

HB

174

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: April 2, 2003

FURTHER REFERRALS: Finance

Date of Committee Action: Apr. 1 24/2003

The STATE AFFAIRS Committee considered:

HB 174

HOUSE BILL NO. 174

CORRESPONDENCE STUDY

"An Act relating to the state centralized correspondence study program, to funding for educational programs that occur primarily outside school facilities, and to the duties of school boards of borough and city school districts and regional educational attendance areas; and providing for an effective date."

Recommends it be replaced with HCS or CS for HB 174 (STA)
 For Senate Bills with new title: Technical Title New Title: HCR _____ Same Title New Title

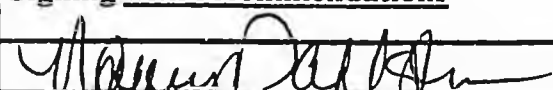
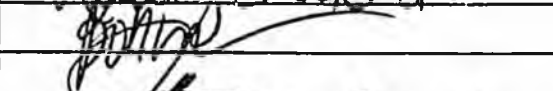
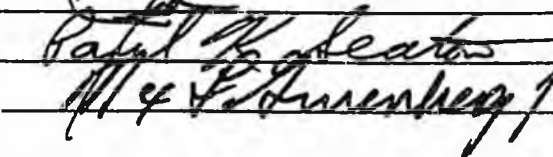
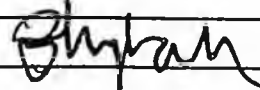
- attach amendments
- add new referral to _____ Committee
- Letter of Intent _____ Committee

List of
Abbrev
for
Depts.:

- ADM
- CED
- COR
- CRT
- EED
- DEC
- DFG
- GOV
- HSS
- LEG
- LAW
- LWF
- MVA
- DNR
- DPS
- REV
- DOT
- UA

<u>NEW FISCAL NOTES</u>				
*Assigned by Chief Clerk's Office				
List by Dept(s):	*FN#	Fiscal	Indet.	Zero
<u>EED</u>		✓		

<u>PREVIOUS FISCAL NOTES</u>				
List by Dept(s):	FN#	Fiscal	Indet.	Zero
<u>EED 1</u>		✓		
<u>EED 2</u>		✓		

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
	Deborah LYNN			X	
	Helen SEATON	✓			
	Gretchen			✓	
Chair: 	Weyland	✓			
Chair:					

ALASKA STATE LEGISLATURE

REPRESENTATIVE BRUCE WEYHRAUCH



ALASKA
STATE CAPITOL
JUNEAU, ALASKA
99801-1182

(907) 465-3744
FAX (907) 465-2273

STATE AFFAIRS COMMITTEE

Fax

To: Legislative Legal

From: Ginny Austerman

Fax: 2029

Date: April 24, 2003

Phone: 2450

Pages: one

Re: CS HB 174

CC:

Urgent For Review Please Comment Please Reply

•Comments:

Today the House State Affairs Committee heard CS HB 174 and passed it from the Committee with no further amendments.

Please complete CS HB 174 in final form as soon as possible.

Thank you

*Faxed
4/24/03
11:30
am*

adopted
passed out
4/24/03

23-GH1126H
Ford
4/21/03

CS FOR HOUSE BILL NO. 174(STA)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-THIRD LEGISLATURE - FIRST SESSION

BY THE HOUSE STATE AFFAIRS COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 "An Act relating to the state centralized correspondence study program, to funding for
2 educational programs that occur primarily outside school facilities, and to the duties of
3 school boards of borough and city school districts and regional educational attendance
4 areas; and providing for an effective date."

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

6 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
7 to read:

8 **PURPOSE.** It is the purpose of this Act to provide a one-year transition period in
9 which the functions performed by the Alyeska Central School can be assumed by another
10 educational organization, such as a charter school or a school district of the state.

11 * **Sec. 2.** AS 14.07.020(a)(9) is amended to read:

12 (9) exercise general supervision over [PROVIDE ACCREDITED]
13 elementary and secondary correspondence study programs offered by municipal
14 school districts or regional educational attendance areas; the department may

1 also offer and make available to any Alaskan through a centralized office a [OF]
2 correspondence study program;

3 * **Sec. 3.** AS 14.14.090(2) is amended to read:

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

6 * **Sec. 4.** AS 14.14.120(c) is amended to read:

7 (c) An inoperative school board shall, if practicable, pay the tuition and
8 boarding costs necessary to enable the school age children within the district to attend
9 school in another district. If a child in an inoperative school district is not attending
10 school in another district, the department shall provide information on
11 correspondence courses and other materials and charge the school board of the
12 inoperative district an amount equal to the actual cost to the department.

13 * **Sec. 5.** AS 14.17.430 is amended to read:

14 **Sec. 14.17.430. State funding for correspondence study and similar**
15 **programs.** Except as provided in AS 14.17.400(b), funding for the state centralized
16 correspondence study program or a district correspondence program, including a
17 district that offers a statewide correspondence study program, or a study program
18 that occurs primarily outside a school facility, includes an allocation from the
19 public school account in an amount calculated by multiplying the ADM of the
20 correspondence or study program by 80 percent.

21 * **Sec. 6.** AS 14.17.600(a) is amended to read:

22 (a) Within two weeks after the end of the 20-school-day period ending the
23 fourth Friday in October, each district shall transmit a report to the department that,
24 under regulations adopted by the department, reports its ADM for that counting period
25 and other student count information that will aid the department in making a
26 determination of its state aid under the public school funding program. For centralized
27 correspondence study, the October report shall be based on the period from July 1
28 through the fourth Friday in October [, EXCEPT THAT SUMMER SCHOOL
29 STUDENTS SHALL BE COUNTED AS A PROPORTIONATE FRACTION AS
30 DETERMINED BY THE DEPARTMENT]. The department may make necessary
31 corrections in the report submitted and shall notify the district of changes made. The

1 commissioner shall notify the governor of additional appropriations the commissioner
2 estimates to be necessary to fully finance the public school funding program for the
3 current fiscal year.

4 * **Sec. 7.** AS 39.25.160(e)(7) is amended to read:

5 (7) certificated teachers employed [BY THE DEPARTMENT OF
6 EDUCATION AND EARLY DEVELOPMENT] as correspondence teachers, teachers
7 in skill centers operated by the Department of Education and Early Development, or
8 teachers at Mt. Edgecumbe School;

9 * **Sec. 8.** Sections 5 and 6 of this Act take effect July 1, 2003.

10 * **Sec. 9.** Except as provided in sec. 8 of this Act, this Act takes effect July 1, 2004.

ALASKA STATE LEGISLATURE

REPRESENTATIVE BRUCE WEYHRAUCH



ALASKA
STATE CAPITOL
JUNEAU, ALASKA
99801-1182

(907) 465-3744
FAX (907) 465-2273

STATE AFFAIRS COMMITTEE

Fax

To: Legislative Legal – Mike Ford From: Ginny Austerman

Fax: 2029 Date: April 18, 2003

Phone: 2450 Pages: one

Re: HCS HB 174 CC:

Urgent For Review Please Comment Please Reply

•Comments:

Regarding CS HB 174 (23-GH1126(D):

Page 2 Sec 5 – This section needs an effective date of July 1, 2003.

Page 2 Sec 6 – This section needs an effective date of July 1, 2003.

Thank you,

*faxed
4/18/03
209 pm*

23-GH1126\D
Ford
4/15/03

CS FOR HOUSE BILL NO. 174(STA)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-THIRD LEGISLATURE - FIRST SESSION

BY THE HOUSE STATE AFFAIRS COMMITTEE

Offered:
Referred:

Sponsor(s): HOUSE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

A BILL

FOR AN ACT ENTITLED

1 **"An Act relating to the state centralized correspondence study program, to funding for**
2 **educational programs that occur primarily outside school facilities, and to the duties of**
3 **school boards of borough and city school districts and regional educational attendance**
4 **areas; and providing for an effective date."**

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

6 *** Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
7 to read:

8 **PURPOSE.** It is the purpose of this Act to provide a one-year transition period in
9 which the functions performed by the Alyeska Central School can be assumed by another
10 educational organization, such as a charter school or a school district of the state.

11 *** Sec. 2.** AS 14.07.020(a)(9) is amended to read:

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13 elementary and secondary correspondence study programs offered by municipal
14 school districts or regional educational attendance areas; the department may

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also offer and make available to any Alaskan through a centralized office a [OF] correspondence study program:

* Sec. 3. AS 14.14.090(2) is amended to read:

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

* Sec. 4. AS 14.14.120(c) is amended to read:

(c) An inoperative school board shall, if practicable, pay the tuition and boarding costs necessary to enable the school age children within the district to attend school in another district. If a child in an inoperative school district is not attending school in another district, the department shall provide information on correspondence courses and other materials and charge the school board of the inoperative district an amount equal to the actual cost to the department.

* Sec. 5. AS 14.17.430 is amended to read:

Sec. 14.17.430. State funding for correspondence study and similar programs. Except as provided in AS 14.17.400(b), funding for the state centralized correspondence study program or a district correspondence program, including a district that offers a statewide correspondence study program, or a study program that occurs primarily outside a school facility, includes an allocation from the public school account in an amount calculated by multiplying the ADM of the correspondence or study program by 80 percent.

* Sec. 6. AS 14.17.600(a) is amended to read:

(a) Within two weeks after the end of the 20-school-day period ending the fourth Friday in October, each district shall transmit a report to the department that, under regulations adopted by the department, reports its ADM for that counting period and other student count information that will aid the department in making a determination of its state aid under the public school funding program. For centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October [, EXCEPT THAT SUMMER SCHOOL STUDENTS SHALL BE COUNTED AS A PROPORTIONATE FRACTION AS DETERMINED BY THE DEPARTMENT]. The department may make necessary corrections in the report submitted and shall notify the district of changes made. The

Call Mike Ford

7/10/02 effective date

7/10/02 effective date

1 commissioner shall notify the governor of additional appropriations the commissioner
2 estimates to be necessary to fully finance the public school funding program for the
3 current fiscal year.

4 * **Sec. 7.** AS 39.25.160(e)(7) is amended to read:

5 (7) certificated teachers employed [BY THE DEPARTMENT OF
6 EDUCATION AND EARLY DEVELOPMENT] as correspondence teachers, teachers
7 in skill centers operated by the Department of Education and Early Development, or
8 teachers at Mt. Edgecumbe School;

9 * **Sec. 8.** This Act takes effect July 1, 2004.

ALASKA STATE LEGISLATURE

REPRESENTATIVE BRUCE WEYHRAUCH



ALASKA
STATE CAPITOL
JUNEAU, ALASKA
99801-1182

(907) 465-3744
FAX (907) 465-2273

*faxed to
Leg Legal*

4/11/03

12:45 pm

STATE AFFAIRS COMMITTEE

Fax

To: Legislative Legal

From: Ginny Austerman

Fax: 2029

Date: April 11, 2003

Phone: 2450

Pages: Two inc. cover

Re: Committee Substitute for HB 174 CC:

Urgent For Review Please Comment Please Reply

•Comments:

Representative Weyhrauch would like a CS (STA) prepared for HB 174 (23-GH1126/A).

See the following page for amendment information.

Changes to the current version of the bill are as follows:

Page 1, line 9 – after the word “may” add “also”

Page 1, line 10 – delete the word “not” and reinstate the words “available to any Alaskan through”

Page 2, line 11 – reinstate the word “centralized”

Page 2, line 14 – reinstate the word “centralized”

Page 2, line 21 – reinstate the word “centralized”

Page 2, lines 25 & 26 – reinstate the words “the State Centralized Correspondence Study Program or”

Page 3, lines 5 – 10 – reinstate the words “for centralized correspondence study, the October report shall be based on the period from July 1 through the fourth Friday in October,” delete “except that summer school students shall be counted as a proportionate fraction as determined by the Department.”

Page 3, lines 19 – 23 – reinstate the words “in those school districts providing an approved correspondence study program, a student may be enrolled either in the district correspondence program or in the centralized correspondence study program;”

Page 3, lines 26 – 27 – reinstate “, and the state centralized correspondence study program;”

Page 3, lines 29 – 31 – reinstate “teachers employed by the Department of Education and Early Development as correspondence teachers,”

Page 4, line 3 – reinstate the words “teachers employed”

Page 4, line 4 – reinstate the words “as correspondence teachers,”

Page 4, line 7 - (conceptual amendment) "Add a transition year to seek sponsorship by another educational organization such as a charter school or school district."

Change effective date to July 1, 2004

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: _____
 Bill Version: CS HB 174(STA)
 () Publish Date: _____

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title An Act relating to the state centralized BRU Alyeska Central School
correspondence study program and the duties of schools... Component Alyeska Central School
 Sponsor House Rules Committee
 Requester Governor Component No. 2106

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	FY 2009
Personal Services	2,809.3	(2,809.3)				
Travel	55.0	(55.0)				
Contractual	538.3	(538.3)				
Supplies	918.4	(918.4)				
Equipment	18.0	(18.0)				
Land & Structures	0.0					
Grants & Claims	0.0					
Miscellaneous	0.0					
TOTAL OPERATING	4,339.0	(4,339.0)	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1007 Inter Agency/Program Receipts	3,839.0	(3,839.0)				
1156 Receipt services	500.0	(500.0)				
Other (Specify Type-Do not abbreviate)						
TOTAL	4,339.0	(4,339.0)	0.0	0.0	0.0	0.0

Estimate of any current year (FY2003) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

Full-time	21	-21				
Part-time	26	-26				
Temporary	1	-1				

ANALYSIS: (Attach a separate page if necessary)

CS HB174(STA) will eliminate Alyeska Central School the statewide correspondence program operated by the state beginning with the 2004-2005 school year. This bill will repeal summer school funding for Alyeska Central School beginning with the 2003 -2004 school year.

Prepared by: Eddy Jeans, School Finance Manager
 Division: Education and Early Development
 Approved by: _____
 Agency: Education and Early Development

Phone 465-8679
 Date/Time 4/23/03 4:47 PM
 Date 4/23/2003

WORK DRAFT

WORK DRAFT

WORK DRAFT

23-GH1126VD
Ford
4/15/03

**CS FOR HOUSE BILL NO. 174(STA)
IN THE LEGISLATURE OF THE STATE OF ALASKA
TWENTY-THIRD LEGISLATURE - FIRST SESSION**

BY THE HOUSE STATE AFFAIRS COMMITTEE

Offered:
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THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

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WORK DRAFT

23-G11126W

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 31 corrections in the report submitted and shall notify the district of changes made. The

WORK DRAFT

WORK DRAFT

23-GH1126D

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 3 current fiscal year.

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 6 EDUCATION AND EARLY DEVELOPMENT] as correspondence teachers, ~~teachers~~
 7 in skill centers operated by the Department of Education and Early Development, or
 8 teachers at Mt. Edgecumbe School;

9 * Sec. 8. This Act takes effect July 1, 2004.

*the only teachers
 employed by the
 state as
 being
 the extent
 service*

Bill Text



BILL ID: HB 174

00

HOUSE BILL NO. 174

01 "An Act relating to the state centralized correspondence study program, to fundin
02 educational programs that occur primarily outside school facilities, and to the d
03 school boards of borough and city school districts and regional educational atten
04 areas; and providing for an effective date."

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04 school in another district. If a child in an inoperative school district i
05 school in another district, the department shall provide information on
06 correspondence courses and other materials and charge the school board of t
07 inoperative district an amount equal to the actual cost to the department.

08 * Sec. 4. AS 14.17.300 is amended to read:

09 Sec. 14.17.300. Public school account. (a) The public school accoun
10 established. The account consists of appropriations for distribution to sc
11 the state boarding school, and for [CENTRALIZED] correspondence study under
12 chapter.

13 (b) The money in the account may be used only in aid of public school
14 including community school programs, and for [CENTRALIZED] correspondence
15 study programs under this chapter.

16 * Sec. 5. AS 14.17.400(b) is amended to read:

17 (b) If the amount in the public school account is insufficient to mee
18 amounts authorized under (a) of this section for a fiscal year, the departm
19 reduce pro rata each district's basic need by the necessary percentage as d
20 the department. If the basic need of each district is reduced under this su
21 department shall also reduce state funding for [CENTRALIZED] correspondence
22 study and the state boarding school by the same percentage.

23 * Sec. 6. AS 14.17.430 is amended to read:

24 Sec. 14.17.430. State funding for correspondence study and similar
25 programs. Except as provided in AS 14.17.400(b), funding for [T STATE
26 CENTRALIZED CORRESPONDENCE STUDY PROGRAM OR] a district
27 correspondence program, including a district that offers a statewide corres
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04 and other student count information that will aid the department in making
05 determination of its state aid under the public school funding program. [F
06 CENTRALIZED CORRESPONDENCE STUDY, THE OCTOBER REPORT

07 SHALL BE BASED ON THE PERIOD FROM JULY 1 THROUGH THE FOURTH
 08 FRIDAY IN OCTOBER, EXCEPT THAT SUMMER SCHOOL STUDENTS
 09 SHALL BE COUNTED AS A PROPORTIONATE FRACTION AS DETERMINED
 10 BY THE DEPARTMENT.] The department may make necessary corrections in the
 11 report submitted and shall notify the district of changes made. The commis
 12 shall notify the governor of additional appropriations the commissioner est
 13 necessary to fully finance the public school funding program for the curren
 14 year.

15 * Sec. 8. AS 14.30.010(b)(10) is amended to read:
 16 (10) is enrolled in
 17 (A) a state boarding school established under AS 14.16; or
 18 (B) a full-time program of correspondence study approved by
 19 the department; [IN THOSE SCHOOL DISTRICTS PROVIDING AN
 20 APPROVED CORRESPONDENCE STUDY PROGRAM, A STUDENT
 21 MAY BE ENROLLED EITHER IN THE DISTRICT CORRESPONDENCE
 22 PROGRAM OR IN THE CENTRALIZED CORRESPONDENCE STUDY
 23 PROGRAM;]

24 * Sec. 9. AS 14.30.350(8) is amended to read:
 25 (8) "school district" means a borough school district, a city sc
 26 district, a regional educational attendance area, or a state boarding schoo
 27 THE STATE CENTRALIZED CORRESPONDENCE STUDY PROGRAM];

28 * Sec. 10. AS 39.25.110(7) is amended to read:
 29 (7) certificated [TEACHERS EMPLOYED BY THE DEPARTMENT
 30 OF EDUCATION AND EARLY DEVELOPMENT AS CORRESPONDENCE
 31 TEACHERS,] teachers in skill centers operated by the Department of Educatio
 01 Early Development [,] or in Mt. Edgecumbe School;

02 * Sec. 11. AS 39.25.160(e)(7) is amended to read:
 03 (7) certificated [TEACHERS EMPLOYED BY THE DEPARTMENT
 04 OF EDUCATION AND EARLY DEVELOPMENT AS CORRESPONDENCE
 05 TEACHERS,] teachers in skill centers operated by the Department of Educatio
 06 Early Development [,] or teachers at Mt. Edgecumbe School;

07 * Sec. 12. This Act takes effect July 1, 2003.

Bill Root: Display Bill Root



TO REPORT PROBLEMS WITH BASIS INQUIRY

LIVE KTOO STREAMS

[Return to Basis Main Menu \(23rd Legislature\)](#)
[Return to Legislature Home Page](#)

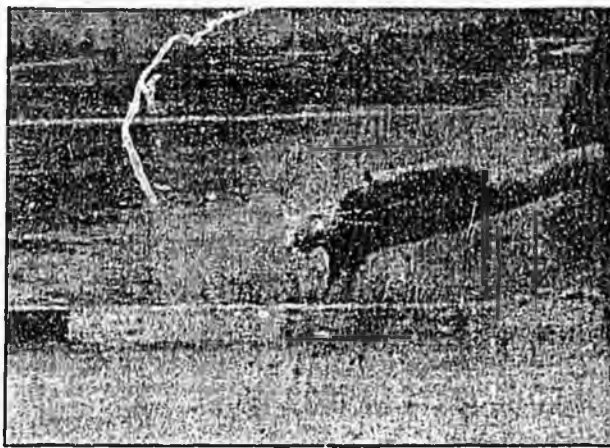
"Today, the tide has turned," Information Minister Mohammed Saeed al-Sahhaf said. "We are destroying them." He read a statement from Saddam telling Iraq's fighters to rush at the Americans and "exhaust (them) and increase the depth of their wounds."

Al-Sahhaf said the Americans were in the suburbs and in a message on television urged residents to inform Iraqi troops about any U.S. movements. Maintain "calm, good organization ... to confront the enemy effectively, conquer it, and force it to retreat accursed and defeated," he said.

By Saturday night, city streets were crawling with all kinds of armed men - government troops, militiamen, loyalists from Saddam's Baath party. Members of the Fedayeen, a militia led by Saddam's son Odai, appeared in their distinctive black uniforms in the city center for the first time since the war began.

Armed with Kalashnikovs, mortars and heavy machine guns, soldiers of the elite Republican Guard Corps dug fresh trenches and fortified old ones. Some took over

Please see **WAR**, Page A7



Statue of limitations: A U.S. Army vehicle from the 4th Republican Guard's Medina Division headquarters survived airstrikes and abandoned by Iraqi forces.

Correspondence school's planned closing concerns School Board

By **ERIC FRY**

JUNEAU EMPIRE © 2003

The proposed closing of the state-run correspondence school could help the Juneau School District's budget but would hurt some local students who need personalized attention or help to graduate, according to administrators and School Board members.

The School Board said Tuesday it will send a letter to legislators expressing concern about the proposed closing of Alyeska Central School.

Alyeska enrolls about 640 full-time students and 440 tuition-paying students who take selected courses. Its summer school enrolled 3,450 students last year.

The Alyeska closure is among a number of Murkowski administration measures to reduce the state education budget. Closing Alyeska would save the state \$1.2 million, the cost of its summer school, state officials have said.

The state wouldn't necessarily save money by closing the regular program because the state still would fund the education of those students if they enrolled in an Alaska school district or a district-based home-school program.



BRIAN WALLACE / JUNEAU EMPIRE

Home learning: Laurie Clough instructs her son Forrest during a home school lesson at their North Douglas home Saturday.

Eighty Juneau children attend Alyeska full time, said Juneau schools Superintendent Peggy Cowan. If Alyeska closed, some of those students might enroll in the Juneau School District, either in its regular schools or in its two home-school programs, thus increasing the district's state fund-

ing.

At a meeting last week, School Board member Paul Gulyas discounted the idea that many Alyeska students would transfer into regular schools. The students have chosen an alternative program and will seek another such

Please see **HOME SCHOOL**, Page A8

ect to city permitting.

you to support this amendment and

Eric Fry can be reached at
eric.fry@juneauempr.com.

Home school: Students would have to pay for correspondence courses from outside Alaska

Continued from Page A1

program if Alyeska closes, he said.

Cowan also pointed out some local downsides to Alyeska's closure.

Last summer Juneau School District students took 275 courses in the Alyeska summer school, which is funded by the state. The school district's summer school focuses on remedial courses, and it would be hard for it to match the diversity of Alyeska's courses, administrators said. The Juneau summer school charges a fee but offers some scholarships.

A lot of Juneau students who take summer courses at Alyeska want to work ahead, not take remedial courses, said Carol Sewill, who runs the Juneau School District's correspondence program.

If Alyeska closed, those students would have to pay for correspondence courses from outside of Alaska if they still wanted them. No other Alaska distance-education programs sell such courses, Sewill said.

"We would have a very hard time duplicating the 275 courses," said School Board member Mary Becker. "This would be a very great loss to our students."

The Alyeska summer courses are valuable to high school seniors who are short a few credits to graduate, Sewill said. Without a substitute program, they would have to re-enroll in high school in the fall, putting off college.

Also, 83 Juneau children, some enrolled in the school district, are paying tuition to take selected courses at Alyeska during the regular school year. Some of those are middle school students taking advanced courses such as algebra and geometry, Cowan said.

Sewill said Alyeska's tuition-paying students can buy courses from out of state for a comparable fee, but Juneau children won't have the close access to Alyeska's certified teachers, who work here. Nor will the outside courses be

I just never thought I'd see another '1986' here with the state being hit so hard. I'm having trouble understanding the necessity for cutting state government to the level they are.

DEBBIE CHALMERS

President, Alyeska teachers union

geared to Alaska, she said.

Laurie Clough of Juneau enrolls two sons, 13 and 15, in the public schools part time, and they also take some courses for a fee at Alyeska. Clough, a former public school teacher, said Juneau's schools are good but in some ways were a bad fit for her sons.

"I wanted them to excel in school, and I could see they weren't doing it," she said.

The Murkowski administration has argued that Alyeska's services are duplicated elsewhere. But Clough said the statewide distance-education programs run by Alaska school districts won't accept part-time students. And she's concerned Outside programs won't provide a quick turnaround in reviewing lessons.

Also of concern locally is the loss of jobs. Alyeska employs 20 teachers and 18 support staff, all in Juneau, the school has said. Another 10 positions, all but one in Juneau, are unfilled.

Debbie Chalmers, president of the Alyeska teachers union, said her family had to leave Juneau and eventually Alaska when low oil prices in 1986 triggered layoffs of untenured teachers. She returned in 1990.

"I just never thought I'd see another '1986' here with the state being hit so hard," Chalmers said. "I'm having trouble understanding the necessity for cutting state government to the level they are."

The Juneau market for home sales is "soft," she said. "You put 10 or 15 more homes on the market - I think that's going to have an appreciable impact."

Because a statewide correspondence school is mandated by Alaska law, it will take another law to undo the requirement.

The House Health Education and Social Services Committee was split in its review of House Bill 174 to close Alyeska. The bill has been scheduled for a hearing, among other bills, in the State Affairs Committee, chaired by Juneau Republican Rep. Bruce Weyhrauch, at 8 a.m. Tuesday.

