

444

HHESS

HB

848

HB

848

MICHAEL MORIN  
HESS

CSHB - 848

REVISED BUDGET

1.	<u>PERSONNEL</u>	
	Five Professional Staff plus Benefits	\$187,500
	Staff with clerical based in Anchorage, Fairbanks, Bethel, Juneau, and Kotzebue	
2.	Personnel Clerical plus Benefits	80,000
3.	Travel	50,000
4.	Materials	40,000
5.	Equipment	40,000
6.	Space Rental	20,000
7.	Media	82,500

11

- ① Therapy
- ② Hearing or counseling
- ③ Support Program for families of handicapped

Section 1: The sum of 2,000,000 is appropriated from the general <sup>fund</sup> to the Department of Education for the purpose of providing training for public elementary and secondary teachers ~~to create in instructional~~

programs?  
methods for

~~Instructional program for~~ exceptional children who have been mainstreamed ~~into regular classrooms~~

Section 2: This Act takes effect July 1, 1978.

Letter of Intent for CSHB-848

Upon review of HB-848, the House HESS Committee recognizes the need for special services for all exceptional children; the committee substitute, therefore, is expressly intended to provide the financial support for a model process for training teachers who work with ~~all~~ children in providing appropriate educational programs for exceptional children within all educational settings. ①

The Department of Education is strongly urged to require by regulation, pursuant to AS 14.20.020(c), that teacher training in the education of exceptional children be a requirement for both certification and recertification. The Department of Education is additionally urged to require by regulation, pursuant to AS 14.03.030, that each district board provide a minimum of two days inservice training for all teachers in the district in the education of exceptional students. ~~It is the legislature's intent that the training program developed under this Act be used as the programmatic basis for programs required for recertification and inservice training.~~

end

STOP

CSHB - 848  
BUDGET BREAKOUT

RURAL

PERSONNEL	\$ 718,181
TRAVEL	74,486
CONTRACTUAL	161,049
SUPPLIES	<u>46,284</u>
TOTAL	\$1,000,000

ANCHORAGE

PERSONNEL	\$619,000
TRAVEL	16,000
SUPPLIES	15,000
MEDIA	25,000
EQUIPMENT	<u>25,000</u>
TOTAL	\$700,000

FAIRBANKS

SUBSTITUTES	\$125,000
TRAINERS	165,000
CONTRACTS	<u>10,000</u>
TOTAL	\$300,000

- Teach not inst. how to deal w/ large  
children 25 + 2 -

- 6 years in service 5 credits  
teachers w/ from the  
course -

- set up workshops

- for future teaching  
certificate

. Formula, changed a few things  
weighted ADM -

93-112 (504)  
93-576

Ben Iverson - Admin Dir HHS

Apr 77 - Califans signed 504 Regs, eff. that yr  
AS 35,10,010 - resp of DOT

- new bldg all barrier free, 10-yr moratorium  
on old bldgs

deadline June 1980 - structural change plan

FY 79 - \$85,000 to ~~to~~ leave new space such as files

Mat Cole - Tom Brown

- 504 creates civil right to equal treatment,  
can sue

- now have legal & financial framework to  
implement 94-142

- 14,000 now in special ed (of 83,000)

- \$19 million for " " (account for 85%)

- 17% in AK vs 12% nationwide

- AK ahead in mainstreaming

- no spec ed for con study students

- "learning disability" often mis-diagnosed

(Chard of hearing, mentally retarded)

- about 100 on Title register Blind, 70 in school

- expect increase in no of "learning disability"

→ audit 1/3 each school districts each year

Title 19 - all houses, lot of nursing homes,  
must comply w/ 504

- schools scheduling handicapped kids  
on ground floor in multi-story bldgs.

HB  
848  
file

# TELEGRAM

FROM ALASKA COMMUNICATIONS, INC.

PHONE: 586-6440

JUNEAU, ALASKA 99801

HB 808  
file

\*  
02004 ANCHORAGE AK 37 05-05 745A AST

PMS REPRESENTATIVE CHARLES PARR

JUN

CONVERSATION WITH MIKE MORIN THIS MORNING VERY DISAPPOINTING.

REQUEST THAT WORK BEING DONE WITH STATE DEPARTMENT OF EDUCATION

ON SPECIAL EDUCATION BILL NOT BE ASSOCIATED WITH NOR ATTACHED

TO HOUSE BILL 848 IN ANY WAY.

