

HB

464

(File 1)

ALASKA STATE LEGISLATURE

REPRESENTATIVE
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While in Juneau
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Majority Leader
House of Representatives
House District 34

March 4, 2002

To: Representative Fred Dyson,
Chair, House HES Committee

From: Representative Jeannette James

Subject: Request for hearing: HB 464

Please schedule the following bill to be heard in the Health, Education and Social Services Committee your earliest possible convenience:

HB 464, An Act relating to statewide school district
correspondence study programs

A copy of the act and sponsor statement is attached.

Thank you for your attention to this matter.

ALASKA STATE LEGISLATURE

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House of Representatives
House District 34

SPONSOR STATEMENT

HB 464

Contact: Richard F. Schmitz 465-6791

The purpose of HB 464 is to set parameters for the continued successful operation of statewide correspondence study programs, with the goal being to maintain parental freedom, individuality, and innovation.

The strong point of statewide correspondence study programs is in the ability to deliver a superior product at low cost (ie, "faster, better, cheaper") in a manner that participating parents appreciate and support.

Specifically, HB 464:

1. Establishes a 10-year certification period with a requirement for recertification in case a program falls below the state average for students' performance on benchmark exams two years in a row.
2. A second provision permits a program to set its own parameters for monitoring of students by program personnel.
3. A third provision gives the program the authority to approve curriculum materials, according to the requirements of relative state statutes.

Revised: March 5, 2002

IDEA

Galena City School District ~ Interior Distance Education of Alaska

With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),
Wasilla (357-4850), Kenai (260-7555), and Juneau (789-6106)

To read regulations:

Go to the Alaska Department of Education and Early Development website:
<http://www.eed.state.ak.us>. Scroll down to the bottom of the column on the right, then click on the link to "Comment on proposed regulations."

On this page, scroll down and click on the link to "4 AAC 33.420-.490 Statewide Correspondence Programs" to read the regulations. To better understand the proposed regulations, be aware that:

- The sections in all CAPS is text that will be deleted.
- The underlined portions are the added sections.
- There are other new portions to be added as well which are not underlined, but noted in the proposal.

At the bottom of this page is a form to fill in to send your comments on the proposed regulations to the Alaska State Board of Education and Early Development. You must provide your name, e-mail address, phone number, what you are commenting on, and your comments. The deadline for written comment is 4:30 p.m., March 4, 2002. The state School Board Meeting will be held in Juneau on March 26, 27, and 28. Comments sent via this form are printed and put in packets that each State School Board member receives in preparation for the meeting.

To look up existing education laws (AS 14):

<http://touchngo.com/lalcntr/akstats/Statutes/Title14.htm>

To look up existing education regulations (4 AAC):

<http://touchngo.com/lalcntr/akstats/AAC/Title04.htm>

To compare test results by school:

http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/ReportCardSearch.cfm

(Or from DEED main page, scroll half-way down the column on the right to Alaska Report Card to the Public)

To find addresses of legislators, go to the AK Division of Elections website:

<http://www.gov.state.ak.us/litgov/elections/distcom.htm> and look up your community in the alphabetical list. Click on the number or letter next to the House or Senate member to go to their page and find contact information.

To contact the state school board through means other than using the comment form:

Sheila Box, Executive Secretary to the Board
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801
Phone: (907) 465-2801, Fax: (907) 465-4156
E-mail: sheila_box@eed.state.ak.us

General outline of proposed regulations:

(p. 1-2) 4 AAC 33.420 Department Approval - We already file an annual application in accordance with the text in all caps, which would be replaced with 4 AAC 33.421.

(p. 2-5) 4 AAC 33.421 - *Statewide Correspondence Study Program Requirements - explained in depth on following pages*

(p. 5-6) 4 AAC 33.430 - Enrollment of Out-of-District Students - This is just an adjustment in how we report our students to the district that they live in. It actually simplifies things, and will not affect the families.

(p. 6-9) 4 AAC 33.432 Enrollment of Special Education Students - This streamlines and clarifies issues to be considered with enrolling Special Education students. This affects very few of our families, poses no problems, and we will not discuss it in this meeting. As a correspondence program, we receive NO special education funding. If you have any questions you can address them privately to Steve Musser or to the Special Ed teachers in Anchorage.

(p. 9-10) 4 AAC 33.440 Reporting Requirements - This is just an adjustment in how we report our students to the DEED. It will not affect families and is not a problem.

(p. 10) 4 AAC 33.450 Failure to Participate in State Mandated Testing - *explained on following pages*

(p. 11) 4 AAC 33.460 Program Review - This is another aspect of reporting data on students to the state that is not of concern.

(p. 11-13) 4 AAC 33.490 Definitions - Definitions of terms used.

IDEA

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Wasilla (357-4850), Kenai (260-7555), and Juneau (719-6106)

14 AAC 33.421 (<i>bold & italic</i> shows language being added, normal text shows existing language)	COMMENTS
(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its application will be approved by the department.	We are already required to do this. Other types of schools (including in-district correspondence) don't have to. Why not apply once only and trust us to obey laws and regulations rather than ask us to document each year that we are doing so? Charter schools apply once and then every ten years. Are they trying to punish us or catch us in something? Procedures are already in place to guide a school district in improving areas of weakness. The state school board is concerned about excellence in education. Testing scores show that homeschooling programs are at a par presently with a high percentage of building-based programs.
(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC 04.010 - 4 AAC 04.200	OK - This just means that we have the same goals for our students as other schools.
(c) The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.	The intent of the department is to insure quality of curriculum in the homeschooling programs. Presently, our curricular materials are being reviewed on a regular basis. This requirement is redundant because it already exists in state law, bringing up the question, "Why impose regulations that are already in place?" (AS 14.03.090 = "Partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money.") (AS 14.18.060 = no sex bias)
<i>(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, guardian of the student, or by the student if the curricula teach particular religious beliefs, or a particular religion, as true.</i>	This reflects already existing law in the state [AS 14.03.090 - not purchasing doctrinal material], which applies fairly and evenly to all schools. Why does the DEED feel that they now need to restrict the use of curricular materials purchased privately by the parents? Students already need to reach the standards in order to do well on the state tests; why should the state regulate which materials are used by the families to reach them? Combined with (e) which requires teacher review of work and (g) which requires that a teacher review ALL materials for EACH student, this

	effectively prohibits parents from using privately purchased curricular materials with any religious content to teach their own children in their home. We have evidenced that it is possible for a parent to ask questions on educational content without involving the teacher in any way in the religious aspects of the materials used. The PARENTS should be able to provide instruction to their own children with privately purchased material of their choice without being perceived as crossing the line drawn by AS 14.03.090.
<p>(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs: <i>assessment must include:</i></p> <p><i>(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;</i></p> <p><i>(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;</i></p> <p><i>(3) a transcript that denotes curricula material origin for any course other than a district developed course.</i></p>	<p>Unnecessarily burdensome interpretation of the phrase "assessment plan of the same quality." The assumption that an assessment plan is required is understood and already recognized, to go into this detail assumes that all programs are already at risk.</p> <p>1 - "Monthly review of the student's work" is not defined. Instead of mandating that monitoring of student work be accomplished on a monthly basis, why not specify that the contact teacher and the parent agree in the contract on what materials will be reviewed, thus creating a partnership that affords the families flexibility and responsibility in customizing instruction?</p> <p>2 - The larger argument is that they are trying to institute a requirement that relates to other programs (traditional "correspondence" programs, like ACS). However, this is the first "official" recognition of evaluation by parents. The attainment of standards of educational excellence is indeed a partnership between the student, parent, and contact teacher. This section, although its wording may be offensive, does allow this partnership to grow.</p> <p>3 - Schools presently denote transfer credits on a transcript by a using particular coding, then indicating what institution the course originates from. This is already our standard practice. The use of the term "curricular material" causes confusion. It is possible that even changing the phrase to "course origin" might be a slippery slope, leading to an inability to recognize parent-designed classes.</p>
<p>(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; <i>the program must</i></p> <p><i>(1) have staff inform parents of state testing</i></p>	<p>1 - Who will monitor and enforce this? This only applies to statewide correspondence programs. IDEA is a program of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof.</p>

<p><i>requirements and the consequences of non-compliance under 4 AAC 33.450; and (4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS. (a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.)</i></p> <p><i>(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;</i></p> <p><i>(3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.</i></p>	<p>It is not specified, but normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already part of our enrollment packet. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered."</p> <p>2 - Unnecessary - already law</p> <p>3 - This is saying that the percentage of our students taking the tests must be within 10% of the state average. Does not apply to any other kind of school. Instead: "The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements." If parents refuse to test their kids, we already counsel them to withdraw. The students who are not tested are then not re-enrolled, so why go further to punish the program?</p>
<p><i>(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement</i></p> <p><i>(1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090, and appropriate for the student;</i></p> <p><i>(2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with AS 14.03.090, including a certified teacher review of all curriculum materials for each student.</i></p>	<p>It is assumed that this section refers to the ILP and the need for an agreement between the teacher and the parent on materials used to reach standards. It is already pre-established that materials used in the course of study must be aligned to state standards to produce success on state tests and must comply with AS 14.03.090.</p> <p>1 - Part of this is already in (c). Aligning to state standards means that our certified teachers on staff have compared curricular materials used by families to the state standards to see which they cover and which they do not. It does not mean that the books teach each one. We have been already doing this and will eventually have lists online so that you can look up your texts and see how they compare, making it easy to choose things to supplement in areas (that will be tested) that a particular book might be weak in.</p> <p>2- If you want to use something that we have not aligned, you would have to let us go through books or other materials that you want to use so that we can align them. This requires us to review ALL materials for EACH student. This is asking us to document process when many school districts in</p>

<p><i>(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</i></p> <p><i>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;</i></p> <p><i>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</i></p> <p><i>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</i></p> <p><i>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</i></p> <p><i>(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and</i></p> <p><i>(6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services.</i></p>	<p>state have yet to align their curriculum to state standards, and is a horribly unfair burden.</p> <p>1 - We have been told that "instructional needs" references all items included in the ILP, but this is not clearly stated. Maybe the phrase should be added to say, "must be for the student's instructional needs, as referenced on the beginning-of-year agreement between the parent and teacher."</p> <p>2 - We presently have a system in place that meets these requirements. The fact that materials purchased with state funding are the property of the program is understood. We have always made it clear that the things we purchase for your family belongs to us. In practice, we ask you to return materials when you are done using them, and upon withdrawal, we specifically ask for non-consumable items, particularly if they are high-dollar or durable items.</p> <p>3 - OK - We do not buy these things. Redundant has already been stated 4 times in 3 pages.</p> <p>4 - OK - Included in new Parent Handbook</p> <p>5 - This is cumbersome and unnecessary if the guidelines are followed. The Order Department monitors this and provides for greater consistency by applying the same standards to all. Any questions on orders or lessons are referred to the contact teacher.</p> <p>6 - OK - Not a problem</p>
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Summary:

- ❖ These apply only to *state-wide* correspondence programs
- ❖ Why were these written? According to DEED, to clarify already-existing regulations. Do you feel that this clarifies or adds burdensome details to both program staff and parents?
- ❖ If we agree that parental involvement in education is a good thing, then shouldn't regulations facilitate that rather than making it more difficult?
- ❖ Legislators have been working for the last several years to put in place statutes to assure that quality education is paramount in the state. The Galena City School District has been following the Quality Schools Initiatives all along. This "clarification" which is actually an increase of regulation, is inappropriately treating us like a school at risk.
- ❖ These regulations would force home schoolers back out of the system, regulating them away from programs like ours.
- ❖ Alaska has the best homeschool laws in the country. If homeschoolers are good enough for these laws (and you are!)...why would those homeschoolers in state-wide correspondence programs be regulated further? Just because we are helping, why would that make you a worse teacher of your kids?

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

During Session: January - May
State Capitol, Room 115
Juneau, Alaska 99801
(907) 465-2095
465-3810 fax



During Interim: June - December
16 W. 4th Ave., Suite 320
Anchorage, Alaska 99501
(907) 269-0200
269-0202

Senator Loren Lemman

February 21, 2002

Commissioner Shirley Holloway, PhD
Department of Education and Early Development
801 W 10th St, Ste 200
Juneau, AK 99801-1894

Dear Commissioner Holloway: *Shirley*

I have been contacted by many constituents regarding your proposed regulations for statewide correspondence schools (4 AAC 33.421). I have several concerns that I bring to your attention.

The proposed regulations require correspondence study programs to be approved by the Department of Education and Early Development every year. Charter schools currently apply every 10 years. It is unfair and cumbersome to hold correspondence schools to a different standard.

4 AAC 33.421 (c) states "the program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, [and] are of the same quality as those materials that the district offers in the district's other programs..." Presently, the curricular materials used in correspondence schools are already being reviewed on a regular basis. Not only does it seem as though the regulations are redundant and unnecessary, but needlessly expensive if you intend to approve every book a child uses.

As you know, AS 14.03.090 already prohibits partisan, secular, or denominational doctrines from being advocated in a public school during the hours the school is in session. A teacher or school board violating this statute may not receive public money. 4 AAC 33.421 (d) regulates the use of curricular materials purchased privately by parents. Parents should be able to provide instruction to their own children with privately purchased material of their choice.

We already have various state assessments that test the quality of education that home schooled students receive. Just like students in a "conventional," site-based delivery system, home schooled children are expected to pass the High School Qualifying Exam. As you know and appreciate, parents choose home schooling for a number of reasons. Most of these parents are fully committed to their children's educational success. I do not understand why it is necessary for the State to overregulate the curriculum and delivery for these students and their parents just because they have chosen to get help from a statewide correspondence program.

Sincerely,

Loren Lemman
Senate Majority Leader

March 6, 2002

Re: HB 464

Representatives Jeannette James, and Fred Dyson
State Capitol, Juneau, Alaska

I would like to give you a copy of the attached letter to the Dept. of Education and Early Development regarding their proposed regulations for statewide correspondence programs (4AAC 33.421-450) because I feel there may be some things overlooked that may be addressed by additions in your bill if you were willing to amend, or add something into it.

I did bold, on page 3 of my letter, something that I feel may change state law regarding the freedom of all parents to home school. I feel it may be implementing punitive circumstances for all home school families, whether they are associated to a correspondence program or not (33.450), if they are independently home schooling but opt to not do a benchmark, denying them also any entry into a state funded correspondence program for the current year they apply, and the following year from the first year they attempt to apply, which goes against the wishes of the legislature in the freedom home schooling families currently enjoy.

I would like to hear from you specifically on how we can help further the success of HB 464, and anything you feel we can do to help this bill successfully move towards passage.

Thank you so much for its introduction. I feel it is a very good thing you to have had the insight to have moved forward with this.

Sincerely,



Joan Dangel
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@aci.net

I would appreciate it if Ms. James & Mr. Dyson were allowed to read this personally as it may in some way aid the content of HB464.
Thank you much.
Joan

Commissioner Shirley Holloway
801 West Tenth Street, Suite 200
Juneau, AK 99801-1894

March 4, 2002

Re: 4 AAC 33.421 Statewide Correspondence
Study Program Requirements

Dear Commissioner Holloway,

I am a proactive and involved parent of an autistic child with sensory integration and expressive language disorders home schooling my son successfully, using the CyberLynx program to help with sound educational advice and resources to do so. I am homeschooling my son by myself, without any public district involvement, as was my wish due to their negative input, lack of working with my son, and after 3.5 years with them (2 preschools and 2 kindergartens they had him), reporting to me my son was totally incapable of learning enough to move past a preschool level. After being put on a 'complaint campaign' the public school system usually ensues with children with unusual differences, and being told he could not learn, I had to take my child out because I wanted him to make it to college, and I could see he was capable and felt in my heart he could learn. And, he could. I had asked all contacts with the child to work with him, they would not - and no - IEPs do not cause services to occur, they often exist as a paper tiger to obtain mis-distributed funding only. I went to the public school each day myself to work with my son after the 1.5 years of the kindergarten part they had with him, requesting they work with him, but they would not. I went into a panic state inside, because I felt he needed an education - it was my love to make him a success in this world that caused me to get proactive in his life in this area. And that it is clear to many, many parents in this state, IDEA's provisions are not enforceable when it comes down to all the attorneys and disability law office involvement, as we currently see a number of families going through the same process I did, pulling their autistic children out of the schools in Juneau, just to find their children absolutely 'could' do it, had someone just stopped to sit at the table and work with them personally. As certified as they claim their educators to be - they are mis-certifying children as unable when it is untruthful in many cases right here in Juneau. I have obtained success unimaginable ^{effort to achieving} their involvement.

I am concerned over the proposed regulations regarding correspondence programs due to the high success I have achieved with my son, as the correspondence program stands as it exists now. The proposed regulations immediately sharply appear too broad to know specifically what some of them are actually doing. To be accurately informed, I had requested from the Department (DEED) an accurate, honest, narrative explicitly stating exactly what and how each proposed regulation changed things, and did not receive one.

The regulations appear in many areas to come across as strongly bias to home schooling - when some children are receiving absolutely wonderful strides forward, they would not have otherwise experienced had they left it up to an incapable public system. By being bias to this worthy avenue of home schooling, it is ignorant of an avenue that is the only avenue that will or can work for some children in the world.

I am not a drifter type of home school parent, and most parents home schooling, I have found, are doing so because they want their children's education to be of a higher quality. Where classroom teacher campaigns are geared that the answer is in raising their salary, I disagree sharply. It is that they need to enforce lowering the teacher/student ratio to discontinue ruining it for each generation of children to 16, from the enormous amount of children a district is leaving a teacher alone to educate, as Cheney, Washington recently did with marked success.

Each year, my son is subjected to work much harder than anything ever handed to him in a public system. He does Saxon Phonics, a very difficult reading program and Saxon Mathematics. He was asked to pass an inquiry for level of academic understanding for entry into first grade after I home schooled him in CyberLynx a kindergarten year using Calvert's complete home school curriculum. He passed that home school curriculum, and did it in one school year. Please remember, that although it was his third attempt at kindergarten, it was his 1st year with me, and he passed his requirements in a timely period (one regular school year time), but could not pass two prior kindergartens under the public system's care. He is required to keep up with state standards.

When we began first grade, it was a very, very difficult program (Saxon), but my son will finish his first grade year in April, before the public system is even finished. I don't know if you have ever read the Saxon Phonics manuals, but they are extensive and very, very difficult. Saxon only has phonics programs for K-3. Our advisor was a 5th-grade teacher, she said that some of the Saxon 1st grade program was so difficult it was stuff she was teaching to 5th graders. Set aside the difficulty level that I am not totally in agreement with for such a young

child with sensory processing issues, the program has wonderful structure to it with assessments each week, spelling tests each Friday, so many development worksheets it is up in the hundreds – but they are extremely well-prepared in their presentation. When other parents of autistic children leaving the district ask to see the Saxon things, they are just in awe of what my son can do. His progress and improvements have been significant (especially as he experiences 'actual' and hard-earned successes instead of constant flunking). Side-by-side with a research program (we found through Evening Magazine news show) he is on for a unique nutrient for central nervous system disorders discovered that is coming out of three universities in Canada, my son has come a long way. My son has earned his progress by very, very hard work.

I feel the author of the proposed home school regulations mistakenly feels home schooling is a 'lazy' lifestyle taking funds away from public schools. I am trying to make it clear to you that home schooling is not a lazy home life business. It is something that many parents take extremely serious and work very hard at. I have the education from 9-12. Then, we continue on the day with P.E. classes at the gymnastics program in Juneau, the Racquet Ball Club, or Juneau City Borough. Then, we have private speech and sensory processing therapies to attend. The day is full and there is gas money, food money, class money to worry about – as a single parent it is very difficult and I gave up everything to do this because I wanted him to make it in this world – to make it to college. If I had just given up and left it up to the public system and believed them he was incapable, it would have altered the course his life forever. The sacrifices are difficult and filled with hardships of their own to give up everything to educate a child. I ask that there be more mercy towards those taking responsibility for their children's education due to this, and the fact that we were not asked to help form these regulations so they appear to be a negative encroachment, or a negative, maliciously planned 'surprise' for home school families.

I have specific objections to the following provisions:

33.421(c) Requiring curriculum material to be of the same quality as offered in the public schools programs because there is apparent unforeseen inappropriate limitations this could be covering. For example, physical education services in Alaska are limited due to a majority of it being 'rural.' We take what we can, what comes up. If in some situations there are extreme limitations for art, physical education, music, etc., this could be a venue for forcing families to take what is dictated (like Alyeska), rather than the only variety there is available in small communities. Additionally, this provision does remove flexibility from home schoolers if something very good is found, like we do find wonderful things now. One significant advantage of home schooling is our ability to fit the education to the individual needs of our children. I believe serious parents are better able than the school administrators to make this determination for children. It appears the regulation is written to force home schoolers to use only state sponsored and approved curriculum. This is very objectionable to me.

Under 33.421(a) No instruction using religious; partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true: I have personal concerns for this reason – I used the Calvert full curriculum program for pre-kindergarten and kindergarten for a full year. (Calvert out of Baltimore, Maryland), having NO knowledge at all it had anything to do with religion whatsoever until your agency did an onsite review of CyberLynx and stated they wanted to enforce Calvert's being discontinued. I, as a parent, do not choose to teach with religious curriculum. The Calvert program was so good, a fully transcribed, educational plan – and I never found even one reference in any of its education based parts to religion ever. I did see in an optional paragraph at the beginning of the lessons towards the start where a number of things were listed as possible contemplative discussions for an opening discussion to the school day, such as discuss the purpose of school, a salute to the flag, or even a review of yesterday's work or talk about something important to the child, etc. One of those items listed, and it is only listed at the very beginning of the book, was, if you want, you could say a prayer and they tell you what they do say for a prayer at the actual Calvert Academy. I feel it is a terrible mistaken disservice to the correspondence programs of this state to want to outlaw a course with extremely high educational benefit, for one small reference to a 'religious option', without putting religion itself in its curriculum such as Calvert does not do. Calvert does not put religious content into their program anywhere – and I feel it shows a little too much negative intent to have targeted Calvert like your team did. It is a wonderful, full, curriculum program. It just shocked me to see your agencies willingness to go after anything and everything. That program sends you everything for your \$300.00. It sends the pencils, the paint, the tape and glue, the rulers, the math books, the reading books – anything you could imagine, it sent everything and not even one religious book came in those highly educational natured boxes; not even one. I think the reviewers bias is so significant here – that to throw this curriculum out showed there was something wrong to me. Although we are

not a religion-based home schooling family, I feel 33.421(d) is an attempt to deliberately attempt to remove religious students from the correspondence programs.

33.421(e)(2) grades, or standards met determined and assigned by a certified teacher. After our experience with the public system, all the 'certification' it was claimed to have, this proposed reg can cause some resentment that we are stuck with an unstable, ineffective system, because you have allowed it to police itself by being the only one allowed to assign a grade. I know a certified teacher is not the only one competent for this task. Also, taking away all grading rights of parents makes Alaska one of the strictest in the nation when it was, before this proposed reg, one of the most user friendly for home schooling families in the entire union - and probably was so due to the large size of our state and remote locations of families administrative costs are very high. I feel the correspondence programs should be allowed to set this requirement up or not based on the student's in their districts apparent needs as they come up, such as staying behind for too long. You are in fact creating an added administrative burden for the correspondence school, but not putting a fiscal note with the section - is this to make things harder on the correspondence programs?

33.421(h)(2) material purchased with state funding are property of the program; non consumable material must be returned to the program when the students exit the program for any reason. This provision is ineffective totally. With Saxon Publishing rights alone, they say right in their manual they will not allow you to 'share' their materials - that it is intended for just your family's use. With my child's unique learning style, I also need to keep the manuals, dictionaries, and space and human body encyclopedias at least one year longer as encyclopedias for memory issues. Given to the correspondence program, they will sit useless upon a shelf with rules of law governing its inability to be given to anyone else. Also, our computers are purchased with part of our own money, part is purchased with school money - they are non-consumable. How are you going to account for that in this reg? Also, you are turning parents and the correspondence program into expensive mailing, sorting, inventorying, storage and redistribution agencies. They will have to purchase a warehouse to put all the things - how will we ship desks? Where will we get the money? How will we ship large calendar displays and software, which outdates quickly? The software will sit upon a shelf unusable by anyone else. This takes money from the needs of the children, to make a new and greater financial need you are not providing the money for. This specifically complicates things and seems like someone's over zealous imagination got carried away. A successful program stays that way by keeping it simple for children and families.

33.450 If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test. This seems to punish all home schooling families in the state and once again, the author's sincerity is questioned as it is unclear why it is written so austere towards home schooling families. This appears to be punitive towards families attached to a correspondence program or not. If a family has been home schooling all along, and decides they could benefit from enrolling in a correspondence program, they are turned down the requesting year, and the next year, if in their private home schooling experience they did not do benchmark examinations. Well, our legislatures kindness towards home schooling families did not have this in mind, that they be punished in any way for exercising this right. This seems to violate existing state laws and should be stricken from the proposed regs. It does not provide for alternate testing dates whatsoever and seems to punish 'children' for nothing, for absolutely nothing. I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. Alternate testing dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.

My son is 8 years old and has progressed remarkably. My motivations for home schooling are so that my child will get an education as to where in the public system he was not getting an education at all. I plan to continue home schooling as long as I can and the Alaska Correspondence Program has provided an excellent forum for educating a child the district said 'could not be.' These changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes seem to meet some education administrator's ideas of what meets his or her needs, but do little or nothing to help children and parents - none of these provisions should be adopted without a full, open, accessible, fair process. They go far beyond what is required by law.

Sincerely,



Cc: Rep.'s Jeannette James & Fred Dyson

Joan Dangel 790-7265 Box 34711; Juneau, AK 99803-4711 starttraveler@gcl.net

GALENA CITY SCHOOL DISTRICT

Office of the Superintendent - P.O. Box 299 - Galena, AK 99741
Phone 907-656-1883 - Fax 907-656-1368

February 22, 2002

Dear Representative James:

The Galena City School District is supportive of HB 464, which clarifies that statewide school district correspondence study programs or state supported home schooling programs are simply another "flavor" of public school in Alaska, on par with other public school options, and encourages regulation that treats them as such.

Sec. 1 reduces the now-yearly application to one required every ten years, similar to charter schools. The yearly application has been a drain on the time and resources of our I.D.E.A. (Interior Distance Education of Alaska) program. Each year we reply to the same set of questions, which seems redundant and unnecessary for a program that is producing test scores comparable to the state average. This section rightfully allows for requiring more frequent application should the test scores go down. Annual application could and should reasonably be part of the improvement plan required by AS 14.03.123 should a statewide program receive a poor performance designation.

Sec. 2 encourages the individuality of each program and honors the local school board as the authority in determining what level of monitoring best suits each particular enrolled student. This latitude allows each program to set levels of monitoring based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria.

Sec. 3 and 4 both make the point that statewide school district correspondence study programs or state supported home schooling programs are other public school programs and as such should have comparable regulations. We do not desire any special treatment, but we do feel that all public school programs should be treated in a comparable manner.

Thank you for recognizing the possibility of discriminatory treatment which may currently exist, and for sponsoring HB 464. This bill continues the legislative traditions of allowing local school districts latitude in deciding what is best for their individual student body and also assures comparable treatment for all districts.

Respectfully,



Carl Knudsen
Superintendent, Galena City School District

Cc: Shirley Holloway, Commissioner



IDEA

Galena City School District ~ Interior Distance Education of Alaska

With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),
Wasilla (357-4850), Kenai (260-7555), and Juneau (789-6106)

PROPOSED	SUGGESTED
<p>4 AAC 33.420(a) A district that proposes to enroll out-of-district students in a statewide correspondence study program, including a correspondence study program operated by a charter school, must first file an annual application and receive written approval from the department to operate a statewide correspondence study program.</p> <p>(b) The department will approve a district's application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421.</p>	<p>4 AAC 33.420(a) A district that proposes to enroll out-of-district students in a statewide correspondence study program, including a correspondence study program operated by a charter school, must file an initial application and receive written approval from the department to operate a statewide correspondence study program.</p> <p>(b) The department will approve a district's application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421.</p> <p>(c) Once the initial application is approved, the district's program will be reviewed every ten years.</p>
<p>4 AAC 33.421(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its application will be approved by the department.</p>	<p>4 AAC 33.421(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its initial application will be approved by the department.</p>
<p>4 AAC 33.421(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC</p>	<p>4 AAC 33.421(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC</p>

04.010 – 4 AAC 04.200	04.010 – 4 AAC 04.200
<p>4 AAC 33.421(e) The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.</p>	<p>4 AAC 33.421(c) The district school board must establish procedures for the review and selection of all textbooks and instructional materials that are used within the statewide correspondence program to meet the standards. These materials must be of the same quality as those materials that the district offers in the district's other programs, and are in compliance with state law.</p>
<p><i>4 AAC 33.421(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, guardian of the student, or by the student if the curricula teach particular religious beliefs, or a particular religion, as true.</i></p>	<p>Delete this section because this is already covered in law.</p>
<p>4 AAC 33.421(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; <i>assessment must include: (1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the</i></p>	<p>4 AAC 33.421(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; this assessment plan will include: (1) assistance and approval by the districts certified contact teacher in the development of an Individual</p>

<p><i>certified teacher's review;</i> <i>(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;</i> <i>(3) a transcript that denotes curricula material origin for any course other than a district developed course.</i></p>	<p>Learner Plan for each student. (2) monthly contact by the districts certified contact teacher reviewing the parent/ student progress with the Individual Learner Plan. The district certified contact teacher will maintain a record of the contact. (3) the district certified contact teacher will review all grades submitted by the parent for all courses delineated in the student's Individual Learner Plan. (4) the district certified contact teacher will review the required student progress reports submitted by the parent. (5) a transcript that denotes curricula material origin for any course other than a district developed course.</p>
<p>4 AAC 33.421(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; <i>the program must</i> <i>(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and</i> <i>(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer</i></p>	<p>4 AAC 33.421(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 Delete (1) Delete (2)</p>



<p><i>all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;</i></p> <p><i>(3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.</i></p>	<p>Delete (3)</p>
<p>4 AAC 33.421(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; <i>the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement (1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090, and appropriate for the student;</i></p> <p><i>(2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with</i></p>	<p>4 AAC 33.421(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program the district certified contact teacher and the parent, or parents, of each student; the agreement must include the planned course of study and a plan for evaluating student progress, as agreed upon by the parent and the district certified contact teacher.</p>

<p><i>AS 14.03.090, including a certified teacher review of all curriculum materials for each student.</i></p>	
<p><i>4 AAC 33.421(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</i></p> <p><i>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;</i></p> <p><i>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</i></p> <p><i>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</i></p> <p><i>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</i></p> <p><i>(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and</i></p> <p><i>(6) the fund account may not be used</i></p>	<p>4 AAC 33.421(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</p> <p>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs; as referenced on the learning plan agreed upon by the parent and the district certified contact teacher.</p> <p>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</p> <p>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</p> <p>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</p> <p>(5) each district must develop a process by which approval for expenditures from the fund account is given</p>

<p><i>either by the district or the parent to supplant district funds or obligations for IEP services.</i></p>	<p>(6) Drop; already law.</p>
<p>4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS. (a) <i>If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.</i></p>	<p>Delete this section or treat correspondence or state supported home school students the same as you do all other public school students attending traditional schools.</p>

February 24, 2002

Comments regarding:
House Bill 464 by Representative James;

Proposed changes to the State Board of Education and Early Development, 4 AAC 33.420-.490
Statewide Correspondence Programs;

Cyberlynx Correspondence School Audit;

Regarding House Bill 464 by Representative James. An Act relating to statewide school district correspondence study programs, and Memorandum Number 2002-17: Notice of proposed changes in the Regulations of the State Board of Education and Early Development to 4 AAC 33.420-490, Statewide Correspondence.

Regarding Sec. 14.07.175(a) (1), We support the approval process of 10 years. This will allow for the establishment of the school programs rather than starting over every year without a stable base and allow the predictability for long term items.

Regarding Sec. 14.07.175(a) (2), We support the school district to establish the monitoring intervals of the students. As they are involved with the students and the program, they can best determine what is needed, not a State Board of Education that is isolated from the students.

Regarding Sec. 14.07.175(a) (3) and (4), We support that the limits on use of teaching materials should not be more stringent than those placed on public schools. To cause correspondence schools and/or home schools to follow more stringent requirements, is to promote an attitude of aggression and discrimination against the correspondence and/or home schools and to favor the public schools.

Regarding Sec. 14.07.175(b), We support this definition as well as including other methods of home schooling that may be available.

With these ideas in mind it should be stated that a correspondence school/home school, should have less stringent and less restrictive regulations than a public school. How they are approved, accepted, and evaluated should be based on the quality of education they produce. Each school should be judged by itself and not as a group. They should be allowed to have the freedom to make their own choices regarding curriculum, monitoring, testing, grading, and use of funding. As correspondence and/or home schools are found in studies to produce a superior education, our opinion is that the State Board of Education should then support these schools above public schools with less stringent standards toward their operation.

Refer to:

Home Schooling: From the Extreme to the Mainstream

Release Date: 9 October 2001 by The Fraser Institute.

