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**SENATOR FRED F. ZHAROFF**  
**ALASKA STATE LEGISLATURE**

P. O. BOX 405, KODIAK, ALASKA 99615 (907) 486-5259

DURING SESSION:


STATE CAPITOL BLDG., JUNEAU, ALASKA 99801-1182 • (907) 485-3473 • FAX: (907) 483-3043

DISTRICT N

ALASKA PENINSULA • ALEUTIAN CHAIN • BRISTOL BAY • KODIAK ISLAND • LAKE CLARK/LAKE ILIAMNA • PRIBILOF ISLANDS • SHUMAGIN ISLANDS

**MEMORANDUM**

TO: Representative Pat Carney, Co-Chair  
Representative Georgianna Lincoln, Co-Chair  
House HESS Committee

FROM: Senator Fred F. Zharoff 

DATE: March 13, 1992

SUBJ: Scheduling of SB 331

This memo is to request the scheduling of SB 331, "An Act extending the Special Education Service Agency; and providing for an effective date." SB 331 passed the Senate with a letter of intent on Wednesday, 3/11/92.

This bill simply extends the Special Education Service Agency (SESA) for another three years and would make the sunset date for the agency June 30, 1995.

The SESA was created in 1986 and, in my opinion, has proven itself to be a valuable tool in the delivery of special education services to school districts throughout the state. This will be the third sunset review and extension consideration since the creation of SESA.

I would also like to request that SESA's executive director, Chris Robinson (phone number 562-7372), be allowed to participate in the hearing via teleconference from Anchorage.

Back-up information is attached. Thank you for your consideration of this request.

Attachments

# Alaska State Legislature

Sen. Pat Pourchot, Co-Chairman  
Sen. Jay Kerttula, Co-Chairman

Sen. Al Adams  
Sen. Jim Duncan  
Sen. Lyman F. Hoffman  
Sen. Dick Shultz  
Sen. Rick Uehling



State Capitol  
Juneau, Alaska 99801-1182  
907-465-3712

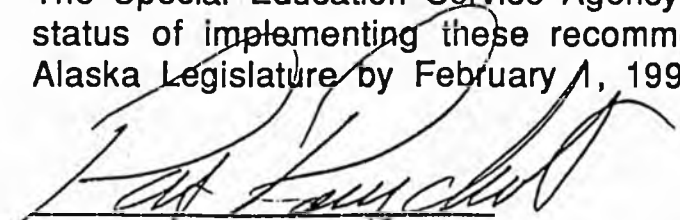
## Senate Finance Committee

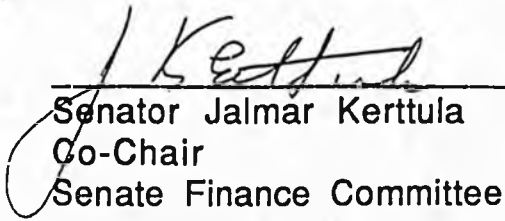
### LETTER OF INTENT TO SB 331

It is the intent of the Legislature that the Department of Education and the Special Education Service Agency implement the recommendations contained in the Division of Legislative Audit report entitled "Department of Education; Special Education Service Agency" dated November 13, -1991 (Audit Control #05-1397-92). The recommendations are:

- 1) The Department of Education and the Special Education Service Agency should work together to develop formal procedures to identify when a school district is no longer eligible to receive Special Education Service Agency services and to provide a proper transition for its students;
- 2) The Special Education Service Agency Board of Directors should amend the agency's by-laws to make the Administrator of Special and Supplemental Services within the Department of Education a permanent member of the Board; and
- 3) The Department of Education and the Special Education Service Agency Board should continue to look at more efficient methods of providing related services to low-incidence handicapped students.

The Special Education Service Agency shall submit a report on the status of implementing these recommendations to the Eighteenth Alaska Legislature by February 1, 1993.

