

SB

18

COMMITTEE REPORT
HOUSE

4/10/81

FURTHER: FINANCE

(5)

Date: May 12 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had CSSB 13(Fin)am

"An Act establishing a special aid program for providing special education programs during the summer of 1981; and providing for an effective date.

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for _____ same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

CHAIRMAN

MEMORANDUM

TO: Representative Don Clocksin
Chairman, House HESS Committee

FROM: Senator Bettye Fahrenkamp

DATE: April 23, 1981

RE: SB 18, An Act relating to special education.

You have in the possession of your committee, SB 18. By this memorandum, I am requesting that you hold hearings on the bill as soon as possible for the reasons I am about to explain.

SB 18 sets up a summer school program for those children with physical, mental, emotional and multiple handicaps. For many years these children have been ignored by school districts because of lack of funds or have been shuttled aside because of other programs that have been more essential. That these kids not be ignored another summer is essential to me. In my mind the major difficulty that these children have is that they are unable to retain things in their young minds and bodies without a continual repetition of that information. When these children no longer receive education in the schools and go home for the summer or are without schooling for the summer, their basic knowledge and motor skills are often lost. My concern is that this not happen any longer.

SB 18 provides funding and a program for special education students for this summer's program. Gifted children are not included in the bill. However, with Senator Stimson and through his help, we have prepared another bill, SB 365, which is still in the Senate which will provide funding and

Representative Clocksin
April 23, 1981
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a new formula for all special education students. Hopefully, SB 365 will pass and will provide year round education for those special children. But, it is essential that SB 18 be passed in the meantime in case rapid action will not be possible on SB 365.

Any help you can give me in having an early consideration of SB 18 will be appreciated.

Thank you very much.

BP/ab

APR 30 1981

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MSG 81-00014791 PRTY 1 04/30/81 10:41:33 ORIG: LF01 IN= 0002 OUT= 0010
FROM: MAXINE/FAIRBANKS TO: JUNO INFO
TARGET: LJH2 SUBJ: POM PAGE 1 01

TO: SEN PARR, SEN DENNETT, SEN FAHRENKAMP

FR: JANE CARSON, 754 B NMSH U OF A, FAIRBANKS 99701 PH. 479-4059

RE: SB 365, SB 517

AS THE PARENT OF A HANDICAPPED CHILD I WOULD LIKE TO URGE SUPPORT
OF SB 365. AS A CONSUMER OF DAYCARE, I WOULD LIKE TO URGE SUPPORT
OF SB 517 IN THE INTEREST OF UPGRADING QUALITY OF SERVICE AT
DAYCARE CENTERS.

-----EOM

Date March 31, 1981

APR 28 1981

Name (Print) Anthony Avans

Representing Me and Other student in Special

Address PO ^{Education} Box 540 Ft Greely zip 97999 AK.

Phone Number 895-3277

1. Sen Bettye Fahrenkamp

2. Special Education

I am a special education student. I think we need to have special education or lot of student will not have chance to have a please help increased funding for the handicapped and gifted student. I think the state should make up for the cut in special education so the student in special education will have the funding they need for a good education. Thank you

Anthony L. Avans

APR 28 1981

April 1, 1981

James A. Harding IV

myself support handicapped student

2 mile Jack Warren Road, Delta Jct.
Alaska 99737

Phone Number 895-4423

Dear Bettye Takemkame

Local support for Special Ed.

To help yourself in life you need
money whether handicapped or normal
it. You must make up money cut
the budget for federal special ed.
handicapped have a hard time reading
& math. I am a student at
school and a senior. Please
state funding for special ed.

Signature James Harding IV

Can be contacted at following times:

Address and phone number if different
from above

or
st orrt
funding
you
Aname

APR 21 1981

14

PCN

Gail M. Shetler, Speech Pathologist
Delta/Greely School District
Pouch 1
Delta Junction, Ak 99737
895-4696

TO: Sen: Eliason, Fahrenkemp, Fischer, Bohman, Roddy, Stinson
Y REP: Adam, Buchholt, Cato, Mockins, Montgomery, Moss, Smith, Vaska, Zharoff

RE: Fiscal Support of Special Education

With the proposed federal Budget cuts, the quality of Special Education services to Alaskan school children could be seriously affected. I urge you to support increasing the State funding for handicapped and gifted students and create legislation to make up for these cuts in the federal fiscal educational support.



NEA - ALASKA

AFFILIATED WITH THE NATIONAL EDUCATION ASSOCIATION

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**TO: Chairman Parr
Members of the Senate HESS Committee**

FROM: NEA/Alaska

**SUBJECT: Senate Bill 18:
An Act Relating to Special Education**

MEMORANDUM OF SUPPORT

NEA/Alaska supports and urges passage of Senate Bill 18.

