5	0	4	0
OTHER REPORTED 79,110	869	1.1%	69	135	40	331	150	12	99	0	65	0
TOTAL 81,711	894	1.1%	70	143	40	338	150	12	64	0	69	0

* Data not available.

** Data may be duplicate count with the other categories since instructions did not explain how to count students with dual handicaps.

Adopted from
State of Alaska
Plan of Services for
Developmentally Disabled Persons
Fiscal Year 1981-1982

APPENDIX B
SCHOOL DISTRICT DATA:
NUMBERS OF LOW-INCIDENCE STUDENTS & ASSOCIATED SERVICE COSTS

FY'81

OUT-OF-DISTRICT TRANSFERS PAID FOR BY DEPARTMENT OF EDUCATION

District	No. of Students	Grant Award
Alaska Gateway	1	\$21,258.06
Aleutian	1	12,256.00
Anchorage	4	*35,240.00
		*27,100.00
		*10,745.00
		31,228.55
Chatham	2	17,235.00
		*32,480.20
Dillingham	1	16,648.00
Fairbanks	5	37,257.00
		*30,450.00
		*25,725.00
		*27,952.00
		17,455.00
Haines	0	-----
Hydaburg	0	-----
Juneau	6	*21,504.00
		*28,245.00
		28,245.00
		9,681.52
		1,002.00
		6,274.00
Kenai	1	30,032.00
Ketchikan	1	*1,113.69
Kodiak	3	*3,285.00
		*9,725.00
		*4,225.95
		813.75

OUT-OF-DISTRICT TRANSFERS PAID FOR BY DEPARTMENT OF EDUCATION

District	No. of Students	Grant Award
Lake & Peninsula	0	-----
Mat - Su	0	-----
Northwest Arctic	1	\$25,254.00
Pelican	1	6,956.00
Pribilof	0	-----
Sitka	7	*23,825.00
		* 5,230.00
		*27,725.00
		* 8,230.00
		*32,230.00
		*32,230.00
		*16,721.00
Southeast Island	0	-----
Unalaska	1	1,636.26
Yukon-Koyukuk	1	9,917.05

* out-of-state placement

KETCHIKAN - LOW INCIDENCE FIGURES

1. Emotionally Disturbed	14	
Autistic	2	(not included in 14 above)
Visually Impaired	2	(1 blind, 1 partially sighted)
Deaf	1	
Hearing Impaired	11	
OH	1	(just moved to Seattle)

Out of district by Social Services or Corrections

Emotionally Disturbed 2 (API and Booth)

2. Cost

VI-B - EH staff, Visually Impaired staff	\$ 55,000
EH aide	10,000
Autism grant-staff & consultants	15,000
HI aide	10,000
Deaf note taker	2,160
Physical therapy	Coop. agreement
Preschool aides	4,000
Equipment & materials	<u>5,000</u>
	\$101,160

Needed but not yet provided:

EH teacher (a second one)	30,000
Deaf tutor	10,000

ANCHORAGE

SPECIAL EDUCATION STUDENTS IN LEVEL IV
BY TYPE OF EXCEPTIONALITY

Mentally Retarded	225
Learning Disabled	410
Emotionally Disturbed	70
Orthopedically Handicapped	37
Speech Impaired	20
Visual Impaired	2
Health Impaired	11
Hard of Hearing	17
Deaf	<u>45</u>
TOTAL	837

COST ASSOCIATED WITH EDUCATING
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT
1980 - 1981

- 1) Deaf - 45 students - funding (State)
Components - 0-3, outreach, Anchorage program
Budget - \$984,678
- 2) Severe/Profound - Multiple Handicapped - 55 students
Budget - \$666,766
- 3) Mentally Retarded - 170 students - PTR = 8 to 1
Teachers 21 X 33,900 = \$711,900
Aides 21 X 16,950 = \$355,950
- 4) Learning Disabled - 410 students - PTR = 9 to 1
Teachers 46 X 33,900 = \$1,559,400
- 5) Emotionally disturbed - 70 students - PTR = 8 to 1
Teachers 9 X 33,900 = \$305,100
Aides 9 X 16,950 = \$152,550
- 6) Orthopedically Handicapped - 37 students - PTR 10 to 1
Teachers 3 X 33,900 = \$101,700
Aides 5 X 16,950 = \$84,50
- 7) Speech Impaired - 20 students - PTR = 10 to 1
Teachers 2 X 33,900 = \$67,800
- 8) Health Impaired - 17 students - PTR = 2 to 1
Teachers 2 X 33,900 = \$67,800
Aides 1 X 16,950 = \$16,950

COSTS ASSOCIATED WITH EDUCATING
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT
1980 - 1981

PAGE 2

Related Services

a) OT/PT - 11 therapists

Teachers 11 X 33,900 = \$372,900

Aides 3 X 16,950 = \$ 50,850

b) Psychologists - 6

Teachers 6 X 33,900 = \$203,400

c) Speech/Language - 7 therapists

Teachers 7 X 33,900 = \$237,300

d) Nurses - 6

Teachers 6 X 33,900 = \$203,400

e) Medical

Psychiatrists - \$23,000

Medical - \$10,000

\$33,000

f) Administration - 3 administrators, 5 secretaries

Administrators 3 X 43,000 = \$129,000

Secretaries 5 X 16,000 = \$ 80,000

COSTS ASSOCIATED WITH EDUCATING
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT
1980 - 1981

PAGE 3

Total Personnel (Excluding Deaf & Severe/Profound)	=	\$4,733,750
Total Supplies and Equipment 4%	=	\$ 189,350
TOTAL	=	\$4,923,100
Overhead (22% of total - excludes transportation)	=	\$1,083,082
District Costs + Title VI B	=	\$6,006,182
State Contracts	=	\$1,651,444
TOTAL Costs for 837 Students	=	\$7,657,625
Total cost per student	=	\$9,149
District cost per student	=	\$8,149
Total approximate State Special Education Revenue - 737 students level IV = 68 units		
68 x 34,935 x 97.9453%	=	\$2,325,769
		or
		\$2,157 per student

North Slope Borough School District

P. O. Box 169 • BARROW, ALASKA 99723 • 852-5311

REPORT TO THE GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED ON FACTORS PREVENTING THE DELIVERY OF SERVICES TO LOW INCIDENCE HANDICAPPED CHILDREN ON THE NORTH SLOPE OF ALASKA

On the North Slope we face many difficult and unique problems in the delivery of special education services. Unlike urban areas with both a financial and student population base, rural Alaska is forced to deal with sparcity and logistical factors which make compliance with P.L. 94-142 virtually impossible. Little success has been achieved in adapting existing urban approaches to special education programs in rural Alaska, especially in the delivery of services to low incidence handicapped children. Few factors which underlie successful delivery of services to this population have been identified.

We are attempting to serve approximately twenty-five children in the common low incidence categories. This is about eight per cent of our special education population. The count is actually higher in that any child for which you cannot provide services should be classed as low incidence.

We are spending an estimated average \$9,114. per low incidence child. This amount does not include the regular instructional program costs. Additional personnel needed to provide support services which are presently not being provided, or are being inadequately provided via itinerant and outreach services include: Speech/Language Specialist, ED Itinerant Psychologist, Physical Therapist, Deaf Educator, Deaf Interpreter, and a Parent Counselor/Trainer. The estimated cost of this additional personnel including salary, benefits, and travel to the villages would be \$334,000. This could run the cost of providing services to these children to approximately \$12,464. per child. Counting the regular instructional costs, this figure could well be in excess of \$30,000. per child.

As it stands now, we have special education personnel in each village. Most are serving children with a variety of handicaps. It is difficult, if not impossible, for these people to deal with such a diverse case load. We have itinerant services in some areas and utilize outreach services in others, but both have proven inadequate due to a number of factors (availability

of planes, weather, housing space, itinerant burn-out, expense, etc.).

Our low incidence children need more than outreach or itinerant services. We are spread out over 88,000 square miles with seven villages and Barrow to serve. The maximum number of visits you can possibly expect an itinerant to make to each village would be three, and that would be pushing it. We presently have a speech clinician who goes to each village. She manages to conduct some evaluations, screening, and creates a lot of paperwork, but not much therapy. The time and red tape involved in utilizing outreach services or attempting an out-of-district placement make these less than desirable alternatives.

We are spending about twice as much money in special education as we are generating under the present foundation system. We are still not coming close to adequately delivering services. We have very nice IEP's, but there is a big gap between what those IEP's say and what we are actually able to deliver.

If we are expected to adequately implement 94-142, a reasonable financial commitment must be made. Changing the state law so that each school could be counted as a separate attendance area for special education would be a step in the right direction. That way, one deaf child would not have to wait for another dozen or so mildly handicapped children to materialize in order for a unit to be generated.

We would also like to propose that a diagnostic/residential facility be established on the North Slope to serve native students from this and other "bush" areas. We envision a facility similar to the Jesse Lee Home, or possibly one based on the original Whaley Center concept. We are in need of a place to bring students, parents, and teachers for training and follow-up services. For those that need long term treatment, the cultural shock of existing in an urban area would be minimized here in Barrow. As costly as this seems, it would still be less expensive than sending those needing treatment out of the district or out of the state.

As it stands now, there is little hope for us to provide services for the low incidence child in our village schools, or for that matter, here in Barrow. There are simply too many factors working against us. We can no longer expect a generalist to meet the needs of each child. We can only meet the paperwork guidelines. The intent of 94-142 is good, but it is not working on the North Slope of Alaska.

Respectfully submitted,
Sam Bushen, Coordinator
N.S.B.S.D. Special Services

Kodiak

MAIL 23-Oct-90 14:12
FROM: SPED/KODIAK
ATTN: BILL MULNIX
SUBJ: LEVEL 4 STUDENTS

FOR: KODIAK ISLAND
MSG #: 2074,
DATE: 22-Oct-80
TIME: 15:32

WE SERVE TWENTY-FIVE (25) LEVEL 4 STUDENTS WITH THE FOLLOWING

PRIMARY DISABILITIES:

MENTALLY RETARDED	19
EMOTIONALLY DISTURBED	1
MULTI-HANDICAPPED	3
COMMUNICATION DISORDERED	2

THESE NUMBERS MAY CHANGE WHEN OUR FIRST QUARTER REPORT IS SUBMITTED.

BASED UPON THESE NUMBERS WE ARE SPENDING AN AVERAGE OF \$10,958.00 PER LEVEL 4 STUDENT. OUR BASIC INSTRUCTIONAL UNIT ALLOTMENT REIMBURSES US AT THE RATE OF \$3,636.00 PER LEVEL 4 STUDENT.

BILL HARKINS, CHILD STUDY TEAM LEADER
KODIAK ISLAND BOROUGH SCHOOL DISTRICT

CC: KODIAK ISLAND -

John
~~*As this is*~~
~~*message of the week*~~
know? Just

DISTRICT	Level 1	Level 2	Level 3	Level 4	ADM/FTE	Expenditures	Special Ed. Foundation	Reported Level 4 Costs
1. Alaska	40	2		0	13	89,780	\$89,320.00	
Alaska Gateway	23	32	12	2	32	111,801	\$153,120.00	
Aleutian Chain	7	16			9	57,181	95,700.00	
Annette Island	47	11	9	5	27	119,397	132,704	0.000
Bering Straits	18	41	4	2	28	155,036	197,780	15,717
Chatham	33	10	2	1	16	50,296	103,356	
Chugach	3	4			0	25,819	0	
3. Copper River	59	27	16	11	50	134,467	220,110	8,045
1.								
2.								
1. Delta Greely	87	92	40	15	112	302,057	471,080	
4.								