BARBARA C SMART

Association For Retarded  
Citizens of Kodiak  
Pouch RC  
Kodiak, Alaska 99615

April 26, 1978

The Honorable Parr; Ose; Nakak; Bradley; Cotten; Phillips; Beirne;  
Bennett; Chatterton  
Alaska State House of Representatives  
Pouch V State Capitol Building  
Juneau, Alaska 99811

Dear Sirs,

The members of the Association For Retarded Citizens of Kodiak are writing to you about HB 848. We feel that you should have workshops and vocational training centers listed under the programs provided in section 14.30.206 of the proposed bill.

With this type of help, retarded citizens have a chance to become self-supporting and to progress as far as possible.

Thank you for your attention to our comments.

Sincerely,

*Nancy Gilbert*

Nancy Gilbert, Secretary ARCK

April 21, 1978

Representative Charles H. Parr  
Pouch V  
Juneau, Alaska 99811

Re: HB 848

Dear Mr. Parr:

Thank you for the opportunity to testify concerning HB 848, a very needed bill to provide educational services to the exceptional child and to fall within compliance with P.L. 94-142. Compliance will cost a great deal of money but so will ignorance, lack of sufficient training for these children and suits brought about due to non-compliance.

While listening to other testimonies I made many notations of various items to further bring to your attention. However, as stated last night, the drafting of lengthy and detailed bills will serve no purpose if there is still a struggle to get services implimented.

The problem of transportation existing is just one example of statutes on the books but the service is denied. We have had to fight the system for every service we have obtained for our autistic son. This is not the way it should be done. I have asked the parents in the Rogers Park School District, Precinct 22-A, to provide me with written material as to what steps they took in requesting transportation. When that material is available I will forward it on to your committee so that you might see just what we as parents are being put through.

I have just this week obtained copies of my son's school records including staffing reports. The staffing dated May 1976 states "speech therapy: none required". This is the staffing of a 9 year old boy with very limited speech and no initiation of conversation. He is also a child, as is typical of the autistic child, that must be taught the basic concepts such as "where is the \_\_\_\_\_".

Until 2 school terms ago, Robert, our son, has had to settle for classes for the multi-handicapped, mentally retarded, hearing impaired, etc. The class for autistic children suddenly appeared when we had to go as far as threatening suit.....either that or just general public pressure from numerous angry parents being treated the same way.

All children need a certainty as to whether their school program will exist with the start of a new school year. This certainty does not exist. I am greatly concerned over whether there will be adequate

Representative Charles H. Parr  
Re: HB 848  
April 21, 1978  
Page Two

programs for our son when he is a teenager. He is currently at the Whaley Center which was originally designed for the 3-7 1/2 year olds. Betsy Kruth and Phyllis Brooks, his teacher and teacher aid respectively, are marvelous teachers and doing a superb job. But what happens when he is much too old and too big to be with this age range. How do you put a child, almost young man, in a school with high school age students when that child requires full supervision at all times?

Basically all the HB 848 represents to me is a document that can be used as leverage with the school district to threaten court action and a paper to wave in the air and say but the law says.... The school districts have yet to prove that the laws mean anything else.

I support 12 month school year, O.T., P.T., and full education by needs not by funding whether it is one child or 101 children who need a specific service. And, I support HB 848 as a good start in the right direction.

Very truly yours,



ELISABETH A. KACHLINE  
(Mrs. Harry M. Kachline, Jr.)  
1650 East 27th  
Anchorage, Alaska 99504  
Phone: 274-3463 HM  
272-2561 WK

cc: Members of Health, Education & Social Services Comm.  
Representative Clark Gruening  
Representative Richard K. Urion

SECTION 10

Explanation

This section limits the amount of time an individual student may be on a bus on any given day. Hence, more buses and aides will be required.

Analysis

It is estimated that the additional costs statewide will be in excess of \$3,500/day or \$630.0/year. These costs are based upon the need for 22 additional buses at \$150/day per bus, plus part-time drivers' aides, times 190 days. Additionally, the training requirements of this section could cost \$30.0 per year.

SECTION 12

Explanation

This section provides for an extended school term.

Analysis

(Fiscal impact unknown.)

