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FISCAL NOTE

STATE OF ALASKA
2002 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: SB 346
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: EED
 Title School District Correspondence Study BRU Teaching & Learning Support
 Component Quality Schools
 Sponsor Senate HES
 Requester Senate 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	115.0	115.0	115.0	115.0	115.0	115.0
Travel	15.5	15.5	15.5	15.5	15.5	15.5
Contractual	34.5	34.5	34.5	34.5	34.5	34.5
Supplies	5.0	5.0	5.0	5.0	5.0	5.0
Equipment	5.0	5.0	5.0	5.0	5.0	5.0
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	175.0	175.0	175.0	175.0	175.0	175.0

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	175.0	175.0	175.0	175.0	175.0	175.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
TOTAL	175.0	175.0	175.0	175.0	175.0	175.0

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	2					
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

In the FY2003 budget, the department has requested funding to administer an increasing number of statewide correspondence study students and programs. This funding is necessary to fulfill current statutory and regulatory requirements. This would include the requirements of SB 346. Section 1 of this bill may result in some programs being allowed to apply for statewide correspondence status only once every 10 years, but if the program is designated by the department as deficient or in crisis under AS 14.03.123(a), an annual application is still required.

Prepared by: Barbara Thompson
 Division: Teaching & Learning Support
 Approved by: Ed McLain, Deputy Commissioner
 Agency: Education and Early Development

Phone 465-8727
 Date/Time 3/13/02 11:09 AM
 Date 3/13/2002

CHAPTER 33 SPECIAL SCHOOLS.

4 AAC 33.420 is amended to read:

4 AAC 33.420. DEPARTMENT APPROVAL. (a) A district that proposes to enroll out-of-district students in a district 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.

(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. [MEETS THE FOLLOWING CRITERIA:

- (1) THE PROGRAM CONFORMS WITH STATEWIDE GOALS AND PERFORMANCE STANDARDS, AS SET OUT IN 4 AAC 04.010 - 4 AAC 04.200;
- (2) CURRICULUM MATERIALS, INCLUDING TEXTBOOKS AND OTHER INSTRUCTIONAL AIDS, 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 ;
- (3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;
- (4) THE DISTRICT REQUIRES ENROLLED STUDENTS TO PARTICIPATE IN THE STATEWIDE STUDENT ASSESSMENT PROGRAM AS REQUIRED BY 4 AAC 06.710 - 4 AAC 06.790;
- (5) THE PROGRAM INCLUDES A PLAN FOR RECEIVING PARENTAL

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ADVICE AND INVOLVEMENT IN PLANNING, DEVELOPMENT, AND
EVALUATION OF THE CORRESPONDENCE STUDY PROGRAM, INCLUDING]
THE SELECTION AND EVALUATION OF CURRICULUM, TEACHERS, AND
ADMINISTRATORS;

(6) THE PROGRAM IS IN THE BEST INTERESTS OF THE STATE.] (Eff.

5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33 is amended by adding a new section to read

4 AAC 33.421. STATEWIDE CORRESPONDENCE STUDY PROGRAM

REQUIREMENTS. (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.

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

(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 .

(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.

(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;

(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.;

(3) a transcript that denotes curricula material origin for any course other than a district developed course.

(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; and

(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;

(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.

(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 teacher review of all curriculum materials for each student.

(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:

(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;

(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;

(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;

(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;

(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and

(6) the fund account may not be used either by the district or the parent to

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supplant district funds or obligations for IEP services. (Eff. ___/___/___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.03.090	AS 14.08.111
	AS 14.14.090		

4 AAC 33.430 is amended to read:

4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. (a) To enroll out-of-district students in a statewide correspondence program, the enrolling district must provide to the department a report listing enrolled students and the percentage of time they are enrolled to the district [BEFORE ENROLLING AN OUT-OF-DISTRICT STUDENT IN A STATEWIDE CORRESPONDENCE STUDY PROGRAM, A DISTRICT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE STUDENT'S DISTRICT OF RESIDENCE,] either before enrolling an out-of-district student in a statewide correspondence study program, or by the time that the student count period information is required by AS 14.17.600.

(b) Repealed 6/15/2000.

(c) For the purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE TO COVER ALL STUDENTS FROM THAT DISTRICT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]

This section does not apply to students who enroll in Alyeska Summer School Program.

(d) **Repealed / / .** [COOPERATIVE AGREEMENTS MUST INCLUDE, AT A MINIMUM, THE FOLLOWING INFORMATION AND PROVISIONS:

(1) THE NAMES, ADDRESSES, TELEPHONE NUMBERS, AND SOCIAL

SECURITY NUMBERS OF OUT-OF-DISTRICT STUDENTS ENROLLED IN THE STATEWIDE CORRESPONDENCE STUDY PROGRAM;

(2) AN ALLOCATION OF EACH STUDENT'S STATE FUNDING ALLOCATION.]

(e) Repealed / /. [THE ENROLLING DISTRICT SHALL PREPARE AND ENTER INTO A SEPARATE INDIVIDUAL COOPERATIVE AGREEMENT FOR EACH OUT-OF-DISTRICT STUDENT WHO IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.]

(f) Repealed 6/15/2000.

(g) Repealed 6/15/2000.

(h) A student may not be counted as a total of more than 1.0 full-time equivalent for state funding purposes. If a student is enrolled in both the student's district of residence and in a statewide correspondence program of another district, the district of residence shall count the student first under the provisions of 4 AAC 09.040(c), based solely upon the student's enrollment in classes of the district of residence. Any remaining student count may be allocated to the enrolling district based on the student's enrollment in classes of the statewide correspondence study program. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33.432 is amended and new paragraphs are added, and a new subsection is added to read:

4 AAC 33.432. ENROLLMENT OF SPECIAL EDUCATION STUDENTS. (a) For a

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[A]district that [MAY] enrolls an out-of-district student who is entitled to special education and related services under 4 AAC 52.090 in the district's statewide correspondence study program, an individualized cooperative agreement is required with the district of residence if the student is enrolling at less than 100 percent full-time-equivalent-count; if the district enrolls a [EACH] special education student through an individualized cooperative agreement with the district of residence, [.] the [THE] cooperative agreement must provide that the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 33.430(h) and 4 AAC 09.040(c) shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's individualized education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790.

(b) An enrolling district shall ensure that all special education students [ENROLLED IN THE DISTRICT'S STATEWIDE CORRESPONDENCE STUDY PROGRAM] are identified and located for the purpose of establishing their need for special education and related services and that all provisions of 4 AAC 52 are met. For a special education student enrolled in the district's statewide correspondence study program, and for whom an individualized cooperative agreement is not required under 4 AAC 33.432(a), the enrolling district shall ensure that the

requirements of 4 AAC 33.432(c)(5) are met.

(c) When an [AN] individualized cooperative agreement for a [EACH] special education student is required by (a) of this section, the agreement must include, at a minimum, the following information:

(1) the name, address, telephone number, and social security number of the student;

(2) an allocation of each student's state funding calculated in accordance with the provisions of 4 AAC 33.430(h) ;

(3) the name, address, and telephone number of the private provider or school district designated by the enrolling district to provide special education and related services to the student, if applicable, and the signature of a person authorized by the designated provider to agree to the provision of those services;

(4) the plan for receipt and disbursement of funds for the benefit of a student receiving special education and related services;

(5) the plan of services to be provided to the student, the identification of the members of the IEP team from each district in which the student is enrolled, if applicable under 4 AAC 52.140, and a description of the manner in which each teacher who works with the student in the enrolling district will participate as a member of the IEP team for each student; the plan and the cooperative agreement must include the identification of each student in a manner that complies with the confidentiality requirements of 4 AAC 52.220.

(d) Repealed 6/15/2000.

(e) Repealed 6/15/2000.

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(f) For purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO AN INDIVIDUALIZED COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE FOR EACH STUDENT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]

(g) Students for whom the statewide correspondence program will provide a portion or all of the special education and related services may provide the services to the student prior to the individualized cooperative agreement being finalized. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am __/__/__, Register __)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.30.186	

4 AAC 33.440 is amended to read

4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-TIME STUDENTS. (a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by AS 14.17.600 :

- (1) the number of out-of-district students enrolled in the district's statewide correspondence study program, by district of residence;
- (2) the name, address, telephone number, and social security number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency assigned to that student.

(b) Districts of residence shall report the following information to the department at the same time that the student count period information is required by AS 14.17.600 :

(1) the name, address, telephone number, and social security number of each student enrolled part time in the district, and the percentage of full-time equivalency assigned to that student;

(2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement [, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT];

(3) the amount of funds received as reimbursement or payment from each enrolling district with which the district of residence has entered into a cooperative agreement.

(c) A district shall make a report required under this section in an electronic or other format, as required by the department. The department will use the reported information to ensure that no student is counted as more than one full-time equivalent. (Eff. 5/1/99, Register 150)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.30.010 AS 14.07.170

4 AAC 33 is amended by adding a new section to read:

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. (Eff. __/__/__, Register __)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.17.430

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4 AAC 33 is amended by adding a new section to read:

4 AAC 33.460. PROGRAM REVIEW. (a) The department will monitor school district statewide correspondence programs to insure compliance with the requirements of this chapter and with assurances given upon application for program approval.

(b) Upon request by the department, the district shall provide

(1) a list of all students enrolled in the statewide correspondence program, including each student's name, age, entry date, exit date, whether the student has a disability category, whether the student receives intensive services, or related services;

(2) a list of all administrators, teachers, teachers aides, and related services personnel who provide special education services in the district, including, for certificated staff, the teacher certificate numbers; and

(3) any other information required by the department. (Eff. ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.07.170 AS 14.17.430

4 AAC 33.490 is amended to read

4 AAC 33.490. DEFINITIONS. In 4 AAC 33.410 – 4 AAC 33.490,

(1) "Alyeska Central School" means the centralized correspondence study program operated by the department;

(2) "board" means the state Board of Education;

(3) "cooperative agreement" means a contract that is entered into by an enrolling district and a district of residence in conformance with [4 AAC 33.430 OR]

4 AAC 33.432;

(4) "department" means the Department of Education and Early Development;

(5) "district" means a city or borough school district or a regional educational attendance area;

(6) "district of residence" means the school district in which a student is a resident;

(7) "enrolling district" means the school district that is operating an approved statewide correspondence study program, including a program established under AS 14.03.250 – AS 14.03.290 , and that seeks or intends to enroll out-of-district students in that district's program;

(8) "IEP" means an individualized education program established under the provisions of 4 AAC 52.140 that meets the requirements of AS 14.30.186 and 14.30.278;

(9) "out-of-district student" means a student who seeks to enroll in a district in which they do not reside;

(10) "special education student" means a student who is entitled to special education and related services under AS 14.30.180 - 14.30.350 and 4 AAC 52.010 – 4 AAC 52.990;

(11) "statewide correspondence study program" means any educational program, including a charter school program or a state supported home-schooling program, that provides

(A) for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class;

(B) for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under

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AS 14.20.020 and each full-time equivalent elementary student. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)

Authority:	AS 14.03.040	AS 14.07.020	AS 14.07.030
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.20.010	AS 14.30.010	AS 14.30.186

Editor's note: As of Register 151 (October 1999), the regulations attorney made technical revisions under AS44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Marianne Tiedeman
Wasilla (R)

Subject: [Fwd: Galena School Districe/IDEA]

Date: Wed, 13 Mar 2002 15:34:45 -0900

From: Matsu LIO <MatSu_LIO@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Representative Fred Dyson <Representative_Fred_Dyson@Legis.state.ak.us>,
Representative Peggy Wilson <Representative_Peggy_Wilson@Legis.state.ak.us>,
Representative Vic Kohring <Representative_Vic_Kohring@Legis.state.ak.us>,
Senator Lyda Green <Senator_Lyda_Green@Legis.state.ak.us>,
Senator Loren Leman <Senator_Loren_Leman@Legis.state.ak.us>,
Senator Robin Taylor <Senator_Robin_Taylor@Legis.state.ak.us>,
Representative Lesil McGuire <Representative_Lesil_McGuire@Legis.state.ak.us>

Subject: Galena School Districe/IDEA

Date: Wed, 13 Mar 2002 05:16:27 -0900

From: "Tiedemans1" <tiedeman4@gci.net>

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

To whom it may concern;

Please do not pass the proposed regulations regarding GSD and IDEA. Myself and many other enrolled Home Teachers, will feel we have no other choice than to disenroll and go it alone if forced to use only one curriculum. It has become obvious, especially as homeschoolers, that not all curriculums work well with all kids, or with all Home Teachers for that matter.

These proposals would have only negative impacts including but not limited to: loss of revenues for the program to the State and School District, loss of jobs. Loss of supervision, Certified Teacher assistance for the Home Teacher and loss of mandated testing for those enrolled in a State program. But, last and most definitely NOT LEAST, the children would lose out the most. They would not be getting the quality, supervised, controlled and tested education that they are getting now. The GSD/IDEA kids are testing VERY well.

We need your help. I understand the concerns of those who wrote these proposed regulations, but they clearly don't understand homeschoolers. They seem to assume that we'd just accept the new regs. and go on with the program, but those kind of regs. were why a great proportion of us left other programs or signed up with IDEA rather than go it alone in the first place.

Please vote against these regulations. They are, to put it plainly, UNNEEDED.

GSD/IDEA is a great program. If there are areas they need to improve on to fit State mandates, I'm sure they can do that without ruining the program we homeschoolers are so happy with now.

We will all lose. Please don't let that happen.

I thank you for your valuable time,

Mrs. Marianne Tiedeman
rtiedeman@ideafamilies.org

Changes that have been made to SB 346:

1. Incorporates slightly modified versions of the amendments adopted in committee at the request of Legal in order to make the terminology more accurate.
2. Because Alyeska Central School is included in the bill and this entity is not governed by a school board, but by the Department, changes had to be made to the language to make it consistent.
3. Amendment #2 was modified by changing the language from "school district" to "governing body," which is defined in 14.60.010 as being "the school board of a borough or city school district or a regional educational attendance area." The evaluation of student work was also added in order to keep control on the local level.

Questions and points to raise:

- If you will look at the statutes provided to you, you will find that it reads: "In addition to other duties, a school board shall 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." (Underlining added for emphasis). The current regulations go beyond statute by dropping the words "establish procedure" stating on page 2, section (c) that "the program must use curriculum materials, including textbooks and other instructional aids, that have been review and selected by the district school board." It may be beneficial to ask Carol Simpson of the IDEA program to come to the table to discuss the procedures they use in the selection of curriculum materials.
- To ask Ed McClain – Is accreditation required by the State of Alaska?
 - According to DEED Deputy Commissioners Barbara Thompson and Helen Mehrkens, accreditation is not required for Alaska's public schools. Accreditation is strictly voluntary.
- At present, 41 high schools are accredited. This includes alternative schools and possible private schools. Three middle schools are accredited, 9 elementary schools are accredited, and 8 special purpose schools are accredited. It may be beneficial to call Jim Foster Asst. Superintendent for the Galena School District to discuss the accreditation process since they are indeed accredited.

Subject: Concerning bill SB 346

Date: Thu, 14 Mar 2002 09:10:17 -0800

From: "Scott Luchaco" <sluchaco@ideafamilies.org>

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

Hi, thankyou for taking time to listen. I appreciate greatly we live in a country that gives freedoms to us all. When it concerns life, and educating our future leaders, and other workers, that make up our great nation. The individuals that make families, and citizens of the U.S. need to have the education, and teachings that will strengthen the call to excellence for the quality of life. Our forefathers that fought to give birth to this great nation before us meant it to be, and that much more, Great. Having the great privilege to have children, and a family to begin with, is wonderful. To teach, and be a part of great hopes, fulfilling into action our lifes goals. Life is wonderful, to share the great treasures we each can experience, if love molds our learning. If parents want to take on the task of preparing their children for life in raising them, then helping them to be educated in all subjects, is something we should work together to accomplish. The goal is to succeed for the benefit, and success of us all. To live together in harmony helping one another to be successful in whichever choices we make, as long as it is working together to better ourselves, our families, our towns, cities, states, countries, and the world. With Gods help, and blessings we should work together to accomplish the goal education can support, whether it be private, public, homeschool, or other. Thankyou, In God we all can trust,

M.B.Luchaco

Honorable Senator

I understand that in your capacity on the Senate Health Education and Social Services Committee you will shortly be considering SB 346 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 propose to regulate.

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 find my comments on specific parts of 4 AAC 33.420 & .421 below.

My concern generally with the whole section is that I see little evidence of any intention to actually improve the delivered quality of Publicly Funded Education in Alaska.

On the contrary, I'm afraid it appears to me that the apparent purpose of this set of rules is to restrict and harass one of very few bright and innovative programs to have come along in quite a while.

In the best case, absent any specific individual mean-spiritedness in your department, these rules with few exceptions (33.430 & .432) will serve only to make the delivery of Homeschool Support in Alaska, presently the best in the USA, and the only State Funded Education programs NOT clambering for More State Money, more cumbersome and expensive. And that point I intend to make with my representatives in the Legislature.

4 AAC 33.420 DEPARTMENTAL APPROVAL

The requirement for ANNUAL departmental approval is cumbersome, expensive, unnecessary, and implies a mistrust of the professionalism of the programs' administrators. No other publicly funded education program is required to reapply so frequently.

4 ACC 33.421 (d)

As a Secular Humanist Agnostic with a profound anti-religionist bias I agree strongly with preventing public funds from being spent on anything with even the slightest hint of religious content. However I think it has been adequately demonstrated that correspondence Teaching Professionals can help with the mechanics of learning without referencing any religious aspect of the curricular materials. I don't think there is any secular advantage to pushing religionists back out of the 'system' which is the only effect this rule would have.

4 ACC 33.421 (e)

(1) Monthly review is unnecessarily burdensome and does not allow for adequate flexibility. Some families may need weekly help from a Teaching Professional while others only require a review of their program plan at the beginning of a semester.

(2) It's good to see some recognition of families' role in assessment. However as the primary teachers in a home school situation Parents perform assessments, subject to review and certification by Certified Staff, not the other way around.

(3) Does not allow for Parent Designed Curricula. Needs only to assure that a program has been aligned to the Standards or that any discrepancies from the Standards are noted. "Origin of Curricular Materials" could become absurdly complex in a Homeschool program whose benefits should include a very broad curriculum.

4 AAC 33.421 (f)

(1) Refers to 4 AAC 33.450; please see comment on that section below.

(3) This is unreasonable unless applied equally to all State Funded Education Programs in Alaska including indistrict building based programs.

4 AAC 33.421 (g)

(1) This would be redundant if 33.421 (e) (3) above was corrected.

(2) This probably is not an appropriate function of a Homeschool support program and is certainly not appropriate for a State Mandate. As long as a family is adequately informed of the Standards and the Program Plan as a whole is aligned to the Standards (or discrepancies are noted) it is not material whether any particular curricular item is so aligned. As written this rule might also place Certified Staff in the unlawful position of having to pass judgment on material with religious content and would be a huge, and hugely expensive, time sink.

4 AAC 33.421 (h)

(1) A rare instance of insufficient specificity, this rule needs to include a reference to the beginning-of-semester Program Plan (ILP) which may or may not include extra-curricular activities as part of 'instructional needs'.

(3) Redundant

(5) Cumbersome and inappropriate for State Mandate. Once ILP has been established fund management is better handled by Clerical personnel who can flag any questionable or unusual expenditure for review by the Teaching Professional.

4 AAC 33.450

This borders on the Absurd. What if a similar requirement was fairly applied to the conventional schools? Shall we just expel everyone who has the flu on test day?

448 Klondike Ave.
Homer, AK 99603

March 13, 2002

Senate HES Committee
Alaska Legislature
Juneau, AK

Dear Senate HES Committee,

Please approve SB 346. 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.

SB 346 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-district 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.

SB 346 allows 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: Re: Reg Newsletter

Date: Tue, 09 Apr 2002 08:38:33 -0800

From: Jim Pound <Jim_Pound@legis.state.ak.us>

To: Laura Jane Wineinger <Janey_Wineinger@legis.state.ak.us>

The main concerns I am hearing now is that the Board, and the Department are still attempting to centralize control over the Correspondence schools. There is apparently, also a concern over the definition of teacher. Is the parent a "teacher?" This could become an issue if the Department determines that only a "teacher" can certify grades. Of course curriculum is also being discussed. Presently, I am hearing very limited concerns, however, the new proposals hit the internet today.

We'll have to wait and see how they play out.

Hope this helps, Any more questions give me a call at 5446

Jim

Laura Jane Wineinger wrote:

> Jim, can you give me some specifics as to what the CS parents are having

> heartburn about? Thanks.

>

> Jim Pound wrote:

>

> > And you thought we had the Department's to busy.

> >

> > Jim

> >

> >

> >

Name: Reg newsletter

4-082.doc

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Encoding: base64

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Download Status: Not downloaded with

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Spring 2000 & 2001 10th Grade Correspondence 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 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		
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 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		
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 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 0 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.

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%
Iritirard 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	79.9%	53.3%
North Slope Borough Schools	78.3%	19.3%
Copper River Schools	78.0%	59.0%
Dillingham City Schools	76.0%	30.8%
Nome City Schools	75.3%	32.1%
Delta/Grady Schools	75.0%	48.8%
Lake & Peninsula Borough Schools	75.0%	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%
Yupik 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	79.0%	59.0%
Unalaska City Schools	112.0%	57.1%
Juneau Borough Schools	81.2%	56.8%
Sitka Borough Schools	86.1%	55.1%
Kenai Peninsula Borough Schools	98.2%	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	84.8%	49.3%
Delta/Greely Schools	76.0%	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	81.0%	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	88.9%	31.3%
Dillingham City Schools	78.0%	30.8%
Iditarod Area Schools	80.1%	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%
Kake City Schools	100.0%	15.0%
Lower Kuskokwim Schools	80.0%	12.0%
Lake & Peninsula Borough Schools	75.0%	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%
Yupit 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	105.3%	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%
Silka 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	84.1%	44.4%
Hoonah City Schools	84.0%	68.8%
Chatham Schools	83.3%	40.0%
STATEWIDE	82.1%	65.9%
Nome City Schools	81.0%	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	78.3%	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%
Yupit 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	95.7%	92.3%
Valdez City Schools	96.9%	88.7%
Denali Borough Schools	78.0%	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	88.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	78.5%	78.6%
Delta/Greely Schools	75.0%	75.6%
Mat-Su Borough Schools	51.0%	74.1%
Juneau Borough Schools	80.0%	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	81.3%	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	81.4%	44.4%
Mt. Edgecumbe High School	104.5%	41.9%
Chatham Schools	33.3%	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	74.0%	23.9%
Lower Yukon Schools	63.6%	19.0%
Yupit 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	92.8%	38.5%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Alaska Gateway Schools	90.8%	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	86.1%	58.3%
Fairbanks North Star Borough Schools	86.3%	50.0%
Mat-Su Borough Schools	85.0%	57.0%
STATEWIDE	85.1%	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	79.0%	18.5%
Delta/Greely Schools	78.0%	56.3%
Northwest Arctic Borough Schools	77.0%	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%
Yupit 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	26.4%	58.3%
Mat-Su Borough Schools	51.0%	57.0%
Delta/Greely Schools	75.0%	56.3%
Copper River Schools	78.0%	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	74.1%	50.9%
Fairbanks North Star Borough Schools	56.3%	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	57.0%	45.8%
Galena City Schools	72.4%	44.0%
Hoonah City Schools	54.0%	43.8%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Klawock City Schools	92.0%	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	91.7%	32.8%
Pribilof Schools	144.4%	30.8%
Yakutat City Schools	107.7%	28.6%
Chatham Schools	155.4%	26.7%
Kenai 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	79.3%	18.5%
Northwest Arctic Borough Schools	76.0%	16.7%
Saint Mary's Schools	54.5%	16.7%
Lower Kuskokwim Schools	94.3%	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%
Yup'it 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.



