

**HB**

**93**

<TARGET><BILL>HB 93</BILL><SUBJECT>HB  
93</SUBJECT><COMM>HEDC28</COMM></TARGET>

28-LS0354R  
Mischel  
3/20/14

**CS FOR HOUSE BILL NO. 93(EDC)**  
**IN THE LEGISLATURE OF THE STATE OF ALASKA**  
**TWENTY-EIGHTH LEGISLATURE - SECOND SESSION**

**BY THE HOUSE EDUCATION COMMITTEE**

**Offered:**  
**Referred:**

**Sponsor(s): REPRESENTATIVES GATTIS, Keller, Tammie Wilson, Reinbold, Higgins**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act relating to charter schools; relating to student transportation; relating to school**  
2 **construction bonds; and providing for an effective date."**

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

4 **\* Section 1. AS 14.03.250 is repealed and reenacted to read:**

5 **Sec. 14.03.250. Application for charter school. (a) A local school board shall**  
6 **prescribe an application procedure for the establishment of a charter school in that**  
7 **school district. The application procedure must include provisions for an academic**  
8 **policy committee consisting of parents of students attending the school, teachers, and**  
9 **school employees and a proposed form for a contract between a charter school and the**  
10 **local school board, setting out the contract elements required under AS 14.03.255(c).**

11 **(b) A decision of a local school board approving or denying an application for**  
12 **a charter school must be in writing, must be issued within 60 days after the**  
13 **application, and must include all relevant findings of fact and conclusions of law.**

14 **(c) If a local school board approves an application for a charter school, the**

1 local school board shall forward the application to the state Board of Education and  
2 Early Development for review and approval.

3 (d) If a local school board denies an application for a charter school, the  
4 applicant may appeal the denial to the commissioner. The appeal to the commissioner  
5 shall be filed not later than 60 days after the local school board issues its written  
6 decision of denial. The commissioner shall review the local school board's decision to  
7 determine whether the findings of fact are supported by substantial evidence and  
8 whether the decision is contrary to law. A decision of the commissioner upholding the  
9 denial by the local school board is a final decision not subject to appeal to the state  
10 Board of Education and Early Development.

11 (e) If the commissioner approves a charter school application, the  
12 commissioner shall forward the application to the state Board of Education and Early  
13 Development for review and approval. The application shall be forwarded not later  
14 than 30 days after the commissioner issues a written decision. The state Board of  
15 Education and Early Development shall exercise independent judgment in evaluating  
16 the application.

17 (f) Except as provided in (g) of this section, the state board shall operate a  
18 charter school that has been approved by the state board on appeal of a denial of the  
19 charter school application by the local school board under the laws governing the  
20 operation and maintenance of a charter school, as if the state board were a school  
21 district. The laws pertaining to a charter school under AS 14.03.255 - 14.03.290 shall  
22 apply to the state board as if it were a local school board.

23 (g) A local school board that denied an application for a charter school  
24 approved by the state board on appeal may elect to operate the charter school as  
25 provided in AS 14.03.255 - 14.03.290.

26 \* Sec. 2. AS 14.03 is amended by adding a new section to read:

27 **Sec. 14.03.253. Charter school application appeal to commissioner.** In an  
28 appeal to the commissioner under AS 14.03.250, the commissioner shall review the  
29 record before the local school board. The commissioner may request written  
30 supplementation of the record from the applicant or the local school board. The  
31 commissioner may

- 1 (1) remand the appeal to the local school board for further review;
- 2 (2) approve the charter school application and forward the application
- 3 to the state Board of Education and Early Development with or without added
- 4 conditions; or
- 5 (3) uphold the decision denying the charter school application.

6 \* Sec. 3. AS 14.03.255(d) is amended to read:

7 (d) A school district shall offer to a charter school the right of first refusal

8 for a lease of space [CHARTER SCHOOL MAY BE OPERATED] in an existing

9 school district facility or in a facility within the school district that is not currently

10 being used as a public school, if the chief school administrator determines the facility

11 meets requirements for health and safety applicable to public buildings or other public

12 schools in the district. The school district may negotiate a lease agreement with the

13 charter school for the true operational costs calculated on a square foot basis for

14 space leased under this subsection.

15 \* Sec. 4. AS 14.03.260(a) is amended to read:

16 (a) A local school board shall provide an approved charter school with an

17 annual program budget. The budget shall be not less than the amount generated by the

18 students enrolled in the charter school less administrative costs retained by the local

19 school district, determined by applying the indirect cost rate approved by the

20 department up to 4 percent [DEPARTMENT OF EDUCATION AND EARLY

21 DEVELOPMENT]. The "amount generated by students enrolled in the charter school"

22 is to be determined in the same manner as it would be for a student enrolled in another

23 public school in that school district and includes funds generated by special needs

24 under AS 14.17.420(a)(1) and secondary school vocational and technical

25 instruction under AS 14.17.420(a)(3). A school district shall direct state aid under

26 AS 14.11 for the construction or major maintenance of a charter school facility to

27 the charter school that generated the state aid, subject to the same terms and

28 conditions that apply to state aid under AS 14.11 for construction or major

29 maintenance of a school facility that is not a charter school.

30 \* Sec. 5. AS 14.09.010 is amended by adding new subsections to read:

31 (e) A school district that provides transportation services under this section

1 shall provide transportation services to students attending a charter school operated by  
2 the district under a policy adopted by the district. The policy must

3 (1) be developed with input solicited from individuals involved with  
4 the charter school, including staff, students, and parents; and

5 (2) at a minimum, provide transportation services for students enrolled  
6 in the charter school on a space available basis along the regular routes that the  
7 students attending schools in an attendance area in the district are transported; and

8 (3) be approved by the department.

9 (f) If a school district fails to adopt a policy under (e) of this section, the  
10 school district shall allocate the amount received for each student under (a) of this  
11 section to each charter school operated by the district based on the number of students  
12 enrolled in the charter school.

13 (g) Nothing in (e) of this section requires a school district to establish  
14 dedicated transportation routes for the exclusive use of students enrolled in a charter  
15 school or authorizes a charter school to opt out of a policy adopted by a school district  
16 for the purpose of acquiring transportation funding.

17 \* Sec. 6. AS 14.11.100(a) is amended to read:

18 (a) During each fiscal year, the state shall allocate to a municipality that is a  
19 school district the following sums:

20 (1) payments made by the municipality during the fiscal year two years  
21 earlier for the retirement of principal and interest on outstanding bonds, notes, or other  
22 indebtedness incurred before July 1, 1977, to pay costs of school construction;

23 (2) 90 percent of

24 (A) payments made by the municipality during the fiscal year  
25 two years earlier for the retirement of principal and interest on outstanding  
26 bonds, notes, or other indebtedness incurred after June 30, 1977, and before  
27 July 1, 1978, to pay costs of school construction;

28 (B) cash payments made after June 30, 1976, and before July 1,  
29 1978, by the municipality during the fiscal year two years earlier to pay costs  
30 of school construction;

31 (3) 90 percent of

1 (A) payments made by the municipality during the fiscal year  
2 two years earlier for the retirement of principal and interest on outstanding  
3 bonds, notes, or other indebtedness incurred after June 30, 1978, and before  
4 January 1, 1982, to pay costs of school construction projects approved under  
5 AS 14.07.020(a)(11);

6 (B) cash payments made after June 30, 1978, and before July 1,  
7 1982, by the municipality during the fiscal year two years earlier to pay costs  
8 of school construction projects approved under AS 14.07.020(a)(11);

9 (4) subject to (h) and (i) of this section, up to 90 percent of

10 (A) payments made by the municipality during the current  
11 fiscal year for the retirement of principal and interest on outstanding bonds,  
12 notes, or other indebtedness incurred after December 31, 1981, and authorized  
13 by the qualified voters of the municipality before July 1, 1983, to pay costs of  
14 school construction, additions to schools, and major rehabilitation projects that  
15 exceed \$25,000 and are approved under AS 14.07.020(a)(11);

16 (B) cash payments made after June 30, 1982, and before July 1,  
17 1983, by the municipality during the fiscal year two years earlier to pay costs  
18 of school construction, additions to schools, and major rehabilitation projects  
19 that exceed \$25,000 and are approved under AS 14.07.020(a)(11); and

20 (C) payments made by the municipality during the current  
21 fiscal year for the retirement of principal and interest on outstanding bonds,  
22 notes, or other indebtedness to pay costs of school construction, additions to  
23 schools, and major rehabilitation projects that exceed \$25,000 and are  
24 submitted to the department for approval under AS 14.07.020(a)(11) before  
25 July 1, 1983, and approved by the qualified voters of the municipality before  
26 October 15, 1983, not to exceed a total project cost of (i) \$6,600,000 if the  
27 annual growth rate of average daily membership of the municipality is more  
28 than seven percent but less than 12 percent, or (ii) \$20,000,000 if the annual  
29 growth rate of average daily membership of the municipality is 12 percent or  
30 more; payments made by a municipality under this subparagraph on total  
31 project costs that exceed the amounts set out in (i) and (ii) of this subparagraph

1 are subject to (5)(A) of this subsection;

2 (5) subject to (h) - (j) of this section, 80 percent of

3 (A) payments made by the municipality during the fiscal year  
4 for the retirement of principal and interest on outstanding bonds, notes, or  
5 other indebtedness authorized by the qualified voters of the municipality

6 (i) after June 30, 1983, but before March 31, 1990, to  
7 pay costs of school construction, additions to schools, and major  
8 rehabilitation projects that exceed \$25,000 and are approved under  
9 AS 14.07.020(a)(11); or

10 (ii) before July 1, 1989, and reauthorized before  
11 November 1, 1989, to pay costs of school construction, additions to  
12 schools, and major rehabilitation projects that exceed \$25,000 and are  
13 approved under AS 14.07.020(a)(11); and

14 (B) cash payments made after June 30, 1983, by the  
15 municipality during the fiscal year two years earlier to pay costs of school  
16 construction, additions to schools, and major rehabilitation projects that exceed  
17 \$25,000 and are approved by the department before July 1, 1990, under  
18 AS 14.07.020(a)(11);

19 (6) subject to (h) - (j) and (m) of this section, 70 percent of payments  
20 made by the municipality during the fiscal year for the retirement of principal and  
21 interest on outstanding bonds, notes, or other indebtedness authorized by the qualified  
22 voters of the municipality on or after April 30, 1993, but before July 1, 1996, to pay  
23 costs of school construction, additions to schools, and major rehabilitation projects  
24 that exceed \$200,000 and are approved under AS 14.07.020(a)(11);

25 (7) subject to (h) - (j) and (m) of this section, 70 percent of payments  
26 made by the municipality during the fiscal year for the retirement of principal and  
27 interest on outstanding bonds, notes, or other indebtedness authorized by the qualified  
28 voters of the municipality after March 31, 1990, but before April 30, 1993, to pay  
29 costs of school construction, additions to schools, and major rehabilitation projects;

30 (8) subject to (h), (i), (j)(2) - (5), and (n) of this section and after  
31 projects funded by the bonds, notes, or other indebtedness have been approved by the

1 commissioner, 70 percent of payments made by the municipality during the fiscal year  
2 for the retirement of principal and interest on outstanding bonds, notes, or other  
3 indebtedness authorized by the qualified voters of the municipality on or after July 1,  
4 1995, but before July 1, 1998, to pay costs of school construction, additions to  
5 schools, and major rehabilitation projects that exceed \$200,000 and are approved  
6 under AS 14.07.020(a)(11);

7 (9) subject to (h), (i), (j)(2) - (5), and (n) of this section and after  
8 projects funded by the bonds, notes, or other indebtedness have been approved by the  
9 commissioner, 70 percent of payments made by the municipality during the fiscal year  
10 for the retirement of principal and interest on outstanding bonds, notes, or other  
11 indebtedness authorized by the qualified voters of the municipality on or after July 1,  
12 1998, but before July 1, 2006, to pay costs of school construction, additions to  
13 schools, and major rehabilitation projects that exceed \$200,000 and are approved  
14 under AS 14.07.020(a)(11);

15 (10) subject to (h), (i), (j)(2) - (5), and (o) of this section, and after  
16 projects funded by the bonds, notes, or other indebtedness have been approved by the  
17 commissioner, 70 percent of payments made by the municipality during the fiscal year  
18 for the retirement of principal and interest on outstanding bonds, notes, or other  
19 indebtedness authorized by the qualified voters of the municipality on or after June 30,  
20 1998, to pay costs of school construction, additions to schools, and major  
21 rehabilitation projects that exceed \$200,000, are approved under AS 14.07.020(a)(11),  
22 and are not reimbursed under (n) of this section;

23 (11) subject to (h), (i), and (j)(2) - (5) of this section, and after projects  
24 funded by the bonds, notes, or other indebtedness have been approved by the  
25 commissioner, 70 percent of payments made by a municipality during the fiscal year  
26 for the retirement of principal and interest on outstanding bonds, notes, or other  
27 indebtedness authorized by the qualified voters of the municipality on or after June 30,  
28 1999, but before January 1, 2005, to pay costs of school construction, additions to  
29 schools, and major rehabilitation projects and education-related facilities that exceed  
30 \$200,000, are approved under AS 14.07.020(a)(11), and are not reimbursed under (n)  
31 or (o) of this section;

1 (12) subject to (h), (i), and (j)(2), (3), and (5) of this section, 60 percent  
2 of payments made by a municipality during the fiscal year for the retirement of  
3 principal and interest on outstanding bonds, notes, or other indebtedness authorized by  
4 the qualified voters of the municipality on or after June 30, 1999, but before January 1,  
5 2005, to pay costs of school construction, additions to schools, and major  
6 rehabilitation projects and education-related facilities that exceed \$200,000, are  
7 reviewed under AS 14.07.020(a)(11), and are not reimbursed under (n) or (o) of this  
8 section;

9 (13) subject to (h), (i), (j)(2) - (5), and (p) of this section, and after  
10 projects funded by the tax exempt bonds, notes, or other indebtedness have been  
11 approved by the commissioner, 70 percent of payments made by a municipality during  
12 the fiscal year for the retirement of principal and interest on outstanding tax exempt  
13 bonds, notes, or other indebtedness authorized by the qualified voters of the  
14 municipality on or after June 30, 1999, but before October 31, 2006, to pay costs of  
15 school construction, additions to schools, and major rehabilitation projects and  
16 education-related facilities that exceed \$200,000, are approved under  
17 AS 14.07.020(a)(11), and are not reimbursed under (n) or (o) of this section;

18 (14) subject to (h), (i), (j)(2), (3), and (5), and (p) of this section, 60  
19 percent of payments made by a municipality during the fiscal year for the retirement  
20 of principal and interest on outstanding tax exempt bonds, notes, or other indebtedness  
21 authorized by the qualified voters of the municipality on or after June 30, 1999, but  
22 before October 31, 2006, to pay costs of school construction, additions to schools, and  
23 major rehabilitation projects and education-related facilities that exceed \$200,000, are  
24 reviewed under AS 14.07.020(a)(11), and are not reimbursed under (n) or (o) of this  
25 section;

26 (15) subject to (h), (i), (j)(2) - (5), and (q) of this section, and after  
27 projects funded by the bonds, notes, or other indebtedness have been approved by the  
28 commissioner, 90 percent of payments made by a municipality during the fiscal year  
29 for the retirement of principal and interest on outstanding bonds, notes, or other  
30 indebtedness authorized by the qualified voters of the municipality on or after June 30,  
31 1999, but before October 31, 2006, to pay costs of school construction, additions to

1 schools, and major rehabilitation projects and education-related facilities that exceed  
2 \$200,000, are approved under AS 14.07.020(a)(11), meet the 10 percent participating  
3 share requirement for a municipal school district under the former participating share  
4 amounts required under AS 14.11.008(b), and are not reimbursed under (n) or (o) of  
5 this section;

6 (16) subject to (h), (i), and (j)(2) - (5) of this section, and after projects  
7 funded by the tax exempt bonds, notes, or other indebtedness have been approved by  
8 the commissioner, 70 percent of payments made by a municipality during the fiscal  
9 year for the retirement of principal and interest on outstanding tax exempt bonds,  
10 notes, or other indebtedness authorized by the qualified voters of the municipality on  
11 or after October 1, 2006, to pay costs of school construction, additions to schools, and  
12 major rehabilitation projects and education-related facilities that exceed \$200,000, are  
13 approved under AS 14.07.020(a)(11), and are not reimbursed under (o) of this section;

14 (17) subject to (h), (i), and (j)(2), (3), and (5) of this section, 60 percent  
15 of payments made by a municipality during the fiscal year for the retirement of  
16 principal and interest on outstanding tax exempt bonds, notes, or other indebtedness  
17 authorized by the qualified voters of the municipality on or after October 1, 2006, to  
18 pay costs of school construction, additions to schools, and major rehabilitation projects  
19 and education-related facilities that exceed \$200,000, are reviewed under  
20 AS 14.07.020(a)(11), and are not reimbursed under (o) of this section;

21 (18) subject to (h), (i), and (j)(2), (3), and (5) of this section, 70  
22 percent of payments made by a municipality during the fiscal year in which a  
23 charter school is operated, for the retirement of principal and interest on  
24 outstanding tax exempt bonds, notes, or other indebtedness authorized by the  
25 qualified voters of the municipality on or after July 1, 2014, but before  
26 December 31, 2017, to pay costs of school construction, additions to schools, and  
27 major rehabilitation projects for the purpose of operating the charter school  
28 approved under AS 14.03.250: projects reimbursed under this paragraph must  
29 exceed \$200,000 and must be reviewed under AS 14.07.020(a)(11).

30 \* Sec. 7. AS 14.17.450(d) is amended to read:

31 (d) If a charter school has a student count of more than 74 [120] but less than

1 150 for the current year and is in the first three years [YEAR] of operation or had a  
2 student count of at least 75 [150 OR MORE] in the previous year of operation,

3 (1) the adjusted student count for the school shall be calculated by  
4 multiplying the student count by [95 PERCENT OF] the student rate for a school that  
5 has a student count of 150; and

6 (2) not later than February 15, the charter school shall submit for  
7 approval of the governing board of the district a plan for the following school year that  
8 includes a statement about whether the school will continue to operate if the student  
9 count remains the same that year and, if so, a projection of the funding anticipated  
10 from the state and other sources, a proposed budget, and a description of anticipated  
11 changes to the school staff, program, and curriculum; if the school intends to close if  
12 the student count remains the same the following year, the plan must describe transfer  
13 plans for students, staff, facilities, and materials.

14 \* Sec. 8. Section 3, ch. 91, SLA 2010, is repealed.

15 \* Sec. 9. The uncodified law of the State of Alaska is amended by adding a new section to  
16 read:

17 APPLICABILITY. Sections 1 and 2 of this Act apply to charter school applications  
18 submitted for approval or renewal on and after the effective date of this Act.

19 \* Sec. 10. This Act takes effect September 1, 2014.

28-LS0354\O  
Mischel  
3/11/13

**CS FOR HOUSE BILL NO. 93(EDC)**  
**IN THE LEGISLATURE OF THE STATE OF ALASKA**  
**TWENTY-EIGHTH LEGISLATURE - FIRST SESSION**

**BY THE HOUSE EDUCATION COMMITTEE**

**Offered:**  
**Referred:**

**Sponsor(s): REPRESENTATIVES GATTIS, Keller, Tammie Wilson, Reinbold, Higgins**

**A BILL**

**FOR AN ACT ENTITLED**

1 **"An Act relating to the authorization, monitoring, and operation of charter schools."**

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

3 **\* Section 1. AS 14.03.250 is amended to read:**

4 **Sec. 14.03.250. Establishment of charter schools.** (a) A charter school may  
5 be established as provided under AS 14.03.250 - 14.03.290 **if an application for a**  
6 **charter school is approved by**

7 **(1) an authorizer under AS 14.03.253 or** [UPON THE APPROVAL  
8 OF] the local school board; and

9 **(2) the state Board of Education and Early Development** [OF AN  
10 APPLICATION FOR A CHARTER SCHOOL].