Home schooled children are, on average, more academically and socially advanced than public and private school students.

http://www.fraserinstitute.ca/media/media_releases/2001/20011009.html

Regarding the proposed changes to the State Board of Education and Early Development, 4 AAC 33.420-.490 Statewide Correspondence Programs. We oppose these changes because the correspondence schools do not need any special regulations, because they generally provide a better education, more suited to the student. They should be encouraged with fewer regulations. These proposed changes are also in conflict with 4 AAC 04.010 (c) that states in part that

“...The content standards and goals are intentionally broad to allow a school district to tailor its curriculum to the conditions, goals, and expectations of its community. A school district board, working with the public, teachers, and students shall choose and implement effective teaching strategies so that its students will achieve high performance in a subject area...”

To implement these changes would cause this section to be declared null and void. The total of these proposed changes emphasize the adage of “Follow the Money.” They indicate that the main reason for their existence is to keep the money for each student in the public school without regard to the effect on the educational quality. The proposed regulations either do this directly, such as in 4 AAC 33.432, or indirectly by doing whatever possible to eliminate correspondence schools from operating. Also 4 AAC 33.450 puts a burden on the correspondence schools that public schools would never be able to meet and is showing direct antagonism and discrimination against correspondence schools. This shows that these regulations are wrote in disregard to the quality of a students' education, but in an effort to close down correspondence schools even if it harms the education of Alaska students.

Regarding 4 AAC 33.420, Department Approval. To compel correspondence school to apply annually for is just a way for the State Board of Education to cause extra paperwork to be done by the correspondence programs. No state public schools are required to do this. If a public school had to apply every year for operation, it would take a considerable amount of time that could be spent for the educations of students. Also, a long term education plan cannot be set up one year at a time, but should be set up to work best for each individual toward an excellent education. This shows that the proposed regulations were not designed in the interest of the education of Alaska students, but in the interest of shutting down and restricting correspondence schools so that the public schools can then get the state funds. It also shows that the State Board of educations feels that public schools cannot compete with the correspondence schools in educational quality, so they must eliminate the correspondence schools so the poor public school results have nothing to be compared with.

Regarding 4 AAC 33.421, Statewide correspondence Study Program Requirements. These should be either less stringent or the same as public schools and be set up by the local individuals working with the student, as correspondence schools generally produce a better education for the student, because of the flexibility and individuality of each program. Implementing Statewide restrictions on this would harm this flexibility and individuality. The only purpose for this section is to decrease the quality of education of correspondence schools so that the public schools they are compared to do not look so bad. As to the requirement for grading and monitoring by a certified teacher, this should be left up to the correspondence school to determine because as each program is set up for each student individually, it defeats this purpose and advantage and will result in a lower quality of education. Also as every student will be using consumable materials, it should be up to the correspondence school to determine how to judge between consumable materials and items that become school property if purchased from the students account fund. To

take this decision away from the correspondence school is really just a method to cause an additional burden on them that is not placed on the public schools, to try and shut them down.

Regarding 4 AAC 33.430, Enrollment of Out-of-District Schools. This section would give the public school the authority to exclude a parent/student from enrolling in a correspondence school of their choice. This would then cause a significant decrease in the educational opportunities of that student. It would also take away the flexibility and individuality that most correspondence schools have of tailoring the education to the needs of each student individually. The only purpose for this section is to eliminate correspondence schools so that the public schools do not have to compete with them and also have their lower standards of education revealed.

Regarding 4 AAC 33.432, Enrollment of Special Education Students. To give the district of residence the ability to control the students' education regardless of the concern and choice of the parent shows that the regulations are not concerned with the education of the special education student, but that the main concern is that the majority of the funds for that student are to go to the district of residence, regardless of the education outcome. If a parent wants their special education student to receive the individual and flexible attention that a correspondence school can provide, then they should have that choice regardless of the attitude of the district of residence, and all funding for that student should then go to the correspondence school for the purpose of supporting that student. This section really reveals the intent of these proposed regulations, that the purpose is to let the public schools get as much funding as they can without regard to the students educational quality.

Regarding 4 AAC 3.450, Failure to Participate in State Mandated Assessment Test. There should not need to be a special section for this because it should be the same as for all students. To cause special restrictions on correspondence school is an act of discrimination. The only purpose for this is to cause hardship for correspondence school programs and remove students from them to enable public schools to enhance their funding. If a student fails or misses a test in a public school are they then going to be required to attend a correspondence school the next year? Public schools would never be subjected to this because it would hurt their funding and show that they are not able to provide the same level of individual education that correspondence schools can. There can be hundreds of reasons for missing or failing an assessment test. These should be considered individually for the student that is effected. Most of the time a correspondence school can do this more effectively because of the individual attention payed to each student and their individual education program.

Regarding 4 AAC 33.460, Program Review. This section is an effort to increase the paperwork requirements of the correspondence schools. If this is not required of public schools then it should not be required of correspondence schools. To make this a 'by request' basis, would be to open up an avenue for harassment of the correspondence school to further accomplish the effect of closing it down.

These proposals all point to the fact of the department of education wanting to rid the state of correspondence schools in the state of Alaska. They are trying to do this through discrimination, harassment, excess of paperwork, and excessive regulation. This is in complete disregard for the education of the students of Alaska and the superior individualized education that correspondence schools can provide. It should also be considered that the Alaska correspondence schools such as Cyberlynx are being looked at by teachers from other states as having the lead in the future of

education with the individual programs they can set up and the superior education they can provide. These proposals would eliminate these advantages for Alaska students and say that the Alaska board of education would rather have complete control and act as a 'police state' in education, than to provide a quality education to the students of Alaska

Regarding the Department of Educations Audit of Cyberlynx:

The attitude of the auditors of confrontation and disrespect shows that these auditors were not there to conduct their job of reviewing the correspondence school, but to find reasons to eliminate it. By being confrontational and disrespectful they could hope to cause nervousness in the administration and staff, and maybe incite a reaction to use against the school. It also shows that the report of the audit was predetermined, and the only purpose for being there was to look for information to substantiate the predetermined outcome in disregard for any other information. The fact that there were no members of the audit team from a correspondence school is a serious error. This would be considered criminal in a life-safety industry and should be considered for a criminal complaint in this instance. It would be the equivalent of having an auto mechanic making flight inspections on a 747. This should have been noted by the department of education and canceled the results of such an audit. It should also have been noted by the head of the audit team and he should have removed the team from the audit process until this was corrected. This act of defiance to normal standards should declare this audit null and void as well as any subsequent action. Also the fact that the head of the audit team was from a competing school type system is to be considered a conflict of interest that automatically disqualifies him from this position and declares that any further pursuing of this audit and subsequent regulations stemming from it could be considered a criminal and/or civil act that is being pursued by the department of education in disregard to any true issues to achieve there preplanned end of eliminating correspondence schools. The head of the audit team should also have to file a response on why he did not suspend the audit until it could be done properly before any actions on these regulations, or any other results of the audit information are considered. The audit team should also have to issue an apology to Cyberlynx for the unprofessional, uncooperative, and confrontational behavior. If any regulations are to be proposed, they should be that this type of audit, in this attitude should never again be preformed. The preplanned end of this audit is also shown by the short time frame given for Cyberlynx to respond to the audit, when the time any responses back to Cyberlynx have been very slow without care to resolving the issue.

Understand that the entire issue of this audit, and the proposed regulations are to eliminate any parent choice or control, and any individualism from the Alaska school system. It would seem that the Board of Education feels that the public schools are threatened by correspondence schools because of the individual attention and higher grade of education that usually results in a correspondence school. They feel that they must then cause a degradation of the correspondence school through additional regulations and more stringent requirements so that the public schools don't look so bad. This is in disregard to the opportunities and better education that can be presented to the students thru correspondence schools.

Reginald and Joy Swedberg
P.O. Box 56359
North Pole, Alaska 99705-1359

Reginald Swedberg
Joy E Swedberg

March 6, 2002

Re: HB 464

Representatives Jeannette James, and Fred Dyson
State Capitol, Juneau, Alaska

I would like to give you a copy of the attached letter to the Dept. of Education and Early Development regarding their proposed regulations for statewide correspondence programs (4AAC 33.421-450) because I feel there may be some things overlooked that may be addressed by additions in your bill if you were willing to amend, or add something into it.

I did bold, on page 3 of my letter, something that I feel may change state law regarding the freedom of all parents to home school. I feel it may be implementing punitive circumstances for all home school families, whether they are associated to a correspondence program or not (33.450), if they are independently home schooling but opt to not do a benchmark, denying them also any entry into a state funded correspondence program for the current year they apply, and the following year from the first year they attempt to apply, which goes against the wishes of the legislature in the freedom home schooling families currently enjoy.

I would like to hear from you specifically on how we can help further the success of HB 464, and anything you feel we can do to help this bill successfully move towards passage.

Thank you so much for its introduction. I feel it is a very good thing you to have had the insight to have moved forward with this.

Sincerely,



Joan Dangel
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@aci.net

I would appreciate it if Ms. James & Mr. Dyson were allowed to read this personally as it may in some way aid the content of HB464.
Thank you much.
Joan

Commissioner Shirley Holloway
801 West Tenth Street, Suite 200
Juneau, AK 99801-1894

March 4, 2002

Re: 4 AAC 33.421 Statewide Correspondence
Study Program Requirements

Dear Commissioner Holloway,

I am a proactive and involved parent of an autistic child with sensory integration and expressive language disorders home schooling my son successfully, using the CyberLynx program to help with sound educational advice and resources to do so. I am homeschooling my son by myself, without any public district involvement, as was my wish due to their negative input, lack of working with my son, and after 3.5 years with them (2 preschools and 2 kindergartens they had him), reporting to me my son was totally incapable of learning enough to move past a preschool level. After being put on a 'complaint campaign' the public school system usually ensues with children with unusual differences, and being told he could not learn, I had to take my child out because I wanted him to make it to college, and I could see he was capable and felt in my heart he could learn. And, he could. I had asked all contacts with the child to work with him, they would not - and no - IEPs do not cause services to occur, they often exist as a paper tiger to obtain mis-distributed funding only. I went to the public school each day myself to work with my son after the 1.5 years of the kindergarten part they had with him, requesting they work with him, but they would not. I went into a panic state inside, because I felt he needed an education - It was my love to make him a success in this world that caused me to get proactive in his life in this area. And that it is clear to many, many parents in this state, IDEA's provisions are not enforceable when it comes down to all the attorneys and disability law office involvement, as we currently see a number of families going through the same process I did, pulling their autistic children out of the schools in Juneau, just to find their children absolutely 'could' do it, had someone just stopped to sit at the table and work with them personally. As certified as they claim their educators to be - they are mis-certifying children as unable when it is untruthful in many cases right here in Juneau. I have obtained success unimaginable ~~prior to~~ ^{during} their involvement.

I am concerned over the proposed regulations regarding correspondence programs due to the high success I have achieved with my son, as the correspondence program stands as it exists now. The proposed regulations immediately sharply appear too broad to know specifically what some of them are actually doing. To be accurately informed, I had requested from the Department (DEED) an accurate, honest, narrative explicitly stating exactly what and how each proposed regulation changed things, and did not receive one.

The regulations appear in many areas to come across as strongly bias to home schooling - when some children are receiving absolutely wonderful strides forward, they would not have otherwise experienced had they left it up to an incapable public system. By being bias to this worthy avenue of home schooling, it is ignorant of an avenue that is the only avenue that will or can work for some children in the world.

I am not a drifter type of home school parent, and most parents home schooling, I have found, are doing so because they want their children's education to be of a higher quality. Where classroom teacher campaigns are geared that the answer is in raising their salary, I disagree sharply. It is that they need to enforce lowering the teacher/student ratio to discontinue ruining it for each generation of children to 16, from the enormous amount of children a district is leaving a teacher alone to educate, as Cheney, Washington recently did with marked success.

Each year, my son is subjected to work much harder than anything ever handed to him in a public system. He does Saxon Phonics, a very difficult reading program and Saxon Mathematics. He was asked to pass an inquiry for level of academic understanding for entry into first grade after I home schooled him in CyberLynx a kindergarten year using Calvert's complete home school curriculum. He passed that home school curriculum, and did it in one school year. Please remember, that although it was his third attempt at kindergarten, it was his 1st year with me, and he passed his requirements in a timely period (one regular school year time), but could not pass two prior kindergartens under the public system's care. He is required to keep up with state standards.

When we began first grade, it was a very, very difficult program (Saxon), but my son will finish his first grade year in April, before the public system is even finished. I don't know if you have ever read the Saxon Phonics manuals, but they are extensive and very, very difficult. Saxon only has phonics programs for K-3. Our advisor was a 5th-grade teacher, she said that some of the Saxon 1st grade program was so difficult it was stuff she was teaching to 5th graders. Set aside the difficulty level that I am not totally in agreement with for such a young

child with sensory processing issues, the program has wonderful structure to it with assessments each week, spelling tests each Friday, so many development worksheets it is up in the hundreds - but they are extremely well-prepared in their presentation. When other parents of autistic children leaving the district ask to see the Saxon things, they are just in awe of what my son can do. His progress and improvements have been significant (especially as he experiences 'actual' and hard-earned successes instead of constant flunking). Side-by-side with a research program (we found through Evening Magazine news show) he is on for a unique nutrient for central nervous system disorders discovered that is coming out of three universities in Canada, my son has come a long way. My son has earned his progress by very, very hard work.

I feel the author of the proposed home school regulations mistakenly feels home schooling is a 'lazy' lifestyle taking funds away from public schools; I am trying to make it clear to you that home schooling is not a lazy home life business. It is something that many parents take extremely serious and work very hard at. I have the education from 9-12. Then, we continue on the day with P.E. classes at the gymnastics program in Juneau, the Racquet Ball Club, or Juneau City Borough. Then, we have private speech and sensory processing therapies to attend. The day is full and there is gas money, food money, class money to worry about - as a single parent it is very difficult and I gave up everything to do this because I wanted him to make it in this world - to make it to college. If I had just given up and left it up to the public system and believed them he was incapable, it would have altered the course his life forever. The sacrifices are difficult and filled with hardships of their own to give up everything to educate a child. I ask that there be more mercy towards those taking responsibility for their children's education due to this, and the fact that we were not asked to help form these regulations so they appear to be a negative encroachment, or a negative, maliciously planned 'surprise' for home school families.

I have specific objections to the following provisions:

33.421(c) Requiring curriculum material to be of the same quality as offered in the public schools programs because there is apparent unforeseen inappropriate limitations this could be covering. For example, physical education services in Alaska are limited due to a majority of it being 'rural.' We take what we can, what comes up. If in some situations there are extreme limitations for art, physical education, music, etc., this could be a venue for forcing families to take what is dictated (like Alyeska), rather than the only variety there is available in small communities. Additionally, this provision does remove flexibility from home schoolers if something very good is found, like we do find wonderful things now. One significant advantage of home schooling is our ability to fit the education to the individual needs of our children. I believe serious parents are better able than the school administrators to make this determination for children. It appears the regulation is written to force home schoolers to use only state sponsored and approved curriculum. This is very objectionable to me.

Under 33.421(d) No instruction using religious; partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true: I have personal concerns for this reason - I used the Calvert full curriculum program for pre-kindergarten and kindergarten for a full year, (Calvert out of Baltimore, Maryland), having NO knowledge at all it had anything to do with religion whatsoever until your agency did an onsite review of CyberLynx and stated they wanted to enforce Calvert's being discontinued. I, as a parent, do not choose to teach with religious curriculum. The Calvert program was so good, a fully transcribed, educational plan - and I never found even one reference in any of its education based parts to religion ever. I did see in an optional paragraph at the beginning of the lessons towards the start where a number of things were listed as possible contemplative discussions for an opening discussion to the school day, such as discuss the purpose of school, a salute to the flag, or even a review of yesterday's work or talk about something important to the child, etc. One of these items listed, and it is only listed at the very beginning of the book, was, if you want, you could say a prayer and they tell you what they do say for a prayer at the actual Calvert Academy. I feel it is a terrible mistaken disservice to the correspondence programs of this state to want to outlaw a course with extremely high educational benefit, for one small reference to a 'religious option', without putting religion itself in its curriculum such as Calvert does not do. Calvert does not put religious content into their program anywhere - and I feel it shows a little too much negative intent to have targeted Calvert like your team did. It is a wonderful, full, curriculum program. It just shocked me to see your agencies willingness to go after anything and everything. That program sends you everything for your \$300.00. It sends the pencils, the paint, the tape and glue, the rulers, the math books, the reading books - anything you could imagine, it sent everything and not even one religious book came in those highly educational natured boxes; not even one. I think the reviewers bias is so significant here - that to throw this curriculum out showed there was something wrong to me. Although we are

not a religion-based home schooling family. I feel 33.421(d) is an attempt to deliberately attempt to remove religious students from the correspondence programs.

33.421(e)(2) grades, or standards met determined and assigned by a certified teacher. After our experience with the public system, all the 'certification' it was claimed to have, this proposed reg can cause some resentment that we are stuck with an unstable, ineffective system, because you have allowed it to police itself by being the only one allowed to assign a grade. I know a certified teacher is not the only one competent for this task. Also, taking away all grading rights of parents makes Alaska one of the strictest in the nation when it was, before this proposed reg, one of the most user friendly for home schooling families in the entire union - and probably was so due to the large size of our state and remote locations of families administrative costs are very high. I feel the correspondence programs should be allowed to set this requirement up or not based on the student's in their districts apparent needs as they come up, such as staying behind for too long. You are in fact creating an added administrative burden for the correspondence school, but not putting a fiscal note with the section - is this to make things harder on the correspondence programs?

33.421(h)(2) material purchased with state funding are property of the program; non consumable material must be returned to the program when the students exit the program for any reason. This provision is ineffective totally. With Saxon Publishing rights alone, they say right in their manual they will not allow you to 'share' their materials - that it is intended for just your family's use. With my child's unique learning style, I also need to keep the manuals, dictionaries, and space and human body encyclopedias at least one year longer as encyclopedias for memory issues. Given the correspondence program, they will sit useless upon a shelf with rules of law governing its inability to be given to anyone else. Also, our computers are purchased with part of our own money, part is purchased with school money - they are non-consumable. How are you going to account for that in this reg? Also, you are turning parents and the correspondence program into expensive mailing, sorting, inventorying, storage and redistribution agencies. They will have to purchase a warehouse to put all the things - how will we ship disks? Where will we get the money? How will we ship large calendar displays and software, which outdates quickly? The software will sit upon a shelf unusable by anyone else. This takes money from the needs of the children, to make a new and greater financial need you are not providing the money for. This specifically complicates things and seems like someone's over zealous imagination got carried away. A successful program stays that way by keeping it simple for children and families.

33.450 If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test. This seems to punish all home schooling families in the state and once again, the author's sincerity is questioned as it is unclear why it is written so austere towards home schooling families. **This appears to be punitive towards families attached to a correspondence program or not. If a family has been home schooling all along, and decides they could benefit from enrolling in a correspondence program, they are turned down the requesting year, and the next year, if in their private home schooling experience they did not do benchmark examinations.** Well, our legislatures kindness towards home schooling families did not have this in mind, that they be punished in any way for exercising this right. **This seems to violate existing state laws and should be stricken from the proposed regs. It does not provide for alternate testing dates whatsoever and seems to punish 'children' for nothing, for absolutely nothing.** I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. Alternate testing dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.

My son is 8 years old and has progressed remarkably. My motivations for home schooling are so that my child will get an education as to where in the public system he was not getting an education at all. I plan to continue home schooling as long as I can and the Alaska Correspondence Program has provided an excellent forum for educating a child the district said 'could not be.' These changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes seem to meet some education administrator's ideas of what meets his or her needs, but do little or nothing to help children and parents - none of these provisions should be adopted without a full, open, accessible, fair process. They go far beyond what is required by law.

Sincerely,

Joan Dangell

Cc: Rep.'s Jeannette James & Fred Dyson

Joan Dangell 790-7265 Box 34711; Juneau, AK 99803-4711 starttraveler@gcl.net

COMMENTS REGARDING NEW STATE REGULATIONS FOR
CORRESPONDENCE PROGRAMS

February 17, 2002

Steven and Nancy Axelson
P.O. Box 9029
Ketchikan, AK 99901
(907) 225-9778

I am opposed to the potential instatement of regulations 4 AAC 33.421 and 4 AAC 06.450 concerning correspondence programs. The basic function of the existing correspondence programs referred to in these new regulations has been to assist homeschooling families like mine. Many of the new regulations are just adapting the traditional regulations of brick and mortar public schools. Original legislation should be drafted to fit these correspondence programs. It should be a process that involves a cross section of people who rely on the programs, a bottom up approach. Parent/Teachers should play a major role here. Program administrators and school board members need to contribute to make sure legislation will allow for enough leeway to fit their programs unique culture.

I am aware of at least three unique correspondence-homeschool programs being used in the Ketchikan area. REACH, PACE, and IDEA. REACH, Respecting Educational Alternatives & Choices in Homeschooling – the acronym alone couldn't make clearer their mission. The foundation on which the PACE program was built "...offers parents the opportunity to make decisions on how their children are educated (and)...provides alternative choices to the regular school experience." The IDEA program's objective is to "...build and foster a community of learners which views education as not confined to the traditional four walls of a classroom, rather a free-flowing exchange of knowledge and ideas ." Under the "new" proposed top down legislation, existing programs such as these will be re-formed into the generic public schools that the legislation was originally written for.

That being said, however, it is unlikely that legislation drafters will ever undertake such an endeavor. So at the very minimum, here are the areas in the proposed "new" state regulations that must be changed.

4 AAC 33.421

*(b): The program must conform with statewide goals and performance standards as set out in:
4AAC 04.010, 4 AAC 04.200*

Regulations 4 AAC 04.010 and 4 AAC 04.200 were designed to facilitate a relationship between the community and the school and protect the students in a public school institution and do not apply correctly to a homeschool situation where a child is most often being taught directly by the parents. This legislation should not be

"borrowed" and adopted for homeschoolers because much of it does not apply and infringes on the very rights that homeschoolers are often practicing when they choose alternative education. 4 AAC 04.010 needs to be rewritten or eliminated, as it was not written with homeschool students in mind. For example, 04 AAC 04.010 (b) (2) reads as follows: "empower the public with the knowledge that the skills and subjects included in this chapter are of great importance to education so that the public can participate in local educational planning with more authority and effect." A homeschool does not need the public "empowered with the knowledge that the skills and subjects of this chapter are of great importance so that the public can participate in local educational planning with more authority and effect". Homeschooling takes the "public" out of the equation and allows parents to be more than just participants. Homeschool parents ARE the educational planners for their children. Another example: 4 AAC 04.200 (a) reads as follows: "Subsections (b) and (c) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession." The list of performance standards in (b) and (c) referred to above is too extensive to copy here. Again, this does not apply to homeschoolers being taught by a parent who has a God-given right to be their child's teacher and does not need to qualify by anyone's criteria or performance standard.

4 AAC 33.421

(c): The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.

Here again the legislation is demanding public school legislation standards in my home. AS 14.03.090 reads: "...**partisan, sectarian, or denominational doctrines may not be advocated in a public school** (my home if I'm a part of a correspondence program) **during the hours the school is in session...**" My children are learning from the moment they awake in the morning until the moment they fall asleep at night. I teach my children "when you sit at home and when you walk along the road, when you lie down and when you get up" Deuteronomy 6:7. Even with set "school hours" at home this section cannot possibly apply. This subsection must not be passed! The government cannot regulate or limit the religious beliefs, denominational doctrines, partisan or sectarian biases that we wish to represent to, teach to or advocate to our children. As homeschoolers, many of us are teaching our children at home for the very reason that we wish to impart religious biases! We cannot allow the government to intentionally or inadvertently pass legislation that could jeopardize our freedom to influence our children. We are not talking about a hired teacher in a public institution when we are looking at these correspondence programs. We are talking about parents and their children in their own homes. We must be allowed to teach our children whatever we choose, whether the materials we use are purchased by the state or by our own funds.

Each family that chooses to homeschool has their own unique list of reasons why they chose this option. Some of the objections many of us have to the public institutions

will be brought into our homes with the proposed regulations above. As parents we need to be able to maintain control and freedom in choosing the materials we use in teaching our children at home. With the passing of this legislation, the government has the power to prevent me teaching my religion to my family with materials purchased by me in my home.

4AAC 33.421 subsection (h) specifies and regulates the appropriate spending of state funds. I understand that this is necessary and reasonable. It is a completely different issue than approving unfunded materials that are to be used. I am not objecting to the regulations of state funding, but to the regulation of curriculum and course of study as stated again in subsection (g) part 1 and in subsection (d) below:

4 AAC 33.421

(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student, the agreement

- 1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090 and appropriate for the student;*
- 2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with AS 14.03.090, including a certified teachers review of all curriculum materials for each student.*

4 AAC 33.421

(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, or by the student if the curricula teach particular religious beliefs, or a particular religion as true.

In (d) above, it is unclear whether the parent teaching the child is considered part of the program staff. If this regulation was interpreted that way then it would again prohibit religious instruction in the home. This regulation needs more clarity.

The following regulations are proposed that would mandate state testing of the students enrolled in the above programs.

4 AAC 33.421

(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 – 4 AAC 06.790; the program must
(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450

4 AAC 33.450

FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS.

(a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in

any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.

This legislation should not be enacted. I understand that if the State is funding a program, they are going to need some way of monitoring and evaluating the program and all participants and staff for assessment. There are adequate provisions in subsection 4 AAC 33.421 (e) to achieve this.

4 AAC 33.421

(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; assessment must include:

- (1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;*

Monthly review is an excessive burden to place on the parent but quarterly review would be sufficient to ensure that academic progress was being made.

Legislation requiring homeschoolers to participate in State testing must not be enacted. Any existing mandates need to be repealed or amended to include a provision for parents to opt out of the tests if they deem this to be best for their child. Giving correspondence program administrators the power to excuse students from testing and then requiring the high percentage of participation as spelled out in AAC 33.421 (f)(3) does not give them the freedom to allow parents/students to opt out of testing. There are legitimate reasons why homeschool parents might not want to participate in the assessment testing.

1. Testing is not an accurate assessment. This is especially true for homeschoolers because they are choosing an unconventional approach to education. One of the biggest benefits of homeschooling is the freedom it gives us to create a scope and sequence (what to teach and at what grade level to teach it) suited to our own children and of our own choosing – not the state's. We are not teaching to the test, nor do we want to be forced to just to prove our performance to the critics. Testing would require homeschool parents to teach what the government decides is appropriate for our kids to learn and at what age they should learn it. This unravels the very fabric of existing correspondence programs stated missions and objectives. And it erodes the very freedom many homeschoolers are trying to exercise. Often the reason a child is in a homeschooling setting, is because the scope or sequence of the public school did not suit the parents or the child. Testing would, in practice, dictate curriculum

State tests are created to assess the knowledge, understanding, capabilities and advancement of students being taught in an institutionalized setting. Public schools are basically similar across the state and as they are governed by state standards, testing is going to be far more accurate among those who have gone through the system that they were designed to test. Conversely, the cultural atmosphere of a homeschool setting is going to vary greatly from home to home. State tests are going to be biased against this minority background. For example: one of the questions found on the second grade IOWA test of Basic Skills assessment test in the social studies section shows a picture of a chalk board and asks where that particular item would usually be found. The choices

are home, school and two other choices. This question would obviously be biased if "school" were the correct answer. On the IOWA test of Basic Skills test for first graders the same question is asked about a globe. Many homeschoolers have these kinds of resources in their homes and these kinds of questions would not correctly assess their knowledge. This is a good example of how standardized tests are going to be biased against the alternative culture of the homeschooling population.

There is also great controversy among psychologists as to the validity of standardized testing, and whether it does assess ability and knowledge, or rather familiarity and comfort with testing procedures and materials. Not all children are even familiar with the same types of testing procedures let alone the same educational materials. Furthermore, homeschool parents are intimately acquainted with their students and know them and their strengths and weaknesses so well that they often don't feel the need to "test" their knowledge. Consequently, these students are not likely to be as familiar with the whole concept of testing as conventional students. There is a greater range of variance in testing procedures and educational materials in a homeschool setting. There are such a wide array of educational materials available now for homeschoolers that accuracy in testing would be almost impossible. My first grader, who is reading at a third grade level and doing math at a second grade level has never even filled out a bubble answer sheet and may score poorly even on these categories of the tests simply because of the confusing process.

Another problem with standardized testing is that the tests presume a standard of knowledge that homeschoolers might not agree with. For example, most public school textbooks of world history teach that the earth is millions of years old and that dinosaurs were prehistoric animals. I have personally taught my kids a young-earth (only 6 or 7 thousand years old), creation view of history. They have learned that dinosaurs and people were, in fact, on the earth at the same time. That is what we believe based on the Bible. I use this example to show that any test questions about this are going to be religiously biased against my kids. If the tests show that my kids are not educated properly because they didn't "know that people and dinosaurs were not on the earth at the same time" or that certain archaeological findings date people back 12,000 years or more then the tests did not assess their knowledge but their beliefs. This would also be similar to a child taking a standardized test in the 1400's answering the question "what shape is the earth? a) flat b) round etc. One of the reasons I homeschool is because I want to teach my children our personal beliefs which are often not the perspective being taught in the public schools. The tests are going to be biased against this freedom of belief.

2. Testing has psychological ramifications. Many homeschool parents don't want to expose their children to the psychological stress, pressure and labeling of testing. They don't want grades to become the focus of learning nor a tool to alter self-esteem. Rather, they want learning to be a natural gathering of information and skills that the child can learn to use and apply and reason with. They don't want their child to aspire to a goal that is less worthy than the bare achievement of appreciating the world we live in and mastering it...simply a love of learning. To aspire to acquire a letter grade or a high score on a test cheapens and overshadows the goals that some of us want for our children. Many of us homeschool for this very reason. Again, this is yet another instance where

the rules and regulations for public schools cannot be imposed on homeschoolers without encroaching upon the rights we seek to keep.

Government assisted homeschooling, via the existing correspondence programs, provides a wide range of opportunities that would not otherwise be available and is beneficial to many homeschoolers. Money spent on education in these unique cultural settings (homes) assures the state a continual diverse pool of future Alaskans. Changing or passing legislation that diminishes the difference between public schools and homeschools serves no logical end. Today, Alaska has the best climate for homeschoolers of any state for parents who want to teach their children without government funding or assistance. Why not set this goal for funded homeschool programs too?

3492 Meander Way
Juneau, AK 99801

March 6, 2002

Representative Fred Dyson
State Capitol
Juneau, AK 99801

RE: HB 464 Affecting 4 AAC 33.421 Statewide Correspondence Study Program Requirements

Dear Representative Dyson:

I am a parent with children enrolled in the Cyberlynx Correspondence Program and am writing to express my support to your Bill and my opposition to the proposed regulations presently out for public comment that directly relate to the operation of the Statewide Correspondence Study Program Requirements.

The regulations were written by the Department of Education with little or no input from the homeschool parents who are adversely affected. The proposed regulations will severely limit parental choice and have a devastating impact on student opportunity. They were not crafted with the best interests of our children or the homeschooling constituency in mind. Cyberlynx has told us that the Alaska Department of Education has not acted in good faith. I respectfully request the regulations as written be deferred and not passed until we know that the regulations are written in an open, constructive, and inclusive fashion. I also strongly support your Bill and others efforts to address the concerns of homeschool parents using Statewide Correspondence Study Programs. Efforts to insure legislation addresses the following concerns are greatly appreciated.

The proposed regulations listed under 4 AAC 33.421 Statewide Correspondence Study Program Requirements should be shelved in their entirety until we can be certain that they are not unfairly biased against those of us that choose to take responsibility for educating our children, and the correspondence school programs designed to support home schooled children.

The provisions of most concern include:

33.421 (c) *Requiring curriculum material to be of the same quality as offered in the public schools programs.* We have used home design courses for many classes or adapted existing curriculum to meet the needs of our children. This provision removes flexibility from homeschoolers. One significant advantage of homeschooling is our ability to fit the education to the individual needs of our children. I believe the parents are better able than the school administrators to make this determination for our children. It appears the regulation is written force homeschoolers to use only state sponsored and approved curriculum. This may preclude home designed courses.

33.421 (d) *No instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true.* The primary reason why we and many other homeschool parents choose this educational option is because we have a religious conviction that the moral values taught our children must be consistent with our religious beliefs. The State of Virginia, the last state we lived in, has a religious exemption provision in their law protecting such a right. Our children deserve better than what this provision allows. I strongly object to not being able to teach my children with the curriculum of my choice especially when purchased with my own money. I fail to see what state interest is "protected" by this provision. We use curricula for teaching health (including abstinence in sex education), science, history, literature and many other subjects from religious publishers at our own expense. To force us to do otherwise is a direct affront to our religious freedoms and rights as parents. It does not serve the students by making them take duplicate classes for forcing them to learn values that are objectionable

March 6, 2002

to parents who will not teach them anyway. Most homeschool parents with religious convictions will withdraw from the program before being forced to comply with this provision. This is a deliberate attempt to remove these students from the correspondence programs.

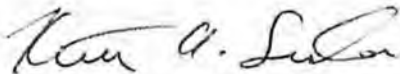
33.421 (e) (2) *grades, or standards met determined and assigned by a certified teacher.* We have given our children grades for all their classes. I find it hard to believe that only a certified teacher is competent for this task. Studies done by the Homeschool Legal Defense Association and others have clearly documented through research that teacher certification makes little difference in the quality of education when comparing homeschool to public school students.