CyberLynx Correspondence Program

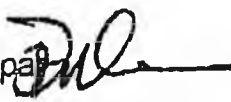
Nenana CyberLynx Correspondence School

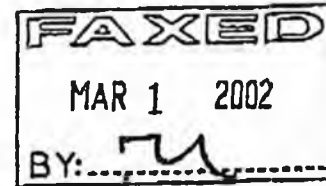
P.O. Box 599

Nenana, Alaska 99760

Telephone: 907.832.1070 Fax: 907.832.5468

"Providing Professional Educational Support for Home School Parents"

To: Senator Loren Leman
From: Thomas Klever, Principal 
cc: Dr. Ken Eggleston, Superintendent
Date: March 14, 2002
Re: Proposed Regulation Changes and Support for SB 346



The CyberLynx Correspondence Program was one of two different programs that were audited by the Alaska Department of Education last year. The initial letter informing CyberLynx of the audit was sent out one month prior to the audit team visit in May of 2001, and the letter closing the audit process was received on February 5, 2002.

We did not gain benefit from the audit due to the fact that the DOE simply sent a letter dismissing the entire process. It is my belief that the audit was conducted so that the Alaska Department of Education could write regulations. A good example is the following audit requirement:

The district must provide (by September 28, 2001) instructional services during the count period for all students included as ADM for state foundation funding. The district must go beyond the reliance on an enrollment form to include a student in the ADM count and ascertain that instructional services are being provided. Documentation that this process is occurring must be submitted to the department.

The above requirement was complied with and the procedure developed took all offices plus thousands of dollars. Forty-eight of our students with confirmed enrollments were denied by the DOE without regard to our submitted paperwork. It is now almost March and we are having to appeal this late decision or face the loss of \$153,600.00.

This school year the Alaska Department of Education have made us responsible for the following:

- Immunizations were not required for homeschooling families last year, but suddenly and without warning we were given three weeks to submit documentation that we had all of our student immunization records on hand. The Alaska Department of Education required that the Department of Health

and Social Services require our compliance, but the DOE did not inform statewide correspondence programs.

- The Department of Education claims that we can't use uncertified proctors for the Benchmark and Terra Nova mandated tests when, in fact, we can do so legally.
- The Department of Education extends the testing time for 3rd grade Benchmark examinations to an extra day without contacting or otherwise asking statewide programs how this might impact their programs. Testing on Fridays has always been thought of as bad practice, but the DOE thinks it is okay for Alaskan third graders.
- The Alaska Department of Education is so intent in their efforts to regulate our programs that they sent out their FY 2003 application with **unapproved** regulatory language in the application. This process strongly implies to me that the DOE was so sure that the regulations were going to be approved, that they assumed they could just implement them unilaterally! When their actions were questioned, they responded with, " This has caused confusion and concern from some district staff.....we are reverting to the requirement elements from the FY 2002 application form."
- We received a letter concluding the audit process after the application for FY 2003 Statewide Correspondence Program was due. This meant that we were never really certain whether our responses were completely acceptable by the Department, leaving us to conclude that they were.
- Normally, audit teams contain one or more peer members. That means that our audit team should have had a team member from IDEA or another similarly run program to offer objectivity to the group. As it was, the members present had little to no homeschooling background.
- A statewide meeting was held for the discussion of statewide correspondence programs and the DOE allowed only one person per district to attend, so I could not attend.

I understand that there are a couple of regulations that will assist our program, but feel that it would be best to start from a more collaborative working relationship with homeschooling institutions, families and the Department of Education.

We believe the Department of Education is simply uncomfortable with, unfamiliar with, and fearful of the homeschool concept. Trusting parents with their own children is so much of an alien concept for the Alaska Department of Education that they simply are lashing out to obliterate autonomy and choice. Accountability is possible with choice and autonomy, but we need to work together in order for that to happen. The regulations are being written by individuals with an ignorant fear of what it means to be a homeschooler.

We fully and unconditionally support SB 346 and the spirit in which it is written. I am so thankful for the checks and balances of our form of government. Why doesn't the Department of Education work with us in a collaborative setting? Why must they shove their misguided beliefs and worn out ideas on others? It is vital in a time of budget cutting that we realize that homeschooling offers choice for parents and students in Alaska. The students do well and even excel academically. It would certainly be a shame to end a very cost effective program such as CyberLynx at a time when it is needed most.

SB 346 will allow our program to plan for the future rather than live as we presently do with the annual review process. Each year we have to apply for approval to operate our program and it seems to give the DOE much power over the life or death of this program. We spend an awful lot of precious time compiling the application and it would seem to me that that time would be better spent focusing on programmatic improvements and time spent with students and families.

We appreciate that you are aware that the DOE would like to hold us to a higher standard than the traditional school with fewer dollars. Your efforts are totally supported and we thank you for being a friend of the homeschool community.

33.421.C

Sec. 14.14.090. Duties of school boards.

In addition to other duties, a school board shall

(1) determine and disburse the total amount to be made available for compensation of all school employees and administrative officers;

(2) provide for, during the school term of each year, an educational program for each school age child who is a resident of the district;

(3) withhold the salary for the last month of service of a teacher or administrator until the teacher or administrator has submitted all summaries, statistics, and reports that the school board may require by bylaws;

(4) transmit, when required by the assembly or council but not more often than once a month, a summary report and statement of money expended;

(5) keep the minutes of meetings and a record of all proceedings of the school board in a pertinent form;

(6) keep the records and files of the school board open to inspection by the public at the principal administrative office of the district during reasonable business hours;

(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 ;

(8) provide prospective employees with information relating to the availability and cost of housing in rural areas to which they might be assigned, and, when possible, assist them in locating housing; however, nothing in this paragraph requires a school district to provide teacher housing, whether district owned, leased, rented, or through other means, nor does it require a school board to engage in a subsidy program of any kind regarding teacher housing;

(9) train persons required to report under AS 47.17.020 , in the recognition and reporting of child abuse, neglect, and sexual abuse of a minor;

(10) provide for the development and implementation of a preventative maintenance program for school facilities; in this paragraph, "preventative maintenance" means scheduled maintenance actions that prevent the premature failure or extend the useful life of a facility, or a facility's systems and components, and that are cost-effective on a life-cycle basis.

Sec. 44.62.020. Authority to adopt, administer, or enforce regulations.

Except for the authority conferred upon the lieutenant governor in AS 44.62.130 - 44.62.170, AS 44.62.010 - 44.62.320 do not confer authority upon or augment the authority of a state agency to adopt, administer, or enforce a regulation. To be effective, each regulation adopted must be within the scope of authority conferred and in accordance with standards prescribed by other provisions of law.

Sec. 44.62.030. Consistency between regulation and statute.

If, by express or implied terms of a statute, a state agency has authority to adopt regulations to implement, interpret, make specific or otherwise carry out the provisions of the statute, a regulation adopted is not valid or effective unless consistent with the statute and reasonably necessary to carry out the purpose of the statute.

Sec. 14.03.090. Partisan, sectarian, or denominational doctrines prohibited.

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.

Sec. 14.18.060. Discrimination in textbooks and instructional materials prohibited.

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with AS 14.08.111 (9) and AS 14.14.090 (7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel in the identification and recognition of sex-biased materials.

(c) The Board of Regents shall establish and implement a policy under AS 14.40.170 (b) for the guidance of officers and employees of the university on the selection of nondiscriminatory textbooks and educational materials.

Spring 2000 & 2001 10th Grade Correspondence 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 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.	
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 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.	
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 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 0 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.

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%
Kanai 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/Grady 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%
Yupit 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	86.1%	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	88.9%	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%
Kake 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%
Yupit 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	105.3%	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%
Hvdaburg 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%
Yupit 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	85.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	85.5%	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%
Yupit 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%	50.6%
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%
Kake 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.

(A/M) Dec
3,136.59
check
COV

Exhibit D-4, continued

GALENA CITY SCHOOL DISTRICT
School Operating Fund *FY01*
Statement of Expenditures - Budget and Actual, continued

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
Expenditures, continued:			
Correspondence study:			
Salaries:			
Certificated - teachers	\$ 1,173,259	1,174,536	(1,277)
Non-certificated:			
Support staff	388,298	411,035	(22,737)
Substitutes and temporaries	86,240	76,195	10,045
Total non-certificated salaries	474,538	487,230	(12,692)
Total salaries	1,647,797	1,661,766	(13,969)
Employee benefits	419,918	417,376	2,542
Professional and technical services	3,517	2,767	750
Student travel	38,000	31,979	6,021
Communications	493,000	417,976	75,024
Other purchased services	313,050	292,302	20,748
Supplies, material, and media	3,755,250	3,521,548	233,702
Dues and fees	30,730	30,037	693
Equipment	75,500	74,729	771
Total correspondence study	6,776,762	6,450,480	326,282

FY01 Foundation

3,136.59 corr. students
x 80%

2,509.27
x 3,940

\$ 9,886,524 earned foundation

To Operate the program

other staff in budget

Subject: Correspondence and special ed

Date: Fri, 22 Mar 2002 13:50:49 -0900

From: Chris Robinson <crobinson@sesa.org>

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

Greetings Janey -

Sen. Green is expecting me to send the attached document for her review, per my meeting with her Wednesday this week. She gave me your name when I asked to whom I should direct this message.


The attachment explores issues in connection with correspondence education and special education. Could you extract and print it?

I have saved it in a format which should open in either Windows Word or Mac Word. Please let me know if you have trouble opening it.

Thank you for your help,

Chris Robinson

Christopher L. Robinson
Executive Director
Special Education Service Agency
Anchorage, Alaska
907-562-7372
<http://www.sesa.org>

 correspond.comments.2	Name: correspond.comments.2 Type: WINWORD File (application/msword) Encoding: base64 Download Status: Not downloaded with message
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In cases of students w/IEP who enroll in a correspondence school, the district that claims the largest % of age ADM has the responsibility for providing services.

Questions and comments re: correspondence program regulations and special education:

Does the correspondence enrollment of a special education student create *prima facie* procedural non-compliance?

When a student is enrolled in a correspondence program, the student's educational placement is inseparable from the enrollment. The home educational placement is the intent and the stipulated precondition of enrollment.

State and federal special education regulations, however, require that educational placements for special education be determined through specific procedures by a properly constituted team, subsequent to developing the IEP. Enrolling a student directly into a home educational placement in which special education is to be provided may not satisfy federal procedural requirements.

Setting aside procedural concerns, home placements for the purposes of special education will probably not meet requirements for least restrictive environment.

The student's educational placement to receive special education must be in the least restrictive environment (LRE) within a continuum of placement options. Special education law and regulation regard home placements as very restrictive. Home placements for reasons such as parental preference unrelated to the student's IEP, administrative convenience, or programmatic template would not satisfy LRE requirements.

It may not be possible for correspondence programs to provide school-based options for correspondence special education students.

Such options would apparently require the correspondence program to back-purchase special education services from the student's resident district. But there are practical barriers to that, not the least of which is the parental wish to avoid involvement with the local district.

Most correspondence programs are not designed or equipped to offer individualized special education instruction, related services, and supports in a least restrictive environment.

The customary design and implementation of correspondence programs appears to make conventional special education very unlikely. Frequency and duration of contact with qualified teachers and related service providers, individualized educational programming, continuum of placements - these features of special education are typically not included in correspondence systems. Yet the proposed regulations appear to assume that correspondence programs can and will provide special education as needed by any enrolled student.

Correspondence special education funding may be an issue.

An effective special education program delivered to widely dispersed individuals in home settings can only be more costly than the same services delivered to students in local school districts. Yet correspondence programs receive less, not more, per

student funding than school based programs, and they do not receive the added special needs funding provided for school site programs.

A disparity between the level of fiscal support for correspondence special education and in-school special education may well lead to further difficulties between the state and correspondence programs.

There appear to be personnel issues unique to correspondence special education.

The same standards for personnel qualifications, frequency of instructional supervision, availability/proximity of the student's teacher, etc., which are applicable to school-based special education also apply to home-based special education by correspondence. But in addition to meeting those requirements, correspondence programs face other personnel-related issues.

Correspondence programs assign a teacher to each student to provide distance and/or onsite instructional support. But it is *parents* of correspondence students who provide day-to-day instructional supervision and assistance (some would say *teaching*), in the absence of an in-home professional educator. Most correspondence parents simply describe that they *home-school* their children. This is technically inaccurate, since the student is an enrolled pupil in a public education program, but it does reflect the reality that no teacher is present for the day-to-day teaching and learning process.

Teaching is more than guiding a child through prepared lessons. It is designing instruction, selecting materials, evaluating student performance and progress, branching, and recycling. It is task analysis, motivation, reinforcement, behavior management, and generalization across environments. These multiple teaching skills are acquired through formal training and experience. This is why all states require professional preparation and certification for teachers. It is why federal and state laws require that special education instruction be delivered under the supervision of a teacher who holds special education certification. It is why special education IEP's now must describe the training and supports the child's *teacher* needs in order to fulfill their special education responsibilities under the IEP.

In correspondence education, however, the *parent* performs most functions that in a school setting would be performed by a credentialed teacher. These functions are inescapable and critical, especially with younger children, and with students whose significant disabilities make them incapable of independent study. But because parents cannot be recognized as teachers, they are not provided the same training and supports which certificated teachers would expect to receive.

Schools must also provide training, however minimal, for special education aides. No comparable training is available for correspondence parents who perform comparable functions for their children.

State and federal special education compliance personnel and advocates are already concerned that special education aides in schools too often do not have adequate teacher supervision and support. If an infrequently supervised aide in a school setting is of concern, a parent teaching a special education student at home, with teacher contact monthly at most, would appear to be of much greater concern.

A final personnel consideration: when a parent and child also become a teacher and student, non-educational aspects of their relationship can be affected. Some of the service requests SESA has received from programs and parents ask for supports that are in the arena of youth and family services, more than education. Correspondence programs are not equipped to address these broader artifacts of correspondence special education.

Correspondence schools cannot exclude the enrollment of special education students.

Correspondence programs are public offerings from public entities. Enrollment eligibility requirements may not be based on the presence or absence of a disability. If a student with a disability were otherwise eligible for enrollment, it would appear the program would be required to accept that child's enrollment. It would be a probable violation of federal law for a correspondence program to screen out the enrollment of special education students.

Why are parents enrolling their children in correspondence programs when local schools are available?

The socio-political context for the surge in correspondence enrollments must be acknowledged. It is central to any consideration of correspondence special education.

For a variety of reasons, many correspondence parents are estranged from their local schools. They "vote with their feet" by leaving the local school program in favor of a correspondence placement. Where this occurs with a student on an IEP, the stage is set for "consensual non-compliance" with special education requirements. The parent may consider the benefits of the home placement to outweigh concerns about special education procedure and placement. Even if special education rights are tacitly "waived" by a parent who removes their child from school-based special education through their district of residence, the correspondence program and the state may still accumulate a shared liability for subsequent non-compliance of the student's program and/or placement.

The Department of Education and Early Development may not have the resources to identify consensual non-compliance in correspondence special education.

State and federal special education procedures rely on complaints to assure that each child receives special education and related services as needed and required. Parents and school districts each are expected to use available administrative remedies to address disputes as to their shared and independent responsibilities under special education law.

But if a correspondence special education student is inappropriately placed or underserved, the end question is: who will complain? The correspondence program, if it knows it cannot meet the requirements to provide a free appropriate public education (FAPE) in a least restrictive environment, will not. Nor, perhaps, would parents if they believe that special education scrutiny would require their child to be placed in the local school to receive services.

Without complaints to trigger administrative oversight, children entitled to special education and related services must rely on routine state compliance monitoring activities to assure that special education requirements are fully implemented. But Alaska's DEED has only limited resources for compliance oversight, and it is very difficult, even in traditional school district programs, to monitor under-identification and under-service.

Do the proposed state regulations conflict with federal requirements with respect to identification and evaluation?

In the case of a student's full-time enrollment in a correspondence program, the proposed state regulations would appear to make the correspondence program responsible for all special education requirements. If so, this would include the responsibility to identify and evaluate students in need of special education.

Federal regulations, however, assign to the *district in which the child resides* all responsibilities for identification and evaluation, even where the parent voluntarily enrolls the child in another program. Federal regulations appear not to contemplate a transfer of responsibility away from the district of residence. It is also the case, however, that federal regulations appear not to contemplate enrollments into another school district's program, while maintaining residence in the home district. This may be a non-issue, or may be an obstacle.

Some programs and parents are looking to the Special Education Service Agency (SESA) as a resource to provide special education to correspondence students and programs.

Over this school year SESA has received a number of inquiries or demands for a variety of services in connection with correspondence special education. In some cases, the request has been for SESA to *become* the child's special education program.

In other cases, the students reside in Alaska's largest school districts, but are enrolled in correspondence programs operated by rural school districts. SESA contacts with correspondence programs requesting assistance suggest the program has no special education teacher on staff.

SESA does not have the authority to provide special education services to correspondence students.

Only the school district responsible for providing special education has the authority and responsibility to plan and provide (or arrange the provision of) individualized special education. Unlike fee for service providers, SESA is not an agent of the district and cannot act on the district's behalf. SESA's role is to advise and assist local school district efforts, to help the district "know what to do", rather than to "do it". SESA is not authorized, funded, or intended to deliver special education to students.

SESA does not have the capacity, and may not have the authority, to assist correspondence programs in the same manner it assists other school district special education.

In creating and reauthorizing SESA, the Alaska Legislature has made clear its intent that Outreach services will be restricted to students in districts in which the enrollment of students within any low incidence disability category is too low to warrant or make practical a district-employed disability specialist. School districts with higher enrollments of students with low incidence disabilities are expected by the Legislature to employ their own specialist staff as needed. Should a rural district's low incidence correspondence enrollment be factored into the district's eligibility for SESA Outreach? If so, SESA may not have the authority to continue to serve that district.

Capacity is an issue for SESA in at least two respects. First, SESA training and experience requirements for education specialists are for school-based rather than home-based special education. SESA personnel do not have experience or training applicable to parents who perform instructional roles in home correspondence education. Secondly, the existing level of staffing at SESA is already insufficient to meet the needs of traditional referrals from target school districts. SESA would be reluctant to degrade Outreach services for traditional referrals in favor of referrals from educational placements that, in our judgement, exceed the tolerances of the regulatory system in which the agency must operate.

Should SESA direct Outreach personnel away from supporting effective school-based special education to determine whether home correspondence placements of students with severe and/or multiple needs are, for the purpose of special education, educationally appropriate and adequate?

Theoretically, such determinations may be in the student's interest, but they would verge on compliance oversight.

The Alaska DEED has historically taken the position that SESA should avoid giving opinions which may be interpreted as statements of compliance or non-compliance, and with good reason. SESA has no role or authority in connection with compliance oversight. But role authority aside, the perception of compliance-related activities by SESA would irreparably contaminate the agency's critical trust relationships with school districts.

Further, if either the program or the parent does not want such documentation on the record, referrals would quickly diminish. Referrals require both the initiation of the district and the consent of the parent.

The embedded questions become a house of mirrors: should home correspondence students be eligible for SESA Outreach? Should correspondence programs satisfy the prerequisites for Outreach referral that apply to site programs (child evaluated; initial IEP in place; special education teacher assigned to child; child receiving special education; referral through district special education director)? Where the Alaska Special Education Handbook states "...SESA services may be listed on the IEP as a support service for school personnel" does a parent in a correspondence program become "school personnel"?

SESA Outreach services probably should be available to assist correspondence special education personnel in an unlikely but possible scenario in which the home placement of a correspondence student with a low incidence disability has been properly determined to be the student's least restrictive environment. Short of that, the above questions and issues should be confronted.

VERY URGENT - PLEASE SEE THAT THIS GET TO THE ADDRESSEES IMMEDIATELY

Dear Representatives Jeannette James, Fred Dyson, John Coghill, Vic Kohring, Senators Robin Taylor, Lyda Green, and Richard Schmitz, Vicki Kindseth, Jim Pound, Whitney Highland,

What follows is a resolution by the Assembly of the Kenai Peninsula Borough February 2001 to do away with our correspondence programs entirely, due to "4 AAC 33.420's *incorrectly granting districts the authority to provide statewide correspondence.*" This, is an issue currently in the March 21, 2002 memo, Ed McLain handed out to us on Saturday at the BOE meeting April 6th, which came out the month right after the resolution. In that March 21 memo it says: While these programs serve students from around the state, state statutes direct that districts are required to provide an educational program for school aged children who are residents of a district [14.14.090(2)].

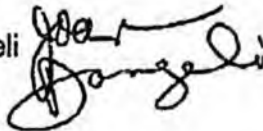
Not that long after this resolution, only a couple months after, Ed McLain barged into our CyberLynx offices not allowing anyone to speak, and did his stormy, unkind, hostile, onsite audit of CyberLynx telling everyone his intentions were to align home schooling with the strictest state currently in the nation for homeschooling: Pennsylvania.

I am sorry for its lightness. Due to its lightness, to help you, I retyped it entirely this morning and provided the original behind, to be sure you got the reality of what it says, and the original too. I will research it on the net and see what became of it in minutes, etc. You never saw this or knew about its existence?

My principal saved it from when it was going on and everything was in a big uproar over it. We do not want to do business with DEED, we know where Ed McLain is coming from. Our program had a working relationship with DEED before Ed McLain came on the scene. Now our future is jeopardized continually by his very presence and hostility towards the programs existence. He is very angry with our principal and us for not supporting his regulations.

Let me know what you think. Thank you for all your help.

Joan Dangeli
790-7265



- 1) This letter
- 2) Email about the resolution
- 3) Resolution was light - this is the RETYPED resolution
- 4) The ORIGINAL resolution
- 5) My letter for safety amendments to SB 346

We can thank you for all your help today. Thank you! Joan.

Fw: KENAI PENINSULA BOROUGH RESOLUTION 2001-018

Subject: Fw: KENAI PENINSULA BOROUGH RESOLUTION 2001-018
Date: Mon, 19 Feb 2001 18:23:56 -0900
From: "Rb Richmond" honeysuckles@gei.net
Organization: Honeysuckles
To: Clyns@kenai.schoolzone.net

Dear Cyberlynx:

This was forwarded to me by a friend in Kenai. I'm wondering if Cyberlynx is aware of this, and if so, do you know if it is true?

Thank you.
Rhea Richmond

You have probably already received this on the region K listserve, but I've added our Borough rep for Seward's email so you can call or contact him regarding this issue. Ron Long is his name. You might give a heads-up to our reps at the state level before the resolution even gets there - if it does. This borough would like this to take effect as soon as possible - Feb 20th, 2001! We need to move on this!

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

John Torgerson (Senate) <http://www.legis.state.ak.us/senate/torgerso.htm>

Ken Lancaster (House) <http://www.legis.state.ak.us/house/lancaster.htm>

Mr. Brown, one of the assembly members will be presenting resolution 2001-018 this Tuesday, February 20th (A link is provided below.) This resolution will not be publicized, but will be forwarded to the state legislature. It requests that state wide programs be banned. If it is acted upon and something is passed legislatively, this would mean that IDEA would not be able to operate as it does today... at least in the current form, as I understand.

Please take time to look this over and contact your assembly person, or Milli Martin at 235 6652.

Ron Long is the borough rep for the Seward area:

Local number 224-7068

Please contact him and let him know your stance on this ASAP!

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

Introduced by Brown

Date 2/20/01

Action.

Vote.

KENAI PENINSULA BOROUGH

RESOLUTION 2001-018

A RESOLUTION URGING THE LEGISLATURE TO ENACT LEGISLATION PROHIBITING THE OPERATION OF STATEWIDE PROGRAMS BY LOCAL SCHOOL DISTRICTS

WHEREAS, AS 14.03.080 states that a child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and AS 14.14.120; and

WHEREAS, AS 14.07.020 provides that a duty of the Department of Education and Early Development is to provide accredited elementary and secondary correspondence study programs to any Alaskan through a centralized office of correspondence study; and

WHEREAS, 1 AAC 33.420 incorrectly grants districts the authority to provide statewide correspondence and requires the local districts to enter into cooperative agreements regarding students lost to such programs; and

WHEREAS, the district of residence continues to bear the burden of maintaining facilities and resources for children of the district in accordance with AS 14.03.080, and no similar obligations exist for the marauding programs; and

WHEREAS, the Kenai Peninsula Borough School District have lost over 600 students to such programs at a cost of more than \$4,500,000 in lost revenue; and

WHEREAS, the Kenai Peninsula Borough School District Operates an approved district correspondence program capable of serving the needs of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH.

SECTION 1. That the Borough Assembly urges the Alaska State Legislature to enact legislation prohibiting the operation of statewide programs by local school districts.

SECTION 2. That copies of this resolution shall be forwarded to Senator John Torgerson, Senator Jerry Ward, Representative Mike Chenault, Representative Ken Lancaster, and Representative Drew Sealzi.

