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*and*  
*OK - + if it looks good*  
*Reply to her*  
*Check the*  
*have bill drafted*

*AKA*

June 12, 1985

Representative Jim Duncan  
Alaska State House of Representatives  
Pouch V  
Juneau, Alaska 99811

Dear Representative Duncan:

This letter is in regards to Senate Bill No. 319 which was introduced May 5, 1985, by Senator Zharoff and Rodey.

The Bill deals with the establishment of a Special Education Cooperative Service Unit to serve districts which have Low Incidence handicapped students.

As the Director of Special Services for the Juneau School District, I have had the opportunity to work with an organization called the Alaska Resource for the Severely and Moderately Impaired (ARMSI). ARMSI, as it is typically called, has done an outstanding job in providing those services to the smaller communities which is outlined in Senate Bill 319. However, due to the state budgeting process they live year to year with very little job or program security. As this program functions as an entity of the public school system without any of its benefits, I feel it is imperative that we strive to include them in Senate Bill 319. Your support, with an introduction of a comparison piece of legislation, would be greatly appreciated. If you have any questions, please feel free to call me at 586-2200. I would be happy to spend any amount of time necessary to see that this Bill becomes inacted.

Sincerely,

*David J. Thomas*  
David J. Thomas, Director  
Special Services

Enclosure  
DT/el

# Aleutian Region School District

TECHNICAL CENTER  
640 West 36th Avenue  
Anchorage, Alaska 99503-5898  
(907) 562-2924



January 24, 1986

Dr. LeRoy Owens  
Superintendent

BOARD OF DIRECTORS

Clayton Brown, President  
Cold Bay, Alaska 99571

Jack Nelson, Clerk  
Nelson Lagoon, Alaska 99571

Helen Prokopoff  
Akutan, Alaska 99553

Michael Spurgarth  
Atka, Alaska 99502

Gilda Shelton  
Faule Pass, Alaska 99584

Representative Max Gruenberg  
Alaska State Legislature  
Pouch V  
Juneau, Alaska 99811

Dear Max:

The difficult question of equitable financing of basic school support is with us again this session. For the past three years, the Department of Education has struggled with preparation of a formula that would solve all the problems that everyone has thought was true of past distribution formulae. The proposal designed the Education Commissioner's office is far from perfect, but has reflected a variety of opinion about how to best reach equity among the fifty-five school districts. While this activity progressed, the school education has received only one cost of living adjustment in the past three years.

It is my judgment that the best course of action for the legislature is to adopt the formula, perhaps with some minor adjustments, and provide a base of funding to all districts at the minimum per student amount used last year. At the same time, I believe it is fair to provide for the 80% capital construction reimbursement provided city districts last session. Certainly this should be adjusted for future years to prevent an open checkbook approach by city districts.

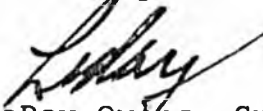
Much work needs to be done on the data base used to formulate the proposal for basic school funding. I know of no one who is satisfied totally with this work, but we do need a new formula and a continuing effort to improve the data base upon which it is built.

We are hearing various figures thrown around at this time for the cost of funding the proposed formula, a hold harmless clause for all districts, and the 80% capital

construction reimbursement for school buildings this past year. I believe the best approach to conclude this issue this session would be to fund schools and construction as I have outlined above, and require that the basic data and funding formula be revised periodically, and that a system for hearing grievances of districts who feel that they have been unfairly treated be included.

If I can be of any help with information or ideas as you consider these issues, please do not hesitate to give me a call.

Sincerely,



LeRoy Owens, Superintendent  
Aleutian Region School District

cc: Bob Greene  
Don McKinnon

Members are appointed for a term of three years.

An appointee to a vacant seat serves for the remainder of the three years.

Travel and per diem are authorized as for other boards and commissions.

The board, in consultation with the department shall adopt and amend bylaws for its operation.

Employees of the board shall be members of PERS or TRS.

The board may receive and expend public and private funds, and contract with the department or other public or private agencies to carry out its purpose.

The board shall be responsible for providing special education services including:

itinerant outreach services for special education students

instructional support and training for local school district special education personnel, and

other services appropriate to special education needs.

They shall hire an executive director and other personnel, provide for an annual audit, provide a plan of operations with a description of services, and present a budget to the department annually.

The agency shall provide services for districts whose special education needs occur infrequently, require specialized services not normally available, and whose needs cannot be easily served because of the low number of students in that district who are in need of a particular service.

The amount of funding available shall be the greater of \$100 for each special education student or the equivalent of 2% of the funds appropriated for special education.

Sec. 3      PARTICIPATION BY SPECIAL EDUCATION AGENCY EMPLOYEES

This section sets forth the requirements an employee of the agency must meet to participate in the retirement system. They must possess or be eligible for a teachers certificate and pay all retroactive contributions as required by law.

Sec. 4 Adds Special Education Service Agency employees to the definitions section of the Teachers' Retirement statutes.

Sec. 5 Staggers the terms of membership of the initial appointees to the board and requires the commissioner to assign those terms by lot.

**STATE OF ALASKA 1986 LEGISLATIVE SESSION  
FISCAL NOTE**

Revision Date: \_\_\_\_\_

**REQUEST**

Bill/Resolution No.: HB-543  
 Title: An Act creating the special  
 education service agency.  
 \_\_\_\_\_  
 Sponsor: Duncan  
 Requestor: SPONSOR  
 Date of Request: February 6, 1986

**FISCAL DETAIL**

Agency Affected: Department of Education  
 BRU: K-12 support  
 \_\_\_\_\_  
 Components: Schools for the  
 handicapped  
 \_\_\_\_\_

**EXPENDITURES/REVENUES : (Thousands of Dollars)**

OPERATING	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS		234.0	234.0	234.0	234.0	234.0
MISCELLANEOUS						
<b>TOTAL OPERATING</b>		<b>234.0</b>	<b>234.0</b>	<b>234.0</b>	<b>234.0</b>	<b>234.0</b>

CAPITAL						
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REVENUE						
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**FUNDING : (Thousands of Dollars)**

GENERAL FUND		234.0	234.0	234.0	234.0	234.0
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

**POSITIONS :**

FULL-TIME						
PART-TIME						
TEMPORARY						

**ANALYSIS :** Attach a separate page if necessary

FY-86 Grant to Alaska Resources for the Moderately & Severly Impaired \$1,300.0  
 FY-86 Number of special education students 15,340 X \$100 (Sec. 14.30.670) 1,534.0  
 FY-87 cost estimate \$ 234.0  
 Post FY-87 costs will vary based upon special education K-12 population.

Prepared by: Steve Hole Phone: 465-2800  
 Division: Commissioner's Office Date: February 6, 1986

Approved by Commissioner: Harold Reynolds, Jr. Date: February 6, 1986  
 Agency: Department of Education

**Distribution (by Agency preparing fiscal note):**

- Legislative Finance
- Legislative Sponsor
- Requestor
- Office of Management and Budget
- Impacted Agency(ies)

2/26/86

DUNCAN

SECTIONAL ANALYSIS - HOUSE BILL 543

Sec. 1     PURPOSE     To continue to support the availability of Special Education services to all exceptional children in the state.

Sec. 2     SPECIAL EDUCATION SERVICE AGENCY     This section provides for the establishment of an eleven member board appointed by the commissioner of education with the approval of the State Board of Education. The membership shall consist of:

    one member from the Governor's Council for the  
        Handicapped and Gifted;

    one member from the Department of Education;

    five members who are special education teachers or  
        directors, school administrators, or higher  
        education or training representatives;

    two who are parents of children requiring outreach  
        services;

    one member from the Department of Health and Social  
        Services, and

    one public member.

## ALASKA RESOURCES FOR THE MODERATELY SEVERELY IMPAIRED

The Alaska Resources for the Moderately/Severely Impaired Program (ARMSI) is funded by a yearly grant provided by the State Department of Education. ARMSI, which is housed in Anchorage, provides services statewide to low incidence, severely handicapped students ages 3 to 22, when the specialized educational services required by the students are not available locally. To qualify for services, a student must be deaf, hard of hearing, blind, visually impaired, severely emotionally disturbed, deaf blind, other health impaired, mentally retarded or multiple handicapped.

ARMSI's main function is to assist districts serving low incidence severely handicapped students by providing on-site technical assistance for district staff. The availability of ARMSI services allows districts to serve many students who otherwise could not be provided adequate educational programs locally.

	FY 84	FY 85	FY 86	FY 87
Children Served	219	255	275	310 (estimate)
Cost	\$1,140,000	\$1,270,000	\$1,300,000	\$1,456,515

The costs of ARMSI services have increased yearly, because of salary increases for staff, increased costs of transportation, and an increase in the number of students served.

We anticipate that the number of students ARMSI serves will increase slightly as the state population increases. The percentage of moderately and severely impaired students should remain between 2% - 5% of the total state special education population.

HOUSE  
COMMITTEE REPORT

(7)

Date referred: 2/5/86

FURTHER REFERRALS: FINANCE

DATE: March 13, 1986

HEALTH, EDUCATION AND  
The SOCIAL SERVICES

Committee has considered HB 543

"An Act relating to special education service agency."

and recommends:

- do pass
- do not pass
- do pass with attached amendment(s)
- no recommendation
- replace with 12 HB 543 (HSS)  same title
- new title

and recommends do pass

further referral to the \_\_\_\_\_ Committee

- and attaches:
- letter of intent
  - first fiscal note
  - new fiscal note
  - zero fiscal note

SIGNING DO PASS:

SIGNING OTHER RECOMMENDATIONS:

Mrs. Gumbert  
Miss Korman  
Katie Sullivan  
Via Chair Holly L. Taylor  
David W. Shannon  
Alyce Kenley

[Signature] no use

[Signature]  
 chairman

# STATE OF ALASKA 1986 LEGISLATIVE SESSION FISCAL NOTE

Revision Date: \_\_\_\_\_

**REQUEST**

Bill/Resolution No.: CS HB 543 (HESS)  
 Title: ...Special Education Service  
 Agency: ...  
 Sponsor: Duncan  
 Requestor: House HESS  
 Date of Request: 3/13/86

**FISCAL DETAIL**

Agency Affected: Education  
 BRU: K-12 Support  
 Components: Schools for the Handicapped

**EXPENDITURES/REVENUES : (Thousands of Dollars)**

OPERATING	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
PERSONAL SERVICES						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
MISCELLANEOUS						
<b>TOTAL OPERATING</b>	0	0	0	0	0	0

CAPITAL						
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REVENUE						
---------	--	--	--	--	--	--

**FUNDING : (Thousands of Dollars)**

GENERAL FUND	0	0	0	0	0	0
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>						

**POSITIONS :**

FULL-TIME						
PART-TIME						
TEMPORARY						

**ANALYSIS :** Attach a separate page if necessary

Prepared by: Steve Hole Phone: 2800  
 Division: Commissioner's Office Date: 3/14/86

Approved by Commissioner: Marshall Lind Date: 3/14/86  
 Agency: Education

- Distribution (by/Agency preparing fiscal note):
- Legislative Finance
  - Legislative Sponsor
  - Requestor
  - Office of Management and Budget
  - Impacted Agency(ies)

Original sponsors: Duncan and Thompson

1 IN THE HOUSE

BY THE HEALTH, EDUCATION AND  
SOCIAL SERVICES COMMITTEE

2 CS FOR HOUSE BILL NO. 543 (HESS)

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 FOURTEENTH LEGISLATURE - SECOND SESSION

5 A BILL

6 For an Act entitled: "An Act creating the special education service agen-  
7 cy."

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

9 \* Section 1. PURPOSE. It is the purpose of this Act to

10 (1) assist districts and rural educational attendance areas to  
11 make more special education and related services available to exceptional  
12 children, as that term is defined in AS 14.30.350(4);

13 (2) encourage cooperation between districts and education  
14 agencies in making special educational programs and services available to  
15 these children;

16 (3) ensure that qualified specialists are available to assist  
17 districts in the provision of free appropriate public education services  
18 for those exceptional children that are difficult to serve, without regard  
19 to their location in the state.