33.421 (h) (2) *material purchased with state funding are property of the program; non consumable material must be returned to the program when the student exits the program for any reason.* This provision is designed to meet the needs of bureaucrats, not students. When we chose to purchase items such as computer software, or texts, they become obsolete in a few years. The expense of mailing, handling, storing, inventory and redistribution would likely outweigh any cost savings to the school district. This would reduce funds available for students and increase the administrative burden for parents and school administrators alike. It is a bad provision and should be removed.

33.450 *If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test.* There are no alternate testing dates for the tests. If the student is ill or absent during testing time, no provision for make up tests is provided. I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents.

We have two children in 11th and 9th grade. We have homeschooled them all their lives. They have tested in the 85th to 98th percentile compared to public school students on every standardized test given. We plan to continue homeschooling until they enter college. The Alaska Correspondence Program has provided an excellent forum for educating our children through Cyberlynx. The changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes may meet some education bureaucrat's idea of what is needed to meet their needs, but do little to help the parents and children. None of these provisions should be adopted without a full, open and fair process. They go far beyond what is required by law. Please use your legislative influence to fix these problems.

Sincerely,



Keith A. Simila

Subject: HB 464

Date: Thu, 07 Mar 2002 13:49:53 -0900

From: Ginger Hamlin <hamlinz@gci.net>

Dear Representatives,

We are writing to encourage you to help in the timely passage of HB 464. We're advocating that you help in allowing citizens such as ourselves to continue to successfully educate our children in the way that is best for our children. Please help limit the ability of the Department of EED to regulate statewide correspondence programs. We belong to the IDEA homeschool program which has been an outstanding program for our two children. They are well beyond their grade level in every subject and have had such a positive experience in homeschool that they love learning and they love "school."

Signed your concerned constituents & citizens,
Ginger and Jeff Hamlin
North Pole, AK

448 Klondike Ave.
Homer, AK 99603
March 6, 2002

House HES Committee
Alaska Legislature
Juneau, AK

Dear House HES Committee,

Please approve the Committee Substitute for HB 464. Statewide correspondence programs have proven that they can produce test results comparable to the statewide average at less cost per pupil than other school systems, while maintaining parental freedom, individuality, and innovation.

CSHB 464 allows for an application every ten years, unless the program falls into a category of being deficient or in crisis. The yearly application now required is time-consuming, redundant, and unnecessary. It is not required of any other public school, including building-based schools, charter schools, or in-c strict correspondence. It also specifies that regulations cannot unfairly single out students in correspondence programs by holding them to a higher standard than other public school students.

CSHB 464 allow for the enrolling district to set the level of monitoring of students based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria. This honors the local school board in its authority over the constituency that it serves, as does the section acknowledging that the local school board is responsible for establishing procedures for the selection and purchase of materials. The legislature has clearly had a history of support local control of schools, continued through this legislation.

IDEA is the largest and the first of this new breed of homeschool support program. Our test scores are comparable to the state average and are indeed higher than the state average in many areas. At the same time, Galena has the second lowest per student expenditures of all 54 school districts in Alaska. Our participating parents appreciate and support the procedures that we have in place now. Our ability to serve these families would be reduced if over-regulation were to occur. There are approximately 9000 students enrolled in such programs statewide, 3500 of which are enrolled in IDEA. Thank you for serving these Alaskans by passing laws that protect their right to interact with a statewide correspondence program without over-regulation by the Department.

Respectfully,

Carol Simpson
Administrative Assistant
IDEA - Galena City Schools

Subject: House HES on HB 464

Date: Wed, 6 Mar 2002 14:24:54 -0900

From: "Carol Simpson" <carols@ideafamilies.org>


To: <Jason_Hooley@legis.state.ak.us>, "Wes Keller" <Wes_Keller@legis.state.ak.us>

CC: "Steve Musser" <stevedm@ideafamilies.org>, "Jim Foster" <jimfo@galenanet.com>, "Carl Knudsen" <carlk@galenanet.com>

Jason,

Please see that the attached document is included in the packets for the HES Committee members for tomorrow's meeting. I work for IDEA and have been working with Wes on this bill. Can you please see that I am scheduled to speak early in the public comment portion of the meeting? As I anticipate a good number of IDEA parents will be present at the LIO's, I suspect that having me speak early may allow a lot of other people to just add an "I agree", streamlining the committee's time and allowing for more people to comment. I will be present at the Horr... LIO. Please let me know if this is unable to be included in the packets for some reason, as it will affect my testimony.

Thank you,
Carol Simpson

	Letter to HES.doc	Name: Letter to HES.doc Type: WINWORD File (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Subject: HB464

Date: Wed, 6 Mar 2002 14:28:35 -0900

From: "Mark and Val Goodrich" <marknval@mtaonline.net>

To: <Jason_Hooley@legis.state.ak.us>

Please include my message in the packet for the committee members.

I am writing to ask you to do all that is in your power for the timely adoption and passage of bill CS-HB464. It is very important, to many people, that the EED have limits placed on their ability to regulate statewide correspondence programs.

Thank you for your continued support,

Valerie Goodrich

Subject:

Date: Wed, 6 Mar 2002 12:58:06 -0800

From: "sherri vincent" <tvincent@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

CC: "sherri vincent" <tvincent@ideafamilies.org>

Please adopt the C.S. of HB464. Thank you, Sherri Vincent

Subject: HB 464

Date: Mon, 04 Mar 2002 10:25:25 -0900

From: FAMILY TOLLEFSRUD <zodama@ptialaska.net>

Organization: Treehouse Productions

To: Jason_Hooley@legis.state.ak.us

Dear Mr. Hooley,

Please see that all House HES committee members get the following message.

Thank you so much for all your work.

DeWaine Tollefsrud

Dear Ladies and Gentlemen,

We are home school parents involved in the I.D.E.A. program which is a Statewide educational correspondence program based out of Galena. We are also the proud parents of a 10 year old daughter who scored in the 98th percentile overall in the 4th grade benchmark exams as well as professional educators. We are writing today to ask you to adopt the CS (Committee Substitute) of HB464 and encourage the timely passage of this bill.

Respectfully,

DeWaine and Jane Tollefsrud

Homer, AK

(907) 235-7262

Subject: HES committee

Date: Sun, 3 Mar 2002 07:55:49 -0900

From: "Fletcher family" <bletcher@ideafamilies.org>

To: <Representative_Fred_Dyson@legis.state.ak.us>

Honorable Rep. Fred Dyson

Thank you for sponsoring HB464. I have emailed the following to each of your colleagues on the House HES committee.

I understand that in your capacity on the House Health Education and Social Services Committee you will shortly be considering the CS of HB 464 limiting the ability of DEED to regulate state-wide correspondence programs.

Having recently commented at some length on DEED's 4 AAC 33.420-.490 I received from the State Board a 'Question & Answer' document that makes it clear that they really don't understand the purpose of the programs they're regulating.

The impending excessive regulations have placed Alaskan homeschools under a stifling cloud, and the time spent in addressing this really detracts from our ability to provide for our children's education. I hope you and your colleagues on the Committee will pass this bill ASAP.

Thank you for your consideration,

Barrett Fletcher

PO Box 575

Homer, AK 99603-0575

please include our message in the packet for the HES committee members

Subject: please include our message in the packet for the HES committee members

Date: Sun, 3 Mar 2002 23:28:29 -0900

From: "Mrs. Mark Hale" <mhale@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Representatives;

We would like you to adopt the CS of HB464 and urge the timely passage of this bill.

Sincerely,

Mr. and Mrs. Mark Hale

Home school parents

Subject: Please include our message in the packet for the House HES Committee Members

Date: Sun, 3 Mar 2002 19:29:48 -0900

From: "Allen, Donna, & Rebecca" <adennis@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Box 493
Anchor Point, Alaska 99556

March 3, 2002

To the House HES Committee Members:

Rep. Fred Dyson
Rep. Peggy Wilson
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

As parents of a child in the home schooling program in Galena we urge you as members to adopt the Committee Substitute of HB464. We feel that DEED's proposed regulations concerning # 14 AAC 33.421, as they are written not only restrict our ability to responsibly educate our child but that the same proposed regulations would force children out of the system. We feel that there are too many children that fall into these "cracks" already. We live in an area that has over 20 of these children that are not receiving an education due to regulations already in existence. We are thankful for the IDEA program and feel that adopting the Committee Substitute of HB464 would help us as parents to responsibly educate our child.

Thank you for your timely passage of this bill,

Allen, Donna, and Rebecca Dennis

Subject: re: CS version of HB464

Date: Sun, 3 Mar 2002 18:18:19 -0900

From: "Brian Springer" <bspringer@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

CC: "Fred Dyson" <Representative_Fred_Dyson@legis.state.ak.us>,
"Peggy Wilson" <Representative_Peggy_Wilson@legis.state.ak.us>,
"John Coghill" <Representative_John_Coghill@legis.state.ak.us>,
"Gary Stevens" <Representative_Gary_Stevens@legis.state.ak.us>,
"Vic Kohring" <Representative_Vic_Kohring@legis.state.ak.us>,
"Sharon Cissna" <Representative_Sharon_Cissna@legis.state.ak.us>,
"Reggie Joule" <Representative_Reggie_Joule@legis.state.ak.us>

My name is Terri Springer. I am both a certified teacher in the State of Alaska and a home schooling parent with Galena School District's IDEA Program. I am in full support of CS version of HB464 and would like to encourage its timely passage. The provisions of this bill would enable myself and other parent/teachers like me to continue to educate our own children, in our own homes, with the support of other trained educators, in a wonderfully unique, efficient, and effective way. Thank You So Very Much!

Subject: HB 464 - for all committee members

Date: Mon, 4 Mar 2002 08:40:53 -0900

From: "Damien Delzer" <mdelzer@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Dear Representative,

Please strongly consider the expedient passage of HB 464. I am a homeschooling parent and the recent proposed legislation that is now under review greatly diminishes my choice and effectiveness of schooling my children. I am so thankful for this opportunity that Alaska has given parents to homeschool with freedom as well as offering programs like IDEA that assist, yet do not hinder.

This is such an important issue for our state. The bottom line is freedoms, or the limiting of those freedoms. Please allow these freedoms to stand.

Thank you for your time and consideration.

Sincerely,

Jennifer Delzer
907 457 2298

436 Droz Dr.
Fairbanks, AK 99701

Subject: HB464

Date: Mon, 4 Mar 2002 05:45:18 -0900

From: "Nabinger" <rnabinger@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Jason Hooley -

Please include the following message in the packet for all HES Committee Members.

Thank You.

~Patricia Nabinger

To: House HES Committee Members:

Rep. Fred Dyson, Chair

Rep. Peggy Wilson, Vice-Chair

Rep. John Coghill

Rep. Gary Stevens

Rep. Vic Kohring

Rep. Sharon Cissna

Rep. Reggie Joule

Re: HB464

An act relating to statewide school district correspondence study programs.

I agree with the wording of HB464, and I would like to see it passed in a timely manner. As a homeschooling parent, I appreciate the time and attention you are giving to this manner.

Respectfully,

Patricia Nabinger

Soldotna, AK

Outgoing mail is certified Virus Free.

Checked by AVG anti-virus system (<http://www.grisoft.com>).

Version: 6.0.325 / Virus Database: 182 - Release Date: 2/19/02

Subject: HB464

Date: Mon, 4 Mar 2002 06:37:20 -0900

From: "Perry" <rperry@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason,

I support HB464. Please relay this to the committee members. I am a homeschooler of three children.

Rebecca Hinsberger, Kasilof, Ak.

Subject: HB464

Date: Sun, 3 Mar 2002 21:56:31 -0800

From: "K A T" <bigbow98@mosquionet.com>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Please include this message in the packet for the House HES committee members:

I would like to express my support of the committee substitute for HB464. It brings back dignity and freedom to homeschool parents. I am in the IDEA program because I wanted to be held accountable for my child's education without overbearing interference. IDEA has an excellent program, but the new proposed regulations would have been too much. Thank you for caring about our children and having faith in us!

Judith R Thomas
1910 Jupiter Dr
North Pole AK 99705
907-490-9089

Subject: Comments on HB464

Date: Mon, 04 Mar 2002 11:09:59 -0900

From: Jay Ver Hoef <ffjmv@uaf.edu>

To: Jason_Hooley@legis.state.ak.us

Dear Jason:

Please pass these comments onto the committee members.

I would like to thank you committee members for sponsoring this important bill and encourage you to pass it.

Homeschool and correspondent students should not be faced with more restrictions than traditional public school students. It is important to keep in mind the main goal for everyone is providing excellent education for our children, and thus allow parents freedom in their choices what best suits the individual child's needs. The sytem is working well now with support from public educators (such as through IDEA).

This bill is an important step in gaurding against over-regulation to homechooled and correspondent students, and again I urge you to pass this good legislation.

Sincerely,
Mary Ver Hoef
Fairbanks, AK

Subject: HB464 - Please support it!

Date: Sun, 3 Mar 2002 06:43:24 -0900

From: "Bill Miller" <kenai@sarcomgs.com>

To: <Jason_Hooley@legis.state.ak.us>, <Representative_Fred_Dyson@legis.state.ak.us>, <Representative_Reggie_Joule@legis.state.ak.us>, <Representative_Sharon_Cissna@legis.state.ak.us>

CC: <Representative_Peggy_Wilson@legis.state.ak.us>, <Representative_John_Coghill@legis.state.ak.us>, <Representative_Gary_Stevens@legis.state.ak.us>, <Representative_Vic_Kohring@legis.state.ak.us>

HB464 - Please include this message in the packet for the committee members

Distinguished House HES Committee Members,

We wanted to take a moment to urge both of you to support HB464 as we feel that the Dept. of Education and Early Development should be limited with regards to enacting legislation that affects statewide correspondence programs. We homeschool our son and believe it is the best education that he could ever get. I work for XTO Energy, Inc., in Nikiski as District Administration Manager but my background/degree is Secondary Education. I've taught in the classroom and have seen first hand the problems with the system. With homeschooling, we've been able to overcome those and give our son a "world class education" and I'm willing to compare my son's scores with any student in the public system. We believe you'll find that the State of Alaska is getting a tremendous return on it's education dollars that are spent on home schoolers both in terms of better education and more efficient use of the dollars spent by the state on homeschooled kids. We believe if you compare all of the homeschooled kids in the state to the public system, you'll find the same. Please don't allow the Dept. of Education and Early Development to burden us homeschoolers with the same bureaucratic nightmare as the public system. We urge you to support HB464.

My parents moved to Alaska back in 1966 when I was three, and I've lived and worked all across Alaska thanks to my father being an Alaska State Trooper and my own career path. I've been involved with, and seen first hand the education system from St. Marys to Savoonga, Togiak to Tununak, Anchorage to Alakanuk, Fairbanks to King Salmon, and I can tell you that nobody knows first hand about the education of their children than the local people. The parents of Alaska know their children and their local situation better than anyone in Juneau, and the last thing any of us need is the Department of Education in Juneau or Washington D.C. dictating to us how our children should be educated or how our education dollars should be spent. I remember in Fairbanks as a child when native kids were sent from their villages to Fairbanks or Anchorage to attend elementary school, and always thought it was terrible that they couldn't live and learn in their own community where their parents knew what was best for their children's education. Years ago the State figured it out and now kids go to school in their own villages as they should have been able to from the beginning. We have a diverse population in a huge state - we need to respect that. Please support HB464 and let's keep the Dept. of Education off our backs.

Sincerely,

Bill & Linda Miller
402 Eadies Way
Kenai, AK 99611

907-283-2726

Subject: adopt CS HB464

Date: Mon, 4 Mar 2002 13:45:04 -0900

From: kate@ae-data.com (Kate LaSota)

To: Jason_Hooley@legis.state.ak.us

Please know that I would like you to adopt the committee substitute of HB464 and not HB464 as it stands so that policy control is left more local and less general.

Thankyou.

Kate LaSota

Subject: HB 464

Date: Mon, 4 Mar 2002 13:01:20 -0900

From: "Max Mitchell" <donna@xyz.net>

To: <Jason_Hooley@legis.state.ak.us>

Jason please include our message to all members of the HES committee. I urge you to support HB 464. Patsy and I have adopted one of our granddaughters. We homeschool because we want our input in her education. Idea not only allows this but encourages it. DEED's attempt to burden statewide correspondence is outrageous.

Max and Patsy Mitchell
Homer, AK

Subject: proposed state regulations and CS of HB 464

Date: Sun, 3 Mar 2002 23:39:21 -0900

From: "Floyd Wright" <fwright@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please pass this e-mail on to the members of the EDU committee. I am a homeschool Mom on the IDEA homeschool program. I chose IDEA because I wanted to have someone to be accountable to, and I still wanted the freedom to be able to choose the best curriculum for my children's needs. IDEA allows me to look over curriculum and chose what works for each of my children. When I chose a curriculum that falls short in some areas the contact teacher let's me know. Then she tells me where I can get the supplemental help that the kids will need. In the meeting about HB464 on Friday, March 1st I listened to Mr.. McLain talk about the Cyberlinks and Delta Jct. programs and where they fall short. I felt like IDEA and other programs were being punished because of Cyberlinks and Delta's shortcomings. We do have to be in contact with our contact teacher periodically and our orders we put in are looked at carefully. If the office staff wonders why we are ordering something they ask the teacher and they have to approve the order. Candi Ahiers is our contact teacher and she frequently emails us about websites, upcoming Benchmark testing, and tells us where we can go for extra review to help us. When I go to the IDEA office for copies or help, Candi will frequently talk to my kids and myself about how things are going and ask if we need help with anything. Contact teachers will be in frequent contact if that is what you want or they will contact less often if that is what you want. As for the religious based curriculum IDEA doesn't pay for it and I don't ask them to. All I ask is that we be allowed to not only purchase religious based curriculum, but that we get credit for it. Mr.. McLain told the committee on Friday that we could still use religious based curriculum and be on the program, but that we wouldn't get credit for that class. Why does he think we are on the program? We want and need that credit! I have never ask my contact teacher for help on any of the religious aspects of any subject. I double checked with her about that. I don't need help with that part, I need help with reports - how long they should be and how many sources for what age group, how to cite material that was learned on the internet, etc.. Please help us to keep the right to use religious based curriculum and not only be on the program, but receive credit in those classes. When our kids reach college entrance age they need credit for the classes taken. One of the examples given on Friday about homeschoolers was a girl who had not finished even one of her courses and there was no accountability for it. IDEA has already covered that with rules of their own. We have to turn in Individual Learning Programs for each student and Progress Reports two times a year. If they don't see us or hear from us they do get in contact with us and check on our progress. There is no excuse for someone on IDEA not doing the work. Please protect our constitutional religious freedom by passing the CS of HB 464 and allowing us to use religious based curriculum and be on the IDEA program. If they can show me curriculum that is equal to or better than the curriculum I choose from A BEKA then I will consider changing curriculum. Thank you, Gaye Wright

Please pass CS (committee substitute) of HB464

Subject: Please pass CS (committee substitute) of HB464

Date: Sun, 3 Mar 2002 21:15:46 -0900

From: "Charlie & Joanne Hardesty" <chardesty@connect.kpbsd.k12.ak.us>

To: <Jason_Hooley@legis.state.ak.us>

PLEASE adopt the CS (Committee Substitute) of HB464 and pass it as quickly as possible. This is very important to all home school families.

Please include this message in the packet for the House HES committee members.

Thank you for your consideration.

**Joanne Hardesty
48271 Wild Rose Lane
Kenai, AK 99611
907-776-8137**

Subject: HB464

Date: Sun, 03 Mar 2002 09:20:10 -0900

From: Mark Ridling <lokee@mtaonline.net>

To: Jason_Hooley@legis.state.ak.us

Dear Sirs,

I have been a home school teacher with the IDEA program for the last five years and support HB464. Without quality programs like IDEA home schooling would not be what it is today. My children are able to achieve so much more through being schooled at home and I do not want to loose this valuable resource.

Sincerely,
Sherry Ridling

P.S. Jason, please see that my comments are seen by all the committee members.

Subject: Committee Substitute of HB464

Date: Sun, 3 Mar 2002 08:00:06 -0900

From: "Dempster" <mdempster@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason:

Please include this message in the packet to all the committee members. I would like to urge them all to adopt the Committee Substitute of HB464. I definitely think the Department of EED needs to be limited in their ability to regulate statewide correspondence schools.

Thank you very much!

Sincerely,

Marjie Dempster

Subject: HB464 - Please support it!

Date: Sun, 3 Mar 2002 06:43:24 -0900

From: "Bill Miller" <kenai@sarcomgs.com>

To: <Jason_Hooley@legis.state.ak.us>, <Representative_Fred_Dyson@legis.state.ak.us>, <Representative_Reggie_Joule@legis.state.ak.us>, <Representative_Sharon_Cissna@legis.state.ak.us>

CC: <Representative_Peggy_Wilson@legis.state.ak.us>, <Representative_John_Coghill@legis.state.ak.us>, <Representative_Gary_Stevens@legis.state.ak.us>, <Representative_Vic_Kohring@legis.state.ak.us>

HB464 - Please include this message in the packet for the committee members

Distinguished House HES Committee Members,

We wanted to take a moment to urge both of you to support HB464 as we feel that the Dept. of Education and Early Development should be limited with regards to enacting legislation that affects statewide correspondence programs. We homeschool our son and believe it is the best education that he could ever get. I work for XTO Energy, Inc., in Nikiski as District Administration Manager but my background/degree is Secondary Education. I've taught in the classroom and have seen first hand the problems with the system. With homeschooling, we've been able to overcome those and give our son a "world class education" and I'm willing to compare my son's scores with any student in the public system. We believe you'll find that the State of Alaska is getting a tremendous return on it's education dollars that are spent on home schoolers both in terms of better education and more efficient use of the dollars spent by the state on homeschoolers. We believe if you compare all of the homeschool kids in the state to the public system, you'll find the same. Please don't allow the Dept. of Education and Early Development to burden us homeschoolers with the same bureaucratic nightmare as the public system. We urge you to support HB464.

My parents moved to Alaska back in 1966 when I was three, and I've lived and worked all across Alaska thanks to my father being an Alaska State Trooper and my own career path. I've been involved with, and seen first hand the education system from St. Marys to Savoonga, Togiak to Tununak, Anchorage to Alakanuk, Fairbanks to King Salmon, and I can tell you that nobody knows first hand about the education of their children than the local people. The parents of Alaska know their children and their local situation better than anyone in Juneau, and the last thing any of us need is the Department of Education in Juneau or Washington D.C. dictating to us how our children should be educated or how our education dollars should be spent. I remember in Fairbanks as a child when native kids were sent from their villages to Fairbanks or Anchorage to attend elementary school, and always thought it was terrible that they couldn't live and learn in their own community where their parents knew what was best for their children's education. Years ago the State figured it out and now kids go to school in their own villages as they should have been able to from the beginning. We have a diverse population in a huge state - we need to respect that. Please support HB464 and let's keep the Dept. of Education off our backs.

Sincerely,

Bill & Linda Miller
402 Eadies Way
Kenai, AK 99611

907-283-2726

Subject: HB464

Date: Sun, 3 Mar 2002 13:39:11 -0900

From: "Lawrence Murray" <tagcsv@alaska.net>

To: <Jason_Hooley@legis.state.ak.us>

Greetings Sir

Please add the following message to packet for the HES committee members.

Thank you.

Representative Jeannette James and Representative Fred Dyson have co-sponsored HB464, which limits the rights of the Dept of Education and Early Development to enact legislation for statewide correspondence program. I support HB464 and urge you to support it as well. I appreciate you hard work in representing me in the legislator.

Sincerely yours,

Lawrence Murray

Subject:

Date: Mon, 4 Mar 2002 18:36:28 -0500

From: "akuto@alaska.net" <akuto@alaska.net>

To: "Jason_Hooley@legis.state.ak.us." <Jason_Hooley@legis.state.ak.us>

CC: "HB 464" <HB_464>

Concerning HB 464-Please distribute to all committee members.

I have homeschooled my children for the last 16 years. Our oldest daughter (16) is a
Our 12 year old son is on a snowmachine driving to Nome with the mushers. He has sper
Our 6 year old is just beginning her knowledge journey.

This November we, as a family, are flying one of our airplanes to Antarctica to explor
None of this would be possible within the traditional schooling system.

For many years we homeschooled alone, with much pain and lots of our own money. Since

Please pass the committee substitute of HB 464. Organizations such as IDEA should ope
Make the paperwork equal to public schools, our administrators don't need to do paperw

Most of us want our kids to be well educated. With the help of a great organization I

Thank you for your time.

Donna Claus
PO Box 109
Chitina, AK 99566
akuto@alaska.net

mail2web - Check your email from the web at
<http://mail2web.com/> .

PO Box 240
Kenai, AK 99611

March 4, 2002

House HES Committee

To Whom It May Concern,

Please adopt the committee substitute of HB464. Please pass this substitute quickly.

Sincerely,

Rosanne Carlson

March 6, 2002

Re: HB 464

Representatives Jeannette James, and Fred Dyson
State Capitol, Juneau, Alaska

*H.E.S.S. Committee
Members - Thank you.*

I would like to give you a copy of the attached letter to the Dept. of Education and Early Development regarding their proposed regulations for statewide correspondence programs (AAC 33.421-450) because I feel there may be some things overlooked that may be addressed by additions in your bill if you were willing to amend, or add something into it.

I did bold, on page 3 of my letter, something that I feel may change state law regarding the freedom of all parents to home school. I feel it may be implementing punitive circumstances for all home school families, whether they are associated to a correspondence program or not (33.450), if they are independently home schooling but opt to not do a benchmark, denying them also any entry into a state funded correspondence program for the current year they apply, and the following year from the first year they attempt to apply, which goes against the wishes of the legislature in the freedom home schooling families currently enjoy.

I would like to hear from you specifically on how we can help further the success of HB 464, and anything you feel we can do to help this bill successfully move towards passage.

Thank you so much for its introduction. I feel it is a very good thing you to have had the insight to have moved forward with this.

Sincerely,

Joan Dangel

Joan Dangel
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@aci.net

*I would appreciate it if Ms. James & Mr. Dyson were allowed to read this personally as it may in some way aid the content of HB464.
Thank you much.
Joan*

Commissioner Shirley Holloway
301 West Tenth Street, Suite 200
Juneau, AK 99801-1894

March 4, 2002

Re: 4 AAC 33.421 Statewide Correspondence
Study Program Requirements

Dear Commissioner Holloway,

I am a proactive and involved parent of an autistic child with sensory integration and expressive language disorders home schooling my son successfully, using the CyberLynx program to help with sound educational advice and resources to do so. I am homeschooling my son by myself, without any public district involvement, as was my wish due to their negative input, lack of working with my son, and after 3.5 years with them (2 preschools and 2 kindergartens they had him), reporting to me my son was totally incapable of learning enough to move past a preschool level. After being put on a 'complaint campaign' the public school system usually ensues with children with unusual differences, and being told he could not learn, I had to take my child out because I wanted him to make it to college, and I could see he was capable and felt in my heart he could learn. And, he could. I had asked all contacts with the child to work with him, they would not - and no - IEPs do not cause services to occur, they often exist as a paper tiger to obtain mis-distributed funding only. I went to the public school each day myself to work with my son after the 1.5 years of the kindergarten part they had with him, requesting they work with him, but they would not. I went into a panic state inside, because I felt he needed an education - it was my love to make him a success in this world that caused me to get proactive in his life in this area. And that it is clear to many, many parents in this state, IDEA's provisions are not enforced when it comes down to all the attorneys and disability law office involvement, as we currently see a number of families going through the same process I did, pulling their autistic children out of the schools in Juneau, just to find their children absolutely 'could' do it, had someone just stopped to sit at the table and work with them personally. As certified as they claim their educators to be - they are mis-certifying children as unable when it is untruthful in many cases right here in Juneau. I have obtained success unimaginable ^{prior to} ~~prior to~~ ^{during} their involvement.

I am concerned over the proposed regulations regarding correspondence programs due to the high success I have achieved with my son, as the correspondence program stands as it exists now. The proposed regulations immediately sharply appear too broad to know specifically what some of them are actually doing. To be accurately informed, I had requested from the Department (DEED) an accurate, honest, narrative explicitly stating exactly what and how each proposed regulation changed things, and did not receive one.

The regulations appear in many areas to come across as strongly bias to home schooling - when some children are receiving absolutely wonderful strides forward, they would not have otherwise experienced had they left it up to an incapable public system. By being bias to this worthy avenue of home schooling, it is ignorant of an avenue that is the only avenue that will or can work for some children in the world.

I am not a drifter type of home school parent, and most parents home schooling, I have found, are doing so because they want their children's education to be of a higher quality. Where classroom teacher campaigns are geared that the answer is in raising their salary, I disagree sharply. It is that they need to enforce lowering the teacher/student ratio to discontinue ruling it for each generation of children to 16, from the enormous amount of children a district is leaving a teacher alone to educate, as Cheney, Washington recently did with marked success.

Each year, my son is subjected to work much harder than anything ever handed to him in a public system. He does Saxon Phonics, a very difficult reading program and Saxon Mathematics. He was asked to pass an inquiry for level of academic understanding for entry into first grade after I home schooled him in CyberLynx a kindergarten year using Calvert's complete home school curriculum. He passed that home school curriculum, and did it in one school year. Please remember, that although it was his third attempt at kindergarten, it was his 1st year with me, and he passed his requirements in a timely period (one regular school year time), but could not pass two prior kindergartens under the public system's care. He is required to keep up with state standards.

When we began first grade, it was a very, very difficult program (Saxon), but my son will finish his first grade year in April, before the public system is even finished. I don't know if you have ever read the Saxon Phonics manuals, but they are extensive and very, very difficult. Saxon only has phonics programs for K-3. Our advisor was a 5th-grade teacher, she said that some of the Saxon 1st grade program was so difficult it was stuff she was teaching to 5th graders. Aside the difficulty level that I am not totally in agreement with for such a young

child with sensory processing issues, the program has wonderful structure to it with assessments each week, spelling tests each Friday, so many development worksheets it is up in the hundreds – but they are extremely well-prepared in their presentation. When other parents of autistic children leaving the district ask to see the Saxon things, they are just in awe of what my son can do. His progress and improvements have been significant (especially as he experiences 'actual' and hard-earned successes instead of constant flunking). Side-by-side with a research program (we found through Evening Magazine news show) he is on for a unique nutrient for central nervous system disorders discovered that is coming out of three universities in Canada, my son has come a long way. My son has earned his progress by very, very hard work.

I feel the author of the proposed home school regulations mistakenly feels home schooling is a 'lazy' lifestyle taking funds away from public schools. I am trying to make it clear to you that home schooling is not a lazy home life business, it is something that many parents take extremely serious and work very hard at. I have the education from 9-12. Then, we continue on the day with P.E. classes at the gymnastics program in Juneau, the Racquet Ball Club, or Juneau City Borough. Then, we have private speech and sensory processing therapies to attend. The day is full and there is gas money, food money, class money to worry about – as a single parent it is very difficult and I gave up everything to do this because I wanted him to make it in this world – to make it to college. If I had just given up and left it up to the public system and believed them he was incapable. It would have altered the course his life forever. The sacrifices are difficult and filled with hardships of their own to give up everything to educate a child. I ask that there be more mercy towards those taking responsibility for their children's education due to this, and the fact that we were not asked to help form these regulations so they appear to be a negative encroachment, or a negative, maliciously planned 'surprise' for home school families.

I have specific objections to the following provisions:

33.421(c) Requiring curriculum material to be of the same quality as offered in the public schools programs because there is apparent unforeseen inappropriate limitations this could be covering. For example, physical education services in Alaska are limited due to a majority of it being 'rural.' We take what we can, what comes up. If in some situations there are extreme limitations for art, physical education, music, etc., this could be a venue for forcing families to take what is dictated (like Alaska), rather than the only variety there is available in small communities. Additionally, this provision does remove flexibility from home schoolers if something very good is found, like we do find wonderful things now. One significant advantage of home schooling is our ability to fit the education to the individual needs of our children. I believe serious parents are better able than the school administrators to make this determination for children. It appears the regulation is written to force home schoolers to use only state sponsored and approved curriculum. This is very objectionable to me.

Under 33.421(d) No instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true: I have personal concerns for this reason – I used the Calvert full curriculum program for pre-kindergarten and kindergarten for a full year, (Calvert out of Baltimore, Maryland), having NO knowledge at all it had anything to do with religion whatsoever until your agency did an onsite review of CyberLynx and stated they wanted to enforce Calvert's being discontinued. I, as a parent, do not choose to teach with religious curriculum. The Calvert program was so good; a fully transcribed, educational plan – and I never found even one reference in any of its education based parts to religion ever. I did see in an optional paragraph at the beginning of the lessons towards the start where a number of things were listed as possible contemplative discussions for an opening discussion to the school day, such as discuss the purpose of school, a salute to the flag, or even a review of yesterday's work or talk about something important to the child, etc. *One of those items listed, and it is only listed at the very beginning of the book, was, if you want, you could say a prayer and they tell you what they do say for a prayer at the actual Calvert Academy.* I feel it is a terrible mistaken disservice to the correspondence programs of this state to want to outlaw a course with extremely high educational benefit, for one small reference to a 'religious option', without putting religion itself in its curriculum such as Calvert does not do. Calvert does not put religious content into their program anywhere – and I feel it shows a little too much negative intent to have targeted Calvert like your team did. It is a wonderful, full, curriculum program. It just shocked me to see your agencies willingness to go after anything and everything. That program sends you everything for your \$300.00. It sends the pencils, the paint, the tape and glue, the rulers, the math books, the reading books – anything you could imagine. It sent everything and not even one religious book came in those highly educational natured boxes; not even one. I think the reviewers bias is so significant here – that to throw this curriculum out showed there was something wrong to me. Although we are

not a religion-based home schooling family, I feel 33.421(d) is an attempt to deliberately attempt to remove religious students from the correspondence programs.