A similar measure, Senate Bill 107, was passed out of the Senate Health Education and Social Services Committee on Thursday and will go to that body's Finance Committee.

Closing Alyeska is a tough policy call, Rep. John Coghill, a North Pole Republican who supports the closure, said at a House Health Education and Social Services Committee hearing late last month.

The state is working to get school districts connected to their students, and the districts have been stepping up with their own home-school programs, he said.

"The policy call we are asking here is do we give the school districts now the responsibility for providing correspondence school," he told the committee.

• Eric Fry can be reached at
eric.fry@juneauempr.com.



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r all - including the small-s. Unfortunately, as Roger to the helm, they forget

- CHARLES C. HAYNES,
First Amendment Center

By Garry Trudeau

WANT GET A DRIVER,
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BY WITH THAT, SIR?



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A NATION
OF ENTRE-
PRENEURS!
AND KNEUT!



uating U.S. foreign policy since 1945, would be astonished to find out how many Saddam-like ogres we have sponsored and taught at the School of the Americas, a CIA training camp located in Georgia. Past graduates include but are not limited to, Manuel Noriega; Hugo Banzer, the Bolivian dictator responsible for the assassination of an archbishop, a bishop, six Jesuit priests, four American churchwomen, and many other dissenters of his regime. We have helped to prop up the government of the shah of Iran, supported the Marcos' regime in the Philippines, and instigated the overthrow of the Chilean government in the early 1970s. The list

of such members of our society who choose to form their opinions based on corporate news reports, which in effect are as reliable as state-sponsored news reports. From a historical perspective, a case could and should be made to hold our politicians responsible for the aggressive and destructive course they have led us in.

One last item in Lilliedahl's article that I feel needs addressing is the statement, "one hundred and twenty some odd precious and heroic American lives were given in much agony halfway around the world to protect our freedom ... The list of altruistic wars is very short. In the past 50 years no campaign the U.S. has fought has had anything to do

their actions; the rights for which every soldier fights are given up on the day of their enlistment. I do blame our leaders, who with their thirst for power and relentless drive for dominance of the world's raw materials have led us into a campaign of murder and destruction. As our leaders and the corporate media continue to allow fear and revenge to drive our popular culture, we can expect more events like Sept. 11. The power of democracy lies in the people's ability to change leadership. We must speak up. • Kenn Magowan of Juneau is a youth counselor and a former Marine.

Alyeska Central School not unique

By Jim Clark

The voters of Alaska made it abundantly clear that they want a more scaled-down, efficient state government to deliver essential state services. The governor has proposed closing the Alyeska Central School (ACS) to accomplish these goals and to terminate a state service that duplicates the new and creative efforts of local school districts to offer correspondence courses.

ACS's roots go back to 1939. At that time, it addressed a significant need. Some children in the then-territory had no access to local schools. They were the children of the pioneers of the state who were settling new areas, developing our resources, and helping shape the Alaska we all know today. ACS was their only choice, and it served those students well. After serving a peak of more than 2,000 students in the full-time program at one time, today the school educates just over one-quarter that amount.

The entire education system in Alaska has changed significantly since 1939. We now have local school districts that cover every square inch of the state and provide education to every child who resides within their borders. Local districts provide students and parents with a variety of educational choices, including local

brick and mortar schools, charter schools, distance delivery, correspondence programs, and student living centers.

In addition, some local school districts have begun to open their correspondence programs to every student in the state. Where once a child seeking correspondence education had only one choice - ACS, they now have nearly a dozen programs from which to choose.

Competition among the programs has helped them improve the services offered and attracted overwhelming numbers of students. There are nearly 8,000 students enrolled in statewide correspondence programs run by Chugach, Copper River, Craig, Delta/Grady, Denali, Galena, Iditarod, Mat-Su, Nenana, Tanana and Yukon/Koyukok school districts.

The state has encouraged local school districts to continue to grow their correspondence schools and compete for students. To do this on one hand, and have the state run its own program on the other, is counterproductive and duplicative. Instead, the state should terminate ACS, share the resources developed through ACS to districts outside Juneau to better serve the stu-

dents of Alaska, by closing ACS we intend to do just that.

To the extent allowed by copyright law, we will make the curriculum offered at ACS available to all districts to use in their correspondence programs. We will work with local school districts to help develop programs that meet the needs of the students at ACS. Finally, we will work with parents and students to help identify the best option for their education needs.

The primary argument used by those opposing the closure of ACS is that the program offered is unique. This is no longer the case. The programs offered outside Juneau show a great promise. Our local school districts already have created innovative programs that have expanded the opportunities available to Alaska's students. By competing with one another for students they will develop a variety of courses and curricula that will greatly improve learning opportunities for those Alaska students who use the correspondence program.

In conclusion, the governor's approach to education and support of correspondence participating districts to improve the program for those Alaskans who use this service.

Jim Clark is a former Alaska state legislator.

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4/19/03

Bruce -

Debbie Chalmers
of Alaska Central
School faxed this
over to us this
morning.

I hadn't sent
the CS request yet.
Do you want to
use any of this
fax.

Debbie thought
the info here could
help clarify the
intent language.

Genny

[Click here and type address]

facsimile transmittal

To: Bruce Weybrauch Fax: ⁴⁶⁵⁻²²⁷³ [Click here and type fax number]

From: Debbie Chalmers Date: 4/8/2003

Re: HB 174 CS Pages: 2

- Urgent For Review Please Comment Please Reply Please Recycle



Dear Bruce,

Thank you for meeting with Cecilia Miller and I today. We wanted to clarify that the intent of the one-year extension proposed in the amendment is to allow ACS to transition intact to a district (several have expressed an interest) or educational organization (such as UAS or SERRC), rather than just an extra year to close down. We still believe that the summer school program provides a valuable service, but understand that budget cuts need to be made, and summer school courses could still be offered on a tuition basis. The main priority is for students and families to have the opportunity to receive the kinds of services ACS provides. Attached is a more complete explanation of our positions and rationale. Thank you again for your efforts.

.....

**Alyeska Central School Education Association
Draft Position re: HB174 & SB107**

First priority is to maintain ACS as a school operated by EED.

- 1) ACS offers a complete K-12 curriculum with courses written by, taught, and assessed by Alaskan teachers. ACS provides services desired by many students and families as well as schools and districts.
- 2) ACS is mandated to serve students in any area of Alaska, relieving districts of the responsibility of providing a complete correspondence program *if they choose not to*. To date, the largest school district in the state, Anchorage, has never chosen to offer the type of program provided by ACS. Of the 53 districts in the state, 29 do not currently operate *any* type of correspondence funded program. The 11 districts that are currently serving students statewide can choose to restrict enrollment, discontinue those programs, or not provide a program comparable to ACS. In that case, it will be an additional burden on the districts of residence that are obligated to provide educational services to their students.
- 3) ACS has the infrastructure and experience in place to continue to provide quality curriculum choices to students who enroll under foundation funding as well as to any student in the state who is willing to pay tuition. ACS is also available to be used as a support to schools and districts in meeting the NCLB requirements.

Second choice is to maintain ACS intact as a school to be operated by a school district or other educational agency.

- 1) In order for this to be a viable option, it is imperative to extend ACS within the Department of Education and Early Development for at least one more school year. The logistics of determining the most appropriate district or organization to "host" ACS, and making appropriate arrangements will take time.
- 2) Statute changes may be needed in order to allow ACS to be hosted by another district or organization. For example, currently foundation funding for students may only be distributed to a school district or the Department of Education and Early Development.
- 3) The intent of the additional year of operating within EED must be to facilitate a transition of ACS to another district or organization, rather than a year of extension in order to provide extra time for closure so that students and parents will be assured that educational services will continue to be provided and that the transition of ACS from EED to a district or other organization would not impact their educational progress.

Fax

To: Bruce Weyhrauch**From:** Debbie Chalmers, ACSEA President**Fax:** 465-2273**Pages:** 2**Phone:** 465-3744**Date:** 4/9/2003**Re:** HB 174**CC:** Beth Kerttula

Urgent **For Review** **Please Comment** **Please Reply** **Please Recycle**

Thanks for meeting with Cecilia Miller and me today. I wanted to clarify that our intention for an amendment is to allow ACS a transition year, not for the closure of the program. During this transition year, our school seeks sponsorship under a district (some districts have already expressed an interest) or educational organization (such as SERRC or UAS). Please review the attached information. Thank you again for help in these efforts.

**Alyeska Central School Education Association
Draft Position re: HB174 & SB107**

First priority is to maintain ACS as a school operated by EED.

- 1) ACS offers a complete K-12 curriculum with courses written by, taught, and assessed by Alaskan teachers. ACS provides services desired by many students and families as well as schools and districts.
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- 1) In order for this to be a viable option, it is imperative to extend ACS within the Department of Education and Early Development **for at least one more school year**. The logistics of determining the most appropriate district or organization to "host" ACS, and making appropriate arrangements will take time.
- 2) Statute changes may be needed in order to allow ACS to be hosted by another district or organization. For example, currently foundation funding for students may only be distributed to a school district or the Department of Education and Early Development.
- 3) The intent of the additional year of operating within EED must be to facilitate a transition of ACS to another district or organization, rather than a year of extension in order to provide extra time for closure so that students and parents will be assured that educational services will continue to be provided and that the transition of ACS from EED to a district or other organization would not impact their educational progress.

APR 14 2003



LEGISLATIVE INFORMATION OFFICE

PO Box 1189
Room 221, Jarvis Office Center
Delta Jct., AK 99737
Phone: 895-4236 Fax: 895-5017

MEMORANDUM

DATE: April 9, 2003
TO: House State Affairs Committee

FROM: Elizabeth A. Sarver *EAS*
Legislative Information Officer

SUBJECT: Testimony for House State Affairs Committee

Please accept the enclosed original(s) of written testimony for the House State Affairs committee hearing that was scheduled for 04/08/03.

Copies of this testimony were transmitted by fax on 04/09/03.

Thank you.

Enclosures: 1



Alaska State Legislature

**TESTIMONY AGAINST HB174: Closure of Alyeska Central School
House State Affairs Committee Hearing 4/8/03**

Please en

committe

ACS can provide high school programs for teacher aides, who need to become highly qualified under NCLB, which other correspondence programs cannot provide. **DO NOT** close Alyeska Central School. Only **ACS** has a faculty of teachers, who are already "highly qualified under No Child Left Behind (NCLB). Show our children that their future is a worthy investment and quality counts, School. **ACS provides a quality program with accountability for students and parents, which other programs in the state could not match.**

ACS provides for special needs students in a way that other correspondence schools can not do. In 1997 my daughter, who had just completed her sophomore year in our district's gifted and talented program, was in a near-fatal 4-wheeler accident, resulting in a severe traumatic brain injury that had damaged **EVERY** lobe of her brain. She suffered complete amnesia, with no memory of herself, her family, or the content of all the advanced coursework she had already completed at school. She spent three months in Providence Hospital in Anchorage where we began her arduous journey to regain **HER** life as she had known it. An advanced math student before was then learning addition and subtraction all over again. We had to take every subject and her music, learning them all over from the beginning and proceeding through them, step-by-step. **ACS** helped us do that providing her with the coursework for two basic science classes. She had scored in the 99%ile in both math and science prior to the accident! The quality hands-on materials they sent and quality lessons allowed her to regain her ability to return to Delta Junction High School, earning her diploma in 1999 and to go on to New York University as a Freshman the next Fall. This same young lady was honored by your Twentieth Alaska State Legislature as the grand prize winner of the Alaska Association of Bilingual Education Essay Contest! Without the quality materials and excellent staff support from **ACS**, this success story may not have had as happy an ending. **Save a program that has been an Alaska success story for over 60 years! Please vote NO on HB174! Show our children that their future is a worthy investment. DO NOT close Alyeska Central School.**

Signed:

Jackie Nelson, President, Delta-Greely Education Support Personnel Assoc. DGESPA
Mother of 3
HC 60 Box 4180, Delta Junction, AK 99737
(907) 895-4217 <jackie@wildak.net>

Subject: [Fwd: Alyeska Central School]
Date: Thu, 10 Apr 2003 15:57:47 -0800
From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>
Organization: Alaska State Legislature
To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file

Bruce

Subject: Alyeska Central School
Date: Thu, 10 Apr 2003 08:26:05 -0800
From: "Shelley Jenkins" <jenkinss@mail.jsd.k12.ak.us>
To: representative.bruce.veyhrauch@legis.state.ak.us
CC: cowanp@mail.jsd.k12.ak.us

>Status: U
>Date: Wed, 9 Apr 2003 16:41:27 -0800
>To: jenkinss@jsd.k12.ak.us
>From: Peggy Cowan <cowanp@mail.jsd.k12.ak.us>
>Subject: message for Bruce Weyhrauch

>

>

>

>Dear Representative Weyhrauch :

>

>I talked to your staff person Terry this morning. The Juneau Board
>of Education met last night and discussed the idea of making ACS a
>charter school within the Juneau School District. It was the
>unanimous opinion of those present that a statewide program is
>outside of the mission of the Juneau School District. They discussed
>it and thought that you might want to amend the Charter School law
>to allow for a statewide charter school and have ACS chartered under
>that provision.

>

>Thank you for your interest in maintaining a quality educational
>opportunity for Juneau students and students statewide.

>

>Sincerely,

>Peggy

>

>Peggy Cowan, Superintendent
>Juneau School District
>10014 Crazy Horse Drive
>Juneau, AK 99801
>
>(907) 463-1700 ext 215
>(907) 463-1768 fax
>cowanp@jsd.k12.ak.us

Subject: [Fwd: ACS Closure]
Date: Thu, 10 Apr 2003 15:56:33 -0800
From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>
Organization: Alaska State Legislature
To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file

Subject: ACS Closure

Date: Thu, 10 Apr 2003 07:41:04 -0800
From: Denise Maloney <dmaloney@alaska.com>
To: Governor's Budget <gov_budget@gov.state.ak.us>
CC: Scott Ogan <senator_scott_ogan@legis.state.ak.us>, Loren Leman <loren_leman@gov.state.ak.us>, Frank Murkowski <frank_murkowski@gov.state.ak.us>, Beverly Masek <representative_beverly_masek@legis.state.ak.us>, Donny Olson <Senator_Donny_Olson@legis.state.ak.us>, Lyman Hoffman <Senator_Lyman_Hoffman@legis.state.ak.us>, Ben Stevens <Senator_Ben_Stevens@legis.state.ak.us>, Robin Taylor <Senator_Robin_Taylor@legis.state.ak.us>, Con Bunde <Senator_Con_Bunde@legis.state.ak.us>, Lyda Green <Senator_Lyda_Green@legis.state.ak.us>, Gary Wilken <Senator_Gary_Wilken@legis.state.ak.us>, Bob Lynn <Representative_Bob_Lynn@legis.state.ak.us>, Bruce Weyhrauch <Representative_Bruce_Weyhrauch@legis.state.ak.us>, Ethan Berkowitz <Representative_Ethan_Berkowitz@legis.state.ak.us>, Jim Holm <Representative_Jim_Holm@legis.state.ak.us>, Max Gruenberg <Representative_Max_Gruenberg@legis.state.ak.us>, Nancy Dahlstrom <Representative_Nancy_Dahlstrom@legis.state.ak.us>, Paul Seaton <Representative_Paul_Seaton@legis.state.ak.us>

I'm am sending you figures on what my child's education could cost depending on the school she were to attend if ACS is closed. Keep this is mind when making your final decision.

Su Valley Jr/Sr High	\$19,495 (difference of \$16, 295)
Beryozava	\$ 9,997 (difference of \$6, 797)
Houston High School	\$3,403 (difference of \$3,203)

These figures show that if my child went to Su Valley you would have spent the equivalency of 5 students through ACS, 3 from Beryozava (not even sure she could go there), or 1 from Houston High. I'm sure these figures are comparable to others across the state. Due to accreditation issues and staff support these will be the choices that I will have for my child's education even though they are lacking in courses I feel my challenge her deucationally.

Sincerely,
Denise C. Maloney
PO Box 506
Willow, AK 99688
(907)495-1205
dmaloney@alaska.com

Subject: [Fwd: Please Retain Alyeska Central School (ACS)]

Date: Thu, 03 Apr 2003 16:26:22 -0900

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file please.

Bruce

Subject: Please Retain Alyeska Central School (ACS)

Date: Thu, 03 Apr 2003 12:31:23 -0900

From: Cheryl Shakespeare <Cheryl_Shakespeare@admin.state.ak.us>

To: Representative_Bruce_Weyhrauch@legis.state.ak.us

I encourage you to vote to retain Alyeska Central School. We have enrolled our son in a private school from K - 8, but the school does not offer high school. We enrolled our son in ACS because we thought that it was a stable home school. He is currently in 10th grade.

ACS provides a good alternative to local schools. We choose home schooling for flexibility, one-on-one adult/child ratio, hands on guidance on moral issues, etc.

ACS should actually be a cost savings measure - the local schools do not provide bussing, heat, lights, and furniture for our son.

We would appreciate your vote to retain ACS.

Cheryl Shakespeare <Cheryl_Shakespeare@admin.state.ak.us>

Accountant IV

Division of Finance (907) 465-2299

Administration

[Fwd: HB174-proposed closure of centralized correspondence]

Subject: [Fwd: HB174-proposed closure of centralized correspondence]
Date: Thu, 03 Apr 2003 11:49:48 -0900
From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>
Organization: Alaska State Legislature
To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

hb 174 file please

Subject: HB174-proposed closure of centralized correspondence

Date: Thu, 03 Apr 2003 09:34:49 -0800


From: "Mieke Malmberg" <mkm@quinnemanuel.com>

To: <Representative_bob_lynn@legis.state.ak.us>,
<Representative_bruce_veyhrauch@legis.state.ak.us>,
<Representative_ethan_berkowitz@legis.state.ak.us>,
<Representative_jim_holm@legis.state.ak.us>,
<Representative_max_gruenberg@legis.state.ak.us>,
<Representative_nancy_dahlstrom@legis.state.ak.us>

Dear House Committee on State Affairs:

I attended Alyeska Central School for most of my life and recently found out about this legislation from my younger brother. I understand that HB174 was referred to you yesterday. Attached is a letter that I have written expressing my concern about this legislation and setting forth arguments against it. I have already sent the letter to Rep. Seaton and, in order to avoid duplications, I am not including him on this email.

Thank you,
Mieke Malmberg

 correspondence.doc	Name: correspondence.doc Type: WINWORD File (application/msword) Encoding: base64 Download Status: Not downloaded with message
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Mieke K. Malmberg
California SBN# 209992

Home Address

846 Fourth St., Apt. 307
Santa Monica, CA 90403
(310) 393-4850

Family Address

P.O. Box. KPY
Port Bailey, AK 99697-0060

pilebay@yahoo.com

mkm@quinnemanuel.com

VIA ELECTRONIC MAIL and FIRST CLASS MAIL

House Committee on State Affairs
State Capitol
Juneau, AK 99801-1182

RE: HB 174 & SB 107 – Please DO NOT pass this legislation closing Alyeska Central School

Dear Representatives Weyhrauch, Holm, Dahlstrom, Lynn, Seaton, Berkowitz & Gruenberg:

Reference is made to the above legislation that, if passed, will require the closure of Alyeska Central School thereby a) taking away the centralized correspondence study program in the State of Alaska and b) leaving the responsibilities of administering a correspondence study to each individual district, a responsibility each district may choose to accept or not.

I. INTRODUCTION

I first heard about this proposed legislation last week from my 15 year old brother who is currently enrolled in Alyeska Central School (“ACS”). He wrote to me stating, “this idea [that ACS could be closed] is terrible. It [ACS] is a family tradition and we have to keep it going. Please write a letter to the legislature. WE CAN MAKE A DIFFERENCE.” After researching and thinking about the proposal I agree with him: closing ACS is a terrible idea. First, a centralized correspondence study is the optimal model to deliver high quality educational services to remote students. Additionally, the closure of the centralized program will result in complete chaos and undependability as well as a lower quality of educational services delivered at a cumulatively higher cost. Finally, closing ACS fails to fulfill legislative intent because ACS’ services are not ‘duplicative’ of other district programs and its comparatively large enrollment shows that it is valued and utilized by the State’s residents.

II. ARGUMENT

A. Personal Experience Shows that a Centralized Correspondence Study Is Optimal for High Quality Education

Alyeska Central School (formerly known as Centralized Correspondence Study) has played an integral role in my life. Raised in a family of six children on a remote homestead located on the west side of Kodiak Island, I was enrolled in ACS from first grade through the ninth grade. Following the ninth grade I moved to the town of Kodiak and attended Kodiak H.S. where I graduated in 1992, finishing in the top 5% of my class. Since then I've earned a B.S. in Biochemistry and Cell Biology and a B.A. in History from the University of California, San Diego, graduated in the top 25% of my class from the University of California, Hastings College of the Law and passed the rigorous California Bar Examination on my first attempt. I am now a third year associate at a top-tier law firm in Los Angeles practicing primarily patent litigation.

Having attended both ACS and regular public school in the State of Alaska, I can attest to the high quality of education that ACS delivers. ACS is intellectually challenging, well organized and well managed. In fact, I firmly believe that ACS did a better job of preparing me for a highly ranked college and professional program than other options available in the State of Alaska. The commitment of the teachers is strong (some of my elementary and junior high school teachers are still at ACS) and the lesson plans are constantly being updated to keep up with the latest developments in education. Examples of how good the education is that ACS delivers abound, including the fact that it took me three more years of Spanish at Kodiak H.S. to reach the end of the first year of material that I had learned already at ACS to the fact that four out of five of my younger siblings (who were also educated through ACS) either hold college degrees or are currently enrolled in major universities (my younger brother is a high school student enrolled in ACS).

In fact, although the Kodiak School District has always offered an alternative correspondence program, my mother investigated that program and specifically chose to go through ACS believing that the quality of the lesson plans, the constant updating of the material and the fact that there are individual teachers trained and accredited at each grade level make it far superior to the program run out of Kodiak where there are only one or two teachers to assist all students at all grade levels. Judging from my success as an ACS student, I would have to agree.

B. **Requiring Each District to Administer Its Own Correspondence Program Invites Chaos, a Lower Quality of Education at a Cumulatively Higher Cost and Complete Undependability**

Removing the centralized correspondence program from the State of Alaska will be disastrous. In a state where a high number of rural students make correspondence study an absolute necessity, decentralizing this program and turning it over to the whims of each individual district can only invite chaos, a lower quality of education at a cumulatively higher cost and undependable administration. Following are several reasons that the closure of Alyeska Central School is an unsavory option:

- **There will no longer be teachers trained at every grade level, thereby decreasing the quality of education.** It is doubtful that individual districts will have the necessary resources to employ correspondence teachers that are certified in each grade level, relying instead on one or more teachers, each undoubtedly trained in only one level, to administer (or be prepared to administer) each and every grade level at all times. This will decrease the quality of education and individual assistance being delivered to rural students and their families.
- **The quality of lesson plans will suffer and local programs will no longer be able to rely on ACS to develop timely curricula.** With only a few teachers in each of the districts that choose to offer correspondence study, who will be responsible for developing new lesson plans and keeping abreast of current developments in education? Certainly a few teachers administering a program for multiple students across several grade levels will not have the time nor the expertise to develop and continuously update lesson plans that are timely and challenging for every single grade level for which they are responsible. In the past these local correspondence programs have been able to depend on ACS for current lesson plans and curricula; if ACS is closed this option will no longer be available.
- **If in fact the school districts decide to assign the correspondence responsibility to a teacher already teaching in that district, this will also be disastrous.** A teacher already dealing with the day to day rigors of being in a classroom will have no commitment to a correspondence program which, in order to run smoothly and well, would require creativity, self-motivation, constant diligence, upkeep and supervision.
- **Decentralizing the pool of resources will make it impossible for local programs with fluctuating enrollment to offer current materials and library services for each and every student each**

and every year. Distributing funding over several correspondence programs will ultimately cause it to be at a cumulatively higher cost and lower quality. With the current centralized correspondence model, one pool of funding can purchase books and supplies, pay teacher salaries and administer student activities and a library for a large pool of students in each grade level each and every year. By destabilizing this program it means that each district that decides to offer a correspondence program (currently, 12 districts)¹ must cover all of these expenses on its own. With the fluctuation of rural enrollment this means that while in one year there may be a student in each grade level, the next year there may be no students in a given grade level or several in another grade level. Given this constant fluctuation of correspondence enrollment within a district, it will be expensive and impossible to offer current books and materials for each and every student each and every year.

- **Differences in district allocations of funding will cause a disparity in the quality of correspondence education delivered by each district.** Different districts will allocate funding differently depending on enrollment and other factors. By decentralizing the correspondence program students and their families will lose the dependable high quality education they have come to expect and deserve from correspondence study.
- **A failure to designate specific funding for correspondence study will provide no safeguards whatsoever, allowing districts to use funding on other pet projects.** If correspondence does not have specific funding districts may be encouraged to start correspondence programs in order to be eligible for additional funding from the State and then allocate those funds elsewhere. Without safeguards, districts are more likely to take care of those students with direct access to their facilities than they are to take care of those rural students who are essentially 'out of sight, out of mind.'
- **De-centralizing correspondence study will cause home-schooling to lose prestige and credibility.** As someone who has been educated by correspondence study and questioned about it throughout my life, I am quick to remind people that Alaska's correspondence program is centralized, organized and controlled. The fact that there are accredited teachers at every grade level and that it is a public school funded by the State with a long history of offering high quality education lends to it a certain amount of respect and prestige. Decentralizing correspondence study will cause home-schooling to lose the prestige and credibility that the centralized program has fought so hard to attain. Consequently those who are educated through correspondence study will suffer.
- **Although people will be able to choose a correspondence program in which to enroll, closing ACS will make**

¹ See Governor's Transmittal Letter re: HB 174, dated 3/5/03 (hereinafter "Governor's Letter").

correspondence study an undependable option and possibly increase dropout rates. Districts that may offer an alternative program at first may decide in a few years that it is no longer feasible to run their own program due to the expense and changes in enrollment. Additionally, with changes in funding each year spread out over only a few students, the effects will be felt more harshly by those enrolled in a district than they are felt now by the entire student body of ACS. Because of the high likelihood that district programs will close down after only a few years of operation, or that districts may decide to begin programs later on or not at all, there will be no continuity in correspondence study. Without constant research (which is difficult in any rural situation) and marketing on the part of the districts (another unaccounted for investment of time and money), remote families will not know where to go for their educational needs and will constantly need to be re-evaluating their choices and their alternatives.