VIII
1951
500

District	Level 1	Level 2	Level 3	Level 4	ADM/FTE	Expenditures	Special Ed. Foundation	Reported Level 4 Costs
Iditarod	28	2	2	0	9		98,890	
Kuspuk	18	5	0	3	10	87,455	98,830	12,500
Lake & Peninsula	18	13	9	6	23	\$175,854	\$148,335	9,800
Lower Kuskokwim	56	52	48	71	177	630,899	864,565	7,250
Lower Yukon	41	87	47	15	103	429,513	543,895	
Northwest Arctic	62	73	23	3	71	411,661	395,560	
Probitof	11	10	12	5	20	94,394	143,550	8,534
Railbelt	47	9	1	0	17	109,864	114,840	
Southeast Island	6	49	0	1	27	134,951	137,808	
Southwest Region	66	36	13	3	46	192,807	247,225	
Yukon Flats	41	22	10	8	36	227,443	247,225	79,400
Yukon Koyukuk	63	37	1	4	39		247,225	18,400

DISTRICT	Level 1	Level 2	Level 3	Level 4	ADW/FTE	Expenditures Dist. 6,447,020 865,546	Spec. Ed. Foundation Dist. 5,632,408 + Spec. Rev.	...
MCNORRAGE BSD	2421	561	282	857	1971			\$8,149
RISTOL BAY BSD	16	10	0	0	0	60,561	97,657	
OROVA CSD	25	38	2	1	26	149,640	145,140	11,600
RAIG CSD	25	4	2	0		64,394	68,520	
HILLINGHAM CSD	29	12	12	3	25	173,461	196,108	
AIRBANKS NORTH STAR I D	1045	211	112	138	587	Dist. 2,305,351 In Base 1,012,791	Spec. 1,912,308 Rev.	
ALENA CDS	11	8	2	2	10	75,093	98,674	22,000
AINES BSD	98	28	7	0	43	155,465	181,488	12,760
MOONAI CSD	19	14	10	6	24	110,776	142,488	
HYDABURG CSD	10	1	0	0	3	48,933	0	15,120
ILWICHAU BSD	561	76	62	62	286		850,217	13,220
JAKE CSD	30	13	3	1	16		103,186	
SEMI PENINSULA BSD	367	223	65	83	334		1,069,390	4,176
ETCHIKAN GATEWAY BSD	183	109	41	46	175	542,417	534,100	6,780
KING COVE CSD	7	15	1	0	10	34,779	95,119	
CLANOCK CSD	6	6	7	0	9	30,775	68,788	
ODIAK ISLAND BSD	364	143	43	36	219	662,150	805,727	10,800
WATAJUSKA-SUSITHA BSD	270	157	83	100	307	1,085,955	943,959	
WERAMA CSD	30	9	9	0	19	117,052	114,520	
WYDE CSD	41	63	40	21	91	406,477	491,540	
NORTH SLOPE BSD	54	69	26	27	93	526,001	479,616	9,114
PETERSBURG CSD	89	13	16	4	44	158,187	196,204	5,556
SANDPOINT CSD	14	5	0	0	5	33,356	47,850	

MUNICIPALITY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	HAZARDOUS	CAPITALEXPENDS	SPEC. ED. FUNDING	ADJUSTED LEVEL 4 CUSLE
ITKA BSD	143	63	21	26	100	429,800	\$358,909	\$9,830
KAGHAY CSD	34	4	0	1	11	44,323	67,437	
ALASKA CSD	17	7	4	1	11	95,749	97,268	13,300
ALDEZ CSD	74	21	2	94	123	567,848	462,712	8,897
RANGELL CSD	71	17	16	1	38	80,315	164,031	8,035
AKUTAT CSD	25	16	3	0		105,906	113,926	

APPENDIX C

SERVING THE LOW INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS

APPENDIX C

SERVING THE LOW INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS

As a result of existing state and federal laws and regulations, school districts are now required to provide a free appropriate public education to all children regardless of handicapping conditions. The cost of providing these services has far exceeded the acquisition of funds to pay for these services. This is especially true with regard to the "low-incidence" population. Many of the educational services needed by these students are extra-ordinary in that they are not the types of services generally available to average school districts. This is especially true in the rural areas of the state. A wide variety of specialized services must be made available to these special-needs students in each school district of the state.

At the present time there are several agencies providing a variety of services to the same or similar children in local schools under several different administrative and funding mechanisms. For some specialized services, local districts are required to obtain the needed services from resource centers, state or private agencies. For other services local districts are encouraged, because of funding mechanisms and disincentives, to send their children to special residential programs provided under State contract by the Anchorage School District or to schools in other states. Still other services are provided for some exceptionality categories by state agencies at no cost to districts but because of funding restrictions cannot serve other children with similar conditions.

It is assumed that, as a first option, all districts and REAAs seek to serve all children in the local district program. Such an assumption is embodied in Public Law 94-142, and Alaska education statutes and regulations.

It is also assumed that each child can be provided an adequate program of services in state. While local districts will provide most of the services through local personnel there will need to be special resources and personnel made available to local districts from statewide support programs and in "centralized" or regionalized programs.

Only through adequate funding of a variety of resources and careful attention to personnel development, program standards and program administration will the full service goal for this population be achieved efficiently and comprehensively.

The recommendations presented result from the consideration of alternative solutions to the problems illustrated by the following examples:

1. The North Slope School District serves 25 low-incidence children at a current cost of \$9,214 per child; spends about twice as much money in special education as is generated under the foundation system and would increase costs to \$12,500 per child if itinerant and outreach services for a Speech/Language Specialist, ED Psychologist, Physical Therapist, Deaf Educator, Deaf Interpreter, and a Parent Counsellor/Trainer were fully funded.
2. The North Slope Borough School District, like many other rural and urban districts, envisions development of a diagnostic/residential facility to

which to bring students, parents, and teachers for training and follow-up services as a less costly alternative to sending students out of the district and out of the state.

3. Severely deaf students are presently being serviced in the state. Forty-five of these students are served in a centralized residential/educational state contract program through the Anchorage School District. The contract program receives \$984,000 in state funds. Once their students are accepted into the program, sending districts are no longer responsible for funding the child's service cost. Deaf students served in other districts come under special education foundation ADM/FTE funding. Kenai serves several deaf students at a cost of \$12,500 per child per year yet receives only \$3,000 per child per year from foundation funds.
4. A child with a combination of physical and mental handicaps who lives at home and attends school in his local southeastern community may receive the following services from the agencies listed during the year:
 - . medical treatment: private physician
 - . evaluation: Child Development Services through the Division of Public Health
 - . education support services: Alaska Resources administered through the Employment and Training Center of Alaska
 - . special educational materials for vision handicaps: Blind/Visually Impaired Program through Bristol Bay Regional Resource Center
 - . speech therapy services: Southeast Regional Resource Center
 - . physical therapy services: private provider funded by the Handicapped Children's Program of the Division of Public Health

Except for the medical care which is provided by a local resident physician and the local school district which implements the daily educational program, all of the services are provided by itinerant professionals from Juneau or Anchorage. Some of the services are provided at no cost to the district. Others may cost in excess of \$300 a day.

All of the specialized services are important to the child's success in the local education program. The child's parents may not even be aware that such programs are serving their child. The local school district special education personnel must contact each of these agencies, request services, negotiate service agreements, arrange travel schedules, implement program recommendations, make sure that reports are completed and that vendors are paid for services rendered.

5. The Department of Education pays the total cost of out-of-state transfers (presently 25 students at an average cost of \$_____ per student). The Department pays the residential placement and transportation costs of inter-district transfers, charging sending districts the tuition costs. The Department of Education does not pay residential placement costs for intra-district transfers. A Department of Health and Social Services review of out-of-state placements found that in many cases local communities can provide the necessary education services but need housing for children who can't stay at home. "Housing is creating the need for transfer". We have come to accept the justification that student transfers to larger school

districts and out-of-state are made for educational reasons even though there is clear evidence to the contrary. The lack of funding for local residential/family support services by the Department of Education and the Department of Health and Social Services results in high-cost placements away from home communities. There are no financial incentives for school districts to work to keep children in the local community.

6. Anchorage School District estimates that 100 of their 837 Level IV students are transfers from other districts of the state.
7. At present the State Department of Education must negotiate separate contracts with many different agencies and residential service providers to obtain essential services for children with low-incidence handicaps.

APPENDIX D .

NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION SERVICES
TO LOW-INCIDENCE POPULATION STATEWIDE

APPENDIX D

NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION SERVICES TO LOW-INCIDENCE POPULATION STATEWIDE

1. PROGRAM MODELS AND STANDARDS

- A. Urban and rural service delivery models.
- B. Program standards which take into account a combination of delivery models.
- C. Curricula and models for vocational education programs.
- D. Methodologies for serving low-incidence students in correspondence programs.
- E. Standards for consultants.
- F. Summer and Year-Round programs.
- G. Allocation of educational facility space for local programs.
- H. Improved local education resources plus allied health and social services in order to reduce out-of-district transfers.
- I. Adapt standard testing instruments for use with the low-incidence population.
- J. Centralized or regionalized programs with housing components.
 - . in-state residential and education programs and facilities for that portion of emotionally disturbed and orthopedically handicapped populations, and for a few "other health impaired" students who need special medical and health care, for whom services are unable to be provided locally.
 - . programs for special short-term intensive services to low-incidence populations.
 - . continuum of alternative community housing resources.

2. APPROPRIATE PERSONNEL AND TRAINING FOR PERSONNEL

- A. In some disciplines, there are position vacancies which districts cannot fill.
- B. Bilingual personnel are needed particularly in outlying districts.
- C. Lack of adequate housing in some villages results in high turn-over.

- . corrections
 - . social services
 - . Alaska Psychiatric Institute
 - . State Program for the Deaf
- H. Need to combine similar programs and reduce fragmentation and possibility of duplication.
- I. Need for life-long continuity of service between agencies:
 - . infant learning programs and transition to school district programs at age three (3).
 - . continuum of vocational services in school after graduation.
- J. Sharing and use of diagnostic information among program personnel.
- K. A unified, representative statewide constituency group for special education.

4. FUNDING

- A. The present foundation formula generally funds approximately one-third to one-half of the actual cost of service.
- B. The present foundation system encourages the placement of students at Level IV in order to generate needed funds, yet such placement is not in keeping with the intent of P.L. 94-142 or necessarily in the best interest of the individual student. The more a district integrates a handicapped child into regular education programs, the less money the district generates for service.
- D. Smaller districts do not have a sufficient number of students to generate funding needed for adequate provision of programs.
- E. Funding is not provided for diagnosis and assessment. Therefore, costs associated with assessment of students who are found not to be eligible for special education are not recoverable.
- F. There is no way, under the present system, to insure that funds received for special education are utilized for special education.
- G. There is a great disparity of funding levels for contract programs. Some receive basic funding for personnel and must charge local districts for travel and associated costs, while others receive funding for non-personnel costs.
- H. There is a lack of funding for specialized equipment and materials.
- I. There is a lack of funding for transportation for regular service to itinerant staff and to bring students to larger schools for diagnosis and assessment, short-term intensive services.
- J. There is presently no funding for summer and year-round programs.

K. Funding for intra-district transfers is not the same as for inter-district transfers, thus creating a disincentive for districts to keep students as close to home as possible since it is less costly to transfer the student to another district.

APPENDIX E
SERVICE DELIVERY MODELS

APPENDIX E

SERVICE DELIVERY MODELS

Urban, rural, and centralized programs are essential elements of a comprehensive statewide system of special education for children with low-incidence handicaps. The three service delivery models, their similarities and differences, must be recognized and supported in the development of regulations, program standards, and administrative policies. The models, their components, and basic requirements are as follows:

URBAN

Specialized programs for groups of children with similar handicapping conditions and service needs

Personnel employed by the local district:

- . specialists in educating specific disability groups
- . diagnosis/assessment staff
- . related service personnel:
 - . occupational therapy
 - . physical therapy
 - . speech therapy
 - . audiology
 - . psychology
 - . recreational therapy
 - . orientation/mobility

Medical consultants are locally available

Specialized equipment, materials, and facilities provided by the district as part of the program

RURAL (5 or less students)

Specialized programs for individual children with dissimilar handicapping conditions and different service needs

Teachers and aides employed by the local district:

- . generalists in special education

Itinerant personnel provide specialized services, and materials and train local teachers and aides to implement prescriptive programs

Medical consultants available on itinerant basis

Specialized equipment and materials purchased by district or used on loan from centralized programs or itinerant service agencies

Regular (2-4 times a year) on-site visit by trained specialist and support staff

- . evaluation/assessment
- . participation in CST & IEP development
- . development of prescriptive programs and data systems
- . training of teacher and aide who implement programs
- . training of other personnel
- . assistance in training parents

Mechanism for appropriate diagnosis/assessment either in local village or at other location

Trained local personnel who work with the child daily

Parent training program

Library of materials and equipment

Extensive in-service training program for local personnel

Availability of 12-month program including access to centralized program for periodic and/or summer intensive specialized training and education services

CENTRALIZED

Community with capability for serving children from other areas and with local daily availability of specialized and related support services and foster home or group home placement options with parent of parents or staff for service provision

Training services to parents, facility staff, allied medical, health and social services personnel

Outreach and follow-up services to natural families

Weekly professional assistance to families and groups home

Social/Recreational options

Develop/approve new materials, methods, and equipment

Provide diagnosis, assessment, evaluation services

Capability for providing long-term (30 day) itinerant services

APPENDIX F

URBAN AND RURAL SERVICE DELIVERY FOR LOW INCIDENCE HANDICAPPED

APPENDIX F

URBAN AND RURAL SERVICE DELIVERY FOR LOW INCIDENCE HANDICAPPED

Currently, two board categories of service delivery systems are recognized: urban and rural. The urban models of service delivery are characterized by relatively large numbers of students with varying types of low-incidence handicaps. In many cases it is possible to develop a self-contained classroom of 10-12 students who have similar handicapping conditions. Under such a system, one will find specially designed programs for the auditorially impaired, visually impaired, orthopedically handicapped, emotionally handicapped, retarded, deaf-blind, and multiply handicapped. In addition to highly trained teaching staffs, supportive professionals such as speech therapists, audiologists, physical and occupational therapists, psychologists, recreational therapists, orientation/mobility specialists and medical consultants are also readily available.