33.421(e)(2) grades, or standards met determined and assigned by a certified teacher. After our experience with the public system, all the 'certification' it was claimed to have, this proposed reg can cause some resentment that we are stuck with an unstable, ineffective system, because you have allowed it to police itself by being the only one allowed to assign a grade. I know a certified teacher is not the only one competent for this task. Also, taking away all grading rights of parents makes Alaska one of the strictest in the nation when it was, before this proposed reg, one of the most user friendly for home schooling families in the entire union - and probably was so due to the large size of our state and remote locations of families - administrative costs are very high. I feel the correspondence programs should be allowed to set this requirement up or not based on the student's in their districts apparent needs as they come up, such as staying behind for too long. You are in fact creating an added administrative burden for the correspondence school, but not putting a fiscal note with the section - is this to make things harder on the correspondence programs?

33.421(h)(2) material purchased with state funding are property of the program; non consumable material must be returned to the program when the students exit the program for any reason. This provision is ineffective totally. With Saxon Publishing rights alone, they say right in their manual they will not allow you to 'share' their materials - that it is intended for just your family's use. With my child's unique learning style, I also need to keep the manuals, dictionaries, and space and human body encyclopedias at least one year longer as encyclopedias for memory issues. Given to the correspondence program, they will sit useless upon a shelf with rules of law governing its inability to be given to anyone else. Also, our computers are purchased with part of our own money, part is purchased with school money - they are non-consumable. How are you going to account for that in this reg? Also, you are turning parents and the correspondence program into expensive mailing, sorting, inventorying, storage and redistribution agencies. They will have to purchase a warehouse to put all the things - how will we ship desks? Where will we get the money? How will we ship large calendar displays and software, which outdates quickly? The software will sit upon a shelf unusable by anyone else. This takes money from the needs of the children, to make a new and greater financial need you are not providing the money for. This specifically complicates things and seems like someone's over zealous imagination got carried away. A successful program stays that way by keeping it simple for children and families.

33.450 If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test. This seems to punish all home schooling families in the state and once again, the author's sincerity is questioned as it is unclear why it is written so austere towards home schooling families. This appears to be punitive towards families attached to a correspondence program or not. **If a family has been home schooling all along, and decides they could benefit from enrolling in a correspondence program, they are turned down the requesting year, and the next year, if in their private home schooling experience they did not do benchmark examinations. Well, our legislatures kindness towards home schooling families did not have this in mind, that they be punished in any way for exercising this right. This seems to violate existing state laws and should be stricken from the proposed regs: It does not provide for alternate testing dates whatsoever and seems to punish 'children' for nothing, for absolutely nothing.** I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. Alternate testing dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.

My son is 8 years old and has progressed remarkably. My motivations for home schooling are so that my child will get an education as to where in the public system he was not getting an education at all. I plan to continue home schooling as long as I can and the Alaska Correspondence Program has provided an excellent forum for educating a child the district said 'could not be.' These changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes seem to meet some education administrator's ideas of what meets his or her needs, but do little or nothing to help children and parents - none of these provisions should be adopted without a full, open, accessible, fair process. They go far beyond what is required by law.

Sincerely,

Joan Dangeli

Cc: Rep.'s Jeannette James & Fred Dyson

Joan Dangeli 790-7265 Box 34711; Juneau, AK 99803-4711 starttraveler@gci.net

Subject: HB464 Comments on proposed regulations

Date: Mon, 4 Mar 2002 09:56:08 -0800

From: "Richard & Carol Hamilton" <rhamilton@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear JH:

Please include this message in the packet for the committee members. Thanks. CH.

Dear Ladies & Gentlemen:

My husband and I have homeschooled our 3rd grade daughter for four years through the I.D.E.A. Program and believe that she is receiving a superior education. She has taken the CAT-5 for three years at home and scored 97-99 percentile. She will be taking her first Benchmark exam this week. I am happy with the I.D.E.A. program--the certified teacher support, the staff support, the resource room support, the meetings and seminars, the curriculum fairs, and the financial allotment. The educational plan we submit at the beginning of the school year and two progress reports seem perfect to keep us all on track. This statewide correspondence program is a real blessing to us.

I hate to see more regulations for these state correspondence programs and especially for us parents and students. I am particularly concerned with the following.

4AAC33.421(d), AAC33.421(e)(1), and 4AAC33.421(g)(2). As I understand this, it effectively prohibits parents from using privately purchased curricular materials with any religious content to teach their own children in their own home.

We are home educators--not evangelists. When we talk to IDEA personnel--we talk education--not religion. To prevent us from participating in a statewide correspondence program, because some of our books, that we purchase with our own money, come from Christian publishers and that we use inside our own homes--is a little restrictive, isn't it?

Another restriction is that all curriculum materials must be reviewed by a certified teacher for all students. This is a huge burden which would cause delays in homeschooling and would probably hard to administer. That's why we submit an Individual Learning Plan at the beginning of the new school year. Also, FYI, some (or maybe all) of our allotment funds are put on hold until this ILP is received and approved by the IDEA certified teacher.

4AAC33.421 (h)(5) says that all expenditures from the fund account must be approved by the certified teacher signing the student's plan. This is cumbersome and unnecessary if the guidelines are followed. The IDEA Order department monitors all purchases and reimbursements and provides far greater consistency by applying the same standards to all. Any questions on orders or lessons are referred to contact teacher. And, believe me, they strictly adhere to the rules. Also, the certified teachers are teachers--not accountants. It is a waste of their valuable teaching time to have them pushing accounting papers.

Thank you for your consideration of my comments. I'm sure a re-write of the regulations (if they are really necessary at all) could be done more effectively if input is received from homeschoolers and programs like IDEA.

Most sincerely,
Carol A. Hamilton

Subject: CS of HB464

Date: Mon, 4 Mar 2002 12:15:17 -0900

From: "Shawn" <slayton@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please adopt the CS of HB464. I fully believe in this. Thank you for your time and service. One of the main reasons for remaining in Alaska after my husband and I completed a long and honorable military service was because of IDEA and the freedoms it provided as it pertains to my children and their most important education.

Please forward this to ail who should be aware of my opinion and request.

Cristy Layton

IDEA parent teacher

907-457-1213

Fairbanks, AK

Subject: HB 464

Date: Mon, 4 Mar 2002 12:29:50 -0900

From: "Art & Ann Ward" <award@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

House HES Committee Members:

Please adopt HB 464! This legislation, if passed, will protect parents' rights to use curriculum material as they see fit. During this budget deficit, support for statewide correspondence schools which accomplish their goals "better, cheaper" is important. The freedom for parents to educate their children at home has already been successful. Please, let's protect parental rights to choose and use curriculum material as they see fit. Adopt HB 464.

Subject: HB464

Date: Mon, 4 Mar 2002 13:39:56 -0900

From: "John & Valerie Turner" <jturner@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Jason,

Could you include this message in the packet for all of the House HES Committee Members.

I would like you to adopt the CS of HB464 in a timely fashion. It is very important for our family, as we homeschool our children. We have appreciated all the support we receive from the state regarding homeschooling. And we feel blessed to live in a state that holds homeschooling in high regards. It is our wish that we would continue to be supported but not have such tight regulation as the Department of Education is currently try to adopt.

Thank you,

Valerie Turner

Subject: packet for committee members

Date: Mon, 4 Mar 2002 14:09:53 -0900

From: "Michael Hutchison" <mhutchison@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

To the House HES Committee Members,

I am a homeschooling mom of 18 years. Two children are in college with 3.5 to 4.0 grade averages. As a parent/teacher, I concentrate on reading, writing and arithmetic. I am not in agreement of the regulations.

1. I do not see the need for teacher interaction on a monthly basis. Semester progress reports seem sufficient. An educated teacher can "see" where there might be holes.
2. Testing is not accurate as all teachers "teach to the test" so what's the point. We do participate in state testing, though. If a student misses the test, they aren't allowed to re-enroll in another program. This seems like the boundaries are getting a little tight, don't you think.
3. Teaching with our own privately purchased curriculum should be no affair of the state, as long as the student is learning.
4. Paperwork becomes burdensome for everyone when adding another middle man such as a teacher to approve expenditures. The standards or boundaries are laid out detailed enough for parents to stay within or without.
5. No need for yearly applications. If there's a problem, pull the program.

Please adopt the CS HB64. Thank you for listening.

Mary Hutchison

mhutchison@ideafamilies.org

Subject: HB464

Date: Mon, 4 Mar 2002 18:27:20 -0900

From: "jmurray" <jmurray@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley, Please include my message below in the packet for the House HES Committee Members.

Dear Health, Education, and Social Services Committee Members,

Regarding the proposed regulations as stated in 4AAC 33.420-.490 by the Department of Education & Early Development, I have the following concerns and comments. I am against the regulations period. I find it extremely intrusive and limiting in my ability to home school my children. It is nothing more to me than a grave interference over my directing the education of my own children. I find it poorly thought out and not necessary. I do not support it at all. However Representative Jeannette James and Representative Fred Dyson have co-sponsored HB464, which limits the rights of the Dept of Education and Early Development to enact legislation for statewide correspondence program.

I support HB464 and urge you to adopt the Committee Substitute of HB464 as well. I appreciate you hard work in representing me.

Sincerely yours,

John Murray

Subject: HB464

Date: Mon, 4 Mar 2002 19:41:54 -0900

From: "Garrett & Melanie Heusser" <mheusser@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please include this message in the packet for the committee members:

We (as homeschooling parents in the I.D.E.A. program) support this bill and would like to see it passed.
Garrett & Melanie Heusser

Subject: HB464

Date: Mon, 04 Mar 2002 11:09:13 -0900

From: "Doudna Family" <ddoudna@ideafamilies.org>

To: Jason_Hooley@legis.state.ak.us, "Carol Gregory" <carolg@ideafamilies.org>

Dear House HES committee members,

As a concerned home schooling parent involved with the I.D.E.A. program, I urge you to support HB464. The state DEED does not seem to have much respect or trust in what home schooling parents are doing, yet I believe that the I.D.E.A. program is already currently addressing areas of concern without the excessive oversight being considered. I am a certified teacher who decided to home school our children in order to better challenge them academically while avoiding the many distractions and problems inherent in a typical classroom. Our children are soaring! Our 7th grader just scored a 610 on her SAT (out of 800 - better than 81% of seniors taking the test,) and our 5th grader nearly beat an 8th grader to take Alaska's Interior to the National Spelling Bee this weekend!

Please allow us to continue to educate our children in the way that is optimal for each of them, without forcing us to comply with cumbersome evaluations which would detract from the time we want to spend teaching and learning.

Thank you for your support.

Sincerely,

Heidi Doudna

Subject: CS of HB464

Date: Mon, 4 Mar 2002 12:15:17 -0900

From: "Shawn" <slayton@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please adopt the CS of HB464. I fully believe in this. Thank you for your time and service. One of the main reasons for remaining in Alaska after my husband and I completed a long and honorable military service was because of IDEA and the freedoms it provided as it pertains to my children and their most important education.

Please forward this to all who should be aware of my opinion and request.

Cristy Layton

IDEA parent teacher

907-457-1213

Fairbanks, AK

Subject: HB 464

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To: <Jason_Hooley@legis.state.ak.us>

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Please adopt HB 464! This legislation, if passed, will protect parents' rights to use curriculum material as they see fit. During this budget deficit, support for statewide correspondence schools which accomplish their goals "better, cheaper" is important. The freedom for parents to educate their children at home has already been successful. Please, let's protect parental rights to choose and use curriculum material as they see fit. Adopt HB 464.

Subject: HB464

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To: <Jason_Hooley@legis.state.ak.us>

Jason,

Could you include this message in the packet for all of the House HES Committee Members.

I would like you to adopt the CS of HB464 in a timely fashion. It is very important for our family, as we homeschool our children. We have appreciated all the support we receive from the state regarding homeschooling. And we feel blessed to live in a state that holds homeschooling in high regards. It is our wish that we would continue to be supported but not have such tight regulation as the Department of Education is currently try to adopt.

Thank you,

Valerie Turner

Subject: packet for committee members

Date: Mon, 4 Mar 2002 14:09:53 -0900

From: "Michael Hutchison" <mhutchison@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

To the House HES Committee Members,

I am a homeschooling mom of 18 years. Two children are in college with 3.5 to 4.0 grade averages. As a parent/teacher, I concentrate on reading, writing and arithmetic. I am not in agreement of the regulations.

1. I do not see the need for teacher interaction on a monthly basis. Semester progress reports seem sufficient. An educated teacher can "see" where there might be holes.
2. Testing is not accurate as all teachers "teach to the test" so what's the point. We do participate in state testing, though. If a student misses the test, they aren't allowed to re-enroll in another program. This seems like the boundaries are getting a little tight, don't you think.
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4. Paperwork becomes burdensome for everyone when adding another middle man such as a teacher to approve expenditures. The standards or boundaries are laid out detailed enough for parents to stay within or without.
5. No need for yearly applications. If there's a problem, pull the program.

Please adopt the CS HB64. Thank you for listening.

Mary Hutchison

mhutchison@ideafamilies.org

Subject: HB464

Date: Mon, 4 Mar 2002 18:27:20 -0900

From: "jmurray" <jmurray@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley, Please include my message below in the packet for the House HES Committee Members.

Dear Health, Education, and Social Services Committee Members,

Regarding the proposed regulations as stated in 4AAC 33.420-.490 by the Department of Education & Early Development, I have the following concerns and comments. I am against the regulations period. I find it extremely intrusive and limiting in my ability to home school my children. It is nothing more to me than a grave interference over my directing the education of my own children. I find it poorly thought out and not necessary. I do not support it at all. However Representative Jeannette James and Representative Fred Dyson have co-sponsored HB464, which limits the rights of the Dept of Education and Early Development to enact legislation for statewide correspondence program.

I support HB464 and urge you to adopt the Committee Substitute of HB464 as well. I appreciate your hard work in representing me.

Sincerely yours,

John Murray

Subject: HB464

Date: Mon, 4 Mar 2002 19:41:54 -0900

From: "Garrett & Melanie Heusser" <mheusser@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please include this message in the packet for the committee members:

We (as homeschooling parents in the I.D.E.A. program) support this bill and would like to see it passed.
Garrett & Melanie Heusser

Subject: HB464 CS

Date: Mon, 4 Mar 2002 22:20:47 -0900

From: "Heyes" <dhey@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason,

Please include this message in the packet for the committee members.

Dear Ladies and Gentlemen on the HES Committee,

I encourage you to adopt the Committee Substitute of HB464 and pass it as soon as possible. We need the legislation to limit the ability of the Department of the EED to regulate statewide correspondence programs. Thank you for working on this matter.

I am involved with the IDEA program, and further regulations will hinder the functioning of the program rather than improve it. Programs like this are performing quite well and they need to be encouraged. Homeschooling works. IDEA (and others) were formed to support homeschoolers in the educating of their children. Please support us.

Sincerely,

Patty Heyes

12174 Gara Dr.

Kodiak, Alaska

Subject: Comments to House HES committee members regarding HB464

Date: Mon, 4 Mar 2002 23:06:20 -0900

From: "Stacie Werner" <swerner@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Mr. Hooley,

Please include the following comment of mine in the packet for the committee members for their viewing during/before their meeting on March 7th in which they will be considering HB464 "An act relating to statewide school district correspondence study programs."

Thank you for your service,

Stacie Werner

Dear House HES Committee members,

I strongly urge and support a decision to adopt HB464 as soon as possible.

I currently homeschool my 2 children and thankfully enjoy the freedom, flexibility, and respect as a capable parent/teacher that the Galena School District has exhibited toward me in the teaching of my children. The Galena School District's IDEA program has provided a wonderful, professional and balanced support in our homeschooling endeavors. I believe the balance that the IDEA program has between instructional flexibility and trust in the parental/teacher role combined with the availability of a "certified teacher's" assistance when REQUESTED by the parent, is a wonderful balance for a truly "homeschool" or "correspondence" study program. I believe that any further requirements, above the ILP (annual Independent Learning Program) APPROVED by a certified teacher, two progress reports (one midyear and year end), ON TOP OF the Terra Nova and Benchmark tests are sufficient to monitor/supervise the progress of my children's educational progress. I believe any more would be unnecessary. Any student in the public schools (not in correspondence studies) may have possibly 2 more quarterly reports, but above that, their classroom teacher is responsible for monitoring each student's daily progress. In the IDEA program I, as the parent/teacher, am daily monitoring my child's progress and reporting 3 different times (2 progress reports and a Benchmark or Terra Nova test) throughout the year in addition to keeping my OWN personal records of their progress. I view the Galena District's (or local district's) "certified teacher's" role as more of a "principal" of our homeschool rather than the "classroom" teacher which is what I believe further requirements and "monitoring" would turn their role into. I am my child's daily teacher/instructor and have the resources through IDEA for further assistance when needed.

I do not see the need for further regulation or monitoring of my child's progress above what is being enforced at this time - ESPECIALLY when the new "regulations" that may come would be above and beyond what the students in the regular public classrooms are being held to. This appears to be discriminatory in nature. In the correspondence study, the parent is the teacher. My child does not need 2 teachers. As I stated above, I believe the "certified teacher" might play the part of a principal by overseeing students' general progress at least 2 times a year, seeing to it that they are adhering to the state mandatory tests and offering educational assistance or guidance when needed or requested by the teacher (me). Above this,

involvement would just make my home another public school classroom and would be unnecessary additional expense to the district and state by needing more "certified teachers" to oversee all these student's progress when the parent themselves are capable of doing it.

Thank you for taking the time to read my comment and I appreciate your service on this committee.

Sincerely,

Stacie Werner
Seward, Ak

Subject: Please Pass the CS of HB464

Date: Tue, 5 Mar 2002 01:03:50 -0900

From: "Mike and Janice Lopez" <seabound@aptalaska.net>

To: <Jason_Hooley@legis.state.ak.us>

Janice Lopez
PO box 1004
Petersburg, AK
99833

Please include this message in the packet for the committee members.

Dear Ladies and Gentlemen,

I am in support of the CS of HB464 and would like to encourage the timely passage of this bill. I am a Homeschooling parent with a child currently enrolled in the I.D.E.A. program. It is a very good effective program and if the CS of HB464 does not pass, it will greatly effect our ability to effectively educate our own children. I have had four of my children graduate from the public school. We have chosen to homeschool our last child the last three years of her seven years of school, and are very pleased with the results we are getting.

This is an important issue that many people care about. I again encourage the timely passage of this bill introduced by Representative Jeanette James and Representative Fred Dyson.

Thank you very much,
Janice Lopez

Subject: HB464

Date: Tue, 5 Mar 2002 07:05:51 -0900

From: "Bryon and Michele Pfundt" <lupinhil@aptalaska.net>

To: <Jason_Hooley@legis.state.ak.us>

CC: "Carol Habeger" <carolh@ideafamilies.org>

Dear Mr. Hooley:

Please include this message in the packet regarding HB464 for all HES Committee Members.

Thank you,

Michele Pfundt

Michele Pfundt
P.O. Box 1162
Petersburg, AK 99833

March 5, 2002

Dear Ladies and Gentlemen of the HES Committee:

I urge you to pass the CS for House Bill No. 464. I am a homeschool parent and my child is currently enrolled in the I.D.E.A. program. I value my right to choose the style of education for my children and I truly appreciate the assistance that I.D.E.A. provides for me and my family. The recent proposed regulations (4 AAC 33.420-.490) threaten our ability to educate with a state correspondence program. I view the recent proposed regulations as an attempt to hold the state correspondence programs to a significantly higher standard than any other public school. I would appreciate any attempts by this committee to legislate the equal treatment of all public schools.

Respectfully submitted,

Michele Pfundt
lupinhil@aptalaska.net

Subject: CS Of HB464

Date: Tue, 05 Mar 2002 08:01:43 -0900

From: "Patricia Bingham" <wbbm@hotmail.com>

To: Jason_Hooley@legis.state.ak.us

Dear Jason:

Please include this message in the packet for the committee HES members.

Dear Committee Members: My name is Patricia Bingham. We are 4 1/2 year members of IDEA Correspondence School. My family urges that you do all you can to see that CS of HB464 is passed to ensure our rights and desires in the home schooling our children according to regulations of an already established and successful correspondence program.

Send and receive Hotmail on your mobile device: <http://mobile.msn.com>

Subject: HB464

Date: Tue, 5 Mar 2002 13:01:19 EST

From: JDGer@aol.com

To: Jason_Hooley@legis.state.ak.us

Jason,

Please include in the committee packets, our plea for them to please adopt HB464 in a timely manner. It is so important to my husband and myself to continue home-schooling our child. We want to be able to continue with the IDEA program, which, over several years of home-schooling in different states, is the best program I've ever been privileged to work with. If this new revision of HB464 is passed, then we will continue to give our daughter this wonderful education thru the IDEA program. Thank you for your listening to a concerned set of parents. John and Debi Germain 4438 Trafalgar Avenue Juneau, AK 790-4048

Subject: Please Pass CS of HB 464

Date: Tue, 5 Mar 2002 14:04:33 -0900

From: "MMS" <cseeley@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley:

Please share this message with all HESS committee members:

I urge you to pass the committee substitute version of HB 164 relating to homeschool correspondence programs.

Thank you,

Margaret Seeley
(homeschooling mother)

Subject: HB 464

Date: Tue, 5 Mar 2002 17:21:27 -0900

From: "Daniel Long" <wllong@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

I would like to see the committee adopt the Committee Substitute of HB 464 and would appreciate its timely passage.

I would also appreciate it if you would include this message in the packet for the committee members.

Thank you,

Linda Long

Subject: HB 464

Date: Tue, 5 Mar 2002 18:41:06 -0800

From: "John Russell" <jrussell@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Jason,

Please adopt the CS of HB464! We encourage the timely passage of this bill. This affects so many students in the state of Alaska, and their families. We appreciate your assistance in this matter.

Please include this message in the packet for committee members.

Sincerely,

John and Debra Russell

In partership with the IDEA program

Subject: Committee substitute of HB464

Date: Tue, 5 Mar 2002 21:42:15 -0800

From: "Corey, Ellen & Jackson Pavitt" <pavitt@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Mr. Hooley:

Would you please include the below message in the packet for Health, Education and Social Services committee members.

Thank you,
Ellen Pavitt

Dear Health, Education and Social Services committee member:

My name is Ellen Pavitt and I am a parent whose child is enrolled in the IDEA statewide homeschool correspondence program. I am very pleased with the IDEA program the way it is, and am seriously concerned about the regulations currently being proposed by the Dept. of Education and Early Development. We would discontinue enrollment with IDEA if those regulations were adopted the way they stand currently.

Therefore, I strongly urge you to adopt the committee substitute of HB464 and ask you to work toward timely passage of this important bill.

Respectfully,

Ellen Pavitt
Homeschool parent

Subject: HB464

Date: Tue, 5 Mar 2002 21:23:48 -0900

From: "Carol Habeger" <carolh@ideafamilies.org>

Organization: IDEA

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley:

Please include this message in the packet regarding HB464 for all HES Committee Members.

Thank you,

Carol Habeger

Carol Habeger
4942 Steelhead St.
Juneau, AK 99801

March 5, 2002

Dear Ladies and Gentlemen of the HES Committee:

I urge you to pass the CS for House Bill No. 464. As a homeschool parent with a child currently enrolled in the I.D.E.A. program, I value my right to choose the style of education for my children. I.D.E.A. has been a wonderful program for our children. I have greatly appreciated the support we have been given and feel that our children have received an education, with their assistance, that has been invaluable. The recent proposed regulations (4 AAC 33.420-.490) threaten our ability to educate with a state correspondence program. The recent proposed regulations seem to me an attempt to hold the state correspondence programs to a significantly higher standard than any other public school. I would appreciate any attempts by this committee to legislate the equal treatment of all public schools.

Respectfully submitted,

Carol Habeger

Subject: HB464

Date: Tue, 5 Mar 2002 22:41:11 -0900

From: "John & Margaret Loew" <jloew@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Jason, I just read the proposed HB464 & think it adequately addresses the issues. I agree with the proposal. Please forward my approval to the committee members. Thank You very much. Sincerely, Margaret Loew, HC 4 Box 9166, Palmer, AK 99645, 745-5639

include your message in the packet for the committee members

Subject: include your message in the packet for the committee members

Date: Wed, 6 Mar 2002 02:16:07 -0900 (Alaskan Standard Time)

From: "Larks" <llark@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

I am a homeschool mother. I am very happy with our IDEA program. They are always in the office when I need help and they respect my ability to teach my children at home. Also my children are able to have more activities because of the allotment that my family receives. Please pass the House adopt the CS (Committee Substitute) of HB464 and encourage the timely passage of this bill. This is a friendly committee, but it is important that they receive lots of input to pass along the message that this is an important issue that many people care about.

**Count Your Blessings
Not Your Woes**

Liliah E. Lark

 **IncrediMail** - Email has finally evolved - [Click Here](#)

Subject: HS464

Date: Wed, 6 Mar 2002 06:38:14 -0900

From: "Jan Newman" <windborn@mtaonline.net>

Reply-To: "Jan Newman" <jan@atwistbeyond.com>

Organization: A Twist Beyond

To: <Jason_Hooley@legis.state.ak.us>

[Please include the following message in the packet for the House HES committee members. Thank you, Jan Newman]

My name is Jan Newman and I am a Home Educator from the IDEA program. Please adopt the CS (Committee Substitute) of HB464 and encourage the timely passage of this bill. We are very concerned about this issue. Thank you.

Subject: Support for CS of HB464

Date: Wed, 6 Mar 2002 07:44:49 -0900

From: "Joe Kelleher" <jkelleher@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Mr Hooley,

Please include this message in the packet for Committee members:

To the HES Committee,


I am writing in support of the Committee Substitute of HB 464. Please adopt the CS and pass HB 464. We care about these issues very much and appreciate your efforts. We feel that the proposed Alaska Department of Education and Early Development regulations treat homeschoolers in correspondence programs unfairly.

Thank you,
Joseph Kelleher
Tamra Kelleher
James Kelleher

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 winmail.dat	Name: winmail.dat Type: application/ms-tnef Encoding: base64
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Subject: message for committee members

Date: Wed, 06 Mar 2002 09:23:25 -0900

From: "Ruth Reuter" <rreuter@ideafamilies.org>

To: Jason_Hooley@legis.state.ak.us

Please include the following message in the package for the HES committee members.

To Whom It May Concern;

I would encourage you to adopt the CS HB46X.

Sincerely,
Elizabeth Reuter

Subject: House Bill 464

Date: Wed, 6 Mar 2002 10:10:27 -0900

From: "mbachman" <mbachman@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

To the House HES Committee Members;

When people ask me what my job is I answer them enthusiastically that I am a home school teacher with the IDEA program. We are able to select curriculum to meet the special needs of our children, where other programs such as ACS and traditional classrooms have failed to do so. We spend hours researching curriculum for a children, making sure that they receive curriculum that meets our high standards. My ninth grader is taking Algebra II, Honors Zoology, with a dissecting lab, Honors U.S. Government, Honors American Literature, French, violin lessons and she is in the Anchorage Youth Symphony, my seventh grader is taking Pre Algebra, High School Physical Science, Honors World History, EMC Literature, Spanish, and viola lessons. I feel that the House Bill 464 will help us to continue with the excellent education that IDEA is providing for our children. Thank you for supporting Alaska's children with this education bill.

Respectfully,
Jennifer Bachman

Subject: Re: HB646

Date: Wed, 6 Mar 2002 10:59:44 -0900

From: "Dan & Sharylee Zachary" <dzachary@pobox.com>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason,

"Thank You" for submitting my testimony to the HES Committee members:

Dear Ladies and Gentlemen of the House HES Committee,

My husband and I have been homeschooling our children for 10 years, now. Up until three years ago, we provided for all the cost for our children. We believe in a well rounded Christian based curriculum.

In HB464, line 04-05 (c). if the 'local school board' is IDEA or any of the other homeschool based programs, - then this would be o.k. BUT if the 'local school board' is the City of Petersburg School Board, then this would be a disaster. You see, they do not allow 'Christian curriculum', which we believe in ... but they do allow curriculum and resources that has beliefs in it that we do not want our children schooled in.

PLEASE DO NOT SUPPORT LEGISLATION THAT WILL TAKE AWAY OUR RIGHT TO CHOOSE CHRISTIAN CURRICULUM FOR OUR CHILDREN!

With the income we have, we are eligible for food stamps, - although we do not use them. You can imagine the drain that paying for all our homeschooling has been on our family. In order to provide piano classes for the children, and gymnastics for phy.ed. I spent a significant amount of time baking and selling cookies and bread.

You see, our school system in Petersburg does not allow homeschoolers to enter into band, track, volleyball, basketball, swimming, or any other 'extra-curricular' activities with the public school kids. The policy is that a student has to carry 4 core curriculum classes in order to be eligible to participate in these areas. We even offered to pay a 'fee' so the kids could participate in the before school, after school, and weekend activities, - but were rejected. This is not with our family along, but with all homeschooling families.

When we started schooling through IDEA, they really made it possible to expand our children's education. In lieu of band, we can give them piano; - in lieu of chorus, one takes voice lessons; - in lieu of sports activities, we can now give them dance classes for phy.ed. - which, by the way, they are lead dancers and even help teach classes to younger students! Without IDEA, this would not be possible!

The Petersburg's public school system also forbids homeschoolers to come into the school libraries. They are not allowed to even come into the libraries, - much less sit in the school libraries and look through or read the books the books. IDEA has expanded the educational resources available to our children.

IDEA has allowed us many opportunities to advance our teaching abilities by coming and putting on workshops for us parents. When we have questions, they are always there for us, - They work together with us for the benefit of our children. We are able to mix and match curriculum for the benefit

of each child.

Wherever we go, people are always commenting on the poise and education of our children, - on their polite and respectful behavior and ability to carry on intelligent conversations with folks of a variety of ages and backgrounds. They also are involved in many areas of community outreach.

Please support us as homeschoolers our schooling is just as important as the public schools.

Respectfully,

Sharylee Zachary PO Box 1531 14 S 3rd St Petersburg, AK 99833

Subject: Please Adopt CS of HB 464

Date: Wed, 06 Mar 2002 11:47:33 -0900

From: Michael and Diana <drossmil@ptialaska.net>

To: Jason_Hooley@legis.state.ak.us

Dear Mr. Hooley,

Please include the following message in the information packets for members of the HES Committee.

Thank you,
Diane Rossmiller

March 6, 2002

8844 N. Douglas Hwy.
Juneau, Alaska 99801

Rep. Fred Dyson, Chair
Rep. Peggy Wilson, Vice-Chair
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

Dear Members of the House HES Committee,

Please adopt the Committee Substitute of HB 464 and encourage the timely passage of this bill. We deeply care about this issue because we are committed homeschooling parents.

My husband and I are home schooling our three children and we are enrolled in the Galena City School District - Interior Distance Education of Alaska (IDEA) statewide correspondence program. We strongly support this program because it works with us to encourage and cultivate the individuality of our children while enabling us to provide them with an excellent education.

The changes that you have proposed are fair and would ensure that we could continue providing our children with a high quality education within the framework of Alaska State Standards and in conjunction with the support and expertise we receive from the IDEA program teachers and field representatives.

Thank you for your consideration and your efforts on behalf of our children.

Sincerely,

Diane Rossmiller and Michael A. New, D.V.M., M.R.C.V.S.

Subject: HB464

Date: Wed, 6 Mar 2002 16:13:34 -0900

From: "David & Mary Norris" <dnorris@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Sir,

Jason, would you please include my message in the packet you will be preparing for the committee members on HB464. Thank You. Mary Norris

I have read over House Bill No. 464, and want to encourage you to pass the Committee Substitute of HB464. As a home schooling parent, with a child enrolled in I.D.E.A. program I see the necessity for this bill, as helping protect the rights of all home scoolers in Alaska. Please help us to continue to teach our children to become educated and empowered future citizens of the United States of America. Sincerely, Mary Norris

Subject: HB 464

Date: Wed, 06 Mar 2002 23:59:57

From: "mark hackworth" <markhackworth@hotmail.com>

To: Jason_Hooley@legis.state.ak.us

Please refer to members of House HES Committee for HB464:

We've homeschooled for 20 years with 5 children and are currently in IDEA under the Galena School system. We have 1 in grad school in Boston, MA, 1 at UAA Anch, and 3 still at home. In this competitive world we desire to use the very, very best material that is available in our homeschool program. 20+ years experience has lead us to a combination of nonsecular material (from HBJ and Scott Foresman that IDEA pays for) and secular material (from Abeka that we pay for). The proposed DEED regulation changes for correspondence schools (4 AAC 33.420-.490) would not permit us to be enrolled in IDEA with this type of blended material. If the changes go through as proposed our only option will be one followed by many: drop out of the IDEA program. Please don't change something that has worked so well for us. We've seen the proof in our own children that the system already really does work.

Respectfully yours,

Mark Hackworth
Sharon Hackworth
Corey Hackworth (22 yo)
Zachary Hackworth (19 yo)
Brynna Hackworth (13 yo - 7th grader)
Jesse Hackworth (10 yo - 5th grader)
Makenna Hackworth (8 yo - 2nd grader)

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Subject: HB 464

Date: Thu, 7 Mar 2002 08:45:39 -0900

From: "Dan & Linda Wiese" <dwiese@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr Hooley,

Please include our message in the packet to the committee members regarding HB 464. Thank you.