  
Senator Pat Pourchot  
Co-Chair  
Senate Finance Committee

  
Senator Jalmar Kerttula  
Co-Chair  
Senate Finance Committee

# **SPECIAL EDUCATION SERVICE AGENCY**

2217 EAST TUDOR ROAD, SUITE 1 / ANCHORAGE, ALASKA 99507 / PHONE (907) 562-7372 / FAX (907) 562-0545

## **INTRODUCTION AND REFERRAL INFORMATION**

Special Education Service Agency (SESA), a public agency authorized by legislation AS 14.30.600, provides outreach special education services for students experiencing the following handicapping conditions as defined in AS 14.30.350.

- Deaf/Hearing Impairments
- Deaf-Blind
- Serious Emotional Disturbance
- Blind/Visual Impairments
- Autistism
- Orthopedic Handicaps
- Other Health Impairments
- Multihandicap
- Severe Mental Retardation
- Traumatic Brain Injury

Services are available to school districts that serve children whose special education needs occur infrequently in the district, 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 experiencing those particular needs.

SESA's outreach staff provide technical assistance to the local school district personnel and parents to develop and implement an educational program based on student and local staff needs. Types of assistance available include:

- Evaluation of Student Progress
- Intervention Strategies
- IEP Development
- Training of On-Site Instructional Staff
- Parent/Liaison Training
- Transition Strategies
- Orientation/Mobility Training
- Loan of Specialized Materials/Equipment

Technical assistance can be provided in a number of ways:

- On-Site Visits
- Telecommunication/Technology Systems
- Topical Workshops
- Interagency Coordination

### **Why Low Incidence Handicap Outreach Services (LIHO)?**

It is the philosophy of the LIHO project that local service providers and families can provide on-site quality educational programs with technical assistance from trained specialists.

### **Who Is Eligible for Services?**

Students experiencing low incidence handicaps are those who qualify under the categories listed above. In order for a district to qualify for SESA assistance with students in these categories, it must be unfeasible for the district to provide the service itself because of the small number of such students.

### **Who Can Refer?**

Local school district Special Education Director/Coordinator

### How is a Student Referred?

A referral requires the completion and forwarding to SESA of a packet for each student which includes:

- (1) "Initial Student Referral" form, approved and signed by the district Special Education Director/Coordinator or designee.
- (2) "Authorization for Mutual Exchange of Information" form signed by parent or guardian.
- (3) Diagnostic information supporting eligibility as indicated on the referral form.

### What Next?

Qualification for assistance will be determined by the program supervisor. An assigned SESA specialist will contact the Special Education Director to make arrangements for developing a plan of service based on student and local staff needs. This Technical Assistance Agreement will delineate the objectives, activities, timelines and responsibilities for service delivery throughout the school year.

### How Much Does It Cost?

The Low Incidence Handicap Outreach Program provides services to qualifying students at no cost to school districts or families.

### How Do I Find Out More?

For additional information, please contact:

Betty Barats, Program Supervisor  
Special Education Service Agency  
2217 E. Tudor Road, Suite 1  
Anchorage, Alaska 99507  
(907) 562-7372

## ALASKA SERVICES TO CHILDREN AND YOUTH WITH DUAL SENSORY IMPAIRMENTS

### What is Alaska Services to Children and Youth with Dual Sensory Impairments?

Alaska services for children with dual sensory impairments is federally funded under Public Law 91-230, Title VI-C, to provide services to children and youth, birth through 21 years of age who experience both vision and hearing impairments. These services are in addition to those provided by schools and other state and local agencies.

### Why Alaska Services to Children and Youth with Dual Sensory Impairments?

Impairment in sight and hearing deprives children of the two primary senses by which most children learn about their surroundings. Children and youth with both sensory impairments have unique needs in the areas of communication, mobility and other daily activities.

The purpose of Alaska Services for Children and Youth with Dual Sensory Impairments is to provide opportunities for individuals who experience a vision/hearing impairment to live and work as independently as possible by providing training, education, and support to consumers, parents, and service providers.

**Who Is Eligible for Services?**

Those children and youth (birth through 21 years of age) eligible to receive services through this project funded under Federal CFDA 84.025, "Services for Children and Youth with Dual Sensory Impairments," should meet the following definition:

"The term 'deaf-blind children' means children who have auditory and visual handicaps, the combination of which causes such severe communication and other developmental and educational problems that they cannot be properly accommodated in special education programs solely for the hearing handicapped child or for the visually handicapped child."