Since a relatively large number of low-incidence handicapped students are gathered together, the funding mechanisms currently allow urban school districts to afford these services. This availability of services also provides an avenue for rural school districts to transfer students to these urban areas thereby requiring that residential services also be provided.

A need to continue the centralized residential programs as currently provided by urban districts in Alaska is recognized. These programs provide many children with the necessary educational environment to move towards more independence within society.

These urban models also serve the rural areas of the state by providing exemplary educational service delivery systems which rural areas can look to for replication of specific educational techniques. These urban models can provide temporary services to rural students who need diagnostic and evaluative services which cannot necessarily be provided in a rural school district.

Rural schools, conversely find the development of comprehensive services extremely difficult. Few schools serving small numbers of low-incidence children can afford the multitude of teaching and supportive professionals required. While one severe mentally retarded and/or multiple handicapped student may require specially designed instruction in several areas and the supportive services of numerous professionals, the funding generated by this student is insufficient to hire the qualified teaching staff.

While schools receive funding based primarily upon the numbers of students served, the low-incidence student may require a disproportionate number of services. For example, a rural school district attempting to serve three severely/profoundly handicapped students finds that these students require specially designed instruction in the areas of education for the severely retarded. In addition, these students require the supportive services of a speech pathologist, an audiologist, physical and occupational therapists, a psychologist, a recreational therapist, and medical consultants. Often special education staff consists of teachers with no specific training with the severely handicapped. Likewise, the supportive personnel are not available in the rural district to provide the legally mandated related services. While the rural schools have every desire to meet the needs of all their students, the provision of the many services required is impossible given current staffing levels.

APPENDIX G

PERSONNEL DEVELOPMENT SYSTEM

APPENDIX G

PERSONNEL DEVELOPMENT SYSTEM

To effectively solve the problems districts face regarding recruitment, selection, training and retention of qualified special education personnel, a comprehensive system needs to be developed. Consistent with the current Department of Education re-organization plan, responsibility for developing such a system rests with the new State Professional Development Steering Committee.

Recommendations regarding special education which will need to be considered by the State Professional Development Steering Committee are:

- . Establishing and staffing a central recruiting agency for special education personnel to undertake active recruitment of personnel, conduct personnel screening, arrange local on-site interviews prior to hiring. Costs of such an agency should be shared by school districts and the Department of Education.
- . Developing a statewide incentive program for special education personnel including:
 - . centralized pre-service training for new rural personnel;
 - . student teaching and intern opportunities in rural schools;
 - . teacher exchange programs;
 - . teacher training and paraprofessional training programs for local people through grants, fellowships, internships;
 - . programs to encourage training and employment of natives;
 - . development of career ladders;
 - . improved opportunities for sabbatical leaves, leave of absence and professional training.
- . Providing special education training programs for principals, superintendents, and school board members.
- . Improving housing for teachers and providing temporary housing for itinerant personnel.

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AS A UNIT IN THE ORIGINAL DOCUMENT.

AMERICAN ASSOCIATION
ALASKA



OF UNIVERSITY WOMEN
DIVISION

Susan R. Clark
Legislative Chair
1109 C Street
Juneau, Ak. 99801
586-6952

The Alaska Division of the American Association of University Women (A.A.U.W.) supports HB 449 (SB 365) which amends the funding ratio for special education programs, applies that ratio inclusively (ie. covering all Alaska school districts), and repeals the awkward and inequitable "Level-of-Service Concept", replacing it with a straight count of students served.

One of A.A.U.W.'s basic goals is "equitable funding of public education at all levels", and our 1981-82 legislative program includes support for creative and innovative programs in the areas of special needs including opportunities for handicapped and gifted. In addition A.A.U.W. was an active participant in the White House Conference on Families, and I want to bring to your attention that of the top eight recommendations adopted at all three national conferences, four involved recommendations related to handicapped persons.

A.A.U.W. members statewide are working within local parent groups in the area of special education. In Juneau I am a member of the Juneau school district Gifted/Talented Advisory Council which has recently expanded to include some 30 parents who are concerned about the funding, student eligibility, program and special needs of extended learning education. There are 16 such parent groups in the state which includes over half of the districts that have more than 10 children in the program (44 school districts have some sort of program for the gifted/talented student). I point this out to underscore a high level of parent commitment and involvement which is generally evident in all special education programs in the state, an involvement which keeps school districts pushing for excellence in these areas.

Because you have and will be hearing much testimony specifically related to the handicapped, and because my immediate experience has been in the area of gifted/talented, I would like to confine my remarks to the latter. I would point out the need to find and provide for these children early for as "U.S. News and World Report" (Dec. 15, 1980) points out, "A lot of our prison cells are filled with the gifted who were never given appropriate educational challenges." Highly gifted children are often nonconformists who resist routine and are labelled as behavior problems, and it is difficult to later undo the damage done by early inappropriate school experiences. Suicides among our gifted population is higher than the norm. In spite of the fact that Alaska statute requires special services to all exceptional

children, "approximately half the gifted students in Alaska are not yet served by special education" (from PTA booklet funded by a D.O.E. grant). The problems are compounded by the fact that a child with a high-normal "IQ" usually finds academic achievement easier than a highly gifted child, and thus children who would benefit from the program are not even targeted for special education.

Juneau, specifically, has special problems resulting from the current 5% funding limit that the state has placed on all districts for their gifted/talented programs. While 5% is the statewide average of gifted children in Alaska, the population is not evenly spread, and children who would be accepted into the program in any other community are denied, through funding constraints, from entering the program in Juneau. In order to qualify for special education ("extended learning") in Juneau, a child would have to be among the top 2% of the nation intellectually. In addition this does not even touch the state mandated programs for the pre-school aged child. At the same time it was recommended that half of the Juneau school district's budget cuts come from the special education programs (handicapped and gifted).

We think this bill is a good one and will help to meet the needs of Alaska's special population of special students.

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81-19

TO: All Concerned with DOE Regulations

FROM: Marshall L. Lind *MLL* Commissioner
Department of Education

SUBJECT: Special Education regulations.

DATE: February 17, 1981

Attached is the material being proposed as regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to May 8, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

DISTRIBUTION

All Superintendents
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Alaska Association of Elementary Principals
Alaska Association of Secondary Principals
Legislators
District School Board Presidents
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Attachment: Notice of Proposed Changes
regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to interpret and implement AS 14.30.191 as follows:

1. 4 AAC is amended by adding a chapter which sets out minimum requirements for school district programs for exceptional students, including eligibility criteria of students, certification requirements of teachers and administrators, requirements of surrogate parents and Department of Education monitoring requirements.


These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office, Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on May 8, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska 99811.

DATE 2-18-80



Marshall L. Lind
Commissioner of Education

SPECIAL EDUCATION REGULATIONS

Attached are copies of regulations being proposed for Special Education. We ask that you review this document and forward in writing your comments to the Office of the Commissioner, Pouch F, Juneau, Alaska 99811 by May 8, 1981.

The regulations proposed are to regulate those portions of Public Law 94-142 and Alaska School Law where either the law does not speak to a specific issue or for which clarification of the law is needed. The procedures handbook will be revised to detail the law and define the management of special education in Alaska. Prior to these regulations the 1978 Handbook both regulated and defined procedure. On advice of counsel by the Attorney General's staff, it was felt these should be separated into two publications.

These regulations, if adopted, will replace the 1978 Special Education Handbook which was adopted into regulation by reference through 4 AAC 33.020 Education Regulation through Register 67, Alaska Administrative Code. The 1978 Handbook restates 94-142 and state law, in addition to addressing those issues which need to be in regulation. The Handbook has proved to be cumbersome, since any time state or federal law changes, a change in regulation is necessary.

REGULATIONS:

Proposed

1978 Handbook

Personnel: 4 AAC 52.030(c) will require special education administrator to have an administrator certificate endorsed in special education.

Special Education administrator could have either Type B Administrative Certificate endorsed in Special Education or a Type A endorsed in Special education and a Type B Administrative Certificate.

4 AAC 52.030 (b) will require a minimum of one hour each week of direct supervision of aides working with students by special education personnel.

Called for direct supervision of aides by approved special education personnel.

Gifted/Talented 4 AAC 52.040 will establish minimum requirements for students to be eligible for services for the gifted/talented programs. Eliminates the 5% ceiling on a district.

Allowed districts to establish requirements for eligibility into gifted/talented programs.

Set a 5% ceiling for funding by the State.

Establishes certification by multi-disciplinary team.

Mentally Retarded 4 AAC 52.040(c) Establishes eligibility at two or more standard deviations below norm but does allow psychologist to certify eligibility at one and two-thirds standard deviations. This will give psychologists some allowance for such things as test error and test conditions.

Established eligibility at one and two-thirds standard deviations below mean.

Established adaptive behavior as three-fourths or less of chronological age.

Established deficit of 25% in adaptive behavior by an instrument designed to assess adaptive behavior.

Establishes certification by multi-disciplinary team.

Learning Disabled 4 AAC 52.040(d) Establishes eligibility by a severe discrepancy between chronological grade level, intelligence and achievement. Uses the formula: $65\% \text{ of } \frac{(I.Q. \times CGP)}{100}$

Does not define severe discrepancy but indicates severe discrepancy must exist between achievement and intellectual ability.

Establishes certification by multi-disciplinary team for students not covered by formula. Team can override formula.

not included.

Screening 4 AAC 52.040(f) will establish screening for the existence of exceptional conditions by the third grade.

4 AAC is amended by adding a chapter to read as follows:

CHAPTER 52. SPECIAL EDUCATION.

Section

- 10. Purpose
- 20. Scope
- 30. Personnel
- 40. Enrollment eligibility requirements
- 50. Personnel Development
- 60. Compliance Monitoring
- 70. Child entitled to surrogate parent
- 80. Qualifications of surrogate parent
- 90. Duties of surrogate parent
- 100. Appointment of surrogate parent
- 110. Payment
- 120. Change in handicapped child placement
- 130. Replacement or removal of surrogate parent
- 190. Definitions

4 AAC 52.010. PURPOSE. The purpose of this chapter is to set out the minimum requirements of school district programs for the education of exceptional students. (Eff. / / , Register)

Authority: AS 14.30.191(d)
AS 14.07.060

4 AAC 52.020. SCOPE. (a) State aid is provided to school districts to assist them in the establishment, maintenance and improvement of programs for exceptional students.

(b) School district programs or services for exceptional students must conform to the requirements imposed by this chapter. (Eff. / / , Register)

4 AAC 52.030. PERSONNEL. (a) Persons employed as teachers of exceptional students must possess or be eligible to possess a valid regular certificate issued under 4 AAC 12.020, with an endorsement in special education.

(b) Notwithstanding the requirements of (a) of this section, teachers of students who are gifted or talented must possess or be eligible to possess a valid regular certificate; or

(c) Persons employed to provide professional support services including, but not limited to, speech or language pathology, psychology, counseling, audiology, and psychometry, must possess or be eligible to possess a valid

(1) regular certificate issued under 4 AAC 12.020 endorsed in the area in which the person is employed; or

(2) special services certificate issued under 4 AAC 12.040 in a field appropriate to employment.

(d) Persons employed solely to administer school district special education programs must possess or be eligible to possess a valid administrative certificate issued under 4 AAC 12.030 with an endorsement in special education or a related field.

(e) Each school district must provide each person employed as a special education aide with a minimum of one hour each week of direct supervision by a qualified special education teacher or professional support person trained in the area of employment of the aide.

4 AAC 52.040. ENROLLMENT ELIGIBILITY REQUIREMENTS. (a) To be eligible for services for the gifted or talented, a student in grades 1 - 12 must, at a minimum

(1) score two standard deviations above the norm on one individual standardized test of intelligence and score above the 95th per-

centile on two standardized tests of achievement, one of which may be a test or a subtest of achievement in one or more subject areas; or

(2) score two standard deviations above the norm on one standardized test of intelligence and score below the norm on two standardized tests of achievement; or

(3) be certified by a recognized expert in the appropriate area of expertise as demonstrating outstanding talent in

(A) leadership; or

(B) visual arts; or

(C) performing arts; and

(4) be certified by the multidisciplinary team as having met the requirements of (1), (2) or (3) of this section and requiring special services that cannot be provided by the student's regular school program.

(b) To be eligible for services for the gifted or talented, a student between the ages of three and five must:

(1) score two standard deviations above the norm on a standardized test of intelligence; and

(2) be certified by the multidisciplinary team as being superior in one or more areas of academic or talented achievement.