11 (b) **The department** [A LOCAL SCHOOL BOARD] shall prescribe an  
12 application procedure for the establishment of a charter school **in the state** [IN THAT  
13 SCHOOL DISTRICT]. The application procedure must include provisions for

14 **(1) an authorizer or local school board;**

15 **(2) an academic policy committee consisting of parents of students**

1 attending the school, one teacher [TEACHERS], and school employees; and

2 (3) a proposed form for a contract between a charter school and an  
3 authorizer or [THE] local school board, setting out the contract elements required  
4 under AS 14.03.255(c).

5 (c) An authorizer or a [A] local school board shall forward to the state Board  
6 of Education and Early Development applications for a charter school that have been  
7 approved or denied by the authorizer or local board.

8 \* **Sec. 2.** AS 14.03.250 is amended by adding a new subsection to read:

9 (d) If an application for a charter school is denied by an authorizer or a local  
10 school board under this section, the applicant may appeal the decision to the state  
11 Board of Education and Early Development not less than 60 days after the applicant is  
12 notified of the denial.

13 \* **Sec. 3.** AS 14.03 is amended by adding a new section to read:

14 **Sec. 14.03.253. Authorizer of charter schools; qualifications; duties.** (a)  
15 The department shall establish a procedure for the approval of authorizers of charter  
16 schools. To be approved as an authorizer of charter schools, an applicant shall  
17 demonstrate to the satisfaction of the department that the authorizer is able to provide  
18 adequate oversight and support to a charter school and is

19 (1) a governmental entity;

20 (2) a private nonprofit entity that has expertise in education, finance, or  
21 administration, or any combination of those areas; or

22 (3) an accredited postsecondary institution in the state.

23 (b) Once approved, an authorizer may be removed or replaced, at the  
24 discretion of the department and on adequate notice and an opportunity for hearing,  
25 for failure to comply with state laws related to approval and monitoring of charter  
26 schools or for any other good cause.

27 (c) An authorizer approved under this section shall

28 (1) enter into a contract with the department that describes specified  
29 duties, payment terms, and other provisions, consistent with AS 36.30 (State  
30 Procurement Code);

31 (2) timely review for approval, renewal, or denial applications

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submitted to the authorizer by charter schools;

(3) prepare and enter into contracts with charter schools as provided under AS 14.03.255(c);

(4) monitor the operation of charter schools for compliance with applicable state and federal laws;

(5) prepare and transmit records required by the department pertaining to charter schools reviewed or approved by the authorizer;

(6) cooperate with local school districts, the department, and public agencies as necessary to ensure compliance with state and federal laws;

(7) maintain confidentiality over all education records of a charter school as required by state and federal law.

(d) The department shall post on the department's Internet website a list of qualified authorizers approved under this section.

\* Sec. 4. AS 14.03.255(a) is amended to read:

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the authorizer or local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

\* Sec. 5. AS 14.03.255(c) is amended to read:

(c) A charter school shall operate under a contract between the charter school and an authorizer approved under AS 14.03.253 or the local school board. A contract must contain the following provisions:

(1) a description of the educational program;

(2) specific levels of achievement for the education program;

- 1 (3) admission policies and procedures;
- 2 (4) administrative policies;
- 3 (5) a statement of the charter school's program budget and funding
- 4 allocation from the department [LOCAL SCHOOL BOARD] and costs assignable to
- 5 the charter school program budget;
- 6 (6) the method by which the charter school will account for receipts
- 7 and expenditures;
- 8 (7) the location and description of the facility;
- 9 (8) the name of the teacher, or teachers, who, by agreement between
- 10 the charter school and the teacher, will teach in the charter school;
- 11 (9) the teacher-to-student ratio;
- 12 (10) the number of students served;
- 13 (11) the term of the contract, not to exceed a term of 10 years;
- 14 (12) a termination clause providing that the contract may be terminated
- 15 by the authorizer or local school board or by the charter school for the failure [OF
- 16 THE CHARTER SCHOOL] to meet educational achievement goals or fiscal
- 17 management standards, or for other good cause;
- 18 (13) a statement that the charter school will comply with all state and
- 19 federal requirements for receipt and use of public money;
- 20 (14) other requirements or exemptions agreed upon by the charter
- 21 school and the authorizer or local school board.

22 \* **Sec. 6.** AS 14.03.260(a) is repealed and reenacted to read:

23 (a) The department, in cooperation with an authorizer or a local school board,

24 shall provide an approved charter school with an annual program budget. The budget

25 shall be not less than the amount generated by the students enrolled in the charter

26 school less administrative costs. Administrative costs shall be determined by applying

27 to the amount generated by students enrolled in the charter school the indirect cost rate

28 approved by the Department of Education and Early Development. The administrative

29 costs shall be distributed equally to the department and local school district or, if there

30 is an authorizer, to the department and the authorizer. The "amount generated by

31 students enrolled in the charter school" is to be determined in the same manner as it

1 would be for a student enrolled in another public school in the school district in which  
2 the charter school is located.

3 \* **Sec. 7.** AS 14.03.260 is amended by adding a new subsection to read:

4 (e) The school district shall timely disburse the amount generated by students  
5 enrolled in the charter school, less administrative costs, as provided under (a) of this  
6 section, directly to the charter school, including the funding resulting from  
7 adjustments made to the ADM of the charter school under AS 14.17.410(b)(1) and the  
8 local contribution calculated under AS 14.17.410(b)(2) and (c).

9 \* **Sec. 8.** AS 14.03.270(b) is amended to read:

10 (b) All provisions of an existing negotiated agreement or collective bargaining  
11 agreement applicable to a teacher or employee of a district apply to that teacher or  
12 employee if a teacher employed by the district under a negotiated or collective  
13 bargaining agreement is employed at a charter school in that district, unless the  
14 district and the bargaining unit representing the teacher or employee agree to an  
15 exemption.

16 \* **Sec. 9.** AS 14.03.270 is amended by adding a new subsection to read:

17 (d) A charter school may hire a teacher or other employee who is not subject  
18 to a negotiated agreement or collective bargaining agreement.

19 \* **Sec. 10.** The uncodified law of the State of Alaska is amended by adding a new section to  
20 read:

21 **APPLICABILITY.** This Act applies to charter school applications submitted for  
22 approval or renewal on and after the effective date of this Act.

## **THE IMPORTANCE OF MULTIPLE AUTHORIZERS IN CHARTER SCHOOL LAWS**

### **What is an Authorizer?**

An authorizer is an entity or body approved by the state legislature to bring charter schools into existence. Authorizers set up application processes and approve or deny charter school applications. Most importantly, authorizers are accountable for managing and monitoring their charter schools' academic record and organizational viability, while also ensuring that they are in compliance with all applicable laws. An authorizer can be a school board, state board of education, or an independent entity. Charter schools are accountable to their authorizers for state and federal accountability requirements.

### **What is an independent or multiple authorizer?**

An independent or multiple authorizer is the term given to entities other than local boards or the state board that have authority under state law to approve charter schools. They are typically bodies outside of the regular education structure of a state and can include independent, statewide charter school boards (which are separate from the state department of education), colleges and universities, and municipalities.

### **Why are multiple authorizers important?**

Permitting the creation of independent authorizers is one of the most important components of a strong charter law. The data show that states with multiple chartering authorities have almost three and a half times more charter schools than states that only allow local school board approval. About 78 percent of the nation's charter schools are in states with multiple authorizers or a strong appeals process. These states are also home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation.

States that do not have multiple authorizers create hostile environments for charters because school boards often view charter schools as competition and reject applications not based on merit, but on politics. Without objective oversight from multiple authorizers, charter schools have no alternatives for approval, and quality growth in a state is severely stunted. School board hostility has prevented certain states, such as Maryland, Tennessee, and Rhode Island from meeting growing demand for school choice.

### How many states have independent, multiple authorizers?

16 states have independent chartering authorities, in addition to the state or local boards. Those states are:

Arizona	Missouri
Colorado	Nevada
District of Columbia	New York
Idaho	Ohio
Illinois	Oklahoma
Indiana	South Carolina
Michigan	Utah
Minnesota	Wisconsin

### How do they work?

Multiple authorizers consist of staff and boards that create and supervise the process by which charter applications are taken, reviewed, approved and once schools are running, how they are monitored. While held to standards by the state, these staff members are independent of the traditional district education system and can make decisions for their charter schools without the interference of the state or local school boards. Most of the time the processes for operations are written either into the law or into regulations adopted by state boards of education. The more detailed the law is, the more effective the authorizer will be. Not all are created equal, however. Those that are more likely to have high numbers of accountable, high quality charter schools tend to have more independence from conventional education bureaucracies, while still being held to high standards and needing to follow clear rules and state regulations governing all other public agencies.

### Are They Constitutional?

Legislatures in every state have grappled with this issue and case law now exists attesting to the constitutionality of charter schools in every state, even those where school board control is paramount. While interpretations may vary, Courts consistently ruled that wherever a state legislature is tasked with the authority to establish and fund public education, it may create systems for the establishment of other public schools without violating the Constitution. These same cases and legal analyses have also confirmed that states are obligated to provide to charter schools the same funding pools that conventional public schools receive (i.e. federal, state and local). State legislators or state attorneys who argue otherwise often hide their disagreement with charter schools behind a constitutional cloud, when in reality their disagreements are based on politics or policy, not the intent or direction of the law.

## Additional Benefits of Multiple Chartering Authorities

Charter schools grow and flourish in environments that provide multiple ways for groups to obtain charters to open schools. States that grant universities the ability to charter schools tend to enjoy a robust charter school movement where the resources of higher education are brought to bear on K-12 problems through high standards of accountability, technical assistance and additional oversight. States that have created independent charter school boards, such as in Washington, DC, or allow the mayor's office to charter, as in Indianapolis, Indiana, ensures that a staff and budget is solely used to properly manage charter schools, and most importantly, to make sure that they are academically successful. Strong performance management tools to gauge success have been created in New York and Washington, DC that are used as models for both charter schools and conventional public school systems across the country.

As with any charter school, accountability is key. Schools that fail to perform, or do not meet the terms of their charters do not have their charters renewed.

Below are some outstanding examples of these independent charter school-authorizer partnerships:

- 1) The State University of **New York** was given the authority in 1998 to open a charter school institute, where up to 230 charter school applications can be approved. That office, housed in the Chancellor's office and paid separately by legislative appropriations, is responsible for the highest quality charter schools in New York.
- 2) The independent DC Public Charter School Board is the only charter school authorizer in **Washington, DC** after the DC Board of Education transferred all charter school authorizing power over to them. While it is the only authorizer, it is a model to the nation for its effective oversight and performance management tools that hold schools accountable and the DC PCSB schools consistently outpace conventional public school achievement. Slightly more than forty percent of DC public school students now attend a charter school.
- 3) Any public university in **Michigan** may authorize charter schools. This led to ten major universities opening up charter school offices, which are responsible for the majority of the state's over 300 charter schools. These offices focus on quality applicants, and monitor state and federal accountability measures.
- 4) **Indiana** followed Michigan's model and authorized public universities in that state's charter law. Today Ball State University leads the pack in authorizing nearly half of the state's 63 schools. The Mayor of Indianapolis also authorizes schools and recent changes in law created a state charter school board that will also sponsor schools, will permit additional universities and nonprofit organizations to sponsor, and opens up virtual school enrollment.
- 5) **Wisconsin** gave authority for three branches of the University of Milwaukee system to approve schools in the city, providing a wide degree of choices and boosting that city's appreciation of higher education. Unfortunately, Wisconsin's bill to create a statewide authorizing commission failed to pass in 2011.

- 4) **Indiana** followed Michigan's model and authorized public universities in that state's charter law. Today Ball State University leads the pack in authorizing nearly half of the state's 63 schools. The Mayor of Indianapolis also authorizes schools and recent changes in law created a state charter school board that will also sponsor schools, will permit additional universities and nonprofit organizations to sponsor, and opens up virtual school enrollment.
- 5) **Wisconsin** gave authority for three branches of the University of Milwaukee system to approve schools in the city, providing a wide degree of choices and boosting that city's appreciation of higher education. Unfortunately, Wisconsin's bill to create a statewide authorizing commission failed to pass in 2011.
- 6) **Minnesota** passed the nation's first law without universities involved, but amended it later to allow any postsecondary institution to authorize charters. Today the state is home to more than 160 healthy charter schools.
- 7) The initial **Ohio** charter law gave authority to the University of Toledo to charter schools in its area. Today, other state universities and nonprofit organizations can also authorize charter schools.
- 8) **Missouri's** law limits charters to St. Louis and Kansas City, but gives authority to the public universities in both cities, in addition to the local school boards. It is the universities that have had the most success with charter schools.
- 9) In July 2011, **Illinois** governor signed into law the creation of a statewide charter school commission (in addition to local boards across the state), which will serve as an authorizer focusing on quality and accountability. Commission members were selected this fall, and we expect to see many quality applications from Illinois' suburbs that have been rejected by their school boards for too long.
- 10) **Federal law** governing the public charter school grant program gives priority to state laws which have multiple authorizers. The states noted above get more federal grant funds than those for which there is a single authorizer.

#### CHARTER SCHOOL FAST FACTS

There are more than 5,700 charter schools serving more than 1.8 million children across the country. Charters schools are growing at a rapid pace. For the 2011-2012 school year, 511 new charter schools opened in 40 states and the District of Columbia.

Today, 41 states and the District of Columbia have charter school laws in place.

Of the 41 laws that CER ranked in 2011 only 13 have strong laws that do not require significant revisions. Get more information on states' charter law grade, ranking at analysis at [www.charterschoolresearch.com](http://www.charterschoolresearch.com).

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## **Comments on Charter School Law Improvements**

The following is a list of items that should be considered when improving the Charter School laws and opportunity to provide educational choices to Alaskan families. The list is alphabetized within the priority levels. (Justification or thoughts are included in parenthesis).

### **Level One - Top Priority**

**Exemptions** – Please add language to the Charter School Law to strengthen items already identified and keep from other entities to have the final ruling on whether a school can actually include items in the law:

- a. Charter Schools are exempt from all laws, regulations or requirements applicable to public schools unless the law specifically states it applies to Charter Schools. (Currently, concepts and/or the spirit of the Charter School Law is negated or lessened by other laws, regulations, or requirements pertaining to public schools – e.g. Charter School principal is hired and evaluated by the APC per the Charter School Law while another law requires the Chief School Administrator to evaluate all principals, etc.)
- b. Charter Schools are exempt from all portions of the negotiated agreements that are contrary to what is allowed in the Charter School Law. (Currently the law allows for Charter Schools to set their own schedule, calendar, etc. yet negotiated agreements identify specifics of planning time, start time, stop time, calendar, etc. Charter Schools should not have to seek approval of the multiple associations to provide an educational environment and structure authorized through State Law.)

**Facilities** – **One or all of the items listed below would assist charter schools' success and put them on par with other public schools throughout Alaska.**

- a. A mechanism should be created to move facility costs outside of discretionary funds. (This action would come closer to equalize the playing field of charter schools and other public schools. For charter schools paying rent, facility costs are a huge part of discretionary funds which are not part of funding the other students throughout the public school system.)
- b. There should be the ability to bond for Charter School facilities. An enticing recourse should be available for current charter schools previously not able to bond such as 80/20, 75/25 etc.
- c. Further define the facilities allowance currently in the Charter School law to identify a per pupil formula that reflects a similarity with the District's capital costs. (This formula would take into account, rent, construction, maintenance, upkeep and / or expansions on the Charter School side with the capital costs the District has through all sources of funds for rent, bonding, construction costs, etc.)
- d. Charter Schools should have the right of first refusal of closed, unused or underused, etc. state, borough or district buildings.

### **Funds –**

- a. ALL sources to the District and it's organizations should be 'shared' with Charter Schools. Most funds are distributed based on enrollment and should be distributed to Charter Schools by enrollment. For the funds not distributed based on enrollment should be distributed to Charter Schools in like manner – e.g. an additional science teacher for each middle school should include an additional science teacher for each Charter School with middle school students; a CTE position per school would provide a CTE position to each Charter School, etc.
- b. The current *indirect rate* charged to Charter Schools should be limited to a portion of the approved grant indirect rate not to exceed a specific percentage – 2 %? (The information / amounts identified in the formula to determine the indirect rate does not have anything to do with costs associated with Charter Schools.)

### **Multiple Authorizers -**

- a. The single path of School Districts authorizing Charter Schools needs to be changed, expanding the routes available to groups of Alaskans seeking to establish another educational choice for families.
- b. State should look at having a Charter School department/position established at a level where expertise would remain and provide consistency and continuity ensuring it is not an entry level where quality folks pass through.
- c. Establish structure of a 'support hub' serving a consortium of Charter Schools with typical services such as payroll, budget, web master, IT/connections, etc.

### **Level Two Priority**

#### **Accountability –**

- a. Currently Charter Schools are required to participate in all State and Federal accountability assessments. This should continue.
- b. Districts can not use statements on transcripts, websites, pamphlets, in speeches, etc. to keep Charter Schools from providing different items from the District as allowed in the Charter School Law (curriculum, schedule, etc.)

#### **No Cap –**

- a. There should not be a cap --- statewide, type, or geographical.

#### **Staff –**

- a. The current staffing, pay scale, etc. was not created with small staffs in mind. With that said, is it possible to have Charter School employees 'at will' employees. They would be part of the State Retirement System as well as the State Health Care Program. (I don't know what the 'at will' pay scale looks like but I believe there isn't a constant upward projectory but a joint decision on how the funds are spread around to make it work. Sometimes there is a raise and sometime there isn't a raise but the staff member

gets to stay at a school they believe in, they are invested in, hopefully they enjoy what they are doing and they are a team player.)

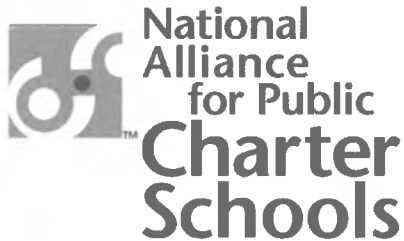
### **Level Three Priority**

Facilities –

In addition to the items in Level One – Top Priority, a State grant program for facilities costs could be established for unique situations.

Transportation –

There have been different comments about transportation. We recommend transportation costs for Charter School students go to the District as they have the major contract. The District would have the requirement they provide required/desired transportation for Charter School students at a level equal to or greater to the service provided all students.



March 5, 2014

Representative Lynn Gattis  
State Capitol Room 420  
Juneau, AK 99801

Dear Representative Gattis,

Thank you for your leadership in support of public charter schools in Alaska. The purpose of this letter is to encourage Alaska to amend its public charter school law to allow non-district entities to serve as authorizers of public charter schools.

Authorizers are the entities that review applications, enter into charter contracts with applicants, oversee public charter schools, and decide whether to renew or close public charter schools. Most states with charter laws allow local school boards to serve as charter authorizers. However, 35 states and the District of Columbia also permit non-district entities (such as universities, colleges, and independent state chartering boards) to serve as charter authorizers, usually in addition to local school boards.

There are several reasons that states allow non-district entities to serve as authorizers. First, they believe that charter applicants should have a choice of authorizers, particularly in districts that are skeptical – if not downright hostile – toward charters.

Second, they believe that allowing non-district entities to become authorizers forces districts to take their authorizing roles seriously. If they don't, charter applicants will go to the non-district entity.