**How is a Child/Youth Referred for Service?**

Referrals may be received from parents as well as educational, medical or social service agencies.

**What Happens Next?**

Once the referral is received, the Coordinator of Alaska Services for Children and Youth with Dual Sensory Impairments will make contact to arrange for a visit during which a needs assessment will be conducted to identify services which are needed for the individual who is deaf-blind. Subsequent contacts will be conducted to provide these identified services and meet individualized objectives.

**How Much Does it Cost?**

Children and youth who are registered with this program as having a combination of vision and hearing impairments are eligible for the services described above at no cost to themselves, their parents, or their school districts. Services are designed to supplement services already being provided by school districts and other service agencies.

**What Areas are Served?**

Services to children and youth experiencing dual sensory impairments are provided throughout the State of Alaska.

**How Can I Find Out More?**

For additional information regarding services to deaf-blind children in Alaska please contact:

Brenda Jager, Program Coordinator  
Special Education Service Agency  
2217 E. Tudor Rd., Suite 1  
Anchorage, Alaska 99507  
(907) 562-7372

## **BLIND/VISUALLY IMPAIRED - INFANT LEARNING PROGRAM**

### **What Is the Blind/Visually Impaired - Infant Learning Program?**

The Blind/Visually Impaired - Infant Learning Program (B/VI-ILP) is an early intervention and parent training program for children who experience blindness/visual impairment, ages birth to three years.

### **Why B/VI-ILP?**

The basic philosophy of the Infant Learning Program is that early attention to delays in development can set a strong foundation to prevent further delays and encourage sequential development.

### **Who Is Eligible for Screening?**

A child is eligible for screening if he/she exhibits one or more of the following conditions:

- (1) Unable to perform visual tasks appropriate to age or development level;
- (2) Higher than normal chance of developing impaired vision due to such factors as prematurity, heredity, birth trauma;
- (3) Abnormal appearance of the eyes; and
- (4) Known damage to the optical system such as cataracts, optic nerve damage, glaucoma.

### **How Is a Child Referred?**

Referrals can be received from parents as well as local Infant Learning teachers, physicians, social workers, public health nurses and day care centers.

### **What Happens Next?**

A teacher of the visually impaired who is trained in early childhood development will visit the home with the local Infant Learning Program teacher. At this time, an initial functional vision screening will be made. If the child demonstrates a delay in visual functioning, an educationally based intervention program will be planned. Home visits will be made and anyone involved in the care of the child including parents, grandparents and/or babysitters will be shown activities to enhance the child's development. Assistance will also be provided in contacting any other agency who may need to be involved to provide educational or medical assistance.

### **How Much Does It Cost?**

The Blind/Visually Impaired - Infant Learning Program is free to all families regardless of income.

### **What Areas are Served?**

B/VI-ILP provides services throughout the State of Alaska.

**How Can I Find Out More?**

If you suspect a child, age birth to three years, to have a visual impairment, please contact:

**Tanni L. Anthony, Program Coordinator**  
Special Education Service Agency  
2217 E. Tudor Rd., Suite 1, Anchorage, Alaska 99507  
(907) 562-7372

**ASSISTIVE TECHNOLOGY SERVICES****What are Assistive Technology Services?**

During the 1991-92 program year, SESA will begin offering two programs in assistive technology, funded through the State Division of Vocational Rehabilitation and its Assistive Technologies of Alaska project.

SESA's Assistive Technology Equipment Lending Library will loan equipment and devices for use in home, school, and work settings. The Library will also offer consumers and service providers consultation, information and referral to others who may be able to help meet specific needs. The intent of most equipment loans will be to experiment with a device or adaptation to determine its usefulness before purchase. In those instances, the item would be returned and made available for another recipient as soon as its usefulness is determined. In some cases longer term loans may be arranged.

SESA's Augmentative Communications Project will provide additional services to individuals who might benefit from assistive communications technology. For individuals referred, SESA will arrange communications assessments, recommend assistive strategies and devices, and consult with individuals and service providers regarding the use of any equipment obtained. Trial loans from the Equipment Lending Library will be available to individuals served through the Augmentative Communications Program, if the needed equipment is available.