(c) To be eligible for services for the mentally retarded, a student must

(1) score two or more standard deviations below the norm on an individual standardized test of intelligence and be certified by a psychologist as being mentally retarded; and

(2) demonstrate evidence of a deficit of 25 percent or more in adaptive behavior as measured by an instrument designed to assess adaptive behavior; and

(4) manifest the deficit in adaptive behavior during the developmental period; and

(5) be certified by the multidisciplinary evaluation team as being eligible for and in need of special education services for the mentally retarded.

(1) To be eligible for services for the learning disabled, a student must

(1) demonstrate a severe discrepancy between chronological grade level, intelligence, and achievement; and

(2) be certified by the multidisciplinary team as being eligible for and in need of special education services for the learning disabled.

(e) To be eligible for services for the emotionally disturbed, a student must

(1) evidence problem behavior; and

(2) be diagnosed as emotionally disturbed by a certified psychologist; and

(3) evidence educational performance below that which would otherwise be expected of the student; and

(4) be certified by the multidisciplinary team as being in need of special education services for the emotionally disturbed.

(f) To be eligible for services for the orthopedically handicapped, a student must

(1) be diagnosed by a physician as being orthopedically handicapped; and

(2) be certified by the multidisciplinary team as being in need of special education services that cannot be provided by the student's regular school program.

(g) To be eligible for services for the blind or partially sighted, a student must

(1) be diagnosed by an ophthalmologist as being blind or partially sighted; and

(h) To be eligible for services for the deaf or hard of hearing a student must

(1) be certified by an audiologist or diagnosed by a physician as being deaf or hard of hearing; and

(2) be certified by the multidisciplinary team as qualifying for and in need of special education services for the hearing impaired.

(i) To be eligible for services because of the existence of a health impairment, a student must

(1) be diagnosed by a physician as being health impaired; and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(j) To be eligible for services because of the existence of a communicative disorder, a student must:

(1) be diagnosed by a physician or certified speech pathologist as having an articulation, language, voice or fluency disorder, and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(k) To be eligible for services for the deaf/blind, a student must

(1) be diagnosed by an ophthalmologist as being blind; and

(2) be certified by an audiologist or diagnosed by a physician as being deaf; and

(3) be certified by the multidisciplinary team as being in need of special education services for the deaf/blind.

(l) To be eligible for services for the multiple handicapped, a student must:

(1) be certifiable in two or more handicapping conditions except deaf/blind, and

(2) be certified by the multidisciplinary team as requiring special education services which cannot be provided in regular classes of the handicapping conditions.

(m) All students must be screened for the existence of exceptional

(n) All students who meet the eligibility requirements for special education services must receive the services required by the multidisciplinary team (Eff. / / /, Register)

Authority: AS 14.30.191(d)
AS 14.07.060

4 AAC 52.050. PERSONNEL DEVELOPMENT (a) Each school district must provide a program of on-going training for all personnel employed as teachers, related services providers and teacher aides in special education. (Eff. / / , Register)

Authority: AS 14.07.050
AS 14.30.250

4 AAC 52.060. COMPLIANCE MONITORING. (a) The department will, from time to time, monitor school district special education programs. At least 30 days prior to monitoring a program, the department must serve notice, in writing, to the district of the date of the monitoring visit.

(b) Compliance monitoring may consist of

(1) verification of enrollment and attendance data reported by the district in its special education program;

(2) evaluation of all special education records and student files;

(3) on-site review of programs; or

(4) interviews with district staff, parents of students enrolled in special education programs and the general public.

(c) During the monitoring process, the district must provide the department, upon request, with the following information:

(1) for each student enrolled in a special education program:

(A) name;

(B) age.

(C) exceptionality;

- (D) type of service;
- (E) related service;
- (F) level of service;
- (G) special service;
- (H) entry date;
- (I) exit date;
- (J) location of service;

(2) a description of the district child find procedures, related to

- (A) screening;
- (B) referral; and
- (C) public awareness;

(3) a list of private schools in the district and verification of the notice given by the district of the availability of special education services;

(4) the district inservice training program for special education staff, including

- (A) training needs assessment; and
- (B) training activities planned and completed;

(5) the names of all special education teachers, teacher aides, evaluation personnel and persons providing services related to special education in the district;

(6) the names of students placed out of the district; and

(7) the names of public and private persons or agencies available within the district from which independent evaluations may be obtained. (Eff. / / , Register)

Authority: AS 14.07.000

AAC 52.070. CHILD ENTITLED TO SUREGATE PARENT. A local school district must appoint a surrogate parent for a legal guardian of a child residing within the local school district boundaries who

(1) the local school district cannot identify a person acting as a parent or legal guardian of the handicapped child; or

(2) the local school district exercising diligence cannot locate the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child; or

(3) the local school district locates the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child, but that person affirmatively disclaims or voluntarily relinquishes responsibility for the handicapped child's educational program; or

(4) the handicapped child is in the custody of a public agency.
(Eff. / / , Register)

Authority: AS 14.07.060

1 AAC 52.080. QUALIFICATIONS OF SURROGATE PARENT. A surrogate parent must be an adult who:

(1) has no interest that conflicts with the interests of the handicapped child he or she represents;

(2) is not an employee of a public agency which is involved in the education or care of the handicapped child; and

(3) has participated in a training program for surrogate parents developed by the department and conducted by the local school district. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.090. DUTIES OF SURROGATE PARENT. The surrogate parent may represent the handicapped child in all matters relating to the identification, evaluation, educational placement of the handicapped child and the provision of free appropriate public education to the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.100. APPOINTMENT OF SURROGATE PARENT. (a) A local school district shall develop and implement a plan which provides for the systematic identification of handicapped children and procedures to the appointment of a surrogate parent under 4 AAC 52.080.

(b) When a local school district has identified a handicapped child,

(1) appoint a person meeting the qualifications of 4 AAC 52.080 as surrogate parent on forms prepared by the department; or

(2) petition the superior court for the judicial district in which the handicapped child resides for the appointment of a surrogate parent.

(c) In appointing or recommending a pointment of a surrogate parent under paragraph (b) of this section, a local school district shall give preference to a member of the handicapped child's immediate or extended family, or foster parent, or family friend, over a person having no prior involvement with the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.110. PAYMENT. A person who otherwise qualifies as a surrogate parent is not an employee of the local school district solely because he or she is paid by the local school district to serve as a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.120. CHANGE IN HANDICAPPED CHILD PLACEMENT. The educational placement of a handicapped child identified as one entitled to a surrogate parent may not be changed until 10 days after appointment of a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.130. REPLACEMENT OR REMOVAL OF SURROGATE PARENT. (a) A surrogate parent may request to be relieved of his or her responsibility upon ___ days notice to the district if the appointment was made under 4 AAC 52.110(b)(1) or upon application to and approval by the superior court if the appointment was made under 4 AAC 52.110(b)(2) if the surrogate parent

(1) fails to perform his or her duties under 4 AAC 52.080;

(2) has a conflict of interest with the handicapped child; or

(3) engages in actions which threaten the well-being of the

a hearing which comports with the procedures set forth in 45 CFR 121a.506.
(Eff. / / , Register)

Authority: AS 14.07.060.

4 AAC 52.190. DEFINITIONS. As used in this chapter

(1) "severe discrepancy" means

(A) grade level achievement of less than 65 percent of
the product of ($\frac{I.Q.}{100} \times CGP$): where

(i) "CGP" is the year of grade placement of students
of the same chronological age as the student; and

(ii) "I.Q." is the student's intelligence quotient
as measured by a standardized test of intelligence; or

(B) the multidisciplinary team determines that a severe
discrepancy exists;

(2) "administrative control" means financial or supervisory
responsibility delegated by the superintendent or school board;

(3) "approved program" as used in AS 14.30.350(E) means the
program of services approved by the child study team in the student's
individual educational plan;

(4) "professional support services" means services related to
special education which are required by individual educational plan (I.E.P.).

(Eff. / / , Register)

Authority: AS 14.07.060

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81 - 20

TO: All Concerned with DOE Regulations

FROM: Marshall L. Lind, *MLL* Commissioner
Department of Education

SUBJECT: Program Planning and Evaluation Regulations

DATE: February 17, 1981

Attached is the material being proposed as a regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to March 12, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

DISTRIBUTION

All Superintendents
Private and Denominational Schools
Department of Law
Legislative Affairs
NEA/Alaska-Juneau, Fairbanks, Anchorage
Professional Teaching Practices Commission
Alaska Association of School Boards
Alaska Association of School Administrators
Alaska Association of Elementary Principals
Alaska Association of Secondary Principals
Legislators
District School Board Presidents
State Board of Education Members
All Public Schools

Attachment: Notice of Proposed Changes
Regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to implement AS 14.20.070(c) and AS 14.07.020 (1) and (2) as follows:

1. 4 AAC 05.070 is amended to clarify the obligations of school districts in the planning and evaluation of local school programs and provide for reporting of the planning and evaluation process on forms prescribed by the department.
2. 4 AAC 05.020 is amended to clarifying the definition of local school committee.


These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office, Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on March 12, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska, 99811.

DATE 2/16/81


Marshall L. Lind
Commissioner of Education

4 AAC 05 is amended as follows:

4 AAC 05.020.

DEFINITIONS

(4) "local school committee" or "committee" means an elected advisory school board established pursuant to AS 14.08.115 or, if there is no such committee in the community, the BIA advisory school board or an elected borough school district advisory school board established pursuant to AS 14.12.035 or, if there is no BIA advisory school board or elected borough school district advisory school board, the village or city council.

4 AAC 05.070. PROGRAM PLANNING AND EVALUATION. (a) Unless a waiver has been granted under (g) of this section, the chief school administrator of a school district shall develop and have approved by the governing body of that district, annually and no later than that body's first meeting in October, an education plan (i) for each school, partial program, or additional grades established after the effective date of this section under section 40 of this chapter, and (ii) for each school, partial program, or additional grades established on or after the commencement of the 1976-77 school year in communities not having a preexisting school or partial program of the same grades. When the requirements of this section have been met for three consecutive years as to each school, partial program, or additional grades, no further plan for the school, program or grades is required.

(b) Before the close of the school year, and before preparation of the education plan for the following school year, the chief school administrator shall prepare and submit to the governing body of the school district an evaluation of each school, partial program, or additional grades for which an education plan must be developed under (a) of this section.

(c) Districts shall provide for the direct involvement of parents, students, and other members of the community, including the local school committee, in the development of plans and evaluations and improvement of the educational program. Districts shall provide sufficient information, including notice in appropriate media and at community meetings, provide copies of appropriate materials, and allow adequate time for community members to review a draft plan and discuss all aspects of the program with responsible district personnel.

(d) Education plans and evaluations must be submitted, in the form required by the department, to the commissioner of education, P.O. Box 7, Juneau, Alaska 99801. Plans must be submitted by November 1 and evaluations by June 1. The commissioner will promptly review education plans and evaluations, and will notify a district whether it has satisfied the requirements of this section.

(e) A copy of each plan and evaluation developed under this section must be maintained on file for public inspection in the school district office and in the school to which the plan or evaluation applies. The district shall make copies of the plan and evaluation available to each member of the local school committee and, upon request, to members of the community.

(f) A district must use its best efforts to assure that a school is operated according to the education plan. Changes in the plan may be made at any time, and must be reported at a public meeting of the local school committee. The requirements of (e) of this section apply to changes in the plan.

(g) Forms for Program Planning and Evaluation, 1981 Edition, published by the department and dealing with compliance with this section, is adopted by reference.

(h) The chief school administrator may apply to the Commissioner for a waiver of some or all requirements of (a) and (b) of this section. The application must be received by the Commissioner on or before June 15, 1981, must state the year or years for which the waiver is requested, and must include a copy of any plan and evaluation previously developed and a resolution of the local school committee stating that it is in agreement with the request.

A plan or evaluation submitted as part of the application for waiver must represent all or part of three consecutive years of planning and evaluation begun during school years 1978-79, 1979-80, or 1980-81. The local school committee resolution must be adopted at a public meeting after reasonable notice to local residents and an opportunity to be heard. The local school committee shall keep a record of persons speaking at the meeting and the substance of their testimony.

The commissioner shall credit each plan or evaluation submitted as part of an application which meets the requirements of this subsection toward compliance with the requirements of (a) or (b) of this section.

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

REPRESENTATIVE
BEN GRUSSENDORF
P.O. BOX 998
SITKA, ALASKA 99833
(907) 747-8458

CHAIRMAN
COMMUNITY AND REGIONAL AFFAIRS COMMITTEE
MEMBER RESOURCES COMMITTEE

DISTRICT 3
ELFIN COVE
PELICAN
PORT ALEXANDER
SITKA
YAKUTAT

Alaska State Legislature



House of Representatives

WHILE IN JUNEAU
POUCH V
JUNEAU, ALASKA
99811
(907) 465-3824
(907) 465-3870

In regards to HB 449, I am testifying for Representative Ben Grussendorf. We have received input from the Sitka School Board that they would like to go on record as supporting HB 449 with the addition to line 12

5 pupils in ADM; or fraction of 15 pupils ADM
on line 14

11 pupils in ADM; or fraction of 11 pupils in ADM

Representative Grussendorf would like you to consider these additions as an amendment.