20 \* Sec. 2. AS 14.30 is amended by adding new sections to read:

21 ARTICLE 8. SPECIAL EDUCATION SERVICE AGENCY.

22 Sec. 14.30.600. AGENCY ESTABLISHED. There is established, as a  
23 public organization, a special education service agency.

24 Sec. 14.30.610. GOVERNING BOARD. (a) The agency shall be gov-  
25 erned by an 11 member board appointed by the state Board of Education.  
26 The board consists of

27 (1) one member from the Governor's Council for the Handi-  
28 capped and Gifted;

29 (2) one member from the Department of Education;

1 (3) five members who are special education teachers or  
2 directors, school administrators, or higher education or teacher  
3 training representatives;

4 (4) two members who are parents of children requiring  
5 special education outreach services;

6 (5) one member from the Department of Health and Social  
7 Services;

8 (6) one public member.

9 (b) The seven members appointed under (a)(3) - (4) of this  
10 section shall be chosen with due regard to geographically balanced  
11 representation of areas of the state and to representation of persons  
12 with a variety of different special education needs.

13 Sec. 14.30.620. TERMS, VACANCIES, AND COMPENSATION. (a) The  
14 term of office of a board member is three years.

15 (b) A vacancy occurring during a term of office shall be filled  
16 in the same manner as the original appointment. A member appointed to  
17 fill a vacancy serves for the unexpired term of the member the new  
18 appointee succeeded.

19 (c) Board members receive no salary but are entitled to per diem  
20 and travel expenses authorized by law for other boards and commis-  
21 sions.

22 Sec. 14.30.630. BYLAWS. The board, in consultation with the  
23 department and on the approval of a majority of the members of the  
24 board, shall adopt and amend bylaws for the operation of the agency  
25 and the board.

26 Sec. 14.30.640. EMPLOYEES. Employees of the agency are not in  
27 the state service and are not subject to the State Personnel Act  
28 (AS 39.25). However, employees of the agency shall be members of  
29 either the Teachers' Retirement System (AS 14.25) or the Public

1 Employees' Retirement System (AS 39.35) and are subject to the  
2 provisions of AS 14.20.550 - 14.20.610.

3 Sec. 14.30.650. POWERS AND DUTIES. (a) The board may

4 (1) receive and expend public and private funds to carry  
5 out the purposes of the agency;

6 (2) contract with the department and other public or pri-  
7 vate agencies for the provision of special education or related ser-  
8 vices;

9 (3) do whatever is necessary to carry out the purposes of  
10 AS 14.30.600 - 14.30.680.

11 (b) The board shall

12 (1) provide special education services including

13 (A) itinerant outreach services to deaf, deaf-blind,  
14 mentally retarded, hearing impaired, blind and visually impaired,  
15 orthopedically handicapped, other health-impaired, severely  
16 emotionally disturbed, and multi-handicapped students;

17 (B) special education instructional support and train-  
18 ing of local school district special education personnel; and

19 (C) other services the board determines to be appro-  
20 priate to special education needs;

21 (2) hire an executive director and approve the employment  
22 of personnel necessary to operate the agency;

23 (3) provide for an annual audit of the agency;

24 (4) provide the department with a three-year plan of opera-  
25 tion including a description of the services to be offered by the  
26 agency, the method by which the services will be evaluated, informa-  
27 tion on the number of students and school district personnel to be  
28 served, a schedule of funds available to the agency from all sources,  
29 and other information that may be required by the department by

1 regulation;

2 (5) present an annual budget to the department.

3 Sec. 14.30.660. ELIGIBILITY FOR SERVICE. The services of the  
4 agency shall be available to school districts that serve children  
5 whose special education needs occur infrequently, who require special-  
6 ized services not normally available in the school district, and who  
7 cannot be easily served by local school district personnel because of  
8 the low number of students in the district in need of the particular  
9 service. The agency may provide services to exceptional children, as  
10 that term is defined in AS 14.30.350.

11 Sec. 14.30.670. FUNDING. Each fiscal year the department shall  
12 recommend to the legislature an appropriate amount of funding for the  
13 agency.

14 Sec. 14.30.680. DEFINITIONS. In AS 14.30.600 - 14.30.680,  
15 unless the context otherwise requires,

16 (1) "agency" means the special education service agency;

17 (2) "board" means the governing board of the special educa-  
18 tion service agency.

19 \* Sec. 3. AS 14.25 is amended by adding a new section to read:

20 Sec. 14.25.047. PARTICIPATION BY SPECIAL EDUCATION AGENCY EM-  
21 PLOYEES. An employee of the Special Education Agency may participate  
22 in the retirement fund under this chapter if

23 (1) the employee possesses or is eligible to possess a  
24 teacher certificate under AS 14.20.020; and

25 (2) the employee pays all retroactive contributions re-  
26 quired to be made under this chapter.

27 \* Sec. 4. AS 14.25.220(20) is amended to read:

28 (20) "membership service" means

29 (A) full or part-time service as a teacher in a public

1 school in the Territory or State of Alaska, or both, under the  
2 supervision and control of the Territorial Board of Education or  
3 the Department of Education or the school board of a city, re-  
4 gional educational attendance area, or borough school district;

5 (B) full-time or part-time teaching at the University  
6 of Alaska or a full-time administrative position at the Universi-  
7 ty of Alaska which requires academic standing and which has been  
8 approved for inclusion in the system i, the administrator;

9 (C) any period during which the teacher receives a  
10 disability benefit under this system or is on an approved sabbat-  
11 ical leave granted in accordance with AS 14.20.310; [OR]

12 (D) continuous service as a state legislator when  
13 performed by a state legislator who elects membership under  
14 AS 14.25.040(b), subject to the requirements of AS 14.25.040(c);  
15 or

16 (E) full-time or part-time service as an employee of  
17 the Special Education Agency, subject to the requirements of  
18 AS 14.25.047;

19 \* Sec. 5. AS 44.66.010(a) is amended by adding a new paragraph to read:

20 (13) Special Education Service Agency (AS 14.30.600) -- June  
21 30, 1990.

22 \* Sec. 6. Notwithstanding AS 14.30.620(a), enacted by sec. 2 of this  
23 Act, the initial members of the governing board of the special education  
24 service agency, four shall serve a term of four years, five shall serve a  
25 term of three years, and two shall serve a term of two years. The initial  
26 terms shall be assigned to initial board members by the state Board of  
27 Education by lot.

Introduced: 2/5/86  
Referred: Health, Education &  
Social Services and Finance

IN THE HOUSE

BY DUNCAN

HOUSE BILL NO. 543

IN THE LEGISLATURE OF THE STATE OF ALASKA

FOURTEENTH LEGISLATURE - SECOND SESSION

A BILL

For an Act entitled: "An Act creating the special education service agency."

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

\* Section 1. PURPOSE. It is the purpose of this Act to

(1) make special education and related services available to all exceptional children, as that term is defined in AS 14.30.350(4);

(2) encourage cooperation in making special educational programs and services available to these children;

(3) ensure that free appropriate public education services are provided for all exceptional children in the state.

\* Sec. 2. AS 14.30 is amended by adding new sections to read:

ARTICLE 8. SPECIAL EDUCATION SERVICE AGENCY.

Sec. 14.30.600. AGENCY ESTABLISHED. There is established, as a public organization, a special education service agency.

Sec. 14.30.610. GOVERNING BOARD. (a) The agency shall be governed by an 11 member board appointed by the commissioner of education with the approval of the state Board of Education. The board consists of

(1) one member from the Governor's Council for the Handicapped and Gifted;

(2) one member from the Department of Education;

(3) five members who are special education teachers or directors, school administrators, or higher education or teacher training representatives;

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(4) two members who are parents of children requiring special education outreach services;

(5) one member from the Department of Health and Social Services;

(6) one public member.

(b) The seven members appointed under (a)(3) - (4) of this section shall be chosen with due regard to geographically balanced representation of areas of the state and to representation of persons with a variety of different special education needs.

Sec. 14.30.620. TERMS, VACANCIES, AND COMPENSATION. (a) The term of office of a board member is three years.

(b) A vacancy occurring during a term of office shall be filled in the same manner as the original appointment. A member appointed to fill a vacancy serves for the unexpired term of the member the new appointee succeeded.

(c) Board members receive no salary but are entitled to per diem and travel expenses authorized by law for other boards and commissions.

Sec. 14.30.630. BYLAWS. The board, in consultation with the department and on the approval of a majority of the members of the board, shall adopt and amend bylaws for the operation of the agency and the board.

Sec. 14.30.640. EMPLOYEES. Employees of the agency are not in the state service and are not subject to the State Personnel Act (AS 39.25). However, employees of the agency shall be members of either the Teachers' Retirement System (AS 14.25) or the Public Employees' Retirement System (AS 39.35).

Sec. 14.30.650. POWERS AND DUTIES. (a) The board may

(1) receive and expend public and private funds to carry

1 out the purposes of the agency;

2 (2) contract with the department and other public or pri-  
3 vate agencies for the provision of special education or related ser-  
4 vices;

5 (3) do whatever is necessary to carry out the purposes of  
6 AS 14.30.600 - 14.30.680.

7 (b) The board shall

8 (1) provide special educational services including

9 (A) itinerant outreach services to deaf, deaf-blind,  
10 mentally retarded, hearing impaired, blind and visually impaired,  
11 orthopedically handicapped, other health-impaired, severely  
12 emotionally disturbed, and multi-handicapped students;

13 (B) special education instructional support and train-  
14 ing of local school district special education personnel; and

15 (C) other services the board determines to be appro-  
16 priate to special education needs;

17 (2) hire an executive director and approve the employment  
18 of personnel necessary to operate the agency;

19 (3) provide for an annual audit of the agency;

20 (4) provide the department with a three-year plan of opera-  
21 tion including a description of the services to be offered by the  
22 agency, the method by which the services will be evaluated, informa-  
23 tion on the number of students and school district personnel to be  
24 served, a schedule of funds available to the agency from all sources,  
25 and other information that may be required by the department by regu-  
26 lation;

27 (5) present an annual budget to the department.

28 Sec. 14.30.660. ELIGIBILITY FOR SERVICE. The services of the  
29 agency shall be available to school districts that serve children

whose special education needs occur infrequently, who require specialized services not normally available in the school district, and who cannot be easily served by local school district personnel because of the low number of students in the district in need of the particular service. The agency may provide services to exceptional children, as that term is defined in AS 14.30.350.

Sec. 14.30.670. FUNDING. Each fiscal year the department shall allocate to the agency \$100 for each special education student in the state in average daily membership or the equivalent of 2/10 of one percent of the funds appropriated for special education for that fiscal year, whichever is greater.

Sec. 14.30.680. DEFINITIONS. In AS 14.30.600 - 14.30.680, unless the context otherwise requires,

(1) "agency" means the special education service agency;

(2) "board" means the governing board of the special education service agency.

\* Sec. 3. AS 14.25 is amended by adding a new section to read:

Sec. 14.25.047. PARTICIPATION BY SPECIAL EDUCATION AGENCY EMPLOYEES. An employee of the Special Education Agency may participate in the retirement fund under this chapter if

(1) the employee possesses or is eligible to possess a teacher certificate under AS 14.30.020; and

(2) the employee pays all retroactive contributions required to be made under this chapter.

\* Sec. 4. AS 14.25.220(20) is amended to read:

(20) "membership service" means

(A) full or part-time service as a teacher in a public school in the Territory or State of Alaska, or both, under the supervision and control of the Territorial Board of Education or

the Department of Education or the school board of a city, regional educational attendance area, or borough school district;

(B) full-time or part-time teaching at the University of Alaska or a full-time administrative position at the University of Alaska which requires academic standing and which has been approved for inclusion in the system by the administrator;

(C) any period during which the teacher receives a disability benefit under this system or is on an approved sabbatical leave granted in accordance with AS 14.20.310; [OR]

(D) continuous service as a state legislator when performed by a state legislator who elects membership under AS 14.25.040(b), subject to the requirements of AS 14.25.040(c);  
or

(E) full-time or part-time service as an employee of the Special Education Agency subject to the requirements of AS 14.25.047;

\* Sec. 5. Notwithstanding AS 14.30.620(a), enacted by sec. 2 of this Act, the initial members of the governing board of the special education service agency, four shall serve a term of four years, five shall serve a term of three years, and two shall serve a term of two years. The initial terms shall be assigned to initial board members by the commissioner of education by lot.