SECTION 3. This resolution shall become effective immediately upon adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 20TH DAY OF FEBRUARY 2001.

Original

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

**PROHIBITING THE OPERATION OF STATEWIDE PROGRAMS BY
LOCAL SCHOOL DISTRICTS**

WHEREAS, AS 14.03.080 states that a child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and AS 14.14.120; and

WHEREAS, AS 14.07.020 provides that a duty of the Department of Education and Early Development is to provide accredited elementary and secondary correspondence study programs to any Alaskan through a centralized office of correspondence study; and

WHEREAS, AAC 25.420 incorrectly grants districts the authority to provide statewide correspondence and requires the local districts to enter into cooperative agreements regarding students lost to such programs; and

WHEREAS, the district of residence continues to bear the burden of maintaining facilities and resources for children of the district in accordance with AS 14.03.080, and no similar obligations exist for the marauding programs; and

WHEREAS, the Kenai Peninsula Borough School District have lost over 600 students to such programs at a cost of more than \$4,300,000 in lost revenue; and

WHEREAS, the Kenai Peninsula Borough School District operates an approved district correspondence program capable of serving the needs of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH,

SECTION 1: That the Borough Assembly urges the Alaska State Legislature to enact legislation prohibiting the operation of statewide programs by local school districts

SECTION 2: That copies of this resolution shall be forwarded to Senator John Torgerson, Senator Jerry Ward, Representative Mike Chenault, Representative Ken Lancaster, and Representative Drew Scalzi

SECTION 3: This resolution shall become effective immediately upon adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 20TH DAY OF FEBRUARY 2001.

April 9, 2002

SB 346 - Correspondence Programs

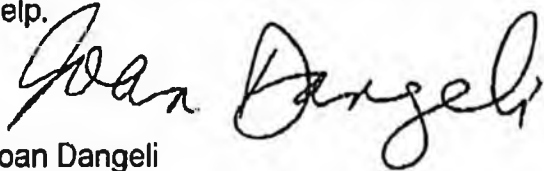
Dear Alaska State Legislature:

I would like to request the following additions be added to SB 346:

1. All statewide correspondence applications be approved up front.
2. All future need for Dept. of Education and Early Development regulations first be required to first be transmitted to correspondence department heads.
3. Two or more parents are involved from each program in the formation and review of any proposed regulations relative to correspondence programs.
4. That the purchase of the Calvert Full Curriculum Program out of Baltimore, Maryland by correspondence programs be determinable by local districts.

If this is not possible due to the time limits on what it would take you're current SB 346 to pass by the session end, I would like SB 346 passed as it is, and respectfully like to request that the above issues be considered for being taken up as build-ons to our current work the next session, in a new bill relative to the same issue we currently have before us in SB 346.

I thank you for your informed help in our pressing issues before us regarding Correspondence Programs and for moving the legislation before us: SB 346. Thank you for ALL your wonderful help.



Joan Dangeli
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@qci.net

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.

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.

March 17, 2002

Dear Senator Leman and Whitney (with a cc faxed to and for Representative Jeannette James and Richard in Jeannette James' office), Senator Lyda Green,

After our work session Saturday with Whitney, Richard from Representative Jeannette James' office, and correspondence program administration members, they helped some things come to mind after that I feel are very important to draw your attention to. I am sorry to belabor the issues, but I believe this is important.

I support highly the suggested amendment of Saturday because I went home and reviewed it and found they align very well with some of the detrimental aspects of the proposed regulations, although not all of them. SB 346 and the suggested amendment below covers very well the following areas that were detrimental in the Dept. of Ed proposed regs - 14 AAC 33.421 (a), (b), (c), (d), (e)(1)(2)(3), (g)(1)(2), (h)(1)(2)(3)(4)(5)(6):

Page 2, lines 2-4:

Delete all material

Insert "(3) must provide that the school board of the district 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,
and

b. approving and disapproving home designed courses and the evaluation of student work;

There are a couple more regulations that must not be ignored that I would like to help work with you in understanding them because they could cause many disruptive issues for families and correspondence schools. Simply counting on an ability to sue later will not help at the family level where individual resources are extremely limited. I would like you to consider adding a 'c' and 'd' to the suggested amendment above due to the following, and the regulations 'c' and 'd' are addressing are below them:

c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790;

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.

e. complying with 4 AAC 06.765

this has to do with creating something regarding deleting providing a test facility.. because it is already law ((2) below),

f. *create something regarding (3) below, the 10% testing thing no other educational entity in the state has to follow - I couldn't see how to write this one well.*

14 AAC 33.421 (7)(1)(2)(3)

Mr. McClain wants the regulations to state that correspondence programs must

(1) *have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and*

IDEA's worksheet on this stated "Who will monitor and enforce this? This only applies to statewide correspondence programs." I feel it unfairly singles out correspondence schools - the creation of 'c.'

✗ (2) provide a secure testing facility pursuant to 4AAC 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;

Create something that moves that this be deleted because it is already law and please note this is the ONLY proposed regulation suggested amendments a, b, c, d and SB 346 combined do not address - we've covered every single thing in the proposed regs except this #2 above and #3 below this one. I wish we could move to just not allow the DOEE to do any of the proposed amendments at all.

✗ (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.

This is punitive in nature towards home schooling families, saying that the percentage of our correspondence students taking the tests must be within 10% of the state average although correspondence school Benchmark scores have a consistent record of being very normal. This regulation unfairly singles out correspondence schools and does not apply to any other kind of school.

1 of 2

14 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.

IDEA and CyberLynx are programs of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof. 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." (my 'd').

I further object district where the tests are being taken having any say in the student's educational future. The correspondence program district should have the 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. **Alternative test dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.**

Mr. McClain openly stated to correspondence schools during his onsite review that his long-term goals are to align Alaska correspondence schools with Pennsylvania State Home School laws, which are in fact, the absolute strictest in the entire country. The damage he intends to do to programs that are already effective, wonderful working programs has already begun.

Mr. McClain ordered all CyberLynx home schoolers to get immunizations a couple months ago, or be expelled from the program. This is a specific provision in the Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)). Our privatization rights are being encroached upon in a systematic effort to align the State of Alaska with Pennsylvania State home school laws (those laws are readily available on the web, I have a copy of them if anyone would like copies, as well as the severe legal problems for families and children that have come with them).

I am trying to be helpful and thorough as we move this to quick passage. Please do not feel I am trying to hold things up - I noticed when I got home something very important had been overlooked so I am trying to help and you have no idea how proud I am of all the wonderful work that has been done and is being done on this by everyone involved. I am preparing a letter to the Senate HESS committee with some of this information in it also.

Thank you again.

Sincerely,



Joan Dangell, Academic In Home Educator to my son, Quia,
Box 34711, Juneau, AK 99803-4711 790-7265
starttraveler@gci.net



Alaska State Legislature

Please enter into the record my testimony to the Senate, Health, Education & Social Services
committee name
committee on SB 346 / Homeschool, dated March 18, 2002.
bill/subject

My name is Joanna Holbrook. I'm a homeschool graduate of 2001. I desire the State's continued approval for the parents to choose the curriculum to teach their own children. I believe with all my heart that God gives parents the responsibility to train their children, which includes the all-important duty to educate them. In the future, when/if I am given the privilege to raise children, I want the freedom to spend my time teaching them what I know is true. I am in support of this bill; the State should not have the sole authority to decide what curriculums are acceptable and what are not.

Signed:

Joanna Holbrook

Testifier

Representing (Optional)

P.O. Box 306 Delta Tct, AK 99737

Address

1-907-895-1909

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the SHES
 committee name
 committee on SB 346, dated 3-15-02
 bill/subject

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

Dear Ladies and Gentlemen,

Please adopt the SB 346 as soon as possible. I.D.E.A. is a terrific program in which my children are flourishing. The proposed regulations before the EED would so change and restrict the program that it would no longer be a support program for homeschoolers. I believe programs like I.D.E.A. enhance and make homeschooling an effective option.

The most beneficial elements of the program for me have been:

- a. The requirement of an Individual Learning Program for each of my children.

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.

- b. A contact teacher and workshops.

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.

- c. A very strong emphasis on the state standards and goals for learning.

In light of the requirements of the state for children to pass a Benchmark Exam to receive a high school diploma, having these standards called to our attention so regularly helps me to prepare my children more completely. The beauty of homeschooling is that I am able to so closely assist my children in meeting those standards.

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 and pass the SB 346 as readily as possible. Thank you for your consideration in this matter.

Respectfully,
 Shirley Hein



Alaska State Legislature

Please enter into the record my testimony to the Senate HES
Committee name

Committee on SB 346, dated March 15, 2002
Bill/Subject

See attached 2 pages.

Signed: Betty Bair
Testifier

JID EA
Representing (Optional)

1600 Catalina Dr Wasilla, AK, 99654
Address

907-376-2234
Phone number

Betty Bair IDEA
1600 Catalina Dr.
Wasilla, AK
99654
393-4938

Please enter into the record my testimony to the Senate HES Committee Meeting on SB 346, dated March 15, 2002.

Please adopt SB 346 + pass this legislation as quickly as possible. It is important that the families, staff + students in state supported home-schooling program be able to home school successfully as we have + not be burdened down with extra paperwork + stipulations.

I think it is important that each school district should be responsible for monitoring of their students at periodic intervals, as established by that school districts

It is also important that the local school board should have the authority to establish a procedure for the purchase of curriculum material for student in their district. These 2 responsibilities should be established + carried out by the local school board + school districts.

- 3 -

One other point I would like to make is that, especially since the IDEA programs continues to be in compliance, it seems necessary to have the correspondence study programs be approved only once every 10 years & not yearly.

The IDEA Home School program has proved to be successful & has met the need for many home school parents in our state. There is strong support from the certified teachers & staff. The teachers are involved in helping parents choose curriculum that best fits the needs of the students & have contact with the families frequently. Workshops for parents & students are offered to the parents & the staff is always available to the parent-teachers.

Thank you for listening to my comments & again I would ask you to accept & quickly pass SB 346.

Sincerely,

Betty Bair

To: HEALTH, EDUCATION, and SOCIAL SERVICES
ATT: Senator Gary Wilken

From: Michael Dammeyer
In Regards To: SB 346, quality of education in Alaska.

MAR 19 2002

I have received the fax from Senator Gary Wilken. I appreciate the information, and it is great to see such a high level of concern regarding the quality of education in Alaska.

There are a couple of points to keep in mind when looking at exit exam scores, however. As Dr. Ed McLain has testified to in the past, the exit exam is a minimum standard – bluntly, it is easy to pass. Second, this minimum standard is based on education levels in the United States – very low when compared to our international competition.

I feel it important to emphasis this point. I've included in this fax test scores showing how far behind we in the United States have fallen when compared to other countries. Please remember we compete directly with these countries for the high paying, high technology jobs that Alaska has to offer. It is not enough to be at the top of the class when the whole class is failing.

There are effective ways to ensure correspondence leaves no child behind. If a student is in a correspondence program and is failing on the required tests, mandate that he or she is swiftly removed and sent to a brick-and-mortar public school. However, don't punish the rest of the correspondence students who demand a higher standard with a one-size-fits-all curriculum that has put us (as a nation) at the bottom of the class.

Thank you for your time,
Michael

International Test Scores

Poor U.S. Test Results Tied To Weak Curriculum

Results of the **Third International Mathematics and Science Study (TIMSS)** in 1995 involving a half-million students in 41 countries are authoritative. Oversight groups included not only the world's leading experts on comparative studies of education systems, but also experts in assessment design and statistical analysis.

Participants This study included primarily the industrialized countries of Europe but also the United States, Canada, New Zealand and Asia. So-called third world countries that have a higher literacy rate than the U.S., like Costa Rica, and others that contribute a significant number of U.S. advance degree immigrants, like India, were not part of this study; therefore, the results in terms of world competition are worse than portrayed in these charts.

Results In short, the tests showed U.S. fourth-graders performing poorly, middle school students worse, and high school students are unable to compete. By the same criteria used to say we were "average" in elementary school, "we appear to be "near the bottom" at the high school level. People have a tendency to think this picture is bleak but it doesn't apply to their own school. Chances are, even if your school compares well in test scores, it will still be a lightweight on an international scale.

Textbooks U.S. textbooks treat topics with a "mile-wide, inch-deep" approach. A typical U.S. eighth-grade math textbook deals with about 35 topics. By comparison, a Japanese or German math textbook for that age would have only five or six topics. Comparisons done elsewhere between French and American math books show more innovative approaches to finding, for instance, the volume of a pyramid. Fractions don't lend themselves to computerization, so they're relegated to an importance slightly above Roman numerals. Calculators are here to stay, so kids breeze through long division. They concentrate on how to *use* math rather than how to *do* math, and with less entanglement in social philosophy.

American Education Not World Class

By grade 4, American students only score in the middle of 26 countries reported. By grade 8 they are in the bottom third, and at the finish line, where it really counts, we're near dead last. It's even worse when you notice that some of the superior countries in grade 8 (especially the Asians) were not included in published 12th grade results.

Science (All Students)

Grade 4			Grade 8		Grade 12	
Rank	Nation	Score	Nation	Score	Nation	Score
1.	Korea	597	Singapore	607	Sweden	559
2.	Japan	574	Czech Republic	574	Netherlands	558
3.	United States	565	Japan	571	Iceland	549
4.	Austria	565	Korea	565	Norway	544
5.	Australia	562	Bulgaria	565	Canada	532
6.	Netherlands	557	Netherlands	560	New Zealand	529
7.	Czech Republic	557	Slovenia	560	Australia	527
8.	England	551	Austria	558	Switzerland	523
9.	Canada	549	Hungary	554	Austria	520
10.	Singapore	547	England	552	Slovenia	517
11.	Slovenia	546	Belgium	550	Denmark	509
12.	Ireland	539	Australia	545	Germany	497
13.	Scotland	536	Slovak Republic	544	France	487
14.	Hong Kong	533	Russian Fed.	538	Czech Republic	487
15.	Hungary	532	Ireland	538	Russian Fed.	481
16.	New Zealand	531	Sweden	535	United States	480
17.	Norway	530	United States	534	Italy	475
18.	Latvia	512	Germany	531	Hungary	471
19.	Israel	505	Canada	531	Lithuania	461
20.	Iceland	505	Norway	527	Cyprus	448
21.	Greece	497	New Zealand	525	South Africa	349
22.	Portugal	480	Thailand	525		
23.	Cyprus	475	Israel	524		
24.	Thailand	473	Hong Kong	522		

25.	Iran	416	Switzerland	522	
26.	Kuwait	401	Scotland	517	
			<u>15 others</u>		
	Grade Average	524	Grade Average	516	Grade Average
					500

Grade 12 (Top Students)

Rank	Advanced Math		Advanced Science	
	Nation	Score	Nation	Score
1.	France	557	Norway	581
2.	Russian Fed.	542	Sweden	573
3.	Switzerland	533	Russian Fed.	545
4.	Australia	525	Denmark	534
5.	Denmark	522	Slovenia	523
6.	Cyprus	518	Germany	522
7.	Lithuania	516	Australia	518
8.	Greece	513	Cyprus	494
9.	Sweden	512	Latvia	488
10.	Canada	509	Switzerland	488
11.	Slovenia	475	Greece	486
12.	Italy	474	Canada	485
13.	Czech Republic	469	France	466
14.	Germany	465	Czech Republic	451
15.	United States	442	Austria	435
16.	Austria	436	United States	423
	Grade Average	501	Grade Average	501

MAR 18 2002

Dear LTO staff,

I am sorry to not be able to make the teleconference today - I have to stay at the office.

Thanks for ^{if you do,}
Can you please submit this as testimony for SB 346.

Thank you!

Sincerely

Betty Bair



Alaska State Legislature

Please enter into the record my testimony to the Senate HES committee
Committee name

Committee on SB 346, dated 3-18-02
Bill/Subject

Signature: Betty J. Bair
Testifier

IDEA
Representing (Optional)

1600 Catalina Dr.
Address

276-2234
Phone number

Betty Bair
1600 Catalina Dr
Wasilla, Ak. 99654
373-4938

Please enter my testimony into the record of
Senate H.E.S. Committee Meeting on SB 346,
dated March 18, 2002.

Please adopt SB 346 & pass this legislation
as quickly as possible. This bill would allow
our program to continue to meet the needs
for many home schooled parents in our state.
We as home schooling parents, students, &
staff of IDEA want to be able to focus
our time on education; not have to work
through more extensive regulations that
really are not needed.

For parents who choose to be in a program
such as IDEA, I feel there does need to be
periodic monitoring of the students & that is
presently being done. This monitoring needs
to be established by the school district a
student is enrolled in & not by the Department
of Educ.

I also feel the local School board should have the authority to establish the procedure for the purchase + use of curricular material + also approve or disapprove home designed courses. This has worked well in IDEA for 4 years now + will continue to.

The IDEA Home School program has proved to be successful + has met the needs for many home school parents in our state. The certified teachers + staff are very supportive + always available to help. The teachers are involved in helping parents choose curriculum that best fits the needs of the students. We as parents are encouraged + supported by the IDEA teachers + staff.

Thank you for listening to my comments + taking them into consideration. Again I would ask that SB 346 be passed quickly.

Respectfully,

Betty Bair

LEGISLATIVE INFORMATION OFFICE

PO BOX 1189

DELTA JCT., AK 99737

PHONE: (907) 895-4236

FAX: (907) 895-5017

MAR 18 2002

FACSIMILE TRANSMITTAL SHEET

TO:	Senate Health, Education & Social Services Committee	FROM:	Jackie W Becker <i>JWB</i> Delta Junction LIO
COMPANY:	Delta Junction LIO	DATE:	March 18, 2002
FAX NUMBER:	907-465-3805	TOTAL NO. OF PAGES INCLUDING COVER:	2
PHONE NUMBER:	907-465-6600	SENDER'S PHONE NUMBER:	907-895-4236
RE:	Written Testimony	SENDER'S FAX NUMBER:	907-895-5017



Alaska State Legislature

Please enter into the record my testimony to the Senate Health, Education & Social Services
committee name
 committee on SB 346 / Home school, dated March 18, 2002.
bill/subject

My name is Joanna Holbrook. I'm a homeschool graduate of 2001. I desire the State's continued approval for the parents to choose the curriculum to teach their own children. I believe with all my heart that God gives parents the responsibility to train their children, which includes the all-important duty to educate them. In the future, when/if I am given the privilege to raise children, I want the freedom to spend my time teaching them what I know is true. I am in support of this bill; the State should not have the sole authority to decide what curriculums are acceptable and what are not.

Signed:

Joanna Holbrook

Testifier

Representing (Optional)

PO Box 206 Delta City, AK 99737

Address

249071 895-1909

Phone No.

50 Front Street, Suite 203
Ketchikan, Alaska 99901
Phone: 907-225-9675
Fax: 907-225-8546

STATE OF ALASKA
Legislative Information Office



Fax

To: (S) HESS

From: KTN-LIO

Fax:

Date: 03.18.02

Phone:

Pages: (2) INC COVER

Re: TESTIMONY FROM


PAT CHAMPAN
P.O. BOX 7674
KETCHIKAN, AK 99901

Visit our website at: www.legis.state.ak.us/lios/ketchikan/index.htm

Amendment to SB 346 C

(4) May not impose a regulation upon a State-wide school district home-school correspondence study program that is not imposed upon the traditional public school district.

Pat Chapman
P.O. Box 7624
Ketchikan
AK 99901



PUBLIC POLICY SOURCES

Number 51

Home Schooling: From the Extreme to the Mainstream

by Patrick Basham, Cato Institute

Contents

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The growth of home schooling	6
How do home schooled children perform academically?	11
The socialization of home schooled children	13
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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 bimonthly 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 (Hepburn, 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, Girtan, 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 even 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, 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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Subject: SB 346

Date: Sun, 10 Mar 2002 12:02:38 -0800

From: "Esther Olthoff" <jolthoff@ideafamilies.org>

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

Dear Senate HES Committee members,

We are home schooling two girls 5th and 8th grade living in Anchorage. We have been doing this for four years now with the IDEA program. It has been a great blessing to us and given us the back up to know that we are doing the best for our children.

We are writing you to ask that you **adopt SB 346**. We know there has been a lot of comment on this so we wont go into it, We just want to let our voices be heard that we would like to see this passed.

Thank you for you time,

Jamieson and Esther Olthoff

Subject: SB346

Date: Mon, 11 Mar 2002 12:22:32 -0900

From: "Doug & JoAnn Sweet" <sweet@acsalaska.net>

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

Dear Janey,

Just sending a quick note encouraging the passage of SB346. I hope it can be sped through the system in a timely manner and become law ASAP. If you could pass this info on to your committee I would appreciate it. Appreciate all the hard work you do for all of us.

Sincerely,

JoAnn Sweet

Douglas Sweet

Subject: SB 346

Date: Sat, 9 Mar 2002 07:58:06 -0900

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

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

Dear Committee Members:

Please vote for SB 346 that limits the control that EED has over statewide correspondence study programs. I feel that EED has gone beyond where they should have in trying to control these programs. I homeschool my children through one of these study programs and appreciate the freedom, parental input, and quality education they support. Thank you.

Sincerely,

Marjie Dempster

mdempster@ideafamilies.org

37930 Highcrest Ln.

Sterling, Alaska 99672

Re: SB364

Subject: Re: SB364

Date: Mon, 11 Mar 2002 12:09:02 -0900

From: "Clint Stark" <stark@mtaonline.net>

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

Dear Janey:

I would like to notify the Senate HES committee members of our support of SB 364. 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 SB 364. Thank you for your dedication in working to protect homeschooling and correspondence education.

Respectfully,

Michael C. & Rhonda Stark
Palmer

Subject: re: SB 346

Date: Sun, 10 Mar 2002 18:50:55 -0900

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

To: "Bettye Davis" <Senator_Bettye_Davis@legis.state.ak.us>,
"Jerry Ward" <Senator_Jerry_Ward@legis.state.ak.us>,
"Gary Wilken" <Senator_Gary_Wilken@legis.state.ak.us>,
"Loren Leman" <Senator_Loren_Leman@legis.state.ak.us>,
"Lyda Green" <Senator_Lyda_Green@legis.state.ak.us>

CC: "Janey Wineinger" <Janey_Wineinger@legis.state.ak.us>

To: Senate HES Committe Members

Please adopt SB 346 as soon as possible. This bill will allow myself; a home schooling parent and teacher with the Galena School District's I.D.E.A. Program, and many others like myself, to continue educating our children in a wonderfully creative, stimulating, effective and efficient manner with a support network of professionals that both believe in what we are doing and are eager to help.

Thank You Many Times Over !!! Terri Springer & Family

Subject: SB 346

Date: Sat, 9 Mar 2002 10:48:36 -0900

From: "Ken White" <kcwj@seward.net>

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

Please adopt SB 346. I am concerned about some people who are trying to restrict homeschoolers and take away the freedom to choose the curriculum we can use. The current situation we have is good. My wife and I pay for all or our Christian based curriculum. We have 3 children enrolled in IDEA. The materials we get through them is all approved by their guidelines. It is very useful supplemental materials that helps them with their individual learning plan submitted to IDEA. The staff at IDEA is committed to academic excellence and they are very practical and helpful to us. We have a very good balance in the system right now and I believe your bill will help maintain the balance. Thank you for your consideration to this matter.

Ken White

Subject: SB 346

Date: Mon, 11 Mar 2002 11:18:40 -0900

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

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

Hi Janey,

I am writing to ask you to pass this request on to all of your committee members.

Please consider SB 346, and I am asking you to consider passing this in a timely fashion. This bill, together with HB 464, is what is need desperately, to limit the ability and power of the DEED. It is so important to those of us who successfully home school our children thru correspondence programs.

Thank you for you concern,

Val Goodrich

Subject: SB 346

Date: Sun, 10 Mar 2002 11:05:38 -0800

From: "sterling & kaari bouma" <sbouma@ideafamilies.org>

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

Please include this message in the packet for the Senators of the HES Committee. Thank you!

Dear Senators,

I am writing to ask you to pass Senate Bill 346, the bill relating to statewide correspondence programs.

We are very concerned about the proposed regulation changes that would drastically reduce the efficiency and parental choice in the curriculum while also interfering with the high quality of the IDEA program which we now have. SB 346 addresses the issues we have regarding those proposed regulations. **Please pass SB 346.** Thank you!