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

RATIONALE FOR CHANGES IN SPECIAL EDUCATION FOUNDATION FORMULA
(March 24, 1981)

The purpose of this correspondence is to delineate a rationale for increased funding for special education and the deletion of "level of service" concept from the Special Education Foundation Formula.

1. This recommendation was developed and unanimously supported by a task force appointed by the State School Board. The recommendation is supported by the State School Boards Association, Alaska ~~NE~~ Education Association, Alaska Parent/Teacher Association, Alaska Superintendent's Association, Alaska Administrators of Special Education, and Alaska State Board of Education (see attachment A).
2. The "level of service" concept is a deterrent to providing a successful educational experience to a certified special education student for the following reasons:
 - a. The foundation formula acts as a regressive influence on special education students by encouraging educators to provide more special education services rather than more time with their peers in the regular classroom (mainstreaming). One of our goals in special education is to mainstream a student as much as possible (normalization), but the foundation formula encourages just the opposite by providing a larger reimbursement for a greater time in special education.
 - b. "Level of service" requires members of the Child Study Team (no less than 3) to denote the exact amount of time in special education. If these "levels" were eliminated, alot of unnecessary paperwork could be eliminated. In Anchorage alone approximately 1,000 hours per year of paperwork could be devoted to another endeavor.
3. The present special education foundation formula does not provide adequate revenue to cover the minimum costs that are necessary to provide an adequate special education program, especially in the larger districts. As an example, Anchorage School District will spend approximately \$18.8 million in 1981/82 to assist special education students. These same students will generate only \$11.2 million of revenue. This indicates that the Anchorage taxpayers will have to provide over \$7.5 million of local support to assist their children (see attachment B). If the Special Education Foundation Formula were changed for FY 82, Anchorage special education costs would approximate \$20.3 million and total revenue would approximate \$19.4 million (see attachment C). This is equivalent to a local contribution of \$435 per FTE special education student. These monies are needed in order to provide for the following services (see attachment D):

- if discussed paper over*
- a. Diagnosis and assessment.
 - b. Low pupil/teacher ratios for restricted handicapped.
 - c. Related services.
 - d. More restricted handicapped.

These costs do not take into consideration an estimated \$2.5 million of recommended special education additions. These additions are necessary to improve the Anchorage program to an established standard (see attachment E).

Similar costs and rationale can be delineated for the larger districts such as Fairbanks, Kenai, Mat-Su, Kodiak, Juneau and Ketchikan. These large districts bear the brunt of the excess special education costs due to the reasons delineated above. These funds would also provide taxpayer relief.

If these additional funds are provided, summer school programs for special education students can be adequately provided and all students in need of special education assistance will be provided an adequate education.

One of the greatest special education needs in the Alaska districts with low pupil enrollments is educating a low incidence student (severely handicapped students such as deaf, blind, severe/profound, etc.). A task force appointed by the Council for the Handicapped and Gifted has developed a recommendation to deal with this high area of need (see attachment F). If these additional foundation monies are provided, adequate funds can be rechanneled to support the low incidence population throughout the state.

STATE OF ALASKA


DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

JAY S. HAMMOND
GOVERNOR

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

TO: Special Education Task Force Members

FROM: Jim Elliott
Acting Deputy Commissioner
Department of Education 

DATE: February 23, 1981

RE: Minutes and Final Report - Juneau Meeting

Please find attached the minutes and the final report from the Juneau meeting. Terry Coon and Tom Brown did an excellent job of presenting the Special Education Task Force Report to the State Board of Education. Following their presentation, the Board voted 7-0 to accept the recommendations made.

The fiscal note, using the FY 81 student count, resulted in a slightly higher increase than that estimated from FY 80 enrollment used in making the final report. Steve Hole's estimated cost (increase) under the new formula is \$19.1 million.

I want to thank each of you for your contribution to the work of the Task Force.

Enclosures

SPECIAL EDUCATION TASK FORCE REPORT

Background

The Special Education Task Force was established by the State Board at its October meeting in Glennallen, with the actual members of the group being named by the State Board at its December meeting in Anchorage.

Members of the Special Education Task Force included:

Cardup Duggan
Alaire Stanton, State Board
Barbara Block, PTA
Tom Brown, Superintendents' Association
Sue Glocke, Health and Social Services
~~Jo Parks, NEA/Alaska~~
Robert Greene, Alaska Association of School Boards
Marsha Buck, Governor's Council
Terry Coon, Special Education Directors
Steve Daeschner, Anchorage
Senator Bettye Fahrenkamp

Two general Task Force meetings were held, one in Anchorage on December 3-4, 1980, and the second in Juneau, February 5-6, 1981. Moreover, two sub-committee meetings were held, one on fiscal matters and the other on grants for extraordinary circumstances related to special education for low incidence and for geographically hard-to-serve students.

Findings

The Task Force identified the following problems relative to special education funding under the present system:

1. Least restrictive environment versus present funding system based on percentage of direct services;
2. Requirements of Child Find re: no funding for diagnosis and assessment;
3. Special education funds not following program (accountability of special education funds);
4. Low incidence students not adequately funded under present system, which fails to recognize need for services beyond Level IV and for lower PTR;
5. Geographically hard-to-serve not adequately funded under present system;
6. Related service requirements not recognized by present system;
7. Inappropriateness of first quarter floor for special education funding;

8. Need for twelve month services for some students not recognized by present funding system; and

9. Staff development/in-service not funded, although required.

Two proposals were put forward by the Task Force for dealing with the aforementioned problems. One was a proposal by Tom Brown, representing the superintendents, which called for:

1. Elimination of the present level/-of-service concept;

2. Counting each special education student as one FTE;

3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment (ADM)}}{\text{Adjustment Divisor}} \times \text{Instructional Unit Value} = \text{State Aid for Special Education}$$

The second proposal consisted of a grant program to deal with the low incidence handicapping condition. Subcommittees were established to study each of these two proposals.

After reviewing the reports from the two subcommittees and after deliberating during its two day meeting in February, the Task Force made three recommendations to the State Board.

Recommendations.

The Task Force, in evaluating the two aforementioned proposals, arrived at the following recommendations:

1. That AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1.

2. That recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs.

3. That the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education.

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
N.W. Arctic	247	1,016.9	478.5	538.4	113
Chugach	5	46.3	-0-	46.3	100
Adak	93	378.2	216.1	152.5	75
Annette	65	200.7	120.4	80.3	66
Chatham	42	125.0	83.4	41.6	50
Iditarod	33.6	179.4	119.6	59.8	50
Lower Yukon	193	777.6	538.3	239.3	44
Yukon-Koyuk	98	418.7	299.1	119.6	40
Lake & Peninsula	46	239.3	179.4	59.8	33
S.E. Island	50	166.7	125.0	41.7	33
Railbelt	56	185.2	138.9	46.3	33
Alaska Gateway	80	277.8	231.5	46.3	20
Copper River	85	266.3	221.9	44.4	20
S.W. Region	89	358.9	299.1	59.8	20
LKSD	306	1,256.1	1,076.7	179.4	16
Aleutian	22	115.8	115.8	-0-	0
Bering Strait	45	179.4	299.1	-0-	0
Delta	145	463.1	509.4	-0-	0
Kuspuk	29	119.6	119.6	-0-	0
Pribilof	28	115.8	173.7	-0-	0
Yukon Flat	51	239.3	239.3	-0-	0
PAGE TOTAL				1,765.5	31

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
Fairbanks	1,556	6,137.4	2,204.3	3,933.1	178
Kenai	863	3,292.5	1,417.0	1,875.5	132
Mat-Su	612	2,247.5	1,043.5	1,204.0	115
Juneau	680	2,392.6	1,119.1	1,273.5	114
Galena	17	119.6	59.8	59.8	100
King Cove	22	115.8	57.9	57.9	100
Pelican	2	43.2	-0-	43.2	100
Haines	122	399.4	221.9	177.5	80
Anchorage	4,000	14,046.8	7,833.8	6,213.0	79
Kodiak	513	1,566.7	940.0	626.7	66
Sitka	281	762.5	481.6	280.9	58
Cordova	76	266.3	177.5	88.8	50
Ketchikan	393	1,041.9	694.6	347.3	50
Petersburg	134	361.2	240.8	120.4	50
Wrangell	90	240.8	160.5	80.3	50
Yakutat	34	138.9	92.6	46.3	50
Hoonah	49	172.9	129.6	43.3	33
Nenana	46	185.2	138.9	46.3	33
Dillingham	65	299.1	239.3	59.8	25
North Slope	182	777.6	717.8	59.8	8
Bristol Bay	19.5	119.6	119.6	-0-	0
Craig	28.5	83.4	125.0	-0-	0
Hydaburg	9	41.7	41.7	-0-	0
Kake	11	125.0	125.0	-0-	0
Klawock	17	83.4	83.4	-0-	0
Nome	123	538.3	538.3	-0-	0
Sand Point	14	57.9	57.9	-0-	0
Skagway	28.5	83.4	83.4	-0-	0
St. Mary's	42	179.5	179.5	-0-	0
Unalaska	27	115.8	173.6	-0-	0
Valdez	187	576.9	665.7	-0-	0

TOTAL 16,637.4 82

On Base Fairbanks 475 1,200.7
On Base Anchorage 385 733.2
DOE Student Transfers (Tuition Stud.) 600.0 (600.0)
DOE Contract Schcols 666.8 (666.8)
REAA's 1,765.5

BILL TOTAL (Increase) 19,070.0

SPECIAL EDUCATION TASK FORCE

Alaska Department of Education
February 5-6 Meeting
Juneau, Alaska

Minutes

Task Force Meeting was called to order at 1:15 p.m. by Chairman Terry Coon.

CALL TO ORDER

Agenda was amended and adopted per appendix item one.

AGENDA

Reports of the subcommittees established by the Task Force at its December meeting were presented. First, the report of the Subcommittee on Grants for Extraordinary Circumstances was presented by Marsha Buck. Second, Tom Brown and Steve Daeschner presented the report of the Subcommittee on Funding. Both of these subcommittee reports are located in the appendix. In addition, reports were presented to the group by Myra Howe, Program Standards Task Force, and by Marsha Buck, Governor's Council for Handicapped and Gifted. This latter report from the Governor's Council was a response to the subcommittee proposals for funding and extraordinary grant programs, which were reviewed by the Council.

REPORTS

Steve Daeschner moved and Barbara Block seconded a motion to recess meeting. Motion passed and meeting was recessed at 4:10 p.m.

RECESS

Meeting was reconvened at 9:12 a.m. by Chairman Terry Coon.

MEETING RECONVENED

After listening to the presenters of the aforementioned reports, the Task Force discussed, at length, the pros and the cons of the changes in special education funding proposed by the group. Questions were raised and addressed relative to (1) criteria for grant program covering extraordinary circumstances (2) 25% local contribution feature of extraordinary grant program (3) legitimacy of district budget submittals re the chairman's letter requesting amount of dollars needed to comply with P.L. 94-142 (4) appropriateness of various divisors used in formula (5) fiscal impact of staffing proposals from Program Standards Task Force (6) accountability of special education (7) low incidence handicapping conditions and geographically hard-to-serve issue re statewide programs and (8) political realities/strategies regarding implementation of proposed increase in special education funding.

DELIBERATIONS

Following these deliberations, the Task Force turned its attention to actions (motions) designed to fulfill its mission from the State Board of Education.

RECOMMENDATIONS

Steve Daeschner moved and Tom Brown seconded that the Task Force recommend to the State Board of Education that AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1. Motion carried.

ACTION

Moved by Barbara Block and seconded by Steve Daeschner that recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force recommend to the State Board of Education that contract funding for statewide programs for low incidence handicapping conditions be consolidated under a single administrative system and be adequately funded. Motion failed.

ACTION

Steve Daeschner moved and Barbara Block seconded a recommendation that the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force request the State Board of Education to recommend an accountability system be established by the Department of Education ensuring that special education dollars are spent on special education programs where the identified needs of special education students are not being met. Motion failed.

ACTION

Moved by Tom Brown and seconded by Steve Daeschner that Chairman Terry Coon and Tom Brown present a final report for the Special Education Task Force to the State Board of Education on Tuesday, February 10, 1981. Motion carried.

ACTION

Moved by Steve Daeschner and seconded by Carolyn Doggett that the meeting adjourn. Motion passed. Meeting adjourned at 4:15 p.m.