In a state where an appalling 6.2% of students in grades 7-12 drop out, the State of Alaska should be doing everything in its power to provide reliable and consistent educational choices to its residents.² This drop out rate (which does not even account for those students in grades 1-6) will only increase with the ease in which rural students will be able to disappear into the abyss, with correspondence programs opening and closing around the State. In a State where many individuals do not necessarily see the value of education, where seamanship and outdoor skills are more highly valued than a college degree, it is highly unlikely that most families will embrace the constant diligence and responsibility needed to ensure that their children are receiving high quality education through correspondence study. Such diligence and responsibility will be an absolute necessity if the centralized program is removed as a stable and viable option.

C. **Closing ACS Fails to Fulfill Legislative Intent Because ACS' Services Are Not Duplicative of Other District Programs and a Comparatively Large Enrollment Shows that ACS Is Valued and Utilized by Many Alaskans**

Although the legislation is aimed at cutting the costs of 'duplicative services' provided by district programs,³ there is a fundamental problem with this approach: ACS is not providing services 'duplicative' of other district correspondence programs. In order to be 'duplicative,' the service must be exactly the same.⁴ This is not the case. ACS is providing teachers trained and

² See Dropout Rates in 2000-2001 found at <http://www.educ.state.ak.us/stats/dropoutrates/2000-2001dropoutratesbyethnicity.pdf>.

³ See Governor's Letter ("Eliminating the ACS program will eliminate the duplicative services currently being provided by school districts enrolling and serving correspondence students statewide.").

⁴ See Webster's College Dictionary, defining 'duplicative' as an *adj.* of 'duplicate' - "a copy exactly like the original; anything corresponding in all respects to something else."

accredited at every grade level. ACS is providing constantly updated educational materials and lesson plans (which are often used by the district programs). ACS is providing superior library services and student activities to rural students. District programs, on the other hand, provide only a few teachers to administer the program for all students, often depend on ACS for their updated educational materials and do not provide the same extensive library services and student activities that ACS is able to provide to its students. While districts may choose to shunt some of their funding to a local correspondence program, it is unfair to remove ACS as an educational choice when its services are certainly not 'duplicative' of local programs.

Additionally, public information available on Alaska's schools fails to show why the centralized correspondence program, an important and fundamental service being provided to the State's residents, is being unfairly targeted by this legislation. According to the Alaska Department of Education and Early Development Office of Data Management, 34 out of the 54 school districts in the State (not counting ACS, which is considered a district for this purpose) boast *lower* enrollment than ACS as of October 1, 2002.⁵ Indeed, many of these school districts fall short of ACS' current enrollment by *several hundred students*. Clearly residents in the State of Alaska see the value of the centralized correspondence program and are continuing to utilize it despite the fact other options may be available to them.⁶

In closing, I ask that you please carefully consider the proposed legislation and do your part in preventing it from becoming law. If you would like to discuss anything with me

⁵ See Alaska Department of Education and Early Development Office of Data Management, statistics on school enrollment as of October 1, 2001 and October 1, 2003 found at <http://www.educ.state.ak.us/stats/schoolenrollment/2003schoolenrollment.pdf> and <http://www.educ.state.ak.us/stats/schoolenrollment/2003schoolenrollment.pdf>. The 2003 documents shows that 724 students were enrolled in ACS as of October 1, 2002.

⁶ See *id.* The fact that enrollment at ACS fell in the last year does not provide proper justification to close the school. While certainly the enrollment at ACS fell between 2001 and 2002, so did the enrollment in 32 other districts in the State (2 districts remained the same and 20 districts showed an increase in enrollment). None of these other districts face the possibility of being closed down.

personally, please feel free to contact me at the information above or at the offices of Quinn Emanuel Urquhart Oliver & Hedges, LLP, (213) 443-3183 (direct line).

Sincerely,

Mieke K. Malmberg, Esq.

cc: Grace R. Malmberg, home teacher

Subject: [Fwd: HB174-Proposed Closure of Correspondence]
Date: Thu, 03 Apr 2003 11:45:24 -0900
From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>
Organization: Alaska State Legislature
To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file please

Subject: HB174-Proposed Closure of Correspondence

Date: Thu, 3 Apr 2003 11:18:40 -0800

From: "Malmberg, Tatiana" <TMalmberg@wii.com>

To: "representative_bruce_veyhrauch@legis.state.ak.us" <representative_bruce_veyhrauch@legis.s
"representative_jim_holm@legis.state.ak.us" <representative_jim_holm@legis.state.ak.us>,
"representative_nancy_dahlstrom@legis.state.ak.us" <representative_nancy_dahlstrom@legis.st
"representative_bob_lynn@legis.state.ak.us" <representative_bob_lynn@legis.state.ak.us>,
"representative_paul_seaton@legis.state.ak.us" <representative_paul_seaton@legis.state.ak.us>,
"representative_ethan_berkowitz@legis.state.ak.us" <representative_ethan_berkowitz@legis.sta
"representative_max_gruenberg@legis.state.ak.us" <representative_max_gruenberg@legis.state

Dear House Committee on State Affairs:

It has come to my attention that the State of Alaska is seriously considering closing down the State's centralized correspondence program (Alyeska Central School) in order to remove the costs of what has been cited as "duplicative services" provided by district programs. I understand that this House Bill was recently referred to your committee.

As a former ACS student I am vehemently opposed to this legislation. I grew up on a remote homestead on Kodiak Island and was enrolled in ACS from the first grade through the ninth grade. I am now a college graduate and employed as a Senior Business Analyst in Portland, Oregon for one of the largest wood products companies in the world.

I know first hand the quality of education that ACS delivers and find it hard to believe that the State of Alaska is actually considering removing ACS as an option. ACS' services are far superior and certainly not "duplicative" of those services delivered by district correspondence programs. This is because ACS services have teachers accredited at every single grade level instead of the district programs which tend to have only a few teachers to administer curricula across several students and multiple grade levels. Additionally, ACS updates and develops their educational materials so that they are continuously delivering high quality educational services to their rural students. In fact, if I remember correctly, the district programs often utilize materials and lesson plans developed by ACS in their own programs.

Leaving correspondence to the district level is a horrific idea and will only result in chaos and a lower quality of education because there will be fewer teachers and less of a commitment to the districts rural students. Additionally it will be impossible to continuously update and develop new material with a smaller staff that is not trained and accredited at every grade for which they are responsible.

Please prevent this legislation from becoming law, thereby removing a

dependable and high quality educational choice
that currently exists for the State's rural residents.

Sincerely,

Tatiana Malmberg

Senior Analyst
Weyerhaeuser Company
Portland, OR
(503) 412-2043
Fax: (503) 273-5602

Alyeska CG

Subject: RE: HB 174, Correspondence Study

Date: Mon, 10 Mar 2003 22:50:26 -0900

From: Doris Robbins <d Robbins@gci.net>

To: Representative_Carl_Gatto@legis.state.ak.us, Representative_Paul_Seaton@legis.state.ak.us,
Representative_John_Coghill@legis.state.ak.us,
Representative_Peggy_Wilson@legis.state.ak.us,
Representative_Les_Gara@legis.state.ak.us, Representative_Kelly_Wolf@legis.state.ak.us,
Representative_Mary_Kapsner@legis.state.ak.us,
Representative_Beth_Kerttula <Representative_Beth_Kerttula@legis.state.ak.us>,
Senator_Kim_Elton <Senator_Kim_Elton@legis.state.ak.us>,
Senator_Bruce_Weyhrauch <Representative_Bruce_Weyhrauch@legis.state.ak.us>

Representatives,

Did you know that Alyeska Central Correspondence is the only Alaska public school that meets the "Leave no child behind" standards? The school serves more than 1,000 students across the State from offices in the Goldbelt Building in Juneau. No extra rooms for students or desks, it is very economical. Reviewing the "Report Card for schools" on the State EED web site, it is the only correspondence program in Alaska that I could find which is accredited. Having used the school one year for my own children, I know first hand of the excellent work they do.

Also, study materials for correspondence are different than regular face-to-face lesson materials. Since it means running a separate program for correspondence students, I don't see how extra programs can be run from individual schools across the State and be economical or quality programs.

Alyeska reaches students by mail, telephone, and internet. They also have several on line classes for high school students. Teachers regularly communicate with students and parents and are available for help with homework. After learning about the plans for closing the school, I emailed some of the teachers last Sunday, expecting an answer no earlier than Monday. To my surprise, some of them were at work on Sunday and I received both a call and an email response.

Before this school is dismantled without knowing the facts, just to make an arbitrary cut in expenses, make sure you check it out. You may find that it is the best bargain around, and a role model for all of our schools. You don't have too far to go if you wanted to investigate it first hand.

Thank you for your consideration,

Doris Robbins
PO Box 21011
Juneau, AK 99802
(907) 364-3267

Subject: Concern respecting Truth in Education Story

Date: Wed, 05 Mar 2003 12:26:58 -0500

From: "J Allan MacKinnon" <jallan2760@email.com>

To: representative_bruce_veyhrauch@legis.state.ak.us,
representative_beth_kerttula@legis.state.ak.us, senator_kim_elton@legis.state.ak.us

Dear Friends:

Thank you all for your ear and representing the Juneau population. At first this communication is coming from Allan MacKinnon as an individual and is not from Margaret. On the face of it --it would appear that it is self serving since my wife is Acting Director of Alyeska Central School.

However, when material is put forward as fact; I am disturbed at misrepresentation and from my perspective it must be the TRUTH.

The release that you received and is out there from the Dept of Ed and the Governor's Office respecting the closing of Alyeska Central School is a very real concern.

1. Cost Savings

It saves the State nothing; all the funds are Foundation Formula money which would still be there and spent by others;

2. Real Impact. Loss of 50 jobs in the EED and Juneau.

3. Duplicate Services; the previous commissioner and board of education allowed districts to begin serving pupils Outside their boundaries several years ago. These districts borrowed tried and true expertise from Alyeska to produce their programs. They duplicated the State mandated distance delivery of courses; not the other way around.

4. The various district offered programs for correspondence or not of the same calibre as the ACS offerings. ACS has custom written Alaska based courses. ACS has actual teachers correcting the work of students and monitoring progress to completion and success. Many of the other correspondence (home schooling) options Allow parents to correct the work with little or no monitoring of quality or outcome by accredited staff.

5. The Staff at ACS was blind-sided by the Administration when they could find no places to cut in the Education Dept. Most programs are foundation funded, federal funded or required by law!

6. The Staff at ACS is terribly disrupted; do they begin to close down; look for other jobs or what?

7. The program has been around since 1939 and modified in statute some years ago to be the Statewide alternative available to all students no matter where they reside in the state. Should it be closed down--all students in the State can not be served by local districts, should not be and would be "left behind."

8. With the latest Federal mandates concerning excellence in education and monitoring of outcomes--this flies in the face of all the requirements of "No Child Left Behind."

9. Alyeska Central School has been cited as the "crown jewel" in the department's offerings with an excellence in teaching staff, writing of curriculum, creation of a web based school and recognition of its graduates.

10. The ACS Summer School, which is in high demand, is one of those items which, in some cases, is paid for by the recipient--not foundation funds. However, it is the only summer school offering of the quality to satisfy thousands of parents and students seeking to complete their education requirements.

11. This is the second disruption for staff at ACS. The previous director and commissioner had given notice of massive layoffs in January which very much affected morale at the institution. This is a second disruption of a much more public and grave nature.

Thank you for your initial comments in the media folks. This is a serious situation and would really impact the Education offerings of the State as we seek to graduate more youth no matter where they live.

Again, Margaret is not a party to this communication. She does not know that I am writing you. Please use these comments in your deliberations any way you wish. However, please do not use my name due to the nature of everyone's well being.

Thanks for your support of education and youth in the State of Alaska.
Respectfully and with kind regards,

Allan

J. Allan MacKinnon

life long Alaskan

--

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Meet Singles

<http://corp.mail.com/lavalife>

Subject: [Fwd: House Bill 174]

Date: Mon, 07 Apr 2003 10:54:32 -0800

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

for the file

Subject: House Bili 174

Date: Mon, 07 Apr 2003 09:07:51 -0800

From: boys3andagirl <boys3andagirl@alaska.net>

To: <Representative_Bruce_Weyhrauch@legis.state.ak.us>,
<Representative_Jim_Holm@legis.state.ak.us>,
<Representative_Nancy_Dahlstrom@legis.state.ak.us>,
<Representative_Bob_Lynn@legis.state.ak.us>,
<Representative_Paul_Seaton@legis.state.ak.us>,
<Representative_Ethan_Berkowitz@legis.state.ak.us>,
<Representative_Max_Gruenberg@legis.state.ak.us>

Dear Representatives of the House State Affairs:

My name is Jathan E. Day, and I am a student through Alyeska Central School, a correspondence school. I am writing in regard to House Bill 174, which would ultimately shut down Alyeska Central School according to Frank Murkowski's budget plan, in order to eliminate duplicate services and to save on government spending. I would like to make a strong objection to this proposal.

For the past month or so, I have been writing these letters to the committees of which this bill has passed through, and quite frankly, I am not satisfied with the way this bill has been handled. It seems to me that some of you representatives think that we won't be greatly affected by any change that you make to a system, and that is where you are absolutely incorrect. We elected you into office with the promise that you would work to better Alaska, *not* to change it in some drastic way that causes problems and disagreements among the people. You are supposed to *work for us*, not the other way around.

I am sick and tired of writing these letters to committees who are not listening to us. It seems that I am not being aggressive enough with my politicians. Do not confuse our seriousness with simple government participation; we are *dead serious*. We don't really appreciate it when our supposed leaders are taking money and hope from places that are good and healthy to us. I am prepared to defend this case like a mother bear would her cubs. I do not want to see the death of such a wonderful and experienced place like ACS. I stand today with countless others who are in support for keeping ACS open. **WE WILL NOT ACCEPT "NO" AS AN ANSWER!!!**

I would like to once more go over the many qualities of Alyeska Central School, and why it is more than obvious that it should stay open.

HISTORY of ACS:

Alyeska Central School has been a constant and unconditional source of education since 1939. This means not only that the school has been providing these fantastic services for nearly 64 years, but it also means that this school is one of the most experienced schools in the entire state of Alaska. ACS had provided educational services to people who were living in the isolated areas of the state, but in these past years, they have evolved to benefit not only those who are in isolation, but those in communities, as well. ACS works for just about anyone in the state of Alaska.

SERVICES that ACS OFFERS:

Let me make one thing explicitly clear, ladies and gentlemen. Alyeska Central School is not a duplicate service. Whoever came up with this idea needs to have his or her head rearranged. There are so many services that ACS provides that many of these other correspondence schools in Alaska do not. There is simply no competition when it comes to ACS.

ACS has a large staff of fine teachers who write many of the courses that the school provides. This means that they are able to complete pretty large amounts of work *and* grade lessons/units, as well. The courses are well-planned, and the instructions make it very simple to carry out the day's work. If there is any amount of confusion, one can contact their course's corresponding teacher at the *toll free number*.

To make up for the courses that ACS does not have, they have volunteered other correspondence schools from places such as Nebraska and North Dakota, who do teach them. In addition, the teachers at ACS even teach some of the out-of-state courses as well! There is pretty much nothing that this school cannot offer to students!

ACS offers a wide range of both core subjects and electives. They range from the very basic (for those who are slow learners, or need extra reinforcement) to the very complex (for those who are college-bound, or those who have a strong base in any one subject). ACS offers a myriad, and I put an emphasis on "myriad", of electives to choose from. There would be no possible way for a student to take every single elective; there are just so many. They offer language courses, job skill courses, you name it, they more than likely have it.

ACS also has a Parent Advisory Council, which does a lot of activities and helps other families with homeschooling, as well. ACS has so much to offer for a student! They really are an original correspondence school. When I think of correspondence schools, I think of ACS first, and I know that there are countless others who agree with me.

ACS UNDERSTANDING:

One of the most remarkable things about ACS is the staff. The teachers are some of the most open and understanding that I have ever been graced to know. I would like to mention a few, because they deserve the credit for such an outstanding job!

Gayle Goedde, an English teacher, has been the absolute best English teacher I've ever had. She has allowed me to open up myself and discover the various aspects of my humanness. She has also allowed the freedom to delve into my dark side, and to bring the negativity from the inside out. This is very important to me as a person, because I know there are many other teachers who would not let me be so open.

Alexander Dolitsky, a social studies teacher, has been my social studies teacher through all my years of high school. I want to take another course with him, but I can't do that if you politicians get the upper hand, now can I? He is probably the most knowledgeable individual I know. He has taught me how to see the beauty in cultures and in our own country's history, and it has certainly paid off.

Carolyn Stegner, an art teacher, has been my foundation in this fight to save ACS. She is the one who inspired me to fight for this excellent cause. She is also another one of those teachers who have let me be open and honest about life, and I have shown that in my own art. Like I said earlier, this is not just my fight, this is a fight for anyone who gives even a tiny care.

These teachers are *not* something that you can just throw away. I, as a student, am not just something you can throw away, either. This department takes a very serious and personal interest in every single student, no matter how lousy their work is. This is how much ACS means to me, ladies and gentlemen.

There is also one thing about ACS that sets itself apart from other schools (period). ACS does not have a school schedule, but rather a year round schedule. This is wonderful for students who just can't get their work in on time. This is also wonderful for people like me, who are late with work because of personal problems. If you must know, I have been through several depressions. These depressions have lasted

anywhere from a week to a couple of months. As a result, I am a year behind in school. ACS did not, however, throw me out the door. They kept me on because they want me to succeed, and I wish nothing but the same to them as well. I am relieved to know that ACS let me work through school dictated by how I was feeling. I did not have some strict schedule to adhere to, or some extension fee that I would have to no doubt pay. They understood me, and then let me get back to work. Many other students like myself and families need this kind of understanding. This is why many of us stick around.

YOUR STUPID "MONEY PROBLEMS":

According to the government of Alaska, Alaska has a budget gap that needs to be filled. Frank Murkowski is wrong for cutting the many programs in Alaska that everyone enjoys. He is only rubbing us the wrong way. There are always other ways that you could fill the gap. One of you representatives had a really excellent idea, ladies and gentlemen. We really should tax cruise passengers \$100.00 a head. That would bring in so much revenue, it's not funny. I implore you to go that route and any other similar idea rather than cut ACS. That fact that it brings in \$5-million-some-odd a year does not mean it is wasting government money. It means that they are an excellent school, and deserve to be credited as a original, experienced, and well-supported correspondence school, because *they are*.

I want to have faith in my decision makers. Quite frankly, however, you are not making some good decisions lately. I want you to please keep ACS open. If you are the intelligent, responsible representatives that I think you are, then you will find some other way that will not hurt us.

ACS is my home. I have never been more proud of a school than I have been of ACS. Together, we really are a family, and we are not going to let somebody trample on us just like that. We are going to fight this until you are so annoyed that you will finally see the right thing to do. This is our home, and it's high time we defended it.

I am going to get some e-mails of support to show you the level of commitment that is involved here, ladies and gentlemen. I want you to see how very desperate we are to keep our school open. DON'T, I repeat, DON'T CLOSE OUR SCHOOL!!!

Thank you for hearing me out, and I hope that some sense will kick in.
Jathan E. Day

HB-174 and SB-107 are companion bills offered by the Governor's office whose initial fiscal notes purported to "save" \$5.5M through closing Alyeska Central School (District).

1. FISCAL NOTE REDUCED BY GOVERNOR FROM \$5.1M TO \$1.2M

A recent letter from the Governor's budget office (copy attached as a Word.doc) indicates this has been amended to \$1.2M, although the fiscal notes attached still (on the web, at least) cite \$5.5M.

The reason for this reduction is as follows (quote from attached letter from Governor):

"The closure of Alyeska Central School will result in savings of \$1.2 million to the state. The school's other \$4.3 million in funding will be distributed around the state to other programs in which the students enroll."

This savings is not realized through closure of the school itself, but only closure of the summer school. ACS is the ONLY such summer program offered for Alaskan students to avoid repeating classes in the regular school year, and has been used by all school districts of the state. The school employs teachers from around the state, most on summer vacation, to teach the students. It is, however, distinct from the regular school, and to cease this service (and save \$1.2M) does not require school or district closure.

2. "DUPLICATION OF SERVICES" NONEXISTANT

Alyeska Central School (ACS) is now smaller in enrollment than at least one other distance education program. The following quote is from the attached letter from the Governor:

"Some 8,000 students are currently enrolled in correspondence programs around the state. Of these 8,000 students, approximately 640 are enrolled at Alyeska as full-time students. Another 400 students enroll in a few classes at ACS, but attend school elsewhere."

Note first that districts from around the state have SELECTED Alyeska for 400 of their students. Apparently in these districts, many of whom have their own "duplicative" programs, ACS is the "school of choice."

There exists at least one program which is larger than ACS. The following quote is from the attached letter from the Governor:

"By eliminating Alyeska, other district correspondence programs will step forward to fill this role. These programs have proven their success and popularity. The Galena Interior Distance Education of Alaska (IDEA) program alone serves 3,700 students."

The cited "IDEA" program is the largest such program and exemplifies services offered by most other districts. It is advertised on the web (<http://www.ideafamilies.org/>) as follows, and is quite different, rather than "duplicative" (compete page attached as a Word.doc):

- **Choice of curricular materials**

IDEA: "You may use any material you deem appropriate for your children"

ACS: Materials are provided by ACS:

- **Allotments**

IDEA: "Allotments are provided for each student, added together into a family allotment. These can be used for academics including the traditional core subject areas of math, social studies, science, and language arts as well as for lessons in areas such as art, sports, and music. The allotment amount is \$1400 for grades K-3, \$1600 for grades 4-8, and \$1800 for grades 9-12. If you enroll older children, you may also enroll 4-year-old preschoolers, receiving an allotment of \$200 for them.

ACS: Does not allot funds to parents, nor allocate funds for art supplies, bicycles, music lessons, etc. ACS does not operate a pre-school program nor receive funds for such. All materials for all courses are provided by the school as either expendable items or require return.

- **Equipment**

IDEA: "We provide you with a Windows computer and a multi-function office machine (printer/fax/copier/scanner) as needed. A refundable \$100 cash deposit is required for the office machine. The computers can be received in exchange for a \$200 cash deposit or you may lease them from us with a yearly allotment deduction."

ACS: Computers are "loaners."

- **Curriculum**

IDEA: "IDEA sponsors a Curriculum Fair each spring in Anchorage, Fairbanks, Soldotna, and Juneau. Vendors come from all over the country to share their products at booths and their knowledge in workshops. IDEA families attend free."

ACS: Curriculum is provided directly. Students and parents do not select their own books and materials.

- **Progress Assessment**

IDEA: "As the parent/teacher, you need to report your students' progress to us twice a year. This is done through Progress Reports for grades K-8 and High School Evaluation forms provided on this website. We will be glad to offer suggestions and assistance in grading if you wish."

ACS: Progress is monitored and evaluated (graded) at least monthly by certificated teachers of the appropriate grade level or content area. Parents and/or students do not provide grades to the teacher.

▪ **Monthly Contact**

IDEA: "In accordance with state regulations, your contact teacher must document communication with you on a monthly basis. This can be as simple as a short phone call, an exchange of e-mails, visiting when you drop by the office, or even bumping into you in the store."

ACS: ACS teachers contact each student at least monthly via lessons submitted, letters, e-mail, phone, fax, etc. Bumping into students at the store doesn't count as submission of required work.

ACCREDITATION:

None of the Alaskan schools on line are accredited except Alyeska which is fully accredited as a K-12 school. The military services and institutions of higher learning do not accept home-school curriculum and grades assigned by parents, but do recognize curricula and grades from accredited schools, including Alyeska Central School.

SUMMARY:

- The only savings now included in the fiscal note (see Governor's letter) is \$1.2M through closure of ACS "SUMMER SCHOOL." Closure of Summer School is a consideration *independent* of closure of the regular school.
- The only apparent duplication of services is in name. While programs such as IDEA appeal to thousands of Alaskans because of the independence from traditional regimens through provision of allotments, ACS is still the choice for over 1,000 students, parents, and school counselors. This is so because it is a "traditional" distance education program, fully accredited, and similar to the methodology employed by the University of Alaska and many other similar institutions. ACS district is currently, I believe, number 20 out of 54 in the state in student enrollment. There is NO other district in Alaska that provides "duplication" of ACS.
- The quality level of ACS seems not at all in question, as demonstrated by its regular high standing in all the various state-wide assessments.

If the ACS Summer School is considered an "unaffordable education luxury," then so be it. Since a study has never been conducted, it is arguable whether any true savings have been realized from success in summer school versus having students repeat a year in school or finish High School with a certificate of attendance vice a diploma. In any event, however, the "baby" doesn't need to be "thrown out with the wash."