These assistive technology services will utilize and expand upon existing SESA programs and staff and will emphasize interagency cooperation in the delivery of services. A consumer-majority project advisory board will oversee the development and implementation of the project.

**Why Assistive Technology services:**

SESA's assistive technology services are part of a state-wide effort to identify consumer needs for assistive technology and to improve its availability and effectiveness. SESA has been provided supplemental federal funds by the Alaska Division of Vocational Rehabilitation to offer these services and to work toward needed changes in the state's response systems.

**Who is eligible for services?**

SESA assistive technology information, consultation, and referral services are available to Alaskans of all ages. Equipment loans are available to all Alaskans who would benefit from assistive technology. In most cases, equipment loans will be made through an individual's existing service provider.

**How can I find out more about Assistive Technology services?**

Referrals for equipment loans or requests for information may be made by any individual or service provider. Persons desiring service or information should contact the agency directly, or any SESA Education Specialist.

**What happens next?**

The person requesting service will be contacted regarding needed information and service options. Where possible, SESA's staff of itinerant consulting and training specialists will be used to provide local assistance to individuals in rural Alaska.

**How much does it cost?**

At this time, information and lending services will be at no cost to the recipient. However, one of the activities of the project is to study the feasibility of some type of fee system in order to sustain services after the supplemental funds are no longer available.

Although no funds are available to help individuals or service providers purchase equipment for individual ownership, SESA will assist in identifying and soliciting funds from other sources.

**What areas of Alaska are served?**

SESA assistive technology services are available to all Alaskans.

**How can I find out more?**

For additional information regarding the SESA assistive technology lending library and augmentative communications services, please contact:

**Christopher L. Robinson, Executive Director**  
Special Education Service Agency  
2217 E. Tudor Rd., Suite 1, Anchorage, Alaska 99507  
(907) 562-7372

**STATEWIDE EVALUATION TRAVEL TEAM****What are Statewide Evaluation Travel Team Project services?**

The Statewide Evaluation Travel Team (SETT) Project services are funded through the Alaska Department of Health and Social Services.

The purpose of the project is to provide comprehensive child evaluations and program planning for children enrolled in rural Infant Learning Programs. In addition, consultation and support is offered to local service providers and families of identified children. The statewide team coordinates with local and regional agencies in order to offer the best in early intervention services. Six sites are currently targeted for such service delivery. They include Dillingham, Barrow, Cordova/Valdez, Nome, McGrath and Kotzebue.

The statewide travel team includes a pediatric physical therapist, occupational therapist, and speech/language pathologist. The team travels to the target communities to coordinate with the child's parents, local Infant Learning Program teacher, public health nurse, pediatrician, and other professionals as needed to provide comprehensive child evaluation and program planning.

Following the model for team interaction in early intervention, the family is a full member of the collaborative transdisciplinary team.

**Why SETT Project Services?**

The philosophy of the SETT Project is that local service providers and families can build quality intervention services with technical assistance from trained specialists.

**Who Is Eligible for Services?**

Families of special needs children who are enrolled in the Infant Learning Program at one of the identified rural sites are eligible for on-site services.

Eligibility requirements are the same as those for enrollment in an Infant Learning Program according to the Alaskan Health and Social Service eligibility regulations. [Section 47.20.005, AAC 23.080]

**How Is a Child/Family Referred for Services?**

The local Infant Learning Program teacher makes referrals prior to a clinic. A referral constitutes completing and forwarding to SESA, a packet for each child/family which includes:

- (1) Completed "clinic" forms.
- (2) "Authorization for Mutual Exchange of Information" form signed by parents.
- (3) Diagnostic/educational information, as possible, supporting the concern areas in the child's medical and developmental history.

**What Happens Next?**

Upon receipt of the referral, the child will be officially scheduled for a clinic assessment.

**How Much Does It Cost?**

Statewide Evaluation Travel Team Project services are provided at no cost to local Infant Learning Programs and families.

**What Areas of Alaska are Served?**

Services are provided at priority level to the communities of Barrow, Cordova/Valdez, McGrath, Kotzebue, Nome and Dillingham.