THE LEGISLATURE OF THE STATE OF ALASKA  
TENTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. HB 848 and SB 482  
 Title An Act relating to Special Education  
 Requested by Meekins (House) Date 2-14-78  
Sumner, Croft, et. al. (Senate) 2-10-78

II. FISCAL DETAIL

Agency Affected Education  
 Program Category Affected Education  
 Budget Request Unit(s) Affected EPS, Financial Support

EXPENDITURES (Thousands of Dollars)

	FY 77	FY 78	FY 79	FY 80	FY 81	FY 82
100 PERSONAL SERVICES			2,200.0	2,332.0	2,472.0	2,620.0
200 TRAVEL			134.0	142.0	151.0	160.0
300 CONTRACTUAL			350.0	371.0	393.0	417.0
400 COMMODITIES			38.0	40.0	43.0	45.0
500 EQUIPMENT			150.0	159.0	169.0	179.0
600 LAND & STRUCTURES			340.0	360.0	382.0	405.0
* 700 GRANTS, CLAIMS, ETC.			173,704.0	184,126.0	195,173.0	206,883.0
TOTAL			176,916.0	187,530.0	198,783.0	210,709.0

FUNDING (Thousands of Dollars)

GENERAL FUND			176,916.0	187,530.0	198,783.0	210,709.0
FEDERAL FUNDS						
OTHER (Specify)						

POSITIONS

FULL TIME			80	80	80	80
PART TIME						
TEMPORARY						

III. ANALYSIS (See Fiscal Note Preparation Instructions, Section III)

\* Reflects deduction of \$20,000,000 estimated for special education next year under present foundation program.

See attached fiscal summary. Inflation @ 6% per year.

\*\* Depending upon the interpretation of the instructional unit allotment for programs provided under section 206(a) of this act, the amount required under the grants portion could increase by as much as \$30,000.0 over the \$173,000.0 included above.