Third, charter authorizing is a tough fit with existing district practices. Many districts are consumed in their own improvement efforts, which are typically more top-down in nature. Charter authorizing is one more responsibility for already overburdened district staff, plus it cuts against the grain of district's existing top-down approaches. Therefore, these states are creating non-district authorizers to model best authorizing practices and make those available to districts.

Lastly, these states wish to involve existing and new entities in innovative ways in public education. These entities often offer fresh perspectives, long-standing credibility, and strong connections to their missions.

There are six types of non-district authorizers:

- New, Independent State Chartering Boards (14 states and the District of Columbia)
- Universities and Colleges (14 states)
- Cities (3 states)
- Nonprofit organizations (4 states)
- Regional educational entities (6 states)
- Existing State Boards, Commissioners, and Departments (18 states)

One of the 20 essential components of the National Alliance for Public Charter Schools' model public charter school law is ensuring that two or more authorizing paths (e.g., school districts and a state charter schools commission) are available for each applicant for a public charter school, with direct application to each authorizer. Here's the relevant explanatory language from the model public charter school law:

"A well-designed public charter school law must allow multiple authorizers to which any group of potential charter founders can apply, so that all charter applicants have the opportunity to seek approval from a conscientious and well-motivated authorizer. The model law presents multiple approaches for creating a multiple-authorizer environment, with the understanding that the conditions and capacities within a state will determine which environment makes the most sense in that state. To create multiple authorizers, the model law provides for three things:

- Establishment of a state public charter school commission;
- Opportunity for local school boards to register as authorizers with the state's designated authorizer oversight body; and,
- Opportunity for various entities – including mayors, city councils, non-profit organizations, and public and private postsecondary institutions – to apply for authorizing ability to the state's designated authorizer oversight body.

It is important to note that some believe only existing public entities should be allowed to serve as authorizers, while others argue for the inclusion of private and non-profit entities to bring new expertise into the authorizing world. Experiences in various states with both public and non-public authorizing entities reveal that all types of authorizers can be successful if they meet at least three criteria: a clear desire to become an authorizer; enough political insulation to allow data-driven decisions; and, the ability to create adequate infrastructure to carry out their authorizer tasks.

To this end, the model law envisions the inclusion of multiple entities as authorizers, all under an authorizer accountability system. Given the dynamics within a given state, the specific portfolio of authorizers may vary. For example, one state may allow local school boards and a state public charter school commission to authorize public charter schools, while another state may allow local school boards, universities, and mayors to do so.”

Whatever path a state chooses, allowing non-district entities to authorize public charter schools will lead to a larger number of high-quality public charter schools in states. Not only will these schools benefit the students who attend them, but they’ll also serve the larger public education system by sharing successful practices with surrounding school districts.

Thank you again for your leadership in support of public charter schools. Please let us know if we can be helpful as you continue to work on legislation that can support the growth of high-quality public charter schools in Alaska.

Sincerely,

Russ Simnick  
Senior Director, State Advocacy  
National Alliance for Public Charter Schools



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## Research Brief

TO: Representative Lynn Gattis  
FROM: Tim Spengler, Legislative Analyst  
DATE: February 1, 2013  
RE: Charter Schools in Alaska and Multiple Authorizers  
*LRS Report 13.134*

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***You asked for information on states that employ a system of “multiple authorizers” for their charter schools. Additionally, you wanted information on charter schools in Alaska including how they are authorized.***

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Generally, charter schools are independent, nonsectarian public schools created by a formal agreement—the charter—among a team of parents, education professionals, and community or business leaders, and a sponsor, usually a local school board or state department of education. This team, sometimes known as the Academic Policy Committee, typically has the flexibility to shape the school and its programs by governing the educational goals, curriculum standards, assessment measures, administration, and finances of the charter school.<sup>1</sup> The first charter school in the United States opened in 1992 in St. Paul, Minnesota.

According to the Education Commission of the States, as of the 2011-2012 school year, 41 states had enacted charter school legislation, and there are more than 5,600 individual charter schools across the country.<sup>2</sup> Enrollment in public charter schools more than quadrupled in the decade from 2000-2010.<sup>3</sup> Charter school laws vary from state to state, and often differ on several important factors, including how much money charter schools receive for operational and facilities expenses, whether teachers in a charter school have to be certified, and who is allowed to authorize charter schools. The primary functions of authorizers of charter schools are to review applications, establish “charters” or contracts, ensure compliance, and renew contracts. Authorizers are often local school boards or state boards of education, but in a number of states other entities can have a hand in this function. Such states employ a system of multiple authorizers.

### ***Multiple Authorizers for Charter Schools***

Of the 41 states with charter schools, at least 16 allow multiple or independent authorizers in addition to local or state education boards.<sup>4</sup> An independent or multiple authorizer describes an entity other than a local school board or state board of education with legal authority to approve charter schools. These entities typically include colleges and universities, non-profit organizations, municipalities, and independent statewide charter school boards.<sup>5</sup> There are various schools of thought in the education community pertaining to the merits of a system of multiple authorizers, some of which we discuss below.

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<sup>1</sup> This summary was obtained from the National Charter School Resource Center website, which provides information and resources relating to charter schools in the U.S. ([www.charterschoolcenter.org/](http://www.charterschoolcenter.org/)).

<sup>2</sup> The Education Commission of the States (ECS) is a nonprofit, nonpartisan organization that aims to improve public education by facilitating the exchange of information, ideas, and experiences among state policymakers and education leaders ([www.ecs.org/](http://www.ecs.org/)).

<sup>3</sup> National Center for Education Statistics, U.S. Department of Education.

<sup>4</sup> States that we identified with independent charting authorities, in addition to the state and local school boards, are Arizona, Colorado, Florida, Idaho, Illinois, Indiana, Michigan, Minnesota, Missouri, Nevada, New York, Ohio, Oklahoma, South Carolina, Utah, and Wisconsin. We identified information on multiple authorizers from a number of sources including the Center for Education Reform, an organization that advocates for educational reform in the U.S. ([www.edreform.com/](http://www.edreform.com/)) and the National Alliance for Public Charter Schools, a leading national nonprofit organization committed to advancing the charter school movement ([www.publiccharters.org/](http://www.publiccharters.org/)).

<sup>5</sup> As Attachment A we provide recent policy pieces from the National Conference of State Legislatures and the Center for Education Reform pertaining to the issue of authorizing charter schools.

Proponents of multiple authorizers hold that permitting the creation of independent authorizers is one of the most important components of strong charter systems. According to a report from the Center for Education Reform (Attachment A), data indicate that states with multiple chartering authorities have more than three times the number of charter schools than states that allow only local school board authorization. The authors also contend that states without multiple authorizers often create hostile environments for charters because school boards frequently view charter schools as competition and can reject applications based on politics over merit. Proponents suggest that without objective oversight from multiple authorizers, potential charter schools often have little chance of being approved, and growth in a state is stunted. Supporters contend that allowing several different institutions to authorize the schools, so that different groups can specialize and compete, can increase the number and quality of education options open to families.

In 2009, the National Alliance for Public Charter School (NAPCS) published a model law for charter schools.<sup>6</sup> It includes a provision that two or more viable authorizing options for each charter school applicant be available. The model law also includes sections on authorizer funding, which differs among states and can be quite complex. The NAPCS provided us with a five-page memo, which we include as Attachment B, in which it discusses the funding systems for Arizona, Colorado, Florida, Idaho, South Carolina, and Utah, all states that allow for multiple authorizers. Additionally, the document includes an overview of the ways in which states address charter schools' access to local funding.

Those who oppose charter schools being authorized independently of the traditional education establishment argue that school boards represent local control and therefore should be allowed to be the final arbiter of new education endeavors in their districts. They also speak of the need for state oversight of taxpayer dollars and suggest that waste and fraud may occur without centralized control. A report from Stanford University's Center for Research on Education Outcomes (CREDO) found "a significant negative impact on student academic growth" for charters in states that allow multiple agencies to authorize these schools. In effect, the CREDO document contends that the presence of multiple authorizers allows charter organizers to "shop" for the most advantageous route to approval instead of a more rigorous one.<sup>7</sup>

### *Alaska*

The Alaska Legislature passed the Charter School Act in 1995.<sup>8</sup> Currently there are twenty-seven charter schools operating in Alaska, in eight different districts.<sup>9</sup> Charter school enrollment in the state, as in the lower 48, has increased significantly and steadily over the years, from 137 students in 1997 to approximately 6,000 students today.

Authorizing charter schools in Alaska is basically a two-pronged process wherein the local school board must authorize a charter school's application and then the state Department of Education and Early Development (DEED) must do so as well.<sup>10</sup> This is essentially the process employed in most jurisdictions throughout the country. Alaska Statute 14.03.250, which pertains to the establishment of charter schools and delineates the entities that have the authority to authorize them, reads as follows:

- (a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school.

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<sup>6</sup> The 64-page modal law document can be accessed at [www.publiccharters.org/data/files/Publication\\_docs/ModelLaw\\_P7-wCVR\\_20110402T22341.pdf](http://www.publiccharters.org/data/files/Publication_docs/ModelLaw_P7-wCVR_20110402T22341.pdf).

<sup>7</sup> The Center for Research on Education Outcomes (CREDO) is committed to improving the body of empirical evidence about education reform and student performance at the primary and secondary levels (<http://credo.stanford.edu/>). The CREDO 57-page study "Multiple Choice: Charter School Performance in 16 States" is available at [http://credo.stanford.edu/reports/MULTIPLE\\_CHOICE\\_CREDO.pdf](http://credo.stanford.edu/reports/MULTIPLE_CHOICE_CREDO.pdf) (please note that this document is copyrighted).

<sup>8</sup> Chapter 77 SLA 1995. The statutes that govern the creation and administration of charter schools in Alaska are AS 14.03.250 through AS 14.03.290.

<sup>9</sup> Marian Svobodny, Correspondence and Charter Schools program manager, Alaska Department of Education and Early Development, 907-465-8718. Additional information on charters school in Alaska is available at [www.eed.state.ak.us/alaskan\\_schools/charter/](http://www.eed.state.ak.us/alaskan_schools/charter/).

<sup>10</sup> Alaska Statutes use the term "approved" instead of the more commonly-used term "authorized," which we use in this report.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

There have been a number of measures considered and enacted regarding charter schools in Alaska since the Charter School Act of 1995. We identified only one short-lived legislative effort, in 1997, to expand what entities may have a role in authorizing or approving a charter school.<sup>11</sup>

We hope this is helpful. If you have questions or need additional information, please let us know.

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<sup>11</sup> In 1997 House Bill 229 and its companion Senate Bill 182 would have allowed a charter school to be established by a local charter school board authorized by a municipal ordinance, or a state charter school board. Neither bill got much traction during the 20<sup>th</sup> Legislature. We queried the Alaska Bill Action and Status Inquiry System (BASIS) and consulted with relevant DEED staff.

**Attachment A**

Authorizing Charter Schools, NCSL, May 2011

The Importance of Multiple Authorizers in Charter School Laws, Center for Education Reform,  
December 2011

# Authorizing Charter Schools



By Yilan Shen

May 2011

After two decades of experience with charter schools, state legislators want to ensure these schools are effective. Recent legislation deals more with expansion and quality than early charter school legislation did.<sup>1</sup> The process of authorizing charter schools addresses both the number of schools to be allowed and the quality of the schools. Thus, the topic of authorizing is relevant and important to current debates. Authorizing is the process of approving an application for a charter, negotiating a contract, overseeing a school and deciding whether to close a school at the end of its charter or renew its contract. State laws dictate which entities have authorizing powers and the roles they play in holding charter schools accountable for effectiveness.

Rigorous authorizing is critical to ensuring high-quality charter schools. State legislators pass laws about charter school operations and are publicly accountable for ensuring quality. The authorizers, however, directly hold charters accountable for results. Authorizers not only allow promising applicants to open schools, but also close ineffective schools.

When charter laws were first enacted, school districts were the main authorizers. Later, states allowed other types of organizations to become authorizers in order to allow growth of charter schools, create competition and ensure quality authorizing. Quantity alone, however, did not have the intended effect on quality. Now, stakeholders are focusing on quality in legislation and practices. This brief covers what authorizers do, identifies who authorizers are, discusses state authorizing policies and offers policy questions for consideration.

## What Do Authorizers Do?

The four primary responsibilities of authorizers are to review applications for charters, establish “charters” or contracts, ensure compliance and renew contracts (or not).

### Applications

The first step in charter school authorizing is typically a call for applications. Some authorizers post periodic formal requests for proposals, and others reply to applications as they are submitted.<sup>2</sup> At a minimum, applications usually include the following components, although many state laws include more:

- the mission of the proposed charter;
- financial plans for budgets and facilities;
- specific educational goals, such as graduation rates and test score benchmarks;
- involvement of for-profit or nonprofit management organizations; and
- other information relevant to the capacity of the charter school to succeed.

### Charter Schools in the States

Charter schools are publicly funded, privately managed and semi-autonomous schools of choice. They do not charge tuition. They must hold to the same academic accountability measures as traditional schools. They receive public funding similarly to traditional schools. However, they have more freedom over their budgets, staffing, curricula and other operations. In exchange for this freedom, they must deliver academic results and there must be enough community demand for them to remain open.

The number of charter schools has continued to grow since the first charter law was passed in Minnesota in 1991. Some have delivered great academic results, but others have closed because they did not deliver on promised results.

Because state laws enable and govern charter schools, state legislatures are important to ensuring their quality.

This series provides information about charter schools and state policy topics, including finance, authorization, limits to expansion, teaching, facilities and student achievement.



Some authorizers use outside experts to review applications, while others rely only on internal staff to review. Personal interviews with applicants commonly are held. Using both internal and external evaluators and personal interviews are recommended by the National Association of Charter School Authorizers (NACSA) as part of their “Principles and Standards for Quality Charter School Authorizing.” The overall rate of charter approvals has decreased in recent years. The decline could be because authorizers have more experience and are using more rigorous criteria. Since some states have limited the number of charters that can be approved, the decline also could be due to the fact that some have reached or are nearing their limits.<sup>3</sup>

## Contracts

Once applications are approved, the authorizer drafts a contract with operators of the proposed school. The contract or “charter” outlines the timeline of the agreement, requirements for a governing board and bylaws, exemptions to traditional school legal obligations, performance goals, the number of schools allowed under the charter, fiscal goals and reporting requirements among other terms.<sup>4</sup> Most authorizers enter into formal contracts with charter schools, unless state law does not require it.<sup>5</sup> When there is no formal contract, the authorizer and school rely on the charter application and legal precedent to bind the relationship. For example, the authorizer would use the specific educational goals outlined in the application—such as student test scores—to assess how well the school is meeting its obligations. The span of a contract can be between one and 15 years.<sup>6</sup> Alaska, Arizona, Georgia, Illinois, Michigan, Missouri, Nevada, New Mexico and the District of Columbia allow charter contracts to be longer than five years.<sup>7</sup>

## Oversight

During the contract period, the authorizers continue to monitor the school’s progress and compliance. They oversee specific items such as enrollment, academic achievement, student admissions, finances and compliance with regulations. Authorizers carry out oversight through financial audits, academic reports, site visits to schools, monitoring through electronic data systems and reviews by government agencies. Once the oversight tasks are completed, specific

actions are taken to address any problems. Authorizer involvement varies when a school is not meeting its goals. The school is typically informed about failures in writing and required to develop specific plans for improvement. Some authorizers dictate how the failures should be addressed and the specific changes that are to be made.<sup>8</sup> Flexibility is an important aspect of charter schools’ autonomy and definition. At this stage, authorizers must be specific about necessary improvements without prescribing specific solutions. These reviews can occur prior to or at the end of the charter term (period of operation written into the charter), typically five years.<sup>9</sup> While some authorizers have the discretion to determine term length, others are bound by state laws.

## Renewal

The last step in the authorizing process is a renewal decision. When a charter school does not meet the goals in its contract, it typically would close when its charter term ends.<sup>10</sup> A charter school can be closed before the end of the charter term, however, if the authorizer revokes the charter or the school operators withdraw the charter. Most closures occur when the charter term ends. Common reasons for charter school closures include financial problems, low academic performance and lack of regulatory compliance. The rate of closures has increased as the number of charter schools has expanded. Most closures are concentrated in a few states—California, Florida, Ohio, Arizona and Wisconsin—but, with the exception of Arizona, they also have the most new school openings. Closure rates in other states vary; some states have never closed a charter school.<sup>11</sup>

## Who Are Authorizers?

States allow various entities to authorize charter schools. The most common are local school districts, which account for about 90 percent of all authorizers. Other types of authorizers, in order of prevalence across the country, are higher education institutions, state boards of education, nonprofit organizations, independent charter boards and municipal governments. As of late 2010, a total of 955 authorizers were responsible for 5,268 charter schools and 1.6 million students in the nation.<sup>12</sup> As the number of charter schools increases, so do the number of authorizers.

Survey results paint a general picture of who authorizers are. Most are small; they oversee fewer than five schools. Large authorizers, which oversee more than 10 schools at once, tend to be less prescriptive and allow charter schools more autonomy in addressing problems.<sup>13</sup> Perhaps reflecting other organization characteristics, the resources and functions dedicated to the authorizing process vary among authorizers. Some authorizers specifically exist as such, while others—including local districts and higher education institutions—have many other responsibilities. Funding for authorizer responsibilities comes from charter school revenues, existing organization operating budgets, state and federal grants and state and/or municipal appropriations.<sup>14</sup>

Since most authorizers have other responsibilities, not all have budgets allocated only for authorizing activities. A little more than half of authorizers surveyed by NACSA report budgets specifically for authorizing activities. The number of staff designated for authorizing duties averages about five full-time equivalents. In reality, however, some authorizers have no full-time staff for authorizing activities and, even among larger authorizers, one full-time staff person may oversee an average of six schools. Half the authorizers in the survey report a lack of specified resources set aside for authorizing within their organization.<sup>15</sup>

The various types of authorizers bring different qualities to the job of overseeing charter schools. State laws specifically outline how these entities hold charter schools accountable. In some jurisdictions, only one authorizer may decide the fate of charter schools. In others, several authorizers can approve applications, and some can repeal others' decisions. When charter schools were new and untested, the ability to appeal charter denials was established so an applicant could seek other options if the application was denied. Most state charter laws offer an alternative for the applicant to pursue if a charter is rejected.<sup>16</sup> The main types of authorizers states allow are described below:

- **Local school district** authorizers bring assets and challenges to the authorizing process because of their unique relationships with charter schools. For example, there may be competition for students and per-pupil funding between a local district and the charter school within a district. However, the authorizing district also

can be a useful partner to the charter school since it can provide technical assistance and help secure facilities.<sup>17</sup> Some local school districts may treat their charter schools as traditional schools, and the relationship typically results in less charter school autonomy. Local districts are more likely to be directly involved in decision-making, especially when a school is underperforming, by prescribing specific solutions and such. Local school boards historically have authorized more charter schools that were converted from traditional schools than other authorizers.<sup>18</sup>

- **Institutions of higher education** are natural choices as authorizers because they receive students from the K-12 systems. They have a stake in ensuring quality education for college and career readiness at the K-12 level. When surveyed, most authorizing higher education institutions reported that authorizing was part of their overall mission to improve education and viewed it as an opportunity to use their expert knowledge.<sup>19</sup> Although they often are involved in K-12 teacher preparation and other areas, they do not have the existing infrastructure and specific knowledge about K-12 day-to-day operations that school district authorizers do.<sup>20</sup> In addition, they usually have limited resources and capacity for authorizing responsibilities.
- **State boards of education** have advantages as authorizers. They can be effective because of their statewide outlook, institutional knowledge and expertise.<sup>21</sup> However, according to NACSA's analysis, since state education agencies have the most limited staff and resources among authorizers of the same size, authorizing can be low on the list of priorities.<sup>22</sup> At the same time, many state boards have unique powers in the authorizing process. More than half of the states with charter laws allow the state boards of education to repeal or override denials from other authorizers.<sup>23</sup>
- **Nonprofit organizations** can serve as authorizers because they often have knowledge about specific needs of a population, neighborhood or community, so they have incentives to hold charter schools accountable for educational achievement. They also bring experience in fundraising, organizational operations and manage-

ment. However, they often have limited resources and do not have experience in school operations. They have the least rigorous application process and the highest approval rates among large authorizers.<sup>24</sup> Only Minnesota and Ohio currently allow nonprofit organizations to authorize.