Continuity of an educational program is an essential component of a successful school experience for children with learning disabilities. Reinforcement and repetition are basic techniques used with exceptional learners. Access to a continuing program would add significantly to the cumulative success of Alaska's handicapped children. Senate Bill 18 would provide such an opportunity.

This bill is significant in its implementation in that it is designed to make the opportunity of access to a continuing program available to all children in the state who are classified as mentally retarded, physically and mentally handicapped and multi-handicapped. NEA/Alaska eagerly supports this effort.

Finally, NEA/Alaska supports the concept that a child who would qualify for summer school instruction under this bill may have access to the services of another district or REAA in the event their home school district does not operate a summer school, as stated in AS 14.30.348 (b).

Respectfully Submitted,

Bob

Bob Manners
Executive Secretary
January 28, 1981

TASK FORCE TO DEVELOP PROPOSALS
REGARDING IMPROVED SPECIAL EDUCATION FOUNDATION FUNDING

Council Objective:

Support establishment of a task force to develop proposals to increase special education foundation funding to include diagnosis and assessment, occupational therapy, physical therapy, speech therapy, and other related educational services.

Committee Purpose:

1. To develop a comprehensive set of proposals with one, or possibly two, funding options recommended that could go into legislation.
2. To research special education funding systems in other states as well as research recent work on special education funding being done by the Council for Exceptional Children, the Council for Administrators of Special Education, and The National Association of State Directors of Special Education.

Problems Statement:

1. The ADM/FTE system currently in use funds service District's can provide not service students need. The ADM/FTE system encourages misplacing students to expand FTE and/or overload teachers. Students can be placed in special education who don't need that service in order to generate FTE.
2. Some districts have adequate money and many others do not have enough money to provide for services required under Public Law 94-142. This is particularly true in districts with an abundance of level 4 or level 4+ students.
3. High need students already at level 4 who need more than four hours a day of special education service are not funded for the excess service beyond the four hours a day. Students who need service by a myriad of professionals (level 4+ students) are only funded for level 4 service.
4. There exist discrepancies and inequities between Districts and within guidelines on who can be counted for FTE, on contracting for services, on special education teacher aide time, and on special education aide supervision. These discrepancies often occur because of individual Department of Education staff interpretation and individual District interpretation.
5. Administration of statewide programs and the funding for those programs is unbalanced, often inequitable, and allows students to go unserved.
6. No funding is provided for indirect consulting services by special education staff to regular education teachers. Research has shown consulting to be a most effective means of mainstreaming special education students.

7. Diagnosis and assessment services are not now fundable at all except for the 30-day clause in special education regulations and that clause only covers students who actually become certified for special education services. The 30-day clause discourages preventative or alternative service measures.
8. REAA's often send their severely handicapped students by transfer into city/borough school districts, yet the funding mechanism doesn't reflect the fact that REAA's frequently do not serve the high need students.
9. Small Districts with less than five (5) special education students frequently cannot raise adequate funds to provide services.
10. No provision exists for tracking special education dollars within districts or accountability for special education foundation funds.
- 11.
- 12.

Possible Options:

1. See the recommendation of the categorical funding task force. Option #1 of that task force included a special education schedule with under three students to be one (1) instructional unit; three to ten students to be two (2) instructional units; 11 to 18 students to be three (3) instructional units; 19 to 27 students to be four (4) instructional units; and, for 28+ students to be four (4) units plus one (1) unit for each nine pupils or fraction of nine in full time equivalent ADM.
Option #2 of that task force included a biannual plan of service for block grant funds to cover direct costs of categorical programs: "Legislation should be developed to direct the Department of Education to develop regulations to implement block grants. The regulations shall be objective criteria standards in order to prevent subjective judgments by the Department of Education staff and should cover: a) what components are needed; b) what students are to be served; c) initial start up costs; d) high cost programs; and, e) inservice and materials development."
2. Alter the ADM/FTF system to include more levels of service. In addition, specify that both direct and indirect service time can be counted for funding.
3. Set up clear and equitable guidelines on what is fundable and what is not fundable, perhaps with a rural component and an urban component. This would need to be done along with an option for increased special education funding overall.
4. Fund the high need level 4 and level 4+ students on a program funding basis. That is, have the State pay for all program costs on the high need students and continue level of service funding for level 1 through level 3 students under the current funding mechanism.
- 5.

6.

Committee Members:

Representatives of AAASE (Alaska Association of Administrators for Special Education), the Department of Education, State Board of Education, Alaska Association of School Boards, NEA Alaska, The Governor's Council for the Handicapped and Gifted, The Alaska Association of School Administrators (Superintendent's Association and Principal's Association), State Legislators.