It is unfortunate that the previous administration provided closure of ACS as an option to the new Governor to presumably save funding. As a strong supporter of the Governor for many years I have never seen a comparable "red herring" slipped into his hand by his own staff or appointees. The Knowles Administration appointees authored this embarrassment for the

Governor. I have my own personal opinions why this was done to him, but of course they are not germane to the issue.

I appreciate your attention, and hope you will assist the Governor in the long term by continued support of ACS.

Sincerely,

John J. ("Jack") Cadigan
Captain, U.S. Coast Guard (Retired)

Also:

- Local business owner
- Alaska resident since 1965
- Retired teacher of Physics, Mathematics, Physical Science, Computer Science at Alyeska Central School

[Fwd: ACS closure]

Subject: [Fwd: ACS closure]

Date: Wed, 23 Apr 2003 09:50:45 -0800

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file please

Subject: ACS closure

Date: Wed, 23 Apr 2003 05:26:27 +0000

From: "Larry Hura" <huracarp@hotmail.com>

To: Representative_Bruce_Weyhrauch@legis.state.ak.us

Dear Legislators,

As an educator and a parent I want to voice my concerns about the Governor's proposal and subsequent actions of the legislature to close Alyeska Central School.

I would like to point out to you an incident from my own personal experience which I feel is an additional justification for keeping the program open. My son, a senior at JDHS, applied for admission to the California State University system last November. In January the university informed him that he needed another semester of English to be accepted. The semester at the high school had already begun so I turned to Alyeska Central School. I was able to enroll him as a tuition student in an English course. Before finalizing this, I called the California University system to be sure they would accept credit from a correspondence course. They informed me they would accept courses from Alyeska because it is accredited, but they would not accept courses from non-accredited correspondence programs. Had I enrolled him in IDEA, or another of the unaccredited correspondence programs in the state, the course would not have been acceptable.

This example points out that even those students who are not enrolled full-time at Alyeska Correspondence School do benefit from having this program available. It seems that you have heard hours and hours of testimony in favor of keeping this exemplary correspondence program open, so please do what's best for the students of Alaska, instead of following party lines, which up to now seems to point at closing Alyeska.

I hope you will use this in making your decision whether to preserve this program.

Sincerely,

Teresa J. Hura
4489 Abby Way
Juneau, AK. 99801
907-780-2515

Subject: [Fwd: ACS Differences]

Date: Mon, 07 Apr 2003 14:23:18 -0200

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file

Subject: ACS Differences

Date: Mon, 7 Apr 2003 11:27:18 -0500

From: "Gary Michou" <gcgrmichou@msn.com>

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

<?xml:namespace prefix="v" /><?xml:namespace prefix="o" />

Dear Rep. Weyhrauch,

I have looked over the eleven schools that were given as an alternate to Alyeska Central School. Out of the eleven, only the Mat-Su Borough came close to Alyeska. The only problem is that, their Correspondence Study School is only open to Mat-Su students. They do operate a cyber school but we do not want to be on line for four to five hours a day!

As I went through the other schools, it became apparent that there are really only two schools. Let me explain this position starting with Alyeska.

Alyeska is a teacher based correspondence course. Certified teacher choose the curriculum that best meets the needs of Alaska and Alaskan standards. These same teachers write the lesson plans and make up the tests that are used to evaluate what the student has learned. All tests and end of unit work is sent in the them to be graded and evaluated. They then assign the student a letter grade. In the Alyeska case, the teachers are doing the teaching of the students, with the parents supervising, supporting, and guiding the student. If problems arise, the family can contact the teacher for help.

The other correspondence school type is the Galena City School or the IDEA program. In this correspondence school setup, the parents choose the curriculum their child will use. They choose the books, make up lesson plans, make up the tests their child will take and they also have the option of evaluating and grading their own child. The families have an academic advisor who may or may not be able to help them if a problem arises. Materials are purchased through vendors. Paper work must be filled out and sent in showing your lesson plans, purchases, any changes that need to be made during the year to lesson plans sent in, in writing, and approved. In this school case, the roll of teaching is reversed. The parents teach and the school acts as the advisor to guide and support the parent teacher. Some families love this approach. I personally do not like because I could not evaluate my son objectively. I know that this approach can cause friction between the student and the parent if the student doesn't feel that the parent has evaluated him or her fairly.

Which brings us to Copper River School, Craig City School, Delta Greely School, Nenana City School, Chugach School and the Yukon Koyukuk School. They are all set up and based on the Galena City School pattern. It is interesting to note that these schools including Galena use Alyeska as one of their vendors.

The Denali Borough School is charter only and I found no correspondence school listed for them. I have not found anything for the Iditarod Area School.

In conclusion, families now have two school style options. If Alyeska closes, there will only be only one choice not two. I like the teacher based schooling, it works the best for my son and I. Thank

[Fwd: ACS Differences]

you for your time.

Sincerely,
Mrs. Cynthia Michou
Robert Michou
qcarmichou@msn.com
Eagle River AK
984-2702

APR 07 2003

Wolcott Family

April 5, 2003

Page 1 of 4

To: Governor, Lt. Governor, Senators & Representatives

Reference: SB174/HB107 Proposed Closure of ACS

We are continuing to update and collect additional information for your review. There is no duplication; this is not a cost saving measure. Our children are our future. Don't cut our children's quality education.

Please DO NOT CLOSE Alyeska Central School.

Note: Sitka & S.E. Island correspondence courses will not be operating state wide programs next year. This is straight from the Department of Education's office. Out of the 11 options this department keeps mentioning, reality is, we actually only have 9. None of them compare to Alyeska Central School. One example to follow this cover sheet.

Those of you that are fighting for us THANK YOU!!! Those of you that are not take a look at the facts and reconsider your position for the welfare of our children.

Choice is the driving force in education and is the heart and soul of all recent movements and philosophies in American education from the federal to the state and local levels.

Every statewide correspondence or charter "at home" program in Alaska has differences. Different students and families have different needs that require different approaches. This is the fundamental justification for choice in education. In no way is one better than another-just different.

Comparisons and Features of two different and viable choices available to Alaskans.

ACS Traditional & Structured

IDEA Home School Support

| | |
|---|--|
| Teachers certified in content area and grade level review books and other materials and make selections that will best meet both the Alaska Standards and the needs of students. | Parents choose all materials from vendor lists or in person at curriculum fairs put on by vendors. |
| Teachers certified in content area write courses and daily lesson plans designed to meet the Alaska State Standards. | Parents are provided lists of course objectives and state standards to help them design and write their own learning plans. The LP must be submitted and approved by IDEA. |
| Certified teachers create tests and other assignments required for assessment. | Parents create tests and assessments based on school provided guidelines. |
| Teachers certified in content area evaluate assessments and assign grades. All work is returned to the student by the course teacher with comments, corrections and suggestions. | Parents grade their own student's assessments. Parents choose sample(s) of student's work and submit these to the school. |
| Certified teachers determine and assign course grade based on their assessment of all required assignments. | Parents submit course grades with comments and explanations of how grade was determined. A teacher assigns a final grade after considering parent recommendations. |
| Fully accredited by NWASC since 1979. Transcripts readily accepted by other high schools, the military, colleges and NCAA scholarships. | Provisional Accreditation in place. Full Accreditation awaiting completion of self study. |
| Internet courses available but internet access not required for paper based courses. | Must have Internet access and an active e-mail account that must be checked on a regular basis. |
| ACS students must have a homeschool teacher of record. While the homeschool teacher is usually the parent, it is not a requirement. | One parent must be at home during school hours. Enrolled students cannot be schooled by friends, neighbors or anyone other than a parent. |
| Students enroll in a specific class taught by a specific content certified teacher. Each course teacher is available by phone, email, fax, or on-line within the web based course sites to provide specific course content help to both the student and homeschool teacher. | Certified teachers are available from a list specified by grade level or general content area such as K-8, K-12, 9-12 or math specialist, but not by grade level/course content, such as 8 th grade science. They will provide consultation and educational advice to the parent. |
| Required by law to offer educational services to all Alaskans. | Required only to offer educational services to district residents. May serve students statewide at districts discretion. |



FACTS ABOUT ACS

- While many students are enrolled in correspondence schools statewide, a large number of those students were not previously enrolled in any public school, including ACS. ACS regular enrollment has declined some due to parents and students having more choices, as well as changes in the way students have been counted, but ACS still enrolls a significant number of students statewide. For FY03, there were 35 school districts in Alaska that enrolled fewer students than ACS.
- Since the passage of the Alaska home school law in 1997, there are now nearly 8000 students per year being served by a dozen "at home" district-based programs. It must be concluded that these new programs are serving a new and different group of families with different needs and philosophies.
- Alaskan parents are well informed and intelligent. Parents enroll their children in programs of their own choice after investigating the options available.
- ACS has not ceased to "serve its purpose" or it would have died of natural causes during the past five years.
- ACS is unique. It is a fully accredited program offering a full range of educational services as well as Alaskan Certified Teacher developed standards based curriculum.
- ACS is the only statutorily mandated program in the state and cannot arbitrarily cease to offer statewide services. School districts offer statewide programs at their own pleasure.
- ACS operates 12 months of the year and offers flexibility for family and student schedules.
- ACS enrolls many students on a tuition basis, not through foundation funding, to accommodate educational needs that may not be met by local schools.
- ACS is a founding member of the Alaska Online Consortium and offers 18 of the 29 online courses now available to school districts through the consortium.
- ACS is the first distance program to offer AP (advanced college placement) courses to college bound students.
- ACS has the infrastructure in place to offer distance education options to students in rural schools to support the goals of NCLB federal legislation.

Please do not limit the educational choice available to Alaskan families. The state of Alaska needs all of the choice and flexibility it can muster to meet the challenges of "NO Child Left Behind" as well as the ever increasing demands and expectations placed on students to become well educated and valuable members of society.

The state of Alaska cannot require any district to service students out of their district. If the intent is to replace ACS with one of the choices offered by districts, how will parents and students be guaranteed that these choices will be available next year or the year after?

Please do not eliminate or dismantle a valuable and unique choice when there is no measurable impact on state spending.

If this legislation is really a policy issue, then the policy must be to eliminate choice.

It has been stated:

Alyeska is a duplication of services.

Please let us know the name(s) of such choice(s). NONE of them compare. Isn't it true it could cost the state a lot more money if ACS closed: ACS \$3800.00 per child - all going child's education, IDEA \$4100.00 per child only \$1700.00 going to family for education, Boarding School \$15,000.00.

It has been stated:

The state will save money by closing Alyeska Central School.

Rent \$\$ Issue (ownership - Permanent Dividend Fund) - Isn't it true that the education department will just take over the office space Alyeska currently has if Alyeska was to be closed? Isn't it true this space can only be occupied by a state agency? Where is the state going to get the additional money to cover Alyeska's part (\$115,300.00) for the fees for sections of the Department that are non revenue producing?

It has been stated:

Alyeska students should return to their own districts.

Isn't it true the district schools are over crowded and under budgeted? How is adding the Alyeska students to their district (where possible) going to help?

It has been stated:

Districts to provide same services as ACS.

What if it is not advantageous to the district to provide a similar program statewide? Can't they cease providing the program at anytime?

It has been stated:

Still providing ACS Curriculum.

Wouldn't this take qualified staff to keep up to date? It takes experienced people to write for students at a distance.

It has been stated:

Governor Murkowski and administration are committed to quality education.

SHOW US!!!! Don't close Alyeska Central School.

✓

Rick Currier
12020 Cross Street
Juneau, Alaska 99801
April 12, 2003

Representative Bruce Weyrauch
State Capitol, Room 102
Juneau, AK 99801-1182

APR 16 2003

Dear Representative Weyrauch:

Enclosed is a copy of a letter that I'm sending to Secretary of Education Roderick Paige which addresses efforts by Alaska Governor Murkowski and the Republican legislative majority's efforts to close Alyeska Central School, the Alaska Department of Education and Early Development's statewide correspondence school.

As the enclosed letter describes closing Alyeska Central School, in light of the waivers that Senator Stevens has requested Secretary Paige adopt to allow Alaska to meet the requirements of No Child Left Behind, is short sighted and premature.

Members of the legislature and the school finance officer of the Alaska Department of Education and Early Development have admitted that closing Alyeska Central School won't save the state any money and may well increase spending. There is no equivalent program in the state and hidden in the proposed legislation is revised wording to Alaska statute that will eliminate the requirement to provide correspondence study for "any Alaskan," which truly will leave children behind.

Please prevent this educational train wreck.

Sincerely,


Rick Currier

Encl: Letter to Secretary of Education Roderick Paige discussing closure of Alyeska Central School

Rick Currier
12020 Cross Street
Juneau, Alaska 99901
April 7, 2003

Secretary Roderick Paige
U.S. Department of Education
Washington, D.C. 20202

Dear Secretary Paige:

I request that your staff carefully consider any No Child Left Behind Act (NCLB) waivers or exemptions for the State of Alaska in light of our governor's premature and shortsighted proposal to close Alyeska Central School. Note that there is no specific plan to replace the services that Alyeska Central School provided to over 4,400 students in every Alaskan school district last year.

Proposed legislation before the Alaska legislature (Alaska House Bill 174 and Alaska Senate Bill 107) will eliminate the Alaska Department of Education and Early Development's Alyeska Central School. Alyeska Central School is a statewide, statutorily mandated, fully accredited correspondence school that has provided kindergarten through twelfth grade education opportunities for over 60,000 Alaskans since 1939.

As an Alyeska Central School teacher, my job is at risk. However, I am much more concerned about the devastating effects of this school closure on our students and their families and the loss of over sixty years of established educational leadership and infrastructure. For over three generations Alyeska Central School has partnered with local school districts across urban and rural Alaska to provide viable educational alternatives including: tuition and dual enrollment options, a statewide summer school program, and assistance for remote rural schools.

No other distance-learning program is so uniquely qualified to assist the State of Alaska to meet the requirements of the No Child Left Behind Act. Alyeska Central School has a faculty of over twenty Alaska certified and "highly qualified" teachers in all core curriculum areas who write and teach Alaskan educational standards-meeting courses. Alyeska Central School is a founding member of the Alaska Online Consortium and has produced nineteen of the twenty-nine Consortium online courses, including Advanced Placement courses in English and Calculus.

Closing Alyeska Central School will seriously affect Alaska's ability to meet NCLB requirements.

Sincerely,

Rick Currier

KIMBERLY J. CORRETTE
AND ROBERT B. BRIGGS

P.O. Box 35434
Juneau, AK 99803
(907) 790-4845 (home phone & fax)
(907) 586-2611 (Kim's work)
(907) 586-1627 (Bob's work)

MAR 13 2003

March 13, 2003

By hand delivery

Representative Bruce Weyhrauch
State Capitol Room 102
Juneau, Alaska

RE: Retain funding for Alyeska Central Correspondence School

Dear Representative ^{Bruce}Weyhrauch:

We are writing to urge you to retain funding for the Alyeska Central Correspondence School.

Little money will be saved by closing ACS, whose students will move to other public schools that require transportation. Their attendance at other schools will be funded by the same foundation formula that funds their education through ACS, whether they are enrolled in another correspondence school, or a regular school.

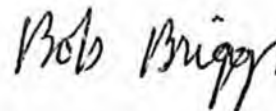
The proposal to eliminate the Alyeska Centralized Correspondence School is unwise. ACS has provided quality education to Alaskan children since 1939. Students at Alyeska have personal relationships with certified teachers. Over the last ten years, ACS students have been statewide National History Day essay winners three times and have been represented at state Math Decathalons several times. It makes no sense to close such a quality school. Due to the quality of ACS' education, this correspondence school has attracted both rural and non-rural students. When high school exit exams are such an issue, keeping quality schools operating should be a priority.

Please use your vote, both in the House State Affairs Committee and on the floor, to continue funding for ACS.

Sincerely,



Kimberly Corrette



Robert Briggs

Subject: [Fwd: SB107]

Date: Fri, 04 Apr 2003 08:09:46 -0900

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file please

Subject: SB107

Date: Fri, 4 Apr 2003 01:55:03 EST

From: Olsoncindyl@aol.com

To: Senator_Ben_Stevens@legis.state.ak.us, Senator_Bettye_Davis@legis.state.ak.us,
Senator_Con_Bunde@legis.state.ak.us, Senator_Donald_Olson@legis.state.ak.us,
Senator_Fred_Dyson@legis.state.ak.us, Senator_Gary_Wilken@legis.state.ak.us,
Senator_Gay_Stevens@legis.state.ak.us, Senator_Gene_Therriault@legis.state.ak.us,
Senator_Georgianna_Lincoln@legis.state.ak.us, Senator_Gretchen_Guess@legis.state.ak.us,
Senator_Hollis_French@legis.state.ak.us, Senator_Johnny_Ellis@legis.state.ak.us,
Senator_John_Cowdery@legis.state.ak.us, Senator_Kim_Elton@legis.state.ak.us,
Senator_Lyda_Green@legis.state.ak.us, Senator_Lyman_Hoffman@legis.state.ak.us,
Senator_Ralph_Seekins@legis.state.ak.us, Senator_Robin_Taylor@legis.state.ak.us,
Senator_Scott_Ogan@legis.state.ak.us, Senator_Thomas_Wagoner@legis.state.ak.us,
Representative_Al_Kookesh@legis.state.ak.us,
Representative_Beth_Kerttula@legis.state.ak.us,
Representative_Beverley_Masek@legis.state.ak.us,
Representative_Bill_Stoltze@legis.state.ak.us,
Representative_Bill_Williams@legis.state.ak.us, Representative_Bob_Lynn@legis.state.ak.us,
Representative_Bruce_Weyhrauch@legis.state.ak.us,
Representative_Carl_Gatto@legis.state.ak.us, Representative_Carl_Morgan@legis.state.ak.us,
Representative_Carl_Moses@legis.state.ak.us,
Representative_Cheryll_Heinze@legis.state.ak.us, Representative_Dan_Ogg@legis.state.ak.us,
Representative_David_Guttenberg@legis.state.ak.us,
Representative_Eric_Croft@legis.state.ak.us,
Representative_Ethan_Berkowitz@legis.state.ak.us,
Representative_Harry_Crawford@legis.state.ak.us,
Representative_Hugh_Fate@legis.state.ak.us, Representative_Jim_Holme@legis.state.ak.us,
Representative_Jim_Whitaker@legis.state.ak.us,
Representative_John_Coghill@legis.state.ak.us, Representative_John_Harris@legis.state.ak.us,
Representative_Kelly_Wolf@legis.state.ak.us, Representative_Kevin_Meyer@legis.state.ak.us,
Representative_Lesil_McGuire@legis.state.ak.us, Representative_Les_Gara@legis.state.ak.us,
Representative_Mary_Kapsner@legis.state.ak.us,
Representative_Max_Gruenberg@legis.state.ak.us,
Representative_Mike_Chenault@legis.state.ak.us,
Representative_Mike_Hawker@legis.state.ak.us,
Representative_Nancy_Dahlstrom@legis.state.ak.us,
Representative_Norman_Rokeberg@legis.state.ak.us,
Representative_Paul_Seaton@legis.state.ak.us,
Representative_Peggy_Wilson@legis.state.ak.us, Representative_Pete_Kott@legis.state.ak.us,
Representative_Ralph_Samuels@legis.state.ak.us,
Representative_Reggie_Joule@legis.state.ak.us,

representative_Richard_Foster@legis.state.ak.us,
Representative_Sharon_Cissna@legis.state.ak.us,
Representative_Tom_Anderson@legis.state.ak.us,
Representative_Vic_Kohring@legis.state.ak.us

Cindy Olson
1840 Talkeetna Street
Anchorage, Alaska 99508
(907) 277-0009

I have just learned that SB107 has just passed out of the Senate HES committee. This bill will, if eventually passed in full, have an extremely negative effect on students in both rural and urban Alaska. Alyeska Central School of Correspondence has been a quality educational alternative for the families of Alaska for over 60 years.

Testimony has been given during various committee hearings that while the closure appears to be a cost saving at first glance the end result of closing ACS is an increase per student of up to 25% in additional funding to the enrolling school districts under the foundation funding formula. Additional impacts would be felt at the budgetary level of those school districts who currently purchase correspondence courses thru ACS to use with the students utilizing correspondence education within the school district in which they are enrolled.

Many Alaskan students who live in the smaller villages and more remote areas of our state have been able to obtain educational services thru ACS even tho the student population in their village or area is less than the required number of students for which an on-site school is provided to the village. This has allowed students to remain with their families, and families to remain in their homes rather than having to either send their children to larger villages/cities for the school year or for the entire families to move to larger villages/cities in order for their children to obtain educational services.

Alaskan students who require additional credits which are unable to be obtained thru summer school programs within their local school districts are able to purchase individual class correspondence offerings from Alyeska Central School, thereby finishing their diploma requirements on time and without necessitating additional formal school attendance. Students who are at advanced levels can obtain advanced class courses thru ACS and thereby gain access to challenging courses which might not otherwise be financially feasible for smaller schools and school districts to offer.

Alaska is currently searching for ways in which to fulfill the obligation to appropriately implement the "No Child Left Behind" federal act, an article in today's Anchorage Daily News speaks of a planned visit to Alaska by Rod Paige of the United States Department of Education to look into the special issues being faced by Alaskan educators as they search for ways in which to ensure that every Alaskan child has access to a quality, accredited education. Alyeska Central School of Correspondence is the ONLY fully accredited correspondence school located within our state, and due to the over 60 years of experience ACS has accumulated in serving the educational needs of Alaska's students in both urban and rural settings they are currently providing quality, accredited, and accessible educational programs in locations ranging from single family bush homesteads to children whose special educational needs are seen as best served by the use of the correspondence materials available thru ACS as written into their IEP's in urban school districts. My son is one such student, he currently is doing ACS correspondence for core curriculum and then participates part-time at a local Anchorage School District middle school for Art, Band, and Physical Education.

On-line (internet) correspondence schools have been offered as an appropriate

alternative to ACS should the closure occur, however given the technological limitations of internet (or even telephone) service in areas of our state these programs are limited in their application to less remote settings as well as by their service capabilities due to their equipment and staffing.

Out-of-state correspondence schools have been offered as another appropriate alternative to ACS should the closure occur, however due to the difficulties involved with both telephone/postal delivery in remote areas of our state these programs would also come with a set of logistical problems which would need to be worked out - often times with staff who simply cannot conceive the issues of a state as vast as Alaska and with so few areas accessible by roads/airports especially during the winter months which constitute most of our school year. ACS also supplies most materials necessary to perform the coursework, especially materials which could be difficult to locate or obtain in many areas of our state.

Please consider very carefully the full information regarding this bill, the quality of service currently provided thru Alyeska Central School of Correspondence, the requirements Alaska needs to meet under the federal "No Child Left Behind" act, the requirements Alaska needs to meet under the various Educational / Special Educational Laws for provision of appropriate public education to all of her students, and then make your decision as to whether or not it would indeed benefit Alaska to loose such a quality program which is truly accessible to Alaska's children in all areas of our state.

Thank you.

Subject: HB 174 - HES

Date: Thu, 27 Mar 2003 12:09:41 -0900

From: Jack Cadigan <ceco@alaska.com>

To: Representative_Sharon_Cissna@legis.state.ak.us

Dear Representative Cissna:

I am submitting this via e-mail because I am in Russia on business, and therefore in doubt whether I shall be able to testify via telephone. However, I respectfully request my comments be considered. My brevity is partially driven by the cost of a telephone call from the other side of the world, as well as the depth of prior testimony which I need not reiterate. I am sure your staff has provided you summaries of those hours of testimony offered before the EDU committee.

HB 174 was provided to the governor by the prior administration's appointees as a way the state could save millions through closing Alyeska Central School and presumably cessating "duplicative services." It is eminently clear from the five hours of testimony heard thus far on this bill, including testimony by the department, that there are neither savings to be realized nor are there existing duplicative services within or outside the state. Indeed, most of the various scenarios previously provided would cost the state MORE money since the dollars follow the student. Further, they would require one or more districts to create an accredited correspondence school to replace Alyeska and its modus operandi.

The governor was given a package containing a "red herring."

I suggest the changes in the bill which permit alternative methods of distance education in addition to an accredited state correspondence school be retained. Just as some students cannot meet the rigors of conventional education systems and require alternative methods to intellectually grow, so also not all those choosing distance education can meet the requirements of a distance education school such as Alyeska Central School.

I suggest that HB 174 be amended to sever the Alyeska School District organizationally from the direct control and responsibility of the Department, and to create it as a "stand-alone" district along the lines of Mt. Edgecumbe and under the direct responsibility of the State Board. This organizational restructuring would concomitantly save millions from the department's budget while preserving a long proven educational asset at no additional cost to the state.

Respectfully submitted,
Jack Cadigan
Juneau, Alaska

HB 174

Subject: HB174 position statement

Date: Wed, 23 Apr 2003 16:12:33 -0800

From: "Jim Foster" <jimfo@ideafamilies.org>

To: <Ginny_Austerman@Legis.state.ak.us>

CC: "Jim Smith" <jims@galenanet.com>, "Brandi Taylor-Kelly" <brandi@intidea.org>, "Tim Cline" <tcline@ideafamilies.org>, "Steve Musser" <stevedm@ideafamilies.org>

Dear Legislators:

The following is Galena City School District's position concerning House Bill 174. Jim Smith, Superintendent has instructed all personnel associated with Interior Distance Education of Alaska (IDEA) that we will enroll all full-time correspondence students currently enrolled with Alyeska Central Correspondence School. IDEA is accredited with the Northwest Association of Schools and Colleges.