Sincerely,

Mr. Sterling Bouma and Mrs. Kaari Bouma
4712 Rochelle Road, Homer, Alaska 99603
907-235-1988

in reference to the IDEA Program

Subject: Testimony to include in Senate HES committee Members packet on Mar. 15th, 2002

Date: Sat, 9 Mar 2002 09:26:47 -0900

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

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

Ms. Wineinger,

Please include my following testimony in the packets given to the **Senate HES Committee Members on March 15, 2002 when SB 346 will be discussed.**

Thank you for your service in this area,

Stacie Werner
PO Box 3495
Seward, Alaska 99664

(907) 224-5608

Dear Senate HES Committee Members,

I am asking you to **please support Senate Bill 346** ("An Act relating to statewide school district correspondence study and state supported home schooling programs").

I currently have 2 children enrolled in the Galena statewide correspondence program (IDEA) and am thoroughly satisfied with the program the way it is and see no reason to add any additional regulations or monitoring of the program beyond the reasons stated in the proposed SB346.

The high benchmark and past CAT scores speak for the success of the program, parents and staff as they are. I believe any further "regulation" or unnecessary monitoring of the program would be in a discriminatory fashion as well as an overexpenditure of the state's, already depleting, educational funds. **There are regulations and standards being proposed to change the rules governing statewide home schooling programs that are higher and stricter standards than those governing the regular "brick and mortar" schools and students in them.** I see *this bill stopping that discrimination* and I appreciate the authors and supporters of this bill.

In the IDEA program we are already required to report back on our student's progress 2 times a year IN ADDITION to the yearly statewide benchmark and Terra Nova exams. **Any more accountability would be unnecessary.** The program is working and doesn't need changed. *This bill would help to keep it in its current successful state.*

I believe that the district should have the power or authority to approve or disapprove **ONLY** the curriculum used in the correspondence program that is **PURCHASED BY THE STATE'S MONIES** and **NOT the curriculum purchased by the parent with their own money.** The state and districts do not monitor and approve or disapprove a regular public school student's resources at home when they take their assignments home to research, so why should the statewide homeschool parent be limited by the district or state to what their child can draw research from - especially when it is the parent's own money. This would be the only further specification that I would like to see added if possible.

Thank you for taking time to read my testimony and I strongly encourage you to adopt SB346.

Thank you,

Stacie Werner
PO Box 3495
Seward, AK 99664

(907) 224-5608

Subject: SB346

Date: Mon, 11 Mar 2002 09:07:47 -0900

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

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

Dear Ms. Wineinger,
Please include the following letter in the Senator's packets.

Thank-you, Cindy Weis

Dear Senators Green, Leman, Wilken, Ward and Davis,

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 SB346, 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

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: Fw: support of SB 346-please add to testimonies for committee

Date: Thu, 14 Mar 2002 16:04:32 -0800

From: "southern family" <msouthern@ideafamilies.org>

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

-----Original Message-----

From: southern family <msouthern@ideafamilies.org>

To: [Janey Wineinger@legis.state.ak.us](mailto:Janey_Wineinger@legis.state.ak.us) <Janey_Wineinger@legis.state.ak.us>

Date: Thursday, March 14, 2002 3:55 PM

Subject: In regards to SB 346

Hello,

I am writing to give my support to SB 346. I feel that the DEED is attempting to over regulate the homeschooling system. I will even go as far to say over stepping constitutional boundaries. To tell a parent that they can not use their own money to purchase and teach certain curricula is definitely over stepping constitutional lines. As a parent, I have the right to decide which teaching materials are and are not appropriate for my children. To say that a parent can not use religiously worded material is wrong, the public school system already does this, evolutionary materials have been in use for quite some time, (tell me that this is not a religion. evolution has never been witnessed first hand, it is an unproven theory that one has to have **faith** in that it exist). Just recently it was reported in the news that some schools are teaching on Islam, having kids read from the Koran and pretend that they are muslims for a specified period of time. They are claiming that they are trying to teach "tolerance" in light of the negative impact Sept 11th has had on our country, instilling prejudicial behavior, even violent behavior against persons of this faith, but isn't that still teaching a religion in the public school system? Whether anyone wants to admit it or not, the public school system has for years been trying to influence our childrens social, spiritual, political, and moral conscienceness. Whether one agrees or disagrees with what they are teaching is not my point here, simply that there needs to be a sense of fairness on this issues.

Parents like myself choose to homeschool for many reasons, the top one being that we want to be directly involved in our childrens education. I myself have several issues with the public educational system. One of those issues being the year before my daughter was of school age, she was tested by Ryan elementary and Mount Illiamna. My husband was told that my daughter would never learn to read, I was told that she was incapable of writing simple letters and answering simple questions. You see, my daughter has been diagnosed with severe ADHD, I knew she had learning problems, but I also knew that they could/can be over come with a lot of hardwork and dedication. I was not going to accept their findings, and felt that these so called trained educators had already given up on my daughter before she even had a chance to formally enter the classroom. My daughter has proven them wrong, reading and writing in cursive. I ask myself what would of happened to her had I not homeschooled her. Sadly, I have heard this same type of story from other parents.

IDEA is an extremely well run and organized homeschooling program. Their standards already meet the necessary educational requirements, thanks to the hard work of the managing and teaching staff. To attempt to change it would be disruptive and place unnecessary problems for all involved. For instance, to lesson the already existing funding amount provided, many of us could not afford to enroll our children in extra-curricular activities. Many of us make the trade off to homeschool instead of having a two working income family. Besides, homeschooled children already use much less money for their education compared to the cost of funding a public schooled child.

The lack of funding for extra curricular activities reminds me of my first year of homeschooling. My daughter was enrolled in the Alyeska Central homeschooling program her kindergarten year. No funding was provided for extra curricular activities. Not to mention the worst part of the program in my opinion was that I had no say in what materials I used for teaching. Because of my daughters learning problems,

the "one size fits all" curriculum was burdensom for her and for me.

There are many issues that could be spoken on concerning the proposed regulations. The couple of issues that I have spoken on were not meant to offend anyone, just to say that the IDEA program is a much needed and effective alternative appreciated for its flexiability and choices that it has afforded my children.

Thank you for your time,
Southern Family

Subject: SB 346

Date: Thu, 14 Mar 2002 15:40:24 -0900

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

To: Janey_Wineinger@legis.state.ak.us

My name is Patricia L. Bingham, I urge that you pass the SB 346. The correspondence schools are a definite plus for us who choose to home school.

Please help uncomplicate the bureaucratic maze of regulations by passing this bill.

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

Subject: SB 346

Date: Thu, 14 Mar 2002 16:39:33 -0900

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

To: Janey_Wineinger@legis.state.ak.us

Note to Ms. Wineinger: Please include our letter in the packets that will be distributed to committee members for the meeting that is scheduled for March 15, 2002. Thank you, Diane Rossmiller

March 14, 2002

Dear Members of the Senate HES Committee,

Please adopt SB 346 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. We believe the school district should have the duty and authority to approve or disapprove the curriculum materials we select for our children. We wish to maintain our ability to carefully select materials which correspond to our children's interests and sufficiently teach core subjects.

The changes that you have proposed in Senate Bill 346 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.
8844 N. Douglas Hwy.
Juneau, AK 99801
(907) 463-3761

Subject: Senate Bill 346

Date: Thu, 14 Mar 2002 15:34:37 -0800

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

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

Please include my comments in the packets of each committee member for the meeting on Senate Bill 346.

Thank you!

Dear Committe Members,

I would like to express my support of Senate Bill 346. As a homeschool parent who has appreciated the support of a statewide correspondence program (for the past 4 years) it is important that the the district determine the policy, not the DEED. As parents, our voice has been heard and helped to set policy for homeschoolers in the program. The school district we homeschool with has provided great support (The Galena City School District) and has set very fair standards for educational goals as well as accountability. I would urge you to support Senate Bill 346.

Sincerely,

Carol Habeger
4942 Steelhead St.
Juneau, AK 99801

Subject: SB 346

Date: Thu, 14 Mar 2002 12:22:18 -0900

From: "Trifany Gibson" <tgibson@ideafamilies.org>

To: Janey_Wineinger@legis.state.ak.us

To all members of the Senate HES Committee:
Please adopt SB 346 and in a timely manner. This will provide an appropriate and necessary check and balance to the Department of EED's ability to arbitrarily regulate correspondence and home schooling programs in Alaska.

The Dept. of EED has proposed regulations that arbitrarily limit and/or restrict parental choice in these programs, without proposing similar regulations for other public school districts. Therefore, they are seen as a "foot in the door" to pave the way to severely hinder/do away with correspondence study and home schooling programs in the future.

Again, please adopt SB 346, so ALL Alaskans have equal access to traditional and alternative educational choices.

Thank you,
Trifany Gibson
3242 Ralph TA
North Pole, AK 99705
907/488-1020

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Subject: SB 346

Date: Thu, 14 Mar 2002 15:38:19 -0600

From: Charlie Dexter <dexter@katewwdb.com>

To: Jancy_Wineinger@legis.state.ak.us

Ms Wineinger,

If possible would you include my comments below in the packet our Senators will be using in the SB 346 hearing tomorrow?

I wanted to give them a success story that would not be possible if the State Department of Education is permitted to over regulate home school programs like Galena's "I.D.E.A." This is a reason to pass SB 346 and prohibit well intentioned DEED employees from passing destructive regulations.

While my son thrived in the Fairbanks North Star Borough School System, my daughter did not. I put her in IDEA this year, and because parents design the curriculum in consultation with a teacher, I was able to co-enroll her at UAF. She will concurrently complete her sophomore high school and freshman college year in May - on the UAF Dean's List. If all goes as planned she'll complete high school one year early in her HS junior year - with an Associate of Arts Degree from UAF. Had I left her in the traditional school system she might well have dropped out.

We couldn't have done this without the IDEA Home School Program. Please pass SB 346 and urge your colleagues to do likewise. Every child is different. Alaska needs a diverse and flexible State school system to meet every child's learning needs. IDEA isn't for every child, but then neither is the traditional K-12 system.

Thank you for your consideration of my comments and, in advance, for passing SB 346.

Best Regards,

Charlie Dexter
949 Coppet Street
Fairbanks, Ak 99709
(907) 474-9490

Subject: [Fwd: SB346]

Date: Thu, 14 Mar 2002 13:43:24 -0900

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

To: Janey_Wineinger@legis.state.ak.us

Dear Ms. Wineinger,

Could you please include this comment in the packet for the meeting on SB346?

Thank you,

Heidi Doudna

Subject: SB364

Date: Thu, 14 Mar 2002 13:39:40 -0900

From: Doudna Family <ddoudna@ideafamilies.org>

To: Senator_Gary_Wilken@legis.state.ak.us, Senator_Pete_Kelly@legis.state.ak.us,
Senator_Gene_Therriault@legis.state.ak.us

Dear Senator,

As a concerned home schooling parent involved with the I.D.E.A. program, I urge you to support SB346. 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 addressing areas of concern without the additional oversight being considered in HB464. 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 today. 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 help make it possible for us to continue to educate our children in the way that is optimal for each of them, without forcing us to comply with cumbersome and time-consuming evaluations which would detract from the time we want to spend teaching and learning.

Thank you for your support.

Sincerely,
Heidi Doudna
Fairbanks

LEE ANN HAMERSKI
P.O. Box 110371
Anchorage, AK 99511

phone (907) 345-2056, fax (907) 345-2869, e-mail lahamer@alaska.net

Department of Education and Early Development

Regarding: Chapter 33 Special Schools 4 AAC 33.420

As a recipient of Alyeska Central School's Home Teacher Award in 1997 and currently a very involved home teacher at Interior Distance Education of Alaska (I.D.E.A.) I can tell you that the regulations being proposed would be anti-productive, too cumbersome and overbearing for the type of program that IDEA is and the type of students IDEA supports. There is no need to re-create the wheel, i.e. another Alyeska Central School. What Alaska correspondence students need are alternatives such as IDEA the way it is today without any further regulations. *Plain and simple; Homeschooling works; therefore IDEA works!*

#1. Many school districts and Alyeska Central School have a limit on the variety of classes they can offer students but *IDEA's students have limitless options* on classes, curriculum, internships, etc.

#2. Many school districts and Alyeska Central School have limits as to how students take a class; but, *IDEA's students can use a variety of methods*. They can opt for dual enrollment and take formal classes at local schools. IDEA students can choose from internet classes, classes through various organizations such as The Cooperative Extension Service out of UAA, local Community Schools, lessons from professionals on an individual basis or small group situations and a combination of any and all of the aforementioned. *IDEA students and families are creative educators!*

#3. IDEA supports many of the same programs that other schools have and more such as Mathcounts and Battle of the Books. It sent students to several state and national conferences as well, such as Alaska and Washington Close Up.

#4. IDEA provides field offices throughout the state where students can go to meet with their contact certified teachers to get any and all of the support they need to meet their educational goals including direct teaching. The field offices provide a place for school get-togethers. However, unless you live in Juneau students of Alyeska Central School rarely ever meet their teachers and other families in the program.

#5. IDEA provides computers, their own internet server, and technology teaching and support as needed bringing the world to the students.


#6. IDEA brings in education professionals and workshops several times a year to help support home teachers and students such as with the Institute for Excellence in Writing.

#7. IDEA has developed a huge curriculum fair with hands-on workshops from many different vendors and professionals. IDEA even takes it's fair on the road to several different cities throughout the state.

#8. IDEA supports students who come from families who love learning and want to give their children the benefit of one-to-one teaching in a warm and loving "home-based" environment. No, all of the learning does not take place in the home but is coordinated and developed from the home. IDEA students are out in the community learning and playing together as well. Alyeska Central School, on the other hand, in addition to regular correspondence students has many students who were discipline problems at local building-based schools and these students are not allowed to go back to those schools. Strict control of their school work might be needed but is not at all appropriate for the type of students IDEA supports.

Again, IDEA's mission is to support Homeschool students and their families and we have truly appreciated the support from the staff and teachers. In my 11 years of teaching through both correspondence schools I don't see anything that needs to be fixed at IDEA by more regulations. The program is truly unique and on the forefront of educational choice. *Just think of IDEA as a correspondence school with a twist, a twist of choice.*

Sincerely,



Lee Ann Hamerski

cc: Anchorage Caucus

February 22, 2002

Dear Legislator,

Our family is third generation Alaskans. Our State has always respected their citizens' individual freedoms and family choice. Alaska has also been in the forefront of education and actively supported home-based education. We are hopeful that the Alaskan Legislators will not allow bureaucracy to blur the lines and get into law making through regulating.

We strongly support standards, especially if they apply judiciously. There is a need to raise the standards of education and give every child the bases for a good start and a great future. It would be a shame to have such good intent give way to intrusion upon family decisions and parental choice.

We have many concerns as we read through the DEED proposed regulations. Rather than going through them point by point we will just ask questions to help us clarify the apparent discriminatory slant of these proposed regulations.

- A) As one reads through the regulations one must question what is the question what is the academic premise for:
- Why the regulations only apply to state wide correspondence study programs.
 - Why the regulations appear to target freedom of thought and freedom of expression.
- B) What efforts have been made to truly investigate or research the need for such regulations?
- Have there been contacts made with past and/or current IDEA families and/or teaching staff?
 - Where those who have first hand knowledge of the program contacted?
Would it not be better to try to be fully informed?

We thank you for your attention to these matters. If need be, we will be happy to meet and discuss any or all issues. Please contact us at any time.

Respectfully,
Walter and Pamela Raygor
248-0376 home
praygor@hotmail.com

Thank you for your comments, I will include in the packet for all the committee. Thanks

Bryon and Michele Pfundt wrote:

Dear Ms. Wineinger: Would you please make this available to all of the senators sitting on the Senate HES Committee. Thank you, Michele Pfundt lupinhil@aptalaska.net March 13, 2002 Dear Senate HES Committee Members: I am a homeschool parent in Petersburg and my child is enrolled in the IDEA program. I value the ability that I have in Alaska to educate my child according to what I think is best. A public school correspondence program allows me the freedom to provide an education at home while giving me assistance when I need it. I urge you to pass SB 346 because it provides the Department of Education and Early Child Development with the guidance they need to regulate correspondence schools in such a way that the freedoms that we homeschool parents value are not infringed upon. The recent DEED regulations give more control to the state and require more administrative dollars to be spent. Please pass a bill that protects our rights to control our children's education and spends the money on educational and not administrative expenses. Respectfully submitted, Michele J.W. Pfundt, J.D.

please include in packet for committee members

Subject: please include in packet for committee members

Date: Wed, 13 Mar 2002 12:30:55 -0900

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

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

Jennifer Delzer
436 Droz Dr.
Fairbanks, AK 99701

March 13, 2002

Dear Senator,

I am writing to you to ask you to promptly adopt SB 346. This is a crucial bill for homeschool based programs.

I am a homeschooling parent in the IDEA program. I am amazed at the efficiency and dedication that this district has for the student and families involved. They are helpful, supportive and encouraging. We are all working for the betterment of our students (children). By adopting this bill, you allow the individual school districts to continue enabling success in each of the situations represented. This is a system that is not broken, why must it be "fixed"? As I read about the problems in the general school districts with guns, cheating, plagiarism, and various social issues; I question the wisdom of those trying to manipulate a system that is excelling in its efforts in education.

Please allow this bill to pass quickly. It will benefit Alaska, our families, and perhaps even have influence on the rest of the country's legalities as lines are drawn to our freedoms in this matter of education.

Respectfully,

Jennifer Delzer

(907) 457 2298

Subject: SB346

Date: Wed, 13 Mar 2002 15:05:21 -0900

From: "Wagar" <kwagar@ideafamilies.org>

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

Please adopt SB346 and keep our IDEA program
the way it is.

Thank you

Kristin Wagar

James Wagar

Hannah Wagar, homeschooled for 12 years

Subject: SB346

Date: Wed, 13 Mar 2002 09:25:18 -0900

From: Henspeter Family <copperrr@alaska.net>

To: Janey_Wineinger@legis.state.ak.us

Dear Members of the HES Committee:

Thank you for hearing testimony on SB346. I hope that you adopt this bill in a timely manner. 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 SB 346 will help 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: SB 346

Date: Thu, 7 Mar 2002 12:09:30 -0900

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

To: <Janey_Wineinger@legis.state.ak.us>, <Senator_Lyda_Green@legis.state.ak.us>

Dear Ms. Wineinger,

I see from BASIS that the Senate HES meeting scheduled for Friday March 15th will not be teleconferenced. May I respectfully request that this be changed? There are about 9000 students enrolled in correspondence programs throughout the state, according to the Department of EED; 3500 of these are enrolled in IDEA. These families have a vital interest in the outcome of this bill as well as its companion bill, HB 464. While I appreciate and respect the Senators' valuable time, there is a great interest in being able to follow the course of these bills. Thank you for your consideration.

Sincerely,
Carol Simpson
IDEA Administrative Assistant

**Issues and Possible Remedies for Consideration by the
Administrative Regulation Review Committee
Regarding DEED's Proposed Correspondence Program Regulations
By Joan Dangeli March 20, 2002**

In addition to the two bills that are out (SB 346/HB 464) to try and remedy the curriculum and purchasing management, I feel the following must be additionally considered due to the detrimental effects on correspondence programs and children in village Alaska.

I would like to draw your attention to the following issues and suggestions (bolded):

- x. 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 a pattern of 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. Also, is this unfairly effectively disallowing a family independently home schooling to enroll in a correspondence school for failure to participate in state mandated assessment tests? ()*

- x. **"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.**

(x)(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 that 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.

Joan Dangeli, Academic In-Home Educator to my son, Quia

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

Web posted **Sunday, June 17, 2001**

Analysts see patterns in exit exam results

THE ASSOCIATED PRESS

ANCHORAGE -- A passing grade in geometry gives an Anchorage student only a 50-50 chance of passing the state high school math test, considered the hardest of three tests Alaska students must pass to earn diplomas, a recent study shows.

Three Anchorage **School** District testing experts analyzed the spring 2000 state high **school test results** in Anchorage to give teachers and administrators information on which students and subjects they are succeeding with and which need improvement.

The experts determined that a student who has earned A's or B's in freshman and sophomore English is nearly guaranteed to pass the reading test.

Girls performed better overall than boys, who typically outscore them in math.

The researchers, Tom Straugh, Ray Fenton and Fred Stofflet, checked the validity of the tests and also confirmed at least one major problem: **The difficulty level in the writing, math and reading exams varied greatly from subject to subject. The three tests, given the first time during the sophomore year,** were each based on different expectations of what a high **school** graduate needs to know.

"If you say math is the right standard, then you'll have to be reading 'Pilgrim's Progress' and the original version of the Bible," said Fenton, the district's director of assessment. "If you say that reading is the right standard, then writing and math are too hard."

Fairbanks educator Nick Stayrook, the state's main testing consultant, agrees.

All three tests are being revised for next year's crop of sophomores. Committees of educators, parents and business people will set new passing scores next summer. This time, Stayrook said, he will ask the three committees – one for each subject – to get together before and after they set cutoff scores to agree on proficiency guidelines.

Alaska legislators this year concluded that that tests should measure "minimum competency in essential skills" and added that language to the 1997 law establishing the **exams**.

The Legislature also delayed the year that students will be required to pass the tests to graduate, from 2002 to 2004. Until then, scores will appear on students' transcripts.

After looking at the characteristics of students who passed and failed the first version of all three tests, the Anchorage testing experts say questions remain. They asked what curriculum changes are needed to help more students reach standards set in the tests; whether rural students would have the same opportunities to take needed classes; and why minorities and boys do not do as well.

**Anchorage
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	417	47.8%	456	52.2%
Spring 2001	93	20.5%	360	79.5%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	375	24.1%	1,180	75.9%
Spring 2001	192	19.7%	782	80.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	423	22.1%	1,493	77.9%
Spring 2001	290	22.1%	1,022	77.9%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Alyeska Central
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	10	41.7%	14	58.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Chugach
 SPRING 2001 HSGQE
 Grade 11**

*Ed McClain's
 Baby?*

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Fairbanks
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	114	59.7%	77	40.3%
Spring 2001	48	43.6%	62	56.4%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	104	26.5%	288	73.5%
Spring 2001	65	23.1%	216	76.9%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	125	25.5%	365	74.5%
Spring 2001	95	24.8%	288	75.2%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

Galena
SPRING 2001 HSGQE
Grade 11

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	76.5%	4	23.5%
Spring 2001	21	55.3%	17	44.7%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	7	25.0%	21	75.0%
Spring 2001	22	31.4%	48	68.6%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	9	26.5%	25	73.5%
Spring 2001	25	31.6%	54	68.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Juneau
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	29	46.8%	33	53.2%
Spring 2001	12	32.4%	25	67.6%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	43	26.5%	119	73.5%
Spring 2001	28	27.7%	73	72.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	49	28.8%	121	71.2%
Spring 2001	36	30.5%	82	69.5%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Kenai Peninsula
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	102	54.5%	85	45.5%
Spring 2001	26	28.0%	67	72.0%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	93	25.5%	271	74.5%
Spring 2001	55	20.8%	210	79.2%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	104	24.0%	329	76.0%
Spring 2001	88	26.9%	239	73.1%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

Ketchikan
SPRING 2001 HSGQE
Grade 11

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	54.2%	11	45.8%
Spring 2001	8	57.1%	6	42.9%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	14	25.0%	42	75.0%
Spring 2001	13	30.2%	30	69.8%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient ²	Percent Not Proficient ¹
Fall 2000	20	24.4%	62	75.6%
Spring 2001	13	21.3%	48	78.7%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Lower Kuskokwim
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	17	17.2%	82	82.8%
Spring 2001	6	8.0%	69	92.0%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	11.9%	96	88.1%
Spring 2001	8	8.8%	83	91.2%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	18	13.3%	117	86.7%
Spring 2001	15	12.9%	101	87.1%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Mat-Su
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	100	59.2%	69	40.8%
Spring 2001	43	43.9%	55	56.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	101	28.3%	256	71.7%
Spring 2001	78	32.1%	165	67.9%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	99	22.9%	334	77.1%
Spring 2001	105	32.6%	217	67.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

X

**Nenana
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	15	62.5%	9	37.5%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	11	34.4%	21	65.6%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	12	28.6%	30	71.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Northwest Arctic
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	8	12.5%	56	87.5%
Spring 2001	4	8.9%	41	91.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	5	7.6%	61	92.4%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	5	6.0%	78	94.0%
Spring 2001	10	15.2%	56	84.8%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

Possible Amendment ready to suggest to the Senate HESS by Joan Dangel
SB 346 - Correspondence Schools
March 18, 2002

Page 2, lines 2-4:

Delete all material

Insert "(3) must provide that the school board of the district 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, and
- b. approving and disapproving home designed courses and the evaluation of student work:
- c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790:

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.

e. complying with 4 AAC 06.765

(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.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

Short Form: What Each Amendment Does

Possible Amendment ready to suggest to the Senate HESS by Joan Dangell SB 346 - Correspondence Schools - March 18, 2002

Page 2, lines 2-4:
Delete all material

Insert "(3) must provide that the school board of the district 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, and
IDEA and CyberLynx are programs of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof. see under b. below.

b. approving and disapproving home designed courses and the evaluation of student work:
Both a and b above cover DEED proposed reg 4 AAC 33.421(e) ...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 teachers review - this is adding great administrative burden and costs to correspondence schools and takes away from the overall needs of children and families when both CyberLynx and IDEA already have organized contact with and for regulation information interaction with families (2) grades, or standards met, determined and assigned by a certified teacher... (3) a transcript that denotes curricula material origin for any course other than a district developed course (g) ...the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student (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; part of this is already in (c) of their proposed regs - it is a redundant requirement because it already exists in state law, bringing up the question, "Why impose regulations that are already in place? Schools are already doing wonderful work in this area and have a wealth of knowledge available to families to compare what supplements in areas that will be tested. (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. If you want to use something that has not been aligned, you will have to let the school go through books or materials that they want to use so the school can align them. This DEED proposed reg requires schools to review ALL materials for EACH student. This is asking schools to document a process when many school districts in the state have yet to align their curriculum to state standards, and is a horribly unfair burden.

c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790:

This has to do with DEED proposed reg 14 AAC 33.421(f)(1), stating that correspondence programs must (1) have staff inform parents of state testing requirement and the consequences of non-compliance under 4 AAC 33.450 - IDEA's worksheet on this issue states "who will monitor and enforce this. This is only being directed to statewide correspondence programs." I feel it unfairly singles out correspondence schools.