**How Can I Find Out More:**

For additional information, please contact:

Jeanne Meinert, Program Coordinator  
Special Education Service Agency  
2217 E. Tudor Road, Suite 1  
Anchorage, Alaska 99507  
(907 562-7372)

## **SERVICE TO LOW-INCIDENCE HANDICAP STUDENTS**

### **What the Law Requires**

Since 1975, children experiencing disabilities, whether physical, emotional, cognitive or perceptual, have been guaranteed the right to an appropriate education as a result of Public Law 94-142, the Education of the Handicapped Act. It is difficult to define *appropriate* since each individual's needs are different; but an *appropriate* education for any student is one from which that student has an opportunity to benefit.

As a result of PL 94-142, any student who meets the criteria for a specific identified handicapping condition is entitled to special treatment from the education community in order to achieve his/her potential to the same extent as a non-handicapped peer. Special Education is not simply the provision of additional teachers or tutors to try and help those students learn the same things that are being presented in the general education classroom. Depending on the severity of the disabling condition, that general information may not be (and frequently is not) appropriate to helping them become successful adults. And that, after all, is what education is all about. Special Education implies different content, approaches and/or materials/equipment to meet the needs and challenges presented by the special needs student.

### **Professional Availability**

The predominant training in Special Education teacher preparation classes addresses the needs of mildly involved students, primarily learning disabled. This makes sense since most of the students in Special Education are mildly involved and experience a learning disability of some kind. Most large schools are able to hire the personnel necessary to provide appropriate educations for these students. Most large schools are even able to hire the personnel necessary to work with the more involved students, even though they are rarer and more difficult to find. However, here in Alaska, we have many small rural/remote schools that do not have the luxury of being able to hire specialists for all the disabling conditions that occur, particularly those that occur infrequently; and no one teacher, even if s/he is trained in addressing the needs of students with low incidence conditions, can possibly know what to do in all situations. That is why the Special Education Service Agency came into being.

As a public, non-profit agency, SESA can hire education specialists with expertise in specific low incidence handicap areas to provide the needed assistance across school district lines. This service model helps assure that all eligible students and staff have access to needed professional knowledge and methods of assistance. It is also a more efficient use of scarce economic and professional resources than would be the case if each district were left to acquire such staff on their own. Education Specialists are exposed to a broad base of needs, situations and collaborative opportunities across the state. By continuously expanding their own skills, they are better able to assist teachers, administrators, paraprofessionals and parents in the local schools and communities. By training local staff in effective techniques and practices, they allow even remote schools to provide the appropriate programs necessary to meet the needs of our very special students.

### The Referral Process

\*A primary teacher in a remote village in western Alaska has ten children in her classroom ranging from Kindergarten to third grade. Nine of the students are Yup'ik Eskimo and one is the child of a Caucasian teacher. Two of the students are functioning significantly below the performance level of their peers and have been identified as *Learning Disabled*.

There is a family in the village with a child who is moderately involved with cerebral palsy and is about to turn three years old. The child is as yet unable to speak but does make vocal sounds in an attempt to communicate. He has little motor control, but some muscle tone and appears alert with eyes following activity within close range.

The primary teacher has never had training to work with special needs students. There is a special education teacher in the school who also teaches secondary math and history half time. Although he is certified in the state of Alaska to teach special education preschool through adult, most of his experience has been at the intermediate and secondary level with mildly impaired students. Not only has he had no experience with more severe disabilities, he has never worked with such young children.

Since this child's birth, the family has received assistance from the Infant Learning Program(ILP). In order to help facilitate a smooth transition into the school system, the ILP teacher has requested a meeting with the school staff and the family to discuss the child's abilities and needs. During the

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\*This is not a case study, but rather a representation of a typical situation in rural remote Alaska.

lack of knowledge of the educational needs of this child, but also the time requirements in developing and carrying out a suitable program for him. During a discussion of the types of support systems that will be necessary and available, the ILP teacher suggests that the school contact SESA for training, on-going technical support and program monitoring. A phone call is made and the process has begun.