February 25, 1986

Co-Chairman Kopenen  
House HESS Committee  
Box Z  
Juneau, Alaska 99811

Dear Representative Kopenen:

The Juneau School District, Special Services Program, would like your support of HB 543, "An Act Creating The Special Education Service Agency." HB 543 would provide the State of Alaska with a special education service agency to provide rural school districts with out-reach services for low incidence severely handicapped students.

Currently, low incidence handicapped students are being served through an RFP process handled by the Department of Education on a year-to-year basis. The yearly RFP process does not provide for continuity in services to students nor consistency of staff in providing this service. As you know, continuity and consistenc, of service to these low incidence severely handicapped students is critial for their continued growth.

Your active support in HB 543 would be greatly appreciated for the low incidence handicapped children in rural areas. Other supporters of 543 include the Governor's Council on Handicapped and Gifted, NEA Alaska, Alaska Council for Exceptional Children, Alaska Association for Administrators of Special Education, and the Alaska Resources for the Moderately and Severely Impaired Advisory Board. In addition, companion legislation, a committee substitute to SB 319, has been introduced by Senate HESS.

If you have questions, please feel free to call me at 586-2200. I would be happy to discuss any component of HB 543 with you or your staff.

Sincerely,

*David J. Thomas*  
David J. Thomas  
Director, Special Services

DT/el



**GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED**

600 University Avenue, Suite C • Fairbanks, Alaska 99701 • Phone (907) 479-6507

POSITION PAPER ON CSSB 319, HB 543

An act creating a special education outreach services agency

February 17, 1986

The Alaska Governor's Council for the Handicapped and Gifted supports CSSB 319 and HB 543.

The main objective of the legislation is to insure long-term continuity and availability of special education outreach services to low-incidence, hard-to-serve handicapped children in all Alaskan school districts.

The proposed legislation achieves this important goal by creating a public agency to manage the services in cooperation with the Department of Education, and by providing a basic level of funding for the outreach services in relation to the total number of special education students enrolled in school and the total amount of funding for special education in Alaska.

Every child in the United States has the right to a free public education. Sometimes handicapped children have been denied that right because of the severity of the handicap, lack of funding, lack of availability of trained teachers, remoteness or rural location, and discriminatory attitudes. This legislation will help Alaska to keep the promise of a free, appropriate education for every handicapped child no matter where he or she lives and no matter what kind of handicapping condition he or she experiences.

By adopting this measure, at least 300 low-incidence handicapped children per year will receive the services they need for their future personal and academic success. Deaf, blind, orthopedically handicapped, seriously health impaired, deaf-blind, multiply-handicapped, severely mentally retarded, and emotionally disturbed school-age children will be served in all school districts.

Services will be available to assist local administrators, teachers, students and parents in each school district. In many cases, these services will eliminate the need for costly out-of-district or out-of-state placements away from home and family.

Without stable funding and continuity of services, students will not receive the services they require, a number of due process hearings and legal actions are likely to be filed, thirty or forty students will have to leave home and be placed in special schools in Anchorage or outside the state at a cost of \$25,000 to \$95,000 per year per student. And, long-term, we will see people with disabilities becoming adults with life-long dependency on all forms of public programs because they did not have the benefit of specialized education and training to prepare them for social or economic independence.

The Council appreciates legislators' interest in special education for exceptional children, and urges passage of CSSB 319 and HB 543.

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## QUESTIONS AND ANSWERS

### Why do we need this legislation?

State and federal laws require every handicapped child to receive a free, appropriate public education in the least restrictive environment. Because of the small number of special education students with certain kinds of handicapping conditions, each school district or REAA cannot afford to hire a specialist or a variety of specialists to meet the unique needs of each child. An outreach agency which employs specialists to travel to several districts is a cost-effective, efficient way to reach all students in their home villages or schools.

### Aren't these specialists available in the private sector?

No. There are no blind/vision impaired specialists in the private sector in Alaska. Nor are there deaf education specialists, or specialists to work with non-ambulatory, non-verbal, severely mentally retarded children or children with a combination of severe handicaps. There are private psychologists and this legislation would not in any way compete or supplant those existing services.

### Why not just give the money to school districts to buy their own services?

If you divided the funds between the 55 school districts, each district would receive about \$27,000 additional dollars. Some districts would not need all the services this year while another district might have several new severely handicapped students enroll in school and not have enough funding to purchase the services. Since the required specialists are not available in the private sector, school districts won't be able to find a provider from whom to purchase the services.

If each district has to negotiate separate contracts for the variety of services needed for each child, more of the local administrators' time will be devoted to this activity and for scheduling and handling logistics.

As proposed there would be one agency responsible for being "on call" to all school districts. By coordinating and centralizing the services, a greater degree of comprehensiveness, stability and efficiency can be achieved.

### If private sector people were available, wouldn't the services be cheaper?

No. Costs of the outreach services would be averaged across all the students and districts being served. An outreach agency teacher would be on regular salary rather than on an hourly fee for service, and travelling on a per diem rate rather than a flat fee per day working out of the office. Current daily rates for private consultants in psychological services or physical therapy (services not provided by the outreach agency) range from \$275 to \$450 per day not including travel or per diem or overhead costs.

### Aren't the districts already supposed to be serving these children?

Yes, they are. And the districts are serving them. The difficulty is that a single small district cannot afford to hire a specialist just for one or two hard-to-serve students. What the cooperative service agency will do is to provide the specialized services while the local district provides the basic service through its special education program. The district or REAA employs the child's regular classroom teacher and/or aide and provides the direct service on a day-to-day basis.

So what exactly would the special education outreach service agency do?

The outreach service agency sends a specialist in the area of the child's disability to develop specialized materials, train the local teacher or aide, show how services can be provided, set up intervention strategies and monitoring systems, develop home/school programs, assess students, provide audio/visual materials, adapt existing curricula or materials, or provide in-service training to local teachers. In between on-site visits, the outreach specialist does follow-up by phone, sends materials, researches additional resources, coordinates ancillary services, and may be contacted by the district or REAA at any time.

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Over several on-site visits, the outreach specialist may assess the student and staff needs through observation, testing, and consultation, then help develop a written instructional program for the student along with behavioral objectives, and then train the local teacher to provide the day-to-day services with back-up materials supplied on a regular basis from the outreach service agency.

How many students are we talking about in Alaska?

At any given time, there may be two to five per cent of the special education population in need of some specialized outreach services. Over the past four years when the services were begun in Alaska and provided through a contract, a total of 436 students were served:

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It is estimated that over 300 would be served in F87 by the new service agency.

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How does Alaska compare with other states in the provision of these kinds of services?

On a percentage basis, Alaska is about average in the number of handicapped students served through special education programs, about 11%. Some states serve as few as 7 or 8%, some as high as 14%.

Because of the small population and the dispersal of students in small rural schools, Alaska faces a number of problems in serving each handicapped child. Problems relating to special education services, ranked in the top ten by Alaska school districts, include staff development, involving parents, ability to provide support services, services to low-incidence students, funding, distances between schools and services, and retention of teachers and aides (Anderson, 1985).

Across the country 37 states developed cooperative service units, intermediate service agencies, regional units, county school offices, and other educational service agencies in the 1970s as a means of providing services in the most efficient manner.

The recent national focus on the quality of education is causing a resurgence of such effort, both for "general" education cooperatives (in program areas of financing, staffing, recruitment, staff development, instructional materials) and for special education cooperatives to provide services covered by CSSB 319 and HB 543. As state boards of education have moved to increase course requirements for math, computers, science, foreign languages, language arts, and social studies, small, isolated rural school districts are being given an even tougher challenge to provide quality education services.

"While general education offers unique challenges for rural educators, providing services to special needs children seems to magnify these challenges" (Hensley, 1966). Benefits of cooperative programs are cited as "cost efficiency, retaining local autonomy, compliance, access to specialists, and better teacher retention" (Widvey et al, 1985).

If the delivery of services has been successful in Alaska since 1981, why not leave it as a contract for services which goes out to bid?

A number of services are not provided which are needed because funds have been cut mid-year during the last two years. Recruitment and retention of specialists has been a continuing problem as the contracting agency does not know from year to year what the funding level will be or whether a different contractor will receive the contract, or whether the Department of Education will further limit or change the kinds of services provided.

Also, as a contract program, the department must go out to bid for the services. The department could decide to go to bid annually, every two years, every three years or not at all. Because of shortages of funds to pay for out-of-state transfers, the department has discussed cutting outreach services by as much as \$650,000 in F87 even though this would mean more students would ultimately be sent away from home to special schools.

As a service which is part of the state's system of public education, the outreach services should be a part of that system, not an optional service if the funds happen to be available from year to year.

How will recruitment and retention be improved if the legislation passes?

Over the past four years six specialists have left the outreach services contractor and gone to work for school districts (one multi-handicapped and one blind specialist to Kenai, two blind specialists to Anchorage, one orthopedically handicapped and one blind/visually impaired specialist to Mat-Su). While helping districts recruit specialists should be one of the stated objectives of the agency, it should not occur as a result of a non-competitive hiring situation. Contractor salaries are lower than school district salaries in Anchorage, employees have not had access to benefits such as retirement, they have worked more days per year, and they may have been required to travel half time.

There is a nation-wide shortage of specialized teachers. The contractor has had one vacancy for a blind/visually impaired orientation and mobility specialist for two years. To serve orthopedically handicapped students, there has been one position unfilled for a year. For deaf/hearing impaired specialists the recruitment period is six months. The contractor has never been able to recruit a language specialist for the multi-handicapped.

By having a public agency with access to the teachers' retirement system or the public employees' retirement system, the agency will be better able to compete with districts in recruitment of personnel. By having a permanent agency established, a greater degree of job security will be afforded. Even with these improvements, the rate of turnover would be expected to exceed that of local districts because of travel demands and other factors.

Won't it cost a lot more per year to provide these benefit options to agency employees?

At the present time the FICA contributions for the kinds of personnel that would be employed by the new agency are about \$61,000 per year. The TRS and PERS costs to the agency are estimated at \$70,000.

What would it cost to have salaries at the same level as the Anchorage School District salary schedule?

Using the 18 positions budgeted under the current DOE contract it would cost about \$26,000 to reach parity.

It should be noted that entry level for program specialists would be expected to be a master's degree with certification in the specialty area plus three years of experience. For most districts, entry level in special education is a bachelor's degree and a general teaching certificate.

How much will it cost to have an agency board?

For an eleven member board to meet four times a year and to hold teleconferences, cost is estimated at \$16,000 as travel can be arranged to coincide with other education meetings such as the superintendents' or school boards' or special education directors' conferences.

What services are not provided that would be able to be provided by the new agency?

Due to limited funding and budget cuts, the funding for outreach services has not kept pace with the number of students needing services or with the other specialized programs funded by the state such as the State Program for the Deaf, the Multi-Handicapped Program, or the API Program, all operated by the Anchorage School District (but not on competitive bid award like the outreach services).

Consequently a number of basic services are not provided:

COST	STAFF	SERVICES	PURPOSE
\$70.0	2	Diagnostic/Therapy	Lack of multi-handicapped therapy services; need increased frequency and more services
5.0	0	Program and Staff Development	Advise districts/REAs on needed services, how to develop local programs, help with recruitment and training, provide advanced training for outreach personnel
30.0	0	Summer Program for Blind Students	Orientation to an urban setting and other specialized training for blind/visually impaired students (12-15/summer) for two weeks
15.0		Central Site Training	One week training at a demo site for 15-20 rural teacher per year
15.0		Workshops	Specialists brought to a central location or to rural districts to give workshops to teachers and aides in areas such as language development for severely multi-handicapped
15.0		Materials and Equipment Loan	Loan to districts for short-term use and try-out to save districts from purchase of expensive equipment that is not appropriate
5.0		Equipment Repair	Repair and maintain equipment on hand

All of the above services were provided prior to F85 except for the purchase of materials and equipment. The services were cut due to contract reductions and restrictions. DOE has instituted a policy to involve the outreach contractor in planning of all out-of-district transfers. No increased funds were allotted for this service in F86.