We are Dan & Linda Wiese, 17506 Baronoff Ave, Eagle River, Alaska; phone number 907-696-8771. We have two boys who are students in the IDEA program. Please enter into the record our testimony to the House HES Committee on HB 464, dated March 7, 2002, that would like for you to adopt and quickly pass bill HB 464.

Dan and Linda Wiese

Subject: HB464

Date: Wed, 6 Mar 2002 16:31:18 -0900

From: "Tabitha Hooker" <Tabitha@MatSuShopper.com>

To: <Jason_Hooley@legis.state.ak.us>

Jason Hooley:

I understand that you are the aide that manages the HES Committee. Please include the following message in the packet that all the committee members receive. I am writing to ask the committee members to adopt the CS of HB464 which is important for homeschoolers who are part of a correspondence school program. I also ask that the bill be passed in a timely manner so as to protect the interests of correspondence school participants against any unnecessary regulations that may be passed by the Dept. of Education. This matter is of great importance to my family and many others in IDEA and similar programs.

Thank-you,
Deborah "Tabitha" Hooker
dhooker@ideafamilies.org
357-6023

Subject: HB464-School district correspondence programs

Date: Wed, 6 Mar 2002 16:37:25 -0900

From: "Jonathan Pollard" <jpollard@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

House HES Committee Members

I urge this committee to adopt the Committee Substitute of HB464. Adoption of this bill will make it clear that school district correspondence programs will not be subject to unnecessary and burdensome regulations that are not imposed on all school districts.

We have been in a school district correspondence program for four years. I am impressed with the teacher and other support available. I also appreciate the way the program recognizes that homeschool is a different experience than public school, and that we continue to grow and learn our own way. I enjoy drawing up yearly learning goals for my children and we have enjoyed the homeschool experience (most days!).

This committee can help homeschoolers and other participants in school district correspondence programs stick with the business of educating children. We homeschool parents will continue to supply our districts with learning plans and progress reports and we will continue to participate in state-required tests. We will continue to use high-quality materials to educate our children.

We appreciate that Alaska is so supportive of education alternatives. Together we will provide Alaska's children with a good education--some in public school, some private and some at home.

Susan Pollard
814 Goldbelt St.
Juneau AK 99801

Subject: HB 464

Date: Wed, 6 Mar 2002 16:47:19 -0900

From: "LaDonna Nelson" <nelsonld@aptalaska.net>

To: <Jason_Hooley@legis.state.ak.us>

Please include this letter in the packet for the committee members.

Dear Sir or Madam:

We are a homeschooling family of some seven years. We have three children ages 13, 10 and 7. We ask that you pass HB464 to prevent the virtual destruction of the correspondence programs like IDEA and PACE. Homeschooling is extremely important to us as a family, for we believe that our children's future and the future of this nation depends on the education which they receive. The correspondence programs have been extremely helpful to us in pursuing the finest education possible for our children. According to State testing scores our children are years ahead of their peers and it is our intent that they remain so. Even at the tender ages of 13 and 10 our sons are demonstrating great abilities to choose goals and pursue them with discipline - self-motivated discipline. We believe that without the aid of such correspondence programs we will not be as well equipped to meet their needs. Regardless of what occurs however, we want it known that the public school system is not the proper environment for our children at this time and we will not enroll our children.

We are hard working, dedicated parents who desire nothing but the best for each and every child in the state and the nation. Our request is that no one take away the advantages we have acquired through participation in the correspondence programs. Our participation in no way punishes those in public school and those in public schools should not punish our children. Let us remember the purpose for the public school system when it was established - to provide the best educational opportunities possible for all children. My husband and I have determined to make sacrifices in order to homeschool, and expect to be treated fairly for doing so. This country was built on the principal that hard work should be rewarded. We are working hard to provide what we deem to be best for our children.

The correspondence programs provide a wonderful alternative for those who do not fit into the public school system. A teacher with 25 students cannot provide the type of curriculum that our children require. They are extremely bright, very quick learners with excellent retention. The normal repetition required in a school classroom would have created frustration for any of our children, and frustration leads to poor behavior. Instead of creating problems for the public school systems and allowing our children to become restless we have chosen to provide them with challenging curriculum and allow them to learn at their own pace.

We take their education very seriously. Hundreds of hours have gone into the search for the right curriculum for each child. When a chosen curriculum does not work, we find something that does. When the child moves through the curriculum quickly we purchase more to keep them learning. I study catalogs, do research, read books and rely on excellent advice provided by the teachers in order to meet and exceed all state requirements. We see to it that they have extra curricular activities also to provide them with a well balanced education. There is no need that we allow to slide through the cracks or ignore.

Please understand that it is our goal in life as parents to provide the best for our children so that they may pursue careers that will be fulfilling and will be of benefit to whatever community they may live in. We thank all the people who have helped us these past five years with IDEA. They have been there to meet our needs and to help us grow as a homeschooling family.

Sincerely,

Subject: HB 464

Date: Wed, 6 Mar 2002 17:31:19 -0900

From: "Adrian Slater / Justine Emerson" <aslater@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please forward this message to the members of the House Health, Education and Social Services Committee.

Rep. Fred Dyson, Chair
Rep. Peggy Wilson, Vice-Chair
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

I am writing to ask you to adopt the committee substitute of HB 464. I am the father of 3 children who have all been home-schooled at some time in the last 10 years. Presently we have one daughter enrolled in the IDEA program. We have been very pleased with every aspect of the way the IDEA program is being run. They are working well with parents, providing resources and access to support staff, which has helped us educate our own children.

I feel that the proposed DEED regulations for state-wide correspondence place an unreasonable burden upon these programs, are discriminatory, and appear to be micromanaging the programs. I believe that it is best to give the school districts the responsibility for deciding how they will administer their own programs.

Thank you for your consideration.

Adrian Slater
3140 Pioneer Ave
Juneau, AK 99801

Outgoing mail is certified Virus Free.

Checked by AVG anti-virus system (<http://www.grisoft.com>).

Version: 6.0.330 / Virus Database: 184 - Release Date: 2/28/02

Subject: CS of HB464

Date: Wed, 6 Mar 2002 17:39:46 -0900

From: "Cina Keefe" <cinakeefe@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

I know this is last minute but could you please forward these comments to the House HES Committee?

Ladies and Gentleman:

I am a homeschooling parent in the Anchorage area. I strongly encourage you to adopt the CS to HB 464. Without getting to wordy, HB 464 takes the power away from people who do not understand the homeschool system and its benefits to our children.

Thank you for your time and willingness to serve.

Cina Keefe
11800 Mary Ave
Anchorage, AK 99515

Subject: CS of HB 464-support

Date: Wed, 6 Mar 2002 19:21:15 -0800

From: "Greg and Shari Lewis" <gslewis@pobox.alaska.net>

To: <Jason_Hooley@legis.state.ak.us>

Hi Jason,

I'm a homeschooling parent and I feel that this bill is very important and many people care about it. Please pass it and allow our freedom in homeschooling to continue. We will gladly have our students tested to prove they're getting the best education possible. Check out test scores of homeschoolers around the nation. They rank very high because they're getting the one-on-one help where needed most. So again I urge you to pass this bill.

Please include this message in the packet for all committee members.

Thanks so much,

Shari Lewis

re: HB464

Subject: re: HB464

Date: Wed, 6 Mar 2002 19:42:06 -0900

From: "The Carter Family" <pcarter@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please support the passage of the CS version of HB464. Please include this message in the packet for the committee members. Thank you.

Yours respectfully,

Paul D. and Laura Carter

Subject: HB484

Date: Wed, 6 Mar 2002 23:04:35 -0900

From: "Weis Family" <sweis@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>, <fran_ulmer@gov.state.ak.us>

Dear Mr. Hooley,

Please include the following letter in the HES committee members' packets.

Dear Lt. Governor Ulmer, and Legislators,

I am writing to express my deep concern over recently proposed regulations being considered by the state school board. I feel that if passed, these regulations would serve to deprive hundreds of Alaskans of the opportunity to greatly enrich their children's educations.

We have in Alaska a unique educational choice, that of the "distance learning" schools such as IDEA and Cyberlynx. There are many families in our state who feel that the needs of their children are not being met in a traditional public school setting. These programs have offered to those families a fresh, innovative approach to providing an excellent education in the setting of their choice. They have taken away the penalty suffered by those who have had to trade many of the options provided by public funding (sports programs, music instruction, computers and software, art courses and supplies...) for the opportunity to teach their children in the manner they feel is best for them.

I would encourage you to do everything in your power to see that these regulations are limited in the damage they can cause to these excellent programs. Please support the CS of HB 484, and work against any delay in its passage. Alaska can lead the way in providing quality educational choices if we don't allow ourselves to be regulated out of existence.

Thank-you for your support in this matter,

Cindy Weis

741 Bennett rd.
Fbks., Ak. 99712

sweis@ideafamilies.org

Subject: CS of HB464

Date: Thu, 7 Mar 2002 00:27:06 -0900

From: "Tom and Amy Pitzer" <pitzer@wildak.net>

To: <Jason_Hooley@legis.state.ak.us>

Mr. Jason Hooley,

Please include my comments in the packet for the House HES Committee Members.

To the House Health, Education, and Social Services Committee Members:

I would like you to adopt the Committee Substitute of HB464 and encourage timely passage of this bill. I am a mother of six children, five of whom are school age and are home-educated. It is vital to homeschooling parents to be able to educate their children without cumbersome state regulations. Please adopt the CS of HB464 and encourage its timely passage.

Thank you for your time and consideration in this important matter.

Sincerely,

Amy M Pitzer

Subject: HES Committee - HB 464 - March 7 Meeting

Date: Thu, 7 Mar 2002 03:12:27 -0800

From: "McClures" <rmcclure@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Please include the following message with the packet for all of the HES Committee Members for the meeting of March 7, 2002.

Dear HES Committee Members,

We are concerned parents who have homeschooled a number of years here in Alaska and have enjoyed the freedoms and opportunities we have in raising/teaching our children. We understand that strict regulations by the State DEED would eliminate many of the choices we make in our curriculum, testing and having to add expensive staff to budgets for districts already imposed with too much paperwork. Please consider our request to keep simple logic in check, and adopt the C.S. of HB464. Then please, encourage the passage of the final bill. Just as the old saying goes, 'If it isn't broken, why try to fix it?'

Thank you for your time and all you do keeping Alaska a great place to raise our children!

Sincerely,
Richard & Judy McClure
831 Briny Circle
Anchorage, AK 99515
(907)345-6988

Subject: House Bill 464

Date: Thu, 7 Mar 2002 06:51:39 -0900

From: "Richard Hand" <rhand@ideafamilies.org>

To: <Representative_Fred_Dyson@legis.state.ak.us>

CC: <Jason_Hooley@legis.state.ak.us>

Representative Dyson

It has come to my attention that you are attempting to adopt a Committee Substitute proposal for HB464. If this is true, please accept my wholehearted support for your efforts.

I recently attended a briefing concerning EDU initiatives to place additional constraints on public funded home schooling programs, and I am not pleased. My family participates in the IDEA program, and I believe in its current form it is the best educational vehicle available in America.

I am a LtCol in the USAF flying F-15s. This line of work has caused the family to move 10 times in the last 16 years making education of the children a challenge. We adopted home schooling in 1987 and have never looked elsewhere. Alaska's public support for out of district educational programs greatly enhances this choice of schooling, and in the process, producing world-class students and future adult citizens.

Am I qualified to comment on the merits of the Alaskan Educational system? I will let you decide. I do pay taxes and vote. I do have children in the IDEA program. I am a product of some private and public education in the K-12 grades, and I have a degree in Aerospace Engineering along with three additional Masters Degrees. With this background, and having lived on 5 different continents and 18 different states, I emphatically promote the IDEA program in its current form without additional constraints.

I have specifically avoided the urge to tout my children's accomplishments - most made possible by the IDEA program and funding (the boastful parent rarely comes across in a good light). Please accept my word that they are significant. I welcome the opportunity to assist you with your efforts and can be reached during the day at (907) 552-2704.

Thank You,
Richard Hand
Palmer, AK

Subject: HB 464

Date: Thu, 7 Mar 2002 07:46:04 -0900

From: "Linda" <linda@ctcak.net>

To: <Jason_Hooley@legis.state.ak.us>

Please include this message in the packet for committee members. Thank you.

Linda Brown
Box 782
Cordova AK 99574
424-3943

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

I have been homeschooling in Alaska for more than 13 years. I have used several of the homeschooling programs offered by the State and school districts. I appreciate the choice and freedom we have in Alaska. Our state government should be encouraging and supporting the progressive school districts that offer correspondence programs. Homeschool students have the most involved parents, are getting an excellent, personalized education, and are costing the state less than classroom students. I support HB 464 with changes by Rep. Dyson.

Subject: HB 464

Date: Thu, 07 Mar 2002 07:46:17 -0900

From: "diane conway" <conway_diane@hotmail.com>

To: Jason_Hooley@legis.state.ak.us

Hello Mr. Hooley. Please enter into the record my testimony to the House HES Committee on HB 464 Dated March 7, 2002.

I am a homeschool mom with the I.D.E.A. program. My daughter is a competitive snowboarder getting ready to take off next week for National competition in Mammoth CA. She is realizing her dream as an athlete thanks to the homeschooling option we have with IDEA. We are proud to be a part of such a great school. Please adopt the Committee Substitute of the HB 464 and preserve our program as is. Thanks for your time. Diane Conway 2815 Knik Ave. Anchorage Alaska 99517 245-8702

Chat with friends online, try MSN Messenger: <http://messenger.msn.com>

Subject: HB464 testimony

Date: Thu, 7 Mar 2002 07:54:47 -0900

From: "Kacy and Sara Stafford" <kstafford@ideafamilies.org>

Organization: IDEA

To: <Jason_Hooley@legis.state.ak.us>

Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002, the following:

I am in support of HB464, co-sponsored by Reps James and Dyson. Unfortunately I will not be able to attend the hearing in person, but wish this statement of support for HB464 to be included as testimony.

Name: Kathleen Kacy Stafford

Address: 889 Chena Hot Springs Rd, Fairbanks, AK 99712

Phone: 907 457-5229

I am representing IDEA, as a parent of an IDEA high school student.

Thank you, Kacy Stafford

Subject: HB 464

Date: Thu, 7 Mar 2002 12:13:58 EST

From: Wiedenht@aol.com

To: Jason_Hooley@legis.state.ak.us

Dear Mr. Hooley,

Please include my message in the packet to the HES committee members.

My name is Kathleen Wiedenhoeft, and my family is enrolled in IDEA. Thank you for your amendment to the regulations. It is apparent the accomplishments of IDEA were not taken fully into account when the initial regulations were proposed.

I agree with your amendment proposals regarding curriculum choices, reviews and approval. Please do all you can to curb the improper use of authorization in these and further matters. Alaskans have benefited greatly from this program and we appreciate all you can do to save those in statewide correspondence programs from undue restrictions which could reverse the progress made in the education of it's children.

Sincerely,

Kathleen Wiedenhoeft

Subject: HB464

Date: Thu, 07 Mar 2002 08:26:21 -0900

From: Annie Dougherty <adougherty@gci.net>

To: Jason_Hooley@legis.state.ak.us

Please include this message in the package for House HES Committee Members.

Dear Committee Members,

I urge you to support passage of CS HB464.

My pleas come to you from three perspectives. Closest to my heart, I am a home school parent, my students are 4 and 6 years old. Professionally I am the Advisory Teacher for Chugach School District's Fairbanks Extension Program. I work with the home school families in the region which are enrolled in the Chugach School District. Thirdly, I have spent 15 years as a classroom teacher in the public schools of Alaska.

At this very moment that I am composing this message to you, 14 representatives from the Chugach School District are in Washington DC meeting with the President. The purpose of the meeting is to be awarded the Malcom Baldrige National Quality Award. After rigorous reviews, interviews and examinations, the Baldrige examiners determined that Chugach School District with its three physical schools and three home school programs is among the first educational establishments to ever receive the Baldrige National Quality award for Education.

This fact is significant in considering if individual school districts are capable of monitoring their own programs and determining the needs of that program. Not only has the Chugach correspondence program met and exceeded Alaska Standards but we gained National recognition for the quality which we insure. Legislation should be passed to protect efforts to provide quality options for parents and not to hamper or eliminate them.

Just yesterday I received notification that one of the home school students which I supervise scored among the top 100 applicants to enter the Alaska National Geographic Geography Bee to be held in Anchorage on April 5th. The finalist will be sent to Washington DC for the national competition. This story is not unique, but rather common for the home school scenario. Parents have a vested interest in insuring that their students are learning, and deserve support from the state.

It is understandable that the state desire accountability. It would be unfortunate for students to go through the system, receive a diploma and not be able to read and write. Do not impose regulations on correspondence programs which are designed to follow a failing system or restrictions which exceed those placed on the public schools. The Benchmark exams which are being administered statewide this week are designed to insure that students have learned what is required. In the following weeks correspondence students will be taking the Terra Nova tests. A plan already exists. Why impose further regulations?

One of the most significant provisions of several correspondence programs is that they allow parents to choose curriculum. This is an extremely important option. As a classroom teacher I was part of many textbook adoption procedures and implementation. It is impossible to

choose textbooks which will match every teaching style and meet every students needs. In the school building version of education it may be necessary to make compromises to allow uniformity of content delivery. In a home school setting such impositions are unnecessary. Please fight to protect the right of parents to choose their own curriculums.

Please adopt CS HB 464 and encourage its timely passage.

Sincerely,
Annie Dougherty

Annie Dougherty
2216 Penrose Lane
Fairbanks, Alaska 99709
907-455-6570

To House HESS Committee Members

Subject: To House HESS Committee Members

Date: Thu, 07 Mar 2002 10:16:33 -0800

From: Livengood <livengo@mosquionet.com>

To: Jason_Hooley@legis.state.ak.us

Please include my message in the packet for the House HESS Committee Members:

I support the committee substitute of HB464.

Please adopt the Committee Substitute of HB464.

Thank you. I appreciate the job you're doing for us homeschoolers, in Juneau!

Sarah Livengood
Fairbanks, Alaska

Subject: CS HB 464

Date: Thu, 7 Mar 2002 09:51:49 -0900

From: "Ohmann" <johmann@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Sir:

Please include the following in the packet for the Committee Members. Thank you.

From: Pamela A. Ohmann

Bx 878126, Wasilla, Ak 99687

Tel.(907)376-7844

To: All Members of the House HES Committee Members:

Dear Ladies and Gentlemen,

Please enter into the record my written testimony to the House HES Committee on HB 464,dated March 7,2002.

I urge you to adopt the CS of HB 464 and encourage a timely passage of the bill. I am a parent with the I.D.E.A

program and oppose any regulations that would negatively effect my ability to homeschool my children in the manner that I choose. I thank you in advance for your hard work and dedication the education of our children.

Respectfully,

Pamela A. Ohmann

Subject: HB464

Date: Thu, 7 Mar 2002 09:59:29 -0900

From: "Pam & Mike Eberhardt" <pame@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear HES Committee Member,

I am a homeschooling parent with two sons in the IDEA Program. I believe that the Alaska Department of Education and Early Development is proposing to over-regulate the statewide correspondence programs. The test scores of students enrolled in the statewide correspondence programs are similar to those of public school students attending traditional schools. I don't believe that we should have to prove the results of our homeschooling beyond the test scores. The proposed regulations would cause a need for the programs to hire more paper pushers resulting in less money going into the allotments for the education of our children. IDEA's teachers, workshops, resource rooms, curriculum fairs, field trips, etc. have greatly enhanced our homeschooling. I urge you to protect this program from over-regulation.

Respectfully, Pamela Eberhardt (789-3407)

Subject: CS of HB464

Date: Thu, 7 Mar 2002 10:14:38 -0900

From: "Ohmann" <johmann@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please include the following in the packet to the HES House Committee.

From: JOHN H. OHMANN

box 378126

Wasilla, Ak 99687

Dear Members,

Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002.

Please adopt CS of HB464 and see it passed in a timely manner. Thank you.

John H. Ohmann

Parent in IDEA

To all HES Committee Members:

Subject: To all HES Committee Members:

Date: Thu, 7 Mar 2002 10:19:08 -0900

From: "Clan McConnell" <mcconnel@arctic.net>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Our names are Bruce & Lisa McConnell and we are nearly 10 year residents of Unalaska, Alaska.

Please forward our message of support for HB464 to all of the committee members of the House HES. We would like to ask each of the members to adopt the Committee Substitute of HB464. We currently have 3 children enrolled with the I.D.E.A. program and have enjoyed the encouragement and support of I.D.E.A. We believe that this bill, like I.D.E.A., acknowledges the parent as qualified and the BEST decision makers for their children/students.

Thank you for your consideration,
Bruce & Lisa McConnell

Subject: HB464

Date: Thu, 07 Mar 2002 10:26:29 -0900

From: "Stephanie Olson" <sbritton@ideafamilies.org>

To: Jason_Hooley@legis.state.ak.us

House HES Committee Members,

I am sending this e-mail regarding HB464. As a parent of an I.D.E.A. student I strongly support this bill and request a timely passage of HB464.

Thank you for your time and consideration concerning correspondence programs and HB464.

Stephanie Olson
Houston, AK



Hotmail® akpolitics@hotmail.com

[Inbox](#) | [Previous Page](#)

From : "Carol Gregory" <carolg@ideafamilies.org>
To : Multiple recipients of list regionf <regionf@ideafamilies.org>
Subject : Region F Notice: Comment on HB 464
Date : Wed, 6 Mar 2002 21:32:46 -0900

Dear parents,

Below is the previous note about HB 464. The House HES Committee meeting is tomorrow (Thursday, March 7th) afternoon, 3:00-5:00 p.m. Testimony in support of the Committee Substitute of HB 464 is very important. **I encourage you to go to the Legislative Information Office, located on the first floor of the Denali State Bank Building on Cushman, to give oral or written testimony tomorrow if you can.** Even if you get there late, if they are still taking testimony, you can testify. If they are not, you can fill out a form for written testimony, as long as it is before 5:00. At a minimum, you can either agree with someone who testified before you, or you can ask the committee to adopt the CS (Committee Substitute) for HB 464 and to pass the legislation quickly. Carol Simpson will plan to testify early so that you can agree if you like. The advantage to oral testimony is that the committee members hear what you have to say. The advantage to written testimony is that it is attached to the bill packet, as it moves from committee to committee and to the floor. Oral testimony is typed up and also attached, but sometimes they get behind in the transcription, especially as the session progresses.

However, it may be difficult to attend, in light of the Benchmark and Exit Exam testing going on. If you would like to help us in this effort by testifying but are unable to attend to testify orally, you can send written testimony by fax or e-mail. **You must include: your name, address, phone number, and (optional) who you represent (IDEA in this case).** You must write "Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002." The Legislative Information Office will print and fax this, but must receive it before 5:00 p.m., preferably before 3:00 p.m. The phone number for the Fairbanks LIO is 452-4448 and the fax number is 456-3346. In Delta Junction the LIO is located at the Jarvis Office Center, Rm 210 and the phone number is 895-4236, the fax number is 895-5017.

See the note below for more details about who is on the committee and what wording is included in the Committee Substitute in the e-mail below. Thank you for your efforts on behalf of this bill, which would completely solve many of our difficulties with the proposed regulations, both now and in the future, if passed.

Carol Simpson, Kenai Field rep

Dear IDEA Families,

The House HES (Health, Education, and Social Services) Committee will be meeting on Thursday, March 7th, at 3:00 p.m. to consider HB464, "An act relating to statewide school district correspondence study programs." The effect of this bill (co-sponsored by Representative Jeannette James and Representative Fred Dyson) would be to limit the ability of the Department of EED to regulate statewide correspondence programs. This bill is a reaction by the legislatures to the recently-proposed regulations, which go well beyond the clear intent of the legislature towards homeschoolers and programs like IDEA. You can read the text of this bill at http://www.legis.state.ak.us/basis/get_bill_text.asp?hsid=HB0464A&session=22. Representative Dyson will propose that the committee adopt a substitute version of the bill. I am including a list of the committee members and the text of the substitute bill at the end of this e-mail, with the changes in red.

(1) Please write to the House HES Committee Members and ask them to adopt the CS (Committee Substitute) of HB464 and encourage the timely passage of this bill. This is a friendly committee, but it is important that they receive lots of input to pass along the message that this is an important issue that many people care about. It goes to the Education Committee after this, which is not likely to be a friendly committee. Three of the HES members are also on EDU, so it is important to make them aware that we care about the passage of HB464. (Rep. Wilson, Stevens, and Joule are also on EDU.) You can write to any by following this format: Representative_Firstname_Lastname@legis.state.ak.us. For example, Rep. Dyson's e-mail is Representative_Fred_Dyson@legis.state.ak.us. You can write to all of the committee members at once by writing to Jason, the aide that manages the committee, and asking him to include your message in the packet for the committee members: Jason_Hooley@legis.state.ak.us.

(2) This meeting will be teleconferenced, so you can go to your local Legislative Information Office to listen in. You will be asked to sign in and indicate if you want to testify or not. Please testify! It is important to get a lot of comments into the record. Just signing in without testifying does not add much to the fight to get this through. If you are not comfortable with this, you can sign in later on the list (make sure a few others go first) and simply say, "My name is ____, I am in the IDEA program, and I agree with <the person or people before you, or a specific person who spoke previously>." They appreciate the "I agree" comments, which is preferable to hearing the same things over and over! If you do comment, please keep your comments short. It is easier if you write your comments down beforehand.

(3) Please do NOT write to other members of the House or Senate about HB464 until after this committee meeting, so that we can see what wording comes out of it. A similar bill will be introduced on the Senate side by Senator Lyda Green. Once it gets out of the House HES and the Senate version is introduced, we will suggest further action.

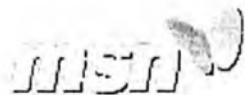
House members listed below, along with the text of the committee substitute of HB 464. Thank you for continuing to participate in our efforts to see that you can continue to homeschool the way that you see fit, with our help.

Sincerely,
Carol Simpson, Kenai Field Trip

House HES Committee Members:

Rep. Fred Dyson, Chair
Rep. Peggy Wilson, Vice-Chair
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

00 CS for HOUSE BILL NO. 464
01 "An Act relating to statewide school district correspondence study programs."
02 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:
03 * Section 1. AS 14.07 is amended by adding a new section to read:
04 Sec. 14.07.175. Powers relating to statewide school district
05 correspondence study. (a) The board may adopt regulations regarding statewide
06 school district correspondence study programs. A regulation applicable to a statewide
07 school district correspondence study program
08 (1) may not require that the correspondence study program be
09 approved by the department more than once every 10 years; this paragraph does not
10 apply to a statewide school district correspondence study program if the statewide
11 school district correspondence program is designated as deficient or in crisis
12 under AS 14.03.123(a).
13 (2) must provide that an enrolled student shall be monitored at periodic
14 intervals as established by the school district;
15 (3) may not be imposed if the regulation is not imposed on other public
01 school students.
02 (b) In this section, "statewide school district correspondence study program"
03 includes a state supported home-schooling program.
04 (c) The local school board has the authority to establish procedures for the
05 purchase of curriculum materials.



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Subject: HES Committee/HB464

Date: Thu, 7 Mar 2002 12:55:01 -0900

From: "Joan Schwandt" <cschwandt@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please include my message in the packet for all HES Committee members.

Joan Schwandt
10215 Main Tree Drive
Anchorage, AK 99507-6933
(907) 248-4443

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

As a home-schooling parent for seven years, three of which occurred in California and prior to enrolling in the Galena School District's Interior Distance Education of Alaska (I.D.E.A.) home-schooling program, I am here to testify to the professional manner in which the Galena School District has run its' statewide home-school program. I.D.E.A. has always sought to respect the rights of parents and students and to maintain a high degree of mutual accountability.

The administrators of I.D.E.A. run an exemplary program and are truly looking-out for what is in the best interest of its' students. My two children have placed above the 90th percentile in their previous standardized tests, and I.D.E.A. has played a big part in their academic success.

Please adopt the Committee Substitute for HB 464 and promptly pass the legislation so that the I.D.E.A. program can continue to work so well toward the goal of excellence in home-school education.

Sincerely,
Joan Schwandt

Subject: HB464

Date: Thu, 7 Mar 2002 12:47:30 -0900

From: "Marcella Ewing" <dewing@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Jason Hooley:

I am requesting that you please include the following message in the packet for the Committee Members of HB464. Thank you, Marcella Ewing

Dear HES Committee Members:

This is a request for you to please adopt the committee substitute of HB464. This is an important issue to our homeschooling families of Alaska. Thank you.

Sincerely,

Marcella J. Ewing

P.O. Box 1396

Dillingham, AK 99576

907-842-4189

dewing@ideafamilies.org

please include my message in the packet to committee members

Subject: please include my message in the packet to committee members

Date: Thu, 7 Mar 2002 11:24:19 -0900

From: "Garrett & Melanie Heusser" <mheusser@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

(please include my message in the packet to committee members)

Melanie Heusser

7805 Klana Cr. Anchorage, AK 99507 907-522-7345

Representing myself as a homeschooling member of I.D.E.A.

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

I am in favor of HB464. I agree with Carol Simpson in Homer.

Please help us reserve the right to school our children with freedom.

Melanie Heusser

Subject: Fw: Comments to House HES committee members regarding HB464

Date: Thu, 7 Mar 2002 13:25:21 -0900

From: "Stacie Werner" <swerner@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Mr. Hooley,

Please include the following comment of mine in the packet for the committee members for their viewing during/before their meeting on March 7th in which they will be considering HB464 "An act relating to statewide school district correspondence study programs." I think I left out all the prilliminary information that I added in the Italics below, in my frst copy I sent you.

Thank you for your service,

Stacie Werner

Dear House HES Committee members,

My name is Stacie Werner, I live in Seward Alaska at 1908 Forget-Me-Not Circle, my phone number is 907-224-5608. I representing IDEA families or speaking from the context of being enrolled in the Galena School district's IDEA statewide correspondence program.

I strongly urge and support a decision to adopt HB464 as soon as possible.

I currently homeschool my 2 children and thankfully enjoy the freedom, flexibility, and respect as a capable parent/teacher that the Galena School District has exhibited toward me in the teaching of my children. The Galena School District's IDEA program has provided a wonderful, professional and balanced support in our homeschooling endeavors. I believe the balance that the IDEA program has between instructional flexibility and trust in the parental/teacher role combined with the availability of a "certified teacher's" assistance when REQUESTED by the parent, is a wonderful balance for a truly "homeschool" or "correspondence" study program. I believe that any further requirements, above the ILP (annual Independent Learning Program) APPROVED by a certified teacher, two progress reports (one midyear and year end), ON TOP OF the Terra Nova and Benchmark tests are sufficient to monitor/supervise the progress of my children's educational progress. I believe any more would be unnecessary. Any student in the public schools (not in correspondence studies) may have possibly 2 more quarterly reports, but above that, their classroom teacher is responsible for monitoring each student's daily progress. In the IDEA program I, as the parent/teacher, am daily monitoring my child's progress and reporting 3 different times (2 progress reports and a Benchmark or Terra Nova test) throughout the year in addition to keeping my OWN personal records of their progress. I view the Galena District's (or local distirict's) "certified teacher's" role as more of a "principal" of our homeschool rather than the "classroom" teacher which is what I believe further requirements and "monitoring" would turn their role into. I am my child's daily teacher/instructor and have the resources through IDEA for further assistance when needed.

I do not see the need for further regulation or monitoring of my child's progress above what is

being enforced at this time - ESPECIALLY when the new "regulations" that may come would be above and beyond what the students in the regular public classrooms are being held to. This appears to be discriminatory in nature. In the correspondence study, the parent is the teacher. My child does not need 2 teachers. As I stated above, I believe the "certified teacher" might play the part of a principal by overseeing students' general progress at least 2 times a year, seeing to it that they are adhering to the state mandatory tests and offering educational assistance or guidance when needed or requested by the teacher (me). Above this, involvement would just make my home another public school classroom and would be unnecessary additional expense to the district and state by needing more "certified teachers" to oversee all these student's progress when the parent themselves are capable of doing it.

Thank you for taking the time to read my comment and I appreciate your service on this committee.

Sincerely,

Stacie Werner
Seward, Ak

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

Shirley Hein
HC 33 Box 2988-B
Wasilla, AK 99654
(907) 376-2481

Dear Ladies and Gentlemen,

Please adopt the CS for HB 464 as soon as possible. I.D.E.A. is a terrific program in which my children are flourishing.

Before I purchase any materials or enter any of my children in lessons, I am required to fill out a very thorough form, the Individualized Learning Plan (ILP), for each of my children. It covers my goals to meet the state requirements for the grade my child is studying. After this form has been reviewed by my contact teacher, I am able to then order materials and place the children in music lessons as per the goals of the ILP.

I.D.E.A. provides me with a terrific contact teacher who is available at anytime to assist me as necessary. It has also provided me with learning workshops, some for my children and others to upgrade my own teaching skills. I make it a point to attend as many of these as we can because they are so packed with information.

I do not want to see the existing program at I.D.E.A. change in such a way that my freedoms within it are so restricted that the benefits of the program are destroyed. I view I.D.E.A. as a terrific support program for homeschooling families.