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.
This has to do with DEED proposed reg 14 AAC 33.450 Failure to participate in state mandated assessment tests, that a student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year. 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. 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.

e. complying with 4 AAC 06.765

this has to do with DEED proposed reg 14 AAC 33.421(f)(2) regarding providing a test facility pursuant to 4AAC06.765 because it is already law

(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.

This 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.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

After exempting correspondence schools last year and this year from this requirement due to children being schooled in the home out of the public setting, in line with Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)), mid-year Ed McClain issued orders of mandatory compliance with Alaskan Immunization laws for public school settings, for all children (4 AAC 06.055 and 4 AAC 62.45). It had families really upset to be issued sudden orders out of no where at Mr. McClain's discretion - he's new to DEED and intends to make his mark in home school Alaska. This asks that only children that attend one or more courses in a public classroom setting be required to comply with 4 AAC 06.055 and 4 AAC 62.450 regulations that are written for all children in Alaska public/private schools, certified preschools, and licensed child care facilities,

IMMUNIZATION EXEMPTION FORM

Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450 require that all children in Alaska public/private schools, certified preschools, and licensed child care facilities be immunized against pertussis (for children less than 7 years of age), diphtheria, tetanus, polio, measles, mumps, rubella, hepatitis A, hepatitis B, *Haemophilus influenzae* type b (*child care only*), and varicella (*child care only*), unless he/she is exempt for medical or religious reasons.

If an exemption is requested, complete the required information below and return this form to the school or child care facility.

Name of Child _____

Birthdate _____

Name of Facility _____

Address _____

City _____

Telephone _____

MEDICAL EXEMPTION

In my opinion, the following immunizations would be injurious to the health of the above named child or his/her family or household members and therefore are contraindicated.

Check appropriate antigen(s)

 DTP or DTaP DT or Td Pertussis Polio Measles Mumps Rubella Hepatitis A Hepatitis B Hib Varicella (*chickenpox*)

Duration of exemption: **Temporary** until _____
(circle) Date

Permanent

NAME [Please Print] of MD, DO, ANP or PA _____

Address _____

Telephone _____

SIGNATURE of MD, DO, ANP or PA _____

Date _____

NOTE: Exemption must be signed by an Alaska-licensed MD, DO, ANP, or PA.

RELIGIOUS EXEMPTION

I/We affirm that "immunization is against the tenets and practices of the church or religious denomination of which the above child is a member." (04 AAC 06.055 for schools and 04 AAC 62.450 for child care facilities)

Signature of Parent or Guardian _____

Date _____

Telephone _____

NOTE: Personal or philosophical exemptions are not allowed under Alaska regulations.

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)

14 AAC 33.421 (<i>bold & italic shows language being added, normal text shows existing language</i>)	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 permitting having 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 t^h's? 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?



CyberLynx Correspondence Program


Nenana CyberLynx Correspondence School

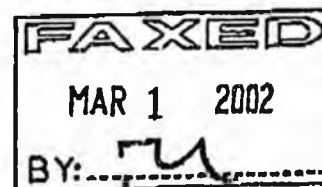
P.O. Box 599

Nenana, Alaska 99760

Telephone: 907.832.1070 Fax: 907.832.5468

"Providing Professional Educational Support for Home School Parents"

To: Senator Loren Leman
From: Thomas Kiever, Principal 
cc: Dr. Ken Eggleston, Superintendent
Date: March 14, 2002
Re: Proposed Regulation Changes and Support for SB 346



The CyberLynx Correspondence Program was one of two different programs that were audited by the Alaska Department of Education last year. The initial letter informing CyberLynx of the audit was sent out one month prior to the audit team visit in May of 2001, and the letter closing the audit process was received on February 5, 2002.

We did not gain benefit from the audit due to the fact that the DOE simply sent a letter dismissing the entire process. It is my belief that the audit was conducted so that the Alaska Department of Education could write regulations. A good example is the following audit requirement:

The district must provide (by September 28, 2001) instructional services during the count period for all students included as ADM for state foundation funding. The district must go beyond the reliance on an enrollment form to include a student in the ADM count and ascertain that instructional services are being provided. Documentation that this process is occurring must be submitted to the department.

The above requirement was complied with and the procedure developed took all offices plus thousands of dollars. Forty-eight of our students with confirmed enrollments were denied by the DOE without regard to our submitted paperwork. It is now almost March and we are having to appeal this late decision or face the loss of \$153,600.00.

This school year the Alaska Department of Education have made us responsible for the following:

- Immunizations were not required for homeschooling families last year, but suddenly and without warning we were given three weeks to submit documentation that we had all of our student immunization records on hand. The Alaska Department of Education required that the Department of Health

and Social Services require our compliance, but the DOE did not inform statewide correspondence programs.

- The Department of Education claims that we can't use uncertified proctors for the Benchmark and Terra Nova mandated tests when, in fact, we can do so legally.
- The Department of Education extends the testing time for 3rd grade Benchmark examinations to an extra day without contacting or otherwise asking statewide programs how this might impact their programs. Testing on Fridays has always been thought of as bad practice, but the DOE thinks it is okay for Alaskan third graders.
- The Alaska Department of Education is so intent in their efforts to regulate our programs that they sent out their FY 2003 application with **unapproved** regulatory language in the application. This process strongly implies to me that the DOE was so sure that the regulations were going to be approved, that they assumed they could just implement them unilaterally! When their actions were questioned, they responded with, " This has caused confusion and concern from some district staff.....we are reverting to the requirement elements from the FY 2002 application form."
- We received a letter concluding the audit process after the application for FY 2003 Statewide Correspondence Program was due. This meant that we were never really certain whether our responses were completely acceptable by the Department, leaving us to conclude that they were.
- Normally, audit teams contain one or more peer members. That means that our audit team should have had a team member from IDEA or another similarly run program to offer objectivity to the group. As it was, the members present had little to no homeschooling background.
- A statewide meeting was held for the discussion of statewide correspondence programs and the DOE allowed only one person per district to attend, so I could not attend.

I understand that there are a couple of regulations that will assist our program, but feel that it would be best to start from a more collaborative working relationship with homeschooling institutions, families and the Department of Education.

We believe the Department of Education is simply uncomfortable with, unfamiliar with, and fearful of the homeschool concept. Trusting parents with their own children is so much of an alien concept for the Alaska Department of Education that they simply are lashing out to obliterate autonomy and choice. Accountability is possible with choice and autonomy, but we need to work together in order for that to happen. The regulations are being written by individuals with an ignorant fear of what it means to be a homeschooler.

We fully and unconditionally support SB 346 and the spirit in which it is written. I am so thankful for the checks and balances of our form of government. Why doesn't the Department of Education work with us in a collaborative setting? Why must they shove their misguided beliefs and worn out ideas on others? It is vital in a time of budget cutting that we realize that homeschooling offers choice for parents and students in Alaska. The students do well and even excel academically. It would certainly be a shame to end a very cost effective program such as CyberLynx at a time when it is needed most

SB 346 will allow our program to plan for the future rather than live as we presently do with the annual review process. Each year we have to apply for approval to operate our program and it seems to give the DOE much power over the life or death of this program. We spend an awful lot of precious time compiling the application and it would seem to me that that time would be better spent focusing on programmatic improvements and time spent with students and families.

We appreciate that you are aware that the DOE would like to hold us to a higher standard than the traditional school with fewer dollars. Your efforts are totally supported and we thank you for being a friend of the homeschool community.

Possible Amendment ready to suggest to the Senate HESS by Joan Dangel
SB 346 - Correspondence Schools
March 18, 2002

Page 2, lines 2-4:

Delete all material

Insert "(3) must provide that the school board of the district 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, and
- b. approving and disapproving home designed courses and the evaluation of student work;
- c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790;

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.

e. complying with 4 AAC 06.765

(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.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

Short Form: What Each Amendment Does

Possible Amendment ready to suggest to the Senate HESS by Joan Dangel SB 346 - Correspondence Schools - March 18, 2002

Page 2, lines 2-4:

Delete all material

Insert "(3) must provide that the school board of the district 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, and
IDEA and CyberLynx are programs of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof. see under b. below.

b. approving and disapproving home designed courses and the evaluation of student work:
Both a and b above cover DEED proposed reg 4 AAC 33.421(e) - 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 teachers review - this is adding great administrative burden and costs to correspondence schools and takes away from the overall needs of children and families when both CyberLynx and IDEA already have organized contact with and for regulation information interaction with families (2) grades, or standards met, determined and assigned by a certified teacher... (3) a transcript that denotes curricula material origin for any course other than a district developed course (g) ...the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student (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; part of this is already in (c) of their proposed regs - it is a redundant requirement because it already exists in state law, bringing up the question, "Why impose regulations that are already in place? Schools are already doing wonderful work in this area and have a wealth of knowledge available to families to compare what supplements in areas that will be tested. (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. If you want to use something that has not been aligned, you will have to let the school go through books or materials that they want to use so the school can align them. This DEED proposed reg requires schools to review ALL materials for EACH student. This is asking schools to document a process when many school districts in the state have yet to align their curriculum to state standards, and is a horribly unfair burden.

c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790:

This has to do with DEED proposed reg 14 AAC 33.421(f)(1), stating that correspondence programs must (1) have staff inform parents of state testing requirement and the consequences of non-compliance under 4 AAC 33.450 - IDEA's worksheet on this issue states "who will monitor and enforce this. This is only being directed to statewide correspondence programs." I feel it unfairly singles out correspondence schools.

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.

This has to do with DEED proposed reg 14 AAC 33.450 Failure to participate in state mandated assessment tests, that a student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year. 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. 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.

e. complying with 4 AAC 06.765

this has to do with DEED proposed reg 14 AAC 33.421(i)(2) regarding providing a test facility pursuant to 4AAC06.765 because it is already law

(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.

This 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 schools 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.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

After exempting correspondence schools last year and this year from this requirement due to children being schooled in the home out of the public setting, in line with Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)), mid-year Ed McClain issued orders of mandatory compliance with Alaskan immunization laws for public school settings, for all children (4 AAC 06.055 and 4 AAC 62.45). It had families really upset to be issued sudden orders out of no where at Mr. McClain's discretion - he's new to DEED and intends to make his mark in home school Alaska. This asks that only children that attend one or more courses in a public classroom setting be required to comply with 4 AAC 06.055 and 4 AAC 62.450 regulations that are written for all children in Alaska public/private schools, certified preschools, and licensed child care facilities,

IMMUNIZATION EXEMPTION FORM

Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450 require that all children in Alaska public/private schools, verified preschools, and licensed child care facilities be immunized against pertussis (for children less than 7 years of age), diphtheria, tetanus, polio, measles, mumps, rubella, hepatitis A, hepatitis B, *Haemophilus influenzae* type b (*child care only*), and varicella (*child care only*), unless he/she is exempt for medical or religious reasons.

If an exemption is requested, complete the required information below and return this form to the school or child care facility.

Name of Child

Birthdate

Name of Facility

Address

City

Telephone

MEDICAL EXEMPTION

In my opinion, the following immunizations would be injurious to the health of the above named child or his/her family or household members and therefore are contraindicated:

Check appropriate antigen(s)

 DTP or DTaP DT or Td Pertussis Polio Measles Mumps Rubella Hepatitis A Hepatitis B Hib Varicella (*chickenpox*)

Duration of exemption: **Temporary until** _____
(circle) Date

Permanent

NAME [Please Print] of MD, DO, ANP or PA

Address

Telephone

SIGNATURE of MD, DO, ANP or PA

Date

NOTE: Exemption must be signed by an Alaska-licensed MD, DO, ANP, or PA.

RELIGIOUS EXEMPTION

I/We affirm that "immunization is against the tenets and practices of the church or religious denomination of which the above child is a member." (04 AAC 06.055 for schools and 04 AAC 62.450 for child care facilities)

Signature of Parent or Guardian

Date

Telephone

NOTE: Personal or philosophical exemptions are not allowed under Alaska regulations.

Spring 2000 & 2001 10th Grade Correspondence HSGQE test results

READING	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
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.	

WRITING	Spring 2000		Spring 2001	
	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 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.	

MATHEMATICS	Spring 2000		Spring 2001	
	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 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 0 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.

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%
Iritirort 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	79.0%	53.3%
North Slope Borough Schools	78.3%	19.3%
Copper River Schools	78.0%	59.0%
Dillingham City Schools	76.0%	30.8%
Nome City Schools	75.8%	32.1%
Delta/Greely Schools	75.0%	48.8%
Lake & Peninsula Borough Schools	75.0%	10.7%
Aleutian Region Schools	75.0%	16.7%
Tatiana 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%
Yupit 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	53.6%	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	86.1%	55.1%
Kenai Peninsula Borough Schools	86.4%	53.4%
Denali Borough Schools	73.0%	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	81.5%	49.3%
Delta/Greely Schools	76.9%	48.8%
Ketchikan Gateway Borough Schools	80.1%	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	84.0%	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	88.0%	31.3%
Dillingham City Schools	78.0%	30.8%
Iditarod Area Schools	80.1%	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%
Kake City Schools	100.0%	15.0%
Lower Kuskokwim Schools	77.0%	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	86.7%	less than 10%
Hydaburg City Schools	71.4%	less than 10%
Yukon Flats Schools	68.8%	less than 10%
Yupit 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	105.3%	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	84.0%	68.8%
Chatham Schools	83.3%	40.0%
STATEWIDE	82.1%	65.9%
Nome City Schools	81.0%	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	68.1%	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	96.7%	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	51.0%	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	84.1%	44.4%
Mt. Edgecumbe High School	104.5%	41.9%
Chatham Schools	33.3%	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	95.3%	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%
Yupit 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	92.3%	38.5%
Craig City Schools	91.1%	42.9%
Wrangell City Schools	90.1%	42.9%
Alaska Gateway Schools	90.0%	48.3%
Southwest Region Schools	90.0%	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	85.0%	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	79.8%	18.5%
Delta/Greely Schools	79.7%	56.3%
Northwest Arctic Borough Schools	79.3%	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%
Yupit 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	54.1%	57.0%
Delta/Greely Schools	76.0%	56.3%
Copper River Schools	76.0%	55.3%
Petersburg City Schools	96.0%	54.2%
Juneau Borough Schools	32.5%	53.0%
Kenai Peninsula Borough Schools	39.7%	52.8%
Unalaska City Schools	108.0%	51.9%
Ketchikan Gateway Borough Schools	34.1%	50.9%
Fairbanks North Star Borough Schools	86.4%	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	85.1%	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	54.7%	43.8%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Klawock City Schools	92.0%	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	54.7%	32.8%
Pribilof Schools	144.4%	30.8%
Yakutat City Schools	107.7%	28.6%
Chatham Schools	53.3%	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	73.1%	18.5%
Northwest Arctic Borough Schools	74.7%	16.7%
Saint Mary's Schools	54.5%	16.7%
Lower Kuskokwim Schools	31.3%	16.6%
Lower Yukon Schools	63.6%	14.3%
Lake & Peninsula Borough Schools	31.1%	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.



CyberLynx Correspondence Program


Nenana CyberLynx Correspondence School

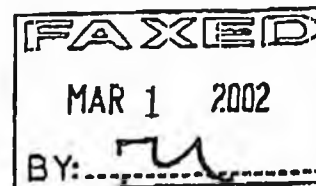
P.O. Box 599

Nenana, Alaska 99760

Telephone: 907.832.1070 Fax: 907.832.5468

"Providing Professional Educational Support for Home School Parents"

To: Senator Loren Lemman
From: Thomas Klever, Principal 
cc: Dr. Ken Eggleston, Superintendent
Date: March 14, 2002
Re: Proposed Regulation Changes and Support for SB 346



The CyberLynx Correspondence Program was one of two different programs that were audited by the Alaska Department of Education last year. The initial letter informing CyberLynx of the audit was sent out one month prior to the audit team visit in May of 2001, and the letter closing the audit process was received on February 5, 2002.

We did not gain benefit from the audit due to the fact that the DOE simply sent a letter dismissing the entire process. It is my belief that the audit was conducted so that the Alaska Department of Education could write regulations. A good example is the following audit requirement:

The district must provide (by September 28, 2001) instructional services during the count period for all students included as ADM for state foundation funding. The district must go beyond the reliance on an enrollment form to include a student in the ADM count and ascertain that instructional services are being provided. Documentation that this process is occurring must be submitted to the department.

The above requirement was complied with and the procedure developed took all offices plus thousands of dollars. Forty-eight of our students with confirmed enrollments were denied by the DOE without regard to our submitted paperwork. It is now almost March and we are having to appeal this late decision or face the loss of \$153,600.00.

This school year the Alaska Department of Education have made us responsible for the following:

- Immunizations were not required for homeschooling families last year, but suddenly and without warning we were given three weeks to submit documentation that we had all of our student immunization records on hand. The Alaska Department of Education required that the Department of Health

and Social Services require our compliance, but the DOE did not inform statewide correspondence programs.

- The Department of Education claims that we can't use uncertified proctors for the Benchmark and Terra Nova mandated tests when, in fact, we can do so legally.
- The Department of Education extends the testing time for 3rd grade Benchmark examinations to an extra day without contacting or otherwise asking statewide programs how this might impact their programs. Testing on Fridays has always been thought of as bad practice, but the DOE thinks it is okay for Alaskan third graders.
- The Alaska Department of Education is so intent in their efforts to regulate our programs that they sent out their FY 2003 application with **unapproved** regulatory language in the application. This process strongly implies to me that the DOE was so sure that the regulations were going to be approved, that they assumed they could just implement them unilaterally! When their actions were questioned, they responded with, " This has caused confusion and concern from some district staff.....we are reverting to the requirement elements from the FY 2002 application form."
- We received a letter concluding the audit process after the application for FY 2003 Statewide Correspondence Program was due. This meant that we were never really certain whether our responses were completely acceptable by the Department, leaving us to conclude that they were.
- Normally, audit teams contain one or more peer members. That means that our audit team should have had a team member from IDEA or another similarly run program to offer objectivity to the group. As it was, the members present had little to no homeschooling background.
- A statewide meeting was held for the discussion of statewide correspondence programs and the DOE allowed only one person per district to attend, so I could not attend.

I understand that there are a couple of regulations that will assist our program, but feel that it would be best to start from a more collaborative working relationship with homeschooling institutions, families and the Department of Education.

We believe the Department of Education is simply uncomfortable with, unfamiliar with, and fearful of the homeschool concept. Trusting parents with their own children is so much of an alien concept for the Alaska Department of Education that they simply are lashing out to obliterate autonomy and choice. Accountability is possible with choice and autonomy, but we need to work together in order for that to happen. The regulations are being written by individuals with an ignorant fear of what it means to be a homeschooler.

We fully and unconditionally support SB 346 and the spirit in which it is written. I am so thankful for the checks and balances of our form of government. Why doesn't the Department of Education work with us in a collaborative setting? Why must they shove their misguided beliefs and worn out ideas on others? It is vital in a time of budget cutting that we realize that homeschooling offers choice for parents and students in Alaska. The students do well and even excel academically. It would certainly be a shame to end a very cost effective program such as CyberLynx at a time when it is needed most.

SB 346 will allow our program to plan for the future rather than live as we presently do with the annual review process. Each year we have to apply for approval to operate our program and it seems to give the DOE much power over the life or death of this program. We spend an awful lot of precious time compiling the application and it would seem to me that that time would be better spent focusing on programmatic improvements and time spent with students and families.

We appreciate that you are aware that the DOE would like to hold us to a higher standard than the traditional school with fewer dollars. Your efforts are totally supported and we thank you for being a friend of the homeschool community.

IDEA

Galena City School District ~ Interior Distance Education of Alaska

Carol Simpson, Administrative Assistant

Concerns with the original regulations proposed by the Department of EED:

- Required an annual application, regardless of the success of the program. [4 AAC 33.421(a)]
- Apparently denied the right of parents to use *privately-purchased* materials that may have a religious component with their own children in their own home. [4 AAC 33.421(d), 4 AAC 33.421(e)(1), and 4 AAC 33.421(g)(2)]
- Required transcript designation of coursework when anything other than traditional public school texts are used. [4 AAC 33.421(e)(3)]
- Mandated the level and type of contact teacher support, including monthly review of work and teacher approval of all expenditures. [4 AAC 33.421(e) and 4 AAC 33.421(h)(5)]
- Mandated withdrawing any student who did not take the standardized test. [4 AAC 33.450]
- Would have shut down any program whose test participation rates were not within 10% of the state average. [4 AAC 33.421(f)(3)]

The department of EED has listened and responded to concerns expressed by the public in letters and e-mails, and to the concerns expressed by the legislature through the review in this committee and the development of HB 464 and SB 346. The draft of new proposed regulations addresses each of these concerns.

Assuming that the state board approves putting the new version out for public comment at the April board meeting, we will make our families aware of the new wording just as soon as they are posted. We support the drafted regulations and expect that our parents will also be willing to accept them. We appreciate the department's responsiveness and appreciate the interest and concern of the legislature.

ALASKA STATE LEGISLATURE

Rep. Lesil McGuire, Chair
Sen. Robin Taylor, Vice-Chair
Sen. Lyda Green
Sen. Georgianna Lincoln
Rep. Jeannette James
Rep. Joe Hayes



State Capitol, Room 116
Juneau, AK 99801-1182
(907) 465-5446 fax: 465-6592
Interim
716 W. 4th Ave. Suite 430
Anchorage, AK 99501
(907) 269-0250 fax: 269-0249

Administrative Regulation Review Committee

AGENDA

Wednesday 03/20/02, House State Affairs Committee Room # 102, 8:30 am

I. 04 AAC 33. 420-.490 Regulation Changes for Special (Correspondence) Schools

Dr. Ed McLain (Department of Education)
Carol Simpson-I.D.E.A.
Jim Foster-Galena City Schools
Public Comment

*This Hearing will be teleconferenced

Committee Members:

It is my understanding that Ed McLain, Carol Simpson and Jim Foster have sat down at the table and reached an acceptable agreement. The details unfortunately, are not considered a public document because the changes must be introduced at the Board's April 4th meeting.

The reason the three people are listed on the agenda is to allow them to speak to a resolution.