Would the service agency be competing with existing private providers?

Because the education specialists are not available in the private sector, there is no competition factor to be considered. Because basic diagnostic work and school psychologist services would not be within the framework of the service agency, the public and private sector services would complement each other.

How many students will be served?

About 300 children will be served annually by about 20 specialized personnel at a cost of \$1.5 million, about fifty more students and \$200,000 more than currently budgeted in F86.

What is the time frame for implementing these services?

Time is of the essence in implementing this legislation. The services authorized must be available to school districts in the fall of 1986. Transition from a contract program which expires June 30th to full services under a new public agency must be accomplished quickly. The Commissioner of Education will have to appoint a board, and personnel will have to be recruited. Local districts are preparing their fall 1986 programs and budgets now. They must know that services will be available so their budgets can be finalized and students' individual education programs designed.

What about local control?

Local school districts have the primary responsibility for providing educational services. Therefore, within broad state and federal guidelines, local districts determine their own needs and services. The special education outreach agency will only serve exceptional students at the request of a local district.

For example, a district would initiate a referral to the agency when the district determines it cannot provide services required under the law to a particular student. The agency would take a look at the student's needs in concert with the local district. A service plan would be prepared and signed off by the local district. The services would then be delivered, and, at regular frequencies, the local district or REAA would evaluate, modify, and monitor the service.

By establishing a board with representation from school administrators, special education directors, teachers, and local parents of children requiring outreach services, responsiveness to local needs will be insured. Seven of the eleven board members would represent these constituencies.

Also, by having an agency separate from the Department of Education, but related to it by regulation, funding, and appointment of board members, a balance between department control and local control can be achieved.

A public board means public scrutiny of policies and operations and this, in turn, assures long-term viability and responsiveness of services.

Why not have the service provided by the Department of Education?

The original SB 319 called for the department to employ the personnel and provide the services. Two problems exist with that option. First, the department's role is administrative, regulatory, and consultative.

Second, the cost of creating 20 or more state positions at the Education Specialist level and range would be more than the amount currently projected to operate the total program including travel, overhead, equipment, and associated costs.

What is the rationale for the funding mechanism?

First, funding for the outreach services must be stable. This is essential to guarantee that the services will be there when students and districts need them.

Second, funding must not come out of the foundation account. The foundation funding is to cover regular, on-going local district services. It is not designed to cover extraordinary costs such as school construction, or the costs of special schools, or the unpredictable, fluctuating costs of outreach services for these hard-to-serve handicapped students.

Given the possibility of reduced foundation funding over-all for some rural districts, and the fact that there has been no increase in foundation funding the past three years, the idea of taking the outreach services funding from the foundation account or charging districts for the services would be a "double whammy".

To give a funding floor for the outreach services, the proposed funding mechanism would be related to state funding for special education and to the number of students enrolled in special education programs. When over-all dollars for education increase or decrease, funding for the outreach services would increase or decrease. When special education enrollments increase, the need for outreach services will increase, and so funding will be related to that increase.

Since about two per cent of the state's special education students may need outreach services each year, an amount equal to two per cent of the funds appropriated for special education would be allocated to the special education service agency. Under the proposed DOE foundation proposal about \$63 to 65 million would be generated statewide for special education. Two per cent would be about \$1.3 million.

Based on \$100 per student in special education, an approach used in several other states, the 15,000 special education students would provide a base of \$1.5 million for the services.

The proposed legislation provides a base level of funding tied to these two important variables, state appropriations for education and student enrollments, and would not preclude districts from paying for additional services if this was mutually agreed. Nor would it preclude utilizing other agencies as agents or sub-contractors for services.

These principles are consistent with the principles used in school funding in Alaska and across the country: more students in more schools generate more dollars, and education funding changes based on state and local economic conditions.

If the funding were based on actual cost per student or dollars per student/district, there would be big fluctuations from fall to spring, and from year to year, with a constant game of "catch up" to what is needed, thus defeating the purpose of stabilizing the funding and insuring efficiency and continuity of service.

Why not have the funding level left to the annual discretion of DOE?

Discretionary funding does not provide stability or continuity from year to year. As discussed above, the services budget has been cut mid-year during the last two years: \$130,000 or about 10% in F85 and now another \$60,000 in F86.

A look at the funding levels for contract programs shows that the outreach services have been decreased while others programs have increased.

DOE CONTRACT PROGRAMS-SCHOOLS FOR THE HANDICAPPED

Program	#	F85	F86	Increase	% +/-	Cost/Student
OUTREACH	250	1,400.0	1,300.0	(100.0)	- 7.1	5,200
A.P.I.	20	206.1	247.8	41.7	+20.2	12,390
DEAF	60	1,294.5	1,407.3	112.8	+ 8.7	23,455
MULTI-HDCP	80	1,272.5	1,429.8	157.3	+12.3	17,872
A.N.M.C.	10	106.1	-0-	(106.1)	-100.0	-0-
OUT/STATE	9	400.0	40.2	(359.8)	- 90.0	60,000*
Total	429	4,679.2	4,425.2	(254.1)	- 5.4	

Note that the \$254,100 decrease from F85 to F86 was a transfer of funds to a new BRU for the Youth in Detention programs at McLaughlin, Fairbanks Youth Facility, and Johnson Human Services Center. The Alaska Native Medical Center services were eliminated in F86.

The API, Deaf, and Multi-Handicapped programs are contracted to the Anchorage School District and do not go out to bid.

\* Estimated average cost/student for an out-of-state 12 month placement.

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It should be noted that entry level for program specialists would be expected to be a master's degree with certification in the specialty area plus three years of experience. For most districts, entry level in special education is a bachelor's degree and a general teaching certificate.

How much will it cost to have an agency board?

For an eleven member board to meet four times a year and to hold teleconferences, cost is estimated at \$16,000 as travel can be arranged to coincide with other education meetings such as the superintendents' or school boards' or special education directors' conferences.

What services are not provided that would be able to be provided by the new agency?

Due to limited funding and budget cuts, the funding for outreach services has not kept pace with the number of students needing services or with the other specialized programs funded by the state such as the State Program for the Deaf, the Multi-Handicapped Program, or the API Program, all operated by the Anchorage School District (but not on competitive bid award like the outreach services).

Consequently a number of basic services are not provided:

COST	STAFF	SERVICES	PURPOSE
\$70.0	2	Diagnostic/ Therapy	Lack of multi-handicapped therapy services; need increased frequency and more services
5.0	0	Program and Staff Development	Advise districts/REAs on needed services, how to develop local programs, help with recruitment and training, provide advanced training for outreach personnel
30.0	0	Summer Program for Blind Students	Orientation to an urban setting and other specialized training for blind/visually impaired students (12-15/summer) for two weeks
15.0		Central Site Training	One week training at a demo site for 15-20 rural teacher per year
15.0		Workshops	Specialists brought to a central location or to rural districts to give workshops to teachers and aides in areas such as language development for severely multi-handicapped
15.0		Materials and Equipment Loan	Loan to districts for short-term use and try-out to save districts from purchase of expensive equipment that is not appropriate
5.0		Equipment Repair	Repair and maintain equipment on hand

All of the above services were provided prior to F85 except for the purchase of materials and equipment. The services were cut due to contract reductions and restrictions. DOE has instituted a policy to involve the outreach contractor in planning of all out-of-district transfers. No increased funds were allotted for this service in F86.

Would the service agency be competing with existing private providers?

Because the education specialists are not available in the private sector, there is no competition factor to be considered. Because basic diagnostic work and school psychologist services would not be within the framework of the service agency, the public and private sector services would complement each other.

How many students will be served?

About 300 children will be served annually by about 20 specialized personnel at a cost of \$1.5 million, about fifty more students and \$200,000 more than currently budgeted in F86.

What is the time frame for implementing these services?

Time is of the essence in implementing this legislation. The services authorized must be available to school districts in the fall of 1986. Transition from a contract program which expires June 30th to full services under a new public agency must be accomplished quickly. The Commissioner of Education will have to appoint a board, and personnel will have to be recruited. Local districts are preparing their fall 1986 programs and budgets now. They must know that services will be available so their budgets can be finalized and students' individual education programs designed.

What about local control?

Local school districts have the primary responsibility for providing educational services. Therefore, within broad state and federal guidelines, local districts determine their own needs and services. The special education outreach agency will only serve exceptional students at the request of a local district.

For example, a district would initiate a referral to the agency when the district determines it cannot provide services required under the law to a particular student. The agency would take a look at the student's needs in concert with the local district. A service plan would be prepared and signed off by the local district. The services would then be delivered, and, at regular frequencies, the local district or REAA would evaluate, modify, and monitor the service.

By establishing a board with representation from school administrators, special education directors, teachers, and local parents of children requiring outreach services, responsiveness to local needs will be insured. Seven of the eleven board members would represent these constituencies.

Also, by having an agency separate from the Department of Education, but related to it by regulation, funding, and appointment of board members, a balance between department control and local control can be achieved.

A public board means public scrutiny of policies and operations and this, in turn, assures long-term viability and responsiveness of services.

Why not have the service provided by the Department of Education?

The original SB 319 called for the department to employ the personnel and provide the services. Two problems exist with that option. First, the department's role is administrative, regulator and consultative.

Second, the cost of creating 20 or more state positions at the Education Specialist level and range would be more than the amount currently projected to operate the total program including travel, overhead, equipment, and associated costs.

What is the rationale for the funding mechanism?

First, funding for the outreach services must be stable. This is essential to guarantee that the services will be there when students and districts need them.

Second, funding must not come out of the foundation account. The foundation funding is to cover regular, on-going local district services. It is not designed to cover extraordinary costs such as school construction, or the costs of special schools, or the unpredictable, fluctuating costs of outreach services for these hard-to-serve handicapped students.

Given the possibility of reduced foundation funding over-all for some rural districts, and the fact that there has been no increase in foundation funding the past three years, the idea of taking the outreach services funding from the foundation account or charging districts for the services would be a "double whammy".

To give a funding floor for the outreach services, the proposed funding mechanism would be related to state funding for special education and to the number of students enrolled in special education programs. When over-all dollars for education increase or decrease, funding for the outreach services would increase or decrease. When special education enrollments increase, the need for outreach services will increase, and so funding will be related to that increase.

Since about two per cent of the state's special education students may need outreach services each year, an amount equal to two per cent of the funds appropriated for special education would be allocated to the special education service agency. Under the proposed DOE foundation proposal about \$63 to 65 million would be generated statewide for special education. Two per cent would be about \$1.3 million.

Based on \$100 per student in special education, an approach used in several other states, the 15,000 special education students would provide a base of \$1.5 million for the services.

The proposed legislation provides a base level of funding tied to these two important variables, state appropriations for education and student enrollments, and would not preclude districts from paying for additional services if this was mutually agreed. Nor would it preclude utilizing other agencies as agents or sub-contractors for services.

These principles are consistent with the principles used in school funding in Alaska and across the country: more students in more schools generate more dollars, and education funding changes based on state and local economic conditions.

If the funding were based on actual cost per student or dollars per student/district, there would be big fluctuations from fall to spring, and from year to year, with a constant game of "catch up" to what is needed, thus defeating the purpose of stabilizing the funding and insuring efficiency and continuity of service.

Why not have the funding level left to the annual discretion of DOE?

Discretionary funding does not provide stability or continuity from year to year. As discussed above, the services budget has been cut mid-year during the last two years: \$130,000 or about 10% in F85 and now another \$60,000 in F86.

A look at the funding levels for contract programs shows that the outreach services have been decreased while others programs have increased.