The teacher is sent a referral packet which consists of a description of the SESA services that are available, a referral form with pertinent information and identified needed support data (medical information, reports from the occupational and physical therapists, etc.), and the authorization for exchange of information with other agencies that must be signed by the parents. Once this information is received by SESA, it is given to an appropriate education specialist who will then contact the school to arrange for a visit. During the first visit, the specialist will spend time observing the child in the school setting and perform a functional assessment of the child's abilities in order to establish a baseline ability from which to work. At that time, the specialist will also meet with the staff and the special education director to develop a Technical Assistance Agreement (TAA) outlining the responsibilities of both the SESA specialist and the school district and to determine the number of SESA visits or other types of technical assistance that will be necessary during the school year. Observations, activity summaries and recommendations are written following each site visit through a formal Student Service Report (SSR). Samples of TAAs and SSRs are available in Appendix C.

As the year progresses, the SESA specialist provides individual and group training for the school professional and paraprofessional staffs; provides materials and equipment to be tried out for effectiveness so the district can make well-selected purchases appropriate to the student's educational needs; assists with the development of IEP goals and objectives; and helped the school connect with outside agencies and funding sources to supplement their programs. As a result, the student can become a participating member of the school community to the greatest extent possible.

On the following pages are listed the types of assistance available to school district personnel and parents under the Low Incidence Handicap Outreach Program.

*SESA Low Incidence Outreach Program*

**CURRENT CASELOAD**  
**June 30, 1991**

*Students Served During 1990-91 School Year*

DISTRICT	B/VI	HI	SED	MH/OH	TOTAL
*Adak Region					
Alaska Gateway			5	8	13
Aleutian Region				1	1
Aleutians East				2	2
*Anchorage					
Annette Island		1			1
Bering Strait	2	2	10	11	25
Bristol Bay				1	1
Chatham	1	1	2	3	7
*Chugach					
Copper River			9	6	15
Cordova	1		1		2
Craig	1		3	1	5
Delta/Greely		2	3	4	9
Dillingham			2	11	13
Fairbanks North Star	1				1
Galena		1			1
Haines				8	8
Hoonah				3	3
Hydaburg		2		1	3
Iditarod	1	1		4	6
Juneau		3	1		4
Kake			2	1	3
Kashunamiut	1		2	13	16
Kenai Peninsula	2			1	3
Ketchikan Gateway	1		1	10	12
Klawock			2	3	5
Kodiak Island		2		7	9
Kuspuk	1		1	7	9
Lake & Peninsula		3	1	4	8
Lower Kuskokwim	5	9			14
Lower Yukon	1		4	3	8
Matanuska-Susitna				1	1
*Nenana					
*Nome					
North Slope			6	6	12
Northwest Arctic		1	1	9	11
Pelican				1	1

Petersburg				1	1
Pribilof				1	1
Railbelt			1	3	4
St. Mary's				1	1
Sitka	3	1	9	2	15
Skagway		1	1	2	4
Southeast Island	1			1	2
Southwest Region	1	1	5	5	12
Tanana			1	1	2
*Unalaska					
Valdez	1	1	1		3
Wrangell		1	2	6	9
Yakutat			3		3
Yukon Flats				5	5
Yukon/Koyukuk			4	7	11
Yupit	2		1	4	7
	<i>B/VI</i>	<i>HI</i>	<i>SED</i>	<i>MH/OH</i>	<i>TOTAL</i>
<b>TOTALS</b>	<b>26</b>	<b>33</b>	<b>84</b>	<b>169</b>	<b>312</b>

\*During the past year SESA has not provided technical assistance to these school districts either because they have not requested it or because they have sufficient qualified staff to meet student needs.

# Discontinuations

## FY 91

### *First Quarter*

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
7	1	25	30

**TOTAL = 63**

### *Second Quarter*

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	3	14	19

**TOTAL = 37**

### *Third Quarter*

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
1	-0-	1	8

**TOTAL = 10**

### *Fourth Quarter*

Blind/Visually Impaired	Hearing Impaired	Seriously Emotionally Disturbed	Multihandicapped/Orthopedically Handicapped
5	5	6	13

**TOTAL = 29**

## 1990-91 Expenditures

### Budget Information on Table

**Personnel:** Includes all personnel costs: administrative staff, certificated staff, classified staff, and fringe benefits. Fringe Benefits include: Life and Health Insurance, Employment Security Compensation, Workmen's Compensation, Medicare, TRS, and PERS.