- **Specialized independent charter boards** are authorizers in eight jurisdictions. These organizations are created for the sole purpose of overseeing charter schools. They have the advantage of focusing on charter school quality and innovation, but also face the challenges that come with starting a new institution. Members usually are appointed by state officials or nominated by education agencies. They can be representatives of the business community or traditional public schools, charter school operators, teachers or others with valuable skills and backgrounds that represent state residents.
- **Municipal governments** are allowed to authorize in two states. Indiana empowered the mayor of Indianapolis to authorize within the city, and Wisconsin allows the Milwaukee city council, among other entities, to authorize for city schools.<sup>25</sup> Although these city-wide officials have broad knowledge about education needs and can be powerful leaders, they often do not have education expertise and in-depth knowledge about education reform. In addition, turnover among municipal leaders occurs regularly, and they already have many other responsibilities.

## Components of Effective Authorizing Policies

Stakeholders and researchers have accumulated general lessons learned about rigorous authorizing. The lessons center around setting goals, determining authorizing powers, ensuring accountability and providing funding.

### Goals

Clear goals stated in law are first steps to ensuring quality in charter school authorizing. The authorizer not only should see charter school success as part of its own mission, but also should keep school flexibility and innovation in mind

during oversight of school operations. Authorizers can be involved in tasks such as engaging the community and parents who support the charter school without treading on the school's autonomy. Authorizers can have specific missions, such as replicating promising practices among the schools they oversee. One such example is the Colorado Charter School Institute. Among its goals—set in law—are to open charter schools to meet the needs of at-risk youth and to set an example for high-quality authorizing.

### Authorizing Powers

Authorizing powers are important components in charter laws. Competition among several authorizers can lead to more rigorous oversight, but more authorizers may not always be better. The availability of different types of authorizers in addition to local school districts may allow charter school growth within a state, but the quality of authorizing depends on various other factors, such as resources, capacity and an organization's mission that includes charter quality. If authorizers are lax, less promising applicants can seek them out. This not only negates the rigorous work of other authorizers, but also may discourage competition. Quality depends more on a uniform standard among all authorizers in a jurisdiction than sheer numbers of them to drive quality. Research shows that authorizers with a higher volume of charter schools under their jurisdiction actually perform better.<sup>26</sup> Arizona and California allow local district authorizers to oversee schools only within district geographic boundaries. This can provide district incentives to help the charters meet their goals and ensure that oversight is practical,

### Accountability

Just as accountability for charter schools is important to their success, so is accountability for authorizers to ensure quality in their work. Clear expectations and standards are key components of an accountability system for both charter schools and authorizers. Results should be measurable, and the means of assessing quality should be reasonable. Along the same lines, reporting requirements that detail measurable results without unnecessary, onerous paperwork for schools and authorizers can be useful accountability tools. Authorizers can be required to apply to become authorizers. Just as underperforming charter schools would be closed

by authorizers, revoking authorizing powers is warranted if the goals clearly stated in law are not met. Minnesota laws passed in 2009 hold the authorizer directly accountable for performance of the charter schools it oversees and requires the state education department to approve authorizers every five years.<sup>27</sup>

## Funding

Adequate resources and capacity can ensure that authorizing duties are not overshadowed by other core responsibilities. What is adequate? According to NACSA, funding levels for

authorizing need not match funding for traditional school operations. Approval and oversight can be carried out efficiently by a small staff with experience in charter school quality. NACSA recommends a novel approach to authorizer funding: it combines a set amount of money from the state with a percentage of charter school revenues. If authorizers depended on revenues from schools as their only source of funding, it might offer an incentive to keep more schools open. This approach, they argue, lessens the incentive for authorizers to keep poorly performing schools in operation, since funding for authorizing would not be solely tied to the number of schools they oversee.<sup>28</sup>

## Policy Questions to Consider

- Who are authorizers in the state? How many schools do they oversee? How many authorizers are large and how many are small? What is the extent of their authorizing powers?
- How do organizations become authorizers? Do they apply, or are some organizations automatically identified as appropriate authorizers?
- What accountability measures are in place to evaluate authorizers? Who oversees this process? Are the measures specific and objective?
- How much and through what means do authorizers receive state funding?
- How often do authorizers review charter schools? For charter schools with terms of 10 years or more, are authorizers conducting regular performance reviews?
- How many schools have authorizers closed? Are the closure and charter approval decisions driven by concrete data such as test scores, financial reports, independent audits, etc.?
- Do authorizers allow enough autonomy within their contracts with charter schools for innovation and risk?
- Are methods in place for effective authorizing practices to be shared among authorizers and charter schools?
- Do authorizers in the state have uniform standards of approval and renewal?

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## THE IMPORTANCE OF MULTIPLE AUTHORIZERS IN CHARTER SCHOOL LAWS

### What is an Authorizer?

An authorizer is an entity or body approved by the state legislature to bring charter schools into existence. Authorizers set up application processes and approve or deny charter school applications. Most importantly, authorizers are accountable for managing and monitoring their charter schools' academic record and organizational viability, while also ensuring that they are in compliance with all applicable laws. An authorizer can be a school board, state board of education, or an independent entity. Charter schools are accountable to their authorizers for state and federal accountability requirements.

### What is an independent or multiple authorizer?

An independent or multiple authorizer is the term given to entities other than local boards or the state board that have authority under state law to approve charter schools. They are typically bodies outside of the regular education structure of a state and can include independent, statewide charter school boards (which are separate from the state department of education), colleges and universities, and municipalities.

### Why are multiple authorizers important?

Permitting the creation of independent authorizers is one of the most important components of a strong charter law. The data show that states with multiple chartering authorities have almost three and a half times more charter schools than states that only allow local school board approval. About 78 percent of the nation's charter schools are in states with multiple authorizers or a strong appeals process. These states are also home to the highest quality charter schools, as evidenced by state test scores, numerous credible research studies and ongoing observation.

States that do not have multiple authorizers create hostile environments for charters because school boards often view charter schools as competition and reject applications not based on merit, but on politics. Without objective oversight from multiple authorizers, charter schools have no alternatives for approval, and quality growth in a state is severely stunted. School board hostility has prevented certain states, such as Maryland, Tennessee, and Rhode Island from meeting growing demand for school choice.

### How many states have independent, multiple authorizers?

16 states have independent chartering authorities, in addition to the state or local boards. Those states are:

Arizona	Missouri
Colorado	Nevada
District of Columbia	New York
Idaho	Ohio
Illinois	Oklahoma
Indiana	South Carolina
Michigan	Utah
Minnesota	Wisconsin

### How do they work?

Multiple authorizers consist of staff and boards that create and supervise the process by which charter applications are taken, reviewed, approved and once schools are running, how they are monitored. While held to standards by the state, these staff members are independent of the traditional district education system and can make decisions for their charter schools without the interference of the state or local school boards. Most of the time the processes for operations are written either into the law or into regulations adopted by state boards of education. The more detailed the law is, the more effective the authorizer will be. Not all are created equal, however. Those that are more likely to have high numbers of accountable, high quality charter schools tend to have more independence from conventional education bureaucracies, while still being held to high standards and needing to follow clear rules and state regulations governing all other public agencies.

### Are They Constitutional?

Legislatures in every state have grappled with this issue and case law now exists attesting to the constitutionality of charter schools in every state, even those where school board control is paramount. While interpretations may vary, Courts consistently ruled that wherever a state legislature is tasked with the authority to establish and fund public education, it may create systems for the establishment of other public schools without violating the Constitution. These same cases and legal analyses have also confirmed that states are obligated to provide to charter schools the same funding pools that conventional public schools receive (i.e. federal, state and local). State legislators or state attorneys who argue otherwise often hide their disagreement with charter schools behind a constitutional cloud, when in reality their disagreements are based on politics or policy, not the intent or direction of the law.

### Additional Benefits of Multiple Chartering Authorities

Charter schools grow and flourish in environments that provide multiple ways for groups to obtain charters to open schools. States that grant universities the ability to charter schools tend to enjoy a robust charter school movement where the resources of higher education are brought to bear on K-12 problems through high standards of accountability, technical assistance and additional oversight. States that have created independent charter school boards, such as in Washington, DC, or allow the mayor's office to charter, as in Indianapolis, Indiana, ensures that a staff and budget is solely used to properly manage charter schools, and most importantly, to make sure that they are academically successful. Strong performance management tools to gauge success have been created in New York and Washington, DC that are used as models for both charter schools and conventional public school systems across the country.

As with any charter school, accountability is key. Schools that fail to perform, or do not meet the terms of their charters do not have their charters renewed.

Below are some outstanding examples of these independent charter school-authorizer partnerships:

- 1) The State University of **New York** was given the authority in 1998 to open a charter school institute, where up to 230 charter school applications can be approved. That office, housed in the Chancellor's office and paid separately by legislative appropriations, is responsible for the highest quality charter schools in New York.
- 2) The independent DC Public Charter School Board is the only charter school authorizer in **Washington, DC** after the DC Board of Education transferred all charter school authorizing power over to them. While it is the only authorizer, it is a model to the nation for its effective oversight and performance management tools that hold schools accountable and the DC PCSB schools consistently outpace conventional public school achievement. Slightly more than forty percent of DC public school students now attend a charter school.
- 3) Any public university in **Michigan** may authorize charter schools. This led to ten major universities opening up charter school offices, which are responsible for the majority of the state's over 300 charter schools. These offices focus on quality applicants, and monitor state and federal accountability measures.
- 4) **Indiana** followed Michigan's model and authorized public universities in that state's charter law. Today Ball State University leads the pack in authorizing nearly half of the state's 63 schools. The Mayor of Indianapolis also authorizes schools and recent changes in law created a state charter school board that will also sponsor schools, will permit additional universities and nonprofit organizations to sponsor, and opens up virtual school enrollment.
- 5) **Wisconsin** gave authority for three branches of the University of Milwaukee system to approve schools in the city, providing a wide degree of choices and boosting that city's appreciation of higher education. Unfortunately, Wisconsin's bill to create a statewide authorizing commission failed to pass in 2011.

- 4) **Indiana** followed Michigan's model and authorized public universities in that state's charter law. Today Ball State University leads the pack in authorizing nearly half of the state's 63 schools. The Mayor of Indianapolis also authorizes schools and recent changes in law created a state charter school board that will also sponsor schools, will permit additional universities and nonprofit organizations to sponsor, and opens up virtual school enrollment.
- 5) **Wisconsin** gave authority for three branches of the University of Milwaukee system to approve schools in the city, providing a wide degree of choices and boosting that city's appreciation of higher education. Unfortunately, Wisconsin's bill to create a statewide authorizing commission failed to pass in 2011.
- 6) **Minnesota** passed the nation's first law without universities involved, but amended it later to allow any postsecondary institution to authorize charters. Today the state is home to more than 160 healthy charter schools.
- 7) The initial **Ohio** charter law gave authority to the University of Toledo to charter schools in its area. Today, other state universities and nonprofit organizations can also authorize charter schools.
- 8) **Missouri's** law limits charters to St. Louis and Kansas City, but gives authority to the public universities in both cities, in addition to the local school boards. It is the universities that have had the most success with charter schools.
- 9) In July 2011, **Illinois** governor signed into law the creation of a statewide charter school commission (in addition to local boards across the state), which will serve as an authorizer focusing on quality and accountability. Commission members were selected this fall, and we expect to see many quality applications from Illinois' suburbs that have been rejected by their school boards for too long.
- 10) **Federal law** governing the public charter school grant program gives priority to state laws which have multiple authorizers. The states noted above get more federal grant funds than those for which there is a single authorizer.

#### CHARTER SCHOOL FAST FACTS

There are more than 5,700 charter schools serving more than 1.8 million children across the country. Charters schools are growing at a rapid pace. For the 2011-2012 school year, 511 new charter schools opened in 40 states and the District of Columbia.

Today, 41 states and the District of Columbia have charter school laws in place.

Of the 41 laws that CER ranked in 2011 only 13 have strong laws that do not require significant revisions. Get more information on states' charter law grade, ranking at analysis at [www.charterschoolresearch.com](http://www.charterschoolresearch.com).

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**Attachment B**

Funding for State Charter Board—Approved Charter Schools, National Alliance for Public  
Charter Schools, January 2013



**To:** Tim Spengler, Alaska Legislative Analyst  
**Subject:** Funding for State Charter Board-Approved Charter Schools

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One of the major issues that must be addressed when states create new independent state charter boards is how to fund the charters authorized by the new boards. Eight jurisdictions currently have independent state charter boards: Arizona, Colorado, the District of Columbia, Florida, Hawaii, Idaho, South Carolina, and Utah. Given the idiosyncratic nature of each state's school funding system, it's not surprising that the funding of state charter board-authorized charters varies from state to state. The purpose of this memo is to provide a comparison of the local, state, and federal contributions to each state's school funding system, an overview of the four ways in which states handle access to local dollars by state charter board-authorized schools, and a description of how each state funds state charter board-authorized schools.

#### **Local, State, and Federal Contributions to School Funding Systems**

Battles over school funding are highly contentious. The exact nature of the fights differ, though, depending on whether you're in a state where locals provide most of the monies for the school funding system (like in Nevada, where locals provide 65% of the dollars) versus a state where the opposite is true (such as in New Mexico, where the state provides 70% of the funding). As a point of context when looking at how states fund state charter board-authorized schools, see Table 1 on the next page for the local, state, and federal contributions in the states with independent state charter boards.

**Table 1. Local, State, and Federal Contributions to School Funding Systems in 2005-06**

	<b>Local</b>	<b>State</b>	<b>Federal</b>
Hawaii	2%	90%	8%
Idaho	33%	56%	11%
Utah	35%	54%	11%
Arizona	41%	52%	7%
South Carolina	45%	44%	11%
<b>Georgia</b>	<b>48%</b>	<b>43%</b>	<b>9%</b>
Colorado	50%	43%	7%
Florida	51%	39%	9%
District of Columbia	87%	-	13%

Source: National Education Association, *Rankings & Estimates*, December 2007.

**State Charter Board-Authorized Charter Schools' Access to Local Dollars**

This section of the memo provides an overview of the four ways in which states address state charter board-authorized charter schools' access to local dollars. It does not include descriptions for D.C. and Hawaii because these states' mixes of local, state, and federal contributions are anomalies within the set of states with state charter boards.

**No Access to Local Dollars, No State Replacement of Local Dollars:** In the first approach, states do not provide state charter board-authorized charter schools access to local dollars. They also don't replace the local dollars with state funds. States that use this approach are Idaho and South Carolina.

**No Access to Local Dollars, State Replacement of Some Local Dollars with Existing State Funds:** In the second approach, states do not provide state charter board-authorized charter schools access to local dollars. However, they replace some local dollars with existing state funds by holding back a portion of the state's share of the district per-pupil funding revenue equal to the amount of the local share for the state-authorized charter schools. Colorado uses this approach.

**No Access to Local Dollars, State Replacement of Some Local Dollars with New State Funds:** In the third approach, states do not provide state charter board-authorized charter schools access to local dollars. However, they replace some local dollars with new state funds. Arizona and Utah use this approach.

**Access to Local Dollars:** In the fourth approach, states provide state charter board-authorized charter schools access to local dollars. In these states, the state requires districts to send state charter board-authorized charter schools the local funds to which they are entitled. Florida uses this approach.

## **Description of State Systems**

This section of the memo provides a description of how each state funds state charter board-authorized schools. As with the last section, it does not include descriptions for D.C. and Hawaii.

### **Arizona**

***Authorizing Picture:*** While Arizona currently allows local school boards, the state board of education, and the state charter board to approve charter applications, the primary authorizer is the state charter board. Of the 339 charter holders operating on 459 sites, the state charter board oversees 334 charter holders operating on 453 sites. It directly chartered 310 charters on 417 sites, and also oversees 24 charters on 36 sites chartered by the state board of education. Local school boards authorize only six charters operating on six sites.

***School Funding System:*** Arizona public schools are funded based on a per-pupil formula that provides foundation funding. Other revenue is available for students who qualify for various state and federal programs. Districts raise additional revenue from county and local sources.

***School Funding for State-Authorized Charters:*** In addition to the base level amount from the state, charter schools receive state program grants. Charter schools do not have access to local revenue from property taxes and bond measures. The state provides state-authorized charters with additional assistance funds to make up for the lack of local revenues for charter schools.

### **Colorado**

***Authorizing Picture:*** Colorado allows local school districts and an independent state charter board to authorize charter schools. However, the state charter board is only allowed to authorize charter schools in districts that have not maintained the “exclusive authority” to authorize charters in their districts. It currently oversees 12 of the state’s 140+ charters.

***School Funding System:*** According to a 2005 study by the Thomas B. Fordham Institute, Colorado public schools are funded based on a formula that provides a base per-pupil amount plus additional revenue to recognize district-specific variances in cost of living, personnel costs, size, and percentage of at-risk pupils. The formula is funded through a local share and a state share designed to fill any shortfalls that arise when local monies are insufficient to fully fund the total program. Districts raise additional local revenues through voter-approved tax overrides.

***School Funding for State-Authorized Charters:*** Colorado charter school funding is based on 100% of district per-pupil funding revenue for each student enrolled in the charter school. For charters authorized by the state charter board, the state fully funds the

requisite per pupil funding amount with state revenues because these charters do not receive locally generated tax dollars. The state then reduces its funding allocation to each local district sending students to these charters in an amount equal to the local per pupil share for the state-authorized charter schools.

## **Florida**

***Authorizing Picture:*** Florida allows local school districts and an independent state charter board to authorize charter schools. Similar to Colorado, the state charter board is only allowed to authorize charter schools in districts that have not maintained the “exclusive authority” to authorize charters in their districts. There are almost 400 charter schools in Florida, but the state charter board, which was created in 2006, has yet to authorize a school.

***School Funding System:*** According to the 2005 Fordham study, Florida public schools are funded based on a weighted per-pupil funding system that accounts for the number of students in particular education programs. The state contributes state funds to the system and requires districts to contribute local tax dollars to it based upon their taxpaying ability. In addition to the requirement that districts provide local effort to the system, districts can obtain other local funds beyond their local effort contribution by raising local property taxes.

***School Funding for State-Authorized Charters:*** Florida public charter schools authorized by the state charter board are funded through the weighted per-pupil funding system as well. They receive both the state and local portions of the system to which they are entitled. However, they rarely have access to any of the additional local tax dollars that districts are allowed to raise.

## **Idaho**

***Authorizing Picture:*** Idaho allows local school districts and an independent state charter board to authorize charter schools. However, the state charter board is only allowed to authorize charter applications that are referred by local school boards, that aren’t acted upon by local school boards, or that are denied by local school boards. Also, a recent change requires all new virtual public charter schools to be authorized directly by the state charter board. The state charter board currently oversees 14 of the state’s 30 charters.

***School Funding System:*** Idaho public schools receive most of their state and local funds through the general maintenance and operation fund. This fund accounts for the financial operation of the districts’ instructional programs supported by local tax revenues and state foundation support appropriations. All other funds account for the revenues of specific types of activities, such as state and federal programs, retirement of debt, and capital projects.