Please adopt the and pass the CS for HB 464 as readily as possible. Thank you for your consideration in this matter.

Respectfully,
Shirley Hein

Mike and Stephanie Taylor
8050 Pioneer Drive #1201
Anchorage, AK 99504
907-333-1297

March 7, 2002

Health, Education, and Social Services Committee Members
c/o Jason Hooley, HES Committee Aide

Dear ladies and gentlemen:

We are writing in support of HB 464. We agree with Carol Simpson in Homer and would like to ask you to adopt the Committee Substitute of HB464 and pass this bill quickly.

Thank you for your time and consideration.

Please enter the record of our testimony to the House HES Committee on HB464, dated March 7, 2002.

Respectfully,

Mike and Stephanie Taylor

Spring 2000 & 2001 10th Grade Correspondence HSGQE test results

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
READING				
Statewide	74.6%	81.0%	65.9%	82.1%
ACS	*	9.6%	63.3%	27.3%
Galena IDEA	87.6%	55.8%	74.1%	68.4%
Nenana CyberLynx	87.0%	41.1%	71.4%	55.4%
Anchorage Dist.	78.4%	87.4%	66.4%	84.5%
Fairbanks Dist.	80.2%	80.2%	70.4%	84.9%
MatSu Dist.	85.1%	78.8%	74.1%	81.0%
Kenai Dist.	79.1%	89.4%	78.6%	86.5%
Juneau Dist.	81.4%	88.7%	74.1%	80.3%
	79.9% weighted ave.		70.2% weighted ave.	

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
WRITING				
Statewide	47.6%	80.7%	46.7%	85.4%
ACS	48.3%	9.9%	68.4%	17.3%
Galena IDEA	51.6%	56.2%	46.3%	68.4%
Nenana CyberLynx	59.1%	39.3%	47.4%	56.4%
Anchorage Dist.	50.5%	86.9%	46.5%	89.1%
Fairbanks Dist.	50.0%	79.3%	50.0%	86.3%
MatSu Dist.	55.4%	77.3%	57.0%	85.9%
Kenai Dist.	49.2%	89.8%	52.8%	89.7%
Juneau Dist.	54.3%	88.1%	53.0%	82.5%
	51.2% weighted ave.		49.8% weighted ave.	

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
MATHEMATICS				
Statewide	33.3%	80.0%	44.0%	85.5%
ACS	27.6%	9.9%	35.9%	35.5%
Galena IDEA	28.3%	55.3%	32.1%	67.1%
Nenana CyberLynx	38.1%	37.5%	29.1%	54.5%
Anchorage Dist.	35.9%	86.2%	46.5%	90.3%
Fairbanks Dist.	33.3%	77.4%	43.1%	86.6%
MatSu Dist.	41.2%	77.2%	49.3%	84.5%
Kenai Dist.	37.6%	89.3%	53.4%	88.3%
Juneau Dist.	48.0%	88.3%	56.8%	81.2%
	37.3% weighted ave.		47.8% weighted ave.	

Achievement of ACS students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Galena IDEA students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Nenana CyberLynx students is lower than state average in 0 of 3 tests in 2000, 1 out of 3 tests in 2001.

Achievement of ACS students is lower than large district averages in 2 of 3 tests in 2000, 2 out of 3 in 2001.

82.74% from 5 districts

Achievement of Galena IDEA students is lower than large district averages in 1 of 3 tests in 2000, 2 out of 3 in 2001.

82.05% from 5 districts

Achievement of Nenana CyberLynx students is lower than large district averages in 1 of 3 tests in 2000, 2 out of 3 in 2001.

89.85% from 5 districts

* - less than 10 students tested or less than 3 students in a cell.

Spring 2000 and Spring 2001 10th Grade HSGQE test results

	Spring 2000		Spring 2001	
READING	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	74.6%	81.0%	65.9%	82.1%
ACS	*	9.6%	63.3%	27.3%
Galena Dist.	84.4%	59.3%	70.7%	71.9%
Nenana Dist.	79.4%	49.3%	70.1%	60.4%
Anchorage	78.4%	87.4%	66.4%	84.5%
Fairbanks	80.2%	80.2%	70.4%	84.9%
MatSu	85.1%	78.8%	74.1%	81.0%
Kenai	79.1%	89.4%	78.6%	86.5%
Juneau	81.4%	88.7%	74.1%	80.3%
	79.9% weighted ave.		70.2% weighted ave.	
WRITING	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	47.6%	80.7%	46.7%	85.4%
ACS	48.3%	9.9%	68.4%	17.3%
Galena Dist.	48.3%	60.1%	44.0%	72.4%
Nenana Dist.	52.9%	49.3%	47.1%	61.3%
Anchorage	50.5%	86.9%	46.5%	89.1%
Fairbanks	50.0%	79.3%	50.0%	86.3%
MatSu	55.4%	77.3%	57.0%	85.9%
Kenai	49.2%	89.8%	52.8%	89.7%
Juneau	54.3%	88.1%	53.0%	82.5%
	51.2% weighted ave.		49.8% weighted ave.	
MATHEMATICS	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	33.3%	80.0%	44.0%	85.5%
ACS	27.6%	9.9%	35.9%	35.5%
Galena Dist.	30.8%	58.9%	30.3%	71.4%
Nenana Dist.	30.3%	47.8%	31.8%	59.5%
Anchorage	35.9%	86.2%	46.5%	90.3%
Fairbanks	33.3%	77.4%	43.1%	86.6%
MatSu	41.2%	77.2%	49.3%	84.5%
Kenai	37.6%	89.3%	53.4%	88.3%
Juneau	48.0%	88.3%	56.8%	81.2%
	37.3% weighted ave.		47.8% weighted ave.	

Achievement of ACS students is lower than state average in 2 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Galena students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Nenana students is lower than state average in 1 of 3 tests in 2000, 1 out of 3 tests in 2001.

Achievement of ACS students is lower than large district averages in 2 of 3 tests in 2000, 2 of 3 in 2001.

82.74% from 5 districts

Achievement of Galena students is lower than large district averages in 2 of 3 tests in 2000, 2 of 3 in 2001.

82.05% from 5 districts

Achievement of Nenana students is lower than large district averages in 2 of 3 tests in 2000, 3 of 3 in 2001.

89.85% from 5 districts

* - less than 10 students tested or less than 3 students in a cell.

District Name	Participation Rate	Proficient
Pribilof Schools	133.3%	less than 10%
Mt. Edgecumbe High School	132.6%	42.4%
Unalaska City Schools	112.0%	57.1%
Yakutat City Schools	107.7%	28.6%
Kuspuk School District	105.9%	22.2%
Cordova City Schools	100.0%	62.2%
Skagway City Schools	100.0%	50.0%
Klawock City Schools	100.0%	42.9%
Kake City Schools	100.0%	15.0%
Yukon/Koyukuk Schools	100.0%	less than 10%
Annette Island Schools	100.0%	less than 10%
Valdez City Schools	96.9%	67.7%
Petersburg City Schools	96.0%	50.0%
Wrangell City Schools	92.1%	37.1%
Craig City Schools	92.1%	31.4%
Southwest Region Schools	90.3%	25.0%
Anchorage Schools	90.3%	46.5%
Chatham Schools	88.9%	31.3%
Kenai Peninsula Borough Schools	88.3%	53.4%
Bristol Bay Borough Schools	86.7%	76.9%
Fairbanks North Star Borough Schools	86.6%	43.1%
Sitka Borough Schools	86.4%	55.1%
Kodiak Island Borough Schools	86.0%	35.0%
Kashunamiut Schools	85.7%	less than 10%
STATEWIDE	85.5%	44.0%
Mat-Su Borough Schools	84.5%	49.3%
Hoonah City Schools	84.2%	37.5%
Iditarod Area Schools	82.1%	30.4%
Haines Borough Schools	82.1%	65.6%
Alaska Gateway Schools	81.3%	50.0%
Juneau Borough Schools	81.2%	56.8%
Ketchikan Gateway Borough Schools	80.4%	47.4%
Lower Kuskokwim Schools	79.8%	12.0%
Denali Borough Schools	78.9%	53.3%
North Slope Borough Schools	78.3%	19.3%
Copper River Schools	78.0%	59.0%
Dillingham City Schools	78.0%	30.8%
Nome City Schools	77.8%	32.1%
Delta/Greely Schools	76.9%	48.8%
Lake & Peninsula Borough Schools	75.7%	10.7%
Aleutian Region Schools	75.0%	16.7%
Tanana Schools	75.0%	16.7%
Northwest Arctic Borough Schools	72.0%	10.6%
Hydaburg City Schools	71.4%	less than 10%
Galena City Schools	71.4%	30.3%
Yukon Flats Schools	68.8%	less than 10%
Bering Strait Schools	67.6%	20.3%
Southeast Island Schools	61.5%	37.5%
Lower Yukon Schools	59.6%	less than 10%
Nenana City Schools	59.5%	31.8%
Chugach Schools	53.8%	71.4%
Yup'it Schools	51.4%	less than 10%
Aleutians East Borough Schools	47.6%	10.0%
Saint Mary's Schools	45.5%	less than 10%
Alyeska Central School	35.5%	35.9%

Please note: Participation rate may exceed 100% if a district has experienced increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Bristol Bay Borough Schools	86.7%	76.9%
Chugach Schools	53.8%	71.4%
Valdez City Schools	96.9%	67.7%
Haines Borough Schools	82.1%	65.6%
Cordova City Schools	100.0%	62.2%
Copper River Schools	78.0%	59.0%
Unalaska City Schools	112.0%	57.1%
Juneau Borough Schools	81.2%	56.8%
Sitka Borough Schools	86.4%	55.1%
Kenai Peninsula Borough Schools	88.3%	53.4%
Denali Borough Schools	78.9%	53.3%
Skagway City Schools	100.0%	50.0%
Petersburg City Schools	96.0%	50.0%
Alaska Gateway Schools	81.3%	50.0%
Mat-Su Borough Schools	84.5%	49.3%
Delta/Greely Schools	76.9%	48.8%
Ketchikan Gateway Borough Schools	80.4%	47.4%
Anchorage Schools	90.3%	46.5%
STATEWIDE	85.5%	44.0%
Fairbanks North Star Borough Schools	86.6%	43.1%
Klawock City Schools	100.0%	42.9%
Mt. Edgecumbe High School	132.6%	42.4%
Hoonah City Schools	84.2%	37.5%
Southeast Island Schools	61.5%	37.5%
Wrangell City Schools	92.1%	37.1%
Alyeska Central School	35.5%	35.9%
Kodiak Island Borough Schools	86.0%	35.0%
Nome City Schools	77.8%	32.1%
Nenana City Schools	59.5%	31.8%
Craig City Schools	92.1%	31.4%
Chatham Schools	68.9%	31.3%
Dillingham City Schools	78.0%	30.8%
Iditarod Area Schools	82.1%	30.4%
Galena City Schools	71.4%	30.3%
Yakutat City Schools	107.7%	28.6%
Southwest Region Schools	90.3%	25.0%
Kuspuk School District	105.9%	22.2%
Bering Strait Schools	67.6%	20.3%
North Slope Borough Schools	78.3%	19.3%
Aleutian Region Schools	75.0%	16.7%
Tanana Schools	75.0%	16.7%
Take City Schools	100.0%	15.0%
Lower Kuskokwim Schools	79.8%	12.0%
Lake & Peninsula Borough Schools	75.7%	10.7%
Northwest Arctic Borough Schools	72.0%	10.6%
Aleutians East Borough Schools	47.6%	10.0%
Lower Yukon Schools	59.6%	less than 10%
Pribilof Schools	133.3%	less than 10%
Yukon/Koyukuk Schools	100.0%	less than 10%
Annette Island Schools	100.0%	less than 10%
Kashunamiut Schools	85.7%	less than 10%
Hydaburg City Schools	71.4%	less than 10%
Yukon Flats Schools	68.8%	less than 10%
Yupik Schools	51.4%	less than 10%
Saint Mary's Schools	45.5%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Pribilof Schools	133.3%	25.0%
Unalaska City Schools	112.0%	82.1%
Skagway City Schools	108.3%	69.2%
Yakutat City Schools	107.7%	78.6%
Wrangell City Schools	105.0%	60.0%
Mt. Edgecumbe High School	104.5%	41.9%
Klawock City Schools	100.0%	50.0%
Yukon/Koyukuk Schools	100.0%	37.5%
Cordova City Schools	97.3%	86.1%
Valdez City Schools	96.9%	88.7%
Petersburg City Schools	96.0%	70.8%
Annette Island Schools	96.0%	29.2%
Kashunamiut Schools	95.2%	less than 10%
Kake City Schools	95.0%	52.6%
Craig City Schools	94.7%	52.8%
Southwest Region Schools	93.5%	27.6%
Bristol Bay Borough Schools	86.7%	92.3%
Kenai Peninsula Borough Schools	86.5%	78.6%
Sitka Borough Schools	86.4%	78.7%
Kodiak Island Borough Schools	85.6%	68.4%
Kuspuk School District	85.3%	27.6%
Fairbanks North Star Borough Schools	84.8%	70.4%
Haines Borough Schools	84.6%	84.8%
Anchorage Schools	84.5%	66.4%
Alaska Gateway Schools	84.4%	44.4%
Hoonah City Schools	84.2%	68.8%
Chatham Schools	83.3%	40.0%
STATEWIDE	82.1%	65.9%
Nome City Schools	81.9%	52.5%
Lake & Peninsula Borough Schools	81.1%	30.0%
Mat-Su Borough Schools	81.0%	74.1%
Ketchikan Gateway Borough Schools	80.4%	63.2%
Juneau Borough Schools	80.3%	74.1%
Denali Borough Schools	78.9%	86.7%
Copper River Schools	76.0%	68.4%
Delta/Greely Schools	75.0%	75.6%
Tanana Schools	75.0%	66.7%
Aleutian Region Schools	75.0%	33.3%
Lower Kuskokwim Schools	74.5%	23.9%
North Slope Borough Schools	73.7%	31.3%
Northwest Arctic Borough Schools	72.0%	25.9%
Galena City Schools	71.9%	70.7%
Iditarod Area Schools	71.4%	55.0%
Hydaburg City Schools	71.4%	40.0%
Dillingham City Schools	70.0%	71.4%
Yukon Flats Schools	68.8%	less than 10%
Bering Strait Schools	63.7%	32.3%
Lower Yukon Schools	63.6%	19.0%
Nenana City Schools	60.4%	70.1%
Southeast Island Schools	53.8%	64.3%
Yupiiit Schools	48.6%	11.8%
Aleutians East Borough Schools	47.6%	30.0%
Chugach Schools	46.2%	83.3%
Saint Mary's Schools	45.5%	40.0%
Alyeska Central School	27.3%	63.3%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Bristol Bay Borough Schools	86.7%	92.3%
Valdez City Schools	96.9%	88.7%
Denali Borough Schools	78.9%	86.7%
Cordova City Schools	97.3%	86.1%
Haines Borough Schools	84.6%	84.8%
Chugach Schools	46.2%	83.3%
Unalaska City Schools	112.0%	82.1%
Sitka Borough Schools	86.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	86.5%	78.6%
Delta/Greely Schools	75.0%	75.6%
Mat-Su Borough Schools	81.0%	74.1%
Juneau Borough Schools	80.3%	74.1%
Dillingham City Schools	70.0%	71.4%
Petersburg City Schools	96.0%	70.8%
Galena City Schools	71.9%	70.7%
Fairbanks North Star Borough Schools	84.8%	70.4%
Nenana City Schools	60.4%	70.1%
Skagway City Schools	108.3%	69.2%
Hoonah City Schools	84.2%	68.8%
Kodiak Island Borough Schools	85.6%	68.4%
Copper River Schools	76.0%	68.4%
Tanana Schools	75.0%	66.7%
Anchorage Schools	84.5%	66.4%
STATEWIDE	82.1%	65.9%
Southeast Island Schools	53.8%	64.3%
Alyeska Central School	27.3%	63.3%
Ketchikan Gateway Borough Schools	80.4%	63.2%
Wrangell City Schools	105.3%	60.0%
Iditarod Area Schools	71.4%	55.0%
Craig City Schools	94.7%	52.8%
Kake City Schools	95.0%	52.6%
Nome City Schools	81.9%	52.5%
Klawock City Schools	100.0%	50.0%
Alaska Gateway Schools	84.4%	44.4%
Mt. Edgecumbe High School	104.5%	41.9%
Chatham Schools	83.3%	40.0%
Hydaburg City Schools	71.4%	40.0%
Saint Mary's Schools	45.5%	40.0%
Yukon/Koyukuk Schools	100.0%	37.5%
Aleutian Region Schools	75.0%	33.3%
Bering Strait Schools	63.7%	32.3%
North Slope Borough Schools	73.7%	31.3%
Lake & Peninsula Borough Schools	81.1%	30.0%
Aleutians East Borough Schools	47.6%	30.0%
Annette Island Schools	96.0%	29.2%
Southwest Region Schools	93.5%	27.6%
Kuspuk School District	85.3%	27.6%
Northwest Arctic Borough Schools	72.0%	25.9%
Pribilof Schools	133.3%	25.0%
Lower Kuskokwim Schools	74.5%	23.9%
Lower Yukon Schools	63.6%	19.0%
Yupik Schools	48.6%	11.8%
Kashunamiut Schools	95.2%	less than 10%
Yukon Flats Schools	68.8%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Pribilof Schools	144.4%	30.8%
Mt. Edgecumbe High School	115.7%	33.0%
Kuspuk School District	108.8%	less than 10%
Skagway City Schools	108.3%	61.5%
Unalaska City Schools	108.0%	51.9%
Yakutat City Schools	107.7%	28.6%
Cordova City Schools	100.0%	64.9%
Kake City Schools	100.0%	25.0%
Yukon/Koyukuk Schools	100.0%	25.0%
Kashunamiut Schools	100.0%	less than 10%
Valdez City Schools	96.9%	69.4%
Petersburg City Schools	96.0%	54.2%
Annette Island Schools	96.0%	20.8%
Klawock City Schools	92.9%	38.5%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Alaska Gateway Schools	90.6%	48.3%
Southwest Region Schools	90.3%	21.4%
Kenai Peninsula Borough Schools	89.7%	52.8%
Anchorage Schools	89.1%	46.5%
Kodiak Island Borough Schools	87.8%	45.8%
Bristol Bay Borough Schools	86.7%	61.5%
Sitka Borough Schools	86.4%	58.3%
Fairbanks North Star Borough Schools	86.3%	50.0%
Mat-Su Borough Schools	85.9%	57.0%
STATEWIDE	85.4%	46.7%
Nome City Schools	84.7%	32.8%
Haines Borough Schools	84.6%	69.7%
Hoonah City Schools	84.2%	43.8%
Ketchikan Gateway Borough Schools	84.1%	50.9%
Chatham Schools	83.3%	26.7%
Juneau Borough Schools	82.5%	53.0%
Lower Kuskokwim Schools	81.3%	16.6%
Lake & Peninsula Borough Schools	81.1%	13.3%
North Slope Borough Schools	78.3%	18.5%
Delta/Greely Schools	76.9%	56.3%
Northwest Arctic Borough Schools	76.3%	16.7%
Copper River Schools	76.0%	55.3%
Dillingham City Schools	76.0%	47.4%
Tanana Schools	75.0%	50.0%
Aleutian Region Schools	75.0%	33.3%
Galena City Schools	72.4%	44.0%
Yukon Flats Schools	71.9%	less than 10%
Hydaburg City Schools	71.4%	less than 10%
Denali Borough Schools	68.4%	69.2%
Bering Strait Schools	67.6%	23.2%
Iditarod Area Schools	64.3%	33.3%
Lower Yukon Schools	63.6%	14.3%
Southeast Island Schools	61.5%	62.5%
Nenana City Schools	61.3%	47.1%
Saint Mary's Schools	54.5%	16.7%
Yupik Schools	51.4%	less than 10%
Aleutians East Borough Schools	47.6%	20.0%
Chugach Schools	46.2%	50.0%
Alyeska Central School	17.3%	68.4%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Writing	Proficient
Haines Borough Schools	84.6%	69.7%
Valdez City Schools	96.9%	69.4%
Denali Borough Schools	68.4%	69.2%
Alyeska Central School	17.3%	68.4%
Cordova City Schools	100.0%	64.9%
Southeast Island Schools	61.5%	62.5%
Skagway City Schools	108.3%	61.5%
Bristol Bay Borough Schools	86.7%	61.5%
Sitka Borough Schools	86.4%	58.3%
Mat-Su Borough Schools	85.9%	57.0%
Delta/Greely Schools	76.9%	56.3%
Copper River Schools	76.0%	55.3%
Petersburg City Schools	96.0%	54.2%
Juneau Borough Schools	82.5%	53.0%
Kenai Peninsula Borough Schools	89.7%	52.8%
Unalaska City Schools	108.0%	51.9%
Ketchikan Gateway Borough Schools	84.1%	50.9%
Fairbanks North Star Borough Schools	86.3%	50.0%
Tanana Schools	75.0%	50.0%
Chugach Schools	46.2%	50.0%
Alaska Gateway Schools	90.6%	48.3%
Dillingham City Schools	76.0%	47.4%
Nenana City Schools	61.3%	47.1%
STATEWIDE	85.4%	46.7%
Anchorage Schools	89.1%	46.5%
Kodiak Island Borough Schools	87.8%	45.8%
Galena City Schools	72.4%	44.0%
Hoonah City Schools	84.2%	43.8%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Klawock City Schools	92.9%	38.5%
Aleutian Region Schools	75.0%	33.3%
Iditarod Area Schools	64.3%	33.3%
Mt. Edgecumbe High School	115.7%	33.0%
Nome City Schools	84.7%	32.8%
Pribilof Schools	144.4%	30.8%
Yakutat City Schools	107.7%	28.6%
Chatham Schools	83.3%	26.7%
Take City Schools	100.0%	25.0%
Yukon/Koyukuk Schools	100.0%	25.0%
Bering Strait Schools	67.6%	23.2%
Southwest Region Schools	90.3%	21.4%
Annette Island Schools	96.0%	20.8%
Aleutians East Borough Schools	47.6%	20.0%
North Slope Borough Schools	78.3%	18.5%
Northwest Arctic Borough Schools	76.3%	16.7%
Saint Mary's Schools	54.5%	16.7%
Lower Kuskokwim Schools	81.3%	16.6%
Lower Yukon Schools	63.6%	14.3%
Lake & Peninsula Borough Schools	81.1%	13.3%
Kuspuk School District	108.8%	less than 10%
Yupit Schools	51.4%	less than 10%
Yukon Flats Schools	71.9%	less than 10%
Kashunamiut Schools	100.0%	less than 10%
Hydaburg City Schools	71.4%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

TONY KNOWLES, GOVERNOR

Goldbelt Place
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax

To: The Honorable Fred Dyson
Alaska State Legislature

From: Ed McLain, Ed.D. 
Deputy Commissioner

Date: March 8, 2002

Subject: Definitions

As you requested, we have asked our attorney to provide some clarification on the definitions of some words in statutes AS. 14.03.090 and AS 14.18.060 as related to our hearing on school district correspondence study programs.

Words in statute, unless defined by a definitional statute or administrative regulation, are given their plain meaning, unless there is substantial legislative history to contravene the word's accepted usage.

Thus, because the legislature has not further defined the words partisan, sectarian, and denominational (as used in AS 14.03.090), they will take their plain meaning.

The Merriam Webster's 3d. Unabridged dictionary defines the terms as follows:

partisan: [3]: composed of, based upon, or controlled by a single political party or group

sectarian: 1: of or relating to one or more sectaries, 2: or, relating to, or having the characteristics of one or more sects esp. of a religious character .. 3a: confined to the limits of one religious group, one school, or one party: denominational, partisan; b: limited in character or scope: of narrow interests: characterized by bigotry: parochial.

denominational: 1: of or relating to a denomination: supported in part and either actually or nominally controlled by a particular religious denomination . . 2: Partisan, sectarian.

To the extent that words can be given synonymous definitions, for example denominational and sectarian, it is assumed that the legislature would not use redundant words. Thus, words should be read to have different meanings if possible.

In the context of the statute AS 14.18.060, the term **sex bias** means gender bias.

Please feel free to request further clarifications from your legal counsel.

**COMMITTEE: HOUSE
HEALTH, EDUCATION &
SOCIAL SERVICES**

**SUBJECT: HB 464-SCHOOL DISTRICT
CORRESPONDENCE STUDY**



DATE: March 7, 2002

PLEASE SIGN IN

PLEASE PRINT:
NAME & TITLE

ADDRESS
(MAILING & ZIP)

PHONE

REPRESENTING
(No Acronyms, Please)

DO YOU
WANT TO
TESTIFY?

Keith Simila	3492 Meander Way Juneau ⁹⁹⁸⁰¹	790-9366	myself	yes
Ed McLain			AK Dept of Education	Y
Vicki Bassett	3900 Glacier Hwy	780-4022		no
Henry Hopkins	1005 2nd str Douglas Ak	4631700 ext 318	Juneau School District	no
Ted Oats	PO 47 99802	749 3264	myself	No
Bruce Johnson		586-1083	AASB	NO
—				
— Pamela Eberhardt				
— 2343 Kevin St.				
— Juneau, AK				
— 99801				
—				
—				
—				
—				

GALENA CITY SCHOOL DISTRICT

Office of the Superintendent - P.O. Box 299 - Galena, AK 99741
Phone 907-656-1883 - Fax 907-656-1368

March 13, 2002

To: Senate Health, Education & Social Services Committee

Dear Members:

The Galena City School District is supportive of SB 346, which clarifies that statewide school district correspondence programs are simply another "flavor" of public school in Alaska, on par with other public school options, and encourages regulation that treats them as such.

SB 346 reduces the now-yearly application to one required every ten years, similar to charter schools. The yearly application has been a drain on the time and resources of our I.D.E.A. (Interior Distance Education of Alaska) program. Each year we reply to the same set of questions, which seems redundant and unnecessary for a program that is producing test scores comparable to the state average. This bill rightfully allows for requiring more frequent application should the test scores go down. Annual application could and should reasonably be part of the improvement plan required by AS 14.03.123 should a statewide program receive a poor performance designation.

SB 346 encourages the individuality of each program and honors the local school board as the authority in determining what level of monitoring best suits each particular enrolled student. This latitude allows each program to set levels of monitoring based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria.

Statewide school districts correspondence programs are other public school programs and as such should have comparable regulations. We do not desire any special treatment, but we do feel that all public school programs should be treated in a comparable manner. Thank you for recognizing that the possibility for some inequality in treatment presently exists and for sponsoring SB 346. This bill continues the legislative traditions of allowing local school districts latitude in deciding what is best for their individual student body and also of encouraging comparable treatment for comparable entities.

Respectfully,



Carl Knudsen
Superintendent, Galena City School District

Subject: HB464-HES Committee Members...

Date: Thu, 7 Mar 2002 15:40:59 -0900

From: "Ken & Theresa Chrisman" <tkchrisman@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Rep. Fred Dyson
Rep. Peggy Wilson
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

I am writing to ask you to adopt the Committee Substitute of HB 464 and encourage you to pass this bill in a timely manner. We need to limit the ability of the Department of EED to regulate statewide correspondence programs. The recently proposed regulations, go well beyond the clear intent of the legislature towards homeschoolers and programs like IDEA and Cyberlynx.

Thank you.

Sincerely,

Theresa Chrisman
tkchrisman@gci.net
838 Highlander Drive
Fairbanks, Alaska 99712
907-456-7942

Subject: HB464

Date: Thu, 07 Mar 2002 15:56:08 -0900

From: "Nancy L. Fiskeaux" <nancyf@r.ome.net>

To: Jason_Hooley@legis.state.ak.us

Dear Jason Hooley,

Please encouraged the timely passing of HB464. This is important to me as a home-school mother. Thanks.

Nancy Fiskeaux

PO Box 657

Nome, AK 99762

34
Subject: HB464

Date: Thu, 07 Mar 2002 16:00:29 -0900

From: "Nancy L. Fiskeaux" <nancyf@nome.net>

To: Jason_Hooley@legis.state.ak.us

Dear Jason Hooley,

Please insure the passage of HB 464 in a timely manner. This is an important issue to me as a home-schooling mother of 6 children. Please include my message in the packet that the committee member receive.

Thank you.

Nancy Fiskeaux

PO Box 657

Nome, AK 99762

nancyf@nome.net

March 7, 2002

Eric & Mary Marchegiani
19103 Richner Road
Chugiak, Alaska 99567
Tel 1-907-688-3343

To: House Health Education & Social Services Committee
Representative Fred Dyson, Chair
Representative Peggy Wilson, Vice Chair
Representative John Coghill
Representative Gary Stevens
Representative Vic Kohring
Representative Sharon Cissna
Representative Reggie Joule

Dear Members:

We are parents that have home schooled our two daughters for several years. We have been a part of the IDEA program since its inception and it has enhanced our ability to educate our two daughters.

We are adamantly opposed to the recently proposed regulation changes forwarded by the Department of Education. As an alternative to that action, we wish to lend our support to CS HB464 as proposed by Representative Dyson. We feel this committee substitute bill will further our and IDEA's ability to educate our children. We would appreciate your support in the passage of this bill during this legislative session.

Sincerely,

Eric A. Marchegiani

Subject: CS of HB 464

Date: Thu, 7 Mar 2002 19:04:29 -0900

From: "Floyd Wright" <fwright@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Please pass this message to the member of HESS committee. I am writing in response to the meeting that was teleconferenced today. I was in the Fairbanks LIO and I did testify. After I had testified and a few others a principal of a high school testified that she felt that the IDEA teachers and staff had put the parents up to showing in such numbers. I hate to disappoint her, but IDEA did not encourage anyone to defend IDEA. They did let us know about the meeting today and told us that if we felt strongly about the proposed regulations and the passing of CS of HB 464 that we could attend the meeting, testify if we wanted to, or e-mail our responses to the members of this committee. They don't need to "put us up to it", we all feel strongly about the proposed regulations. They merely gave us the place to say it to. Thank you all for hearing us and caring about our feelings on the regulations. Gaye Wright

Subject: HB464 - comments

Date: Thu, 07 Mar 2002 19:36:48 -0900

From: Henspeter Family <copperrr@alaska.net>

To: Jason_Hooley@legis.state.ak.us

Jason,

Please pass on the following message to Rep. Dyson and the members of the HES Committee. Thank you.

-Ramona Henspeter

Dear Members of the HES Committee:

Thank you for hearing testimony on HB 464. I am in favor of the adoption of the 'committee substitute' form of HB 464. I am a parent of three children, am a certified school teacher in Alaska (continual Type A certification for 20 years), and teach my three children at home. My oldest daughter is now a sophomore in college, but attended our home school for all 12 years of school. My second daughter is a junior and my son is in 6th grade. We have been enrolled in the IDEA program (Galena City Schools) since 1997. We are very pleased with the program, and are especially impressed with the balance the program has reached between parent interaction and freedom, and accountability to a teacher provided by IDEA to assist and monitor my children's progress. This is the quality that drew us to IDEA initially, and has caused us to re-register with them every year in lieu of registering with our local school district's correspondence program. We feel that the quality of education our children is receiving is excellent, and what makes it so is the freedom to research the vast array of home-schooling courses and materials that are now available to use in instructing our students. I spend days, if not weeks, each year checking out materials, reading about on-line classes, and talking to sales reps and other parents on the phone about a particular book or program. When we finally order our materials for the coming school year, I am confident that we have chosen what is best for the individual needs of each of my children. I feel that we have created an effective team made up of: my children, us as parents, and our IDEA contact teachers. It is our strong desire and hope that HB 464 will protect the rights and benefits we have come to deeply appreciate, and will continue to leave the curriculum decision-making process in the hands of each district. Thank you for your efforts on behalf of our children, and for taking the time to educate yourselves on this important issue.

Sincerely,

Ramona Henspeter

P.O. Box 98

Copper Center, AK 99573

Subject: HB 464 public response :-)
Date: Fri, 8 Mar 2002 10:03:45 -0900
From: "Clint Stark" <stark@mtaonline.net>
To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley:

I would like to notify the HES committee members of our support of HB464. We would like to see this bill passed. Home schooling in Alaska has a proven track record and the accountability requirements already in place are effective. Please continue to support families that are committed to the education of their children within their own homes by working toward the passing of HB464. Thank you for your dedication in working to protect homeschooling and correspondence education.

Respectfully,

Michael C. & Rhonda Stark
Palmer, Alaska

Subject: Comment on HB 464

Date: Thu, 7 Mar 2002 14:09:48 -0900

From: "DAVE MAXWELL" <dmaxwell@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Please include my comments in the packet for the HES committee members for today's hearing.

Thank you,
Noel Maxwell
PO Box 3493
62315 Fireweed Ave, Homer
907-235-5283

Dear Representatives Dyson, Wilson, Coghill, Steven, Kohring, Cissna, and Joule,

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

I have been involved with the IDEA program for 3 years. In an age where we bemoan the state of our public schools, any public program which encourages parents to be directly involved with the education of our children ought to be lauded and supported, not strangled with regulations.

The Alaska Legislature has clearly been supportive of the freedom of parents and local school boards to develop the best educational programs for their children. Obviously the Legislature trusts those individually and locally involved to best address the educational needs of the students they work with every day.