**Travel:** Includes all travel and per diem costs. Covers costs of employees traveling to rural sites in Alaska to provide service to school districts. This category covers out-of-state travel for travel that is directly related to grant activities. Also includes necessary board and administrative travel.

**Contractual:** Includes costs for professional, technical, and legal services.

**Rent/Maintenance:** Includes costs for the Class B office facility leased by SESA.

**Equipment:** Includes furniture and major equipment expenditures. Covers the costs of buying new office furniture when needed and any major equipment needed by the grant.

**Commodities:** Includes communication, insurance, office equipment, equipment maintenance, printing, educational materials, office supplies and materials and professional materials.

Personnel	FTE	Salaries	Fixed Cost / Benefits	Total	% of Total Expenses
Admin	1.47	75,981.	16,248.	92,229.	6.4%
Certified	14.75	597,226.	127,840.	725,066.	50.1%
Classified	8.00	160,927.	34,460.	195,387.	13.5%
	24.22	\$834,134.	\$178,548.	\$1,012,682.	70.0%

Other	Amount	% of Total Expenses
Travel	240,579.	16.6%
Contractual	54,182.	3.7%
Rent/Maintenance	58,071.	4.0%
Equipment	2,317.	.2%
Commodities	79,464.	5.5%
	434,613.	30.0%

**Average Cost Per Student Served:**

Total Served During 1990-91 .....	312
Total Program Cost.....	\$1,447,295.
Average Total Cost Per Student.....	\$4,638.
Specialist Travel Costs .....	\$191,813.
Adjusted Program Cost (Total less specialist air fare and per diem)....	\$1,225,482.
Average Cost Per Student Exclusive of Air Fare and Per Diem.....	\$4,024.

## Expenditures by District

FY 91

DISTRICT	ENROLLED	NON-TRAVEL	AIR & PER DIEM	TOTAL COST
Adak Region	0	0	0	0
Alaska Gateway	13	\$52,312.	\$3,649.	\$55,961.
Aleutian Region	1	4,024.	1,116.	5,140.
Aleutian East	2	8,048.	3,122.	11,170
Anchorage	0	0	0	0.
Annette Island	1	4,024.	789.	4,813.
Bering Strait	25	100,600.	28,665.	129,265.
Bristol Bay	1	4,024.	1,126.	5,150.
Chatham	7	28,168.	1,400	29,568.
Chugach	0	0	0	0.
Copper River	15	60,360.	4,863.	65,223.
Cordova	2	8,048.	619.	8,667.
Craig	5	20,120.	7,823	27,943.
Delta/Greely	9	36,216.	3,021.	39,237.
Dillingham	13	52,312.	3,588.	55,900.
Fairbanks North Star	1	4,024.	3,099.	7,123.
Galena	1	4,024.	1,697.	5,721.
Haines	8	32,192.	3,738.	35,930.
Hoonah	3	12,072.	1,400.	13,472.
Hydaburg	3	12,072.	2,312.	14,384.
Iditarod	6	24,144.	3,193.	27,337.
Juneau	4	16,096.	pass through	16,096.
Kake	3	12,072.	4,554.	16,626.
Kashunamiut	16	64,384.	2,623.	67,007.
Kenai Peninsula	3	12,072.	347.	12,419.
Ketchikan Gateway	12	48,288.	4,556.	52,844.
Klawock	5	20,120.	5,822.	25,942.
Kodiak	9	36,216.	6,474.	42,690.
Kuspuk	9	36,216.	6,449.	42,665.
Lake & Peninsula	8	32,192.	1,126.	33,318.
Lower Kuskokwim	14	56,336.	2,923.	59,259.
Lower Yukon	8	32,192.	1,631.	33,823.
Matanuska-Susitna	1	4,024.	personal car	4,024.
Nenana	0	0	0	0.
Nome	0	0	0	0.
North Slope	12	48,288.	8,100.	56,388.
Northwest Arctic	11	44,264.	8,585.	52,849.
Pelican	1	4,024.	628.	4,652.
Petersburg	1	4,024.	7,768.	11,792.
Pribilof	1	4,024.	1,460.	5,484.
Railbelt	4	16,096.	2,995.	19,091.