***School Funding for State-Authorized Charters:*** Idaho public charter schools authorized by the state charter board receive state foundation support appropriations, but not local tax revenues.

## **South Carolina**

***Authorizing Picture:*** South Carolina allows local school districts and an independent state charter board to authorize charter schools. While there are 29 public charter schools open in South Carolina, the state charter board, which was created in 2006, has yet to authorize a school.

***School Funding System:*** According to the 2005 Fordham study, South Carolina public schools receive state funds from over 90 revenue categories grouped into five primary areas: Education Finance Act, Restricted State Grants, Unrestricted State Grants, Education Improvement Act, and Education Lottery Act. The Education Finance Act allocation is the foundation for school funding in South Carolina. Every year, the legislature determines a base student cost that serves as the funding level for the foundation education program. State aid for each district is then determined, in part, by multiplying the base student cost by the weights for 15 classifications of students enrolled in the district. State funds are then allocated to school districts via an equalization formula based on the state's assessment of each local district's taxpaying ability.

***School Funding for State-Authorized Charters:*** South Carolina public charter schools authorized by the state charter board receive the state portion of the foundation education program under the Education Finance Act, but not the local portion. They also receive state funds via Restricted State Grants, Unrestricted State Grants, Education Improvement Act, and Education Lottery Act.

## **Utah**

***Authorizing Picture:*** Utah allows local school districts and an independent state charter board to authorize charter schools. The state charter board currently oversees 55 of the state's 66 charters.

***School Funding System:*** Utah public schools are funded using a minimum school program formula based on enrollment, student characteristics, and school location. The formula is funded through a local share and a state share designed to fill any shortfalls that arise when local monies are insufficient to fully fund the minimum school program. School districts can impose property tax levies to raise funds for several additional programs.

***School Funding for State-Authorized Charters:*** Utah public charter schools authorized by the state charter board are funded through the minimum school program as well. However, they do not have access to local property taxes. In lieu of those taxes, the state provides charter schools with local replacement funding through a formula outlined in state statute.



THE STATE  
of **ALASKA**  
STATE LEGISLATURE

**Lynn Gattis - State Representative**

Representative.Lynn.Gattis@akleg.gov

*House Education Committee*

*Chair*

**CSHB 93**

**Sponsor Statement – Revised**

Currently, only local school districts can approve or reject public charter school applications. School districts monitor, renew or terminate public charter school contracts. A charter school is a semi-autonomous public school that has some control over its budget, curriculum, calendars and selection of employees.

Our state has been recently recognizing the short-comings of our current charter school laws and it has become evident that our state can do more to provide a more charter school-friendly environment. This bill has several components that will promote that more favorable environment.

The bill limits the time that a district has to make its decision to deny or approve a charter school application to 60 days. The bill provides for an appeal process for those charter schools that were denied at the local level. It then allows the Commissioner of the Department of Education and Early Development to approve a charter school that was initially denied by a local district and provides for the State Board of Education to become the operator of the charter school.

CSHB93 secures for a charter school the right of first refusal for leasing of available space of school district facilities and allows the district to charge a reasonable fee that reflects the true operational costs of that facility. It also limits the amount that a district can charge in indirect cost fees to 4% and includes language that state funding generated for special needs, vocational and technical instruction, and construction or major maintenance, be included in the funding directed to charter schools.

The bill directs school districts to formulate a policy and thoughtfully address the transportation challenges of their charter school students without requiring districts to specifically provide transportation routes for charter school students.

The bill provides for bonding by a municipality or borough for construction, additions and major rehabilitation projects for charter schools through the state's debt reimbursement program at the 70% rate.

CSHB93 decreases the minimum number of students required for establishing the funding rate for a charter school within its first three years, and allows the adjusted student count to be counted at the same rate as for 150 students.

Representative Lynn Gattis

March 25, 2014

A handwritten signature in cursive script, appearing to read "Lynn Gattis".

HOUSE DISTRICT 9  
GREATER WASILLA

Interim  
600 E. Railroad Ave  
Wasilla, AK 99654  
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Fax: (907) 373-6286

Session  
Alaska State Capitol Rm 420  
Juneau, AK 99801-1182  
Phone: (907) 465-4833  
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Toll Free: 800-782-4833



## *Alaska State Legislature*

# Representative Lynn Gattis

*Representative.Lynn.Gattis@akleg.gov*

### **Sponsor Statement**

### **HB 93**

### **“An act relating to the authorization, monitoring and operation of charter schools”**

Currently, only local school districts can approve or reject public charter school applications. School districts monitor, renew or terminate public charter school contracts. A charter school is a semi-autonomous public school that is mission-based and has some control over its budget, curriculum, calendars and, selection of employees.

Having school districts as sole authorizers limits the ability of parents and community members to establish more charter schools. It has also created an added layer of financial burdens that has diminished the level of services the schools can offer its students.

This bill will allow multiple authorizers of public charter schools in Alaska. Authorizers can be government agencies, universities and/or nonprofit organizations. Authorizers will be approved by the Department of Education and Early Development and will have the same role and responsibilities as current school districts to approve, monitor, renew or terminate a public charter school. The formula to fund charter schools will remain unchanged and will be based on the location of the charter school and the local school district in that geographical area.

Based on data from other states with multiple or independent authorizers, the number of charter schools have increased and communities and parents have been empowered with more choices to meet students' needs.

Indirect costs charged to charter schools will vary by authorizers and the schools will have more financial and hiring autonomy; schools will be able to hire teachers and other professionals within or outside from local school districts' labor bargaining agreements.

#### **Session Contact:**

State Capitol Room 420  
Juneau, AK 99801  
Phone: 907-465-4833  
Toll Free: 800-782-4833  
Fax: 907-465-4586

#### **Interim Contact**

600 E. Railroad Avenue  
Wasilla, AK 99654  
Phone: 907-373-6285  
Fax: 907-373-6286

*District 9 – Greater Wasilla*

### **Explanation of Changes of CS to HB 93**

All of the changes made in this CS incorporate the portion of the Governor's bill, HB 278, regarding charter schools and the amendments that this committee made to HB 278 so that this bill now is the stand alone bill that mirrors the charter school portion of the CS to HB 278.

The first section requires that a district make its decision to deny or approve a charter school application within 60 days of that application being submitted. This section also allows the Commissioner of the Department of Education and Early Development to approve a charter school that was initially denied by a local district and provides for the State Board of Education to become the operator of the charter school.

The second section lays out the appeal process through the Commissioner's office.

Section Three is the Committee amendment on securing a charter school right of first refusal for leasing of available space of school district facilities and that the district can charge a reasonable fee that reflects the true operational costs of that facility.

Section 4 limits the amount that a district can charge in indirect cost fees to 4% and includes language that state funding that is generated for special needs, vocational and technical instruction and construction or major maintenance should be part of the funding directed to charter schools. .



THE STATE  
of **ALASKA**  
STATE LEGISLATURE

**Lynn Gattis - State Representative**

RepresentativeLynn.Gattis@akleg.gov

*House Education Committee  
Chair*

TO: Members of House Education Committee  
FROM: Rep. Lynn Gattis  
DATE: March 29, 2013  
RE: Answers to some of the questions asked about HB 93

---

There were a few questions about HB 93 and the impact it would have in small rural communities.

The Department of Education & Early Development (DEED) has made it a requirement from school districts, that potential charter school projects are viable. This requirement is not expected to change under HB 93. It's unlike and possibly not viable for a very small community to accommodate both a neighborhood school and a charter. However, a parallel could be drawn with current options for students that could attend home-schooling programs. If a traditional school is not meeting the needs of its students, students can currently enroll in a home-schooling program and thus decrease the number of enrolled students in a small school.

Here are some samples of how other states have dealt with the concerns of small communities.

- Maine law contains temporary enrollment caps in that a charter school cannot enroll more than 5% to 10% of the resident school district's students per grade level in each of the first three years that a school is open.
- New Mexico law requires that an application for a charter school in a district with 1,300 or fewer students may not enroll more than 10% of the students in the district in which the charter school will be located.
- One state (Colorado) prohibits the ability of their state authorizer from authorizing schools in such districts.



HOUSE DISTRICT 9  
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**Comparison Between HB93 and HB278 Regarding Charter Schools**

HB 93

Allows DEED\* to grant chartering authority to other governmental agencies, nonprofit educational related entities and accredited post-secondary institutions

Establishes the procedures for approving those authorizers

Maintains State Board of Education as final approving authority

Requires DEED\* to provide a charter school's annual program budget

Requires that local contribution be included in the charter school funding

Includes nothing regarding "vouchers" or tax credits for funding private or religious schools or for students who attend private or religious schools

HB 278

Gives Commissioner of DEED\* appeal hearing authority if charter was initially denied by local school board

Final decision for approval of a charter school stays with State Board of Education

Requires that districts fund charter schools at a per pupil rate that includes all state funds: BSA, Special Needs, Career/Technical, Pupil Transportation, Construction and Maintenance

Includes nothing regarding "vouchers" or tax credits for funding private or religious schools or for students who attend private or religious schools

\*DEED – State Department of Education and Early Development



Representative Lynn Gattis



HOUSE DISTRICT 9  
GREATER WASILLA

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## Comparison between HB93 and HB278 regarding Charter Schools

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\*DEED – State Department of Education and Early Development

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Gives Commissioner of DEED\* appeal hearing authority if charter was initially denied by local school board

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# LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES  
LEGISLATIVE AFFAIRS AGENCY  
STATE OF ALASKA

(907) 465-3867 or 465-2450  
FAX (907) 465-2029  
Mail Stop 3101


State Capitol  
Juneau, Alaska 99801-1182  
Deliveries to: 129 6th St., Rm. 329

## MEMORANDUM

March 4, 2014

**SUBJECT:** Transportation of charter school students  
(Work Order No. 28-LS1569)

**TO:** Representative Lynn Gattis  
Attn: Reid Harris

**FROM:** Jean M. Mischel   
Legislative Counsel

You have asked, on very short notice, for an opinion on whether school districts are required to provide transportation services for charter school students on the same terms as other public school students. The provision of transportation services for public school students is largely determined by the school district. Nothing in current law specifies the extent to which a district must provide student transportation services.

However, the legislature has established a per student amount for transportation services "to and from the schools within the student's transportation service area" based on regional cost differences in AS 14.09.010. The law expressly excludes only students enrolled in a district correspondence program; charter school students are included in the average daily membership of the school district for transportation funding purposes. If, however, a charter school is located outside of the student's transportation service area, as defined by the district, the district is not required by this section to provide transportation services. Transportation must also be provided for children with disabilities to the extent provided for other students except for the minimum distance requirements, under AS 14.30.347. Gifted students must also be transported according to the program in the district for gifted students under AS 14.30.352. Non-public school students may also ride school buses to the extent the bus travels along the same route that serves public school students under AS 14.09.020.

It seems reasonable, then, that charter school students would be served at least to the extent public school students are currently being served, that is within the student's service area, or along routes already provided by the district as allowed for non-public students. If not, it is possible that a charter school student could allege an equal protection violation for failure of a district to provide transportation services within a reasonable distance in a district's service area as for other similarly situated students.

If I may be of further assistance, please advise.

JMM lem  
14-110 lem

## **Transportation of Pupils**

**Sec. 14.09.010. Transportation of students.**

**(a) A school district that provides student transportation services for the transportation of students who reside a distance from established schools is eligible to receive funding for operating or subcontracting the operation of the transportation system for students to and from the schools within the student's transportation service area. Subject to appropriation, the amount of funding provided by the state for operating the student transportation system is the amount of a school district's ADM, less the ADM for the district's correspondence programs during the current fiscal year, multiplied by the per student amount for the school district as follows:**

Pupil Transportation Program - Charter School PROJECTIONS

SCHOOL DISTRICT	PROJECTED FY2014 ADM	PER-CHILD COST	ESTIMATED FY2014 GRANT	Charter School Student count by District	Charter School Projected Pupil Transportation Funding
Alaska Gateway	317	2,195	695,896		
Aleutian Region	27	-	-		
Aleutians East Borough	222	328	72,830		
Anchorage	48,027	459	22,038,534	2,600	1,193,083
Annette Island	276	192	53,030		
Bering Strait	1,596	51	81,556		
Bristol Bay Borough	121	2,819	341,060		
Chatham	142	295	41,941		
Chugach	49	-	-		
Copper River	419	1,673	701,411		
Cordova	310	354	109,620		
Craig	312	447	139,344		
Delta Greely	762	1,747	1,330,908		
Denali Borough	228	1,907	434,808		
Dillingham	475	1,285	610,211		
Fairbanks N. Star Borough	14,014	862	12,073,706	712	613,421
Galena	306	269	82,249		
Haines Borough	245	660	161,752		
Hoonah	109	315	34,311		
Hydaburg	57	-	-		
Iditarod Area	168	223	37,430		
Juneau Borough	4,894	637	3,116,039	110	70,038
Kake	101	286	28,902		
Kashunamiut	312	5	1,594		
Kenai Peninsula Borough	8,016	965	7,733,580	721	695,598
Ketchikan Gateway Borough	2,115	767	1,621,148	327	250,646
Klawock	125	616	77,033		
Kodiak Island Borough	2,401	843	2,024,007		
Kuspuk	300	690	207,183		
Lake and Peninsula Borough	329	405	133,150	171	69,206
Lower Kuskokwim	3,997	292	1,168,291		
Lower Yukon	2,004	1	2,048		
Mat-Su Borough	15,476	960	14,851,667	1,413	1,355,997
Nenana	210	619	130,060		
Nome	702	655	459,882	45	29,480
North Slope Borough	1,650	1,181	1,949,363		
Northwest Arctic Borough	1,826	27	48,520		
Pelican	7	76	529		
Petersburg	442	394	174,365		
Pribilof	87	-	-		
Saint Mary's	168	203	34,168		
Sitka Borough	1,318	452	595,372		
Skagway	68	38	2,571		
Southeast Island	193	1,218	235,117		
Southwest Region	608	631	383,389		
Tanana	49	504	24,688		
Unalaska	420	684	287,162		
Valdez	631	776	489,465		
Wrangell	288	739	212,805		
Yakutat	94	785	73,780		
Yukon Flats	256	278	71,164		
Yukon Koyukuk	287	316	90,634		
Yup'it	449	2	918		
<b>TOTALS</b>	<b>118,005</b>	<b>32,122</b>	<b>75,269,191</b>	<b>6,099</b>	<b>4,277,467</b>



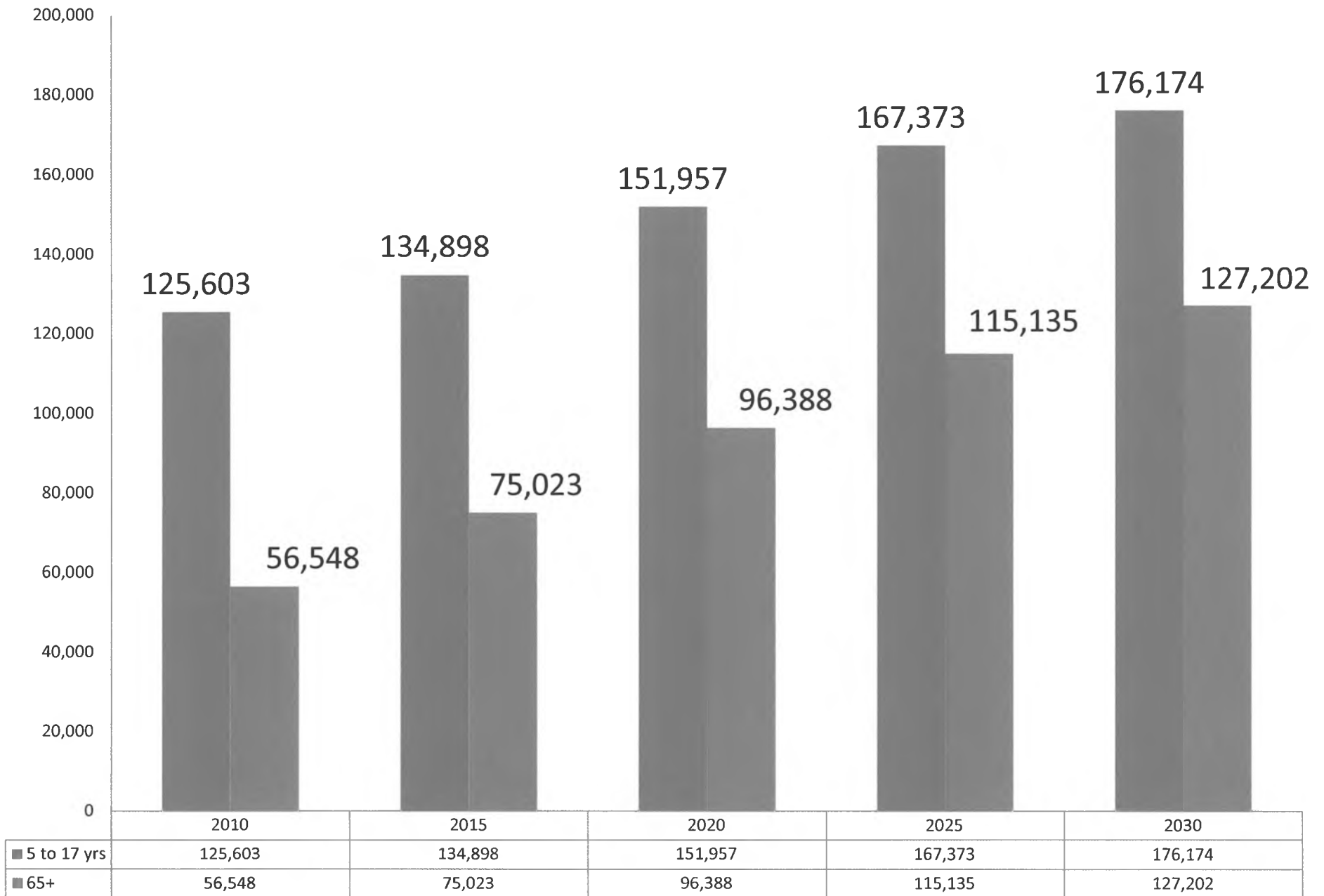
## **Charter Schools and Alaska's Challenges**