DOE CONTRACT PROGRAMS-SCHOOLS FOR THE HANDICAPPED

Program	#	F85	F86	Increase	% +/-	Cost/Student
OUTREACH	250	1,400.0	1,300.0	(100.0)	- 7.1	5,200
A.P.I.	20	206.1	247.8	41.7	+20.2	12,390
DEAF	60	1,294.5	1,407.3	112.8	+ 8.7	23,455
MULTI-HDCP	80	1,272.5	1,429.8	157.3	+12.3	17,872
A.N.M.C.	10	106.1	-0-	(106.1)	-100.0	-0-
OUT/STATE	9	400.0	40.2	(359.8)	- 90.0	60,000*
Total	429	4,679.2	4,425.2	(254.1)	- 5.4	

Note that the \$254,100 decrease from F85 to F86 was a transfer of funds to a new BRU for the Youth in Detention programs at McLaughlin, Fairbanks Youth Facility, and Johnson Human Services Center. The Alaska Native Medical Center services were eliminated in F86.

The API, Deaf, and Multi-Handicapped programs are contracted to the Anchorage School District and do not go out to bid.

\* Estimated average cost/student for an out-of-state 12 month placement.

STATE OF ALASKA 1986 LEGISLATIVE SESSION  
FISCAL NOTE

Revision Date: \_\_\_\_\_

<b>REQUEST</b> Bill/Resolution No.: <u>HB 543</u> Title: <u>"An Act creating the special education service agency."</u>	<b>FISCAL DETAIL</b> Agency Affected: <u>Education</u> BRU: <u>TRS State Match</u>
Sponsor: <u>Duncan</u> Requestor: _____ Date of Request: _____	Components: <u>TRS State Match</u>

**EXPENDITURES/REVENUES: (Thousands of Dollars)**

	FY 86	FY 87	FY 88	FY 89	FY 90	FY 91
<b>OPERATING</b>						
PERSONAL SERVICES						
RTMNT & BNFTS						
TRAVEL						
CONTRACTUAL						
SUPPLIES						
EQUIPMENT						
LAND & STRUCTURES						
GRANTS, CLAIMS						
TRS MATCH		70.9	76.6	82.7	89.3	96.5
<b>TOTAL OPERATING</b>	-0-	70.9	76.6	82.7	89.3	96.5
<b>CAPITAL</b>						
<b>REVENUE</b>						

**FUNDING: (Thousands of Dollars)**

GENERAL FUND		70.9	76.6	82.7	89.3	96.5
FEDERAL FUNDS						
OTHER						
<b>TOTAL</b>	-0-	70.9	76.6	82.7	89.3	96.5

**POSITIONS:**                      -0-                      -0-                      -0-                      -0-                      -0-                      -0-

FULL-TIME						
PART-TIME						
TEMPORARY						

**ANALYSIS:** Attach a separate page if necessary

See attached

Prepared By: J.K. Humphreys, Director                      Phone: 465-4470  
 Division: Retirement & Benefits                      Date: 2/11/86  
 Approved by Commissioner: Eleanor Andrews                      Date: 2/12/86  
 Agency: Department of Administration

Distribution (by Agency preparing fiscal note):  
 Legislative Finance  
 Legislative Sponsor  
 Requestor  
 Office of Management and Budget  
 Impacted Agency(ies)

House Bill 543  
Fiscal Note Analysis  
Prepared by Division of Retirement & Benefits  
Department of Administration

February 10, 1986

iv Analysis:

Passage of this bill would create a new special education service agency, with 21 professional employees participating in the Teachers' Retirement System (TRS). The FY 87 TRS covered payroll for this new agency is estimated to be \$798,465.

The TRS State Match cost of \$70.9 is calculated as follows:

$\frac{1}{2}$  of 17.76% (the actuarially determined contribution rate) times the estimated FY 87 TRS salaries (\$798,465) equals

\$70,900.00

GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED

600 University Avenue, Suite C • Fairbanks, Alaska 99701 • Phone (907) 479-6507



MEMORANDUM of FEBRUARY 11, 1986

TO: SPECIAL EDUCATION DIRECTORS and GROUPS CONCERNED WITH  
SPECIAL EDUCATION

RE: SENATE BILL 319 and HOUSE BILL 543

FROM: DOT TRURAN, Staff, GOVERNOR'S COUNCIL *DT*

Enclosed is a copy of HOUSE BILL 543, which is the House version of SB 319, the special education service agency (cooperative service or outreach service) bill.

It is important for you to know about these bills, recent changes, and some of the rationale behind them. It is also important for you to give input to your legislators and the members of the HESS and Finance Committees.

The Senate HESS Committee will be having a hearing on SB 319 on February 27th. The House HESS Committee may hear HB 543 on the 26th. Once they are passed out of the HESS Committees, they will be considered by the Finance Committees.

Senator Fahrenkamp, Chair of Senate HESS, has had a member of her staff participate in the special education funding formula development, and is very interested in seeing that comprehensive special education services are available statewide.

House Bill 543, introduced last week by Representative Duncan of Juneau, contains the revisions to SB 319 suggested by various groups over the past six months. They are also contained in a draft committee substitute (CS) for SB 319. The changes came up in discussions with members of the ARMSI Board and staff, Don McKinnon of the Superintendents' Association, Bob Greene of the School Boards' Association, and the Executive Committee of the Governor's Council for the Handicapped and Gifted.

The changes are as follows:

1. The revised bill calls for a Special Education Service Agency separate from the Department of Education, but related to it by regulations, funding, and appointment of board members.

The original bill established a "cooperative service unit" in the Department which meant it would be operated by the department and personnel would be DOE employees recruited under the state's civil service system, and paid at state wage scales. Concerns were raised about issues of local control, insuring responsiveness to local and rural districts' needs, obvious political problems with establishing 20-some new state positions at a time when the Governor and the Legislature are cutting state positions, and the difficulties inherent in hiring specialists or changing staffing patterns via the state's personnel system.

2. The revised bill says that the employees of the new special education service agency are not state employees and not subject to the state's personnel rules. But, employees would be able to be members of the Teachers' Retirement System or the Public Employees' Retirement System.

; means the outreach services agency would be better able to recruit and retain the quality of program specialists needed to serve local districts. Under the present arrangement, contract for services to a non-profit agency, the education specialists cannot be members of the teachers' retirement system and therefore often look for other employment where there is job security from year-to-year and access to retirement benefits.

3. The new bill cleans up the funding mechanism language so that funding for the agency does not come out of foundation funding. It was never intended by the original sponsors, Senators Zharoff and Rodey, that funding should come out of the foundation account, but a drafting oversight had it set up that way in the original SB 319.

Given the possibility of reduced foundation funding over-all for some rural districts, and the fact that there has been no increase in foundation funding the past three years, the idea of taking the outreach services funding from the foundation account or charging the districts for the services would be a "double whammy".

As revised in HB 543 the funding would come from the Department of Education in a separate budget line item from the foundation funding. But funding would be related to foundation funding as follows: an amount equivalent to two per cent (note there is still a typo in the bill) of the funds appropriated for special education would be provided to the agency each year or \$100 per special education student in ADM statewide would be budgeted for the agency.

Since about two per cent of the state's special education students may be served by the outreach agency each year, an amount equal to two per cent of the total special education funding might be a reasonable funding base. Under the proposed DOE foundation proposal about \$61 million would be generated statewide for special education. Two per cent would be \$1.22 million. Based on \$100 per student in special education, the 15,000 students would provide a base of \$1.5 million for the outreach services. The \$61 million would go to districts in foundation funding for special education. At least an additional \$1.22 or \$1.5 million, whichever is greater, would go to fund the special education service agency. (Note that contract outreach services are currently budgeted at \$1.3 million and not all needed services are currently available.)

This is a pro-ration of funding based on the total population much like a tax on the whole population to make sure services are provided to the most needy.

The proposed bill provides a base level of funding and would not preclude districts from paying for "extra" services (above base, such as diagnostic or other service not available) if this was mutually agreed. Nor would it preclude utilizing regional agencies such as Southeast Regional Resource Center from providing many of the services on a regional basis as an arm of the special education service agency.

The fiscal relationship that would be constant over time would be that as

dollars for education increase, the dollars for the agency would increase or, as the number of students increases over-all, the number of students requiring the outreach services will increase and so will the funding. Both of these mechanisms are consistent with the principles used in school funding in Alaska and across the country: more students in more schools generate more dollars, and education funding continues to change based on state economic conditions and inflation factors.

If the funding were based on actual cost per student or dollars per student/district there would be big fluctuations from spring and from year to year, with a constant game of "catch'up" to what is needed, thus defeating the purpose of stabilizing the funding and insuring continuity of service.

Here is the status regarding groups supporting the legislation:

OFFICIALLY IN FAVOR:

Governor's Council for the Handicapped and Gifted

Alaska Association of Administrators for Special Education

Alaska Resources for the Moderately and Severely Impaired Advisory Board

National Education Association, Alaska

Council for Exceptional Children, Alaska

The Department of Education (Steve Hole, January 30th) indicated a desire to support the bill. The idea is considered good (Commissioner Reynolds, January 29th). Three technical concerns need further discussion or some sort of resolution in order for the department to fully support the legislation: fiscal note, funding mechanism, and sunset provision. Discussions are continuing on these issues.

FEB 25 Recd

DISTRICT OFFICE

# BERING STRAIT SCHOOL DISTRICT

P.O. BOX 225

UNALAKLEET, ALASKA 99684

(907) 624-3611

February 19, 1986



Honorable John G. (Jack) Fuller  
Representative for Alaska  
Capitol Building  
Pouch U  
Juneau, Alaska 99811

BREVIG MISSION

COUNCIL

DIOMEDE

ELIM

GAMBELL

GOLOVIN

KOYUK

SAINT MICHAEL

SAVOONGA

SHAKTOOLIK

SHISHMAREF

STEBBINS

TELLER

UNALAKLEET

WALES

WHITE MOUNTAIN

Dear Representative Fuller:

I am writing in support of House Bill 543 which provides for the establishment of a Special Education Service Agency to make special education and related services available to all hard-to-serve low incidence handicapped children in rural Alaska. The proposed legislation would utilize existing funding under the "Contract Services" portion of the Department of Education budget to establish a permanent state administrative structure attached to the Department of Education. The principal benefit realized by House Bill 543 would be the assurance of stability and continuity of services for severely handicapped children in isolated areas.

The Bering Strait School District has coordinated for the past four years with the outreach program, Alaska Resources for the Moderately/Severely Impaired (A.R.M.S.I.) to provide services for low incidence students. The A.R.M.S.I. project has maintained a high level of excellence, however each year district administration, parents and students do not have the guarantee of an on-going level of services. This district is committed to meeting the unique learning needs of each child in his or her local village, however without the expertise of specialists for the deaf, visually impaired and multihandicapped, it is doubtful whether several of our students could be educated in their villages.

The outreach model for services to low incidence students realizes the least restrictive environment for exceptional students in rural Alaska while being cost effective for the state.

House Bill 543

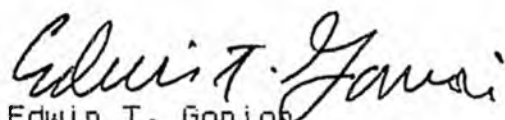
Page 2

because many of the students served by this program would otherwise require residential placements.

I urge your support of House Bill 543 in order that we may continue to provide specialized education services to severely handicapped students in their villages.

Thank you for your consideration of this important piece of legislation.

Sincerely,

A handwritten signature in cursive script that reads "Edwin T. Gonion".