St. Mary's	1	4,024.	758.	4,782.
Sitka	15	60,360.	10,970.	71,330.
Skagway	4	16,096.	3,638.	19,734.
Southeast Island	2	8,048.	2,265.	10,313.
Southwest Region	12	48,288.	6,251.	54,539.
Tanana	2	8,048.	1,478.	9,526.
Unaiaska	0	0	0	0.
Valdez	3	12,072.	1,022.	13,094.
Wrangell	9	36,216.	7,656.	43,872.
Yakutat	3	12,072.	702.	12,774.
Yukon Flats	5	20,120.	3,739.	23,859.
Yukon/Koyukuk	11	44,264.	9,887.	54,151.
Yupit	7	28,168.	2,186.	30,354.
	312	\$1,255,488.	\$191,813.	\$1,447,301

# SPECIAL EDUCATION SERVICE AGENCY

## FY 92 Programs and Revenues

<u>Program</u>	<u>FY92 Budget</u>	<u># FTE's</u>	<u>Funding Source</u>
Low Incidence Handicap Outreach	1,518,775	23.5	AS 14.30.600 (via AK Dept. of Ed.)
Infant Learning Blind & Visually Impaired	207,453	4	AK Dept. Health & Social Services
Infant Learning Statewide Evaluation Travel Team	315,000	4	AK Dept. Health & Social Services
AK Services to Dual Sensory Impaired Children & Youth	134,995	1.5	U.S. Office of Ed. (via AK Dept. of Ed.)
Assistive Technology Equipment Library	49,875	0	AK Div. Voc. Rehab.
Assistive Technology Augmentative Commun.	<u>24,984</u>	<u>0</u>	AK Div. Voc. Rehab.
	2,251,082	33	

10/07/91

SPECIAL EDUCATION SERVICE AGENCY (SESA)

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(7)  
Date Referred: March 13, 1992

HOUSE COMMITTEE REPORT  
FURTHER REFERRALS:

Finance

Date of Committee Action: 4/7/92

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

SB 331

SENATE BILL NO. 331

EXTEND SPECIAL EDUCATION SERVICE AGENCY

"An Act extending the special education service agency; and providing for an effective date."

- RECOMMENDATIONS:  the same title  
 be replaced with \_\_\_\_\_  a new title
- have attached amendments(s)
- do pass
- do not pass
- no recommendations
- individual recommendations
- additional referral to the \_\_\_\_\_ Committee

ADOPTS: \_\_\_\_\_ letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) \_\_\_\_\_

APPROVES PREVIOUS: (Dept/Date) \_\_\_\_\_

fiscal impact \_\_\_\_\_

fiscal note(s) DOE

zero fiscal note \_\_\_\_\_

zero fiscal note(s) \_\_\_\_\_

SIGNING <u>DO</u> PASS	DP	OTHER RECOMMENDATIONS	DNP	NR	AM
<i>Cheri Davis</i>	<input checked="" type="checkbox"/>				
		<i>Mark Hanley Hanley</i>		<input checked="" type="checkbox"/>	
<i>Bob Gougeon</i>	<input checked="" type="checkbox"/>	<i>Mary Miller</i>		<input checked="" type="checkbox"/>	
<i>Bette Davis</i>	<input checked="" type="checkbox"/>				
<i>Carney</i>	<input checked="" type="checkbox"/>				
<i>Lincoln</i>	<input checked="" type="checkbox"/>				

*Carney*  
CO-CHAIRMAN'S SIGNATURE

SB 331 "An Act extending the special education service agency;  
and providing for an effective date."

Fiscal Note - DOE (zero) w/analysis and DOE Position Paper

1. Memorandum, Sen. Zharoff to House HESS
2. Senate Finance Committee Letter of Intent
3. SESA Report
4. Senate Hess Minutes, 2/19/92