During Session, January - May:
State Capitol, Room 115
Juneau, Alaska 99801
(907) 465-2095
465-3310 FAX



During Interim, June - December:
716 W 4th Ave, Suite 520
Anchorage, Alaska 99501
(907) 269-0240
269-0242 FAX

Senator Loren Leman

Sponsor Statement for SB 346 School District Correspondence Study

An Act relating to statewide school district correspondence study and state supported home schooling programs.

SB 346 allows continued success in operating statewide correspondence and home school study programs, with the goal being to maintain parental freedom, individuality and innovation.

Statewide correspondence study programs provide the opportunity for quality education at a lower cost. SB 346 supports quality education by:

1. Holding correspondence schools to the same certification standard as charter schools by extending the certification period from one year to ten years 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. Providing correspondence and home school study programs with the ability to set their own parameters for monitoring students.
3. Confirming that school districts have the authority to approve or disapprove correspondence curriculum materials.

Correspondence and home schools have been successful in providing educational experiences tailored to individual students. This legislation reaffirms that parents and local school districts have the freedom and flexibility to choose program curricula and materials suited to their students.

Released: March 6, 2002
Contact: Whitney Highland, Legislative Aide to Senator Loren Leman, at (907) 465-3712

ALASKA STATE LEGISLATURE

Rep. Lesil McGuire, Chair
Sen. Robin Taylor, Vice-Chair
Sen. Lyda Green
Sen. Georgianna Lincoln
Rep. Jeannette James
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Administrative Regulation Review Committee

MAR 28 2002

MEMO

To: Committee Members
Fm: Jim Pound, Staff
Date: March 28, 2002
Re: New Proposed Correspondence Regulations

Attached for your review, please find a copy of the information that will be provided to at the April 4 Board of Education meeting. For the most part these documents are not widely available until after that meeting since the Board must approve them.

Once that is accomplished they will go out on the Web-page April 8 and public comment will begin.

These regulations should be discussed and voted on at the Board's June Meeting.

The information attached to this memo is **CONFIDENTIAL** and/or privileged. It is intended to be reviewed initially by only the individual named above. If the reader of this Memo is not the intended recipient or a representative of the intended recipient, you are hereby notified that any review, dissemination, or copying of the information contained herein is prohibited. If you have received this in error, please immediately notify the sender by telephone and return this to the sender at the above address.

To: **Members of the State Board of
Education & Early Development**

March 28, 2002

From: Shirley J. Holloway, Commissioner

Agenda Item: 23

◆ **ISSUE**

The board is being asked to extend public comment on regulations 4 AAC 33.420-490 regarding Statewide Correspondence Programs.

◆ **BACKGROUND**

The amended Statewide Correspondence Program regulations were posted for public comment after the State Board meeting, in November 2001. Since then, the department received hundreds of public comment messages, mostly from parents whose students are enrolled in a statewide correspondence program. Many of the comments reflected misunderstandings of the proposed regulations, a lack of awareness of any previous Statewide Correspondence Regulations, and the opinion that the state was trying to interfere with parents and the home schooling their children.

After reviewing all comments, including those submitted by school districts, department staff have amended language in some sections of 4 AAC 33.420-490. Amended language for the State Board to consider at its April meeting is found in column three of the Side by Side Comparison of Old and New Chapter 33 Special Schools.

Highlights of the amended language are listed below:

- Of great concern to many parents was the belief that the proposed regulations would prohibit parents from purchasing their own curriculum and materials and providing instruction with their own personal funds. Amended language in several places [for example see 4 AAC 33.421(d) and (h)(3)] clarifies that parents are allowed to purchase their own materials with their own funds and provide instruction using those materials.
- Another concern raised by parents was the requirement of an annual application approval process for Statewide Correspondence Programs. Amended language in 4 AAC 33.420 (a), (b), and (c) allows for an application approval process every five years, instead of annually, if the program is designated as distinguished or successful, under AS 14.03.123(a). Further, if the successful or distinguished program is also accredited by the Northwest Accreditation Association, the application period may be extended to ten years.
- Many parents objected to the consequences for a student who did not participate in state mandated assessments (the student would not be allowed to enroll in a Statewide Correspondence Program in the coming year.) In the amended

proposed regulations, the penalty for individual students not participating has been deleted as the placement of correspondence programs in the school designator process contains incentives for programs to encourage participation and contains consequences for the program for student non-participation.

- Many respondents objected to the department requiring Statewide Correspondence Programs to have student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration. Based on public comment and the inclusion of correspondence programs in the school designation program, this language in 4 AAC 33.421(f)(3) has been deleted.
- Many parents objected to monthly teacher review of student work. The amended regulations restate the requirement to be a minimum of monthly teacher-student or teacher-parent contact and quarterly review of work and progress. The monthly contact may be as brief or as detailed as appropriate or needed for each student. Quarterly review of work and progress is analogous to standard report card or progress report requirements. The monthly contact and quarterly review provide documentation that the student is involved in an ongoing instructional or educational program. This documentation will be helpful in ensuring acceptance of coursework and credits by other institutions.
- Some respondents expressed concern regarding the identification of curriculum and material source for courses. The amended regulations require identification of curriculum or materials for those courses that are NOT district courses. This is consistent with standard practice for districts and accredited schools that accept and award credit for courses or learning acquired from other than district sources.
- Many letters stated that requiring the certified teacher to sign off on purchases would be too burdensome. The amended regulations allow for pre-approval for purchases to be provided by district personnel following procedures established by the district.
- Many parents objected to certified teachers providing or approving the student's final grades. To remove this role from the certified teacher in a public Statewide Correspondence Program would jeopardize the ability to receive or maintain school accreditation status and would jeopardize acceptance of student transcripts and credits by other schools and institutions. To address these issues, the amended regulations do require certified teachers employed by the district approve or provide final grades.

Deputy Commissioner Ed McLain will be present to brief the board.

1

♦ **OPTIONS**

Extend public comment on the proposed regulation.
Amend the proposed regulation and extend public comment.
Adopt the regulation
Seek more information.

♦ **ADMINISTRATION'S RECOMMENDATION**

Extend public comment.

♦ **SUGGESTED MOTION**

I move the State Board of Education & Early Development extend public comment on 4 AAC 33.420-490 regarding Statewide Correspondence Programs, as printed.

CHAPTER 33 SPECIAL SCHOOLS.

4 AAC 33 is amended b, adding a new section to read

4 AAC 33.405. Scope, findings and purpose. (a) 4 AAC 33.405—4 AAC 33.990 apply only to district correspondence programs that enroll out-of-district students; thus, they apply to students only when a student enrolls in a public school course and do not apply to students when a student enrolls in courses from a private school, a home school under AS 14.30.010(12), or a non-public correspondence study program.

(b) The Board finds that

- (1) district provided statewide correspondence study programs are a viable alternative to site-based public school programs
- (2) students enrolled in such programs are public school students;
- (3) the state has approximately 9,000 school age children enrolled in district run statewide correspondence programs;
- (4) the state expends over 30 million dollars annually supporting these programs;
- (5) by law district board members are only bound to provide an education to students that reside within the school district;
- (6) under current law, parents of out-of-district correspondence students have no statutory mechanism to affect the governance of the enrolling district;
- (7) there is currently no accountability for the delivery of educational services offered by district run statewide correspondence programs; and
- (8) some statewide correspondence students have received no academic support from their enrolling districts and as a result the quality of their education has fallen below

acceptable standards.

(c) The purpose of 4 AAC 33.405 — 4 AAC 33.990 is to regulate the delivery of statewide correspondence programs to assure

(1) that students enrolled in statewide correspondence programs operated by public school districts receive a quality education;

(2) that students meet state standards in reading, writing and math, and

(3) that students obtain an education comparable to students enrolled in regular public school programs. (Eff. ___/___/___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.03.090	AS 14.08.111
	AS 14.14.090		

4 AAC 33.420 is amended and a new subsection is added to read:

4 AAC 33.420. DEPARTMENT APPROVAL. (a) A district that proposes to enroll out-of-district students in a district correspondence study program, including a correspondence study program operated by a charter school, must first file an initial [ANNUAL] application and receive written approval from the department to operate a statewide correspondence study program.

(b) The department will approve a district's initial application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421. [MEETS THE FOLLOWING CRITERIA:

(1) THE PROGRAM CONFORMS WITH STATEWIDE GOALS AND

PERFORMANCE STANDARDS, AS SET OUT IN 4 AAC 04.010 - 4 AAC 04.200;

(2) CURRICULUM MATERIALS, INCLUDING TEXTBOOKS AND OTHER INSTRUCTIONAL AIDS, 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 ;

(3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;

(4) THE DISTRICT REQUIRES ENROLLED STUDENTS TO PARTICIPATE IN THE STATEWIDE STUDENT ASSESSMENT PROGRAM AS REQUIRED BY 4 AAC 06.710 - 4 AAC 06.790;

(5) THE PROGRAM INCLUDES 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;

(6) THE PROGRAM IS IN THE BEST INTERESTS OF THE STATE.] (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)

- Authority: AS 14.07.020 AS 14.07.030 AS 14.07.050
AS 14.07.060 AS 14.14.110 AS 14.17.430
AS 14.30.010

(c) Once the initial application is approved, the district will not be required to submit a new application

(1) more frequently than every five years if the program is designated as distinguished or successful under AS 14.03.123(a); or

(2) more frequently than every ten years if the program is designated as distinguished or successful under AS 14.03.123(a), and the program is accredited by the Northwest Association of Schools and Colleges . (Eff. 5/1/99, Register 150; am 6/15/2000,

Register 154; am ___/___/___, Register _____)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33 is amended by adding a new section to read

4 AAC 33.421. STATEWIDE CORRESPONDENCE STUDY PROGRAM

REQUIREMENTS. (a) A district that proposes to offer a statewide correspondence study program must demonstrate that the program meets the requirements of this section before the department will approve the application.

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

(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 .

(d) Certified staff shall not advocate partisan, sectarian, or denominational doctrine as

part of their instruction or duties as certificated staff in the correspondence program. Nothing in this section prevents a parent from providing instruction to their child using materials of their choice, provided such material was not purchased with program funds.

(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 district's certified contact teacher in the development of an Individual Learning Plan for each student;

(2) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact, and quarterly review of the student's work or progress in the Individual Learning Plan; the district will maintain a record of this contact;

(3) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents;

(4) a transcript that denotes curricula or material origin for any non-district course.

(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) require parents to sign an affidavit indicating that they understand the state testing requirements and that they will abide by them; and

(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.

(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 appropriate for the student, aligned to state standards, and comply with AS 14.03.090; and

(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.

(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:

(1) expenditures from fund accounts must be for the student's instructional needs as referenced on the learning plan agreed upon by the parents and the district certified contact teacher;

(2) materials purchased with state funds are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;

(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds; nothing in this paragraph, or section, prevents a parent, or child, from purchasing such materials with their own money;

(4) the program must provide written guidance, consistent with this chapter, on

Register _____, _____ 2002 EDUCATION AND EARLY DEV.

what constitutes appropriate and allowable expenditures of the fund accounts; the district must include this policy with its application;

(5) all expenditures from the fund account must be approved by the district according to a written process established by the district; the district's process may include pre-authorization for items identified by the district in its written process; and

(6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services. (Eff. __/__/__, Registe. __)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.03.090	AS 14.08.111
	AS 14.14.090		

4 AAC 33.425 is repealed:

4 AAC 33.425 APPLICATIONS. Repealed.

4 AAC 33.430 is amended to read:

4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. (a) To enroll out-of-district students in a statewide correspondence program, the enrolling district must provide to the department a report listing enrolled students and the percentage of time they are enrolled to the district [BEFORE ENROLLING AN OUT-OF-DISTRICT STUDENT IN A STATEWIDE CORRESPONDENCE STUDY PROGRAM, A DISTRICT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE STUDENT'S DISTRICT OF RESIDENCE,] either before enrolling an out-of-district student in a statewide correspondence study program, or by the time that the student count period information is required by AS 14.17.600.

(b) Repealed 6/15/2000.

(c) For the purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE TO COVER ALL STUDENTS FROM THAT DISTRICT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.] This section does not apply to students who enroll in Alyeska Summer School Program.

(d) Repealed / / . [COOPERATIVE AGREEMENTS MUST INCLUDE, AT A MINIMUM, THE FOLLOWING INFORMATION AND PROVISIONS:

(1) THE NAMES, ADDRESSES, TELEPHONE NUMBERS, AND SOCIAL SECURITY NUMBERS OF OUT-OF-DISTRICT STUDENTS ENROLLED IN THE STATEWIDE CORRESPONDENCE STUDY PROGRAM;

(2) AN ALLOCATION OF EACH STUDENT'S STATE FUNDING ALLOCATION.]

(e) Repealed / / . [THE ENROLLING DISTRICT SHALL PREPARE AND ENTER INTO A SEPARATE INDIVIDUAL COOPERATIVE AGREEMENT FOR EACH OUT-OF-DISTRICT STUDENT WHO IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.]

(f) Repealed 6/15/2000.

(g) Repealed 6/15/2000.

(h) A student may not be counted as a total of more than 1.0 full-time equivalent for state funding purposes. If a student is enrolled in both the student's district of residence and in a statewide correspondence program of another district, the district of residence shall count the student first under the provisions of 4 AAC 09.040(c), based solely upon the student's enrollment in classes of the district of residence. Any remaining student count may be allocated

to the enrolling district based on the student's enrollment in classes of the statewide correspondence study program. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___ / ___ / ___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33.432 is amended, and a new subsection is added to read:

4 AAC 33.432. ENROLLMENT OF SPECIAL EDUCATION STUDENTS. (a) For a [A]district that enrolls [MAY ENROLL] an out-of-district student who is entitled to special education and related services under 4 AAC 52.090 in the district's statewide correspondence study program, an individualized cooperative agreement is required with the district of residence if the student is enrolling at less than 100 percent full-time-equivalent-count; if the district enrolls a [EACH] special education student through an individualized cooperative agreement with the district of residence, the [THE] cooperative agreement must provide that the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 33.430(h) and 4 AAC 09.040(c) shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's individualized education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable

state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790.

(b) An enrolling district shall ensure that all special education students [ENROLLED IN THE DISTRICT'S STATEWIDE CORRESPONDENCE STUDY PROGRAM] are identified and located for the purpose of establishing their need for special education and related services **and that all provisions of 4 AAC 52 are met. For a special education student enrolled in the district's statewide correspondence study program, and for whom an individualized cooperative agreement is not required under 4 AAC 33.432(a), the enrolling district shall ensure that the requirements of 4 AAC 33.432(c)(5) are met.**

(c) **When an** [AN] individualized cooperative agreement for **a** [EACH] special education student **is required by (a) of this section, the agreement** must include, at a minimum, the following information:

(1) the name, address, telephone number, and social security number of the student;

(2) an allocation of each student's state funding calculated in accordance with the provisions of 4 AAC 33.430(h) ;

(3) the name, address, and telephone number of the private provider or school district designated by the enrolling district to provide special education and related services to the student, if applicable, and the signature of a person authorized by the designated provider to agree to the provision of those services;

(4) the plan for receipt and disbursement of funds for the benefit of a student receiving special education and related services;

(5) the plan of services to be provided to the student, the identification of the members of the IEP team from each district in which the student is enrolled, if applicable under 4

AAC 52.140, and a description of the manner in which each teacher who works with the student in the enrolling district will participate as a member of the IEP team for each student; the plan and the cooperative agreement must include the identification of each student in a manner that complies with the confidentiality requirements of 4 AAC 52.220.

(d) Repealed 6/15/2000.

(e) Repealed 6/15/2000.

(f) For purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO AN INDIVIDUALIZED COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE FOR EACH STUDENT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]

(g) Students for whom the statewide correspondence program will provide a portion or all of the special education and related services may provide the services to the student prior to the individualized cooperative agreement being finalized. (Eff. 5/1/99, Register 150;

am 6/15/2000, Register 154; am ___/___/___, Register ___)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.30.186	

4 AAC 33.440 is amended to read

4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-

TIME STUDENTS. (a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by

AS 14.17.600 :

- (1) the number of out-of-district students enrolled in the district's statewide

correspondence study program, by district of residence;

(2) the name, address, telephone number, and social security number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency assigned to that student.

(b) Districts of residence shall report the following information to the department at the same time that the student count period information is required by AS 14.17.600 :

(1) the name, address, telephone number, and social security number of each student enrolled part time in the district, and the percentage of full-time equivalency assigned to that student;

(2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement [, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT];

(3) the amount of funds received as reimbursement or payment from each enrolling district with which the district of residence has entered into a cooperative agreement.

(c) A district shall make a report required under this section in an electronic or other format, as required by the department. The department will use the reported information to ensure that no student is counted as more than one full-time equivalent. (Eff. 5/1/99, Register 150)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.30.010 AS 14.07.170

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.460. PROGRAM REVIEW. (a) The department will monitor school district

statewide correspondence programs to insure compliance with the requirements of this chapter and with assurances given upon application for program approval.

(b) Upon request by the department, the district shall provide

(1) a list of all students enrolled in the statewide correspondence program, including each student's name, age, entry date, exit date, whether the student has a disability category, whether the student receives intensive services, or related services;

(2) a list of all administrators, teachers, teachers aides, and related services personnel who provide special education services in the district, including, for certificated staff, the teacher certificate numbers; and

(3) any other information required by the department. (Eff. __/__/__, Register

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Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.07.170	AS 14.17.430	

4 AAC 33.490 is amended to read

4 AAC 33.490. DEFINITIONS. In 4 AAC 33.410 – 4 AAC 33.490,

(1) "Alyeska Central School" means the centralized correspondence study program operated by the department;

(2) "board" means the state Board of Education;

(3) "cooperative agreement" means a contract that is entered into by an enrolling district and a district of residence in conformance with [4 AAC 33.430 OR] 4 AAC 33.432;

(4) "department" means the Department of Education and Early Development;

(5) "district" means a city or borough school district or a regional educational attendance area;

(6) "district of residence" means the school district in which a student is a resident;

(7) "enrolling district" means the school district that is operating an approved statewide correspondence study program, including a program established under AS 14.03.250 – AS 14.03.290 , and that seeks or intends to enroll out-of-district students in that district's program;

(8) "IEP" means in individualized education program established under the provisions of 4 AAC 52.140 that meets the requirements of AS 14.30.186 and 14.30.278;

(9) "out-of-district student" means a student who seeks to enroll in a district in which they do not reside;

(10) "special education student" means a student who is entitled to special education and related services under AS 14.30.180 - 14.30.350 and 4 AAC 52.010 – 4 AAC 52.990;

(11) "statewide correspondence study program" means any educational program, including a charter school program[OR A STATE SUPPORTED HOME-SCHOOLING PROGRAM], that [PROVIDES]

(A) enrolls out-of-district students;

(B) [(A)] provides for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class; and

(C)[(B)] provides for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and each full-time equivalent elementary student. (Eff. 5/1/99,

Register _____, _____ 2002 EDUCATION AND EARLY DEV.

Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)

Authority:	AS 14.03.040	AS 14.07.020	AS 14.07.030
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.20.010	AS 14.30.010	AS 14.30.186

Editor's note: As of Register 151 (October 1999), the regulations attorney made technical revisions under AS44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>CHAPTER 33. SPECIAL SCHOOLS</p>	<p>CHAPTER 33 SPECIAL SCHOOLS.</p>	<p>4 AAC 33 is amended by adding a new section to read:</p> <p>4 AAC 33.405. SCOPE, FINDINGS, AND PURPOSE. (a) 4 AAC 33.405—4 AAC 33.990 apply only to district correspondence programs that enroll out-of-district students; thus, they apply to students only when a student enrolls in a public school course and do not apply to students when a student enrolls in courses from a private school, a home school under AS 14.30.010(12), or a non-public correspondence study program.</p> <p>(b) The Board finds that</p> <p>(1) district provided statewide correspondence study programs are a viable alternative to site-based public school programs</p> <p>(2) students enrolled in such programs are public school students;</p> <p>(3) the state has approximately 9,000 school age children enrolled in district run statewide correspondence programs;</p> <p>(4) the state expends over 30 million dollars annually supporting these programs;</p> <p>(5) by law district board members are only bound to provide an education to students that reside within the school district;</p>	<p>This new section was created in response to the comments received by the public about the proposed regulations. Opening language clarifies that these regulations apply only to district correspondence programs that enroll out-of-district students. This language also clarifies that the regulations apply to students only when the student enrolls in a public school course, and they apply only to that part of their program that is publicly funded.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
		<p>(6) under current law, parents of out-of-district correspondence students have no statutory mechanism to affect the governance of the enrolling district;</p> <p>(7) there is currently no accountability for the delivery of educational services offered by district run statewide correspondence programs; and</p> <p>(8) some statewide correspondence students have received no academic support from their enrolling districts and as a result the quality of their education has fallen below acceptable standards.</p> <p>(c) The purpose of 4 AAC 33.405 — 4 AAC 33.990 is to regulate the delivery of statewide correspondence programs to assure</p> <p>(1) that students enrolled in statewide correspondence programs operated by public school districts receive a quality education;</p> <p>(2) that students meet state standards in reading, writing and math, and</p> <p>(3) that students obtain an education comparable to students enrolled in regular public school programs.</p> <p>(Eff. __ / __ / __, Register __)</p> <p>Authority: AS 14.07.020, AS 4.07.030, AS 14.07.050, AS 14.07.060, AS.14.110, AS</p>	