Edwin T. Gonion  
Superintendent  
Bering Strait School District

# Alaska Association of Administrators for Special Education

P.O. Box 225  
Unalakleet, Alaska 99684

February 14, 1986

Honorable John G. (Jack) Fuller  
Representative for Alaska  
Alaska State Legislature  
Pouch V  
Juneau, Alaska 99811

Dear Representative Fuller:

The Alaska Association of Administrators for Special Education strongly supports House Bill 554 which provides for the establishment of a Special Education Service Agency to make special education and related services available to all hard-to-serve low incidence handicapped children throughout the State of Alaska. Presently outreach services for low incidence students are funded from the "Contract Services" portion of the Department of Education budget, therefore the existing funding of \$1.4 million per year could be transferred to fund the Special Education Service Agency. The intent of the legislation sponsored by Senators Zharoff, Rodey and Fahrenkamp is to provide a permanent state administrative structure attached to the Department of Education, which would insure stability and continuity of services for students in every region of the state.

House Bill 554 provides for a governing board which is appointed by the Commissioner of Education, therefore the service provided to districts by the Agency would be subject to standards developed for education of exceptional students by the Department of Education and quality services would be guaranteed. The project entitled Alaska Resources for the Moderately/Severely Impaired (A.R.M.S.I.) has been maintaining a high level of excellence in coordinating with districts to meet the needs of low incidence students in isolated areas, however each year districts, parents and students do not have the guarantee of an on-going level of services. The tenuous nature of the existing funding does not provide for a continuity of services or performance and personnel standards which are incorporated into the state education plan, because a different agency could be awarded the grant every year depending on the terms of the grant award.

Due to the unique population profile in Alaska a creative approach to the delivery of special education and related services to low incidence students was required in order to meet the needs of exceptional students in rural areas. The outreach model has met that challenge by providing specialized services for deaf, visually impaired, severely

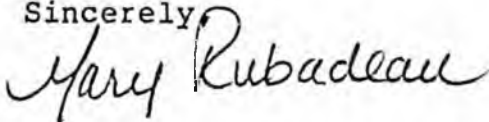
emotionally disturbed, and mentally retarded students to districts which do not have the professional expertise on staff to provide the technical services required for students with low incidence handicapping conditions.

As special education director for the Bering Strait School District, I am currently coordinating with the outreach program to provide services to a deaf preschooler, a visually impaired elementary student and a multi-handicapped high school student in the remote bilingual villages of Little Diomedea, Shishmaref and Gambell. The district is committed to providing services locally, however without the expertise of specialists it is doubtful whether these students could be educated in their villages. The delivery of services provided by the outreach model realizes the least restrictive environment for exceptional students while being cost effective for the state, because many of the students served by this program would otherwise require residential placements.

The primary advantage which would result from the establishment of a Special Education Service Agency is that handicapped children would be assured of a level of service which meets state standards and is available to them in the least restrictive environment. The low incidence outreach program has proven successful and has been modeled by other states with rural population areas. Alaska can be very proud of the programs provided to handicapped students in every section of the state, and House Bill 554 would insure stability and continuation of these high quality services for all exceptional children in the future.

Your support for House Bill 554 is requested by the Alaska Association of Administrators for Special Education. Thank you for your consideration of this important piece of legislation.

Sincerely,



Mary Rubadeau  
President

CC: Harold Reynolds, Jr., Commissioner of Education  
Dorothy Turin, Director, Governor's Council for the  
Handicapped and Gifted  
William Mulnix, Administrator, Office for Special  
Services  
Edwin T. Gonion, Superintendent, Bering Strait School  
District

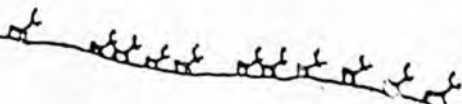


# **LOW INCIDENCE HANDICAPPED OUTREACH PROJECT**

## **QUARTERLY REPORT**

**FOR THE PERIOD  
OCTOBER~DECEMBER 1985**

Alaska Resources for the  
Moderately/Severely Impaired  
2211-B Arca Street  
Anchorage, Alaska 99508



## INTRODUCTION

This report provides an overview of the major activities and accomplishments of the Low Incidence Handicapped Outreach Grant for the fourteenth quarter (October 1, 1985 through December 31, 1985).

In July of 1982 Alaska Resources for the Moderately/Severely Impaired was awarded a grant from the Department of Education to provide outreach services to school districts who serve the low incidence handicapped students. The Low Incidence Handicapped Outreach Project is monitored by the staff from the Department's Office for Exceptional Children. In addition, a twelve member advisory board composed of school district personnel advise the project on a bi-yearly basis.

This report uses the diagnostic criteria established in Title IV Education Regulations: Chapter 2 - Education for Exceptional Children. A school district determines that a student has met one or more of these criteria before referring the student to the Low Incidence Handicapped Outreach Project. This project currently does not serve students classified as Gifted or those whose primary handicap has been identified as a Learning Disability.

In addition, the reader will see numerous references to "technical assistance" provided by this project. This refers to the various types of service that ARMSI provides to school districts. A document, called the Technical Assistance Agreement (TAA), is ratified by ARMSI and school districts prior to the delivery of service. The TAA delineates objectives, activities, timelines, responsibilities and evaluation strategies for each student.

ARMSI also evaluates its on-site visits using a Consumer Satisfaction Rating Form. This form is given to consumers at the conclusion of on-site visits. ARMSI's Data Flow Coordinator displays the data and information in a monthly summary for ARMSI supervisory staff. In this way, confidentiality of the evaluation form is maintained.

During this quarter the project's primary concern was on-site delivery of technical assistance. After returning from a visit, staff report the hours of service delivered by activity. These data are compiled quarterly for these reports. A computerized Low Incidence Student Registry is maintained by the Data Flow Coordinator and updated on a daily basis. Staff also track the number of instructional programs written and report their status quarterly. In general, instructional programs are defined as student centered plans which are based on assessment data, specified instructional methodologies and measureable outcomes.

Finally, cost effectiveness data are reported for the readers' review. These data are summarized from the monthly financial reports that are submitted to the Department of Education.

The data, as presented on the following pages, are meant to provide the Department of Education with documentation of the activities of this project and to demonstrate that the project is operating according to the intentions of the funding agency. Also, readers other than the Department of Education can see the extent to which services are provided and to some extent, judge the viability of the service delivery mechanism. These data were selected by the project staff and the Department of Education, as being primary indicators of the project's benefit to Alaskan schools and students.

Unless otherwise specified, the data in this report are consistent with the data reported in previous quarters.

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*SECTION I*

*Major Accomplishments for the Fourteenth Quarter*

Major Accomplishments for the Fourteenth Quarter

- At the end of the fourteenth quarter 200 low incidence handicapped students were on the active rolls for ARMSI service. This represented a net increase of 18 students from the previous quarter. (Thirty-eight students were referred and 20 students were dropped.) Students were dropped due to various reasons to include family relocation, specialized staff hired by the local districts or students no longer qualifying for services.

Figure 1 displays the number of students that were referred and eligible for service by each quarter. See Table 1 for a display of the current number of students by district on the low incidence student registry. Figure 2 displays the current number of students on the low incidence student registry by state classification for the fourteenth quarter, FY 1985-86.

Figure 1 STUDENTS REFERRED AND ELIGIBLE FOR OUTREACH SERVICES

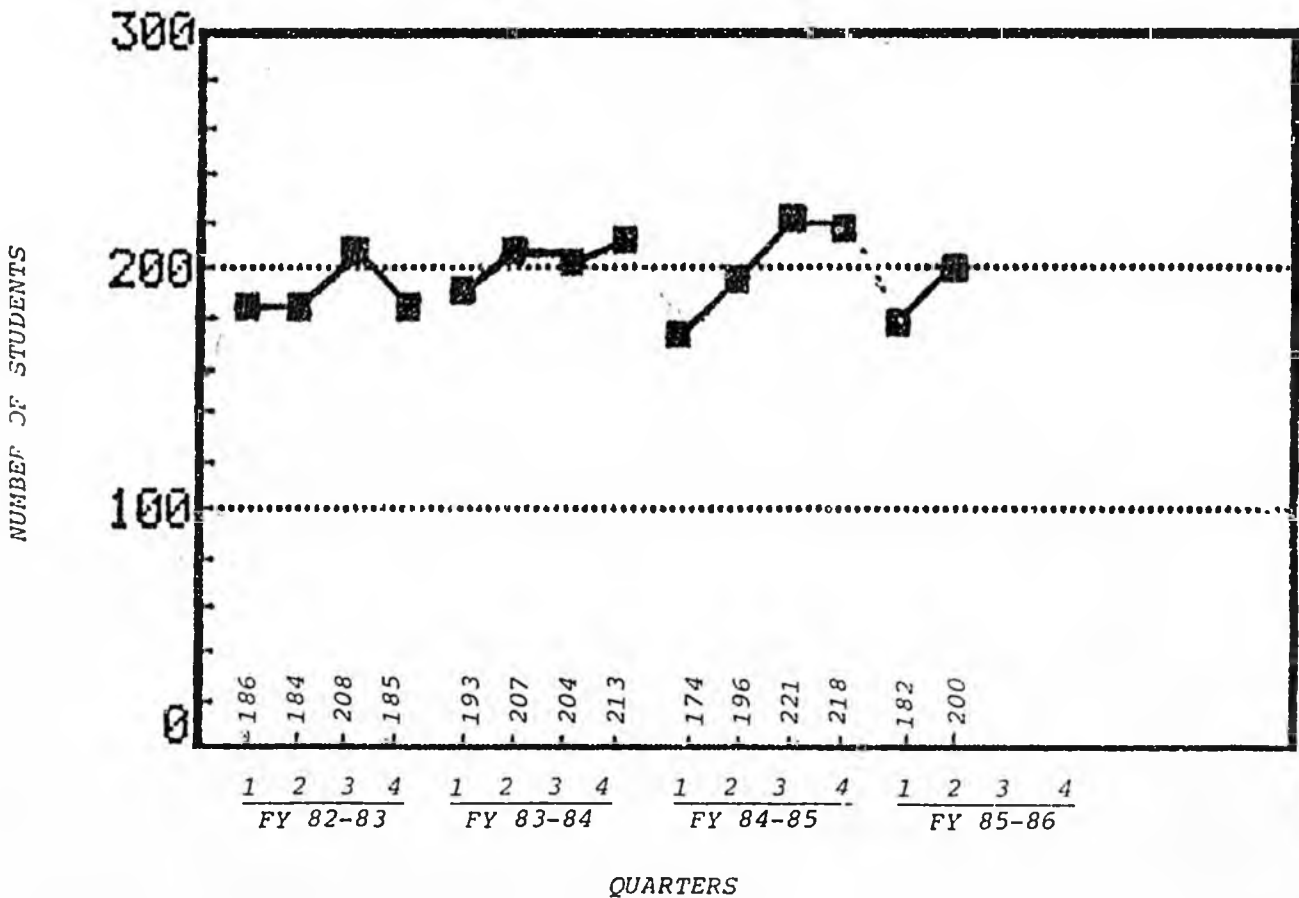
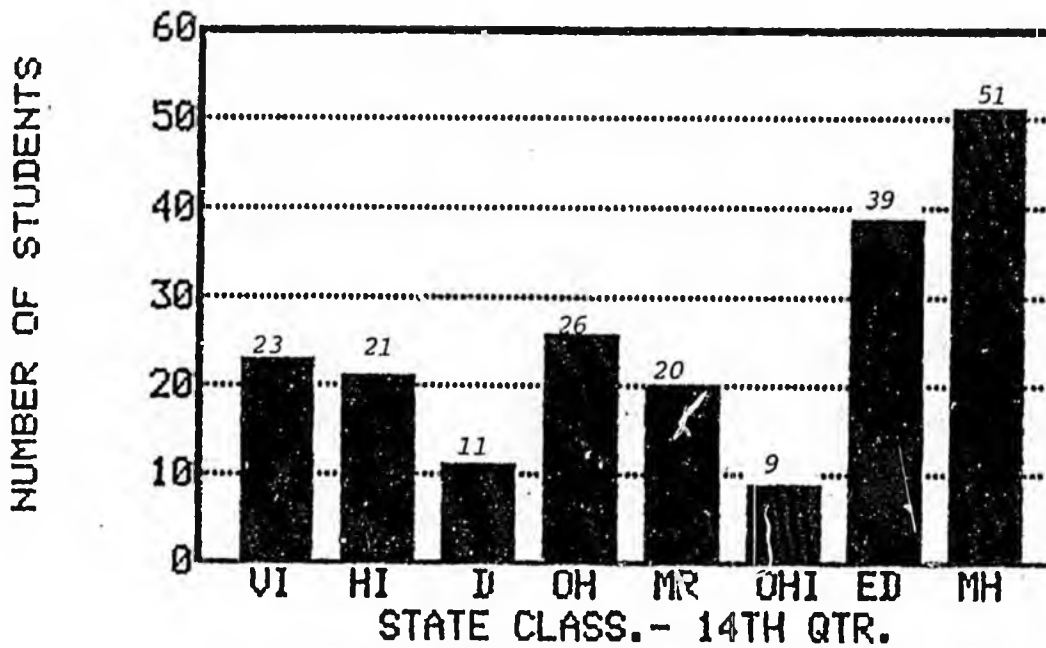


Figure 2 NUMBER OF STUDENTS ON THE LOW INCIDENCE STUDENT REGISTRY BY STATE ELIGIBILITY CLASSIFICATIONS (TOTAL = 200)



- These 200 students are served by one or more programs within the Low Incidence Handicapped Outreach Grant. Several students require assistance from more than one disability area or from a program at ARMSI other than one that matches the district label for the student. Hence, the number of students served by each program will not necessarily match the number of students with a specific disability classification (e.g., a multi-handicapped student may be best served by the blind and orthopedically handicapped programs).