All subsequent legislative committees ought to reflect this vision trust which accord current law. The recent proposed regulations by the EDU Committee cuts contrary to this trust and seeks to regulate education from Juneau.

Therefore, I ask you to support HB 464. Government must seek to work for the people. I want to see the best education for all Alaska's children; this legislation allows us, the people of Alaska, to make that possibility a reality.

Sincerely,
Noel Maxwell

Subject: HB464

Date: Thu, 7 Mar 2002 13:40:43 -0900

From: "Chris Stokes" <gstokes@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason,

Please include my message in the packet for the committee members Fred Dyson, Peggy Wilson, John Coghill, Reggie Joule, Sharon Cissna, Vic Kohring, and Gary Stevens. My name is Chris Stokes and my address is 13730 Capstan Dr., Anchorage, AK. My phone number is (907) 345-6634. I am representing myself and my family as we have been homeschoolers for 13yrs. Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002. I am in favor of HB464 and I agree with Carol Simpson in Homer. Thank you for your time.

Chris Stokes



Alaska State Legislature

Please enter into the record my testimony to the House HES Committee Members
committee name

Committee on HB 464 , March 7, 2002
bill # / subject

I ask that you consider and adopt the Committee Substitute of HB 464.

I encourage the timely passage of this bill.

Thank your for your consideration.

Signed: Marsha Ware *Marsha Ware*
Testifier

IDEA
Representing (optional)

P.O. Box 7059 NIKISKI AK 99635
Address

(907) 776-8981
Phone number

Hello. My name is Ben Phillips. I am the father of seven. The children we have that are of age are enrolled in the Galena school system. There are two issues I would like to address: (WITH PROPOSED BOARD OF EDUCATION REGS)

- 1) The first issue is the administration costs. A good administrator always considers the costs involved with any proposed policy. These new regulations will no doubt cost the Galena school district more money to administer and it will cost more money for the State to administer. With the State facing a large budget gap, it seems that stuff like this, could nickel and dime the State to death. I mean, why mess with a program that is working as well as this one? I guess it's for the sake of control, which brings me to my next issue.
- 2) I think what they are trying to control through all of this is not reading, writing and arithmetic (for which I am sure they have no problem- as this particular school's test scores are among the highest in the State). It seems by the language, which is rather vague and needs to be clarified, that their main concern deals with parent's teaching their own children in the privacy of their own home, religion. What has been quite clear from the beginning is that it is illegal for home-schoolers in the Galena program to purchase religious materials with State money. All people involved are keenly aware of this, and it is already currently well policed. If the State Board of Education would be willing to apply the same degree of potency to their own programs that they are trying to use to judge Galena with, not only would the other State schools not be facing money problems, but these frivolous regulations would never have been proposed. We are all aware of the State Statute AS 14.03.090 which states, "Partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money." We have watched this statute be loosely interpreted by the same board. In rural Alaska, in towns like Bethel and Barrow, native spiritualistic religion is taught during school hours and are advocated in the name of "Cultural Diversity".

In closing, we are offended by what appears to be thinly veiled discrimination.

will cost more money to everyone and what

I support 464

Ben Phillips



Alaska State Legislature

Please enter into the record my testimony to the H HESS
 committee name
 committee on HB 464, dated 3/7/02
 bill/subject

message for HES committee concerning HB4...entered into the record on March 7, 2002

Subject: message for HES committee concerning HB464substitutes to be entered into the record on March 7, 2002
Date: Thu, 7 Mar 2002 16:08:12 -0000
From: "Grace Van Diest" <gvandies@pobox.alaska.net>
To: <MatSu_LIO@legis.state.ak.us>

-----Original Message-----

From: Grace Van Diest <gvandies@pobox.alaska.net>
To: Mat-Su_LIO@legis.state.ak.us <Mat-Su_LIO@legis.state.ak.us>
Date: Thursday, March 07, 2002 4:05 PM
Subject: message for HES committee concerning HB464substitutes to be entered into the record on March 7, 2002

Grace A. Van Diest
 HC 01 Box 6107-X
 Pulmer, AK 99645
 907-745-5486
 Campus Cottrell
 March 7, 2002
 Representing IDEA

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

To the members of the HES committee:
 I agree with the substitution amendments to House Bill 464 as proposed by Rep. Dyson. Please push forward the Committee Substitute of HB464 as quickly as possible to the Education Committee. I also agree with Carol Simpson and her testimony at the LIO office today. Thank you for your time. Grace Van Diest

STATE OF ALASKA
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY
DIVISION OF PUBLIC SERVICES

PETERSBURG LEGISLATIVE INFORMATION OFFICE

PHONE: 772-3741

FAX: 772-3779

FAX TRANSMISSION

TO: HHES/ Jason Hooley

FAX: (907) 465-4587

DATE: 3/07/02

MESSAGE:

2 pages to follow -
- written text of Sharylee Zachary testimony
today.

Thank you,

March 7, 2002

To: the HHES Committee
Re: CSHB 464
From: Sharylee Zachary, Petersburg, AK

Thank you very much for hearing my (and all the other) testimony today.

I appreciate the efforts being made by all (whether educated in 'legalese' writing of legislation, or not, - like me) to write regulations that will uphold our right and need to homeschool our children, choose the curriculum that is best for them, and allow for the individual nurturing, schooling, and mentoring that each child needs.

I applaud the efforts of the public school teachers who are trying valiantly to school so many children, - from various backgrounds and various needs. But, public school does not meet the needs of all children AND homeschooling does not meet the needs of all children. **THEY ARE TWO DIFFERENT FORMS OF SCHOOLING AND FUNCTION DIFFERENTLY.** The one is not a carbon copy of the other. Yet, they are both shooting for the same end result - the best education for Alaskan children with their 'self-esteem' intact.

The DEED is trying to make homeschooling into public school by it's regulations. This does not work in 'real life'. At home, I am able to nurture my 'slow reader' along until they 'click-in', ... now she has nationally tested in the 98th percentile. I had her on the curriculum that best suited her. In her struggle years, her 'self-esteem' would have been very low because she could not have kept up. Another daughter has eye problems that was not diagnosed by any physician, - yet, it greatly slowed her down. I had her on another curriculum and was able to adjust her daily schedule to meet her physical energy needs (public school would not have been able to accommodate this). After several years, we discovered her problem (through another homeschooling family with a child with the same problem). And now she is really picking up - with her 'self-esteem' intact!

If we were on the 'state mandated curriculum and timing' for their needs, it would have been a disaster!!

Also, the DEED does not want to allow parents to teach religious-based curriculum. Guess what! There is already 'religion' being taught in the public school systems. Books, resources, curriculum that imply or teach various facets of witchcraft, actual spells, (an example is Harry Potter which is widely read and promoted in the schools); 'evolution' is a religious way of thought; you cannot teach Native culture without getting into the religious beliefs; Quanza, etc.! Yet, the DEED seems to 'blink' at this. We want our children to be schooled in the Christian ethic that **OUR NATION WAS FOUNDED ON!** Yet, the DEED says, 'No way'!

If the regulations have more monitoring for everyone, the money will be taken out of our childrens' allotment I have not seen them offer more money to pay for the added personnel. Also, when we were on Alyeska some years back ... it was so confusing, we had to give that up. The monitoring was 'way overkill'!

I have more to say, but I will think on it and submit more later.

Respectfully,

Sharylee M Zachary

Sharylee Zachary
Homeschooling Mother of Three

HB 464

Subject: HB 464

Date: Thu, 7 Mar 2002 09:46:59 -0900

From: "Max Mitchell" <donna@xyz.net>

To: <Homer_LIO@legis.state.ak.us>

From: Max and Patsy Mitchell

Box 2161

Homer, AK, 99603

907-235-7438 e-mail donna@xyz.net

Please HB 464. DEED's regulations do little if anything to improve statewide correspondence. The DEED's intentions are to burden only statewide programs such as IDEA with extra regulations in order to force students into local programs. This would be a financial gain for local programs at the expense of statewide programs.

DEED must have to little productive work to do. They are probably overstaffed. We suggest that legislatures take a look into this and make appropriate reductions in staff.

Respectfully,
Max and Patsy Mitchell

To: House HES Committee on HB464
From: Robyn S. Audette
P.O. Box 936
Seward, AK 99664
(907) 224-3271

"Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002."

Our three children are enrolled in the IDEA statewide correspondence program, through the Galena City School District. This is our fourth year in the program, and we are very happy with the help and support we receive from this program. Before enrolling in IDEA, we successfully homeschooled, independently, for three years. The help we receive from the IDEA staff aids us in reaching our goal of excellent education for our children.

I have read and commented to the State Dept. of Education and Early Development regarding their proposed changes in regulations for statewide correspondence programs. The question and answer document they sent in reply was even more disturbing to me than the text of the proposed regulations.

I believe the DEED is trying to fit homeschool-oriented public education programs into the building-based public school paradigm. This is like trying to fit the proverbial square block into a round hole. Both are viable and valuable educational tools, which can be used to attain the goal of providing Alaskan children with an excellent education. They cannot, however, be administered the same way, and should not be forced to follow the same regulations.

I believe the Committee Substitute of HB464 more correctly puts the responsibility for administering statewide correspondence programs in the hands of the school districts that offer such programs. The current body of Alaskan law adequately addresses the issues the proposed DEED regulations seek to over-regulate.

I urge you to vote in favor of the CS HB464.

Thank you,
Robyn S. Audette
Seward, AK

HB 464

Subject: HB 464**Date:** Thu, 07 Mar 2002 22:29:02**From:** "Catherine Bishop" <cwb100@hotmail.com>**To:** Homer_LIO@legis.state.ak.us, Kenai_LIO@legis.ak.state.us, Seward_LIO@legis.state.ak.us**CC:** cwb100@hotmail.com, carols@ideafamilies.org

My name is: Catherine W. Bishop
My address is: P.O. Box 2986, Seward, AK 99664
My Phone Number is: (907) 224-2394
My email is: cwb100@hotmail.com

Please enter into the record my testimony, as written below, to the House HES Committee on HB 464, dated March 7, 2002.

I am writing to ask that you adopt the HB 464 and that it be done in a timely manner. I am an I.D.E.A. parent and have been for 3 years. I have watched this program grow from 150 students, to 3,500 students. The effort that is put into making this program succeed is outstanding. This wonderful program is the product of years of parent/teacher/administration input. It works the way it is - it doesn't need to be fixed or changed. Thank you for considering HB 464. Without its adoption I feel that we will be unduly restricted and discriminated against in our attempts to educate our children.

Catherine W. Bishop

Send and receive Hotmail on your mobile device: [Click Here](#)

STATE OF ALASKA
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY
DIVISION OF PUBLIC SERVICES

PETERSBURG LEGISLATIVE INFORMATION OFFICE

PHONE: 772-3741

FAX: 772-3779

FAX TRANSMISSION

TO: HHES/Jason Hoodley
FAX: (907) 465-4581
DATE: 3/7/02
MESSAGE:

- 3 pages to follow -
- written text of Ben Phillips testimony before the committee
- 2 add'l parts here who wished to make their positions known -

Thank you,

House, Health, Education and Social Services Committee:

My name is Virginia Sipper and I am in support of the CSHB 464. I agree with the changes being addressed, and would ask you to support this bill.

Virginia Sipper

House, Health, Education and Social Services Committee:

My name is Barbara Steltz and I have a child enrolled with the IDEA program. I urge you to support the CS for House Bill 464.

Sincerely Yours,
Barbara Steltz



Alaska State Legislature

Please enter into the record my testimony to the

HES

Committee name

Committee on

HB 464 /

dated March 7, 2002

Bill/Subject

Please adopt HB 464,

I feel so strongly that such a good program like I.D.E.A. should remain as it is... a support to homeschooling families.

At this time the EED is considering regulations that would restrict my abilities to teach my children and use a program like I.D.E.A.

In many ways, I feel that my ability to home-school has been enhanced through the IDEA program. It holds a high standard for us as teaching parents.

Signed:

Shirley C. G. Huin
Testifier

Representing (Optional)

HC 33 Box 2988-B

Address

Wasilla, AK 99654

(907) 376-2481

Phone number

**STATE OF ALASKA
THE LEGISLATURE**

LEGISLATIVE AFFAIRS AGENCY
DIVISION OF PUBLIC SERVICES

PETERSBURG LEGISLATIVE INFORMATION OFFICE

PHONE: 772-3741

FAX: 772-3779

FAX TRANSMISSION

TO: HHES / Jason Hooley - Aide
FAX: (907) 465-4587
DATE: 3/7/02
MESSAGE:

2 pages to follow:

Dana was not able to physically attend today but has submitted these written comments to the Committee. She appreciates their consideration

(1)

March 7, '02

Dear Members of H.E.C.

I wished to attend the Petersburg L.I.O. meeting today but am stuck at home on Kupreanof Island, a 5-minute boat ride from Petersburg.

I'd like to say that my family is very appreciative of your efforts to keep flexible, creative educational options alive for homeschoolers.

Very few local families living "off-the-grid" as we do have been able to maintain their way of life throughout their children's high school years, as we have.

IDEA has made this easier for us, not only by enabling us to purchase customized educational resources for our children instead of using the cookie-cutter approach a public school must resort to, but also because we've been able to purchase dance lessons,

(2)

DATE

Swim classes, video camera instruction, and other things that satisfy the longings of aspiring, dreaming teenagers.

I.D.E.A. has been a wonderful program for our family — please fight to keep it that way!

Thank you,

Dana Thynes

Dana Thynes
P.O. Box 2047
Petersburg, AK 99833

rdthynes@alaska.net

March 7, 2002

To: Representative Fred Dyson

From: Jonathan and Ruth Ewig

7776 70th Avenue

phone/fax: 907-452-5538

*Please give to how
might away. Thank you!*

RE: We AGREE with CS to HB 464

Thank you for your hard work on this. It is a travesty that the public school educrats on the Alaska State Board of Education and within the Alaska State Department of Education would try and require homeschoolers to drop our standards to that of the public school norm including the elimination of character education. Perhaps this board has passed its time of usefulness. We will definitely oppose any reduction of the high standard of education we as homeschoolers plan and implement for our children.

Keep up the good work!

Sincerely,

Jon Ewig
Ruth Ewig

Note: We hope this committee chair will not allow domination by the state-paid employees such as Deputy Commissioner McLain over those of us who are not being paid but travel far to testify at these hearings. This happened at the Joint Committee meeting where Lesil McGuire was chair on Friday, March 1.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

Committee on HB 464, dated March 7, 2002
bill # / subject

I am writing to ask that you adopt the HB 464 and that in be done in a timely manner. I am an I.D.E.A. parent and have been for 3 years. I have watched this program grow from 150 sutdents, to 3,500 students. The effort that is put into making this program succeed is outstanding. This wonderful program is the product of years of parent/teacher/administration input. It works the way it is - it doesn't need to be fixed or changed. Thank you for considering HB 464. Without its adoption I feel that we will be unduly restricted and discriminated against in our attempts to educate our children.

Signed: Catherine W. Bishop
Testifier

Representing (optional)

P.O. Box 2986 Seward, AK 99664
Address

(907) 224-2394
Phone number

Subject: Fw: HB 464

Date: Mon, 18 Mar 2002 11:51:49 -0900

From: "The Winniford Family" <swinniford@ideafamilies.org>

To: "Jason Hooley" <Jason_Hooley@legis.state.ak.us>

Dear Jason,

I originally sent this to the Senate committee dealing with the companion bill to HB 464. I would like this included in the packets for each of the committee members dealing with HB 464. Thank you very much.

Sincerely, Nancy Winniford

----- Original Message -----

From: The Winniford Family

To: Janey Wineinger

Cc: Sally Javier

Sent: Wednesday, March 13, 2002 11:03 PM

Subject: HB 464

Dear House HES Committee Members,

I am a parent homeschooling my daughters through the IDEA program from the Galena School District. I really appreciate the innovative and very helpful program they have put together. I have found everyone there VERY helpful and interested in the best education for my daughters.

I wrote to the D.E.E.D. about their proposed regulations for statewide correspondence programs. I'll try to summarize here:

One of the main reasons I home school is because of the opportunity to choose my own curriculum. I taught for 12 years prior to having children of my own, and found curricula that worked well. I have collected many of these items for my daughters, and I would like the chance to use them, as I know from first-hand experience that they work. Also, I believe that regulating out of existence the use of sectarian curricula privately purchased by the parent is beyond the scope of what the D.E.E.D. should be doing. We don't use such curricula in public schools because some may be offended by them, but such is not the case in one's own home!

The D.E.E.D. has a laudable goal in preventing home schoolers from "falling through the cracks" so to speak, and never getting the help they need for their students. However, most of the problem, I found when I taught, lay with parents outside the system completely, attempting to home school on their own, with no help from a program such as IDEA. Aiming extra regulations at these correspondence programs will not, then, solve the problem. Also, many parents in these programs have pulled their students from the public school precisely because they have fallen through the cracks in the public school. This is happening more and more frequently since the school systems have made the requirements for entering Resource programs more stringent. These parents are very concerned. That is why they go to the extra work of schooling at home.

Correspondence Home schools should not have to re-apply each year for approval, when other charter type schools do not have to.

Also, I asked the D.E.E.D. to treat me as a team member on their team, as someone who is ultimately the person most interested in my children receiving the best education possible. I asked them to include some of we homeschoolers in their discussions, so they have our input readily available.

Thank you for considering my thoughts.

Sincerely, Nancy Winniford

Subject: HB 464

Date: Mon, 18 Mar 2002 12:40:12 -0900

From: "The Carter Family" <pcarter@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

We feel this bill is appropriate. Please pass it as quickly as possible. Thank you.

Include this statement in the committee members packets.

Paul and Laura Carter

IDEA parents

ALASKA STATE LEGISLATURE

REPRESENTATIVE
JEANNETTE JAMES
PO Box 56622
North Pole, Alaska 99705
(907) 456-1546
FAX (907) 488-4271



While in Juneau
State Capitol
Juneau, Alaska
99801-1182
(907) 465-3743
FAX (907) 465-2381

House of Representatives
House District 34

SECTIONAL ANALYSIS **CS HB 464 (HES)**

Contact: Richard F. Schmitz 465-6791

SECTION 1: Adds a new section to AS 14.07 (Administration of Public Schools). This section (AS 14.07:175) applies specifically to statewide school district correspondence study programs.

SECTION 1 (a): Gives authority to adopt regulations regarding statewide correspondence study programs.

PART 1: Establishes a 10-year certification period for statewide correspondence study programs; paralleling the certification time period for charter schools. This requirement does not apply to a program that is "in crisis" or "deficient" as established in AS 14.03:123(a) (school accountability).

PART 2: Establishes that school districts have the authority to monitor student progress, and to set the rules for doing so.

PART 3: Establishes that school districts have the right and responsibility to decide which curriculum materials can be paid for with program funds, and which must be paid for by home educators.

SECTION 1 (b): Restricts application of this section to statewide school district correspondence study programs by removing Alyeska Central School, in-district correspondence programs, and charter schools.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB 464
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title School District Correspondence Study BRU Teaching & Learning Support
 Component Quality Schools
 Sponsor Representatives James, Dyson
 Requester H HES Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0
 Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HB 464 does not add any new or additional duties to the department, therefore there is no cost to DEED. The bill will also lower the number of yearly approval applications that the department will process. HB 464 requires the local school district to monitor its students. It also gives the district the duty and authority to establish procedures for review and selection of all textbooks and instructional materials. These new provisions will affect the local district, not DEED.

Prepared by: _____ Phone _____
 Division _____ Date/Time 3/15/02 3:45 PM
 Approved by: Representative Fred Dyson, Chair HHES Committee Date 3/15/2002
 Agency _____

PUBLIC POLICY SOURCES

Number 51

Home Schooling: From the Extreme to the Mainstream

by Patrick Basham, Cato Institute

Contents

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Home Schooling: From the Extreme to the Mainstream?

Introduction¹

Over the past decade, home schooling has shed its image as a social or educational aberration.—Jacqueline Luffman, Statistics Canada

During the last 20 years, the general public's familiarity with home schooling has evolved from a level of almost complete ignorance to one of widespread, if largely uninformed, awareness. This evolution was stimulated by, and reflected in, heightened media interest in home schooling. Feature articles on home schooling graced the covers and pages of respective national publications (see Wallace, 1982; Feinstein, 1986; Stecklow, 1994; Maushard, 1996; Benning, 1997; Eisler and Dwyer, 1997; Kantrowitz and Wingert, 1998; Kay, 2001, and Cloud and Morse, 2001) such as *Maclean's*, *The National Post*, *The Wall Street Journal*, *Time*, and *Newsweek*, while national radio and television broadcasts² also shone a spotlight on home schooling. Consequently, the growth of home schooling has not escaped the attention of leading policymakers in both Canada and the United States. In 1999, for example, then-Texas Governor George W. Bush addressed an audience of 2,000 home schoolers and their parents. Meanwhile, on September 16, 1999, the US Senate passed a resolution designating the week of September 19-25, 1999, as "National Home Education Week." In the Canadian context, some policy-

makers now publicly acknowledge the growing popularity and importance of the home schooling movement.³

Similarly, academic researchers and policy analysts are exhibiting more than a passing interest in home schooling.⁴ In June 2000, for example, the *Peabody Journal of Education* devoted a 300-page issue exclusively to the topic of home schooling (McDowell and Ray, 2000). Such popular, political, and academic attention reflects the reality that, as Patricia Lines, formerly a senior research analyst for the US Department of Education and now a Senior Fellow at the Discovery Institute, concludes, home schooling parents are "reinventing the idea of school" (quoted in Kantrowitz and Wingert, p. 67).

Given the attention bestowed upon this flourishing but poorly understood private education practice, by surveying the available research literature this paper attempts to provide preliminary answers to a series of important questions. These questions include:

- What is home schooling?
- How does government regulate home schooling?
- What is the history of home schooling in North America?

1 The author thanks Jason Clemens, Fred McMahon, and Claudia Rebanks Hepburn for their careful reading and constructive editing of this paper.

2 See, for example, the three-part documentary series aired by National Public Radio, February 26-28, 2001 (<http://www.npr.org/programs/atc/features/2001/feb/010226.cfoa.html>).

3 On March 7, 1997, for example, Pat Atkinson, Saskatchewan's Minister of Education, spoke to a conference of that province's home schooling parents.

4 Relatively little scholarly research has been conducted to-date on Canadian home schooling. Hence, the preponderance of research cited in this paper is of American origin.

moderate regulation, and low regulation states. High regulation states may require parents to inform the respective educational authority that they wish to begin to home school, maintain compulsory attendance laws, require that the home school curriculum be approved by the state, conduct periodic visits to the home, administer standardized tests, and require that home schooling parents be certified teachers. (As the Ludwig von Mises Institute's Mark Brandly has explained, this latter requirement is often drawn up by state legislatures beholden to teachers' unions that want to use certification laws to discourage home schooling (Brandly, 1997).) Moderate regulation states may require parents to send notification and provide test scores and/or professional evaluation of the student's progress. Low regulation states do not require parents to initiate any contact with the state. For example, there are 41 states that have no minimum academic standards for parents who home school their children.⁷

History

Throughout history, societies have practiced home schooling (Gordon and Gordon, 1990; and Stevens, 2001). In fact, home schooling (conducted either by parents or private tutors) was widespread throughout North America until the 1870s, when compulsory school attendance and the training of professional educators coalesced to institutionalize education in the physical environment that today we recognize as school. Notable home schooled Americans include, for example, presidents George Washington, John Quincy Adams, Abraham Lincoln, Woodrow Wilson, and Franklin Delano Roosevelt. Other

successful products of American home schooling include inventor Thomas Edison, General Robert E. Lee, civil rights activist Booker T. Washington, writer Mark Twain, and industrialist Andrew Carnegie.

Although home schooling did continue in a limited fashion after the 1870s, it was not until the 1960s that this educational practice received renewed attention and interest from parents and educators. The intellectual roots of the two strains most evident in contemporary North American home schooling are both a generation in length.⁸ The first strain is ideological, and classifiable as the Christian Right. Its philosophical leader is the former missionary Dr. Raymond Moore. In 1969, this then-US Department of Education analyst began researching the institutionalization of children's education. His primary conclusion, disseminated in publications such as *Home Grown Kids* and *Home-Spun Schools*, was that a child's entry into formal education should be delayed until ages 8 to 12.

The second strain of home schooling is pedagogical and traces its theoretical lineage to the libertarian Left, as led by the late teacher and humanist John Holt. During the 1960s, Holt advocated educational decentralization and greater parental autonomy (sometimes known as "laissez-faire home schooling"), more recently referred to as "unschooling."⁹ Holt's thesis is that the most civilized way to educate a child is through home schooling. To propagate his ideas, Holt wrote the highly controversial books *How Children Fail* and *Teach Your Own*; in 1977, he founded the bi-monthly home schooling magazine *Growing Without Schooling*.

7 The evolving regulatory relationship between home schooling parents and government is most recently addressed in Malkin, 2001.

8 In Canada, most home schooling parents do so for religious or pedagogical reasons. See Smith, 1993.

9 Approximately five percent of home schooling follows the unschooling approach, which does not adhere to a structured curricula, allowing students to learn at their own pace and according to their own interests. See Cloud and Morse, pp. 52-3.

Table 1: Number of Students and Number and Percentage of Home Schooled US Students, Ages 5-17, with a Grade Equivalent of Kindergarten to Grade 12, by selected characteristics.

Characteristic	Number of Students	Number of Home Schooled Students	Percent	Standard Error
<i>Total</i>	50,188,000	850,000	1.7	0.14
Grade equivalent, K-5	24,428,000	428,000	1.8	0.20
Kindergarten	3,790,000	92,000	2.4	0.52
Grades 1-3	12,692,000	199,000	1.6	0.29
Grades 4-5	7,946,000	136,000	1.7	0.28
Grades 6-8	11,788,000	186,000	1.6	0.24
Grades 9-12	13,954,000	235,000	1.7	0.24
<i>Race/ethnicity</i>				
White, non-Hispanic	32,474,000	640,000	2.0	0.19
Black, non-Hispanic	8,047,000	84,000	1.0	0.31
Hispanic	7,043,000	77,000	1.1	0.25
Other	2,623,000	49,000	1.9	0.65
<i>Sex</i>				
Female	24,673,000	434,000	1.8	0.19
Male	25,515,000	417,000	1.6	0.17
<i>Number of children in household</i>				
One child	8,226,000	120,000	1.5	0.24
Two children	19,883,000	207,000	1.0	0.14
Three or more children	22,078,000	523,000	2.4	0.30
<i>Number of parents in household</i>				
Two parents	33,007,000	683,000	2.1	0.21
One parent	15,454,000	142,000	0.9	0.16
Non-parental guardians	1,727,000	25,000	1.4	0.82
<i>Parents' participation in the labour force</i>				
Two parents—one in labour force	9,628,000	444,000	4.6	0.55
Two parents—both in labour force	22,880,000	237,000	1.0	0.17
One parent in labour force	13,907,000	98,000	0.7	0.16
No parent in labour force	3,773,000	71,000	1.9	0.48
<i>Household income</i>				
\$25,000 or less	16,776,000	262,000	1.6	0.27
25,001-50,000	15,220,000	278,000	1.8	0.24
50,001-75,000	8,576,000	162,000	1.9	0.30
75,001 or more	9,615,000	148,000	1.5	0.28
<i>Parents' highest educational attainment</i>				
High school diploma or less	18,334,000	160,000	0.9	0.15
Voc/tech degree or some college	15,177,000	287,000	1.9	0.25
Bachelor's degree	8,269,000	213,000	2.6	0.42
Graduate/professional	8,407,000	190,000	2.3	0.46

Note: Numbers may not add to total due to rounding. Number and percent of home schoolers excludes students who were enrolled in school for more than 25 hours and students who were home schooled due to a temporary illness.

Source: US Department of Education, National Center for Education Statistics, *Parent Survey of the National Household Education Surveys Program, 1999*.

literate to cope in contemporary society... Public opinion polls show that confidence in the education system is at a 30-year low. Tangible proof of this is the growing number of children withdrawn by their parents each year from government schools: the percentage of families choosing independent (private) schools has doubled over the past 25 years, while the popularity of home schooling is unprecedented and growing rapidly (Heppburn, 1999, p. 4).

When asked to rate their public schools, 45 percent of Americans give only a C, D, or F grade (Gallup and Elam, 1988, p. 36). Unfortunately, "many public schools—and their baleful unions and wretched bureaucrats, their rigid rules and we-know-best manner—have done a lot to hurt themselves" (Cloud and Morse, p. 48). Despite large increases in government spending on public education over the past generation, the outputs of American public education are increasingly disappointing. Alarming, for example, American graduates are frequently illiterate; hence the need for America's private sector firms to spend billions of dollars annually on employee literacy programs (Schargel, 1993, p. 67).

What, then, are the specific comparative advantages of home schooling, at least as perceived by those who choose to educate their children in this manner? There are a variety of reasons provided by home schooling parents in both Canada and the United States and the most common to both countries may be summarized as follows:

- The opportunity to impart a particular set of values and beliefs.
- Higher academic performance through one-on-one instruction.
- The opportunity to develop closer and stronger parent-child relationships.

- The opportunity for the child to experience high-quality interaction with peers and adults.
- The lack of discipline in public schools.
- The opportunity to escape negative peer pressure (e.g., drugs, alcohol, and premarital sex) through controlled and positive peer social interactions.
- The unaffordability of private schools, and
- A physically safer environment in which to learn.

Most recently, the safety issue in particular has spurred public interest in home schooling. This reflects both the fact that, for example, one in four American public school students has been a victim of violence at or near her school (cited in Richman, 1994, p. 111), and the heightened interest in safer schooling immediately following the April 1999 tragedy at Columbine High School in Littleton, Colorado (and subsequent copycat incidents in both Canada and the United States) (see, for example, Sink, 1999). In a *Newsweek* poll, 63 percent of adult Americans said it was very or somewhat likely that a shooting incident could happen at their local schools.¹²

This surge in interest in home schooling is also greatly facilitated by new technology, specifically the growth of the Internet. Among home schooling families, access to the Internet is well above average. In 1996, 86 percent of American home schooling families owned a computer and used it for educational purposes. At that time, nationally, only one in three families had a computer. Today, between 93 and 94 percent of home schoolers have access to a computer; by comparison, as of June 2000, only about half of all American households had Internet access (Heuer, 2000). Such technology allows 71.1 percent of home schooling parents to individualize their educa-

¹² Polling conducted April 21-22, 1999, as reported in Bai, 1999, p. 27.

with school-age children (Rudner, 1999). The Parent Survey of the National Household Education Surveys Program found 80 percent of home schooled children living in two-parent families compared to 66 percent for non-home schoolers. Furthermore, 87.7 percent of home schooling mothers do not work outside the home (Ray, 1997b). Overall, 52 percent of home schooled children are raised in two-parent families where only one parent works outside the home compared to 19 percent for non-home schooled children (Bielick, *et al.*, p. 8). The average size of a home schooling family is also above average—62 percent of home schooling families have three or more children compared to 44 percent of non-home schooled families, while 56 percent of all American families with school age children have only one or two children.

How do home schooled children perform academically?

Home schooled students receive a more varied education than does a child who is conventionally schooled.—Isabel Lyman, Cato Institute

As student testing is not compulsory in all states and provinces, test data may not be fully representative of overall student performance. Nonetheless, according to the US Department of Education, "Virtually all the available data show that the group of home schooled children who are tested is above average" (Lines, 1995). Such impressive results have been observable for at least 15 years. An analysis of SAT scores since 1985 in Washington State, for example, finds that home schooled children score consistently above average (Lyman, p. 14). Dr. Howard Richman and his colleagues found that the home schooled in Pennsylvania score, on average, at the 86th percentile in reading and at the 73rd percentile in math (Richman, Girtten, and Snyder, 1992).

From coast to coast, and from border to border, home schooled students in the United States surpass the national averages on both of the major college-entrance tests, the ACT and the SAT. For the third consecutive year, home schooled students outperformed public school students on the ACT. The ACT exam includes curriculum-based achievement tests in English, mathematics, reading, and science. From 1998 to 2000, home schoolers averaged 22.7 on the ACT, compared to a national average of 21 (the ACT test has a scale of 1-36) (*The Washington Times*, 2000a). Home schoolers averaged 1,083 on the SAT, compared with a national average score of 1,016.

The most recent and most comprehensive study of American home schooling was led by leading statistician and measurement expert, Dr. Lawrence Rudner of the University of Maryland. The study measured 20,760 home schooled students in all 50 states (Rudner, 1999). Rudner concluded that, "Those parents choosing to make a commitment to home schooling are able to provide a very successful academic environment." For example, "In every subject and at every grade level of the [tests], home schooled students scored significantly higher than their public and private school counterparts." Home schoolers' average score fell between the 82nd and the 92nd percentile in reading and reached the 85th percentile in math. Overall, test scores for home schoolers fell between the 75th and 85th percentiles. Public school students scored at the 50th percentile, while private school students' scores ranged from the 65th to the 75th percentile.

Interestingly, having at least one parent who is a certified teacher has no significant effect on the achievement levels of home schooled students. The test scores of students whose parents had ever held a teaching certificate were only three percentile points higher than those whose parents had not—in the 88th percentile versus the 85th percentile. However, the children of university graduates perform significantly better than do

The international evidence on the academic performance of home schooled students is equally encouraging. For example, a recently completed three-year study conducted by researchers at England's University of Durham found that home schooled students noticeably outperformed their public school peers in both literacy and mathematics (Livni, 2000). The fact that home schooling appears to improve academic performance regardless of geographic location and political jurisdiction has stimulated interest around the world. The United Kingdom, Germany, Japan, and Switzerland are among a host of developed nations with rapidly growing home schooling movements (Billups, 2000).