*Dr. Matthew Ladner*

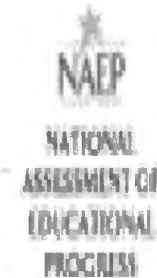
*Matthew@ExcelinEd.org*



**Figure 1: Alaska's Expanding Youth and Elderly Population (Source: Census Bureau)**



National Assessment of Educational Progress



# THE NATION'S REPORT CARD

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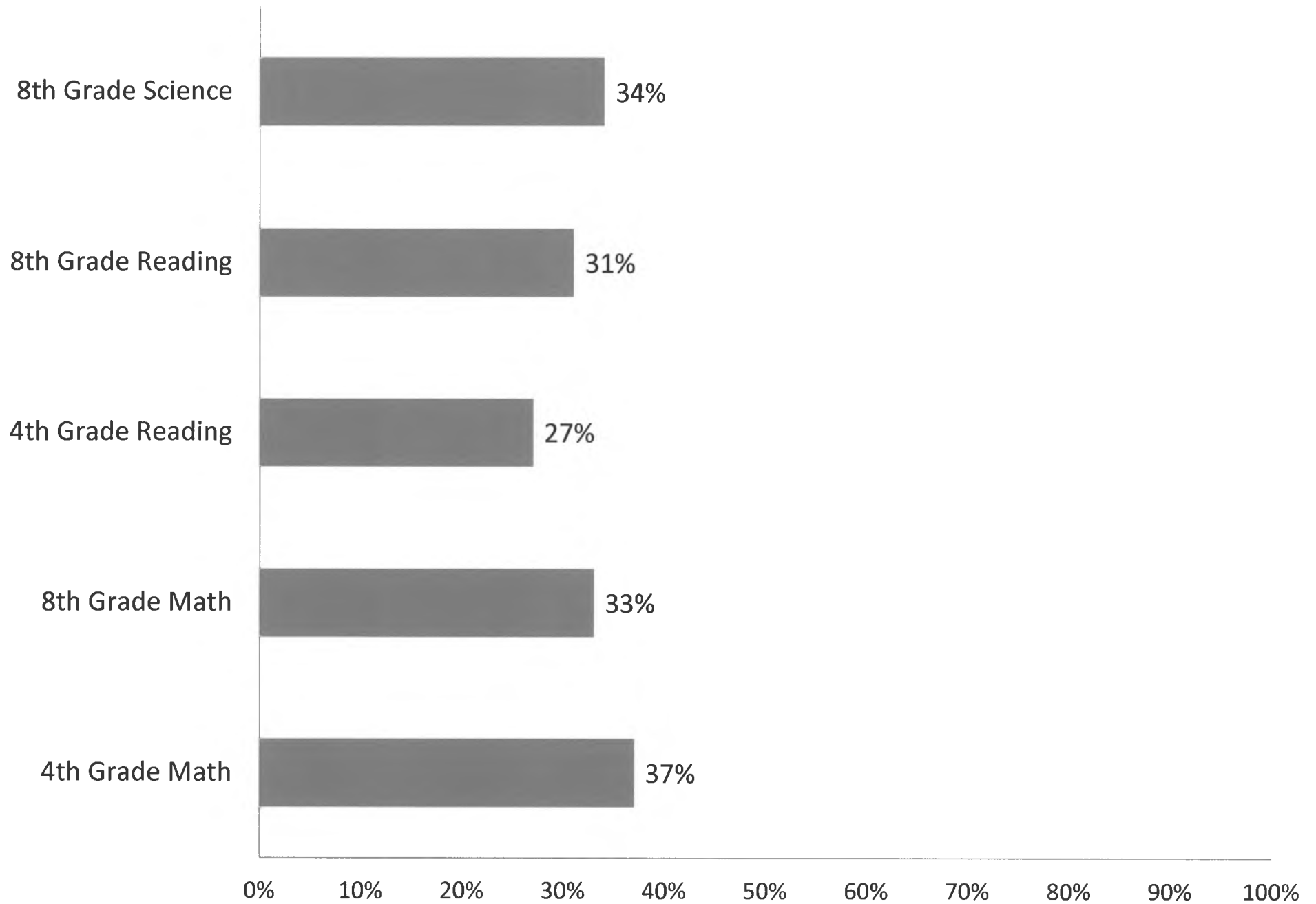


**NOW AVAILABLE.**

**The results of the 2009 reading assessment for our nation's 4th- and 8th-graders have just been released.**

**[View results, data from your state, sample questions, and more.](#)**

**Figure 2: Alaska Students Scoring "Proficient or Better" on NAEP**

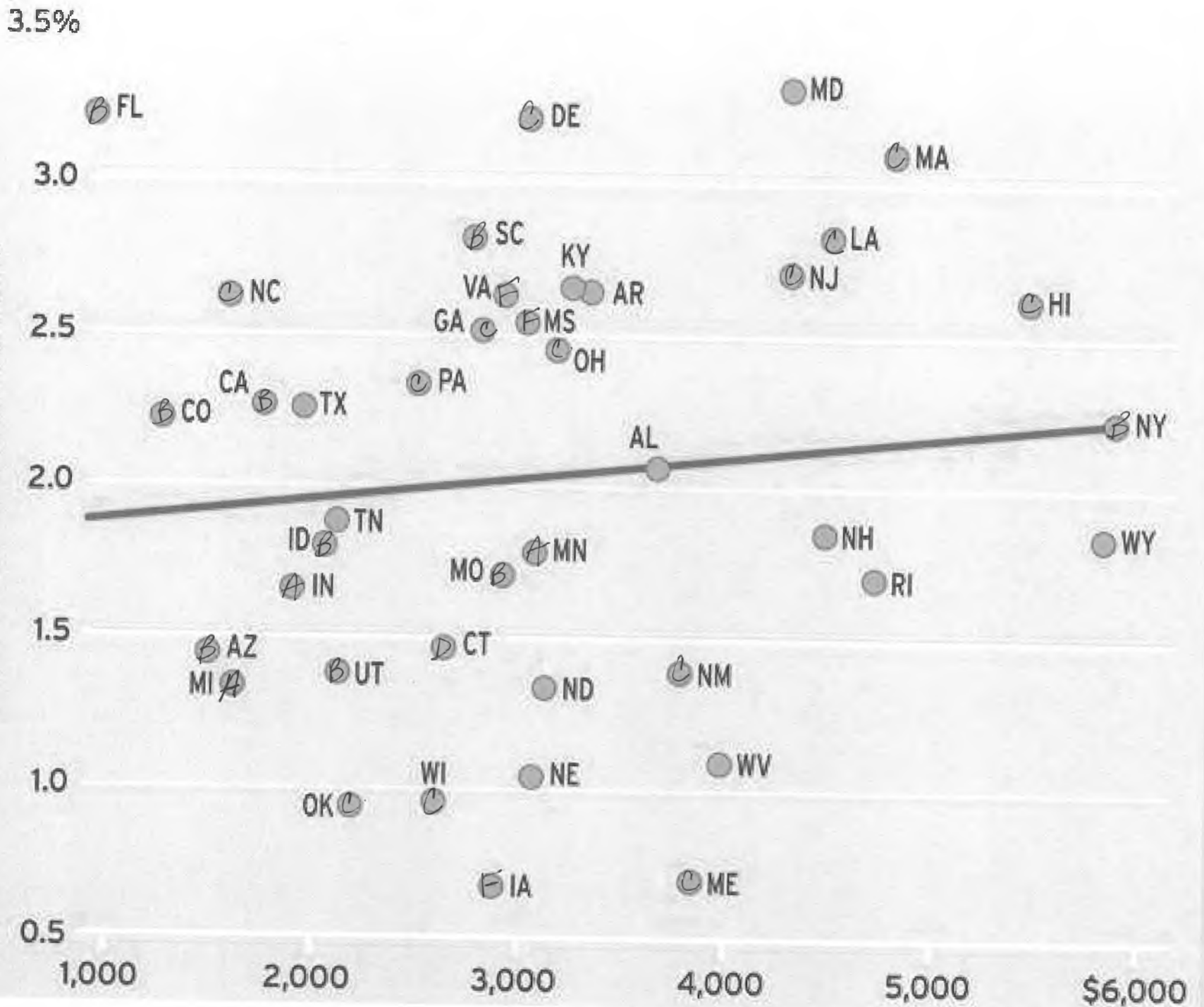


# CHARTER SCHOOL LAW RANKINGS AND SCORECARD 2013

GRADE	A				B								C												D						F												
STATE	DC	MN	IN	MI	AZ	NY	FL	MO	CA	CO	UT	SC	ID	PA	LA	GA	OH	WI	DE	MA	NM	TN	OK	NJ	NV	OR	WA	ME	TX	NC	IL	HI	AR	RI	NH	CT	MD	AK	WY	KS	IA	VA	MS
Year Law Passed	96	91	01	93	94	98	96	98	92	93	98	96	98	97	95	93	97	93	95	93	93	02	99	96	97	99	12	11	95	96	96	94	95	95	95	96	03	95	95	94	02	98	10
Independent Authorizers (15)	12	13	12	12	10	12	3	7	5	4	6	7	5	4	5	4	9	3	3	4	4	4	6	3	5	3	4	4	3	3	3	4	2	2	2	2	1	1	1	1	1	1	2
Number of Schools Allowed (10)	9	10	10	9	10	8	10	7	9	10	8	10	10	10	10	10	3	10	9	4	4	10	3	10	8	9	4	3	3	9	4	10	4	4	6	8	4	10	10	10	10	10	1
OPERATIONS (15)																																											
State Autonomy	3	2	3	3	3	2	4	3	3	4	3	3	3	3	4	4	2	5	3	4	4	1	4	1	2	2	3	3	3	2	3	3	3	1	3	1	1	1	2	0	0	0	1
District Autonomy	4	4	5	5	4	3	4	3	3	3	2	2	4	3	3	2	4	3	4	4	3	1	3	2	2	1	3	3	2	3	2	2	2	1	2	2	2	1	0	0	0	0	0
Teacher Freedom	5	4	5	5	5	3	5	4	5	4	5	4	4	4	3	4	4	3	5	3	4	4	5	3	3	4	4	4	4	3	4	0	3	3	5	3	0	0	1	0	0	0	0
EQUITY (15)																																											
100% Funding	8	8	7	6	6	7	7	9	7	7	8	5	5	6	5	5	5	4	6	7	7	6	5	6	8	5	6	7	7	4	4	4	5	8	2	3	5	3	2	0	0	0	0
Facilities Funds	3	2	1	0	2	0	1	0	0.5	0.5	0.5	0	0	0.5	0.5	0.5	0	0	0	0.5	0.5	0.5	0.5	0	0	0	0	0	0	0	0	0	0	0	0	0.5	0	0	0	0	0	0	0
IMPLEMENTATION POINTS	1	1	0	0	-1	1	0	0	0	0	0	0	0	-1	-1	-1	1	0	-2	1	0	0	0	0	-3	0	0	-1	0	-2	0	-3	0	0	-3	-3	0	-3	-3	-3	-3	-3	-3
2013 Total Score	45	44	43	40	39	36	34	33	32.5	32.5	32.5	31	31	29.5	29.5	28.5	28	28	28	27.5	26.5	26.5	26.5	25	25	24	24	23	22	22	20	20	19	19	17	16.5	13	13	13	8	8	8	1
2013 Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
2012 Total Score	46	45	42	40	40	36	33	32	34.5	32.5	32.5	28	25	31.5	30.5	26.5	30	28	28	27.5	26	26.5	24.5	25	25	25	NA	24	22	21	20.0	11.5	19	19	18.5	16.5	13	13	13	8	8	8	1
2012 Rank	1	2	3	5	4	6	8	11	7	9	10	17	12	13	14	20	15	16	18	19	22	21	26	24	25	23	N/A	27	28	29	30	38	31	32	33	34	37	36	35	39	40	41	42
Number of Charters as of January 2013*	110	165	77	332	540	230	592	46	1090	193	93	58	44	184	123	124	395	278	23	84	96	46	24	96	32	126	N/A	2	490	114	125	32	39	17	17	24	49	28	5	15	5	4	0

Note: The scores on this table are based on the current status of each law (through January 8, 2013). Amendments to the

Annual test-score gains between 1992 and 2011  
(percent of standard deviation)



# Fiscal Note

State of Alaska  
2014 Legislative Session

Bill Version: HB 93  
Fiscal Note Number: \_\_\_\_\_  
( ) Publish Date: \_\_\_\_\_

Identifier: HB093CS(EDC)-EED-K12-4-2-14  
Title: CHARTER SCHOOLS  
Sponsor: GATTIS  
Requester: House Finance Committee

Department: Department of Education and Early Development  
Appropriation: K-12 Support  
Allocation: Foundation Program  
OMB Component Number: 141

**Expenditures/Revenues**

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2015 Appropriation Requested	Included in Governor's FY2015 Request	Out-Year Cost Estimates					
			FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits								
Miscellaneous								
<b>Total Operating</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Fund Source (Operating Only)**

None								
<b>Total</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Positions**

Full-time								
Part-time								
Temporary								

**Change in Revenues**

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**Estimated SUPPLEMENTAL (FY2014) cost:** 0.0 *(separate supplemental appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**Estimated CAPITAL (FY2015) cost:** 0.0 *(separate capital appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency?  No  
If yes, by what date are the regulations to be adopted, amended or repealed?

**Why this fiscal note differs from previous version:**

Section 7 amends AS 14.17.450(d) by reducing the charter school school size factor for funding.
---

Prepared By: Elizabeth Nudelman, Director  
Division: School Finance and Facilities  
Approved By: Mike Hanley  
Agency: Commissioner

Phone: (907)465-8679  
Date: 04/02/2014 03:21 PM  
Date: 04/02/14

FISCAL NOTE ANALYSIS

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. CS HB093 (EDC)

**Analysis**

Section 7 amends AS 14.17.450(d) by reducing the charter student count level of more than 120 to more than 74 that must be met in order to qualify for funding at the higher rate of the 150 average daily membership (ADM) category. In addition, removes the current law reduction of 95% of the higher rate for 150 ADM and funds at 100%.

In the last six years there have been between 0-2 charter schools that would qualify for this requirement; and on average the additional cost is approximately \$250.0 a charter school. Based on fiscal year (FY) 2015 projections two charter schools are affected for a total dollar amount of \$483.9. It is anticipated that at least two charter schools will be eligible for this in the out years.

The effective date is September 1, 2014.

These funds are deposited in the public education fund (PEF). A second fiscal note posting the expenditures to the PEF is attached.

# Fiscal Note

State of Alaska  
2014 Legislative Session

Bill Version: HB 93  
Fiscal Note Number: \_\_\_\_\_  
( ) Publish Date: \_\_\_\_\_

Identifier: HB093CS(EDC)-EED-PEF-4-2-14  
Title: CHARTER SCHOOLS  
Sponsor: GATTIS  
Requester: House Finance Committee

Department: Fund Transfers  
Appropriation: Designated Reserves/Endowments  
Allocation: Public Education Fund (AS. 14.17.300)  
OMB Component Number: 2929

**Expenditures/Revenues**

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2015 Appropriation Requested	Included in Governor's FY2015 Request	Out-Year Cost Estimates					
			FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>OPERATING EXPENDITURES</b>								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants & Benefits	483.9		483.9	483.9	483.9	483.9	483.9	483.9
Miscellaneous								
<b>Total Operating</b>	<b>483.9</b>	<b>0.0</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>

**Fund Source (Operating Only)**

1004 Gen Fund	483.9		483.9	483.9	483.9	483.9	483.9	483.9
<b>Total</b>	<b>483.9</b>	<b>0.0</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>	<b>483.9</b>

**Positions**

Full-time								
Part-time								
Temporary								

<b>Change in Revenues</b>								
---------------------------	--	--	--	--	--	--	--	--

**Estimated SUPPLEMENTAL (FY2014) cost:** 0.0 *(separate supplemental appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**Estimated CAPITAL (FY2015) cost:** 0.0 *(separate capital appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
If yes, by what date are the regulations to be adopted, amended or repealed?

**Why this fiscal note differs from previous version:**

Section 7 amends AS 14.17.450(d) by reducing the charter school school size factor for funding.
---

Prepared By: Elizabeth Nudelman, Director  
Division: School Finance and Facilities  
Approved By: Mike Hanley  
Agency: Commissioner

Phone: (907)465-8679  
Date: 04/02/2014 03:21 PM  
Date: 04/02/14

**FISCAL NOTE ANALYSIS**

**STATE OF ALASKA  
2014 LEGISLATIVE SESSION**

**BILL NO. CS HB093 (EDC)**

**Analysis**

This fiscal note capitalizes the Public Education Fund (PEF) as set out in CS HB 93.

Section 7 amends AS 14.17.450(d) by reducing the charter student count level of more than 120 to more than 74 that must be met in order to qualify for funding at the higher rate of the 150 average daily membership (ADM) category. In addition, removes the current law reduction of 95% of the higher rate for 150 ADM and funds at 100%.

In the last six years there have been between 0-2 charter schools that would qualify for this requirement; and on average the additional cost is approximately \$250.0 a charter school. Based on fiscal year (FY) 2015 projections two charter schools are affected for a total dollar amount of \$483.9. It is anticipated that at least two charter schools will be eligible for this in the out years.

The effective date is September 1, 2014.

# Fiscal Note

State of Alaska  
2014 Legislative Session

Bill Version: HB 93  
Fiscal Note Number: \_\_\_\_\_  
( ) Publish Date: \_\_\_\_\_

Identifier: HB093CS(EDC)-EED-SSA-4-2-14  
Title: CHARTER SCHOOLS  
Sponsor: GATTIS  
Requester: House Finance Committee

Department: Department of Education and Early Development  
Appropriation: Teaching and Learning Support  
Allocation: Student and School Achievement  
OMB Component Number: 2796

**Expenditures/Revenues**

Note: Amounts do not include inflation unless otherwise noted below. (Thousands of Dollars)

	FY2015 Appropriation Requested	Included in Governor's FY2015 Request	Out-Year Cost Estimates				
			FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
<b>OPERATING EXPENDITURES</b>	***	FY 2015	***	***	***	***	***
Personal Services							
Travel							
Services							
Commodities							
Capital Outlay							
Grants & Benefits							
Miscellaneous							
<b>Total Operating</b>	***	0.0	***	***	***	***	***

**Fund Source (Operating Only)**

None							
<b>Total</b>	***	0.0	***	***	***	***	***

**Positions**

Full-time							
Part-time							
Temporary							

<b>Change in Revenues</b>							
---------------------------	--	--	--	--	--	--	--

**Estimated SUPPLEMENTAL (FY2014) cost:** 0.0 *(separate supplemental appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**Estimated CAPITAL (FY2015) cost:** 0.0 *(separate capital appropriation required)*  
*(discuss reasons and fund source(s) in analysis section)*

**ASSOCIATED REGULATIONS**

Does the bill direct, or will the bill result in, regulation changes adopted by your agency? No  
If yes, by what date are the regulations to be adopted, amended or repealed?

**Why this fiscal note differs from previous version:**

Updated as committee substitute adds the State Board of Education & Early Development to act as a school district when approving a charter school application that has been denied by a local school district. Removes the department approval of multiple charter school authorizers and provides for an appeal process to the department. Allows charters to have first right of refusal on available district space and specifies indirect cost rates and student funding.

Prepared By:	Susan McCauley, Director	Phone:	(907)465-2857
Division:	Division of Teaching & Learning Support	Date:	04/02/2014 03:22 PM
Approved By:	Mike Hanley	Date:	04/02/14
Agency:	Commissioner		

## FISCAL NOTE ANALYSIS

STATE OF ALASKA  
2014 LEGISLATIVE SESSION

BILL NO. CSHB093

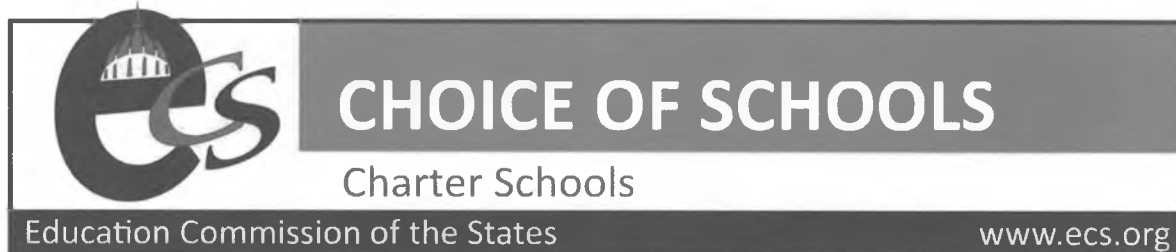
### Analysis

Section 1(F) : Fiscal impact is indeterminate as it is unknown how many current charter schools or new charter schools may fall into this option if the local district does not renew or approve. Districts provide centralized services to support charter schools at different levels depending on the size of the charter, therefore this section would require support staff and services to include a Division Director (Range 27 A, \$140.0); an Educational Administrator (Range 22 A, \$120.0) to provide oversight of the school(s); two Education Specialists to oversee instructional and special education programs (2 Range 21 A, at \$105.0 each, \$210.0); one School Finance Officer II for financial oversight (\$100.0); one Administrative Assistant for clerical support (\$75.0); Admin Service position charge back for 5 positions (\$42.5). Total minimum estimate for program oversight is \$687.5. Additional costs would include centralized services to incorporate charter school staff into the state employment pool; these costs are not included in fiscal note due to indeterminate number of schools.