See Table 2 for a display of the number of students currently served by specific programs at ARMSI.

TABLE 1

Number of Students Eligible for Services by  
State Eligibility Classifications

Date: 01/01/86

Page: 1

DISTRICT	VI	HI	DEAF	OH	MR	OHI	ED	MH	TOTAL
ADAK	0	0	0	0	0	0	0	0	0
ALASKA GATEWAY	0	2	0	0	1	2	1	0	6
ALEUTIAN REGION	0	0	0	0	0	0	0	0	0
ANCHORAGE	0	0	0	0	0	0	0	0	0
ANNETTE ISLANDS	0	0	0	0	0	0	0	0	0
BERING STRAIT	2	2	1	3	1	0	2	1	12
BRISTOL BAY	0	0	0	0	0	0	0	1	1
CHATHAM	0	0	0	0	0	0	0	1	1
CHUGACH	0	0	0	0	0	1	0	0	1
COPPER RIVER	0	0	0	0	1	0	2	3	6
CORDOVA	0	0	0	0	0	0	0	0	0
CRAIG	0	0	0	0	0	0	1	0	1
DELTA\GREELY	0	1	0	3	0	0	0	3	7
DILLINGHAM	1	0	0	0	1	0	0	3	5
FAIRBANKS	1	0	0	0	0	0	0	4	5
GALENA	0	0	0	0	0	0	0	0	0
HAINES	0	0	0	2	0	0	0	0	2
HOONAH	0	0	0	0	0	0	0	1	1
HYDABURG	0	1	0	2	0	0	0	0	3
IDITAROD	0	0	0	0	1	1	2	0	4
JUNEAU	7	0	0	0	0	0	0	1	8
KAKE	0	0	1	0	0	0	0	1	2
KASHUNAMUIT SD	0	0	0	0	0	0	0	1	1
KENAI	3	0	0	0	0	0	0	1	4
KETCHIKAN	1	1	1	0	2	1	1	3	10
KING COVE	0	0	0	0	0	0	1	1	2
KLAWOCK	0	0	0	0	1	0	0	1	2
KODIAK	0	0	2	0	0	0	3	0	5
KUSPUK	0	0	0	0	0	0	0	0	0
LAKE & PENN	0	2	0	0	0	0	1	0	3
LOWER KUSKOKWIM	4	5	2	1	2	0	7	3	24
LOWER YUKON	0	0	1	1	4	0	2	2	10
MAT-SU	1	0	0	1	0	0	0	4	6
NENANA	0	0	0	0	0	0	2	0	2
NOME	1	0	0	1	0	0	0	2	4
NORTH SLOPE	0	0	0	4	0	1	0	2	7
NW ARCTIC	0	0	0	3	1	0	3	2	9
PELICAN	0	0	0	0	0	0	0	0	0
PETERSBURG	0	0	1	1	0	0	0	1	3
PRIBILOF	0	0	0	0	0	0	0	1	1
RAILBELT	0	0	0	0	0	2	0	0	2
SAND POINT	0	0	0	0	0	0	1	0	1
SE ISLAND	0	0	0	0	0	0	0	0	0
SITKA	1	5	0	0	3	0	6	3	18
SKAGWAY	0	1	0	0	0	0	0	1	2
ST MARYS	0	1	0	1	0	0	1	0	3
SW REGION	0	0	0	1	0	0	0	1	2

TABLE 1

Number of Students Eligible for Services by  
State Eligibility Classifications

Date: 01/01/86  
Page: 2

DISTRICT	VI	HI	DEAF	OH	MR	OHI	ED	MH	TOTAL
TANANA	0	0	0	0	0	0	0	0	0
UNALASKA	0	0	0	0	0	0	0	0	0
VALDEZ	0	0	1	0	1	0	0	0	2
WRANGELL	0	0	1	0	0	0	3	0	4
YAKUTAT	0	0	0	0	0	0	0	0	0
YUKON FLATS	1	0	0	1	1	1	0	1	5
YUKON-KOYUKUK	0	0	0	1	0	0	0	2	3
YUPIIT SD	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	<b>23</b>	<b>21</b>	<b>11</b>	<b>26</b>	<b>20</b>	<b>9</b>	<b>39</b>	<b>51</b>	<b>200</b>

TABLE 2

Number of Students Eligible for Services by  
Each ARMSI Program

Date: 01/01/86

Page: 1

DISTRICT	ED	D/HI	MH/MR	OH/OHI	VI
ADAK	0	0	0	0	0
ALASKA GATEWAY	1	2	3	0	0
ALEUTIAN REGION	0	0	0	0	0
ANCHORAGE	0	0	0	0	0
ANNETTE ISLANDS	0	0	0	0	0
BERING STRAIT	2	3	2	3	2
BRISTOL BAY	0	0	1	0	0
CHATHAM	0	0	0	1	1
CHUGACH	0	0	1	0	0
COPPER RIVER	2	0	4	0	0
CORDOVA	0	0	0	0	0
CRAIG	1	0	0	0	0
DELTA\GREELY	0	1	3	5	1
DILLINGHAM	0	0	4	0	1
FAIRBANKS	0	0	0	0	5
GALENA	0	0	0	0	0
HAINES	0	0	0	2	0
HOONAH	0	0	1	0	0
HYDABURG	0	1	0	2	0
IDITAROD	2	0	2	0	0
JUNEAU	0	0	0	0	8
KAKE	0	1	1	0	0
KASHUNAMUIT SD	0	0	1	0	0
KENAI	0	0	0	0	4
KETCHIKAN	1	2	3	2	2
KING COVE	1	0	1	0	0
KLAWUCK	0	0	2	0	1
KODIAK	3	2	0	0	0
KUSPUK	0	0	0	0	0
LAKE & PENN	1	2	0	0	0
LOWER KUSKOKWIM	7	7	5	1	5
LOWER YUKON	3	1	4	2	0
MAT-SU	0	0	3	1	2
MENANA	2	0	0	0	0
NOME	0	0	1	2	1
NORTH SLOPE	0	0	4	7	0
NW ARCTIC	3	0	4	3	0
PELICAN	0	0	0	0	0
PETERSBURG	0	1	1	1	0
PRIBILOF	0	0	1	0	0
RAILBELT	0	0	0	2	0
SAND POINT	1	0	0	0	0
SE ISLAND	0	0	0	0	0
SITKA	6	5	6	0	2
SKAGWAY	0	1	1	0	0
ST MARYS	1	1	0	1	0
SW REGION	0	0	1	1	1

TABLE 2

Number of Students Eligible for Services by  
Each ARMSI Program

Date: 01/01/86

Page: 2

DISTRICT	ED	D/HI	MH/MR	OH/OHI	VI
TANANA	0	0	0	0	0
UNALASKA	0	0	0	0	0
VALDEZ	0	1	0	0	1
WRANGELL	3	1	0	0	0
YAKUTAT	0	0	0	0	0
YUKON FLATS	0	0	4	2	1
YUKON-KOYUKUK	0	0	2	1	0
YUPIIT SD	0	0	0	0	0
TOTAL:	40	32	66	39	38

- During the fourteenth quarter, ARMSI staff directly impacted 143 students or 72% of those students eligible for service. The types of service varies for each student. However, all service can be categorized by one of the seven types of service ARMSI provides. (1) Formal Educational Assessments. (2) Evaluating Progress and Recommending Intervention Strategies. (3) Modeling/Teaching Programs. (4) Direct Interventions. (5) Assisting With Materials/Equipment. (6) Parent/Liaison Training. (7) Ancillary Services.

Table 3 displays the percent of students impacted for each quarter.

Table 3: PERCENT OF STUDENTS IMPACTED PER QUARTER

FY 1985-86	
QUARTER	PERCENT OF REGISTRY IMPACTED
13	52%
14	72%
15	
16	

- During the fourteenth quarter ARMSI staff provided service in 78 different sites among 37 school districts. (See Appendices 4 (D))

Table 4 provides a description of technical assistance activities. See Table 5 for a display of the frequency and type of district personnel contacted in the fourteenth quarter. (Column headings are read as number of: teachers; aides; administrators, certificated; non-certified, and parents.)

Table 4: DESCRIPTION OF TECHNICAL ASSISTANCE ACTIVITY

	FY 1985-86			
	QUARTER			
	13	14	15	16
A. Number of districts with ratified Technical Assistance Agreements.	37	39		
B. Number of districts referring students during each quarter.	13	20		
C. Number of districts visited by ARMSI staff. (See Appendices - Table 4 D)	28	37		
D. Number of individual sites visited by ARMSI. (See Appendices - Table 4 D)	56	78		
E. Number of individual students served on-site.	95	143		
F. Number of times on-site technical assistance occurred.	100	169		
G. Frequency of district persons served on-site. (See Table 5)	495	862		