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>4 AAC 33.420. DEPARTMENT APPROVAL. a) A district that proposes to enroll out-of-district students in a district 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 meets the following criteria:</p> <p>(1) The program conforms with statewide goals and performance standards, as set out in 4 AAC 04.010 - 4 AAC 04.200;</p>	<p>4 AAC 33.420 is amended to read:</p> <p>4 AAC 33.420. DEPARTMENT APPROVAL. (a) A district that proposes to enroll out-of-district students in a district 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 <u>complies with the requirements in 4 AAC 33.421.</u> [MEETS THE FOLLOWING CRITERIA: (1) THE PROGRAM CONFORMS WITH STATEWIDE GOALS AND PERFORMANCE STANDARDS. AS SET OUT IN 4 AAC 04.010 - 4 AAC 04.200;</p>	<p>14.17.430, AS 14.30.010, AS 14.03.090, AS 14.08.111 AS 14.14.090</p> <p>4 AAC 33.420 is amended <u>and a new subsection is added</u> to read:</p> <p>4 AAC 33.420. DEPARTMENT APPROVAL. a) A district that proposes to enroll out-of-district students in a district correspondence study program, including a correspondence study program operated by a charter school, must first file an <u>initial</u> [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 <u>initial</u> application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program [MEETS THE FOLLOWING CRITERIA:] <u>complies with the requirements in 4 AAC 33.421.</u></p>	<p>Based on a review of the annual statewide correspondence program applications that have been submitted, the on-site program reviews conducted in 2001, and the 9/24/01 meeting in Anchorage with program representatives, it was determined that more detail and clarification related to the understandings and expectations related to statewide correspondence programs would be helpful</p> <p>The insertion of the word "initial" changes the application from an annual requirement to an initial requirement</p> <p>Subsection (b) was re-worded and refers to a new section that will more clearly line out program requirements. (b) (1)-(6) are repealed because the new section, 4 AAC 33.421 now addresses program requirements. While the proposed regulations move the requirements in 4 AAC 33.420 (b)</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>(2) curriculum materials, including textbooks and other instructional aids, 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>(3) the program includes an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs;</p> <p>(4) the district requires enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790;</p> <p>(5) the program includes a plan for receiving parental advice and</p>	<p>(2) CURRICULUM MATERIALS, INCLUDING TEXTBOOKS AND OTHER INSTRUCTIONAL AIDS, 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>(3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;</p> <p>(4) THE DISTRICT REQUIRES ENROLLED STUDENTS TO PARTICIPATE IN THE STATEWIDE STUDENT ASSESSMENT PROGRAM AS REQUIRED BY 4 AAC 06.710 - 4 AAC 06.790;</p> <p>(5) THE PROGRAM INCLUDES A PLAN FOR RECEIVING PARENTAL ADVICE AND INVOLVEMENT IN PLANNING,</p>		<p>(1)-(5) to a new section, those requirements are contained in both the current as well as the proposed regulations.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators;</p> <p>(6) the program is in the best interests of the state.</p> <p>History: Eff. 5/1/99, Register 150; am 6/15/2000, Register 154</p> <p>Authority: AS 14.07.020, AS 14.07.030, AS 14.07.050 ,AS 14.07.060 ,AS 14.14.110, AS 14.17.430, AS 14.30.010</p>	<p>DEVELOPMENT, AND EVALUATION OF THE CORRESPONDENCE STUDY PROGRAM, INCLUDING] THE SELECTION AND EVALUATION OF CURRICULUM, TEACHERS, AND ADMINISTRATORS;</p> <p>(6) THE PROGRAM IS IN THE BEST INTERESTS OF THE STATE.]</p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)</p> <p>Authority: AS 14.07.020 AS 14.07.030, AS 14.07.050, AS 14.07.060, AS 14.14.110, AS 14.17.430, S 14.30.010</p>	<p><u>(c) Once the initial application is approved, the district will not be required to submit a new application</u></p> <p><u>(1) more frequently than every five years if the program is designated as distinguished or successful under AS 14.03.123(a); or</u></p> <p><u>(2) more frequently than every ten years if the program is designated as distinguished or successful under AS 14.03.123(a), and the program is accredited by the Northwest Association of Schools and Colleges.</u></p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)</p>	<p>(c) is a new subsection. Many of the public comments requested that program applications not be submitted annually. This new section ties the statewide correspondence programs into the state's school designation system.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>4 AAC 33 is amended by adding a new section to read</p> <p>4 AAC 33.421. STATEWIDE CORRESPONDENCE STUDY PROGRAM REQUIREMENTS. (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>(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC 04.010 – 4 AAC 04.200;</p> <p>(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 .</p>	<p>Authority: AS 14.07.020 AS 14.07.030, AS 14.07.050, AS 14.07.060, AS 14.14.110, AS 14.17.430, S 14.30.010</p> <p>4 AAC 33.421. STATEWIDE CORRESPONDENCE STUDY PROGRAM REQUIREMENTS. (a) A district that proposes to offer a statewide correspondence study program must <u>demonstrate that the program</u> meets the requirements of this section before the department will approve the application.</p> <p>(b) remains the same.</p> <p>(c) remains the same.</p>	<p>This is the new section that more clearly lines out Statewide Correspondence Study Program requirements for those districts wishing to offer such a program. Previous language from 4 AAC 33.420 is incorporated into this new section along with new language. Items containing new language will have notations in this column.</p> <p>(b) was in current regulation. Its location was moved in the proposed regulations in November.</p> <p>(c) was in current regulation. Its location was moved in the proposed regulations in November. AS 14.07.050 requires that "textbooks... shall be selected by district boards for district</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>(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.</p> <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; assessment must include:</p> <p>(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least</p>	<p>(d) <u>Certified staff shall not advocate partisan, sectarian, or denominational doctrine as part of their instruction or duties as certificated staff in the correspondence program. Nothing in this section prevents a parent from providing instruction to their child using materials of their choice, provided such material was not purchased with program funds.</u></p> <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; <u>this assessment plan will include [ASSESSMENT MUST INCLUDE]:</u></p> <p><u>(1) assistance and approval by the district's certified contact teacher in the development of an Individual Learning Plan for each student;</u></p> <p>(2) [(1)] monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly <u>teacher-student or teacher-</u></p>	<p>schools.”</p> <p>(d) Provides clarification on the role and restrictions on certificated staff related to religious, partisan, sectarian and denominational curricula and materials. This is in compliance with AS 14.03.090.</p> <p>(e) was in current regulation. Its location is being moved.</p> <p>(1) This addition was recommended in public comment.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>monthly review of the student's work and documentation of the certified teacher's review;</p> <p>(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;</p> <p>(3) a transcript that denotes curricula material origin for any course other than a district developed course.</p> <p>(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC</p>	<p><u>parent contact, and quarterly review of the student's work or progress in the Individual Learning Plan; the district will maintain a record of this contact</u> [AND DOCUMENTATION OF THE CERTIFIED TEACHER'S REVIEW];</p> <p>(3) [(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;</p> <p>(4) [(3)] a transcript that denotes curricula <u>or</u> material origin for any non-district course</p> <p>(f) remains the same.</p>	<p>(2) addresses certified teacher requirements related to reviewing student work. Change is in response to responses received in public comment. The monthly contact requirement is analogous to the requirement for attendance at least once every 10 days in site based school. The quarterly review of work or progress is analogous to standard report card / progress requirements. The monthly contact may be as brief or as detailed as appropriate or needed for the particular student.</p> <p>(3) addresses required grading by the certified teacher.</p> <p>(4) Identification of curriculum and material source are required only for those courses that are NOT district-developed courses. This allows for the identification, inclusion and granting of credit for non-district developed courses. This is consistent with standard practice for districts and accredited schools that accept and award credit for courses or learning</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>06.710 - 4 AAC 06.790; the program must</p> <p>(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and</p> <p>(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;</p> <p>(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.</p> <p>(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</p>	<p><u>(1) require parents to sign an affidavit indicating that they understand the state testing requirements and that they will abide by them; and</u></p> <p>(2) remains the same.</p> <p>[(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.]</p> <p>(g) remains the same.</p>	<p>acquired from other than district sources.</p> <p>(f)(1) and (2) provide new language related to student participation in state mandated assessments and the responsibility the district has for maintaining student participation rates in state mandated assessments. This is consistent with requirements in all public schools in the state and with the requirements for secure and comparable testing facilities and procedures.</p> <p>New language in (1) is from recommendations received in public comment.</p> <p>(3) is being deleted based on comments from the public.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>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</p> <p>(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;</p> <p>(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.</p> <p>(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</p>	<p>(1) must verify that the curriculum materials and course of study are appropriate for the student, aligned to state standards, and comply with AS 14.03.090, and [APPROPRIATE FOR THE STUDENT;]</p> <p>(2) remains the same.</p> <p>(h) remains the same.</p> <p>(1) expenditures from [STATEWIDE CORRESPONDENCE] fund accounts</p>	<p>(g)(1) through (6) provide clear guidance to Statewide Correspondence Programs on the use of parent/student fund accounts.</p> <p>New wording reflects clarification based on public comment letters. The requirement for materials to be aligned to state standards is contained in current regulation.</p> <p>(h) clarifies that the fund account</p>

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Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	<p>be for the student's instructional needs only;</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) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and</p>	<p>must be for the student's instructional needs; <u>[ONLY] as referenced on the learning plan agreed upon by the parents and the district certified contact teacher;</u></p> <p>(2) materials purchased with state <u>funds</u> [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; <u>nothing in this paragraph, or section, prevents a parent, or child, from purchasing such materials with their own money;</u></p> <p>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts; <u>the district must include this policy with its application;</u></p> <p>(5) all expenditures from the fund account must be approved by the <u>district according to a written process established by the district;</u></p>	<p>must be used for instructional expenses for the child enrolled in the program.</p> <p>Deleted words weren't needed.</p> <p>Wording added is from recommendations received in public comment.</p> <p>Word change does not change intent.</p> <p>New wording in (3) reflects clarification sought in public comment letters on the issue of purchasing curricula or materials with personal, family funds.</p> <p>New wording in (4) reflects clarification on what is to be included in the program</p>

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<p>4 AAC 33.425. APPLICATIONS.</p> <p>(a) A district application for department approval of a statewide correspondence study program must be received by the department on or before the January 1 preceding the school year in which the program is to be initiated.</p> <p>(b) The department will review each application and issue a written approval or denial of the application before the July 1 preceding the school year in which the program is to be initiated.</p> <p>(Eff. 5/1/99, Register 150) Authority: AS 14.07.020,AS</p>	<p>(6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services.</p> <p>(Eff. __/__/__, Register __)</p> <p>Authority: AS 14.07.020 AS 14.07.030 AS 14.07.050 AS 14.07.060 AS 14.14.110 AS 14.17.430AS 14.30.010, AS 14.03.090AS 14.08.111AS 14.14.090</p> <p>4 AAC 33.425 APPLICATIONS This remains the same.</p>	<p><u>the district's process may include pre-authorization for items identified by the district in its written process</u> [CERTIFIED TEACHER SIGNING THE STUDENT'S PLAN]; and</p> <p>(6) Remains the same.</p> <p>4 AAC 33.425 Repealed;</p>	<p>application.</p> <p>New wording in (5) reflects changes sought in public comment letters. Many letters stated that requiring the certified teacher to sign off on purchases would be too burdensome.</p> <p>(6) clarifies existing federal restrictions and requirements regarding district obligations related to IDEA / IEP plans and services.</p>

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<p>14.07.030, AS 14.07.060 ,AS 14.17.430, AS 14.30.010</p> <p>4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. (a) Before enrolling an out-of-district student in a statewide correspondence study program, a district shall enter into a cooperative agreement with the student's district of residence.</p> <p>(b) Repealed 6/15/2000.</p> <p>(c) For the purposes of this</p>	<p>4 AAC 33.430 is amended to read:</p> <p>4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. (a) <u>To enroll out-of-district students in a statewide correspondence program, the enrolling district must provide to the department a report listing enrolled students and the percentage of time they are enrolled to the district</u> [BEFORE ENROLLING AN OUT-OF-DISTRICT STUDENT IN A STATEWIDE CORRESPONDENCE STUDY PROGRAM, A DISTRICT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE STUDENT'S DISTRICT OF RESIDENCE,] <u>either before enrolling an out-of-district student in a statewide correspondence study program, or by the time that the student count period information is required by AS 14.17.600.</u></p> <p>(b) Repealed 6/15/2000.</p> <p>(c) For the purposes of this section, the department will consider</p>	<p>All sections of 4 AAC 33.430 remain the same.</p> <p>(b) remains the same.</p> <p>(c) remains the same.</p>	<p>Requirements of the program application are located in other sections of these regulations; therefore, this section was no longer needed. The amended proposed regulations change the timeframe for the application to a five-year timeframe versus an annual process.</p> <p>The revised language in (a) streamlines the enrollment process and removes the burdensome cooperative agreement process as it relates to Statewide Correspondence Programs.</p>

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<p>section, the department will consider Alyeska Central School to be an enrolling district. Alyeska Central School shall enter into a cooperative agreement with the district of residence to cover all students from that district whom Alyeska Central School enrolls. This section does not apply to students who enroll in Alyeska Summer School Program.</p> <p>(d) Cooperative agreements must include, at a minimum, the following information and provisions:</p> <p>(1) the names, addresses, telephone numbers, and social security numbers of out-of-district students enrolled in the statewide correspondence study program;</p> <p>(2) an allocation of each student's state funding allocation.</p>	<p>Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE TO COVER ALL STUDENTS FROM THAT DISTRICT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.] This section does not apply to students who enroll in Alyeska Summer School Program.</p> <p>(d) <u>Repealed / /</u>. [COOPERATIVE AGREEMENTS MUST INCLUDE, AT A MINIMUM, THE FOLLOWING INFORMATION AND PROVISIONS:</p> <p>(1) THE NAMES, ADDRESSES, SOCIAL SECURITY NUMBERS OF OUT-OF-DISTRICT STUDENTS ENROLLED IN THE STATEWIDE CORRESPONDENCE STUDY PROGRAM;</p> <p>(2) AN ALLOCATION OF EACH STUDENT'S STATE FUNDING ALLOCATION.]</p>	<p>(d) remains the same.</p> <p>(1) remains the same.</p> <p>(2) remains the same.</p>	<p>Deleted language in (c) removes the cooperative agreement language as it related to Alyeska Central School.</p> <p>This subsection is no longer needed.</p>

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Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>(e) The enrolling district shall prepare and enter into a separate individual cooperative agreement for each out-of-district student who is eligible for special education services.</p>	<p>(e) Repealed / / . [THE ENROLLING DISTRICT SHALL PREPARE AND ENTER INTO A SEPARATE INDIVIDUAL COOPERATIVE AGREEMENT FOR EACH OUT-OF-DISTRICT STUDENT WHO IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.]</p>	<p>(e) remains the same.</p>	<p>This subsection is no longer needed.</p>
<p>(f) Repealed 6/15/2000.</p>	<p>(f) Repealed 6/15/2000.</p>	<p>(f) remains the same.</p>	<p>This subsection is no longer needed.</p>
<p>(g) Repealed 6/15/2000.</p>	<p>(g) Repealed 6/15/2000.</p>	<p>(g) remains the same.</p>	<p>This subsection is no longer needed.</p>
<p>(h) A student may not be counted as a total of more than 1.0 full-time equivalent for state funding purposes. If a student is enrolled in both the student's district of residence and in a statewide correspondence program of another district, the district of residence shall count the student first under the provisions of 4 AAC 09.040(c), based solely upon the student's enrollment in classes of the district of residence. Any remaining student count may be allocated to the enrolling district based on the student's enrollment in classes of the statewide correspondence study program.</p>	<p>(h) A student may not be counted as a total of more than 1.0 full-time equivalent for state funding purposes. If a student is enrolled in both the student's district of residence and in a statewide correspondence program of another district, the district of residence shall count the student first under the provisions of 4 AAC 09.040(c), based solely upon the student's enrollment in classes of the district of residence. Any remaining student count may be allocated to the enrolling district based on the student's enrollment in classes of the statewide correspondence study program.</p>	<p>(h) remains the same.</p>	<p>This subsection is no longer needed.</p>
<p>(Eff. 5/1/99, Register 150; am</p>	<p>(Eff. 5/1/99, Register 150; am</p>		

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<p>6/15/2000, Register 154; am ___/___/___, Register ___) Authority: AS 14.07.020 ,AS14.07.030, AS 14.07.060, AS 14.08.101, AS 14.14.110,AS 14.17.430,AS 14.30.010</p> <p>4 AAC 33.432. ENROLLMENT OF SPECIAL EDUCATION STUDENTS. (a) A district may enroll an out-of-district student who is entitled to special education and related services under 4 AAC 52 in the district's statewide correspondence study program, if the district enrolls each special education student through an individualized cooperative agreement with the district of residence. The cooperative agreement must provide that the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 33.430(h) and 4 AAC 09.040(c) shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's individualized</p>	<p>6/15/2000, Register 154; am ___/___/___, Register ___) Authority: AS 14.07.020 AS 14.07.030AS 14.07.060 AS 14.08.101 AS 14.14.110 AS 14.17.430 AS 14.30.010</p> <p>4 AAC 33.432 is amended and new paragraphs are added, and a new subsection is added to read:</p> <p>4 AAC 33.432. ENROLLMENT OF SPECIAL EDUCATION STUDENTS. (a) <u>For a [A]district that enrolls [MAY ENROLL] an out-of-district student who is entitled to special education and related services under 4 AAC 52.090 in the district's statewide correspondence study program, an individualized cooperative agreement is required with the district of residence if the student is enrolling at less than 100 percent full-time-equivalent-count; if the district enrolls a [EACH] special education student through an individualized cooperative agreement with the district of residence, [.] the [THE] cooperative agreement must provide that the district that receives the larger share of the student's full-time</u></p>	<p>All sections of 4 AAC 33.432 remain the same.</p> <p>(a) remains the same.</p>	

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<p>education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790.</p> <p>(b) An enrolling district shall ensure that all special education students enrolled in the district's</p>	<p>equivalent count for state funding purposes under 4 AAC 33.430(h) and 4 AAC 09.040(c) shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's individualized education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 - 4 AAC 06.790.</p> <p>(b) An enrolling district shall ensure that all special education students [ENROLLED IN THE DISTRICT'S STATEWIDE CORRESPONDENCE STUDY PROGRAM] are identified and</p>	<p>(b) remains the same.</p>	<p>The new language in (a) clarifies that an individualized cooperative agreement is required with the district of residence for children with disabilities if the student in enrolling less than 100% of the time in the Statewide Correspondence Program.</p>

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<p>statewide correspondence study program are identified and located for the purpose of establishing their need for special education and related services.</p>	<p>located for the purpose of establishing their need for special education and related services <u>and that all provisions of 4 AAC 52 are met. For a special education student enrolled in the district's statewide correspondence study program, and for whom an individualized cooperative agreement is not required under 4 AAC 33.432(a), the enrolling district shall ensure that the requirements of 4 AAC 33.432(c)(5) are met.</u></p>		
<p>(c) An individualized cooperative agreement for each special education student must include, at a minimum, the following information:</p>	<p>(c) <u>When an</u> [AN] individualized cooperative agreement for <u>a</u> [EACH] special education student <u>is required by (a) of this section, the agreement</u> must include, at a minimum, the following information:</p>	<p>(c) remains the same.</p>	<p>New language in (b) clarifies what is required for serving a special education student, including one who doesn't require an individualized cooperative agreement. The result of the proposed regulations is that districts serving correspondence students have the same requirements to meet the needs of students with disabilities as do districts serving students in site-based programs.</p>
<p>(1) the name, address, telephone number, and social security number of the student;</p>	<p>(1) the name, address, telephone number, and social security number of the student;</p>	<p>(1) remains the same.</p>	
<p>(2) an allocation of each student's state funding calculated in accordance with the provisions of 4 AAC 33.430(h);</p>	<p>(2) an allocation of each student's state funding calculated in accordance with the provisions of 4 AAC 33.430(h) ;</p>	<p>(2) remains the same.</p>	
<p>(3) the name, address, and telephone number of the private</p>	<p>(3) the name, address, and telephone number of the private provider or</p>	<p>(3) remains the same.</p>	<p>The new, opening language in (c)</p>

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<p>provider or school district designated by the enrolling district to provide special education and related services to the student, if applicable, and the signature of a person authorized by the designated provider to agree to the provision of those services;</p> <p>(4) the plan for receipt and disbursement of funds for the benefit of a student receiving special education and related services;</p> <p>(5) the plan of services to be provided to the student, the identification of the members of the IEP team from each district in which the student is enrolled, if applicable under 4 AAC 52.140, and a description of the manner in which each teacher who works with the student in the enrolling district will participate as a member of the IEP team for each student; the plan and the cooperative agreement must include the identification of each student in a manner that complies with the confidentiality requirements of 4 AAC 52.220.</p>	<p>school district designated by the enrolling district to provide special education and related services to the student, if applicable, and the signature of a person authorized by the designated provider to agree to the provision of those services;</p> <p>(4) the plan for receipt and disbursement of funds for the benefit of a student receiving special education and related services;</p> <p>(5) the plan of services to be provided to the student, the identification of the members of the IEP team from each district in which the student is enrolled, if applicable under 4 AAC 52.140, and a description of the manner in which each teacher who works with the student in the enrolling district will participate as a member of the IEP team for each student; the plan and the cooperative agreement must include the identification of each student in a manner that complies with the confidentiality requirements of 4 AAC 52.220</p> <p>(d) Repealed 6/15/2000.</p> <p>(e) Repealed 6/15/2000.</p>	<p>(4) remains the same.</p> <p>(5) remains the same.</p> <p>(d) remains the same.</p> <p>(e) remains the same.</p>	<p>is a lead in for what information must be in an individualized cooperative agreement for a child with disabilities, when an agreement is required. The required information has not changed.</p>

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<p>(d) Repealed 6/15/2000.</p> <p>(e) Repealed 6/15/2000.</p> <p>(f) For purposes of this section, the department will consider Alyeska Central School to be an enrolling district. Alyeska Central School shall enter into an individualized cooperative agreement with the district of residence for each student whom Alyeska Central School enrolls.</p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154)</p> <p>Authority: AS 14.07.020, AS 14.07.030, AS 14.07.060, AS 14.08.101, AS 14.14.110, AS 14.17.430, AS 14.30.010, AS 14.30.186</p>	<p>(f) For purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO AN INDIVIDUALIZED COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE FOR EACH STUDENT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]</p> <p><u>(g) Students for whom the statewide correspondence program will provide a portion or all of the special education and related services may provide the services to the student prior to the individualized cooperative agreement being finalized.</u></p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am ___/___/___, Register ___)</p> <p>Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060 AS 14.08.101 AS 14.14.110 AS 14.17.430 AS 14.30.010 AS 14.30.186</p>	<p>(f) remains the same.</p> <p>(g) remains the same.</p>	<p>(f) identifies Alyeska Central School as an enrolling district. The deletion removes the requirement for Alyeska Central School to enter into individualized cooperative agreements with the district of residence for each student enrolled.</p>

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<p>4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-TIME STUDENTS.(a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by AS 14.17.600:</p> <p>(1) the number of out-of-district students enrolled in the district's statewide correspondence study program, by district of residence;</p> <p>(2) the name, address, telephone number, and social security number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency assigned to that student.</p> <p>(b) Districts of residence shall report the following information to the department at the same time that the student count period information is required by AS</p>	<p>4 AAC 33.440 is amended to read</p> <p>4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-TIME STUDENTS. (a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by AS 14.17.600 :</p> <p>(1) the number of out-of-district students enrolled in the district's statewide correspondence study program, by district of residence;</p> <p>(2) the name, address, telephone number, and social security number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency assigned to that student.</p> <p>(b) Districts of residence shall report the following information to the department at the same time that the student count period information is required by AS 14.17.600:</p>	<p>All sections of 4 AAC 33.440 remain the same.</p> <p>(a) remains the same.</p> <p>(1) remains the same.</p> <p>(2) remains the same.</p> <p>(b) remains the same.</p>	<p>(g) is a new subsection that allows Statewide Correspondence Programs to provide services to children with disabilities prior to an individualized cooperative agreement being finalized. This will ensure that the student is not kept waiting for educational and related services while the program paperwork is being processed and finalized.</p>

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<p>14.17.600:</p> <p>(1) the name, address, telephone number, and social security number of each student enrolled part time in the district, and the percentage of full-time equivalency assigned to that student;</p> <p>(2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement, and the number of students covered by that cooperative agreement;</p> <p>(3) the amount of funds received as reimbursement or payment from each enrolling district with which the district of residence has entered into a cooperative agreement.</p> <p>(c) A district shall make a report required under this section in an electronic or other format, as required by the department. The department will use the reported information to ensure that no student is counted as more than one full-time equivalent.</p> <p>(Eff. 5/1/99, Register 150)</p>	<p>(1) the name, address, telephone number, and social security number of each student enrolled part time in the district, and the percentage of full-time equivalency assigned to that student;</p> <p>(2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement [, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT];</p> <p>(3) the amount of funds received as reimbursement or payment from each enrolling district with which the district of residence has entered into a cooperative agreement.</p> <p>(c) A district shall make a report required under this section in an electronic or other format, as required by the department. The department will use the reported information to ensure that no student is counted as more than one full-time equivalent.</p> <p>(Eff. 5/1/99, Register 150)</p> <p>Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060 AS</p>	<p>(1) remains the same.</p> <p>(2) remains the same.</p> <p>(3) remains the same.</p> <p>(c) remains the same.</p>	<p>This continues current practice.</p> <p>Deleted language in (2) reflects there is no need to report the number of students covered by the cooperative agreement.</p>

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	<p>compliance with the requirements of this chapter and with assurances given upon application for program approval.</p> <p>(b) Upon request by the department, the district shall provide</p> <p>(1) a list of all students enrolled in the statewide correspondence program, including each student's name, age, entry date, exit date, whether the student has a disability category, whether the student receives intensive services, or related services;</p> <p>(2) a list of all administrators, teachers, teachers aides, and related services personnel who provide special education services in the district, including, for certificated staff, the teacher certificate numbers; and</p> <p>(3) any other information required by the department.</p> <p>(Eff. __/__/__, Register __)</p> <p>Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060 AS 14.07.170AS 14.17.430</p> <p>4 AAC 33.490 is amended to read</p>		

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<p>4 AAC 33.490. DEFINITIONS. In 4 AAC 33.410 - 4 AAC 33.490,</p> <p>(1) "Alyeska Central School" means the centralized correspondence study program operated by the department;</p> <p>(2) "board" means the state Board of Education;</p> <p>(3) "cooperative agreement" means a contract that is entered into by an enrolling district and a district of residence in conformance with 4 AAC 33.430 or 4 AAC 33.432;</p> <p>(4) "department" means the Department of Education and Early Development;</p> <p>(5) "district" means a city or borough school district or a regional educational attendance area;</p> <p>(6) "district of residence" means the school district in which a student is a resident;</p>	<p>4 AAC 33.490. DEFINITIONS. In 4 AAC 33.410 – 4 AAC 33.490,</p> <p>(1) "Alyeska Central School" means the centralized correspondence study program operated by the department;</p> <p>(2) "board" means the state Board of Education;</p> <p>(3) "cooperative agreement" means a contract that is entered into by an enrolling district and a district of residence in conformance with [4 AAC 33.430 OR] 4 AAC 33.432;</p> <p>(4) "department" means the Department of Education and Early Development;</p> <p>(5) "district" means a city or borough school district or a regional educational attendance area;</p> <p>(6) "district of residence" means the school district in which a student is a resident;</p> <p>(7) "enrolling district" means the school district that is operating an approved statewide correspondence</p>	<p>(1) remains the same.</p> <p>(2) remains the same.</p> <p>(3) remains the same.</p> <p>(4) remains the same.</p> <p>(5) remains the same.</p> <p>(6) remains the same.</p> <p>(7) remains the same.</p>	<p>Deleted language in (3) removes a regulatory citation that is incorrect.</p>