Sincerely,

Jim Foster
Assistant Superintendent
Galena City School District

KIMBERLY J. CORRETTE
AND ROBERT B. BRIGGS

P.O. Box 35434
Juneau, AK 99803
(907) 790-4845 (home phone & fax)

April 24, 2003

Representative Bruce Weyhrauch
Alaska Legislature, State Capitol Room 102
Juneau, Alaska

RE: Do not abolish Alyeska Central Correspondence School
State operating budget (SB 35/HB75); Correspondence Study (HB 174)

Dear Representative Weyhrauch:

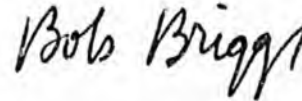
We urge you not to abolish Alyeska Central Correspondence School. Students will move to other correspondence schools that will receive *exactly the same funding* from the State – or to regular schools *at higher cost*. All benefits to the teachers at Alyeska are paid out of the foundation formula, so there is *no savings* to the State by laying off these teachers. The small savings in avoided rent at the Goldbelt Building would be consumed by transportation costs, by higher regular education costs, and by the cost of unemployment benefits for laid-off Alyeska workers. If the space is occupied by another State agency, there would be *no savings in rent*. If rent is the issue, or if it is desired to locate some other tenant in the space the school occupies in the Goldbelt Building, there are other physical places Alyeska could be located without closing the school itself.

Alyeska's summer school program provides an opportunity for students to complete credits and graduate without requiring a full extra year of schooling. This should save the State money in the long run, and summer-school funding *should be opened to all correspondence schools* if demonstrated to save money. If studies show that summer school students don't complete their courses, the summer program should be cut – *but not the entire school*.

The proposal to completely eliminate the Alyeska CS is unwise. Students at Alyeska have personal relationships with certified teachers, while most other correspondence schools follow the home-school model, with no direct contact between a certified teacher and the student. Alyeska students have won awards far out of proportion to the size of the school. It makes no sense to close such a quality school. *Closing Alyeska directly contradicts House Joint Resolution 13's expressed intent to implement the federal No Child Left Behind Act of 2001*. Alyeska serves the very same rural communities of HJR 13. *If you support the communities of HJR 13, you should support Alyeska.*

Governor Murkowski may line-item veto the school, but let that be his decision, not yours. Please use your vote and voice, in the House State Affairs Committee, in the majority delegation, and on the floor, to continue funding and oppose abolition of the school. We believe there are enough fair-minded legislators who recognize the value of the school to their constituents, and to rural students, that it should not be closed.

Sincerely,

A handwritten signature in black ink that reads "Bob Briggs". The signature is written in a cursive, slightly slanted style.

Robert B. Briggs

Kimberly Corrette

Cc: Senator Gary Wilken

Chair and Members
House State Affairs Committee
Alaska State Legislature
State Capitol (MS 3100)

HB 215

Written comments to follow up on oral testimony Friday, April 24, 2003 9am.

Page 1 Line 1. The Title as it stands is unclear and cumbersome.

5. Reducing the amount for art by lowering the bar is no real saving. Study after study show the economic benefits resulting from the % for Art laws in the U. S. alone.
7. The word "rural" needs rethinking. It is problematic.
8. There should be a clear statement of the reasons for differential in suggested funding.
14. We strongly urge that this money for maintenance be "additional to" rather than "from" the % for Art and that a cap to be set on the accumulated funds with provisions made for this money to be designated for additional works of art.

Page 2. Line 6. The ground stating Alaskan artists only to receive commissions has been gone over many times. It raises many questions.
The conclusion usually reached is not to compromise quality by insisting on the residency of the artist.

Additional statement:

The % for Art program benefits all citizens of Alaska.

- It encourages tourism, an industry vital to the economy of every village and city in Alaska.
- It benefits school children in developing a learning environment in which they often participate and help create and therefore feel connected to.
- It supports and promotes all artists and their audiences in Alaska.

Respectfully submitted,

Pauline Lee, Pres.
Petersburg Arts Council
Box 251
Petersburg AK 99833

Subject: [Fwd: ACS Closure]

Date: Thu, 10 Apr 2003 15:56:33 -0800

From: Bruce Weyhrauch <Representative_Bruce_Weyhrauch@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Ginny Austerman <Ginny_Austerman@legis.state.ak.us>

bill file

Subject: ACS Closure

Date: Thu, 10 Apr 2003 07:41:04 -0800

From: Denise Maloney <dmaloney@alaska.com>

To: Governor's Budget <gov_budget@gov.state.ak.us>

CC: Scott Ogan <senator_scott_ogan@legis.state.ak.us>, Loren Leman <loren_leman@gov.state.ak.us>, Frank Murkowski <frank_murkowski@gov.state.ak.us>, Beverly Masek <representative_beverly_masek@legis.state.ak.us>, Donny Olson <Senator_Donny_Olson@legis.state.ak.us>, Lyman Hoffman <Senator_Lyman_Hoffman@legis.state.ak.us>, Ben Stevens <Senator_Ben_Stevens@legis.state.ak.us>, Robin Taylor <Senator_Robin_Taylor@legis.state.ak.us>, Con Bunde <Senator_Con_Bunde@legis.state.ak.us>, Lyda Green <Senator_Lyda_Green@legis.state.ak.us>, Gary Wilken <Senator_Gary_Wilken@legis.state.ak.us>, Bob Lynn <Representative_Bob_Lynn@legis.state.ak.us>, Bruce Weyhrauch <Representative_Bruce_Weyhrauch@legis.state.ak.us>, Ethan Berkowitz <Representative_Ethan_Berkowitz@legis.state.ak.us>, Jim Holm <Representative_Jim_Holm@legis.state.ak.us>, Max Gruenberg <Representative_Max_Gruenberg@legis.state.ak.us>, Nancy Dahlstrom <Representative_Nancy_Dahlstrom@legis.state.ak.us>, Paul Seaton <Representative_Paul_Seaton@legis.state.ak.us>

I'm am sending you figures on what my child's education could cost depending on the school she were to attend if ACS is closed. Keep this is mind when making your final decision.

| | |
|----------------------|------------------------------------|
| Su Valley Jr/Sr High | \$19,495 (difference of \$16, 295) |
| Beryozava | \$ 9,997 (difference of \$6, 797) |
| Houston High School | \$6,403 (difference of \$3,203) |

These figures show that if my child went to Su Valley you would have spent the equivalency of 5 students through ACS, 3 from Beryozava (not even sure she could go there), or 1 from Houston High. I'm sure these figures are comparable to others across the state. Due to accreditation issues and staff support these will be the choices that I will have for my child's education even though they are lacking in courses I feel my challenge her reeducationally.

Sincerely,
Denise C. Maloney
PO Box 506
Willow, AK 99688
(907)495-1205
dmaloney@alaska.com

4/10/03

SEERC

Joanne Henderson HB 174

1976 auth. by leg. to provide
services to school dist.

operates on grants

not supported

Support Alaska - best run

Yax copy of CS HB 174 for her.

Education service agency

Article 3

AS 14.12.160

Handwritten scribbles at the top of the page.

Handwritten scribbles in the upper middle section.

Large block of handwritten notes, mostly illegible due to blurriness.

JoAnn Henderson
Executive Director



SERRC

ALASKA'S EDUCATIONAL
RESOURCE CENTER

210 FERRY WAY, JUNEAU, AK 99801
PHONE: 907-586-6806 • FAX: 907-463-3811
WEB SITE: WWW.SERRC.ORG
E-MAIL: joannah@serrc.org

Handwritten notes at the bottom of the page.

ANCHORAGE ★ **JUNEAU** ★ **KETCHIKAN**
349-0651 586-6806 225-5250

SERRC's services can help your school district save money!

The "No Child Left Behind" Act, Federal education legislation that is often referred to as the most sweeping bill of its kind since 1965, will present rewards and challenges for every school district in the country. It was designed to rely heavily on the infrastructure, expertise, and programs provided by educational service agencies. SERRC - Alaska's Educational Service Agency - is ready to assist your district in its efforts to be in compliance with NCLB. Along with SERRC's NCLB services, SERRC offers a wide array of customized school district services that can be crafted to meet your district's individual needs, such as:



SERRC helps build and maintain schools.

- ✦ Accounting and Financial Services
- ✦ Alaska Literacy Strategies Institutes (Reading Workshops and Staff Development)
- ✦ Computer Network Consulting Services and Instruction
- ✦ Curriculum Planning and Development
- ✦ Data Collection and Interpretation
- ✦ Facilities Services
- ✦ Federal Programs Management Services
- ✦ Gender Equity Seminars and Workshops
- ✦ Grant Contract Management and Supervision, Financial Reporting and Writing Services
- ✦ High Performing Learning Communities Services
- ✦ Legislative Interpretation of Federal and State Regulations and Statutes
- ✦ Mandatory and Elective In-Service Training and Mentoring
- ✦ Marketing Services
- ✦ Multicultural and Multilingual Education Services
- ✦ "No Child Left Behind" NCLB Services
- ✦ On-Site Support and Technical Assistance
- ✦ Paraprofessional Training
- ✦ Policy, Procedure, and/or Training Manuals Assistance
- ✦ Professional Development Workshops
- ✦ Program Administration
- ✦ Program Evaluation
- ✦ Safe & Drug-Free Schools Workshops
- ✦ School Improvement Technical Assistance
- ✦ Special Education Services
- ✦ Strategic Planning
- ✦ Superintendent and District Support Services
- ✦ Supplemental Services
- ✦ Technology Training
- ✦ Title I Supplemental Services
- ✦ Web Site Construction and Maintenance

For more information about SERRC's Services, please contact SERRC's Associate Director and NCLB Team Member Sheryl Weinberg at 907-586-6806 or sherylw@serrc.org ★

SERRC goes into overdrive to meet the challenges of assisting districts with NCLB

With more than 25 years of providing educational services and solutions to Alaska's school districts, SERRC is once again responding and adapting to new and emerging needs by offering a wide range of services that will help districts meet the requirements of President Bush's "No Child Left Behind" Act.

To ensure that every student in the state receives the maximum benefits from this legislation, SERRC - Alaska's Educational Resource Center - has created an NCLB Team that will establish the agency as Alaska's NCLB Interpretation Specialists

and Service Providers. Leading the team is SERRC's Executive Director JoAnn Henderson, who recently met with U.S. Department of Education Secretary Rod Paige to discuss how educational service agencies can help implement NCLB. Composed of highly skilled and experienced educational specialists, SERRC's NCLB Team can interpret the fine print, help districts meet the necessary requirements and implement programs that will provide services to thousands of students from Ketchikan to Barrow.

support with distance-delivered instruction in a cost-effective model.

Utilizing *SkillsTutor*, a nationally-recognized distance education program that fulfills the research-based criteria of NCLB, SERRC's Supplemental Service program includes more than 1,000 academic lesson plans that are tailored to maximize student interest, a management information system that monitors student attendance and usage, pre and post tests, and individualized student progress



Greg Maloney,
SERRC NCLB Team
Member and
Special Projects
Coordinator



Mary Reeve helps Brittany Nick, a student from Lower Kuskokwim School District, during SERRC's 2002 ANSWER Camp in Sitka. With the advent of SERRC's Supplemental Services, SERRC will be providing more one-on-one mentoring opportunities for students throughout the state.

In January, SERRC became a state-approved provider of Supplemental Services. As outlined in NCLB, this program is designed to ensure that low-income students in schools identified for school improvement have the necessary instruction and support to significantly improve their academic skills in the areas of reading, math, and writing. Piloted by SERRC NCLB Team Member and Special Projects Coordinator Greg Maloney, SERRC's Supplemental Services program combines onsite

SERRC's NCLB Team can interpret the fine print, help districts meet the necessary requirements and implement programs that will provide services to thousands of students from Ketchikan to Barrow.



reports. This program is aligned with the Terra-Nova and is expected to be aligned with Alaska's state standards by the end of this month. Additional thematic learning activities and other incentives are included in SERRC's program to heighten student interest and motivation, including the opportunity to participate in a summer camp activity that is aligned with SERRC's highly successful ANSWER Camp (please see pg. 3).

In addition to working directly with students, SERRC's NCLB Team has also developed programs to help schools meet NCLB requirements in the following areas:

- Paraprofessional Training
- Professional Staff Development Activities
- Data Collection and Management Services
- Technical Assistance with Assessments

SERRC & NCLB,
continues on Page 2

Managing grants in the context of the new "No Child Left Behind" Act (NCLB)

SERRC's Federal Programs Management Team gears up to deliver new services

Do you live and breathe the new "No Child Left Behind Act?" With the advent of this landmark legislation and the reauthorization of the Elementary and Secondary Education Act, it is difficult for districts to navigate through the maze of paperwork on their own. As key members of SERRC's NCLB Team, Federal Programs Manager Julie Staley and Federal Program Education Specialist Mike Robbins spend their days working and interpreting all the details (living and breathing it – if you will) of this educational bill and its impact on the grants they write for the participants of SERRC's Federal Programs Cooperative.



Julie Staley, SERRC's Federal Programs Manager

"You have to like to read, write and pay attention to detail," said Staley, who has been spearheading SERRC's Federal Programs Cooperative for the past

eleven years. Staley, who works at SERRC's headquarters in Juneau, and Robbins, who works in the Anchorage office, collectively write 74 grants on an annual basis, along with all the necessary reports and budgets required for school districts to receive funding. These formula grants have enabled the ten districts that comprise

SERRC's Federal Programs Cooperative to access well over \$3,000,000 in FY03 to improve education for students. "Many of the districts we work with have small number of staff who wear multiple hats," said Staley. "Each of their responsibilities

take considerable time, and if they can only spend a little time on each of these responsibilities,

something will fall through the cracks."

"We're committed to creating lasting relationships with each member district of SERRC's Federal



Programs Cooperative that enable districts to develop successful applications to access funds and successfully manage their grants for educational improvement," added Staley.

Created in 1990, SERRC's Federal Programs Cooperative has assisted member districts in the development of all of their formula grants including Indian Education, Johnson O'Malley, Carl Perkins, Quality Schools and Learning Opportunities, Federal REAP Funds, Community Schools, and now NCLB. The Federal Programs Cooperative also offers additional services that range from paper monitoring and file establishment to parent

committee training to needs assessments and surveys.

Currently, SERRC's Federal Programs Management Team is working on a new Document Notification and Repository Service that will alert districts of the time sensitive issues that arise each year in relation to the implementation and legal obligations of NCLB. This new service will provide superintendents and principals with monthly reminders of required notifications, meetings, due dates, reports, and other obligations related to compliance. Federal Programs Manager Staley anticipates this new NCLB related service will assist districts to be responsive to NCLB requirements and serve as an organized repository of district information in preparation for successful compliance monitoring.

For more information about SERRC's Federal Programs Management services, contact Julie Staley at 907-586-6806 or julies@serrc.org ★

SERRC & NCLB (Continued from Page 1)

From the Gulf Coast of Florida to Prudhoe Bay in the Last Frontier, NCLB affects every school district in America. Many of these school districts will turn to their educational service agencies to provide programs that can help students attain academic success. In Alaska, SERRC

Alaska's only educational service agency, is working overtime to be ahead of the curve and to implement programs that not only work in the classroom, but will also enable school districts to be in compliance with this far-reaching legislation. With the infrastructure in place, qualified

personnel and more than a quarter century of providing services to Alaska's school districts, SERRC is poised and ready to help your district with its NCLB needs.



JoAnn Henderson, SERRC's Executive Director

For more information about SERRC's NCLB Services, please contact SERRC's Executive Director JoAnn Henderson at 907-586-6806 or joannh@serrc.org ★

SERRC's All-Alaska Academy lets students explore Alaska's political system, work-study programs and world of technology.

Not many Alaskans have had the opportunity to meet with Governor Murkowski since he left Washington, D.C. to make his home in Juneau, but several Alaska Close-Up participants had the pleasure of spending time with Alaska's new governor during their recent trip to the Capital.

"It was a great opportunity for the students, some of whom have never been to Juneau before, to talk with the Governor. He was very generous with his time," said SERRC's All-Alaska Academy Coordinator Linda Kadrlik. "We regularly meet with Legislators as part of our program, but it's always a treat to spend time with the top person in Alaska's political system. This event seemed to have a great impact on the kids."



Senator Georgianna Lincoln and SERRC's Alaska 2003 Close-Up participants Carlton Passimika, Jolene Hawk and Elsie Liskey from the Yupiit School District.

Alaska Close-Up, a program designed for high school students that allows its participants to witness and learn how our state government works, is one of six pro-

grams that comprise SERRC's All-Alaska Academy. The other programs are: Junior Alaska Close-Up (geared toward middle school students), Government Intern-

ship, Career Connections (a work-study program that takes place in Juneau and Anchorage), Technology Training, and Transition Camp (a team approach that helps special education students transition from school to work). These programs offer students an opportunity to come to Juneau or Anchorage for a one to two week hands-on, enriched learning experience. Aligned with Alaska Content Standards, SERRC's All-Alaska Academy programs are taught by qualified teachers and are available to every student in the state.

For more information, please visit All-Alaska Academy's website at www.serrc.org/academy or contact Linda Kadrlik at 907-586-6806 or lindak@serrc.org ★



Funded by a U.S. Department of Education grant, SERRC's ANSWER Camp (Alaska Native Student Wisdom Enrichment Retreat) has served more than 1000 Alaska Native students from more than 150 Alaskan communities since its inception in 1998. Geared toward improving the math and science skills of seventh and eighth grade Alaskan Natives, ANSWER Camp takes the learning process out of the classroom and into the real world. By combining Alaska Native learning styles and traditional activities with middle school science and math applications, ANSWER Camp enables participants to build a bridge between learning in a formal setting and applying that information to every-day situations.

For more information or to obtain an application for this summer's program, please contact SERRC's ANSWER Camp Coordinator Patrick Henry at 907-349-0651, 1-888-676-0651 or patrickh@serrc.org or go to www.serrc.org/answercamp ★

ANSWER Camp works!

ANSWER Camp participants increased their academic scores by an average of 30% on targeted math and science skills.

Along with changing attitudes and increasing academic scores, ANSWER Camp participants have also improved their:

- leadership skills
- communication abilities
- self-confidence
- respect for others, especially elders, and ambition to succeed.

Apply online for this summer's sessions at www.serrc.org/answercamp

2003 ANSWER Camp applications due April 1

Native Culture + Math + Science = Success

What is SERRC?

- 1) SERRC is Alaska's only educational service agency.
- 2) SERRC was established in 1976 by the Alaska State Legislature to meet the educational needs of both rural and urban communities.
- 3) SERRC is the acronym for the Southeast Regional Resource Center. The agency has grown beyond its name to provide educational services to the entire state.
- 4) SERRC provides educational services to school districts as well as direct student services that include summer camps and residential learning opportunities.
- 5) SERRC also provides family learning programs that include job training, basic adult education services including GED preparation and testing, English as a Second Language classes, after school homework clubs and pre-school learning activities to several communities throughout the state.
- 6) SERRC is funded entirely through grants and contracts and does not receive any dedicated funding from the state.
- 7) SERRC has offices in Juneau, Anchorage and Ketchikan, and employs a core of traveling educators who travel throughout the state to deliver educational services to almost all of the 53 school districts.



SERRC

Providing educational services and solutions to school districts and communities throughout the Last Frontier



School District Services

2003

| School District | AKRAC | ARCTIC | Business Services | Facilities | Federal Programs | Migrant Education | Program Admin. Services | Program Evaluation | Special Education |
|-------------------------------------|-------|--------|-------------------|------------|------------------|-------------------|-------------------------|--------------------|-------------------|
| Alaska Gateway Schools | | | | ★ | | ★ | | | ★ |
| Aleutian Region Schools | | | | ★ | ★ | | ★ | | ★ |
| Aleutians East Bor. School District | | | | | ★ | ★ | ★ | | ★ |
| Anchorage School District | ★ | ★ | | | | ★ | | | |
| Annette Island Schools | | | | | ★ | | | | |
| Bering Strait Schools | ★ | ★ | | | | ★ | ★ | | ★ |
| Bristol Bay Borough Schools | | | | | | ★ | | | |
| Chatham Schools | | ★ | ★ | ★ | | ★ | ★ | | ★ |
| Chugach Schools | | ★ | | | | | | | |
| Copper River Schools | ★ | ★ | | ★ | | | | | ★ |
| Cordova City Schools | | ★ | | ★ | | ★ | | | |
| Craig City Schools | | ★ | | | | ★ | | | ★ |
| Delta/Greely Schools | | ★ | | ★ | | | | | |
| Denali Borough Schools | ★ | ★ | | | | | ★ | | |
| Dillingham City Schools | | ★ | | | | ★ | | | ★ |
| Fairbanks NSBSD | ★ | ★ | | | | ★ | | | |
| Galena City School District | | | | ★ | | ★ | | ★ | ★ |
| Haines Borough School District | | | | ★ | | ★ | | | ★ |
| Hoonah City Schools | ★ | ★ | | | | ★ | | | ★ |
| Hydaburg City Schools | | | | ★ | ★ | ★ | | | ★ |
| Iditarod Area Schools | | ★ | | | | ★ | ★ | | ★ |
| Juneau City Schools | ★ | ★ | | ★ | | ★ | | | ★ |
| Kake City Schools | | | | ★ | | ★ | | | ★ |
| Kashunamiut School District | | | ★ | ★ | ★ | ★ | | | ★ |
| Kenai Peninsula Borough Schools | | ★ | | | | ★ | | | |
| Ketchikan Gateway Borough Schools | ★ | ★ | | ★ | | ★ | | | |
| Klawock City Schools | | ★ | | ★ | | ★ | | | ★ |
| Kodiak Island Borough Schools | | ★ | | | | ★ | | | ★ |

| School District | AKRAC | ARCTIC | Business Services | Facilities | Federal Programs | Migrant Education | Program Admin. Services | Program Evaluation | Special Education |
|----------------------------------|-------|--------|-------------------|------------|------------------|-------------------|-------------------------|--------------------|-------------------|
| Kuspuk Schools | ★ | ★ | | | | ★ | | | ★ |
| Lake and Peninsula Schools | | | | | | ★ | | | ★ |
| Lower Kuskokwim Schools | ★ | | | | | ★ | | | |
| Lower Yukon School District | ★ | | | ★ | | ★ | ★ | | ★ |
| Mat-Su Borough Schools | | | | | | ★ | | ★ | |
| Mt. Edgecumbe High School | ★ | | | | | ★ | | | |
| Nenana City Schools | | ★ | | ★ | | ★ | | | ★ |
| Nome City Schools | | ★ | | | | ★ | | | |
| North Slope Borough Schools | | | | | | ★ | ★ | | ★ |
| Northwest Arctic Borough Schools | ★ | | | | | ★ | | | ★ |
| Pelican City Schools | | | | | | ★ | | | ★ |
| Petersburg City School District | | | | | | ★ | | | ★ |
| Pribilof School District | | | | ★ | | | | | ★ |
| St. Mary's School District | | ★ | ★ | ★ | ★ | ★ | | | |
| Sitka School District | | ★ | | ★ | | ★ | | | |
| Skagway City Schools | | | | ★ | ★ | | | | ★ |
| Southeast Island Schools | | | | ★ | | ★ | | | |
| Southwest Region Schools | | ★ | | | | ★ | | | |
| Tanana City Schools | ★ | | | ★ | ★ | ★ | | | |
| Unalaska City Schools | ★ | | ★ | | | | | | |
| Valdez City Schools | | ★ | | | | ★ | | | ★ |
| Wrangell City Schools | | ★ | | ★ | | ★ | | | ★ |
| Yakutat City Schools | | ★ | | ★ | ★ | ★ | ★ | | ★ |
| Yukon Flats Schools | ★ | ★ | | ★ | ★ | | | | ★ |
| Yukon/Koyukuk Schools | ★ | ★ | | | | ★ | | | |
| Yupit School District | ★ | | | ★ | ★ | ★ | | | ★ |





SERRC offers customized educational services and solutions that are tailored to fit the individual needs of school districts throughout Alaska.