ADJOURNMENT

SPECIAL EDUCATION TASK FORCE MEETING
February 5-6
Juneau, Alaska

AGENDA

- I. Call to Order
- II. Approval of Minutes for Anchorage Meeting
- III. Adoption of Agenda
- IV. Reports
 - A. Subcommittee on Block Grants
 - B. Subcommittee on Funding
 - C. Program Standards Task Force Report
 - D. Governor's Council Report
- V. Statewide Programs (Funding)
- VI. Deliberations and Recommendations
- VII. Final Report re: Legislation
- VIII. Adjournment

12-4-80

SPECIAL EDUCATION FUNDING TASK FORCE

Sub-Committee Report

Re: Extraordinary Circumstances Grants

Grant Parameters:

1. A grant can be made available to an LEA only after the LEA establishes or shows proof that foundation funding received is inadequate to meet the extraordinary circumstance or is exhausted, and that the LEA has a child or children in need of extraordinary service.
2. An LEA must contribute at least 25% of the cost of providing for the extraordinary circumstance out of its foundation or local funds.
3. A Child Study Team at the LEA level must establish a definite unmet need for a specific child or specific children and assume all responsibility for the provision of service prior to applying for an extraordinary circumstance grant.
4. Extraordinary Circumstances Grants need to be available throughout the year.

Extraordinary Circumstances for Which Grants May Be Applied:

1. Severely/profoundly multi-handicapped students.
2. Low-incidence handicapped or extraordinarily gifted/ talented students needing highly specialized programs. (Example: An emotionally handicapped, blind student who is mainstreamed but in need of such things as counseling, orientation and mobility training and a summer program in independent living skills.)
3. Students who are so exceptional as to need 1-to-1 educational resources or services throughout the day in order to benefit from appropriate placement.
4. Summer school programs.
5. Students moving into a district mid-year for whom no appropriate program exists.
6. Out-of-district placements.
7. Development of local residential programs for low incidence handicapping conditions.
8. Geographically hard to serve students who are in need of costly itinerant services.

DATE: January 21, 1981

TO: Special Education Task Force Members *C. W. E.*

FROM: James W. Elliott, Ph.D.
Commissioner's Representative

RE: Funding Subcommittee Report

On Wednesday, January 13, Tom Brown's proposal, which was presented to the Task Force at the Anchorage meeting, was analyzed by the referenced subcommittee. You will recall that Tom's proposal called for:

1. Elimination of the present level-of-service concept;
2. Counting each special education student as one FTE;
3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment} \times \text{Instructional Unit Value}}{\text{Adjustment Divisor}} = \text{State Aid for Special Education}$$

Using the above formula, the subcommittee arrived at projected FY82 funding estimates for special education by district. Therefore, please find enclosed, for your review, the results of the subcommittee's work in the form of a comparison chart showing funding under the present system and funding under Tom's proposal using a series of different adjustment divisors, plus two combinations for districts with > and < 1500 ADM.

Also, please find additional charts prepared by Steve Jaeschner, using an adjustment divisor of 11, and Bill Mulinis's analysis of different divisors using average instructional unit values and a 1500 ADM enrollment factor.

At our February 5-6 meeting in Juneau, the group as a whole will be requested, of course, to take action on a recommended proposal for increasing special education funding.

JWE/sf
Enclosures

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Anchorage*	4121	180	375	317	275	375
		6,946,200	14,471,250	12,233,030	10,612,250	14,471,250
Bristol Bay	26	2	3	2	2	2
		119,630	179,445	119,630	119,630	119,630
Cordova	64	4	6	6	5	5
		127,516	266,274	266,274	221,895	221,895
Craig	31	2	3	3	3	3
		83,354	125,031	125,031	125,031	125,031
Dillingham	56	4	5	5	4	4
		239,260	299,075	299,075	239,260	239,260
Fairbanks	1508	55	137	116	101	137
		2,377,155	5,921,277	5,013,636	4,365,321	5,921,277
Galena	23	2	2	2	2	2
		119,630	119,630	119,630	119,630	119,630
Haines	133	5	12	11	9	9
		221,895	532,540	488,169	399,411	399,411
Homer	49	3	5	4	4	4
		129,643	216,105	172,884	172,884	172,884

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.I. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 1: + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.I. w/New Formula Using Divisor of 15 + \$	Projected # I.I. w/New Formula w/ 1500 Student Factor 11/15 + \$
Hydaburg	11	-0-	1	1	1	1
		-0-	41,677	41,677	41,677	41,677
Junction	765	27	70	59	51	70
		1,041,930	2,701,300	2,276,810	1,968,010	2,701,300
Kato	47	5	5	4	4	4
		125,031	208,385	166,708	166,708	166,708
Kemp	738	32	68	57	50	68
		1,333,668	2,834,036	2,375,589	2,083,850	2,834,036
Ketchikan	379	17	35	30	26	35
		656,030	1,350,650	1,157,700	1,013,310	1,350,650
King Cove	24	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Klawns	19	2	2	2	2	2
		83,354	83,354	83,354	83,354	83,354
Kodiak	586	22	54	46	40	54
		984,808	2,417,256	2,059,144	1,790,560	2,417,256
Met-Sai	610	29	56	47	41	56
		1,163,866	2,247,504	1,886,290	1,645,494	2,247,504

SPECIAL EDUCATION TASK FORCE

District	# of Students 29-80	# I.U. w/ Present Formula • \$	Projected # I.U. w/ New Formula Using Divisor of 11 • \$	Projected # I.U. w/ New Formula Using Divisor of 13 • \$	Projected # I.U. w/ New Formula Using Divisor of 15 • \$	Projected # I.U. w/ New Formula w/ 1500 Student Factor 11/15 • \$
Nonana	48	3	5	4	4	4
		138,924	231,540	185,232	185,232	185,232
Nove	165	10	15	13	11	11
		598,150	897,225	777,595	657,965	657,965
North Slope	176	10	16	14	12	12
		598,150	957,040	837,410	717,780	717,780
Pelican	3	-0-	1	1	1	1
		-0-	43,221	43,221	43,221	43,221
Petersburg	122	5	12	10	9	9
		700,670	181,608	401,340	361,206	361,206
Sitka*	253	11	23	20	17	23
		441,474	923,082	802,680	682,278	923,082
Tongue	19	2	4	3	3	3
		83,354	166,708	125,031	125,031	125,031
St. Mary's	44	3	4	4	3	3
		179,445	239,260	239,260	179,445	179,445
Tulaska	29	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 11 + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.U. w/New Formula Using Divisor of 15 + \$	Projected # I.U. w/New Formula w/1500 Student Factor 11/15 + \$
Vulvez	191	12	18	15	13	13
		532,548	798,882	665,685	576,927	576,927
Krangell	105	5	10	9	7	7
		200,670	401,340	361,206	280,938	280,938
Yakutat	43	3	4	4	3	3
		138,924	185,232	185,232	138,924	138,924
Sand Point	19	1	2	2	2	2
		57,805	115,770	115,770	115,770	115,770
City/Borough Sub- Total	10,425	458	959	815	709	926
		19,204,720	39,803,015	33,855,771	29,454,642	38,169,814
Adak	50	2	5	4	4	4
		108,052	270,130	216,104	216,104	216,104
Alaska Gateway	69	4	7	6	5	5
		185,232	324,156	277,848	231,540	231,540
Alutian	23	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Annette	72	4	7	6	5	5
		160,516	280,938	240,804	200,670	200,670

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Berling Strait	65	4	6	5	5	5
		239,260	358,890	299,075	299,075	299,075
Chatham	46	3	5	4	4	4
		125,031	208,385	166,708	166,708	166,708
Chugach	7	-0-	1	1	1	1
		-0-	46,308	46,308	46,308	46,308
Copper River	113	6	11	9	8	8
		266,274	488,169	399,411	355,032	355,032
Delta Greely	234	11	22	18	16	16
		509,380	1,018,776	833,544	740,928	740,928
Iditarod	32	2	3	3	3	3
		119,630	179,445	179,445	179,445	179,445
Ketchikan	26	2	3	2	2	2
		119,630	179,445	119,630	119,630	119,630
Lake & Peninsula	46	3	5	4	4	4
		179,445	299,075	239,260	239,260	239,260
Lower Kuskokwim	227	17	21	18	16	21
		1,016,855	1,256,115	1,076,670	957,010	1,256,115

SPECIAL EDUCATION TASK FORCE:

District	# of Students 79-80	# I.U. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 11 + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.U. w/New Formula Using Divisor of 15 + \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 + \$
Lower Yukon	190	11 657,965	18 1,076,670	15 897,225	13 777,595	13 777,595
Northwest Arctic	161	8 478,520	15 897,225	13 777,595	11 657,965	11 657,965
Pribilof	38	3 173,655	4 231,540	3 173,655	3 173,655	3 173,655
Southeast Island	56	3 125,031	6 250,062	5 208,385	4 166,708	4 166,708
Southwest	118	4 239,260	11 657,965	10 598,150	8 478,520	8 478,520
Ballbet	57	5 231,540	6 277,848	5 231,540	4 (185,232)	4 (185,232)
Yukon Flats	56	5 299,075	6 358,890	5 299,075	4 (239,620)	4 (239,620)
Yukon-Koyukuk	107	5 299,075	10 598,150	9 538,335	8 478,520	8 478,520
NSA Sub-Total	1,793	104 5,649,224	175 9,431,837	147 7,934,537	130 7,025,325	135 7,178,000

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Total	12,218	562	1,134	962	839	1,061
		24,853,944	49,234,852 1,981	41,790,308 1.681	36,479,967 1.468	45,493,854 1.830

School District	Instructional Unit Cost 1901-1902	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1901-1902	Estimated Total Cost Direct Plus Indirect 1901-1902	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
1. Anchorage	38,590	180	4,121	375	14,670,301	18,347,974	14,471,250
2. Bristol Bay	59,815	2	26	3	180,972	226,200	179,495
3. Cordova	44,379	4	66	6	269,382	316,774	266,774
4. Craly	41,677	2	31	3			125,031
5. Dillingham	59,815	4	56	5			299,075
6. Fairbanks	43,221	55	1,506	137	6,000,000	7,500,000	5,921,277
7. Galena	59,815	2	23	2			119,630
8. Haines	44,379	5	131	12			532,548
9. Hoonah	43,221	3	47	5	148,232	185,200	216,105
10. Hydaburg	41,677	0	11	1			41,677
11. Juneau	38,590	27	761	70	2,239,855	2,799,819	2,701,000
12. Kake	41,677	3	47	5			208,385
13. Kenai	41,677	22	718	68	2,885,642	3,607,057	2,814,016
14. Ketchikan	38,590	17	179	35	1,661,666	2,079,502	1,450,650
15. King Cove	57,805	2	24	3			173,455
16. Klaskan	41,677	2	19	2	87,640	109,550	81,154

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
17. Kodiak	44,764	22	586	54	1,778,369	2,222,761	2,417,256
18. Mat-Su	43,134	29	610	56	2,038,022	2,547,520	2,417,501
19. Nenana	46,300	3	40	5			211,540
20. Nome	59,815	10	165	15	568,365	710,456	897,225
21. North Slope	59,815	10	176	16	1,442,595	1,803,243	957,040
22. Pelican	43,221	0	3	1			43,221
23. Petersburg	40,134	5	122	12	295,360	369,200	481,600
24. Sitka	40,134	11	253	23	1,497,426	1,871,702	923,082
25. Sitka	41,677	2	19	4	307,810	334,762	166,700
26. St. Mary's	59,815	3	44	4			219,260
27. Unalaska	57,805	2	29	3			173,655
28. Valdez	44,379	12	191	18	1,415,633	1,769,541	798,822
29. Wrangell	40,134	5	185	18	374,215	468,791	401,140
30. Yakutat	46,300	3	43	4			185,212
31. Sand Point	52,885	1	19	2			115,770

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (col. 2) x Projected Number of Instructional Units (col. 4)
32. Adak	54,026	2	50	5			270,130
33. Alaska Gateway	46,300	4	69	7	209,547	361,911	324,156
34. Aleutian Chain	57,005	2	21	3			173,655
35. Annette Island	40,134	4	72	7			280,938
36. Bering Straits	59,015	4	65	6	1,906,466	2,383,002	350,090
37. Chatham	41,677	3	46	5			208,385
38. Chugach	46,300	0	7	1			46,300
39. Copper River	14,379	6	113	11	516,000	645,000	400,164
40. Delta/Greely	46,300	11	214	22			1,018,600
41. Iditarod	59,015	2	32	3	173,000	216,250	179,445
42. Kuspuk	59,015	2	26	1			179,445
43. Lake and Peninsula	59,015	3	46	5			295,075
44. Lower Kuskokwim	59,015	17	227	21	1,629,000	2,036,250	1,256,115
45. Lower Yukon	59,015	11	190	10			1,076,670
46. Northwest Arctic	59,015	8	101	15			885,225
47. Pribilof	57,005	2	38	4			228,020
48. Southeast Island	41,677	3	56	6			250,062