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<p>(7) "enrolling district" means the school district that is operating an approved statewide correspondence study program, including a program established under AS 14.03.250 - AS 14.03.290, and that seeks or intends to enroll out-of-district students in that district's program;</p> <p>(8) "IEP" means in individualized education program established under the provisions of 4 AAC 52.140 that meets the requirements of AS 14.30.186 and 14.30.278;</p> <p>(9) "out-of-district student" means a student who seeks to enroll in a district in which they do not reside;</p> <p>(10) "special education student" means a student who is entitled to special education and related services under AS 14.30.180 - 14.30.350 and 4 AAC 52.010 - 4 AAC 52.990;</p> <p>(11) "statewide correspondence study program" means any educational program, including a charter school program or a state supported home-schooling</p>	<p>study program, including a program established under AS 14.03.250 - AS 14.03.290 , and that seeks or intends to enroll out-of-district students in that district's program;</p> <p>(8) "IEP" means in individualized education program established under the provisions of 4 AAC 52.140 that meets the requirements of AS 14.30.186 and 14.30.278;</p> <p>(9) "out-of-district student" means a student who seeks to enroll in a district in which they do not reside;</p> <p>(10) "special education student" means a student who is entitled to special education and related services under AS 14.30.180 - 14.30.350 and 4 AAC 52.010 - 4 AAC 52.990;</p> <p>(11) "statewide correspondence study program" means any educational program, including a charter school program or a state supported home-schooling program, that provides</p>	<p>(8) remains the same.</p> <p>(9) remains the same.</p> <p>(10) remains the same.</p> <p>(11) "statewide correspondence study program" means any educational program, including a charter school program [OR A STATE SUPPORTED HOME-SCHOOLING PROGRAM], that [PROVIDES]</p>	<p>Wording and formatting changes are intended to clarify and do not change the intent.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
<p>program, that provides</p> <p>(A) for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class;</p> <p>(B) for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and each full-time equivalent elementary student.</p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)</p> <p>Authority: AS 14.03.040 AS 14.07.020 AS 14.07.030 AS 14.07.060, AS 4.14.110 AS 14.17.430, AS 14.20.010 AS 14.30.010 AS 14.30.186</p>	<p>(A) for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class;</p> <p>(B) for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and each full-time equivalent elementary student.</p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)</p> <p>Authority: AS 14.03.040 AS 14.07.020 AS 14.07.030, AS 14.07.060, AS 4.14.110 AS 14.17.430, AS 14.20.010, AS 4.30.010 AS 14.30.186</p> <p>Editor's note: As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125(b)(6) to reflect the</p>	<p><u>(A) enrolls out-of-district students;</u></p> <p><u>(B) [(A)] provides</u> for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class; <u>and</u></p> <p><u>(C) [(B)] provides</u> for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and each full-time equivalent elementary student.</p> <p>(Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)</p> <p>Authority: AS 14.03.040 AS 14.07.020 AS 14.07.030, AS 14.07.060, AS 4.14.110 AS 14.17.430, AS 14.20.010, AS 4.30.010 AS 14.30.186</p> <p>Editor's note: As of Register 151 (October 1999), the regulations attorney</p>	<p>(A) clarifies that statewide correspondence programs are those that enroll out-of-district students.</p> <p>(B) and (C) contain the language that was in (A) and (B) in the regulations proposed in November 2001.</p>

Side by Side Comparison of Old and New Chapter 33 Special Schools

Old Language	November 2001 Language	April 2002 Language	Effect/Rationale
	name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education	made technical revisions under AS 44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education	

**Issues and Possible Remedies for Consideration by the
Administrative Regulation Review Committee
Regarding DEED's Proposed Correspondence Program Regulations
By Joan Dangel March 20, 2002**

In addition to the two bills that are out (SB 346/HB 464) to try and remedy the curriculum and purchasing management, I feel the following must be additionally considered due to the detrimental effects on correspondence programs and children in village Alaska.

I would like to draw your attention to the following issues and suggestions (bolded):

- x. 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 a pattern of 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. Also, is this unfairly effectively disallowing a family independently homeschooling to enroll in a correspondence school for failure to participate in state mandated assessment tests? ()*

- x. **"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.**

(x)(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.*

Joan Dangel, Academic In-Home Educator for my son, Quia

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

Subject: DEED re-drafts - Correspondence Schools

Date: Tue, 2 Apr 2002 02:26:02 -0900

From: "Star Traveler" <startraveler@gci.net>

To: <;>

Dear Senator Lyda Green, Senator Leman, Senator Taylor, Senator Jerry Ward, Representative Jeannette James and Representative Fred Dyson, Representative Vic Kohring,

This is Joan Dangeli of Juneau. I want to thank each and everyone of you individually for your help on the ill intended proposed correspondence regulations by the DEED. I am sending you some of the correspondence today between our principal at CyberLynx and I, in which he says that DEED is saying something like deals are off if we ask for anything more then they put in the redrafts. I am upset with that because they are making deals behind closed doors with correspondence schools being told that to ask for more changes, even if they are appropriate, is that 'some deal' is off, by that I believe DEED means, any compromise they've made so far is off if anything more then they already compromised is asked for. *I do not like this as a parent that is not employed by the correspondence schools, but would like to be heard and understood from a parent's standpoint that if there are needed changes to the better a parent sees, they be respected but not shoved aside due to some prior deal made with a correspondence school.* I had asked about the monthly contact thing because DEED wants quarterly school work reviewed, which I'm okay with -but they want to additionally mandate monthly contact also. I feel more responsible parents, that home school because they are responsible, do not need such restrictions put upon them in addition to the quarterly reviews - I think it is un-necessarily too much, but think its reasonable that if a school advisor feels more contact is necessary, that it be at her discretion for more loosely ran families that need to show more progress. I travel too and that has been some of the beauty of homeschooling, is the freedom to not be glued down. But, there is more to the monthly issue below, and comments about DEED making threats that the 'deal is off' if we ask for anything more, even before the April 3rd hearing has begun, makes me trust them even less. Each thing they do diminishes any faith they understand 'best interest'. In an effort to help you understand one area that seems to be a current sticking point with DEED's status and ours, I thought I would send you some correspondence of the last couple days as a sort of lead in as we near the 3rd, about parents at the table being left out of behind closed doors between DEED and correspondence schools under a threat of 'any more asked for - the deal's off' by DEED before the hearings even began. I don't like things happening like this to us. Please excuse the raw form of conversation taking place in the things below.

----- Original Message -----

From: Thomas Klever

To: Star Traveler (Joan Dangeli)

Sent: Monday, April 01, 2002 3:41 PM

Subject: Change of Plans

The new principal is going to go to Juneau instead of me. That will give him a chance to get his feet wet and to meet the movers and shakers. I will have him contact you if that is okay. **Jim Foster told me that if they make changes to what has been written then the deal is off.**Let me know what you think.
-Tom

----- Original Message -----

From: Star Traveler (Joan Dangeli)

To: Thomas Klever

Sent: Tuesday, April 02, 2002 1:06 AM

Subject: DEED re-drafts - Corrections

I think there is some misunderstanding regarding DEED's amending any proposed regs at all. In ways, I feel concerns parents may have are being shut out by behind closed doors deals being made that if anything more is asked for, even if it is appropriate to ask for it, 'the whole deal is off' regarding DEED abiding by the legislature's wishes to not be punitive or bias towards home school correspondence programs. I realize DEED is doing some strides in the right direction - that being said the following remarks

based on only the changes we've been notified of. I have only received the redraft today for the first time, so will be going over this tomorrow and the next day.

I haven't gotten to go through the proposed regs redraft at all because I got the complete version only today (April 1, Monday). But, I feel I can be supportive of the changes I'm currently aware of (I'll have to read the redraft tomorrow though), with the exception of the monthly contact due to **how many students there are, and I feel it is overkill**. Quarterly seems adequate and seems to make real good sense. Each month, that means **two thousand students are to be contacted and the next month, and the next**, when I feel the correspondence schools are responsible enough to have it at their discretion that if they feel someone needs to be contacted more than quarterly, they will. I think the whole intent of the regs was clear that they were intended to make the open statement in stone that correspondence programs are not responsible and need to be restricted and babysat tightly - even though they've done nothing terribly harmful or wrong. I think the reg should be written that quarterly contact is required, but that it can be a local authority to establish procedures for more frequent contacts if found necessary. I feel bad in this process continuously that DEED has been in the front making deals with IDEA, and DEED has used that to continue without the input of parents not actually employed by the correspondence schools involved and I said that at our last public hearing with them - to involve the parents too in their bargaining and deal making, not just IDEA. Everyone is giving go aheads and okays to DEED and I had to bring several things to everyone's attention here about the proposed regs at the capitol, even while we were in meetings to write language in the bills, regs that were being forgotten but seriously needed to be addressed. Consequently, they would get addressed and it kind of pained me that if I hadn't been there certain aspects of the proposed regs weren't coming up at all - even though some of them unaddressed were critical, negative changes to correspondence schools and families. So, it is a very important thing to say everything is okay prematurely. I have not read everything yet in the redraft, I will do that tomorrow and the next day but I just want everyone to be very certain of giving go aheads after thorough reassessment.

I have to say, I think that DEED is obviously being misleading to IDEA about the wording below that the 'deal is off.' This sounds like a threat DEED really has no say in - you haven't heard what the legislature is saying about these clowns - it is clear DEED did not stand a chance in hell of getting anything because the legislature was about to take everything from them - that is the ONLY reason they're bargaining with anyone currently. The legislature in the last meeting on television with us, made it very clear to DEED in certain and specific terms, they are watching this issue very closely and have a 'vested' interest in DEED's promises to work with the public after attempting to force the correspondence programs to abide by the not yet enacted regs and showing instability within the regs themselves.

The 'deal' DEED seems to think 'they' are striking, was already involved in a process at the legislature to take their proposed regs away piece by piece ENTIRELY as each new segregated thing towards the correspondence schools was being brought to the legislature's attention. The House Reps and Senators involved have said, they have two bills awaiting the 'promise' of DEED to meet the public's needs, or their deal to hold the bills is OFF and they move both bills again. The Senate side made some things known that they were possibly only going to have one committee hear SB 346 (Senate HESS Committee) - it was possibly going straight to the Senate floor after the Senate HESS hearings were complete in their forming the bill (there was a time limit then). It was only the house's version of the same bill that was in trouble (Bunde?). We were told the Senate may have ways to get what it needed done so it'd maybe be okay if the House side failed, and with this Senate bill there seemed to be overwhelming support.

Do you know DEED threw the legislature into a state of surprise and then anger at DEED about what they were trying to do because, Senator Lyda Green told us, a majority of the legislature for many years has been very supportive of home schooling in this state. They are only bargaining with anyone because the pressure of the legislature's undivided attention FORCED them to - it was that DEED was to back off or possibly lose their authority entirely was the next proposed move if the DEED could not be trusted to be sane and level headed about what they were doing singling out the correspondence programs for undue restrictions. Remember, it was only a couple months ago, Sept. 21st, they asked CyberLynx to comply with their wishes by September 28th. I think it needs to be clear **the administrative costs and time involved with 2000 contacts per month - when does our advisor now have time to help us with education resources and 'advice.'** They are also going to have to 'document' those 2000 contacts per month - the paper work is up

in the thousands for such an auditable record. I'm not sure it should be pushed off onto the schools without looking at what it is really doing. Does this mean CyberLynx must fly down each and every month? Does it mean emails as monthly contacts are excluded, emails are a cost effective method, on and on, sounds like a lot of money and time. Kathy Vander Zwaag said she feels most families are genuinely very intelligent and very independent, that is why they home school - others, a few, she feels she needs to contact more. See, she's responsible, it is at her discretion currently to do so, under the new regs it would be overkill. Quarterly contacts are more peaceful for mature families. I contact our advisor numerous times with questions voluntarily but I think it is alot to start drilling us every month, a little paranoid and anal retentive on Ed McClain's part - he seems so schizo to me - do we serve his paranoid needs or try for something that is sensible and actually fairly naturally spaced in time to everyone - quarterly contacts are a really great well-rounded frame I feel. I would hope our new principal would be able to give this some thought before folding for what is misleadingly being pointed out as a 'deal being off' if we don't let the other things go - even if 'other' things do make more sense.

Do you know why they're saying the deal is off if anyone feels they need something else more sensibly finished? Because it seems there is a cover, as a form of an admission by DEED of total defeat, if they change anything more for others - even if other things are changes for the better. The negative purposes behind the regs were discovered, they were defeated, DEED did a retreat in the face of great legislative and public pressure. DEED's retreat was the only way to help them appear honorable in someone's eyes because they were SO defeated - they had to change the original destructive intent with theirselves in the public eye, so they would not have to openly admit that the regs were bias and very covertly done to bring undue difficulty and hardship to others as they were. They have hardly a playing card to stand on right now - it is a baseless cowards threat as far as I'm concerned. I really dislike the agency after this knowledge of them. I don't trust them.

I just got very angry at this bunch after I saw what they were really made of - their power tripping for monopoly and believe it well, the more they are given on that door they're pushing on, the more DEED is going to get - they've only just begun - the first 'real progress' breaking down the great home schools is what they feel in their heart they've accomplished after their proposed regs are enacted. The beginning foundation is laid to screw everyone even better every chance they get - they will be back to re-amend each year, adding more as they can chip away at the stone. They want some reg, any reg, to break the barrier and have their first real 'correspondence regulating section' created and enacted as their new foundation. In their head, they've succeeded if they end up getting to make any reg on the correspondence schools, as they're championed the new beginning of the end of great home schooling if they have any say about it.

Star Traveler <startraveler@gci.net> wrote:

I am picking up my first copy of the redraft today and wondered what you thought of it. Of the only parts Kathy Vander Zwaag (our school advisor) sent via email, I felt DEED is asking too much in a monthly contact, and should leave anything more then a quarterly contact up to the correspondence school, where there are parents even Kathy feels may need more periodic calls. Others, she feels, do not need this type of restrictive supervision.

I feel DEED is attempting to mandate far too much in 'monthly' contact because: it is obligating the correspondence programs to contact 2 thousand people per month, what else will they do if only having time for that? That is an unreasonable expectation, without funding and placing for you an entire person to do this job, and it is additionally annoying when you are homeschooling very well independently. But the option for the families an advisor feels may need more contact, should be left up to the correspondence school's discretion, not up to the dictative of an unrealistic expectation.

I think the regs are going at things with a view that correspondence schools

are not responsible so need 'regs,' when that is not true. Our own advisor and Chuck Higney said there are a couple instances, not a lot, where there are families they feel need to be checked on more often.... ***so, there was some responsible concern and action taken already on the part of correspondence schools, without having to ruin the home school experience for everyone.***

I think it is good to have a rep from our school right out there stating position and helping the school and families maintain their Alaskan freedoms - I feel DEED is trying to chip away at ruining many things in Alaska in correspondence, and the spec ed proposed regs . . . my opinion is DEED is kind of a nightmare always to be aware of their encroachment.

Talk to you later. although my name is Joan my friends call me by my last name: Dangel. That is pronounced Dan-ja-lee.

AMENDMENT

OFFERED IN THE SENATE
TO CSSB 346() (22-LS1622\C)

Post-It® Fax Note	7671	Date	4/15	# of pages	3
To	J. Compton	From	T. Compton		
Co./Dept.		Co.			
Phone #		Phone #			
Fax #	3805	Fax #			

✓ Page 1, lines 9-12

Delete all material and insert:

“(1) shall specify that once the department has approved an initial statewide correspondence program application, the district will not be required to submit a new application

(A) more frequently than every five years if the program is designated as distinguished or successful under AS 14.03.123(a); or

(B) more frequently than every ten years if the program is designated as distinguished or successful under AS 14.03.123(a), and the program is accredited by the Northwest Association of Schools and Colleges.”

Page 1, lines 13, following “monitored”:

✓ Delete “at periodic intervals as established by the school district”

Insert “by a certified teacher; the monitoring must include at least monthly student-teacher or teacher-parent contact, and quarterly review of the student’s work or progress in the Individual Learning Plan;”

✓ Page 2, line 4, following “the”

Delete “purchase”

Insert “review, selection,”

Page 2, line 5, following "materials"



Delete "purchased by the school district or Alyeska Central School"

Insert "before they are introduced into the correspondence curriculum"

Page 2, line 8 following "work"



Insert "by certified teachers"

Page 2, line 9

Delete all material.

Page 1, line 5, following "study"

Delete "(a)"

Page 2, line 9:

Insert a new bill section to read:



**Sec. 2. AS 14.07.050 is amended to read:

Sec. 14.07.050. Selection of textbooks. Textbooks for use in the public schools of the state, including a district offered statewide correspondence study program, shall be selected by district boards for district schools.

Page 2, line 7:

Insert a new bill section to read:



**Sec. 3. AS 14.08.111(9) is amended to read:

(9) establish procedures for the review and selection of all textbooks and instructional materials including textbooks and curriculum materials for statewide correspondence programs before they are introduced into the school curriculum; the review

includes a review for violations of AS 14.18.060;

Page 2, line 7:

Insert a new bill section to read:

✓ ****Sec. 4. AS 14.14.090(7) is amended to read:**

(9) establish procedures for the review and selection of all textbooks and instructional materials including textbooks and curriculum materials for statewide correspondence programs before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060;

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%
Take 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%
Yupit 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	78.0%	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%
Chaltham Schools	88.9%	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%
Kake 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%
Yupit 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	105.3%	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	85.5%	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%
Yupit 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%
Yupit 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%	3.6%
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	94.5%	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	85.0%	57.0%
Delta/Greely Schools	76.0%	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	96.3%	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%
Kake 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	51.1%	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.

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.

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



During Interim, June - December:
716 W 4th Ave, Suite 520
Anchorage, Alaska 99501
(907) 269-0240
269-0242 FAX

Senator Loren Leman

Sponsor Statement for SB 346 School District Correspondence Study

An Act relating to statewide school district correspondence study and state supported home schooling programs.

SB 346 allows continued success in operating statewide correspondence and home school study programs, with the goal being to maintain parental freedom, individuality and innovation.

Statewide correspondence study programs provide the opportunity for quality education at a lower cost. SB 346 supports quality education by:

1. Holding correspondence schools to the same certification standard as charter schools by extending the certification period from one year to ten years 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. Providing correspondence and home school study programs with the ability to set their own parameters for monitoring students.
3. Confirming that school districts have the authority to approve or disapprove correspondence curriculum materials.

Correspondence and home schools have been successful in providing educational experiences tailored to individual students. This legislation reaffirms that parents and local school districts have the freedom and flexibility to choose program curricula and materials suited to their students.

Released: March 6, 2002
Contact: Whitney Highland, Legislative Aide to Senator Loren Leman, at (907) 465-3712

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1127 West Seventh Avenue
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TELECOPY TRANSMITTAL COVER SHEET

TO:	Senator Lyda Green	Session Fax: 907-465-3805
	Senator Loren Leman	Session Fax: 907-465-3810
	Representative Fred Dyson	Session Fax: 907-465-4587
	Representative Jeannette A. James	Session Fax: 907-465-2381

FROM: **Gregory A. Miller, Esq.**

DATE: **March 18, 2002**

OUR FILE: **999,999.1000**

NUMBER OF PAGES (INCLUDING THIS COVER SHEET): **4**

COMMENTS:

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 March 18, 2002

VIA FACSIMILE

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Session Fax: 907-465-4587

Representative Jeannette A. James
 P.O. Box 56622
 North Pole, AK 99705

Session Fax: 907-465-2381

Re: Session Bill 346 and House Bill 464
 BHBC File No. 999,999.1000

Dear Senators Green and Leman
 and Representative Dyson and James:

My name is Greg Miller, and I am writing this in support
 of SB 346 and HB 464.

I have been on the APC (the governing board) of Aquarian
 Charter School, in Anchorage, since its inception five years ago.
 I am also a lawyer, and I represent Family Partnership Charter
 School, which is a very unique home school program in Anchorage.
 I have been involved in two funding appeals brought about by the
 DOE's very broad interpretation of "correspondence schools." For
 the past three years I have worked to achieve slight modifications
 to Alaska's charter school laws, and I was very glad to see the
 Legislature pass those modifications last year. Although somewhat
 small changes, they were very welcomed.

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Senator Lyda Green
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March 18, 2002
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I say the above simply to let you know that I have a working familiarity with the "statewide correspondence school" regulations the DOE has proposed, the funding statutes in general as they relate to correspondence schools, plus SB 346 and HE 464.

I am not, however, writing this letter to advocate on behalf of any single school or program. Rather, I am writing to address section (b) of SB 346 and HB 464, which defines "statewide correspondence school." My points are two. First, there is a potentially huge difference between "correspondence study programs" and "home school programs." While a correspondence program is probably also a home school program, the reverse is not true: a home school program is NOT necessarily a correspondence program. Second, please call a spade a spade. Do not lump the two definitions together. That is what the DOE has done these past three years, and it has at best fostered confusion, and at worst has allowed a twisting of these concepts and the wording of various statutes.

The two charter schools with which I am associated welcome clear definitions, not the improper lumping together of titles. This is what I mean by calling a spade a spade. If the DOE resists clear definitions, one must wonder why.

I support the amendment to (b) considered by the House HES on March 14. While this proposed amendment does not really define the separate attributes inherent in "correspondence study programs" versus "statewide correspondence programs" versus "home school programs," this definition at least will prevent the DOE from lumping the three together, ignoring the realities of the programs, and acting like "in-district home school programs" are "statewide correspondence programs." Simply stated, they are not.

The next day, March 15, Senator Lemman proposed a slightly different definition via his Amendment 3 to SB 346. I like this definition a bit better than the HB 464 amendment, with one exception: the proposed Amendment 3 would be less susceptible to future misinterpretations if it included the following underlined words:

(b) In this section, "statewide school
correspondence study program" applies to
Alyeska Central School, charter school

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correspondence programs that enroll students statewide, and school district correspondence programs that enroll students statewide.

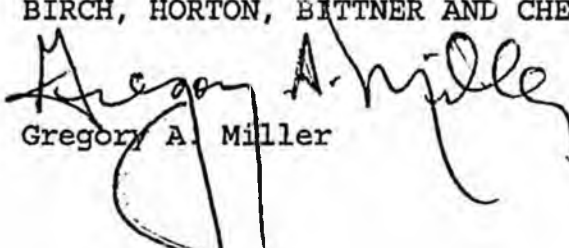
I also firmly support Senator Leman's proposed Amendment 1, which deletes the phrase "home schooling" from this statute related to "statewide correspondence programs." Assistant Superintendent Dr. Ed McClain testified at the March 15 Senate HES hearing that the DOE also supports this Amendment 1, and thus I will not dwell on this issue. Suffice to say that dropping reference to "home school programs" in this "correspondence study program" statute and title is appropriate not only because in reality there is a difference between the two, but also because for many years the Legislature has recognized this distinction by using these separate terms elsewhere, and has never lumped them together. See AS 14.03.095; AS 14.30(010)(b)(10)(B) and (12). These terms should not now be carelessly lumped together in a way that months or years from now may have unintended results. Again, please just call a spade a spade.

I am delighted to see the Legislature address these issues. I have been in two separate appeals where DOE representatives have stated that they welcomed this clarification. Dr. McClain now states that he supports not lumping these concepts together, and thus it seems the door is wide open for the Legislature to put this issue to bed by passing SB 346 and HB 464 in its amended forms.

Thank you. If I may be of any assistance, please call. I cannot be at the next hearings on these two bills, and thus I ask that you make my letter part of the public record.

Sincerely,

BIRCH, HORTON, BITTNER AND CHEROT


Gregory A. Miller

GAM/ch
cc: Timothy Scott