School District Technical Assistance & Support Services

- Accounting and Financial Services
- Alaska Literacy Strategies Institute
- ★ *Reading Workshops*
- ★ *Staff Development*
- AKRAC (Alaska Regional Assistance Center)
- ARCTIC (Alaska Reform in the Classroom through Technology Integration and Collaboration)
- Alternative Education
- Budget Preparation and Review
- Business Services
- Computer Network Consulting Services and Instruction
- Consulting Services
- Curriculum Planning and Development
- Data Collection and Interpretation
- English as a Second Language Services
- ESEA Interpretation
- Event and Conference Planning
- Facilities Services
- ★ *CIP Grant Application Assistance*
- ★ *Asbestos Inspections*
- ★ *Maintenance Management Programming*
- ★ *Project Administration*
- ★ *Educational Specifications*
- ★ *Facility Planning*
- ★ *Fixed Asset Inventory Services*
- Family Literacy Programs
- Federal Programs Assistance
- ★ *Indian Education*
- ★ *Title I*
- ★ *Title II*
- ★ *Title IV*
- ★ *Title VI*
- ★ *Carl Perkins Vocational and Applied Technology*
- ★ *Johnson O'Malley*
- ★ *Community Schools*
- ★ *Grant Applications and Modifications*
- ★ *Annual Reports*
- GED and Adult Basic Education
- Gender Equity Seminars and Workshops
- Grant Financial Reporting
- Grant Writing Services and Workshops
- Grants & Contract Management and Supervision
- High Performing Learning Communities Services
- K-12 Supplemental Services
- Legislative Interpretation of Federal and State Regulations & Statutes Services
- Mandatory and Elective In-Service Training & Mentoring
- Marketing Services
- Multicultural and Multilingual Education
- "No Child Left Behind" (NCLB) Services
- On-Site Support and Technical Assistance
- Paraprofessional Training
- Policy, Procedure, and/or Training Manuals Assistance
- Professional Development Workshops
- Program Administration
- Program Evaluation
- Safe & Drug-Free Schools Workshops
- School Improvement Technical Assistance
- Special Education Services
- ★ *IEP Team Consultation*
- ★ *IEP Facilitation*
- ★ *Parent Training*
- ★ *Pre-Compliance Monitoring*
- ★ *Special Education Administration*
- ★ *Speech & Language Services*
- ★ *Occupational Therapy Services*
- ★ *Physical Therapy Services*
- ★ *Psychological Services*
- ★ *Corrective Action Training & Assistance*
- ★ *Secondary Transition Services*
- Strategic Planning
- Superintendent and District Support Services
- Technology Training
- Title I Supplemental Services
- Web Site Construction and Maintenance

Direct Student Services

- All-Alaska Academy
- ★ *Alaska Close-Up*
- ★ *Career Connections (formerly RSVP)*
- ★ *Junior Alaska Close-Up*
- ★ *Government Internship*
- ★ *Technology Training*
- ANSWER Camp (Alaska Native Student Wisdom Enrichment Retreat)
- K-12 Supplemental Services (Title I)
- Ketchikan Youth Court
- Project Citizen

Adult Employment & Training

- Adult Basic Education
- Alaska Vocational Institute
- ★ *General Office & Computer Skills Training*
- ★ *PC Repair Technician Training*
- ★ *Bank Teller Training*
- ★ *Child Care Training*
- ★ *Retail Sales/Tourism Training*
- ★ *Water/Wastewater Treatment Operator Training*
- ★ *Certified Nurse's Aide Training*
- Case Management Services
- Citizenship Classes
- Computer Training Courses
- English as a Second Language Classes
- Family Literacy Programs
- GED Preparation and Testing
- Reading and Writing Instruction
- Tutor Training



SERRC

Providing educational services and solutions to school districts and communities throughout the Last Frontier



Goals

SERRC will:

Be proactive in the development of human and financial resources.

Implement research and evaluation practices focused on curriculum, instruction, and assessment as they relate to the Quality Schools Initiative.

Develop and implement a marketing plan that promotes the agency mission and services to staff, school districts, and organizations statewide.

Provide high quality Special Education services consistent with best practices, and design service delivery models that meet the unique needs of Alaskan school districts.

Design and implement an on-going evaluation system to ensure continuous improvement by analyzing the quality, effectiveness, and cost-benefit of all programs and services.

Belief Statements

We believe excellence is attainable and worth the costs.

We believe service to education merits the highest level of honesty, integrity, and quality.

We believe that an organization with a vision can make a difference.

We believe the vitality of the organization depends on its ability to respond appropriately and effectively to challenges and changing needs of clients and the individuals they serve.



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PHONE: 907-586-6806 • FAX: 907-463-3811

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212 PLAZA PORT WEST MALL KETCHIKAN, ALASKA 99901
PHONE: 907-225-5250 • FAX: 907-247-5240



Strategic Plan 2001-2005



MISSION

SERRC guarantees development and delivery of exemplary service and management resources, primarily designed to meet the diverse educational needs of the citizens and organizations of Alaska.



SERRC
ALASKA'S EDUCATIONAL
RESOURCE CENTER

STRATEGIES & ACTION PLANS

Strategy I

We will collaborate and partner with public and private organizations.

- Encourage employees to belong to and seek seats on national, state, and local boards and commissions.
- Pursue new sources of funding and establish networks/partnerships with community-based organizations, post-secondary institutions, Native corporations, professional organizations, and other statewide organizations.
- Work diligently and share information with other entities to assist districts with curriculum, instruction, and assessment.
- Pursue conference management opportunities.

Strategy II

We will strengthen and increase staff knowledge and expertise to meet current and emerging client needs.

- Increase staff capacity to research, solicit, and develop proposals.
- Increase staff capacity to review and integrate the Quality Schools Initiative framework into SERRC documents and operations as appropriate.
- Assess effectiveness of programs and services, and dedicate resources to provide comprehensive training for SERRC staff on school reform, standards-based schooling, Quality Schools Initiative, customer satisfaction, and cost effectiveness of services.
- Develop a strong orientation process to educate all staff about current, new, and potential services, program practices, customer service philosophies, and expected performance standards. Develop a training continuum relative to varying skill levels of staff members, to be initiated at agency-wide inservice/orientation.
- Develop and distribute a one-page summary of SERRC resources and staff expertise.
- Develop a database of human resources at SERRC.
- Support internal efforts to share information, reduce duplication, and increase internal communication.
- Develop a CD or video to be used as an internal and external marketing tool.
- Recruit teachers, technology specialists, and other specialists for Alaska.
- Offer staffing incentives to employees.

Strategy III

We will continuously improve internal and external communication.

- Establish and implement a marketing plan to expand use of the Eduportal and provide additional training for employees and potential clients.
- Develop an internal process to provide information to staff.
- Develop and implement a marketing plan to provide information to existing and new clients.
- Improve communication through use of electronic forms and data communication (i.e. purchasing, approvals, requests, etc.)
- Embed the Quality Schools Initiative framework in all materials and services provided to external clients by developing and using checklists for review of materials and services.

Strategy IV

We will improve our corporate image.

- Actively explore changing the SERRC name and logo to be more representative of the entire state and plan a 25th Anniversary promotional campaign that includes a new logo and corporate identity.
- Continue efforts for improving the physical appearance at all SERRC offices and display SERRC logo and maxim at all locations.
- Reinforce employee professionalism and customer service focus.
- Develop guidelines for appropriate office attire and encourage staff to wear SERRC logo attire when traveling.

Strategy V

We will explore and expand ways to add value to services.

- Expand the role of the Ketchikan and Anchorage offices and their subsequent client base.
- Assign a SERRC liaison to each district to probe district needs related to curriculum, instruction, and assessment, and provide information related to the Quality Schools Initiative.
- Develop a plan related to anticipated district needs including a database of characteristics/needs of schools in crisis.
- Research and plan "All-Alaska Academy" programs based on collected data.

- Assess effectiveness of programs and services regarding student learning and performance, support services, customer satisfaction, and cost-effectiveness.
- Stay abreast of emerging technologies and commit resources to appropriate integration of technology in all programs.
- Offer external evaluation services.
- Increase shared services contracts with local school districts.
- Develop a process for adding value and increasing services to repeat clients.
- Promote and expand vocational program services to other communities.

Strategy VI

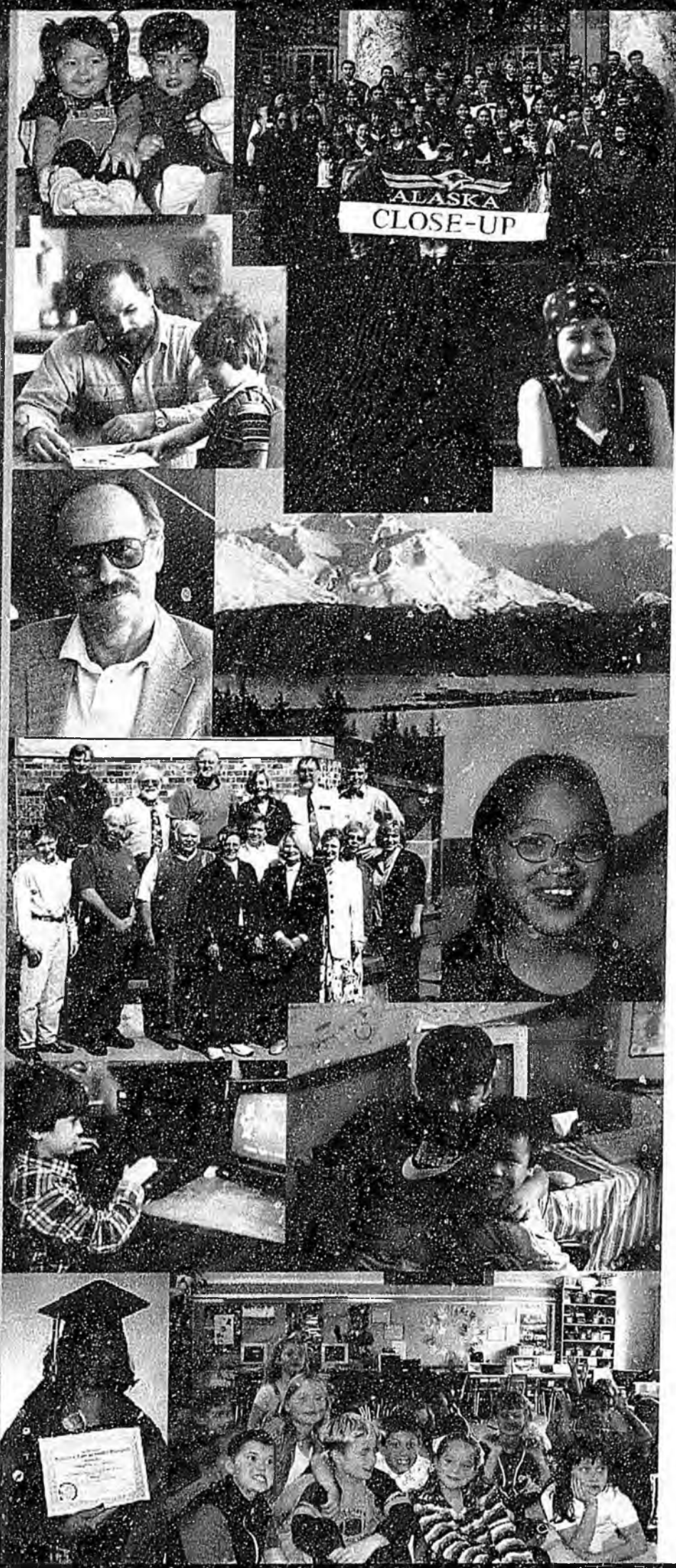
We will develop, recruit, and place Special Education professional and paraprofessional staff to meet Alaska's needs.

- Increase capacity by partnering/collaborating with the University of Alaska system to produce Special Education professionals.
- Build Special Education capacity in schools by conducting paraprofessional training at conferences, in-services, etc.
- Design and support an itinerant pre-service training and professional development plan.
- Attend national conferences, place ads in national publications, and offer signing bonuses to qualified applicants.

Strategy VII

We will provide specialized programs to serve students, parents, and families.

- Design and promote an "Advocate For Your Child" parent training curriculum and workshop.
- Research and develop summer camp and extended learning opportunities to increase test-taking and study skills, academic enrichment, and technology training opportunities.
- Research and develop a High School Graduation Qualifying Exam preparatory program.
- Explore markets and develop a marketing plan for SERRC technology services (Internet café, distance delivery, remote network administration, cyber-schools, preventive maintenance, PC repair, etc.)



Celebrating
25 years
of providing
educational
services
and solutions
to school
districts and
communities
throughout
The Last
Frontier.



SERRC

ALASKA'S EDUCATIONAL
RESOURCE CENTER

From its headquarters in Juneau and satellite locations in Anchorage, Ketchikan, and other sites, SERRC provides a diverse range of educational programs and support services to the entire state of Alaska.

Executive Directors

-  Mr. Mark Burgoyne
1976-1977
-  Dr. Allan Barnes
1977-1991
-  Dr. Twyla Barnes
1991-1994
-  Dr. John Anttonen
1994-1997
-  Ms. JoAnn Henderson
1997-Present

SERRC's Executive Director has the unique opportunity to provide leadership for Alaska's single educational service agency.

A Board of Directors comprised of school superintendents provides the management and fiscal control of the South East Regional Resource Center.

Chairs of the Board

- | | |
|--|--|
|  Harvey King
Hydaburg City Schools
1976-1977 |  Nancy Billingsley
Haines Borough School District
1989-1990 |
|  Bob McConnell
Wrangell City Schools
1977-1978 |  Richard Clevenger
Ketchikan Gateway Schools
1990-1991 |
|  Nyal Worsham
Chatham Schools
1978-1979 |  Larry Schroeder
Hydaburg City Schools
1991-1992 |
|  Bill Suss
Klawock City Schools
1979-1980 |  Morris Ververs
Klawock City Schools
1992-1993 |
|  Bill Suss
Klawock City Schools
1980-1981 |  John Anttonen
Hoonah City Schools
1993-1994 |
|  Larry Rocheleau
Annette Island Schools
1981-1982 |  Mary Francis
Petersburg City Schools
1994-1995 |
|  Steve McPhetres
Haines Borough School District
1982-1983 |  Larry Eklund
Yakutat City Schools
1995-1996 |
|  Tom Brown
Hoonah City Schools
1983-1984 |  John Holst
Sitka School District
1996-1997 |
|  Darroll Hargraves
Ketchikan Gateway Schools
1984-1985 |  John Holst
Sitka School District
1997-1998 |
|  Dave Lannigan
Skagway School District
1985-1986 |  Ron Erickson
Haines Borough School District
1998-1999 |
|  Ralph Allen
Pelican City Schools
1986-1987 |  Bob Robertson
Klawock City Schools
1999-2000 |
|  Walt Bromenschenkel
Annette Island Schools
1987-1988 |  Bill Walz
Hoonah City Schools
2000-2001 |
|  Darrell Moore
Chatham Schools
1988-1989 |  Bill Hopkins
Chatham Schools
2001-2002 |



Investing in the Future

SERRC positions itself to help school districts and communities adapt to the inevitable changes that will unfold in the next 25 years.

As we stand in the dawn of a new century, it is a difficult task to predict the future when one takes stock of the amazing advances created in the past few decades, not to mention the last 100 years. Once again, Alaska's business climate is changing and new approaches on how to educate and prepare people (both youth and adults) for the opportunities that will abound in the 21st century is in a constant state of change. With its commitment to identify new trends that will impact Alaskans, SERRC insists that its staff tirelessly pursue professional development workshops, attend national conferences, and approach each new program as an entrepreneurial endeavor to ensure the highest – and newest – level of service to its clients.

After a quarter century of service, SERRC is confident that it has learned from both its successes, and its not-so-successful attempts, on how to deliver educational support to rural and urban Alaskans. Dedicated to minimize – if not eradicate – the digital divide, the Resource Center currently offers dozens of technology programs and is vigorously pursuing funding to widen its scope on how to bring computer literacy to every Alaskan home. SERRC will also be providing countless training opportunities in emerging trends that will benefit educators in the classroom and administrators in the school district's office. Along with the ever-increasing need for support and training opportunities, SERRC is also prepared for the near future when Alaska's school districts follow the national example of turning to outside sources for contractual administrative projects (i.e., Facilities Management, Business Services, Recruitment, and Marketing, etc.) in an effort to keep costs low and performance levels high.

No matter what changes may arise in the next several decades, SERRC is prepared and committed to remain the visionary organization that brings the best of educational services and practices to The Last Frontier.



Investing in Alaska the South East Regional Resource Center's Legacy

Twenty-five years ago, the Alaska State Legislature made several unprecedented investments to enrich the lives of Alaskans. Legislators from across the state agreed to create the Alaska Permanent Fund Corporation, and, in the same year, they authorized six regional resource centers to invest in the future of the state by addressing the changing educational needs of both rural and urban students. Almost three decades later, the Permanent Fund's assets total more than \$25 billion and the South East Regional Resource Center – Alaska's only remaining educational resource center – has served more than one million people, and continues to impact students of all ages by providing services to school districts and communities throughout The Last Frontier.

Like any successful pioneer that breaks new ground, SERRC persevered and succeeded despite formidable obstacles that included a zero-based budget and the demise of its sister agencies. Without dedicated support from the State of Alaska, SERRC remained solvent and fiscally responsible since its inception in 1976. Today the private, non-profit corporation operates under a \$7 million annual budget, administers more than 300 grants and contracts per fiscal year, and owns the building (thanks to a generous donation from the Parkview Limited Partnership) that houses its headquarters and Adult Education Center in Juneau.

As the new millennium unfolds, SERRC's legacy continues to expand as the agency adds new programs, identifies emerging trends, and creates solutions to the unique challenges of delivering educational services to the largest state in the union.

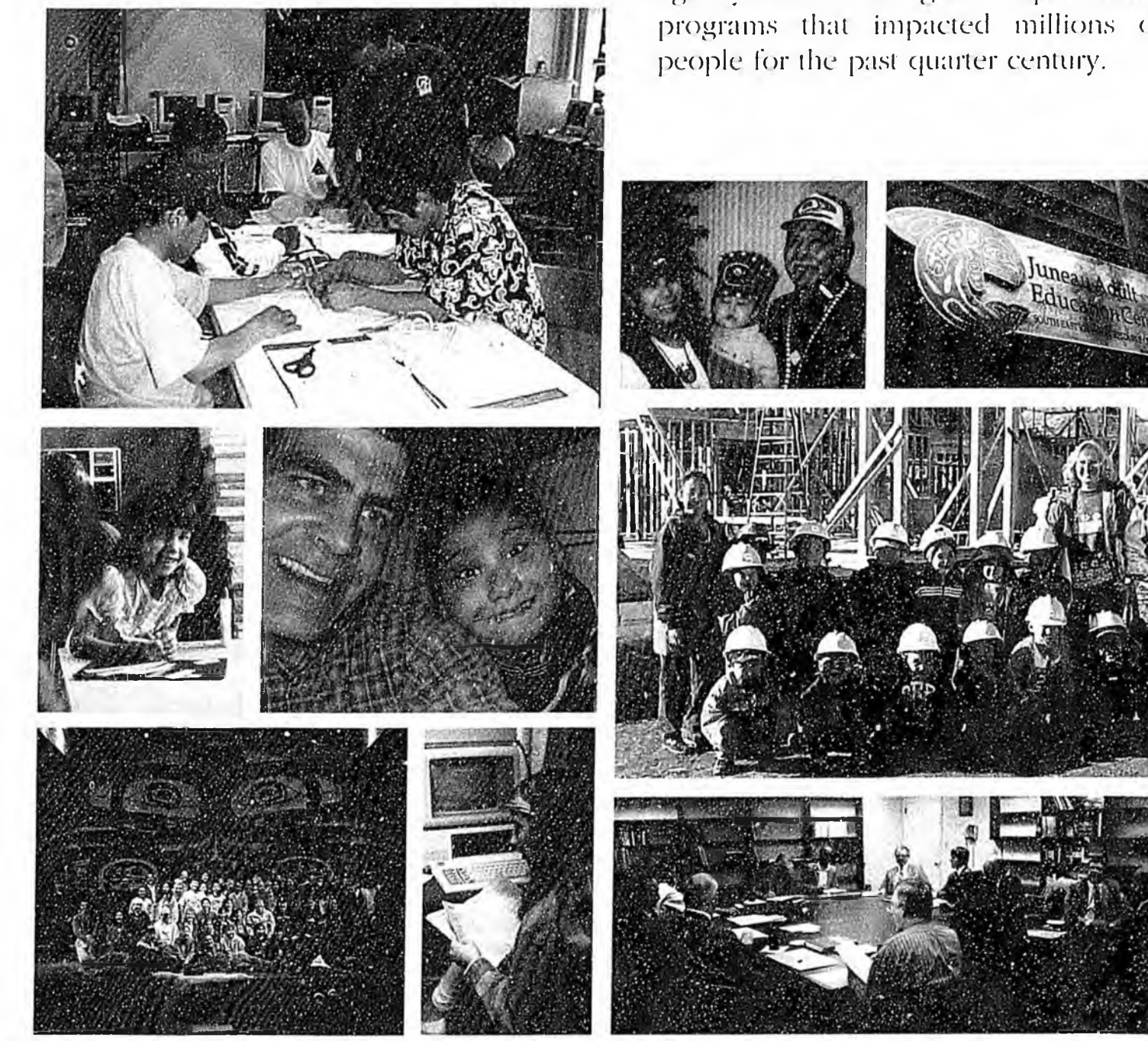
At SERRC, supporting the educational needs of every Alaskan is an ongoing investment that continues to grow with every student who masters a new skill, learns a new trade, and finds the confidence to pursue his or her dreams.



Photo Courtesy © Alaska Division of Tourism

What has SERRC done for Alaska?

It's an understatement to say that a lot has changed since 1976, a year that pre-dates the use of fax machines, cell phones, the Internet, personal digital assistants and wireless computers. Despite all the changes that have transpired in the past 25 years, SERRC has diligently positioned itself to not only identify the new trends that could enhance the educational process in Alaska – the agency found funding and implemented programs that impacted millions of people for the past quarter century.



1970's

With its focus on establishing and implementing a lasting infrastructure, SERRC moves from Ketchikan to Juneau and concentrates its efforts on Employment Training, Special Education services, and buys its first computer system to process and store its financial records. By the end of the decade, SERRC's operating budget exceeds \$1 million.

1980's

SERRC becomes incorporated and opens offices in Anchorage and Ketchikan. The agency begins to provide services to all school districts impacting tens of thousands of students throughout the state. SERRC also writes and wins several grants and contracts that fund programs in adult education, vocational training, older worker training, child abuse and neglect training, gender equity, AIDS, violence awareness, drug education, small business management, technology training, and literacy and job training in correctional facilities.

1990's

With an eye on the bottom line, SERRC creates several cooperatives and consortiums to keep costs low and performance levels high for contracted services. The agency wins a national award for its Adult Education program, expands its job training and placement services, works with youth directly on several federally-funded projects, expands its AIDS and drug and violence programs, and vigorously pursues (and wins) technology grants in an attempt to help close the digital divide in Alaska.

2000's

After more than a quarter century of anticipating and responding to the needs of Alaska's school districts, SERRC is positioned as Alaska's Educational Resource Center. With its ability "to go where the puck is going to be, not where it is," the agency is committed to and fully capable of finding the solutions for tomorrow's problems today. In the early part of the decade, SERRC expands its technology training opportunities, offers marketing services to school districts and launches Alaska's EduPortal, a web-based service that could revolutionize the decision-making process for school administrators.

1976 1977 1978 1979 1980 1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002

Alaska State Senate Bill 35 authorizes six regional resource centers. The South East Regional Resource Center opens in Ketchikan.

SERRC crosses its Ketchikan office and moves to Juneau where it employs 20 people. Twelve Southeast school districts sign up for services. The agency creates and administers the Rural Student Telecommunications Program (RSVP), the Ken Cook Vocational Training Program, and launches Education computer assistance.

The Special Education Services Unit is established. SERRC coordinates the Youth Employment and Training Project along with a summer program designed for economically disadvantaged youth. Services to senior citizens begin with a grant from the Office on Aging.

SERRC buys its first computer system to process and store bookkeeping data. Twelve Equal Rights Program (MSVP), the Ken Cook Vocational Training Program, and launches Education Education services begin offering a rural outreach program. Services also blossom in vocational education bringing the agency's revenue to over \$1 million.

SERRC works with several school districts on curriculum development projects. The agency begins to manage over \$60 million in planning and construction school projects. The Juneau Adult Education Center opens, offering Literacy Volunteers of America and English as a Second Language tutor training to administer the Vocational Outreach Training Program. Migrant Education services begin with Chatham School District.

SERRC's Adult Education Program is honored by receiving the "Program of the Year" award by the Alaska Adult Education Association for its innovative and exemplary effort in curriculum instruction, and services. SERRC purchases a Wang computer and offers Office Skills Training in Juneau to fourteen training program with Westours and Skagway School District. SERRC administers HOST II, a and Yukon District.

SERRC begins to offer statewide educational services to all 55 school districts. The agency opens the first desktop computer for approximately \$8000. The English as a Second Language program expands by including English for Vocational Purposes - a program that coordinates adult education services in business environments.

SERRC begins to coordinate the Migrant Education Terminal Center and offers Migrant Training to prepare students for entry-level clerical and computer positions. Adult education services in center. Twelve TTYs are placed around Juneau.

SERRC's VISTA volunteers create the South East Alaska Literacy Project. Haines joins SERRC's regional adult education program. The agency launches the Good Work Habits project and expands its student loans and the Alaska Vocational Institute is born.

SERRC provides School-Based Business Enterprise workshops, Small Business and Entrepreneurship training for adults and creates the State and Drug-Free Schools Consortium. The South East Alaska Literacy Program receives the "Education Award" from the Juneau Community Council.

SERRC diversifies services to include funding from the Department of Community & Regional Affairs (dislocated workers), Department of Administration (older worker training), Department of Health & Social Services (smoke-free workplaces) and the Department of Education. The agency assists school districts in writing Migrant Education grants, provides Guidance Counselor services, and works with classroom aides.

SERRC begins to provide mandated "In-Services" to school districts throughout the state. The agency receives funding from grants for Gender Equity Child Abuse and Neglect (FCAN), Alcohol Syndrome and Sexual Harassment education, along with Project Alert and Gender Equity Student Achievement program in Ketchikan.

The Federal Programs Consortium is formed. SERRC wins a national award for its health education services. Specialized services for women under Women Education Equity Act (WEAA), and partners with Cambridge Management Group to train strategic planning facilitators, providing strategic planning for young adults. The agency produces and distributes an educational video on SERRC.

SERRC revises Alaska's Special Education Plan and produces a video about the parent's role in the Individualized Education Program (IEP) process and a surrogate parent training video. Staff specialists begin to assist DOE compliance monitoring teams providing on-site technical assistance and compiling data for reports. A USA Alaska Job Service, and the Division of Public Assistance to open the Ketchikan One-Stop Center. Alaska's first one-stop center for employment and education.

SERRC's Regional Adult Education Program receives the U.S. Department of Education Secretary's Award for Outstanding Adult Education and Literacy Program. The agency creates a Statewide Special Education Services Cooperative that attracts 37 member districts and begins work on the Twelve Southeast school district form a Timber Impact Consortium and commission a report on the impact that the reduction of timber harvesting has on schools.