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
49. Southwest	59,815	4	110	11	619,119	773,898	657,965
50. Hallbell	46,300	5	57	6	242,500	303,125	777,848
51. Yukon Flats	59,815	5	56	6	533,081	666,351	1,588,898
52. Yukon-Koyukuk	59,815	5	107	10	633,029	791,286	598,150
	2,500,130						41,011,908

SPECIAL EDUCATION TASK FORCE
(B111 Multix)

Total Students

12,218

Total Units

Based on 11-1 and 15-1

1,055

Average E1-E2

Allocation - Statewide

\$48,434

Total Students	Ratio Students-Units	Number Units	Cost
12,218	17-1	1,018	\$49,305,912
12,218	15-1	814	39,425,276
12,218	16-1	763	36,955,142
12,218	18-1	679	32,806,686

Ratio	Units	Present Funding	Increase
12-1	1,018	\$22,032,100	\$27,273,712
15-1	814	22,032,100	17,393,176
16-1	763	22,032,100	14,823,042
18-1	679	22,032,100	10,854,586

REVENUES
(3/11/81)

State

Foundation Support (185 Units X 38,590)	\$ 7,139,150
600 Level IV/18 X 38,590	1,286,333
State Tuition	49,842
Pupil Transportation	1,167,137
Reimbursement for Indirect	29,000
Debt Service - Aid for School Construction	1,553,346
Cost Recoveries - Facilities Rentals	<u>7,800</u>

Total State \$11,232,608

Local Contribution 7,566,724

Average Daily Membership (FTE) 2,035

1981-82 WITH ANTICIPATED FUNDING CHANGES
(3/11/81)

Direct Costs

Direct	\$13,312,938
Deaf	800,000
Severe/Profound	<u>761,931</u>
Subtotal	14,874,869
Program Needs (See Chart)	(2,500,000)
Indirect	3,907,346
Bond Costs	<u>1,579,048</u>
Total	20,361,263 (22,861,263)

Revenues

4,385 ADM/11 X 38,590	15,383,377
Other	<u>4,093,458</u>
Total Revenues	19,476,835
Local Contribution	(3,384,428) 884,428
Local Revenue/PER FTE	\$435 (\$1,663)

Attachment 5

AREAS OF CONCERN
WITH SPECIAL EDUCATION FOUNDATION PROGRAM
IN THE ANCHORAGE SCHOOL DISTRICT

The State Department of Education provides a foundation formula (AS 14.17.010, .021, .031) for special education funding. At the present time the statutes provide foundation units to the District at the rate of 11 full time equivalent special education students to one unit, taking into account the number of days in service and disregarding the nature of the handicap. The local taxpayers in Anchorage have provided funds to supplement the special education student, almost three times a normal student's allocation. The reason for these excess costs is the inadequate funding base supplied by the Department of Education. The following areas summarize these funding dilemmas.

- 1) No costs are allowed for the diagnosis and assessment of students. In Anchorage these costs are in excess of a million dollars, including costs for psychologists and other testing specialists, substitute teachers so that teachers can sit on Child Study Teams, and addendum days for teachers.
- 2) No costs are provided for related services when students are already Level IV (full time special education). Many of our specialists (occupational therapists, physical therapists, speech/language therapists, orthopedically handicapped, hard of hearing) provide required services yet generate no foundation support. Our costs for these services with no reimbursement approximate \$800,000.
- 3) The Anchorage School District also has numerous special education programs that require low pupil/teacher ratios. These include preschool special education children, vision impaired, severely profound, orthopedically handicapped, emotionally disturbed and multiple-handicapped. Anchorage provides the above services for many students who come to Anchorage from outside the district. The existing number of FTE students receiving services that require a pupil/teacher ratio of at least 6 to 1 is 150. The State formula allocates an 11 to 1 ratio which translates into a loss to Anchorage of approximately 12 units.
4. The floor, as established by AS.14.17.170, in estimating ADM for the first 9 weeks of school is providing a great hardship for the District. The multitude of new referred students makes it physically impossible to get them tested, diagnosed and reviewed by the end of the first 5 weeks. By the end of the first 9 weeks we will generate approximately 140 units, whereas by the end of the school year the total units are 130 or a loss of 10 units.

The present foundation formulas generally oppose the philosophy of our State regulations regarding the concept of more interaction with the regular students. The formula provides us a larger incentive to place students as Level IV than mainstream the students. Also, the State foundation formula provides no money for the education of special education students during the summer. The laws in other states are requiring summer school attendance for selected groups of students. What are some of the solutions to the above dilemmas? Several possibilities might include the following:

- 1) Eliminate level of service and provide foundation formula at 11 ADM to 1.
- 2) Local special education funding be provided by Block Grants on a bi-annual plan of service. We presently have to develop budgets and related program plans supporting these budgets for passage through our local School Board and approval by the State. With all this documentation, another scrutiny by the State would not affect us.
- 3) Change the foundation floor for special education from October to April.
- 4) Provide instructional units to cover diagnostic services.
- 5) Have the State provide full funding on a contractual basis for all high risk or low incident students, emotionally disturbed, preschool, blind, deaf, etc.
- 6) Allow each school to be counted as a separate attendance area.

ANCHORAGE SCHOOL DISTRICT
SPECIAL SERVICES DEPARTMENT
PROGRAM STANDARDS JUSTIFICATION

The following sources of information were used in establishing our proposed program standards for special services:

1. Washington State Funding Criteria
2. State of Iowa Rules for Special Education
3. Portland Public Schools Placement Alternatives Procedures Document
4. Sacramento Unified School District
5. Highline Public School District, Seattle, Washington
6. Alaska Department of Education Program Standard Task Force Recommendations - rough draft
7. Anchorage School District Resource Teachers Association Recommendations
8. American Occupational Therapy Association Recommendations
9. Fundamentals for Speech/Language and Hearing Programs Alaska Department of Education
10. National Association of School Nurses
11. State of Missouri Program Standards
12. Alaska State Vocational Educational Work Study Standards
13. National Association of School Psychologists
14. Oklahoma Speech & Hearing Assn. State Standards
15. Florida Speech & Hearing Assn. State Standards
16. Iowa Speech & Hearing Assn. State Standards
17. Heartland Education Agency, Iowa
18. Dist. of Columbia Speech & Hearing Assn. Standards
19. Maryland State Program Standards for Speech & Hearing

20. Director of Gifted for Illinois, Matteson, Illinois
21. Office of Gifted and Talented, Rose Tree School
District Media
22. Office of Gifted and Talented, Garden Grove School
District, California
23. Office of Gifted and Talented, College Park School
District, Maryland
24. Office of Gifted and Talented, Baltimore City Schools,
Maryland

	OT/PT		Speech/Language		Resource Room Elementary	Resource Room Secondary	Specializ Self-contain
Hours of Instruction	$\frac{\text{Time} \times \text{Days}}{\text{Days}}$ /wk		$\frac{\text{Time} \times \text{Days}}{\text{Days}}$ /wk		1 hr - 5 hrs/day level 1 - level 4	1 hr - 5 hrs/day	Up to total d
Exceptionality	All exceptionalities (MR, OH, SMH or high incidence)		All Exceptionalities		All Exceptionalities	All Exceptionalities	Preschool MR Severe Learning Severe Language Severe Behavior Severe Academic
Student/Teacher Ratio Standard	OT 15-30 students/ therapist -severe +mild	PT 15-30 students/ therapist -severe +mild	Mild speech 40-50 students/ therapist	Severe speech/ language 15-20 students/ therapist	12-18 students/ resource teacher as per levels of service provided.	15-20 students/ teacher. Maximum 40 student contact hrs./day or 8 students per class period.	8-10 students, teacher
80-81 ASD Student/teacher Ratio (As of 12/19/80)	*6 T 190 S 31.6 S/T (224 Students)	*6 T 166 S 27.6 S/T	23 T 1,340 S 58.5 S/T	*4 T 137 S 34.3 S/T	*53 RT 1,013 S 19.1 S/RT	52 T/900S 17.3 S/T Ave. 10 S's/class = 50 contact hrs.	Preschool 6T/10 9.5 S/T MR 11T/106S = 9.6 S/T Other 18T/211S 11.7 S/T
81-82 ASD student/teacher Ratio (projec- tions highest point) (includes All redlines)	6T/190S 31.6 S/T (225 students)	6T/180S 30 S/T	23T 1,456S 63 S/T	4T 140S 35 S/T	57 RT 1,150 S 20.1 S/RT	61T/1,000S 16.4 S/T Ave 9.5/Class 46 Contact Hours	Preschool 6T/10 10 S/T MR 11T/111S = 10 S/T Other 18T/190S 10.5 S/T
Program Needs	+1	+1	+3-4 SLS mild	+2-3 SLS severe	+7-10 Resource Teachers	+7-10 Resource Teachers	+2 Self-contained Teachers
Teacher/Aides Standards	1 Teacher Aide/ OT/PT Site = 5 Teacher Aides		Mild T.A. as Needed for Overloads	Severe 1 T.A./ SLS for Severe Students	1 Teacher Aide/ Resource Teacher	1 Teacher Aide/ Resource Teacher	1 Teacher Aide/ Teacher
80-81 ASD Teacher/Aides (As of 12/19/80)	2 T.A.'s at Whaley and Rigel		**3 therapy aides		(9) 4 hour T.A.'s (2) 6 hour T.A.'s	1 T.A./unit = 10	Preschool 1 T.A. MR 1 T.A./T Other (4) 6 hr (3) 4 hr
81-82 ASD Teacher/Aides (Includes All redlines)	3 T.A.'s at Whaley, Rigel, Denali?		5 therapy aides		(12) 4 hour T.A.'s (3) 6 hour T.A.'s	Same	Same
Program Needs	+2 T.A.'s		+2 T.A.'s		+52 T.A.'s	+60 T.A.'s	+12-15 T.A.'s
Comments	*Counts VI-B Includes 2 therapists		Counts VI-B *1 SLS **1 T.A.		*Counts VI-B 2 Resource Teachers		

Attachment E

Severely Handicapped	Work-Study Coordinator		Gifted/Talented	Itinerant Class Support	Psychologist	Nurses (Elementary)
Up to total day	2 hrs/wk/ student	1 hr/wk/ student	1-13 hr/week	$\frac{X}{\text{Time Day}}$ /week	5-6 hours assessment Per day	Up to total day
deaf, autistic, SMH, ED, Blind	severe autistic, SMH, OH, MMR, deaf, Blind Severe	mild EMR, LD mild	academically, intellectually, creatively, gifted/talented	visually impaired visiting teacher hard of hearing adaptive PE	All exceptionalities	Regular and all exceptionalities
5 students/ teacher	10-15 students/ work- study coord.	25-30 students/ work- study coord.	Elem: 55 level 1 students/teacher Sec: 20-26 students/class/ teacher	10-20 students/ teacher A.P.E. (110 S/T)	1 school psycholo- gist/1,500 students in school district	1 school nurse/ 750 students
autistic - 3T/21S = 6.3 S/T deaf 6T/42S = 7 S/T SMH 11T/59S = 5.3 S/T ED 8T/56S = 6.75 S/T	2T/40S 20 S/T	2T/93S 46.5 S/T	Elem: 55 level 1 students/teacher Sec: 22 S/Class/T with 3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/17S = 17 S/T V.T. 3T/35S = 12 S/T H.H. 1T/25S = 25 S/T APE 1T/157S = 157 S/T	2,750S/14P 196.4 S/Psych.	22 nurses 1 alternative school 910 S/Nurse
autistic - 3T/21S = 6.3 S/T deaf 7T/54S = 7 S/T SMH - 12T/65S = 5.4 S/T ED 8T/56S = 7 S/T	2T/40S 20 S/T	3T/100S 33 S/T	E1: 275 Level 1, 300 Level 2, 40 Level 3/ 19.5T = 57.2 S/T Sec: 20 S/Class/T w/3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/20S = 20 S/T V.T. 3T/35S = 12 S/T H.H. 1T/25S = 25 S/T APE 2T/274S = 137 S/T	Same	24 nurses 1 alternative school 833 S/Nurse
+4 self- contained teachers	+1 work- study coord.	+1 work- study coord.	Bussing needs Art Program Music Program 9-12 Program	+5	+3.5 school psychologists	+2.5 nurses
autistic 1.5 T.A./T deaf 1 T.A./T SMH 1.5 T.A./T E.D. 1 T.A./T	2 T.A./ work- study coord.	-0-	-0-	V.I. *2 T.A./Teacher V.T. -0- H.H. 1 T.A./Teacher APE -0-	1 T.A./Secondary Unit	1 T.A./4 Nurses
autistic *2 T.A./T deaf 1 T.A./T SMH 1 T.A./T E.D. 1 T.A./T	4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	V.I. 2 T.A.'s V.T. -0- H.H. 1 T.A. APE -0-	No Aides	5 T.A.'s
autistic 2 T.A./T deaf 1 T.A./T SMH 1.25 T.A./T E.D. 1 T.A./T	*4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	Same	3 T.A.'s	6 T.A.'s
*4 T.A.'s	*2 T.A.'s	-0-	-0-	-0-	3 T.A.'s	-0-
*Counts autistic grant, deaf, multi- handicapped	*Counts VI-E 2 T.A.'s			*Counts VI-B 1 T.A.	*Counts VI-B 1 T.A. Psychologist	



GOVERNORS' COUNCIL FOR THE HANDICAPPED AND GIFTED

UNIVERSITY PLAZA OFFICES WEST · SUITE C · 600 UNIVERSITY AVENUE · FAIRBANKS, ALASKA 99701

PHONE (907) 479-6507

March 5, 1981

Steve Daeschner
 Director of Pupil Personnel Services
 Anchorage School District
 Whaley Center
 2220 Nichols St.
 Anchorage, Alaska 99504

Dear Mr. Daeschner:

Enclosed is our Final Report. Please review it and call Marsha Buck, Chairperson of the Council's Education Committee, at 225-2118 by Monday March 16th if there are any substantive errors.