Section 2 requires a charter school application appeal to the Commissioner process to be developed. No fiscal impact is anticipated in order to create this appeal process.

Section 3 - 6 have no fiscal impact on the department.

Section 7 is in a separate K12 fiscal note.



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## What Policymakers Need to Know: Highlights of State Charter School Laws

By Molly Ryan

March 2011

This *StateNote*, derived from information from ECS' Charter Schools database ([http://www.ecs.org/html/educationIssues/CharterSchools/CHDB\\_intro.asp](http://www.ecs.org/html/educationIssues/CharterSchools/CHDB_intro.asp)) provides information on seven key areas of charter school policy:

**Charter School Law:** 40 states and the District of Columbia currently have laws allowing for the creation of start-up and conversion charter schools. This *StateNote* does not include policies related to converting underperforming schools into charter schools.

**Charter School Caps:** 21 states set caps on the number of charter schools that may be created (either overall or by geographic area or type of charter); 19 states set no limits on the number of charter schools that may be created.

**Charter School Is Its Own LEA:** In 17 states, a charter school is its own local educational agency (district) or LEA — making it free of district control — while in 16 states it is not. In seven states, there are two types of charter schools, with one type serving as its own LEA and the other type not.

**Source of Charter School Funding:** In 17 states, a charter school receives funding through the local school district, while in six states it is funded through the state. In one state, a charter school receives funding through its authorizing body, and in 16 states, a charter school receives funding through both the local district and the state.

**Charter School Facilities Assistance:** In 29 states, the state provides a charter school with some form of facilities assistance, while in 11 states it is not.

**Charter School Teacher Certification:** In 14 states, charter school teachers are required to be certified, while in three states they are not. In 21 states, charter teachers are required to be certified, but waivers are available and exceptions exist. In two states, a certain classification of teachers is required to be certified, while other classifications are not.

**Charter School Bound By Collective Bargaining Agreements:** In two states, a charter school is bound by collective bargaining agreements, while in 19 states it is not. In six states, a charter school is bound by an agreement, but waivers are available and exceptions exist. In 13 states, a certain charter schools are bound by agreements, while other charter schools are not.

**Charter School Renewal Appeals Process:** In 24 states, an appeals process is in place for charter school renewals, while in 16 states it is not.

**Key:**

LEA = Local Education Agency, also known as a school district

DISTRICT = Local school district, also known as an LEA

AUTHORIZING BODY = Entity that authorized the charter school.

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Alabama	NO	--	--	--	--	--	--	--
Alaska	YES	NO	NO	DISTRICT	NO	YES	YES, unless exempted	NO
Arizona	YES	NO	YES	DISTRICT, for district-authorized STATE, for others	YES	NO	NO	YES
Arkansas	YES	YES 24 start-up charters	YES, for open enrollment charters NO, for conversion charters	DISTRICT, for conversion charters STATE, for open enrollment charters	YES	YES, unless waiver in charter	YES, for conversion charters NO, for open enrollment charters	NO
California	YES	YES 1,450, but may increase by 100 each year	YES, upon election of charter	DISTRICT, for district-authorized STATE, for state-authorized	YES	YES	NO	YES
Colorado	YES	NO	NO	DISTRICT, for district-authorized STATE, for state-authorized	YES	YES, unless waiver in charter	NO	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Connecticut	YES	YES – The cap is based on the lesser of 250 students per state-authorized charter or 25% enrollment in the district where the charter is located. For state-authorized K-8 charters, the cap is based on the lesser of 300 students per state-authorized charter or 25% enrollment in the district where the charter is located. For charters with a record of achievement, caps may be waived.	YES – However, for special education purposes, charters are part of the LEA in which they are located.	DISTRICT, for district-authorized STATE, for state-authorized	YES	YES While at least 50% must have standard certification, up to 50% may be working toward standard certification.	YES However, district-authorized charters may modify agreement by a majority of charter teachers and charter’s governing council.	NO
Delaware	YES	NO	YES	DISTRICT, for local revenue STATE, for state revenue	NO	YES, with exceptions	NO	YES
District of Columbia	YES	YES 20 per year	YES However, for special education purposes, charters may choose to be part of an LEA.	CITY government	YES	NO	NO	YES
Florida	YES	NO	NO	DISTRICT	YES	YES	NO	YES
Georgia	YES	NO	YES, for state-authorized  NO, for district-authorized	DISTRICT, for district-authorized  STATE, for state-authorized	YES	YES, unless waiver in charter	NO	NO
Hawaii	YES	YES – 25 conversions and 23 start-ups, plus three additional start-ups for every start-up accredited for three or more years	NO	STATE	YES	YES	YES, unless otherwise addressed in supplemental agreements	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Idaho	YES	YES – Six per year, with not more than one per district per year	YES, for state-authorized  NO, for district-authorized	STATE	YES	YES – However, teachers may apply for waiver.	NO	YES
Illinois	YES	YES – 120, 75 of which must be in Chicago; up to five of the charters in Chicago are reserved for high school drop-out recovery schools	YES, for charters approved on appeal by state board of education  NO, for district-authorized	DISTRICT	YES	YES – 50% of teachers in Chicago charters established after April 16, 2003 must be certified, and 75% of teachers in charters established before April 15, 2003 must be certified.  NO, if meet certain requirements	NO	YES
Indiana	YES	YES – Five per year in Indianapolis; virtual charter schools were capped at 200 students in 2009-10 and 500 in 2010-11 (at least 75% of whom must have been enrolled in public schools the previous year).	YES	STATE	YES	YES, or must be in transition to teaching program	YES, for conversion charters, but staff may seek waiver  NO, for start-ups	NO
Iowa	YES	NO	NO	DISTRICT	NO	YES	YES	YES
Kansas	YES	NO	NO	DISTRICT	NO	YES	YES, unless waiver in charter	YES
Kentucky	NO	--	--	--	--	--	--	--

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Louisiana	YES	NO	YES, for state-authorized  NO, for district-authorized	DISTRICT, for district-authorized  STATE, for state-authorized	YES	YES – However, 25% may meet other requirements	YES, unless waiver in charter  NO, for conversions under jurisdiction of the state board (“Type 5 charters”)	NO
Maine	NO	--	--	--	--	--	--	--
Maryland	YES	NO	NO	DISTRICT	NO	YES	YES – However, charters may negotiate amendments to address needs.	NO
Massachusetts	YES	YES – 120, 48 of which must be Horace Mann charters, and 72 of which must be Commonwealth charters; a Commonwealth charter is not permitted in a community with a population of less than 30,000, unless it is a regional charter.	YES – However, some aspects of Horace Mann charters are determined through negotiations with the district.	DISTRICT, for Horace Mann charter  STATE, for Commonwealth charters	YES	YES, for Horace Mann charter teachers  NO, for Commonwealth teachers who pass state test	YES, for Horace Mann charters  NO, for Commonwealth charters	YES
Michigan	YES	YES – 150, with no single university authorizing more than 50% of the 150; an additional 15 are permitted in Detroit, and an additional 10 “schools of excellence” are permitted in districts with a graduation rate of less than 75%.	YES	AUTHORIZING BODY	NO	YES, with some exemptions	YES, for district-authorized charters  NO, for other charters	NO
Minnesota	YES	NO	YES	STATE	YES	YES	NO	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Mississippi	YES	YES – Up to 12 conversion charters with no more than three in any given congressional district; charters may not open until the 2012-13 school year.	NO	DISTRICT	NO	YES, unless waiver in charter	NO	NO
Missouri	YES	YES – Charters are only allowed in the Kansas City and St. Louis districts, and only 5% of district's schools may be converted to charters.	YES	DISTRICT STATE, for charters that are independent LEAs	YES	YES – However, up to 20% of full-time equivalent staff may be non-certified.	NO	YES
Montana	NO	--	--	--	--	--	--	--
Nebraska	NO	--	--	--	--	--	--	--
Nevada	YES	NO	NO	STATE	NO	YES – However, up to 30% may be non-certified and for vocational charters, up to 50% may be non-certified.	YES, for employees on leave of absence from school district NO, for others	NO
New Hampshire	YES	YES – 10 per year and an additional 20 pilots by June 30, 2013	YES	DISTRICT, for district-authorized STATE, for state-authorized	YES	YES, at least 50% must be certified or have three years teaching experience	NO	NO
New Jersey	YES	NO	YES	DISTRICT	NO	YES	YES, for conversion charters NO, for start-ups	NO
New Mexico	YES	YES – 15 per year with a five-year cap of 75; charters in districts with 1,300 or fewer students may only enroll 10% of district population.	NO	DISTRICT	YES	YES	NO	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
New York	YES	YES 460	YES	DISTRICT	YES	YES – However, the lesser of 30% of the charter's teachers or five teachers may meet other criteria.	YES, for conversion charters and start-ups with more than 250 students within the first two years of operation; such start-ups may apply a waiver  NO, for other start-ups	NO
North Carolina	YES	YES – 100 with only five per district per year	NO	DISTRICT <sup>1</sup> and STATE	YES	YES – However, up to 25% in grades K-5 and up to 50% in grades 6-12 may be uncertified.	YES – District-approved charters are subject to school district work rules. <sup>2</sup>  NO, for others	YES
North Dakota	NO	--	--	--	--	--	--	--
Ohio	YES	YES – Start-ups are limited to "challenged" districts and may be opened only by an operator with a track record of success. There is also a moratorium on new virtual schools.	YES	STATE	YES	YES – However, may engage noncertified teachers to teach up to 12 hours per week.	YES, for conversions, unless a majority of teachers petition otherwise  NO, for start-ups	YES
Oklahoma	YES	YES – Charters are only allowed in Oklahoma and Tulsa county districts that have more than 5,000 students and in districts that have schools on the state's school improvement list.	YES	DISTRICT	YES	YES, unless waiver in charter	NO	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Oregon	YES	NO – However, moratoriums exist on virtual charter schools.	NO	DISTRICT	NO	YES – However, up to 50% may be unlicensed if registered by the Teacher Standards and Practices Commission.	NO	YES
Pennsylvania	YES	NO	YES	DISTRICT	YES	YES – However, up to 25% may be non-certified.	NO	YES
Rhode Island	YES	YES – 35, at least half of which must be reserved for at-risk students	YES	DISTRICT <sup>3</sup> and STATE	YES	YES	YES, for district-approved charters, unless waiver approved	NO
South Carolina	YES	NO	NO	DISTRICT	YES	YES – However, up to 10% may be non-certified in conversion charters and 25% in start-ups (core subject teachers must either be certified or hold a degree in the subject taught).	YES, for conversions NO, for start-ups	YES
South Dakota	NO	--	--	--	--	--	--	--
Tennessee	YES	YES – 90, 35 of which must be in Memphis, four of which must be in Shelby County and 20 of which must be in Davidson County <sup>4</sup>	NO	DISTRICT	YES	YES	NO	YES

State	Charter School Law?	Caps on Number of Charters?	Charter School Independent LEA?	Through Whom Does Charter Receive Funding?	State Provides Facilities Assistance?	Teachers Required To Be Certified?	Bound By Collective Bargaining Agreements?	Appeals Process for Charter Renewals?
Texas	YES	YES – 215 state-authorized open-enrollment charters	YES, for state-authorized  NO, for district-authorized	DISTRICT, for district-authorized  STATE, for open-enrollment charters	YES	NO	YES – District-authorized charters are subject to school district personnel policies <sup>5</sup>  NO, for state-authorized charters	NO
Utah	YES	YES – 48,000 students in 2011-12; however, the state board of education may increase capacity for 2012-13, subject to appropriation of funds.	YES, for state-authorized  NO, for district-authorized	DISTRICT, for district-authorized charters that are either conversions or located in a district facility  STATE, for others	YES	NO – Teachers may qualify under alternative certification.	NO	YES
Vermont	NO	--	--	--	--	--	--	--
Virginia	YES	NO	NO	DISTRICT	YES	YES	YES	YES
Washington	NO	--	--	--	--	--	--	--
West Virginia	NO	--	--	--	--	--	--	--
Wisconsin	YES	NO	YES – Charters approved by Milwaukee city or certain colleges are own LEA. Charters approved by local school board may choose to be part of an LEA or own LEA. <sup>6</sup>	DISTRICT, for district-authorized  STATE, for city, university or technical college-authorized	NO	YES – However, uncertified individuals may apply for a special charter school permit if they meet certain requirements.	YES, for district-authorized  NO, for others	NO
Wyoming	YES	NO	NO	DISTRICT	YES	YES	NO	YES
STATE TOTALS:	YES =40 NO = 10	YES = 21 NO = 19	YES = 17 NO = 16 YES & NO = 7	DISTRICT = 17 STATE = 6 DISTRICT & STATE = 16 AUTHORIZING BODY = 1	YES = 29 NO = 11	YES = 14 NO = 3 YES & NO = 2 YES with waivers = 21	YES = 2 NO = 19 YES & NO = 13 YES with waivers = 6	YES = 24 NO = 16

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<sup>1</sup> State law requires the LEA in which the student resides to transfer to the charter school an amount equal to the per-pupil local current expense appropriation to the LEA for the fiscal year.

<sup>2</sup> North Carolina is an at-will state and does not permit collective bargaining agreements.

<sup>3</sup> The LEA the student formerly attended pays the charter school whatever part of the required per-pupil amount is not paid by the state. Also, the LEA continues to claim the student for all aid programs.

<sup>4</sup> Three charter schools devoted exclusively to the re-enrollment of high school students who have dropped out of school are allowed, with no more than one such charter school created in any LEA. These schools don't count against the cap of 90.

<sup>5</sup> Texas is an at-will state and does not permit collective bargaining agreements.

<sup>6</sup> Charters that are part of the LEA are known as instrumentality charter schools, and their employees are employees of the school district. Charters that are their own LEA are known as non-instrumentality charter schools, and their employees are not employees of the school district.

**ECS is available to work with individual states to improve education policy. For more information, please contact:**

Kathy Christie, *Chief of Staff* at [kchristie@ecs.org](mailto:kchristie@ecs.org) or 303.299.3613.

Molly Ryan, *Researcher in the ECS Information Clearinghouse*, may be reached at [mryan@ecs.org](mailto:mryan@ecs.org) or 303-299-3614

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***Equipping Education Leaders, Advancing Ideas***

# Charter Schools

	Overview	Statute and Regulation
History	<ul style="list-style-type: none"> <li>- Charter School Act of 1995</li> <li>- HB 101 during the 2001 session increased number from 30 to 60 and length of term from a maximum of 5 to 10 years</li> <li>- SB 235 during 2010 session established no limit for number of charters</li> </ul>	AS 14.03.250
Number and Enrollment	<ul style="list-style-type: none"> <li>- 8 districts have charter schools</li> <li>- A total of 27 charter schools</li> <li>- 5,676 students currently enrolled in charter schools; 4% of total student enrollment</li> <li>- Enrollment in charter schools ranges from 45 to 519</li> <li>- Special education enrollment in charter schools is 10.2 %; 13% in non-charter schools</li> </ul>	
Approval	<ul style="list-style-type: none"> <li>- By local school board and State Board of Education and Early Development</li> </ul>	AS 14.03.250 4 AAC 33.110
Operation	<ul style="list-style-type: none"> <li>- Part of a school district with exception from requirements for textbooks, program, curriculum, and scheduling</li> <li>- Governed by Academic Policy Committee</li> </ul>	AS 14.03.250 AS 14.03.255
Funding	<ul style="list-style-type: none"> <li>- Budget is the amount generated by students enrolled in the charter school minus administrative costs</li> <li>- Administrative costs established by applying the district's EED approved indirect rate</li> <li>- Amount generated is to be determined in the same manner as it would be for a student enrolled in another public school in the district</li> </ul>	AS 14.03.260
Facilities	<ul style="list-style-type: none"> <li>- May operate in an existing district facility or in a facility not currently being used as a public school</li> </ul>	
Admissions	<ul style="list-style-type: none"> <li>- Through application and a lottery if the number of applications exceed available openings</li> </ul>	AS 14.03.265
Staff	<ul style="list-style-type: none"> <li>- All provisions of existing negotiated agreements apply unless district and bargaining unit agree to waiver</li> <li>- A staff member may not be involuntarily placed in a charter school</li> </ul>	AS 14.03.270
EED role	<ul style="list-style-type: none"> <li>- Receiving applications and recommending for approval to State Board</li> <li>- May audit for compliance with federal and state law</li> </ul>	4 AAC 33.110

Amanda Fenton  
response to  
HB 93

**Crystal Kennedy**

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**From:** Lyn Carden  
**Sent:** Monday, January 27, 2014 9:57 AM  
**To:** Crystal Kennedy  
**Subject:** FW: Model language: HB 93

**Importance:** High

FYI  
You should send her an email and let her know you are now the committee contact as well  
☺ LC

Lyn Carden  
Office of Representative Lynn Gattis  
Chief of Staff  
Wasilla District  
State Capital Rm 420, Juneau Alaska 99801  
907-465-4833 (In Session)  
907-373-6285 (Interim)

---

**From:** Amanda Fenton [mailto:amandaf@qualitycharters.org]  
**Sent:** Monday, January 27, 2014 9:08 AM  
**To:** Erick Cordero-Giorgana  
**Subject:** RE: Model language: HB 93

Erick-

The bill looks great! I have just two language suggestions and one proposal for your consideration. I'd be happy to talk through any of these in more detail and think through any alternatives to better fit Alaska's context- just let me know what would be helpful.

Suggestion: Reinforcing non-renewal clause:

o Page 5, line 9- add "or not renewed". This reinforces the performance framework provisions that govern renewal and non-renewal by specifying that a charter contract may be non-renewed for failure to meet the educational goals in the contract. We've had problems in a few states in 2013 where an authorizer has used a termination clause to legitimately close a failing charter school, and then the charter school has appealed in the courts and won an injunction against closure on the grounds of the language in a non-renewal clause. Ultimately the rulings are likely to be overturned and side with the authorizer, but the reinforcing mechanism should help if there are any challenges.

§ In whole Page 5, lines 9-12 would read as follows (addition in red)

(12) a termination clause providing that the contract may be terminated or not renewed by the authorizer or local school board or by the charter school for the failure [OF THE CHARTER SCHOOL] to meet educational achievement goals or fiscal management standards, or for other good cause;

Suggestion: Alternative Education campus contract terms

o Page 6, lines 18-20 establish an annual renewable contract for AECs. We recommend that AECs are under the terms of a normal charter contract instead of a annually renewable contract. The review, closure, and non-renewal clauses in the traditional contract under Sec 5 of the bill (page 4-6) are very rigorous accountability provisions that are compatible with the specialized performance plan to be developed for these schools. We've found that annual contracts create one of two scenarios- either an authorizer becomes overly involved in monitoring and erodes school autonomy or, an authorizer never rigorously reviews the school and in practice just keeps renewing them for one more year.

§ We suggest deleting 'annual', placing a reference to the contract provisions proposed in law, and shifting the basis for renewal into the performance plan, which is an enforceable metric in the charter contract.