SERRC collaborates with the Alaska State Library to obtain federal funding for South East Alaska Networking (SEANET) to develop infrastructure and provide internet access and service to small communities. The agency begins and provides technical support and technical assistance. The Alaska Native Student Wisdom Enrichment Program (ANSWER Camp) is created, providing math and science instruction for seventh and eighth grade students during the summer months. SERRC launches the Alaska Youth Data Project, a data survey and collection program about at-risk youth behavior. The Ketchikan Pup Mill closure creates a need for the New Chance Center for dislocated workers in Ketchikan.

The Alaska Reform in the Classroom through Technology Integration and Collaboration (ARCTIC) begins providing educators with staff development opportunities and support in the integration and use of computers in the classroom. SERRC creates Ketchikan Youth Court, a program that enables young people who are accused of breaking the law to be judged by their peers, instead of an elected judge or magistrate.


With the generous financial support from the Parkview Limited Partnership, SERRC buys the building at 210 Ferry Way and moves the Juneau Adult Education Center and Alaska Vocational Institute back into its headquarters. The Goals 2000 Consortium is formed with four Southeast school districts.

SERRC is selected for one of two Community Technology Center grants in Alaska that fund technology programs in Juneau and Ketchikan. The agency offers expanded customized services that include youth to pursue post-secondary education. The agency adds the Mar St. School District to obtain funding and provides evaluation and technical assistance for Safe Schools-Healthy Students and Middle School Coordinators.


SERRC sponsors Alaska COMTECH, a technology training forum that attracts more than 800 participants to Juneau and Ketchikan. The agency offers expanded customized services that include a Web-based Preventive Maintenance Program for school districts, and authors over 50 capital improvement requests for new construction and major maintenance.


SERRC creates the All-Alaska Academy, a program that includes Alaska Class-Up, Junior, Alaska Class-Up, Government Internship, the Rural Student Vocational Program (RSVP), and Technology Training. The agency coordinates the Project Citizen. SERRC offers Marketing Services to school districts.


2002 Programs


 **Adult, Family and Vocational Education**
Adult Basic Education
Case Management/Work Search Training
Citizenship Training
GED Instruction & Testing
English as a Second Language
Pre-Employment Training
Even Start
Community Technology Centers
Alaska Vocational Institute
South East Alaska Literacy


 **Alaska Regional Assistance Center (AKRAC)**
Comprehensive School Reform
Curriculum & Instruction
Educational Technology
Equity
Indian Education
Multicultural/Multilingual
Reading Tutor Program & Reading Success Network
School Improvement
Standards & Assessment
Technical Assistance for Title I


 **All-Alaska Academy**
Alaska Close-Up
Junior Alaska Close-Up
Government Internships
Rural Student Vocational Program (RSVP)
Technology Training


 **Alaska Native Student Wisdom Enrichment Retreat (ANSWER Camp)**
A program geared toward improving the math and science skills of seventh and eighth grade Alaska Natives

 **Business Services**
SERRC Administration
School District Business Services


 **Technology Support and Program Management**
Curriculum Integration
Telecommunication Planning and Networking
Alaska Reform in the Classroom through Technology Integration and Collaboration (ARCTIC)
Software Evaluation


 **Alaska COMTECH**
Technology Training event


 **Alaska's Eduportal**
Document sharing technology product


 **Facilities Services**
Facilities Management
Capital Improvement Plans
Educational Specifications
Project Administration
Facility Condition Surveys
Preventive Maintenance Consortium


 **Federal Program Services**
Grant Management and Technical Assistance regarding:
Title I, Part A & C
Title II, IV & VI
Indian Education
Carl Perkins Vocational & Applied Technology
Johnson O'Malley
Community Schools
Grant Applications
Grant Modifications
Annual Reports


 **Health and Prevention Education Services**
School Safety
Project Alert
Safe & Drug-Free Schools Consortium

 **Marketing Services**
Graphic Design
Marketing Plans
Presentation Strategies
Promotional Writing Services
Web Site Maintenance

 **Migrant Education Terminal Center**
Maintenance and Management of Migrant Education Database

 **Project Citizen**
Civics Education Program

 **Program Administration and Evaluation**
District Administration Services
Interpretation of Federal and State regulations and statutes
Policy, Procedure, and Training Manual Services
In-Service Training and Mentoring Sessions
Grant Writing Services and Workshops
Strategic Planning
Grant and Contract Management & Supervision of Grant and Contract Administration
Technology Support Services

 **Special Education Services**
Special Education Administration, Instruction, and Technical Assistance
Itinerant Related Services
Pre-Compliance Monitoring
Alternate Assessment Contract
Continuous Improvement Monitoring Process (CIMP) Contract
Curriculum Planning and Development
Gifted/Talented Plan and Program Development
Grant Writing
IEP Planning/Facilitation
On-Site Program Development
Parent Training
Preschool Services
Research

An organization
 is known for
 the people who
 represent it.
 Thank you to
 all the SERRC
 employees
 who contributed
 their time and
 talent to create
 what SERRC
 is today –
 the first choice
 for educational
 services in
 Alaska.



SERRC

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STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

March 5, 2003

The Honorable Pete Kott
Speaker of the House
Alaska State Legislature
State Capitol, Room 208
Juneau, AK 99801-1182

Dear Speaker Kott:

Under the authority of art. III, sec. 18, of the Alaska Constitution, I am transmitting a bill eliminating the Alyeska Central School program (ACS), the state's correspondence program.

Alyeska was once the state's only correspondence program offering education services to students statewide. The school began operations in 1939 offering programs to students living in remote areas with no local schools. However, there are 12 school districts currently offering statewide correspondence services to Alaska's school age residents.

The district-operated statewide correspondence programs offer a variety of education delivery methods. Educational delivery models include US postal, Internet and family developed programs supported by district staff.

Eliminating the ACS program will eliminate the duplicative services currently being provided by school districts enrolling and serving correspondence students statewide. The Department of Education and Early Development will help ACS students and families identify the appropriate educational services and assist them in moving to other programs to ensure no child is left behind.

I urge your prompt and favorable action on this measure.

Sincerely,

Frank H. Murkowski
Governor

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 1
 Bill Version: HB 174
 (H) Publish Date: 3/5/03

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title An Act relating to the state centralized BRU Alyeska Central School
correspondence study program and the duties of schools... Component Alyeska Central School
 Sponsor _____
 Requester _____ Component No. 2106

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

| OPERATING EXPENDITURES | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 |
|------------------------|------------------|------------|------------|------------|------------|------------|
| Personal Services | (2,928.8) | | | | | |
| Travel | (55.0) | | | | | |
| Contractual | (1,089.1) | | | | | |
| Supplies | (1,418.4) | | | | | |
| Equipment | (18.0) | | | | | |
| Land & Structures | 0.0 | | | | | |
| Grants & Claims | 0.0 | | | | | |
| Miscellaneous | 0.0 | | | | | |
| TOTAL OPERATING | (5,509.3) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | | | | | | |
|-----------------------------|--|--|--|--|--|--|

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | |
|-------------------------------|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | |
|---|------------------|------------|------------|------------|------------|------------|
| 1002 Federal Receipts | | | | | | |
| 1003 GF Match | | | | | | |
| 1004 GF | | | | | | |
| 1007 Inter Agency/Program Receipts | (5,009.3) | | | | | |
| 1156 Receipt services | (500.0) | | | | | |
| Other (Specify Type--Do not abbreviate) | | | | | | |
| TOTAL | (5,509.3) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Estimate of any current year (FY2003) cost: 0.0
 Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

| | | | | | | |
|-----------|-----|--|--|--|--|--|
| Full-time | -21 | | | | | |
| Part-time | -26 | | | | | |
| Temporary | -1 | | | | | |

ANALYSIS: (Attach a separate page if necessary)
 This bill will eliminate Alyeska Cenral School the statewide correspondence program operated by the state.
 Students will be able to access correspondence programs from other school districts around the state. This reduction is already reflected in the Governor's proposed FY 04 budget.

Prepared by: Eddy Jeans, School Finance Manager Phone _____
 Division: Education and Early Development Date/Time 3/5/03 8:56 AM
 Approved by: Karen Rehfeld Date 3/5/2003
 Agency: Education and Early Development

FISCAL NOTE

STATE OF ALASKA
2003 LEGISLATIVE SESSION

Fiscal Note Number: 2
 Bill Version: HB 174
 (H) Publish Date: 3/10/03

Revision Date/Time (Note if correction): _____ Dept. Affected: Education & Early Development
 Title An Act relating to the state centralized BRU K-12 Support
correspondence study program and to the duties of school... Component Foundation Program
 Sponsor _____
 Requester _____ Component No. 141

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

| OPERATING EXPENDITURES | FY 2004 | FY 2005 | FY 2006 | FY 2007 | FY 2008 | FY 2009 |
|------------------------|------------------|------------|------------|------------|------------|------------|
| Personal Services | | | | | | |
| Travel | | | | | | |
| Contractual | | | | | | |
| Supplies | | | | | | |
| Equipment | | | | | | |
| Land & Structures | | | | | | |
| Grants & Claims | (1,170.3) | | | | | |
| Miscellaneous | | | | | | |
| TOTAL OPERATING | (1,170.3) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

| | | | | | | |
|-----------------------------|--|--|--|--|--|--|
| CAPITAL EXPENDITURES | | | | | | |
|-----------------------------|--|--|--|--|--|--|

| | | | | | | |
|-------------------------------|--|--|--|--|--|--|
| CHANGE IN REVENUES () | | | | | | |
|-------------------------------|--|--|--|--|--|--|

FUND SOURCE (Thousands of Dollars)

| | | | | | | |
|---|------------------|------------|------------|------------|------------|------------|
| 1002 Federal Receipts | | | | | | |
| 1003 GF Match | | | | | | |
| 1004 GF | (1,170.3) | | | | | |
| 1005 GF/Program Receipts | | | | | | |
| 1037 GF/Mental Health | | | | | | |
| Other (Specify Type--Do not abbreviate) | | | | | | |
| TOTAL | (1,170.3) | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Estimate of any current year (FY2003) cost: 0.0

Mark this box (X) if funding for this bill is included in the Governor's FY 2004 budget proposal:

POSITIONS

| | | | | | | |
|-----------|--|--|--|--|--|--|
| Full-time | | | | | | |
| Part-time | | | | | | |
| Temporary | | | | | | |

ANALYSIS: (Attach a separate page if necessary)

This amendment eliminates summer school counts for the Alyeska Centralized Correspondence program.

The above numbers are based on the FY03 counts.

FY03 Summer School ADM 364.84
 Correspondence Funding Level 80%
 Adjusted ADM 291.88
 Based Student Allocation \$4,010
 Summer School Funding \$1,170,349

Prepared by: Eddy Jeans, School Finance Manager
 Division: Education and Early Development
 Approved by: _____
 Agency: Education and Early Development

Phone _____
 Date/Time 3/5/03 8:57 AM
 Date 3/5/2003

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: March 19, 2003

FURTHER REFERRALS: Finance

Date of Committee Action: 3/27/03

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 174

HOUSE BILL NO. 174

CORRESPONDENCE STUDY

"An Act relating to the state centralized correspondence study program, to funding for educational programs that occur primarily outside school facilities, and to the duties of school boards of borough and city school districts and regional educational attendance areas; and providing for an effective date."

Recommends it be replaced with HCS or CS for _____ (_____)
 For Senate Bills with new title: Technical Title New Title: HCR _____ Same Title New Title

- attach amendments
- add new referral to _____ Committee
- Letter of Intent _____ Committee

List of Abbrev for Depts.:

- ADM
- CED
- COR
- CRT
- EED
- DEC
- DFG
- GOV
- HSS
- LEG
- LAW
- LWF
- MVA
- DNR
- DPS
- REV
- DOT
- UA

| <u>NEW FISCAL NOTES</u> | | | | |
|-----------------------------------|------|--------|--------|------|
| *Assigned by Chief Clerk's Office | | | | |
| List by Dept(s): | *FN# | Fiscal | Indet. | Zero |
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| <u>PREVIOUS FISCAL NOTES</u> | | | | |
|------------------------------|-----|--------|--------|------|
| List by Dept(s): | FN# | Fiscal | Indet. | Zero |
| EED | 1 | ✓ | | |
| FED | 2 | ✓ | | |
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| Signing with recommendations | Printed Last Name | DP | DNP | NR | AM |
|------------------------------|-------------------|----|-----|----|----|
| | Coghil | ✓ | | | |
| | BEATON | | ✓ | | |
| | Wolr | ✓ | | | |
| | GATTO | | | | ✓ |
| | Kapsner | | ✓ | | |
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| | | | | | |
| Chair: | Wilson | | | | ✓ |
| Chair: | | | | | |

STATE OF ALASKA

Department of Education & Early Development
Office of the Commissioner

FRANK H. MURKOWSKI, GOVERNOR

Goldbelt Plaza
801 West Tenth Street, Suite 200
Juneau, Alaska 99801-1A94
(907) 465-2800
(907) 465-4156 Fax

March 6, 2003

Dear ACS students and families,

We regret to inform you of the proposed permanent closure of Alyeska Central School effective June 30, 2003. This proposal is being pursued as part of a statewide move to reduce government spending and to eliminate duplicate services. We want to assure you and your family that we will make every attempt to make this change with as little impact as possible on your schooling.

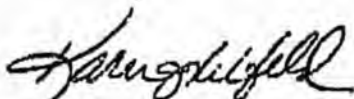
Alyeska has been in existence since 1939 as an effective alternative correspondence study program for students, first in the Territory of Alaska and, upon statehood in 1959, in the State of Alaska. In the past six years about a dozen additional correspondence study programs have been created by school districts in Alaska. Each of these programs enrolls students statewide. In fact, Alyeska Central School enrollments have decreased in recent years as some students have selected services through these other programs. There are about 8,000 students enrolled in other district operated statewide correspondence programs.

There are several options available for Alyeska students in our state. The local school district in which you reside may offer a correspondence program, a charter school or other alternative school. Our Alyeska staff will work with you over the next four months to find a suitable program, should you need assistance. In addition, Alyeska staff members will do all they can to help students complete their current coursework and graduating seniors earn their diplomas by June 30, 2003.

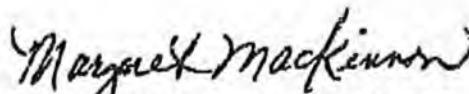
The closure of Alyeska is currently a proposal that will require legislative action to repeal the responsibility of the Department of Education & Early Development to operate a correspondence program [AS 14.07.020 (9)]. There will be public hearings on the bill as it moves through the legislature. You can follow the bill through your local Legislative Information Office.

We encourage you to work to complete your current courses by the middle of June. Continue to send in your work on a regular basis and contact your teacher or counselor if you have questions or need any help in completing your work. Thank you for the opportunity to support your education through Alyeska Central School.

Sincerely,



Karen Rehfeld
Acting Commissioner



Margaret MacKinnon, Acting Director
Alyeska Central School

Alyeska Central School Student Enrollment Counts as of 3/4/03

| ACS Students by district as of 3/4/03 | Total | Grades
K-6 | Grades
7-12 | Regular
(all
grades) | Tuition
(all
grades) |
|---------------------------------------|-------------|---------------|----------------|----------------------------|----------------------------|
| TOTALS | 1082 | 176 | 906 | 641 | 441 |
| Alaska Gateway Schools | 3 | 0 | 3 | 1 | 2 |
| Aleutians East Borough Schools | 1 | 0 | 1 | 0 | 1 |
| Anchorage Schools | 459 | 64 | 395 | 324 | 135 |
| Annette Islands Schools | 3 | 1 | 2 | 2 | 1 |
| Bering Strait Schools | 9 | 1 | 8 | 6 | 3 |
| Bristol Bay Borough Schools | 2 | 0 | 2 | 0 | 2 |
| Chatham Schools | 9 | 1 | 8 | 7 | 2 |
| Copper River Schools | 22 | 5 | 17 | 8 | 14 |
| Craig City Schools | 1 | 0 | 1 | 1 | 0 |
| Delta/Greely Schools | 2 | 0 | 2 | 1 | 1 |
| Denali Borough Schools | 1 | 0 | 1 | 1 | 0 |
| Dillingham City Schools | 3 | 0 | 3 | 3 | 0 |
| Fairbanks North Star Borough Schools | 62 | 15 | 47 | 45 | 17 |
| Galena City Schools | 3 | 0 | 5 | 2 | 3 |
| Haines Borough Schools | 10 | 0 | 10 | 4 | 6 |
| Hoonah City Schools | 1 | 0 | 1 | 1 | 0 |
| Iditarod Area Schools | 3 | 0 | 3 | 1 | 2 |
| Juneau Borough Schools | 143 | 21 | 127 | 65 | 83 |
| Kake City Schools | 1 | 1 | 0 | 1 | 0 |
| Kenai Peninsula Borough Schools | 65 | 9 | 56 | 35 | 30 |
| Ketchikan Gateway Borough Schools | 14 | 3 | 11 | 10 | 4 |
| Kodiak Island Borough Schools | 20 | 14 | 6 | 17 | 3 |
| Kuspuk School District | 1 | 0 | 1 | 0 | 1 |
| Lake & Peninsula Borough Schools | 6 | 2 | 4 | 3 | 3 |
| Lower Kuskokwim Schools | 23 | 5 | 18 | 11 | 12 |
| Lower Yukon Schools | 2 | 0 | 2 | 1 | 1 |
| Mat-Su Borough Schools | 59 | 11 | 48 | 39 | 20 |
| Mt. Edgecumbe High School | 17 | 0 | 17 | 0 | 17 |
| Nenana City Schools | 1 | 1 | 0 | 1 | 0 |
| Nome City Schools | 6 | 2 | 4 | 5 | 1 |
| North Slope Borough Schools | 51 | 3 | 48 | 5 | 46 |
| Northwest Arctic Borough Schools | 8 | 1 | 7 | 6 | 2 |
| Pelican City Schools | 1 | 0 | 1 | 1 | 0 |
| Petersburg City Schools | 10 | 3 | 7 | 10 | 0 |
| Pribilof Schools | 2 | 0 | 2 | 2 | 0 |
| Sitka Borough Schools | 20 | 2 | 18 | 2 | 18 |
| Skagway City Schools | 1 | 0 | 1 | 0 | 1 |
| Southeast Island Schools | 5 | 2 | 3 | 5 | 0 |
| Southwest Region Schools | 10 | 4 | 6 | 5 | 5 |
| Valdez City Schools | 4 | 0 | 4 | 3 | 1 |
| Wrangell Public Schools | 4 | 1 | 3 | 2 | 2 |
| Yukon Flats Schools | 4 | 3 | 1 | 4 | 0 |
| Yukon/Koyukuk Schools | 2 | 0 | 2 | 0 | 2 |
| Yup'it Schools | 1 | 1 | 0 | 1 | 0 |

Regular enrollment represents students funded by the foundation formula. Tuition enrollment represents students enrolled in courses paid for by parents or districts.

ACSEA 2000-2003 Master Agreement

ARTICLE 14

Salary

Section 1 Salary Schedule

A. Salary Schedule effective July 1, 2000:

| Year | B+0 | | B+18 | | B+36
M+0 | |
|------|----------|--------------|----------|--------------|-------------|--------------|
| | Annual | Semi-Monthly | Annual | Semi-Monthly | Annual | Semi-Monthly |
| 0/A | \$41,280 | \$1,720 | \$42,960 | \$1,790 | \$44,592 | \$1,858 |
| 1/B | \$42,960 | \$1,790 | \$44,592 | \$1,858 | \$46,248 | \$1,927 |
| 2/C | \$44,592 | \$1,858 | \$46,248 | \$1,927 | \$47,904 | \$1,996 |
| 3/D | \$46,248 | \$1,927 | \$47,904 | \$1,996 | \$49,560 | \$2,065 |
| 4/E | \$47,904 | \$1,996 | \$49,560 | \$2,065 | \$51,216 | \$2,134 |
| 5/F | \$49,560 | \$2,065 | \$51,216 | \$2,134 | \$52,872 | \$2,203 |
| 6/G | \$51,216 | \$2,134 | \$52,872 | \$2,203 | \$54,528 | \$2,272 |
| 7/H | \$52,872 | \$2,203 | \$54,528 | \$2,272 | \$56,184 | \$2,341 |
| 8/I | | | \$56,184 | \$2,341 | \$57,816 | \$2,409 |
| 9/J | | | \$57,816 | \$2,409 | \$59,496 | \$2,479 |
| 10/K | | | | | \$61,104 | \$2,546 |
| 11/L | | | | | \$62,784 | \$2,616 |
| 12/M | | | | | \$64,416 | \$2,684 |

- B. The annual (semi-monthly) pay rate are for teachers who work full-time. Pay computations for teachers who work less than full-time shall be pro-rated.
- C. The State will provide each teacher who was employed on May 31, 2000 and on the payroll July 3, 2000, a one-time flat payment of \$1,200.00 less required employee and employer deductions, no later than July 31, 2000.
- D. The salary schedule shown in Section 1A will be in effect for the period July 1, 2000 through June 30, 2001.
- E. The salary schedule shown in Section 1A will be adjusted by an increase of 2% for the period July 1, 2001 through June 30, 2002.
- F. The salary schedule shown in Section 1A as adjusted by Section 1E will be further adjusted by an increase of 3% for the period July 1, 2002 through June 30, 2003.

**Source: Alaska Department of Education and Early Development
Public School Funding Program
Prepared 3/13/02**

| School District | State Contribution | Cost Per Student | FY02ADM | Cor.ADM | #ACS St. |
|------------------------|---------------------------|-------------------------|----------------|----------------|-----------------|
| Anchorage | \$199,751,175 | \$4,101.85 | 48,697.83 | 549.00 | 459 |
| Fairbanks NSB | \$65,099,549 | \$4,325.10 | 15,051.58 | 202.93 | 62 |
| Juneau | \$20,873,019 | \$3,825.06 | 5,456.90 | 50.60 | 148 |
| Kenai | \$42,718,263 | \$4,530.57 | 9,428.90 | 370.48 | 65 |
| Lower Kuskokwim | \$35,262,741 | \$9,669.69 | 3,646.73 | 00.00 | 23 |
| Mat-Su | \$65,370,660 | \$5,133.72 | 12,733.59 | 422.65 | 59 |
| Sitka | \$6,709,606 | \$4,390.069 | 1,528.36 | 81.05 | 20 |
| North Slope | \$8,945,709 | \$4,426.86 | 2,020.78 | 00.00 | 51 |
| Northwest Arctic | \$19,505,893 | \$9,070.82 | 2,150.40 | 13.95 | 8 |
| ACS | \$4,701,228 | \$3,220.80 | 00.00 | 1,465.47 | 1,465.47 |

March 25, 2003

To HESS Committee members:

Re: HB 174 – Closure of Alyeska Central School

Due to limited phone access the following testimony has been called in.

From: Sharon McEwen, Gold Creek, via Talkeetna, Alaska 99676

We live north of Talkeetna off of the railroad. We receive mail every other week. Have two daughters attending Alyeska Central School via snail mail. The school has been wonderful. We have been nine years with Alyeska. My oldest daughter began with Alyeska when she was in kindergarten and she is now in 8th grade. I also have a younger daughter in the program. Like teachers, think they are wonderful.

Not sure if they (other correspondence programs) will have a mail program available. We have no e-mail or other access. Only have a radiophone that doesn't always work all that well.

Please do not close the Alyeska Central School. Thank you

Subject: [Fwd: Testimony Daniel Knudson Concerning HB 174 purposed closer of ACS]

Date: Tue, 25 Mar 2003 14:43:07 -0900

From: Carl Gatto <Representative_Carl_Gatto@Legis.state.ak.us>

Organization: Alaska State Legislature

To: Cody Rice <Cody_Rice@legis.state.ak.us>

Subject: Testimony Daniel Knudson Concerning HB 174 purposed closer of ACS

Date: Tue, 25 Mar 2003 18:06:28 EST

From: Terrymcdt@aol.com

To: Representative_Carl_Gatto@legis.state.ak.us

Dear Representative Carl Gatto,

My name is Daniel Knudson I testified via teleconference in favor of keeping Alyeska Central School open when this bill was last heard in the special committee on Education. When this bill (HB174) was last heard it was requested that I send in a written copy of my testimony. Here below is a copy of the testimony as it was meant to be read.

Thank You For Your Time
Life Long Alaskan Daniel Knudson

My name is Daniel Knudson. I am a senior at Alyeska Central School and have been attending the program for the last three years. Before attending Alyeska Central, I went to both public and private schools. I have also taken classes from the University of Alaska. In all of my academic experience, I have never participated in such a well organized, challenging and enlightening program. Why did I chose to go to Alyeska over the public and private schools offered in my area? Because I was afraid, not of the growing violence in schools or that I would fail the curriculum, for I have always had good grades, but I was afraid that I wasn't learning anything. Sure I got good grades and yes I did well on the standardized tests, but I never felt like I was receiving the education I needed. Later, when I began to think about my future, I could not get over the doubt in my mind that when I graduated, these schools would not have prepared me for the next stage in life. Then I became a student of Alyeska Central and found stimulating classes, supportive teachers and interesting topics that challenged my intelligence. The self-reliance and self-initiative that is required to succeed at Alyeska teaches the youth of this State how to think for themselves, organize their own schedules, and to follow the facts. This will give them an advantage as the future entrepreneurs of Alaska.

Alyeska's year-round courses allow students to study at their own pace and, if for some reason they should have to stop for a time, Alyeska allows those students to continue while out of state or to stop in the middle of the semester and begin again where they left off. I was able to use this advantage last year when my father was diagnosed with cancer. We had to leave the state for several months. If I had been attending another school, I would have had to retake that semester of school, putting off my high school graduation for another year. This year round flexible schedule does not only benefit the students of ACS but also students from schools around the state. Those students that need just one more credit to graduate can take a class over the summer and finish before college starts. Students who want to participate in a class that is full or not offered at their school can receive that class through ACS.