Steve Daeschner is to meet with Commissioner Lind on Thursday or Friday (March 5-6) in Anchorage to present the report. Steve indicated on the phone yesterday that there is interest in combining our consortium proposal with the special education funding legislation.

There is major statewide support for the funding increase. If that legislation is not forthcoming from the Governor's Office in the next week or so, there will be contact with legislators regarding introduction. Steve and the Anchorage Special Education Advisory Committee are pursuing that course of action.

The Governor's Council for the Handicapped and Gifted will meet in Juneau on Friday March 20th and will be working on follow-up activities through the Council's Education and Legislative Committees. We are waiting to hear Commissioner Lind's response and plans for State Board of Education action prior to or during their March 31st meeting in Anchorage). (Kris, Roy, Steve, and Marsha are ready to present the report to the State Board.)

A special thanks to each of you for your productive work on the Low-Incidence Committee.

Sincerely,

Dorothy J. Truran
 Health Planner II

Enclosure

cc: Education Committee members
 Legislative Committee members
 Council members

DJT/lsl

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED
AS A UNIT IN THE ORIGINAL DOCUMENT.

EFFECTS OF SENATE BILL 365 AND HOUSE BILL 449:

<u>District:</u>	<u>Special Education ADM:</u>	<u>FY 1982 Initial for Special Education:</u>	<u>Dollar Increase by SB 365 and HB 449:</u>	<u>Total Special Ed. Funds to be Received:</u>
Fairbanks	1,556	2,204.3	3,933.1	6,137.4
Kenai	863	1,417.0	1,875.5	3,292.5
Mat-Su	612	1,043.5	1,204.0	2,247.5
Juneau	680	1,119.1	1,273.7	2,392.6
Galena	17	59.8	59.8	119.6
King Cove	22	57.9	57.9	115.8
Pelican	2	-0-	43.2	43.2
Haines	122	221.9	177.5	399.4
Anchorage	4,000	7,833.8	6,213.0	14,046.8
Kodiak	513	940.0	626.7	1,566.7
Sitka	281	481.6	280.9	762.5
Cordova	76	177.5	88.8	266.3
Ketchikan	393	694.6	347.3	1,041.9
Petersburg	134	240.8	120.4	361.2
Wrangell	90	160.5	80.3	240.8
Yakutat	34	92.6	46.3	138.9
Hoonah	49	129.6	43.3	172.9
Nenana	46	138.9	46.3	185.2
Dillingham	65	239.3	59.8	299.1
North Slope	182	717.8	59.8	777.6
Bristol Bay	19.5	119.6	-0-	119.6
Craig	28.5	125.0	-0-	125.0
Hydaburg	9	41.7	-0-	41.7
Kake	42	125.0	-0-	125.0
Klawock	17	83.4	-0-	83.4
Nome	123	538.3	-0-	538.3
Sand Point	14	57.9	-0-	57.9
Skagway	28.5	83.4	-0-	83.4
St. Mary's	42	179.5	-0-	179.5
Unalaska	27	173.6	-0-	173.6
Valdez	187	665.7	-0-	665.7

Summer school for all

TOTAL \$ 20,163.6 \$ 15,637.4 \$ 36,801.0

On Base Fairbanks	475	\$ 1,200.7
On Base Anchorage	385	733.2
* DOE Student Transfers	600	(600.0)
* DOE Contract Schools	666.8	(666.8)
REAA's		<u>1,765.5</u>

Does this include facilities & equipment or just teachers & supporting personnel

TOTALS: \$ 19,070.0

- Because of adequate special education funding under SB 365 and HB 449, the Anchorage School District will be able to pick-up all program costs for the low incidence, multiple handicapped, and there will be no need to transfer Alaskan students outside for special schooling.

EFFECTS OF SENATE BILL 365 AND HOUSE BILL 449:

<u>District:</u>	<u>Special Education ADM:</u>	<u>FY 1982 Initial for Special Education:</u>	<u>Dollar Increase by SB 365 and HB 449:</u>	<u>Total Special Ed. Funds to be Received</u>
N. W. Arctic	247	478.5	538.4	1,016.9
Chugach	5	-0-	46.3	46.3
Adak	93	216.1	162.5	378.2
Annette	65	120.4	80.3	200.7
Chatham	42	83.4	41.6	125.0
Iditarod	33.6	119.6	59.8	179.4
Lower Yukon	193	538.3	239.3	777.6
Yukon-Koyuk	98	299.1	119.6	418.7
Lake & Peninsula	46	179.4	59.8	239.3
S.E. Island	50	125.0	41.7	166.7
Railbelt	56	138.9	46.3	185.2
Alaska Gateway	80	231.5	46.3	277.8
Copper River	85	221.9	44.4	266.3
S.W. Region	89	299.1	59.8	358.9
LKSD	306	1,076.7	179.4	1,256.1
Aleutian	22	115.8	-0-	115.8
Bering Strait	45	299.1	-0-	299.1
Delta	145	509.4	-0-	509.4
Kuspuk	29	119.6	-0-	119.6
Pribilof	28	173.7	-0-	173.7
Yukon Flat	51	239.3	-0-	239.3
PAGE TOTAL			1,765.5	

Effect of amendments. — The first 1975 amendment, effective July 1, 1975, inserted "as approved by the department" in paragraph (8) of subsection (a).

The second 1975 amendment, effective July 1, 1975, inserted "enrolled in an

approved district correspondence study program" in paragraph (4) of subsection (a).

Legislative committee report. — For report on ch. 190, SLA 1975 (HCS CSS) 367), see 1975 House Journal, p. 1277.

Sec. 14.17.040. Basic need.

Repealed by § 1 ch 238 SLA 1970, effective July 1, 1970.

Editor's note. — The repealed section derived from § 1.02, ch. 164, SLA 1962.

Sec. 14.17.041. Table of allowable instructional units.

(a) Elementary and secondary schools in districts with ADM under 1,000:

ADM	No. Instructional Units
under 10	1
10 — 20	2
21 — 32	3
33 — 46	4
47 — 62	5
63 — 80	6
81 — 999	6 plus 1 for each 18 pupils or fraction of 18.

(b) Elementary and secondary schools in districts with ADM of 1,000 or over:

ADM	No. Instructional Units
under 10	1
10 — 20	2
21 — 32	3
33 — 46	4
47 — 62	5
63 — 80	6
81 — 99	7
100 — 3005	7 plus 1 for each 19 pupils or fraction of 19
3006 and over	160 plus 1 for each 23 pupils or fraction of 23.

(c) Vocational education schedule:

ADM	No. Instructional Units
Full-Time Equivalent	
5 — 10	1
11 — 25	2
26 — 40	3
41 and over	3 plus 1 for each 20 pupils or fraction of 20 pupils in Full-Time Equivalent ADM

(d) Special education schedule:

ADM	No. Instructional Units
Full-Time Equivalent	
5 — 8	1
9 — 15	2
16 — 24	3
25 — 35	4
36 and over	4 plus 1 for each 11 pupils or fraction of 11 pupils in Full-Time Equivalent ADM

(1) 4 ch 238 SLA 1970; am § 1 ch 177 SLA 1972; am § 4 ch 81 SLA 1975)

Effect of amendments. — The 1972 amendment rewrote subsection (c). The 1975 amendment, effective July 1, 1975, rewrote subsection (d).

Sec. 14.17.050. Teachers' salary allotment.

Repealed by § 1 ch 238 SLA 1970, effective July 1, 1970.

Editor's note. — The repealed section derived from: § 1.04, ch. 164, SLA 1962; §§ 2, 3, ch. 98, SLA 1966; and § 1, ch. 153, SLA 1966; § 1, ch. 70, SLA 1963; § 1, ch. 78, SLA 1964;

Sec. 14.17.051. Instructional unit allotment. (a) The instructional unit allotment for each school district or regional educational attendance area is as follows:

(1) if the district or area is in that part of the state lying within the boundaries of election district 1, 4 or 8, the district or area shall receive the base instructional allotment;

(2) if the district or area is in that part of the state lying within the boundaries of election district 2, 3 or 7, the district or area shall receive 103.75 per cent of the base instructional unit allotment;

(3) if the district or area is in that part of the state lying within the boundaries of election district 5, 9, 10 or 11, the district or area shall receive 107.50 per cent of the base instructional unit allotment;

(4) if the district or area is in that part of the state lying within the boundaries of election district 16, south of the Arctic Circle, the district or area shall receive 111.25 per cent of the base instructional unit allotment;

(5) if the district or area is in that part of the state lying within the boundaries of election district 6, the district or area shall receive 115 per cent of the base instructional unit allotment;

POSITION PAPER

HOUSE BILL NO. 449

"An Act relating to special education; and providing for an effective date."

This bill provides increased resources to special education programs throughout the State. In addition the bill provides augmented support services including summer programs for eligible students.

The summer program at Harborview Developmental Center would become solidified under a statutory authority. It is well known that for many developmentally disabled clients the summer months without proper programs yields developmental regression.

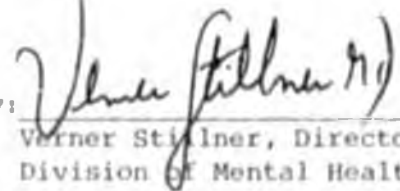
Additionally it is well known that early training facilitates later employability and less dependency in adults years.

The Governor's Council for the Handicapped & Gifted has voiced strong support for this bill.

Department Position:

The Department supports the concept of this bill.

Recommended by:

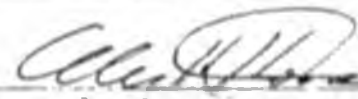


Verner Stillner, Director
Division of Mental Health &
Developmental Disabilities

Date:

4/14/81

Approved by:



Helon D. Bolrne, Commissioner
Department of Health & Social
Services

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 449
 Title "An Act relating to special education; and providing for an effective date."
 Requested by Commissioner's Office Date April 14, 1981

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services
 Program Category Affected Special Education - DOE
 B&U, Program, or Subprogram(s) Affected _____
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC						
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

No cost impact is foreseen to the Department of Health & Social Services as a result of this legislation.

IV. DATE April 14, 1981

PREPARED BY Verner Stillner, Director

AGENCY Mental Health & Developmental Disabilities

PHONE 465-3370

Original: Legislative Finance

cc: Budget and Management

Prime Sponsor (First Legislator Named) M&B Approval [Signature] Date 4/17/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Bill 365
Title An Act relating to State aid for Special Education
Requested by Stimson Date 3/26/81

II. FISCAL DETAIL

Agency Affected Department of Education
Program Category Affected Elementary and Secondary Education
BRU, Program, or Subprogram(s) Affected Foundation Programs Components/Financial Support Dist
(Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		19,070.0	20,977.0	23,074.7	25,382.2	27,920.4

TOTAL

FUNDING (Thousands of Dollars)

GENERAL FUND		19,070.0	20,977.0	23,074.7	25,382.2	27,920.4
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

FY 82 Cost Distribution: (See Attached)

Foundation Program Components: Special Education Adjustments
\$18,402.9

Financial Support - Districts: State Contract Programs
\$667.1

Total: \$19,070.0

Post FY 82 cost reflects 10% annual inflation rate.

IV. DATE 3/26/81

PREPARED BY Steve Hole

AGENCY Department of Education

PHONE 485-2000



Will local support decrease or continue at levels
What to insure Bush + Fibs will ~~not~~ dig out
all together -

I'm not sure of the future commitment of
local -

Pursue Sen of Fibs.