Page 6, line 15

o (1) develop and conform to a specialized performance plan, approved by the board, that includes evidence-based strategies for addressing learning and other disabilities and targets for incremental improvements in student academic achievement that have been approved by the board if the school fails to meet minimum statewide accountability measures

Page 6, line 18

o (2) operate under ~~an annual a contract that meets the requirements of AS 14.03.225 (c); renewable on the basis of incremental improvements in student academic achievement that have been approved by the board if the school fails to meet minimum statewide accountability measures~~

Proposal: Alternative Education campus designation

o Page 6, lines 8-14 address the designation of an alternative education campus- which we fully support. We recently issued a policy brief on accountability for alternative education charter schools and do, however, recommend setting a higher bar for classification as an alternative school. This is tricky, varies state to state, and is based on national trends, so if these are not right for the context in Alaska let me know.

§ Student designation: Children with disabilities- including those with IEPs- is absolutely appropriate for AECs. For students who failed to meet grade or attendance expectations, we recommend a more specific definition: high school students two or more years behind in credits and/or periodically truant and absent students.

We came to that definition because there are many traditional public schools where a large percentage of students are routinely years behind grade level expectations- unfortunately, a school with more than 50% of students below grade level just isn't uncommon enough to get an AEC designation.

There are two ways to set a higher bar for AEC designation- you can narrow the types of students that make up the alternative population (such as by going from not at grade level to two-years behind in credits) or you can raise the percentage level it takes to receive an AEC classification (from 50% to 65% or 95%, like in DC or Colorado). See what makes sense given how the AEC sector operates in Alaska- the balance varies from state to state.

§ The brief can be found here, with a full list of student categories that we think warrant consideration as alternative students on page 7 and case studies on setting the percentage bar on pages 7 and 9:  
<http://www.pageturnpro.com/National-Association-of-Charter-School-Authorizers/53998-Anecdotes-Arent-Enough/index.html#1>

As the bill gets moving let me know if you'd like us in town for any meetings or hearings or if there are letters, testimony, strategy ideas or any other support we can provide.

Best-

Amanda

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Amanda Fenton  
**Sent:** Wednesday, January 15, 2014 4:39 PM  
**To:** 'Erick Cordero-Giorgana'  
**Subject:** RE: Model language: HB 93

Erick-

Happy New Year to you as well! I've been on the road the last two weeks and am just coming out of my email pile up.

Thank you for sending the legislation and I'll review this week to see if we have any comments.

For the 3% level on indirect costs, this percentage is designed to cover the costs associated with the full functions of authorizing. This includes things like reviewing new charter petitions, providing the requisite

oversight of the school (academic, financial, and organizational), and making renewal, non-renewal, or closure decisions. It is not designed to cover any services the school might contract with an authorizer or school district for (like transportation, facilities, or special ed), but is designed purely to cover those essential authorizing functions that ensure public accountability for those students and those tax dollars.

The 3% level is what is recommended by us and the National Alliance for Public Charter schools. It was arrived at from our experience with high quality authorizers- they tend to run good efficient shops at about that level- and is about an average of what different states allow.

I'm attaching two pieces of information that provide some more information on the authorizer fee structure. The first is a policy piece that explains the pros and cons of different authorizer funding structures. The last page is out of date, but the paper does a good job covering the different types of funding used in the field and some of the on-the-ground implications. The second is an updated table that gives current information on the types of authorizer funding allowed in each of the states with charter laws. This give you an idea of the fee range being used and some of the other systems.

Let me know if more information would be helpful and I'll be in touch with any comments on the legislation.

Best-

Amanda

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Erick Cordero-Giorgana [<mailto:Erick.Cordero-Giorgana@akleg.gov>]  
**Sent:** Friday, January 10, 2014 3:31 PM  
**To:** Amanda Fenton  
**Subject:** RE: Model language: HB 93

Amanda,

Happy New Year! I hope that you are doing well.

Here's the draft that we hope the committee will consider once our legislative session starts in a few weeks. Please let me know if you have any other suggestions.

One question that I do have, because I know it will come up, is why the 3% cap on indirect costs kept by authorizers? How was that number calculated?

Thanks!

Erick Cordero Giorgana  
Chief of Staff for Representative Lynn Gattis  
600 E Railroad Avenue  
Wasilla, AK 99654  
(907) 373-6285

---

**From:** Amanda Fenton [amandaf@qualitycharters.org]

**Sent:** Tuesday, November 19, 2013 8:15 PM

**To:** Erick Cordero-Giorgana

**Subject:** RE: Model language: HB 93

Erick-

I'm so glad to hear it! Let me know if any questions come up from legal or otherwise. As you get the language refined keep me posted on timing and anything we can do to help. We have supporting materials, can put you in touch with authorizers and policy makers in other states, and can come up to offer testimony or do a round of meetings. Happy to help in any way we can.

Best-

Amanda

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Erick Cordero-Giorgana [<mailto:Erick.Cordero-Giorgana@akleg.gov>]  
**Sent:** Tuesday, November 19, 2013 7:05 PM  
**To:** Amanda Fenton  
**Subject:** RE: Model language: HB 93

This is great, thank you so much! I have forwarded the recommendations to our legal department after approval from Rep. Gattis and they will work to incorporate them into HB93.

We might be adding additional education reform items into the bill that don't have anything to do with charter schools, but that will be for another email.

Thanks.

Erick Cordero Giorgana  
Chief of Staff & Education Committee Aide  
Office of Representative Lynn Gattis  
600 E Railroad Avenue  
Wasilla, AK 99654  
(907) 373-6285  
(907) 373-6286 Fax

**From:** Amanda Fenton [<mailto:amandaf@qualitycharters.org>]  
**Sent:** Thursday, November 07, 2013 5:17 AM  
**To:** Erick Cordero-Giorgana  
**Subject:** Model language: HB 93

Erick-

I hope you are doing well. Attached please find 3 documents with language for your consideration.

- 1) Overview Memo- This summarizes the proposed language and provides additional background on the policies behind each section of language
- 2) NACSA Proposed Language- This provides draft language for your consideration.
- 3) Alliance Model Law and Minnesota- This language specifically addresses an authorizer application process. I've included both the model law from the National Alliance for Public Charter Schools as well as the statute in Minnesota.

Please let me know if you would like to discuss the language in more detail and I look forward to talking with you soon.

Best-

Amanda

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Amanda Fenton  
**Sent:** Tuesday, November 05, 2013 5:46 PM  
**To:** 'Erick Cordero-Giorgana'  
**Subject:** RE: Checking in- HB 93

Erick-

I wanted to let you know that I haven't forgotten about this and I'm terribly sorry for the delay. We had our big conference about a week ago and I'm still working my way out of the backlog it caused.

I've got the language and an accompanying memo just about finished and will send it your way tomorrow afternoon. When you have had a moment to review I'd love to check in to see if you have any questions or would like any additional information on any of the issues it addresses. I've tried to make the language as reflective as possible of Alaska law so you can see how it would fit in, but it should always be further tailored to fit the specific needs of the state and the specific issues you want to address.

Thank you for your patience and I look forward to talking with you soon!

(And I hope the Special Education information was helpful- let me know if you'd like to talk about that as well).

-Amanda

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Erick Cordero-Giorgana [<mailto:Erick.Cordero-Giorgana@akleg.gov>]  
**Sent:** Friday, November 01, 2013 1:12 PM  
**To:** Amanda Fenton  
**Subject:** RE: Checking in- HB 93

Hi Amanda,

I hope that you will be able to send us sample legislation on the items we talked about.

Also, when charter schools are authorized by school districts, the local school district usually pays and monitors compliance of special needs students. If we were to have authorizers other than school districts, how have other states handled this issue?

Thanks.

Erick Cordero Giorgana

Chief of Staff & Education Committee Aide

Office of Representative Lynn Gattis

600 E Railroad Avenue

Wasilla, AK 99654

(907) 373-6285

(907) 373-6286 Fax

**From:** Amanda Fenton [<mailto:amandaf@qualitycharters.org>]

**Sent:** Monday, October 14, 2013 10:21 AM

**To:** Erick Cordero-Giorgana

**Subject:** RE: Checking in- HB 93

Great! My number is 510-612-3244. I look forward to talking with you soon.

**Amanda Fenton**

Director of State and Federal Policy

510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)

[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Erick Cordero-Giorgana [<mailto:Erick.Cordero-Giorgana@akleg.gov>]  
**Sent:** Monday, October 14, 2013 2:03 PM  
**To:** Amanda Fenton  
**Subject:** RE: Checking in- HB 93

3:00 p.m. works great. That's in an hour.

I can call you. If you give me the number.

Erick Cordero Giorgana  
Chief of Staff & Education Committee Aide  
Office of Representative Lynn Gattis  
600 E Railroad Avenue  
Wasilla, AK 99654  
(907) 373-6285  
(907) 373-6286 Fax

**From:** Amanda Fenton [<mailto:amandaf@qualitycharters.org>]  
**Sent:** Monday, October 14, 2013 10:01 AM  
**To:** Erick Cordero-Giorgana  
**Subject:** RE: Checking in- HB 93

Today will be great! How about sometime between 3pm and 5pm eastern?

**Amanda Fenton**  
Director of State and Federal Policy  
510.612.3244 direct

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)  
[www.qualitycharters.org](http://www.qualitycharters.org)

**From:** Erick Cordero-Giorgana [<mailto:Erick.Cordero-Giorgana@akleg.gov>]  
**Sent:** Monday, October 14, 2013 12:18 PM  
**To:** Amanda Fenton  
**Subject:** RE: Checking in- HB 93

Thanks for the follow up. I am available today and tomorrow. Otherwise, I'll be in Boston attending the Education Reform conference. Next week also works.

Do you have time later today?

Erick Cordero Giorgana  
Chief of Staff & Education Committee Aide  
Office of Representative Lynn Gattis  
600 E Railroad Avenue  
Wasilla, AK 99654  
(907) 373-6285  
(907) 373-6286 Fax

**From:** Amanda Fenton [<mailto:amandaf@qualitycharters.org>]  
**Sent:** Monday, October 14, 2013 6:48 AM  
**To:** Erick Cordero-Giorgana  
**Subject:** Checking in- HB 93

Erick-

I hope you are doing well. If you have some time this month I'd love to reschedule our call about HB 93. Are you available sometime this week or the week of the 28<sup>th</sup>?

Best-

Amanda



OCTOBER 21-24 | SAN DIEGO, CALIFORNIA

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**Amanda Fenton**

Director of State and Federal Policy

National Association of Charter School Authorizers

105 W. Adams Street, Suite 3500 | Chicago, IL 60603-6253

510.612.3244 direct

312.376.2400 fax

[amandaf@qualitycharters.org](mailto:amandaf@qualitycharters.org)

[www.qualitycharters.org](http://www.qualitycharters.org)

March 7, 2013

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: **Opposition to HB 93** to Be Included in Bill Packet

Dear Representative Gattis:

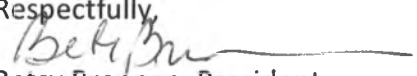
My Name is Betsy Brennan and I am president of the Nome Public School District, Board of Education. School Boards have a huge responsibility to educate all our children. The goal of public education is to take ALL children that come to us and help them grow, learn and develop. When students leave our district, we want them to have the tools to be successful in whatever they choose to do life. The outcome of public schooling is important to the future of Alaska and our country. The staff at Nome Public School works hard every day to make progress in student learning and address the challenges we face.

**I oppose HB 93.** If this bill were to pass it would be extremely detrimental Nome Public Schools. This bill will take away local control from our school district. Currently, our charter school, Anvil City Science Academy, is set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of Nome Public Schools and the education that our students receive. **I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. I oppose HB 93.**

Please include this letter in the bill packet.

Respectfully,

  
Betsy Brennan, President  
Nome Public School District School Board  
PO Box 131  
Nome, AK 99762

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Joy Kennedy Grubis

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Joy Kennedy Grubis

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Hannibal Grubbs.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Hannibal Grubbs 3/7/2013

National Certification of Mathematics

M.S. Mathematics

AP Calculus Teacher

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am SHERILYN SIEGMUND-ROACH

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

*Sherilyn Siegmund-Roach*  
403 Henderson Rd S  
Fairbanks AK 99709

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am JOEL SKYER.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

A handwritten signature in black ink, appearing to read "JOEL SKYER", written over a horizontal line.

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:


I am Dawn Fitzpatrick - parent and teacher from Fairbanks.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Dawn Ell   
PO Box 82735  
Fairbanks, AK  
99708

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Karee Johnson.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

*Karee P. Johnson*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am TRAVIS STAGG.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

A handwritten signature in black ink, appearing to read "Travis Stagg", with a long horizontal line extending to the right.

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Jeffery A. Roach.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Jeffery A. Roach

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Connie Rogers.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

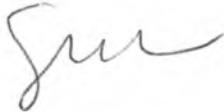
I am Gregory Kahoe.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am John K. Peterson

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

A handwritten signature in cursive script, appearing to read "John K. Peterson". The signature is written in dark ink and is positioned below the word "Respectfully,".

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Jane Sandstrom

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Jane Sandstrom  
Science teacher

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Julie Zunde!

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

A handwritten signature in cursive script that reads "Julie Zunde". The signature is written in dark ink and is positioned to the right of the word "Respectfully,".

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

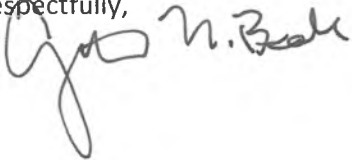
I am Cynthia Beale.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Cynthia Beale

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Wendy Ehnert

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

Wendy Ehnert

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Kathleen Doran.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Kathleen Doran*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Sandra Cole-Rice a member of NAACP.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Sandra Cole-Rice*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Sally Kieper.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

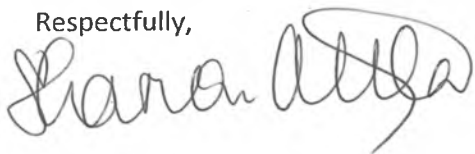
I am Sharon Attha

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Sandra O'Connor

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Sandra O'Connor*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am a Special Ed Teacher.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Jean A. James*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Janis Maltos

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

Ms. Janis Maltos  
1332 Prospect Drive  
Fairbanks, AK 99709

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Douglas Lange.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

A handwritten signature in cursive script, appearing to read "Douglas Lange".

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Mary Liston.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

M. Liston

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Julie Michaelis

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Julie Michaelis*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Melanie Hinzman

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

A handwritten signature in cursive script, appearing to read 'Melanie', followed by a long horizontal flourish line.

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Robyn Mynum.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

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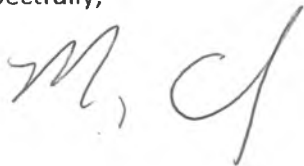
I am Mary Clancy.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

A handwritten signature in cursive script, appearing to read "M. Clancy".

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

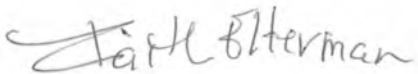
I am Faith Elterman.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Brian W. Smith

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

Brian W. Smith  
Joy School Counselor

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Shane Wiegand.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Judy Zacharias

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Respectfully,

*Judy Zacharias*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Michelle Wilken

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

*M. Wilken*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

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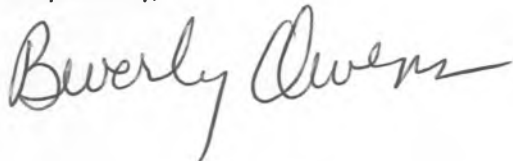
I am Beverly Owens.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Jane Bedford.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

Jane Bedford

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Shery Hart-Elterman

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Sarah Miner.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

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The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Denise Edgerton.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

*Denise Edgerton*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Glenda Richard

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

A handwritten signature in cursive script, appearing to read "Glenda Richard". The signature is written in black ink on a white background.

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

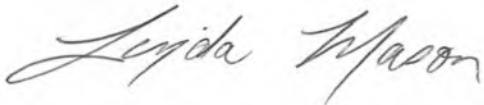
I am LINDA MASON.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

A handwritten signature in cursive script that reads "Leyda Mason".

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Don Kardash.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
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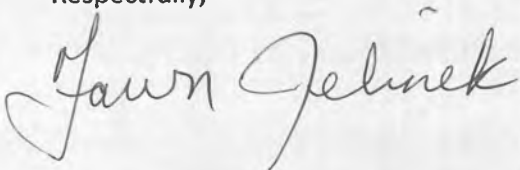
I am Fawn Jelinek.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Paul Grey.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

I believe that schools operate best when they are locally controlled. I am proud of the education that our students receive in our public schools. I am not interested in seeing state and taxpayer monies go to schools that have a for-profit and/or non-secular agenda. In short, I oppose HB 93.

Please include this letter in the bill packet.

Respectfully,

*Paul Grey*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

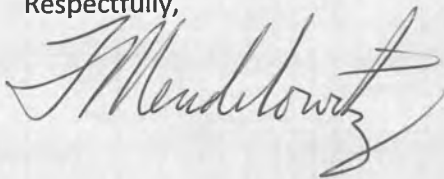
I am Tanya Mendelowitz

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Kim Brock

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

Kim Brock

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Briana.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Briana Owens*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Stephanie Garrow

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

Stephanie Garrow

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

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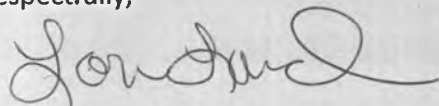
I am Lori Loud.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

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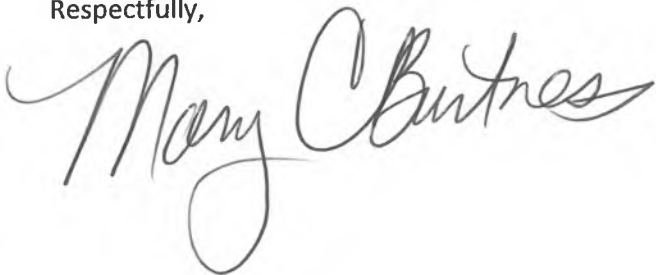
I am Mary Burtress.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Cynthia Sibitzky

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Jean Weingartner

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Joe Cox.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Carolyn Leonard.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

*Carolyn A. Leonard*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am

Lucile Hackett

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Please include this letter in the bill packet.

Respectfully,

Lucile Hackett

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Amie Cree.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am ~~Jessica Hamm~~. Jessica Hamm

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Please include this letter in the bill packet.

Respectfully,

Jessica Hamm

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:


I am Jackie Schmidtthans

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

A handwritten signature in black ink, appearing to read 'Jackie Schmidtthans', written in a cursive style.

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am MacLennan & Staiger

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,

MacLennan & Staiger

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Leslie A Dolan

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Respectfully,

Leslie A Dolan

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Lalaunie Whisenant,

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Respectfully,

*Lalaunie R. Whisenant*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

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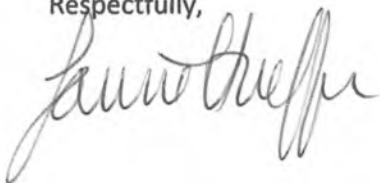
I am Laurie Hoeffler.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Respectfully,



The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Heidi Cambier

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Respectfully,

*Heidi Cambier*

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Suzanne Richards.

I oppose HB 93. If this bill were to pass it would be extremely detrimental to our public education system. This bill will take away local control from local school districts. Currently charter schools are set up and approved by the local school board. The new bill would allow public monies to go directly to private nonprofits to run the schools. HB 93 would also increase the cost to the state by creating duplication of services. HB 93 provides additional monies to these "new" charter schools for administrative costs, which are currently provided to existing charter schools through the local school district.

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Please include this letter in the bill packet.

Respectfully,

Suzanne Richards

1526 Greengreen St.

Fairbanks, Ak 99709

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Mary Shipman.

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Respectfully,

Mary Shipman

The Honorable Lynn Gattis  
House of Representatives  
Alaska State Capitol  
Juneau, AK 99801-1182

RE: Opposition to HB 93

Dear Representative Gattis:

I am Laura E. Polovina

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Respectfully,

*Laura E. Polovina*