Importantly, in the United States 69 percent of home schooled children plan to pursue a post-secondary education (Ray, 1997b). In the absence of school transcripts, etc., home schooled applicants are increasingly presented with the option of submitting to admissions offices any standardized test scores, letters of recommendation, and a portfolio of their written work. Also, many home schooled students are writing the General Educational Development tests, a high school equivalency exam, in order to demonstrate their academic progress to the 75 percent of American universities accepting such students.

In recent years, home schooled students are gaining admission and scholarships to the most prestigious universities. Over 700 post-secondary institutions across the United States, including Harvard University, Yale University, Stanford University, MIT, Rice University, and the Citadel, have admitted home schooled students (Leung, 2000). September 2000 saw the opening of Patrick Henry College, in Virginia, the first university established especially for home schooled children. The *National Center for Home Education* estimates that one million home schooled students will enroll in post-secondary institutions over the next decade (*The Washington Times*, 2000b). This is unsurprising considering that, "Home schoolers

bring certain skills—motivation, curiosity, the capacity to be responsible for their education—that high schools don't induce very well" (Jon Reider, Stanford University admissions official, quoted in Clowes, 2000).

To the north, an increasing number of Canadian universities and colleges are accepting home schooled students. These include the University of Toronto, York University, Dalhousie University, the University of Saskatchewan, and St. Francis Xavier University. Many of these post-secondary institutions require some type of standardized testing, be it provincial examinations or SATs, before offering admission.

The socialization of home schooled children

I have never let my schooling interfere with my education.—Mark Twain

In 1999, the National Education Association (NEA), the largest public sector teachers' union in the United States, declared that, "The NEA believes that home schooling cannot provide the student with a comprehensive education experience." The preponderance of social science research clearly refutes this assertion.

Contrary to the concerns of the educational establishment, the typical home schooled child participates in a wide variety of extracurricular activities. The average home schooled student is regularly involved in 5.2 social activities outside the home, including afternoon and weekend programs with public school students (e.g., sports, scouts, church groups, ballet, Little League, neighbourhood play, part-time employment, and voluntary work), and day-time field trips and cooperative programs with groups of other home schooled students (Mattox, 1999). Ninety-eight percent of home schooled students are involved in two or more outside functions on a weekly basis (Farris, 1997). This reflects, in part, the fact that

assimilating cultural prototype for inevitable reforms to public education in the coming decades, already in vigorous germination in the form of school voucher programs and charter schools (Kay, 2001).

This paper has established that home schooling is a thriving educational movement both in Canada and the United States. It has also empirically demonstrated that the academic *and* socialization outcomes for the average home schooled child are superior to those experienced by the average public school student. Consequently, does the rise of home schooling provide any implications for education policy in North America?

There is one overriding lesson for policymakers to learn from this survey of home schooling. As home schooling researcher Isabel Lyman pithily described the American experience: "Home schooling has produced literate students with minimal government interference at a fraction of the cost of any government program" (Lyman, 1998). A breakdown of the respective American costs produces a startling comparison. For example:

The parents spent, on average, \$546 per child per year for home education (and the median was \$400). State schools spent an average of \$5,325 per student (pre-kindergarten through the 12th grade) during school year 1993-94 (US Department of Education, 1996). This cost in state schools did not include construction, equipment and debt financing... It is clear that the direct costs of public (state-run) schooling in the United States are at least 975 percent (or about 10 times as much) of what the home education families in this study spent on educational materials and services (Ray, 1997a, ch. 4).

Most tellingly, perhaps, the \$546 spent per home schooled student produces an average 85th percentile ranking on test scores; the \$5,325 spent per public school student produces an average 50th percentile ranking.

In fact, both in Canada and the United States, most home schooling families "have achieved their goals... without a dime of government funding" (Lyman, 1998). In British Columbia, public and private schools do receive a government grant for each registered home schooled child but, in most cases and in most jurisdictions, home schooling families are not dependent on public, tax-funded resources. Furthermore, home schooling families may be saving their fellow taxpayers significant sums of money. For example, according to a study conducted in Oregon, home schoolers save that state's taxpayers \$31 million annually (Ray, 1993). Overall, it may be argued that home schoolers serve "as models of economy and effectiveness" (Audain, 1987). Such realities suggest that both Canadian and American policymakers should consider whether or not home schooling parents, whose property taxes subsidize public schools, merit a reduction in those taxes.

It is also the case that while, in many jurisdictions, home schooling has been largely deregulated, "further deregulation would make parents' task easier" (Lyman, 1998). After all, a comparison of home schooled students' performance in highly regulated, moderately regulated, and unregulated American jurisdictions found no statistical difference. That is, the degree of government regulation has no significant effect on the academic performance of home schooled children. It was found that whether a given state imposes a high or low degree of regulation, home schooled students' average test scores are at the 86th percentile (Ray, 1997b).

It appears that there may be growing recognition of this reality. Hence, the American home schooling community triumphed politically when it successfully lobbied the US Congress to abandon plans to require that parents acquire certification as teachers before being allowed to home school their children. According to Hudson Institute senior fellow Chester E. Finn, Jr., this was an im-

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I.D.E.A. 2002 Parent Survey

An on-line submittable survey was sent out to all I.D.E.A. families in February, 2002. Seven hundred eighteen families responded to the survey. The questions asked and the results are listed below.

1. I feel that the Individual Learning Plan, which I developed (and was approved by my contact teacher), adequately defines my child's educational needs.

86% Strongly agree
13% Agree
1% Somewhat agree
0% Disagree

Comments: 291 out of 718 commented. Of the 291 comments, 289 were positive.

2. The Curriculum Fairs, PO Vendor List, resource rooms, curriculum guidelines, contact teachers, Field Reps, and support staff provide me with sufficient guidance to select and order curricular materials that are appropriate for my child.

80% Strongly agree
18% Agree
2% Somewhat agree
0% Disagree

Comments: 268 out of 718 commented. Of the 268 comments, 264 were positive.

3. Freedom to select and order curricular materials to meet my child's individual educational needs is important to me.

98% Strongly agree
2% Agree
0% Somewhat agree
0% Disagree

Comments: 361 out of 718 commented. All of the 361 comments were positive.

4. I appreciate the use of an allotment to assist me in meeting my child's educational needs.

95% Strongly agree
4% Agree
0% Somewhat agree
0% Disagree
1% No answer given

Comments: 332 out of 718 commented. Of the 332 comments, 330 were positive.

5. The certified teacher support that I receive adequately meets my student's needs.

79% Strongly agree
18% Agree
3% Somewhat agree
0% Disagree

Comments: 261 out of 718 commented. Of the 261 comments, 258 were positive.

6. When I need assistance, I am able to receive support from IDEA staff over the telephone, by e-mail, or in person.

87% Strongly agree
10% Agree
2% Somewhat agree
0% Disagree
1% No answer given

Comments: 238 out of 718 commented. Of the 238 comments, 226 were positive.

7. I am satisfied that the workshops offered by IDEA staff adequately assist me in meeting my child's educational needs.

62% Strongly agree
30% Agree
3% Somewhat agree
1% Disagree
4% No answer given

Comments: 234 comments out of 718. Of the 234 comments, 225 were positive.

8. The overall technology support (computer, internet connectivity, web page, e-mail, tech support) meets my needs for contact with IDEA and meeting my child's educational needs.

77% Strongly agree
18% Agree
3% Somewhat agree
1% Disagree
1% No answer given

Comments: 194 comments out of 718. Of the 194 comments, 181 were positive.

9. I am able to have influence into the operation of IDEA through my Parent Advisory Council (PAC) and local Field Rep.

56% Strongly agree
31% Agree
4% Somewhat agree
2% Disagree
7% No answer given

10. I am satisfied with IDEA's overall ability to assist me in meeting my child's educational needs.

90% Strongly agree
8% Agree
1% Somewhat agree
0% Disagree
1% No answer given

Comments: 278 comments out of 718. Of the 278 comments, 275 were positive.

22-LS1494P
Ford
3/18/02

CS FOR HOUSE BILL NO. 464(HES)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-SECOND LEGISLATURE - SECOND SESSION

BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE

Offered:
Referred:

Sponsor(s): REPRESENTATIVES JAMES, Dyson, Kohring, Green, Foster

A BILL
FOR AN ACT ENTITLED

1 **"An Act relating to statewide school district correspondence study and to centralized**
2 **correspondence study."**

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

4 *** Section 1. AS 14.07 is amended by adding a new section to read:**

5 **Sec. 14.07.175. Powers relating to statewide correspondence study. (a)**

6 The board may adopt regulations regarding statewide correspondence study programs.
7 A regulation applicable to a statewide correspondence study program conducted by
8 Alyeska Central School, a charter school, or a school district

9 (1) may not require that the correspondence study program be
10 approved by the department more than once every 10 years; this paragraph does not
11 apply to a statewide correspondence study program if the statewide correspondence
12 study program is designated as deficient or in crisis under AS 14.03.123(a);

13 (2) must provide that an enrolled student shall be monitored at periodic
14 intervals as established by the school district or Alyeska Central School, as applicable;

1 and

2 (3) must provide that the governing body conducting the
3 correspondence program has the duty and authority to establish procedures for

4 (A) the purchase and use of correspondence curriculum
5 materials purchased by the school district or Alyeska Central School, as
6 applicable;

7 (B) approving or disapproving home-designed courses; and

8 (C) the evaluation of student work.

9 (b) In this section, "district" has the meaning given in AS 14.17.990.

FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: HB 464
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title School District Correspondence Study BRU Teaching & Learning Support
 Component Quality Schools
 Sponsor Representatives James, Dyson
 Requester H HES Component No. 2147

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0
 Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)
 HB 464 does not add any new or additional duties to the department, therefore there is no cost to DEED. The bill will also lower the number of yearly approval applications that the department will process. HB 464 requires the local school district to monitor its students. It also gives the district the duty and authority to establish procedures for review and selection of all textbooks and instructional materials.

Prepared by: _____ Phone _____
 Division _____ Date/Time 3/15/02 3:45 PM
 Approved by: Representative Fred Dyson, Chair HHES Committee Date 3/15/2002
 Agency _____

STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

TONY KNOWLES, GOVERNOR

Goldbelt Place
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1894
(907) 465-2800
(907) 465-4156 Fax

To: House Health, Education & Social Services Committee

From: Ed McLain, Ed.D.
Deputy Commissioner 

Date: March 22, 2002

Subject: Responses to Questions Related to HB 464

During the March 14, 2002 House HES meeting, the department was asked to provide additional information on its legal opinion and concerns regarding the proposed amendments to HB 464. The attached memo is provided for your reference on this matter. The memo focuses on the proposed amendment (3) of the bill, and addresses several aspects of the bill and amendment.

Please feel free to contact me if I can provide further clarification.

cc: Senate HES
Representative James

Attachment

MEMORANDUM

State of Alaska

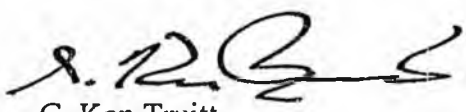
Department of Law

To: Ed McLain, D.Ed., Deputy Commissioner,
Dept. of Education & Early Development

DATE: March 19, 2002

FILE NO.: 663-01-0113

TELEPHONE NO.: (907) 465-3600


FROM: G. Ken Truitt
Assistant Attorneys General
Human Services Section-Juneau
Department of Law

SUBJECT: Proposed amendments to H.B. 464

You have asked me to review proposed amendments to H.B. 464. The proposed amendment would substitute existing paragraph (a)(3) with the following:

“(3) must provide that the school district conducting the correspondence program has the duty and authority to establish procedures for the purchase of correspondence curriculum materials, and to establish procedures for approving or disapproving individual education plans and home designed courses.”

Existing statutes require school boards to select textbooks and other instructional materials: The statutes:

Sec. 14.07.050. Selection of textbooks. Textbooks for use in the public schools of the state shall be selected by district boards for district schools.

Sec. 14.08.111. Duties. A regional school board shall

....
(9) establish procedures for the review and selection of all textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060.

Sec. 14.14.090. Duties of school boards. In addition to other duties, a school board shall

....
(7) establish procedures for the review and selection of all textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060.

Sec. 14.03.255. Organization and operation of a charter school. (a) A charter school operates as a school in the local school district except that the charter school

(1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements

The proposed amendment conflicts with the existing statutes AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7). These statutes impose on local school boards the duty to review textbooks and instructional materials before the district uses them for instruction. None of these statutes provide school boards with the authority to review "home designed courses." The proposed amendment, by referencing "home designed courses" seems to indicate that a school board may delegate to parents some of the board's textbook and material review function. Because this power is not reflected in the statutes that address local school board powers and duties, the proposed amendment is inconsistent with those statutes. Further, this apparent delegation to parents is also ambiguous.

The ambiguity arises in several ways. The bill proposes to add a section to the article of AS 14 that addresses the state board of education's powers. If enacted, H.B. 464 would require the state board to acknowledge certain local school board duties and powers should the state board enact regulations relating to correspondence programs. But, some of the powers and duties H.B. 464 would require the state board to acknowledge do not currently exist in the statutes that establish local school boards and define their powers.¹ The proper place to expand local school board powers and duties is in these statutes. Because H.B. 464 fails to address these statutes it creates an ambiguity in AS 14. If it is the drafter's intent to allow school boards to delegate their duty to review textbooks and instructional materials, then AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7) should also be amended to make that intent clear.

The ambiguity is furthered because the overall content of H.B. 464 is unnecessary. The Administrative Procedure Act (APA)² provides that regulations must be consistent with existing statute. An agency's proposed regulations that contradict existing statutes fail under the Regulations Attorney's legal review and are not approved for filing.³ Yet, H.B. 464 directs the state board to acknowledge certain local board powers and duties: a directive the state board is already under via the APA. Thus, because the Department of Law may not approve regulations that are inconsistent with existing statute, H.B. 464's directive to the state board is superfluous. This raises the question of whether the real purpose of the bill is to expand the powers of local school boards. If so, the appropriate place to make that change is in the statutes that address local school board powers and duties.

If it is the intent to delegate the textbook and instructional material review function to parents, then more troubling constitutional issues present themselves. The bill may be subject to challenges under federal and state equal protection grounds. These constitutional issues will take further analysis.

Finally, for the same reasons discussed above, the proposed amendment's reference to "procedures for approving or disapproving individual education plans" could be construed to be

¹ AS 14.07.050, AS 14.08.111(9) and AS 14.14.090(7).

² AS 44.62.010--300

³ AS 44.62.030; 44.62.125.

inconsistent with federal IDEA requirements. A school district's responsibility for individual education plans is spelled out very clearly in AS 14.30.180--350 and corresponding regulations in 4 AAC 52.

Let me know if you need further analysis on these issues.

**Suggested Amendment for House HESS Committee by Joan Dangell
 HB 464 - Correspondence Schools
 March 19, 2002**

Delete (3)

Add: (3 and 4)

(3) Must provide that the governing body conducting the correspondence program has the duty and authority to establish procedures for

- a. the purchase and use of correspondence curriculum materials purchased by the school district or Alyeska Central School, as applicable;
- b. approving or disapproving home-designed courses; and
- c. the evaluation of student work.
- d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.**

(d) has to do with DEED proposed reg 14 AAC 33.450 to instantly remove a student from the correspondence program for failure to participate in state mandated assessment tests, and disallowing re-enrollment in any statewide correspondence program for the following year. This only applies to statewide correspondence programs and is probably not a good thing to do as much of rural Alaska only has correspondence school - so why kick them out? At the very least, there should be some non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. It is not specified, normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already a part of the correspondence enrollment packets. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered." Alternate test dates are a must if enrollment and re-enrollment is to be denied for failing to take a test. ()*

(4) "The district must require

- a. enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.**

(4)(a) has to do with DEED proposed reg 14 AAC 33.421(f)(3) and was taken from IDEA's comments on how to counteract having to report if students taking the tests must be within 10% of the state average although correspondence school Benchmark scores have a consistent record of being normal. This proposed regulation unfairly singles out correspondence schools and does not apply to any other kind of school. Often areas of rural Alaska only have correspondence school, why would this singled out way of reporting be mandated?

(*)4 AAC 33.450. Failure to participate in state mandated assessment tests. (a) If a student fails to participate in a state mandated test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.

Honorable State Legislators,

3/19/02

Support for HB 464 and against new DOE proposed regulations Chapter 33
 I am here to support HB 464, which protects the prospering of public correspondence

programs.
 My wife and I have 4 children enrolled in the Cyberlynx Correspondence program in Nenana. We have taught our kids for 6 years, three of these years without correspondence programs. These programs are now under attack by the Alaska Department of Education.

Alaska is, and has been in a unique position recently in this now idea of correspondence schooling and has captured the interest of other school districts in other states that are looking for ways to improve and renovate their programs. The whole idea of school vouchers is surpassed by this new experiment in home education that gives parents freedom and choice as they educate their children. Veteran home schoolers and newcomers alike are all attracted to school districts that are offering programs that are amicable toward their needs since parents want the best for their children.

There is however one element that has been antagonistic towards these programs and that is the regulations regarding correspondence proposed by the Alaska department of education. Our state has the opportunity to be at the cutting edge of educational alternatives. Instead of taking this opportunity to be innovative, progressive, and cooperative with parents to help them be the best educators they can be, the DOE's proposed regulations will... SHUT THE PROGRAMS DOWN! That is of course except for their own programs like Alyeska Correspondence. The DOE constantly indicates in their proposals that their programs are superior and home schooling is a less beneficial way of educating, even though public school educators tell us constantly that children who do better in public school are those that have parents at home involved in their learning. One can see this by reading the proposals, which include no encouraging language referring to the terms parents, families, or home schooling.

These proposed regulations undermine the main benefits for wanting to home school with public funds in the first place, and does this by making it impossible for these correspondence programs to operate without local school district control. In essence the DOE is stating that since local correspondence programs have to endure endless red tape, then everyone else has to also. It seems to me that less bureaucracy and more educating was supposed to be the main idea. Our experience is that our correspondence program has required quite a bit of documentation in order to prove that requested public funds are used solely for the education of the students. I feel the current requirements and state testing are sufficient to prove that children are being educated.

The DOE is making a big point as to accountability to their regulations, but I would like to know if they feel at all accountable to Parents who are working very hard to educate their children. Contrary to popular DOE belief parents do demonstrate good judgment and performance and can actually educate a child properly without imposed regulations.

As the DOE states in their proposed regulations that school districts will pick out the curriculums and expect parents to send in all work to be graded by them, but it also says that since we are a public school entity, we cannot use religious, partisan, etc. material in our own homes even if we purchase the material. This I think is a very interesting topic since the DOE uses The Alaska Constitution and another state law in their wording to dictate what beliefs are taught in our home. These laws were written regarding public school facilities, not homes. The intent of these laws is to protect families, not public school systems interests.

The DOE however wants to show in their proposals that they are working hard to give parents a voice in their children's education. This is demonstrated by requiring the parent

to sign an agreement for a curriculum plan that they have no say in. In other words be involved in our plan and we'll tell you what to do. We believe that home educators and the DOE can work together successfully. This will require mutual trust for the benefit of all involved.

The truth is these programs are working, and further more, education funding is ultimately in existence to provide every child in this country with an education. The DOE however discriminates against home education and parental influence and believes government funding should be only for those individuals that are enrolled in their traditional methods. I believe the state needs to intervene and hold DOE accountable for these current and proposed regulations.

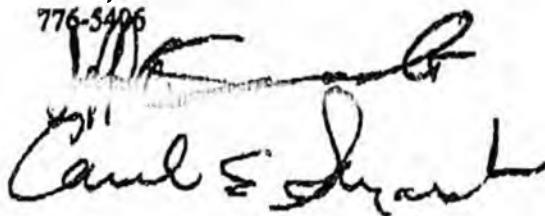
If DOE regulations continue their current trend towards increased micro management, tighter controls, and overbearing scrutiny over parental ability to teach their own children we will withdraw from public school programs. The DOE realizes that these regulations if accepted will phase out public school long distance education in the state.

Unfortunately, not only will our correspondence program lose out, DOE will lose funding as well. Please support HB 464 legislation...

Thank you for your time.

Jeff & Caroline Smardo
45112 East Sunrise Court
Kenai, Alaska 99611

776-5406





Alaska State Legislature

Please enter into the record my testimony to the H.S.E Committee
Committee name

Committee on HB464, dated 3/7/02
Bill/Subject

I agree with bill HB464 please
adopt the Committee substitute.
I believe Alaska's home-school
programs are a great benefit
to our children and I agree with
HB464.

Thank You,
Jammy Boy

Signed: Jammy Boy
Testifier

Idea
Representing (Optional)

HCO2-7685 Palmer, AK 99645
Address

746-2069
Phone number



Alaska State Legislature

Please enter into the record my testimony to the HES _____
Committee name

Committee on HB 464 _____, dated March 7th 2002
Bill/Subject

I agree with the CS for House
Bill 464. Please adopt the
CS of HB 464 and pass on
a timely basis. Supporting this
bill makes sense and will
support excellent program already
succeeding!!

Signed: Angela Dawson
Testifier

Idea
Representing (Optional)

PO Box 442 Sutton AK 9967
Address

746-2621
Phone number



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HB 464, dated 3/7/02
bill/subject

Committee Substitute of HB464

Subject: Committee Substitute of HB464
Date: Thu, 07 Mar 2002 10:57:27 -0900
From: "Stephanie Olson" <sbritton@ideafamilies.org>
To: MatSu_LIO@legis.state.ak.us

Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002.

House HES Committee Members,

I am sending this e-mail regarding the Committee Substitute of HB464. As a parent of an I.D.E.A. student I strongly support this bill and request a timely passage of the Committee Substitute of HB464.

Thank you for your time and consideration concerning correspondence programs and HB464.

Stephanie Olson
P.O. Box 940061
Houston, AK
(907) 892-2015
I.D.E.A.

Signed: _____
Testifier

Representing (Optional)

Address

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the House HESS
committee name

committee on HB 464, dated 3/7/02
bill/subject

Subject: Consideration of HB464

Date: Thu, 07 Mar 2002 09:00:42 -0900

From: Dawne Yaskus <yaskus@mtaonline.net>

To: MatSu_LIO@legis.state.ak.us

Please enter into the record my testimony to the House HES Committee on
HE 464, dated March 7, 2002.

To the House HES Committee Members:

My name is Dawne Yaskus and I am in the I.D.E.A. program. The continuation and longevity of the program as it stands is of great concern to me. The I.D.E.A. program has proven to be a stable, secure and highly beneficial means of educating my children. With the Department of EED's proposed changes, great limitations and constraints would be placed on the education of my child that WOULD NOT benefit either my child or the I.D.E.A. program. I ask that you consider and adopt the Committee Substitute for HB464 in a timely manner to ensure that the regulatory abilities of the Department of EED be limited and for the successful continuation of the I.D.E.A. program.

Thank you for your time,

Dawne Yaskus
P.O. Box 521799
Big Lake, AK 99652

(907) 892.1426

Signed: _____

Testifier

Representing (Optional)

Address

Phone No.

March 7, 2002

HES Committee Members

Please enter into the record testimony to the house HES Committee on HB464 to be taken March 7, 2002. Testimony from Richard and Sheila Sparks.

Please adopt the CS of HB 464.

Name: Richard and Sheila Sparks

Address: Solo Creek, White River, Alaska

And

3050 Caskill, Wasilla, Alaska

Phone: 907 357-4281

Program: IDEA (Interior Distance Education of Alaska)

I do believe it would be extremely detrimental to my son Forest's studies and interest in school if he were not able to enjoy his curriculum. We don't use many items with religious content but I feel it should be my right to do so if we purchase the items ourselves. One of the reasons we choose to home school Forest, other than the fact that we live away from any schools, is the ability to purchase our own curriculum. When we read bedtime stories they are often bible stories. Would this mean we couldn't read religious stories to our son? I consider any reading part of the schooling process. We feel this proposed regulation would be against our constitutional rights.

We don't have a problem with teacher interaction but who would pay for the contact. We are often at our home in the Wrangell Mountains. To get to our home we charter a plane, which usually runs about 450. or more. Who would pay to get a teacher into our home? There is not any road access. We could not possibly afford to pay this on our limited income.

I think the teacher already approves allotment expenditures since we have to put subjects and methods/use of materials on the Individual Learning Plan.

Regarding the State mandated tests, what if a child has been ill and hasn't been able to take the test. Why should a child be punished by losing their ability to be home schooled? If a child were sickly they would miss even more school in public school and fall even further behind.

Having a participation rate for testing is foolish. If a certain rate of enrollment is required and the enrollment rate dropped not all of those who still chose to home school would be penalized.

Sincerely

Richard and Sheila Sparks



Alaska State Legislature

Please enter into the record my testimony to the HHESS
committee name
committee on HB464, dated 3-7-02
bill/subject

Jeff & Donna Offord
PO Box 877214
Wasilla, AK 99687
907-376-0256

Dear House HES Committee:

I am writing to ask that you please adopt the CS(Committee Substitute) of HB 464. I am part of the IDEA program and have found them very helpful in my homeschooling. They have lots of opportunities for learning and are so helpful as we teach our children. I appreciate this program very much and think it has helped many homeschooling families to be able to expand their curriculum and activities.

Sincerely,

Donna Offord

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.



Alaska State Legislature

Please enter into the record my testimony to the H HESS
committee name
committee on HB 464, dated 3/7/02
bill/subject

HB 464

Subject: HB 464

Date: Thu, 7 Mar 2002 15:29:27 -0900

From: "Brian and Lori Lee" <blee@ideafamilies.org>

To: <MatSu_LIO@legis.state.ak.us>

Attention: House HES Committee

From: Lori Lee
HC 03 Box 8385
Palmer, AK 99645
746-0868

Please enter into the record my testimony to the House HES Committee on
HB 464, dated March 7, 2002.

I am a home school parent with the IDEA program. Previously I have written letters about my concern of HB 464. Although I still have some concerns about the substitute version of the bill, CS of HB 464, I would like to encourage the committee to adopt the CS of HB 464, and to do this in a timely manner. Thank you for hearing and considering my opinion.

Lori Lee



Alaska State Legislature

Please enter into the record my testimony to the H HESS
committee name
committee on HB 464, dated 3/7/02
bill/subject

MAR-07-02 THU 14:08

MAT SU AREA OFFICE

FAX NO. 7616319

P. 01

Christopher L. Olson
PO Box 940061
Houston, AK 99694
907-892-2085

March 7, 2002
Representing IDEA

Please enter into the record my testimony to the House HES Committee on HB 464,
dated March 7, 2002. I support and urge you to adopt the CS (Committee Substitute) of
HB 464, and I encourage the timely passage of this bill.

Greta Olson
P.O. Box 872725
Wasilla, AK.
99687
907-373-3484

To whom it concerns:

Please adopt the Committee
Substitute for HB 464 and
pass the legislation quickly.

Thank you.

Sincerely,

Greta Olson

(parent/teacher from IDEA.)

Physical address
Jonie Alexander
mile 44 McCarthy Road
Chitna, Ak 99566

mailing address
P.O. Box 4744
Glennallen, Ak 99588

Phone: 907-376-0274

Please enter into the record my testimony to the House HES Committee on HB 464 dated March 7th, 2002.

I agree with the testimony of Carol Simpson from IDEA concerning the adoption of the Committee Substitute for HB 464. Please pass this legislation quickly to protect our home school programs like IDEA and Cyber Lynx. Thank you for supporting this form of uninterrupted education so vital to Alaska.

Jonie Alexander
*Alaskan Certified teacher
*IDEA Homeschool parent/teacher

Betty Bair IDEA
1600 Catalina Dr.
Wasilla, AK. 99654
357-4850

Please enter into the record my testimony to
the House HES committee on HB 464, dated
March 7, 2002

Please adopt CS for HB 464 + pass this legislation
as quickly as possible. There are 3 points I
would like to address:

1) I feel it is necessary + important that the
state-wide school district correspondence
program should establish + provide for the
enrolled student to be monitored at periodic
intervals. But it should be the responsibility of
the school district that has enrolled the student to
establish when + how this monitoring should
take place.

2) I think it is also important that the
local school board should have the authority
to establish procedures for purchase of
curriculum material for students in their
district. This responsibility belongs to the local
school board + school districts

Page 2 - Betty Bair

3) I also think that the correspondence study programs needs to be approved once every 10 years. If the program has been in compliance as IDEA has, this approval should not need to be done every year.

Thank you for listening & again
I would ask that you accept &
pass CS for HB 864 in a timely manner,

Sincerely

Betty Bair

Interior Distance Education of Alaska
Mat-Su Field Office
851 E. Westpoint Dr. Suite B-5
Wasilla, Alaska 99654
(907) 357-4850
(907) 357-4853 FAX





Alaska State Legislature

Please enter into the record my testimony to the HES Committee name

Committee on HB 464 Bill/Subject, dated March 7, 2002

Please adopt HB 464.

I feel so strongly that such a good program like I.D.E.A. should remain as it is... a support to homeschooling families.

At this time the EED is considering regulations that would restrict my abilities to teach my children and use a program like I.D.E.A. In many ways, I feel that my ability to home-school has been enhanced through the IDEA program. It holds a high standard for us as teaching parents

Signed: Shirley C. G. Fin Testifier

Representing (Optional)

HC 33 Box 2988-B Address

Wasilla, AK 99654 (907) 376-2481 Phone number

My family is enrolled in Galena School District IDEA program. Before enrollment we home schooled outside of the public school system. We became interested in INTERIOR DISTANCE EDUCATION OF ALASKA (IDEA) the second year of the program because they seemed to believe that I was capable to teach my children and offered a place that could support me if I ever had problems and help me financially to give my children more access to learning situations. The new regulations take away the basis of why the program was started. My son has taken the CAT tests and was over average in every category and was in the 99th percentile in math. I was very proud when the results came. I can teach my own children. I know I do not have a teaching certificate but with IDEAs computer I have my own personal college at my fingertips. I have no problem telling my children "I do not know that. Lets find out together." I love all 3 of my children enough to give my time -24/7.

I am open to the rules that are in IDEA already.

1. I am thankful to have them tested so that I am sure we are not missing anything in our ILPs.
2. I understand the state needs to see where the money we are given goes.
3. I turn in my ILP's and PR's on time.
4. My family treats IDEA's property like it was our own, with respect and gentleness.

I am not open to the proposed regulations. They take away from the faith and respect IDEA has shown my family for the past 4 years.

1. I do not need to report to a certified teacher every month. I have proven through testing that I can provide an above average education.
2. I find it offensive that the proposed regulations could prevent my family from using PRIVATELY PURCHASED materials with any religious content. I could really get my soapbox out on this one, but I spare you today and only say that - this is wrong. My beliefs are important to my family. I do not believe it is the right of the program to limit my beliefs. I do not purchase religious material with IDEA allotment, but I do purchase it with my own monies. Why is there such a need to suppress religious beliefs? This is something that is just not right and would cause us to pull our children from the program.
3. My children receive the state-mandated tests. I do not agree with the fact that if a test was missed (accidents do happen, and things do come up) we would not be able to reenroll with the program the next year. Are the public schooled children not allowed to return to school the next year if they miss the test? I think not. So why hold our program up to stricter standards.
4. Also it is not fair to set participation rates to 10% of the state-wide average. It is wrong to make a large percentage of the program to end if the program was not within the average. Why are there special rules for the programs? Who is trying to punish the programs?
5. Requiring a statewide yearly application is wrong also. When charter schools are held to a once every year application.

These changes will force my family and others out of the system. Over regulating correspondence programs will take away from the most important teaching tool we have time.

Yours respectfully,
Delilah Lark

POB 521468
Big Lake MN
99652

892-8670

Christina L. Axmaker
P.O.Box 301
Petersburg,Alaska 99833

I am sorry that I cannot stay for the public comment period but I also have a piano recital to attend.

I have a few concerns about the Cs for HB 464.

First, I feel that the bill needs to be adopted so that we will be protected from further over regulation from the DEED.

As time goes along, there will be new DEED board members and new Legislatures. I am concerned that there will be less home school friendly officials in the future. If we would pass this into law, then we would have the assurance that this over regulation could not happen as easily.

Please let this bill continue on the path to a law. Thank you for this time and the attention that you are putting into this. I appreciate that you are looking at this seriously.

Sharylee M. Zachary
P.O. Box 1531
Petersburg, Ak 99833
dzachary@pobox.com

I'm sorry I cannot stay for the testimony time for HB 464, but, thanks to IDEA, my daughter has a piano recital tonight and I have to run home and help her put the finishing touches on the dress she is making for it!!

I want to especially want to thank Rep. Jeanette James and Rep. Fred Dyson for all they have done in the recent past for the homeschool regulations with the DEED ☺

Our forefathers created constitutional and other laws, not only for "their present", but for the 'future generations'.

My concern is for the future generations of homeschoolers.

My children will be through school in a few years, but others are coming up behind them who will need 'statewide school district correspondence programs'.

Right now, we have people in our legislative bodies who are 'homeschool friendly'. But in the future, depending on who is voted in, we may not have as many people backing us. If that happens, the current freedoms we have within the 'statewide school district correspondence programs' may be taken away from the children of the future.

I feel HB 464 will safeguard against that happening. And I ask that HB 464 will continue to move forward and become law.