Alyeska is a complete, effective, and accredited academic institution, which has been effectively educating the youth of Alaska since 1939. Alaska's future depends on a well educated youth and Alyeska has demonstrated for the last 64 years that it is one of the best educational programs in Alaska. And if Alyeska is allowed to continue, it will carry on its mission of help the youth of the state achieve academic excellence. And I believe Alyeska Central School will be instrumental in building an Alaska that is one of growth and prosperity.

Hello,

I am Becky Crabtree, an alternative education teacher in Barrow.

One of my jobs in the North Slope Borough School District is to coordinate correspondence classes for students throughout the district.

We began a district affiliation with Alyeska Central School last March. Since that time, over 50 North Slope students in six remote villages in grade levels 1-12 have enrolled in one or more classes. A wide variety of classes are available to our students who do not have access to higher level language classes or other elective offerings, to those who choose to study at home, and to those who need a class at a time when some of our small schools can't schedule it. Imagine, in the tiny village of Nuiqsut, we have a student learning Basic Electronics and another taking Photography, classes that the local school district cannot offer. These students have in-depth support for their studies from ACS.

Our students NEED ACS and the accredited opportunities it provides.

The proposal to close it has driven me to search for other options for the North Slope. After looking at the alternatives I am convinced that ACS provides the best academic support, and most varied classes off-line and on-line for the students of the North Slope.

Please consider the needs of our North Slope rural students as you study this bill.

Thank you.

-Becky Crabtree

MAR 19 2003

Wolcott Family
5639 Fenwick Circle
Anchorage, Alaska 99516
907-346-2962 hm
907-346-3962 fx

To: Senator Davis, Senator Dyson, Senator Green, Senator Guess, Senator Wilken, Representative Coghill, Representative Cissna, Representative Gara, Representative Gatto, Representative Heinze, Representative Kapsner, Representative Seaton, Representative Wilson, Representative Wolf, Representative Rokeberg.

Thank you for the opportunity to testify yesterday (March 18, 2003). I have been listening to testimonies from different perspectives since testimonies began. What I got out of yesterdays meeting was that you are in need of more financial information and requested copies of our testimonies. In my research the attached is the most informative information I have seen. Currently, we are working on the comparisons of other programs to ACS, upon completion we will forward on to you. We are still waiting for several schools to call us back. We began this mission March 5th, 2003 (10 working days). What will our children do with this return phone call time frame? Please SAVE Alyeska Central School (ASC) Home School Program.

My testimony:

My name is Kym Wolcott. We are an Alaskan family born & raised. Currently we have two children enrolled in ACS, 7th and 8th grade.

Our experience with our local schools was a night mare. We were told on several occasions that they did not have time for our children due to the overcrowding and lack of staff (budget cuts). Upon repeated messages such as this, we started researching other options for our children's education. We found ACS to be the best resource for our family. Our family business takes us to many areas in Alaska. ACS allows our family the opportunity to be together and at the same time contribute to their education to the highest quality. At the time they were in the local school system they were receiving middle to low grades. Now due to ACS's quality education program they are receiving top notch grades.

On Saturday at the Anchorage Town Hall Meeting the Anchorage School District representatives were crying over lack of funding and additional budget cuts. Sending our children to Anchorage School District is not going to save the state money. Seems to us you would just be shifting the problem, not solving the problem.

The children actually enjoy learning now. These children are our future for Alaska. Please don't undermine this already effective educational opportunity. Let there be no child left behind. Please do not get rid of the ACS family.

1 of 4

Alyeska Central School Costs and Funding

Statement by Rick Currier,

**Alyeska Central School Teacher and member, Alyeska Central School
Education Association**

Alyeska Central School receives the majority of its funding from the Department of Education and Early Development foundation funding. Other income comes from selling courses on a tuition basis at \$250.00 per semester course and some federal grant funding under the Migrant Education program. Foundation funding and tuition course receipts, not appropriated funds fund faculty and staff salaries, educational supplies, the warehouse lease, and course-printing equipment costs. In addition, ACS is "taxed" for certain services received from the Department and other state agencies including:

\$52,000.00 per year for the Commissioner's office
\$15,000.00 per year for the State Board of Education
\$18,300.00 per year for ESS costs including Human Resources, and accounting
\$19,000.00 per year for miscellaneous services from other departments
Including legal services from the Department of Law, risk
management, mail room operation, and the library connection
\$11,000.00 per year for IT support
\$115,300.00 annual total

The above costs are paid with receipts from foundation funding and tuition courses. If ACS is closed, other divisions in the Department will have to bear these costs.

Alyeska Central School has two major leases. One is the warehouse at \$128,000.00 per year. The Department of Administration contributes \$19,000.00 per year toward this lease. Alyeska's annual cost share for the warehouse lease is \$109,000.00 per year. The other lease is \$95,000.00 for printer/copier machines to reproduce course lesson plans. Both leases are funded with ACS's proceeds from foundation funding and tuition courses. The warehouse lease expires in 2009. Although the lease has a release clause if the Legislature doesn't fund ACS, the State doesn't typically cancel active leases in order to maintain the good will and confidence of lenders and leasers.

In my previous testimony, I stated that closing Alyeska Central School will cost the State money, rather than save money. I have included several enclosures that breakdown the differences in FTE the State will pay if various percentages of our currently enrolled students enter classrooms in Anchorage, which receives no rural cost differential funding, rather than enroll in another distance education program. Please note the statements that you have heard from several parents and students indicating that they do not feel other distance learning programs can meet their needs. Thus, if 25 per cent of our 641 foundation-funded students enroll in local brick and mortar schools at 100 per cent FTE, the State will pay an additional \$128,521.00 or 6 per cent more per year.

2054

If 40 per cent seek brick and mortar enrollment, it will cost the State \$205, 000.00 more per year. If 70 per cent enroll in local classrooms, the State will pay an additional \$359,000.00 per year. Note that these figures are for Anchorage or schools that have no rural cost differentials. If rural cost differentials are added, the costs increase substantially. For example, our five Barrow students will cost the State an additional \$2823.04 each per year each or \$14, 115.00 per year in rural cost differential plus the difference between 0.8 and 100 per cent FTE of \$3946.00 for an increase of \$18,061.00. That's just for five students. We have students in every school district in the state. Note that if 95 per cent or more of our students enter brick and mortar classrooms next year, the result will be a 25 percent foundation funding increase.

- Encl: (1) ACS Closure is not a Cost Saving chart
(2) Potential Foundation Funding Increases due to ACS Closure graphic
(3) Alyeska Central School Student Enrollment Counts as of 03/04/03

ACS Closure Is not a cost savings!

\$4,010 Per Student

641 Students

\$ 2,058,328

| Correspondence | | Brick & Mortar | | Foundation \$ | Increase | % |
|----------------|--------------|----------------|--------------|---------------|------------|-----|
| Stay | 80% | Switch | 100% | | | |
| 95% | \$ 1,953,512 | 5% | \$ 128,521 | \$ 2,082,032 | \$ 25,704 | 1% |
| 90% | \$ 1,850,895 | 10% | \$ 257,041 | \$ 2,107,738 | \$ 51,408 | 3% |
| 85% | \$ 1,747,879 | 15% | \$ 385,562 | \$ 2,133,440 | \$ 77,112 | 4% |
| 80% | \$ 1,645,082 | 20% | \$ 514,082 | \$ 2,159,145 | \$ 102,817 | 5% |
| 75% | \$ 1,542,246 | 25% | \$ 642,603 | \$ 2,184,849 | \$ 128,521 | 6% |
| 70% | \$ 1,439,430 | 30% | \$ 771,123 | \$ 2,210,553 | \$ 154,225 | 8% |
| 65% | \$ 1,336,613 | 35% | \$ 899,644 | \$ 2,236,257 | \$ 179,929 | 9% |
| 60% | \$ 1,233,797 | 40% | \$ 1,028,164 | \$ 2,261,961 | \$ 205,633 | 10% |
| 55% | \$ 1,130,980 | 45% | \$ 1,156,685 | \$ 2,287,665 | \$ 231,337 | 11% |
| 50% | \$ 1,028,164 | 50% | \$ 1,285,205 | \$ 2,313,370 | \$ 257,042 | 13% |
| 45% | \$ 925,348 | 55% | \$ 1,413,726 | \$ 2,339,074 | \$ 282,746 | 14% |
| 40% | \$ 822,531 | 60% | \$ 1,542,248 | \$ 2,364,778 | \$ 308,450 | 15% |
| 35% | \$ 719,715 | 65% | \$ 1,670,767 | \$ 2,390,482 | \$ 334,154 | 16% |
| 30% | \$ 616,898 | 70% | \$ 1,799,287 | \$ 2,416,188 | \$ 359,858 | 18% |
| 25% | \$ 514,082 | 75% | \$ 1,927,808 | \$ 2,441,890 | \$ 385,582 | 19% |
| 20% | \$ 411,266 | 80% | \$ 2,056,328 | \$ 2,467,594 | \$ 411,286 | 20% |
| 15% | \$ 308,449 | 85% | \$ 2,184,849 | \$ 2,493,298 | \$ 436,971 | 21% |
| 10% | \$ 205,633 | 90% | \$ 2,313,369 | \$ 2,519,003 | \$ 462,675 | 23% |
| 5% | \$ 102,816 | 95% | \$ 2,441,890 | \$ 2,544,707 | \$ 488,379 | 24% |
| 0% | \$ - | 100% | \$ 2,570,410 | \$ 2,570,411 | \$ 514,083 | 25% |

Current ACS Foundation Funding

Average Foundation Funding Increase

Potential Foundation Funding Increase

A of A

Cost Differential
1.504

| | |
|--------|-------------|
| Barrow | \$ 6,031.04 |
| ACS | \$ 3,208.00 |
| | \$ 2,823.04 |

Additional Foundation Funding needed for students returning to local districts with cost differential such as Barrow.

Local Contribution
23%

| | |
|-----|-------------|
| JSD | \$ 4,932.30 |
| ACS | \$ 3,208.00 |
| | \$ 1,724.30 |

Additional Local Funding needed for students returning to local districts with a local contribution such as Juneau.

Keep Gatto - I was a little upset that you would
adjourn in the middle of my 3 minutes. Would it
have hurt anyone to wait 1-1/2 min?? after I waited
4 hrs on the phone... I was forced to skip much so
I hope you will read this thru for what I was
unable to say.

* Please make copies for the other committee members.

testimony before House Education Committee 3/13/03

MAR 19 2003

Mr. Chairman:

My name is Nancy Richar. I live remote. My son attended Alyeska
K thru 12. He graduated in Jan and immediately entered UAF's
school of fisheries.

Speaking from experience I can honestly say Alyeska has a
program so far beyond other schools that there is no comparison.
Their wisdom in education by correspondence comes from 60 years
of experience. . .

If my son had not graduated by June 30, I don't know what
we would have done... What about the students who will not
graduate til July and August with college plans for Sept??

AOS has survived and thrived since 1939 because they have
the unique background, skill and knowledge to adapt to each
student's individual needs--things gained through long-term
experience, that in turn gives their students the necessary
tools, education and vital skills required to enter and succeed
in college. They write their own courses supplemented by text
books as there are none, esp in math, written for
correspondence and have received awards for them. They have
the unique ability to write courses that enable home teachers to
integrate students from several grade levels into one class.

They have science programs developed to address the needs
of all of Alaska's unique lifestyles--be it a student on a
fishing boat, a trapline, living subsistence, rural, remote,

urban, traveling or bedridden.

My son was obsessed with marine life since age 3. Working with the school we developed marine life courses for him K thru 6 th grade... one has become a permanent course. In High school they found him an out of state oceanography course

This past summer he was accepted into the Rural Alaska Honors Institute at UAF where he completed a full semester of 3 regular courses in 6 weeks, earning 8 college credits, with 3.25 GPA. The learning skills he gained at ACS were really put to the test.

He is currently a straight A student at UAF and has been allowed to take a post graduate course in marine research as a freshman because of the strong background they helped him to build.....

He is not unique. I attended the past 3 Academic Decathalons and saw the brilliant, teams they built each year. In 2001, a student from a small island in southeast, won 7 medals and was later offered a full scholarship to Stanford. They also won the Super Quiz, their main event, over all 35 schools competing and took 3rd place in the large school Div, competing against all the largest schools in Alaska. In 2002 they again took 3rd place for large schools, missing 2nd by only a few points coming close to being runner up for National competition. The team also won numerous medals. The 2003 team won 4 gold medals and a silver. We had, and hope to have, high hopes for them for next year. Their opportunity rests in your hands. This kind of achievement is a direct reflection of the

school..and it's teachers. Su-Valley has been the only Mat-SU school attending .

I have known parents who left ACS for Calvert or Borough programs because they were not so demanding, and rigorous.

Parents and students continue to choose ACS because of its academic excellence. I cannot emphasize this enough. They deserve to continue to have this option. You cannot say you value a good education for ALL of Alaska children and then close the door on a program like this..many rural and remote students will literally be left behind.

Schools Statewide can purchase courses from ACS to replace ones hit by budget cuts. One more valuable service to the state.

Alaska is a priceless treasure that deserves to be appreciated, respected and continue to be PROTECTED BY STATE LAW. In ending I can only say

My God

How can it be that budgets are balanced
on the backs of children and the elderly
Those who were our beginning and those
who are our future

My God

How do you make children understand
that their school is irrelevant,
and their education is only equated

in dollars.

my God

How can they say that a school
older than the State itself
that is the embodiment of the old saying
"Age is Wisdom" faces extinction

my God

what kind of future can we hope to have
when we are so blind
to the precious gifts we have
and hold in our hands

We need your help Lord

amen.

TO: State of Alaska
House Education Services Committee
ATTN: Representative Peggy Wilson, Chair

March 14, 2003

FROM: Phoebe Blackwell
Yukon Island
PO Box 2454
Homer, AK 99603

NOTE: I would like this testimony entered into public record.

I am the mother of a 15-year-old Autistic child (Asperger's Syndrome) who is enrolled in Alyeska Central School (ACS). We recently received notice that there is a proposal to close ACS. We are frankly horrified. Our son was enrolled at the beginning of this school year in ACS and for the first time in his life is on grade level in his schooling and achieving a B+ average. This would not be possible without ACS. In addition, due to other health issues in our family we travel to and from Alaska and the only way his schooling is still accommodated is through ACS.

My husband and I have five children. Within Alaskan schools our score is 1 success, 4 failures. Our oldest daughter did fine in the Anchorage School District. The next 4 kids (all boys) have the following record: Our 25 year old ended up in SAVE, our 22 year old made it with a 3.8 gpa to his senior year then barely graduated. Our 18 year old got a GED from the Alaska Military Youth Academy. The last of the four is our 15 year old. Not a great average!

The teachers and counselors at ACS have been wonderful. This is one of the most beneficial programs in Alaska, I myself was homeschooled on Yukon Island in Kachemak Bay, Alaska some 30+ years ago. Please don't take away this viable alternative for kids who just do not do well in the regular schools of Alaska. I believe removal of this program would be a detriment to the future of Alaska.

Sincerely,



Phoebe Blackwell

P.S. With No Lab Fees, No Athletic Fees, NO Office Staff, No Lunchroom I cannot believe putting these kids back into a district school would be cheaper than ACS.

P Blackwell



Willow Springs Center

A Residential Treatment Center For Children and Adolescents

690 Edison Way
Reno, NV 89502

(775) 858-3303
FAX: (775) 858-4585

August 16, 2001

ATTENTION: SERGEANT BREWER - FAX No. (907) 580-2180

Re: Christopher Czakra

This is a letter supporting the medical necessity of Mr. and Mrs. Donald Blackwell being in Reno for transition family therapy and the discharge of Mrs. Blackwell's 13-year-old son, Christopher Czakra from 8 months of residential psychiatric treatment at Willow Springs Center. Issues about discharge planning, family structure, stabilization, and coping strategies and support are crucial in Chris making a successful return to his family and community. His present Axis I psychiatric diagnoses are:

1. Impulsive control disorder
2. Pervasive developmental disorder, atypical
3. Attention Deficit Disorder, mixed.

He has done quite well in the treatment program and is on no psychotropic medication.

Thank you.

Larry Nussbaum, M.D.
Medical Director
Willow Springs Center

LN/b

FROM :

FAX NO. :

Mar. 14 2003 02:30PM P5

CUMULATIVE STUDENT RECORD

TRUCKEE MEADOWS SCHOOL
890 EDISON WAY RENO, NV. 89502
(775) 858-3903 1-800-448-8454

| DATE | COURSE DESCRIPTION | GRADE | CREDIT |
|------|--------------------|-------|--------|
| | Language Arts 7 | F | |
| | Social Studies 7 | F | |
| | Science 7 | F | |
| | Math 7 | F | |
| | Physical Education | Pass | |
| | Recreation | Pass | |

STUDENT ENTRY DATE 1/29/01 LAST SCHOOL ATTENDED Romig Middle School GRADE 8

STUDENT NAME CZIKRA, Christopher BIRTHDATE 11/24/87

PARENT OR GUARDIAN Don and Phoebe Blackwell HOME PHONE
3313 Dons Place WORK PHONE
CITY Anchorage, AK ZIP CODE 99517

DATE OF WITHDRAWAL 10/8/01

| READING | WRITING | MATH | DATE PASSED | ATTENDED | ABSENT | CREDIT EARNED |
|---------|---------|------|-------------|----------|--------|---------------|
| | N/A | | | 122 | 0 | NC |

Grades reflect Spring semester 2000-2001 at Truckee Meadows School.

Note: Failing grades due to excessive absences and incomplete work

| SUMMER SCHOOL | | | |
|---------------|--------------------|-------|--------|
| DATE | COURSE DESCRIPTION | GRADE | CREDIT |
| | | | |

| CURRENT SEMESTER | | | |
|------------------|--------------------|-------|--------|
| DATE | COURSE DESCRIPTION | GRADE | CREDIT |
| Fall '01-02 | Language Arts 8 | F | |
| | Science 8 | F | |
| | Social Studies 8 | F | |
| | Math 8 | F | |
| | Physical Education | Pass | |
| | Recreation | Pass | |

Grades are withdrawal from Truckee Meadows School.

DATE THIS TRANSCRIPT ISSUED MONTH Oct DAY 8 YEAR 2001

TRANSCRIPT SENT TO: Romig Middle School Don and Phoebe Blackwell

AUTHORIZED SIGNATURE [Signature] School Registrar

CLASSES MEET 5 DAYS A WEEK - 50 MINUTES LENGTH OF PERIOD 18 WEEKS IN A SCHOOL YEAR - TRADITIONAL COURSE WORK COMPETENCY - BASED APPROACH INDEPENDENT SUPERVISED STUDY CREDITS MAY BE EARNED:

ANCHORAGE SCHOOL DISTRICT

FORM SMS 4494/99

SCHOOL NAME AND ADDRESS

RONALD MIDDLE SCHOOL
2500 MINNEAPOLIS DRIVE
ANCHORAGE ALASKA 99503
274-0541

STUDENT NAME

GIKMA, CHRISTOPHER H

STUDENT NUMBER

9301273

GRADE

03

GRADING PERIOD

DATE

SECOND QUARTER

107

02/10/03

| CLASS TITLE / TEACHER | CLASS | PERIOD | COMMENTS |
|--------------------------------|-------|--------|--|
| APP SK DEV7-B
Kovacs Barb | C | 02 | STUDENT'S CLASS MATERIALS ARE OFTEN FORGOTTEN |
| LS SDC 7-B
Lyons Kerry | C | 02 | |
| READING 7-B11
TAYLOR MARSHA | C | 02 | |
| IN PATH B
KAREN BRING T | C | 02 | |
| HEALTH
CHALMERS AL | C | 02 | |
| COMPUTER
WHITTEN T | C | 02 | |
| LS SDC SK 7-B
Kovacs Barb | C | 10 | STUDENT'S CLASS MATERIALS ARE OFTEN FORGOTTEN
CLASS PARTICIPATION IS USUALLY SATISFACTORY |

STUDENT'S PARENT IS CURRENTLY ON
SCHEDULE FOR SENIOR HIGH SCHOOL
ACTIVITIES AS AN ENTERING 12TH GRADE STUDENT
ANCHORAGE AK 99517-2032

PowerSchool

Page 1 of 1

Class Score Detail

| Course | Teacher | Period | Final Grade |
|-----------------|------------------|--------|-------------|
| Phys Science S1 | Herding, Patrick | 3 | B+ (89%) |

| Due Date | Category | Assignment | Score | % | Grd |
|------------|----------|------------|-----------|-------|-----|
| 03/14/2002 | Unit | Unit 1 | 266.5/310 | 85.97 | B |
| 06/15/2002 | Unit | Unit 2 | 290/314 | 92.36 | A- |
| 08/16/2002 | Unit | Unit 3 | ()/311 | | |
| 08/17/2002 | Unit | Unit 4 | ()/306 | | |
| 08/18/2002 | Unit | Unit 5 | ()/338 | | |

Grades last updated on 12/6/2002

Have Not Received Course Completion Yet.

Student Number 32973
 Course Number 32011
 Section 2

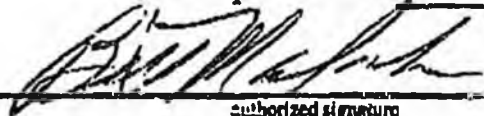
Alaska Department of Education & Early Development
 Alyeska Central School
 3141 Channel Dr., #100
 Juneau, AK 99801-7897

NOTICE OF COMPLETION OF HIGH SCHOOL COURSE

This is to certify that Christopher Czokra has completed
General Math Semester 1 through the Alaska Department of
 Education Alyeska Central School with a final grade of 89% B+.
 This entitles the student to 1/2 units of high school credit.

| Grading System | |
|------------------------------|--------------------------|
| Credits are "Carnegie" units | |
| A = | Outstanding (90 - 100) |
| B = | Superior (80 - 89) |
| C = | Average (70 - 79) |
| D = | Lowest Passing (60 - 69) |
| P = | Satisfactory Performance |
| F = | Failing (below 60) |

Completion Date February 5, 2003



authorized signature

Teacher

title

Student Number 32973
 Course Number 31111
 Section _____

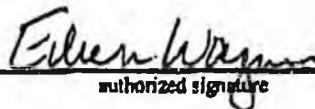
Alaska Department of Education & Early Development
 Alyeska Central School
 3141 Channel Dr., #100
 Juneau, AK 99801-7897

NOTICE OF COMPLETION OF HIGH SCHOOL COURSE

This is to certify that Christopher Czokra has completed
English 9, semester 1 through the Alaska Department of
 Education Alyeska Central School with a final grade of B.
 This entitles the student to 1/2 units of high school credit.

| Grading System | |
|------------------------------|--------------------------|
| Credits are "Carnegie" units | |
| A = | Outstanding (90 - 100) |
| B = | Superior (80 - 89) |
| C = | Average (70 - 79) |
| D = | Lowest Passing (60 - 69) |
| P = | Satisfactory Performance |
| F = | Failing (below 60) |

Completion Date January 31, 2003



authorized signature

Teacher

title

FROM :

FAX NO. :

Mar. 14 2003 02:32PM P4

Student Number 32973
Course Number 34101
Section 1

Alaska Department of Education & Early Development
Alyeska Central School
3141 Channel Dr., #100
Juneau, AK 99801-7897

NOTICE OF COMPLETION OF HIGH SCHOOL COURSE

This is to certify that Chris Czikra has completed
Alaska Studies: Geography and Cultures through the Alaska Department of
Education Alyeska Central School with a final grade of A-

This entitles the student to .5 units of high school credit.

| Grading System | |
|------------------------------|----------------------------|
| Credits are "Carnegie" units | |
| A | = Outstanding (90 - 100) |
| B | = Superior (80 - 89) |
| C | = Average (70 - 79) |
| D | = Lowest Passing (60 - 69) |
| P | = Satisfactory Performance |
| F | = Failing (below 60) |

Completion Date November 27, 2002

[Signature]
authorized signature

Teacher
title

SID 32973
Begin Date September 2002
Course Code 33201.1

Alaska Department of Education
Alyeska Central School
3141 Channel Dr., #100
Juneau, AK 99801-7897

NOTICE OF COMPLETION OF HIGH SCHOOL COURSE

This is to certify that Christopher Czikra has completed
Biology - semester 1 through the Alaska Department of
Education Alyeska Central School with a final grade of B (84%).

This entitles the student to 0.5 units of high school credit.

| Grading System | |
|------------------------------|----------------------------|
| Credits are "Carnegie" units | |
| A | = Outstanding (90 - 100) |
| B | = Superior (80 - 89) |
| C | = Average (70 - 79) |
| D | = Lowest Passing (60 - 69) |
| P | = Satisfactory Performance |
| F | = Failing (below 60) |

Completion Date February 20, 2003

[Signature]
authorized signature

Teacher
title

Mary Alice McKeen
212 West 9th Street
Juneau, Alaska 99801
March 17, 2003

Representative Carl Gatto
Chair, Special Committee on Education
Re: House Bill 174 *via fax 465-2321*

Dear Representative Gatto,

I have two children currently in the Alaska schools and one who graduated last year. My daughter who graduated last year graduated from Alyeska Central Correspondence School. I think correspondence school is a valuable option for parents to have. It is different from support for parents who are home schooling their children, which I have also done. Therefore, I hope your Committee takes a hard look at House Bill 174. I think the State should not lose the correspondence option for parents and students in this State.

Thank you for your and the Committee's work.

Sincerely,

Mary Alice McKeen
Mary Alice McKeen

Please distribute to the other Committee members. Thanks.