TABLE 5

Frequency and Type of District  
Persons Contacted During the Quarter

Date: 01/01/86

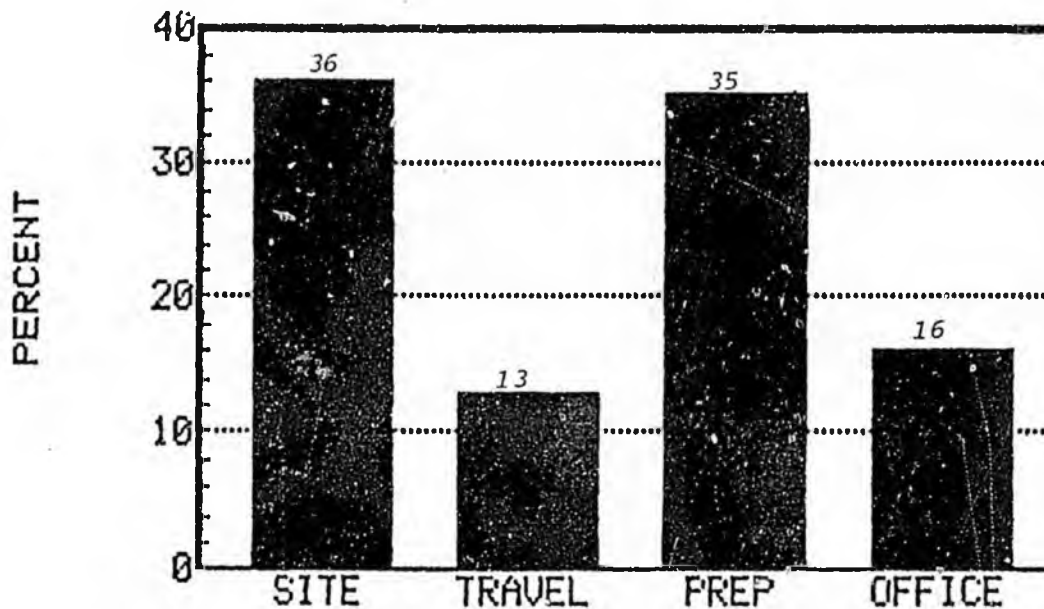
Page: 1

DISTRICT	TEACH.	AIDES	ADMIN.	CERT.	NON C.	PARENTS	TOTAL
BERING STRAIT	21	5	10	4	0	2	42
BRISTOL BAY	1	0	1	0	0	1	3
CHATHAM	5	3	0	0	0	5	13
CHUGACH	1	1	1	0	0	1	4
COPPER RIVER	9	3	6	0	0	0	18
CRAIG	3	1	2	0	1	0	7
DELTA/GREELY	20	0	15	2	0	7	44
DILLINGHAM	2	2	4	4	1	5	18
FAIRBANKS	13	6	8	8	2	8	45
HAINES	2	1	2	1	0	3	9
HOONAH	2	0	2	1	0	2	7
HYDABURG	3	0	10	2	6	3	24
IDITAROD	2	1	0	0	0	1	4
JUNEAU	15	7	7	5	3	5	42
KAKE	1	1	0	0	2	1	5
KENAI	3	1	3	3	0	1	11
KETCHIKAN	14	4	6	8	1	8	41
KING COVE	2	0	1	1	0	1	5
KLAWOCK	3	3	3	1	0	1	11
KODIAK	6	4	3	1	3	1	18
LAKE & PENN	8	3	6	2	0	3	22
LOWER KUSKOKWIM	41	14	24	7	7	11	104
LOWER YUKON	34	22	8	3	4	12	83
MAT-SU	8	14	3	0	3	1	29
NENANA	3	0	2	0	2	1	8
NOME	7	2	8	3	1	3	24
NORTH SLOPE	2	0	2	0	0	2	6
NW ARCTIC	11	3	5	1	5	4	29
PETERSBURG	8	4	2	0	2	0	16
RAILBELT	3	3	4	1	2	4	17
SITKA	29	5	20	6	4	5	69
SKAGWAY	2	0	1	0	0	1	4
ST MARYS	3	2	3	0	0	1	9
SW REGION	3	1	3	1	0	1	9
WRANGELL	10	3	7	2	0	6	28
YUKON FLATS	5	3	7	0	0	3	18
YUKON-KOYUKUK	5	2	2	0	2	5	16
TOTALS:	310	124	191	67	51	119	862

• ARMSI staff spent an approximate total of 307 days on-site. This number represents the total number of hours worked on-site divided by an eight hour workday. A summary of hours of service delivery for this quarter is provided in Table 6. The percent of ARMSI staff time in service delivery categories can be seen in Figure 3.

Table 6 is a summary of hours of service for the fourteenth quarter. (See next page.)

Figure 3 PERCENT OF SERVICE DELIVERY HOURS



KEY:

SITE = On-site Assistance  
TRAVEL = Travel Time (to include weathered-in time)  
PREP = Office Preparation (Student Related)  
OFFICE = Office Time

Table 5:

Summary of Hours of Service Delivery During the Quarter

1. On-Site Assistance	
A. Administrative and/or Ancillary Conferences	238.75
B. On-Site Preparation and Follow-Up	372.80
C. Parent Contact	166.35
D. Parent Training	17.90
E. Student Contact	240.85
F. Direct Student Teaching	78.90
G. Formal Assessment	60.50
H. Classroom Observation	431.20
I. Staff Feedback	490.65
J. Staff Training	<u>201.25</u>
	TOTAL
	2299.05
2. Travel Time (includes 139.40 hours weathered-in)	859.60
3. Office Preparation (student related)	2233.00
4. Other Office Time	<u>998.35</u>
	GRAND TOTAL
	6390.00

- ARMSI staff initiated 339 new instructional programs and completed 62 instructional programs during this quarter.

Table 7 provides a breakdown of the number of programs written, completed and terminated.

Table 7: STATUS OF INSTRUCTIONAL PROGRAMS FOR THE FOURTEENTH QUARTER

Quarter	Number of Programs Written	Number of Programs Completed	Number of Programs Terminated
13	180	1	0
14	339	62	3*
15			
16			
TOTAL	519	63	3

\*Program cancelled by district.

- On-site technical assistance was rated in a range of 6.28 - 6.55 (on a 7.00 point scale) by district personnel receiving service from ARMSI. Each participating district was given an opportunity to rate their satisfaction with the technical assistance they received from the Low Incidence Handicapped Project.

Table 8 displays the average evaluation ratings by content area.

Table 8: AVERAGE ON-SITE TECHNICAL ASSISTANCE RATINGS

	QUARTER							
	13		14		15		16	
	N	Rating	N	Rating	N	Rating	N	Rating
A. Was the purpose of this trip achieved?	32	6.34	67	6.28				
B. The assistance provided was beneficial to me.	32	6.37	67	6.36				
C. I will utilize the assistance/information provided during the school year.	32	6.53	67	6.55				
D. Overall, the assistance provided met my needs to better serve the student(s).	32	6.38	66	6.50				

- From July 1, 1985 district and ARMSI staff had developed 347 Technical Assistance Objectives. A total of 125 Technical Assistance Objectives were initiated during the fourteenth quarter. The types of services delineated through the Objectives include:

Type 1: Formal Educational Assessments

Type 2: Evaluation of Student Progress and Recommendations/Monitoring of Intervention Strategies

Type 3: Modeling and/or Teaching Other Persons How to Conduct Program(s)

Type 4: Direct Interventions

Type 5: Assisting in the Procurement of Materials/Equipment

Type 6: Parent/Liaison Training

Type 7: Assisting in Obtaining Ancillary Services

Table 9 displays the frequency of times each type is used as reflected cumulatively in the Technical Assistance Agreements during this 1985-86 Project Year.

Table 9: FREQUENCY AND TYPES OF TECHNICAL SERVICE FOR THE 1985-86 YEAR

TECHNICAL ASSISTANCE TYPE	13 Qtr	14th Qtr	15th Qtr	16th Qtr
1. Assessments	6	11		
2. Recommending Interventions	111	170		
3. Modeling and Teaching	29	44		
4. Direct Interventions	5	7		
5. Materials	40	64		
6. Parent/Liaison	2	5		
7. Ancillary Services	29	46		

COST ANALYSIS

- In the year to date approximately \$560,970.00 was expended to serve low incidence handicapped students.

Table 10 provides a breakdown of program expenditures across budget categories for the fourteenth quarter. Figure 4 displays the percent of monies spent in budget categories.

Figure 4: SUMMARY OF PROGRAM EXPENDITURES BY CATEGORIES

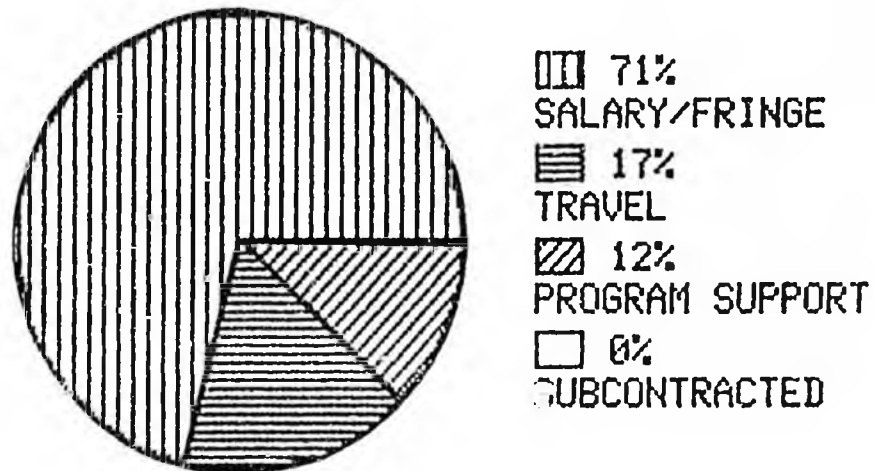


Table 10: PROGRAM EXPENDITURES - July 1, 1985 THROUGH December 31, 1985

1. Salary and Fringe Benefits	\$398,675.93
2. Program Support	67,182.99
3. Travel and Per Diem	95,111.83
4. Subcontracted Costs	-0-
	<hr/>
Total	\$560,970.75

BUDGET INFORMATION ON TABLE 10

Salary and Fringe Benefits:

Includes all administrative, professional and support staff salaries and fringe benefits.

Program Support:

Includes telephone and postage; insurance bond; rental of facility, equipment, and postage meter; janitorial and facility maintenance; teaching supplies, office supplies, office equipment, books and depository expenses.

Subcontracted Costs:

Includes auditing, advisory board meetings, and all subcontracted costs.

Travel and Per Diem:

Includes all travel and per diem costs for staff.

A P P E N D I C E S

TABLE 4 (D)

District and Sites Visited by  
ARMSI Staff for the Quarter

Date: 01/01/86

Page: 1

DISTRICT	SITE
BERING STRAIT	GAMBELL SCHOOLS GOLOVIN SCHOOL SHISHMAREF TELLER SCHOOL
BRISTOL BAY	BRISTOL BAY
CHATHAM	GUSTAVUS
CHUGACH	WHITTIER COMM S
COPPER RIVER	GLENNALLEN KENNY LAKE
CRAIG	CRAIG SCHOOLS
DELTA\GREELY	DELTA JUNCTION
DILLINGHAM	DILLINGHAM SCH
FAIRBANKS	BARNETTE ELEM BIRCH SPED HUTCHISON
HAINES	HAINES SCHOOLS MOSQUITO LAKE E
HOONAH	HOONAH SCHOOLS
HYDABURG	HYDABURG
IDITAROD	ANVIK SCHOOL
JUNEAU	GLACIER VALLEY MENDENHALL ST. JUDE
KAKE	KAKE SCHOOL
KENAI	KALIFONSKY BEAC KENAI CENTRAL
KETCHIKAN	KETCHIKAN CITY VALLEY PARK ELE
KING COVE	KING COVE SCH
KLAWOCK	KLAWOCK SCHOOL
KODIAK	CHINIAK SCHOOL EAST ELEMENTARY OUZINKIE SCHOOL
LAKE & PENN	NEWHALEN SCHOOL PEDRO BAY SCH PERRYVILLE SCH
LOWER KUSKOKWIM	BETHEL BIA-TOKSOOK BAY GOODNEWS BAY KASIGLUK KIPNUK KUNGIGANAK SCH KWETHLUK KWIGILLINGOK MEKORYUK NUNAPITCHUK HIG OSCARVILLE SCH

TABLE 4 (D)

District and Sites Visited by  
ARMSI Staff for the Quarter

Date: 01/01/86

Page: 2

DISTRICT	SITE
LOWER KUSKOKWIM	TUNUNAK SCHOOLS
LOWER YUKON	HOOPER BAY
	MT VILLAGE SCH
	PILOT STATION S
	RUSSIAN MISSION
	SHELDON PT SCH
MAT-SU	WASILLA ELEMENT
	WASILLA HIGH S
	WASILLA JR HIGH
NENANA	NENANA SCHOOLS
NOME	NOME SCHOOLS
NORTH SLOPE	NUIQSUT SCHOOL
NW ARCTIC	DEERING SCHOOL
	KOTZEBUE
PETERSBURG	PETERSBURG
RAILBELT	ANDERSON SCHOOL
SITKA	BARANOF ELEM
	BLATCHLEY JR H
	LINCOLN ST ELEM
	MT EDGEJUMBE EL
	SITKA HIGH SCH
SKAGWAY	SKAGWAY SCHOOLS
ST MARYS	ST MARYS
SW REGION	LEVELOCK SCHOOL
	TOGIAK SCHOOL
WRANGELL	WRANGELL SCHOOL
YUKON FLATS	BIRCH CREEK
	FT YUKON SCHOOL
	VENETIE SCHOOL
YUKON-KOYUKUK	ALLAKAKET SCH
	BETTLES SCHOOL
37 DISTRICTS	78 SITES