*Pat Cole*

IV. DATE March 10, 1978 PREPARED BY Barthaniel Cole, Deputy Commissioner  
 AGENCY Education

Original: Legislative Finance PHONE 465-2800  
 cc: Budget and Management

SECTION 3 FISCAL ANALYSIS  
WEIGHTED ADM/FTE by subsection

Sub-unit FTE	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	Total FTE	UNITS	FY 79 FOUNDATION VALUE	% STATE SUPPORT	TOTAL COST
ACAC	72	42	0	0	0	3				36	42	195	19	40,600		771,400
AK. CENTRAL HILBELT	97.5	10	7.5	0	0	0				3	60	170	17	36,731		625,277
ALASKA GATEWAY	120	84	15	0	21	45				45	75	360	34	31,800		1,103,300
ALBERTAN CHAIN	99	62	35	6	84	0				60	346	346	33	43,500		1,425,500
ANCHORAGE	2,544.5	2,124	607.5	3,667	1,697.5	692	186	50	207	657	2,630	15,028.5	1,369	29,000	97.9073	38,873,621
ANNETTE ISLAND	118.5	90	32.5	6	73.5	6				15	73	414.5	39	30,160		1,175,240
BEARING STRAITS	90	86	32.5	3	14	6				15	36	291.5	28	44,950	97.9923	1,253,601
BIRDSONG BAY	196	73	7.5	6	1.75	6				60	265.25	25	25	44,950		1,123,750
CHATHAM	43	36	10	6	7	12				3	30	152	15	31,320		469,710
CHILDREN	23.5	0	0	0	0	6				15	43.5	5	5	34,800		174,000
COFFER COVE	196	42	57.5	35	49	60				15	123	568.5	53	33,350		1,767,000
COPIA	196.5	192	40	57	36.75	102				3	135	762.25	71	33,350	93.9768	2,333,622
CRANES	114	118	15	0	0	0				30	69	346	33	31,320	99.5756	1,029,175
DELF/AGREELY	339	230	27.5	6	8.75	93				90	205	999.25	91	34,800		3,169,700
DILLONMAN	114	6	7.5	9	0	3				69	208.5	20	20	44,950	99.2929	660,643
FALCONAGE	1,431	1,063	415	930	15.75	198	102			429	1,138	5,726.75	522	32,400	97.1501	16,472,117
GALINA	16.5	22	10							3	15	66.5	7	44,950	99.7456	313,700
HAINES	192	102	45			3				39	120	513	43	33,350	98.3628	1,575,411
HONAN	190.5	114	85		22.75	27				90	120	662.25	62	32,400	99.7527	2,007,773
HONOLULU	27	12	20		10.5	12				15	96.5	10	10	31,320	99.8024	312,501
HOUSTON	39	6	15	6	17.5	3	144			3	24	257.5	25	44,950		1,173,750
ILWACO	1,141.5	982	245	357	229.25	228				198	792	4,092.75	373	29,000	98.6976	10,076,114
ISLE	66	20	25		30.5	51				9	40	249.5	24	31,320	99.8158	750,245
KENAI	1,173	616	390	552	654.5	90				138	868	4,478.5	408	31,320	97.0000	12,331,000
KETCHIKAN GATEWAY	663	322	257.5	108	390.25					9	430	2,179.75	199	29,000	98.3215	5,874,104
KING COVE	54	22	2.5	6						104	193.5	18	18	43,500	99.6266	739,276
KODIAK	23.5	6	12.5								47	47	6	31,320	99.7315	187,501
KODIAK	510.5	413	12.5	465	99.75	93				39	493	2,331.25	213	32,400	98.74	6,831,174
KODIAK	49.5	42	7.5	9	0	27				33	168	168	17	44,950		764,161
LAKE & TONGUE LAKE	84	2	65	21	38.5	60				57	267.5	26	26	44,950		1,168,200
LAKE & TONGUE LAKE	196.5	48	45	60	52.5	60				21	136	619	58	44,950		2,807,100
LAKE YUKON	255	174	37.5	81	7	33				3	177	767.5	71	44,950		3,191,000
LEWIS	570.5	323	237.5	333	187.25	69				135	110	1,993.25	183	31,160	97.9765	5,567,006
LEWIS	73.5	6	75	21	0					9	50	234.5	23	36,781	97.6002	722,630
LONG	240	50	57.5	39	29.75	36					184	681.25	64	44,950	99.3332	2,055,201
NORTH SLOPE	337.5	226	117.5	152	162.75	51					284	1,399.75	129	44,950	97.0000	5,824,104
NORTHWEST ARCTIC	466.5	16	267.5	9	52.5	21				21	247	1,040.5	96	44,950		4,315,000
PELLICAN	6	0	0	0	0						-	-	-	32,400	98.9706	0
PETERSBURG	123	152	47.5	43	0	27				24	123	601.5	56	30,160	99.1135	1,621,517
PRINCIPAL	60	20	42.5	9	0					15	39	193.5	19	43,500		825,000
SITKA	417	244	150	45	0					102	261	1,222	112	30,160	98.4444	3,375,471
SITKA	66	48	10	6	0	3				9	41	183	18	31,320	97.9122	551,510
SOUTHEAST ISLANDS	130.5	149	37.5	9	0	12				0	81	413	3	30,160		1,176,200
SOUTHWEST	175.5	46	80	96	0					105	502.5	47	47	44,950		2,112,410
SOUTHWARD	130	6	0	3	0					-	73	202	20	44,950	99.7934	897,002
SOUTHWARD	45	39	12.5	3	0					9	28	127.5	13	43,500	98.6640	581,576
TALKEETNA	212	146	25	270	1.75	117			255	45	214	1,295.75	119	33,350	97.0000	3,867,411
TALKEETNA	156	142	20	36	0	24				-	104	482	45	30,160	98.8743	1,341,611
YAKUTAT	60	44	20	0	0	40				3	49	233	22	31,000	99.1644	757,706
YUKON FLATS	73.5	72	0	0	61.25					9	45	260.75	25	44,950		1,131,700
YUKON FLATS	175.5	80	15	9	14	66				9	168	476.5	45	44,950		2,112,410
YUKON FLATS	444	393	107.5	396	334.75		171			66	-	1,916.75	176	29,000		5,111,000
YUKON FLATS	415.5	293	167.5	117	7					105	-	1,110	102	32,400		3,112,500

GRAND TOTAL 170,512,397

HB 848 - SB 482

The Department has very carefully read these two companion bills - line ~~by~~ line - and made an attempt to analyze their possible impact upon special education in this state.

Because of the size and complexity of the bills, we have limited our comments to those items that will change what is presently in statute and/or regulation. All analyses are based upon the February 1, 1978 enrollments as reported to the Department's Office for Exceptional Children. The section by section analysis is as follows:

SECTION 1

Explanation

This section, while retaining the current ADM/FTE formula for special education, specifically allows duplicate counting of children in special education programs, which means that one child may be counted separately for each portion of the special education program from which that child receives services.

Analysis

The full impact of this provision can be seen in the ADM weighting schedules of Section 3 (see attachment #2).

SECTION 2

Explanation

A support services schedule is added to AS 14.17.041 that provides foundation units to districts to provide support services as a function of their total enrollments. The analysis of fiscal impact (see attachment #1) was derived by examination of districts' estimated enrollments for FY 79.

Analysis

The probable cost to the state was found to be \$16,671.0.

SECTION 3

Explanation

This section weights special education enrollments according to the services offered by program(s) in which an exceptional child may be enrolled. For instance, a student may receive an ADM/FTE weight for each separate service received. The weighting ranges from 1.5 ADM/FTE to 4.0 ADM/FTE in contrast to current law and regulation that limits an individual special education FTE to

Analysis

A district by district fiscal analysis can be found in attachment #2. The total cost to the state is estimated to be in excess of \$153,000.0.

Section 4 - Cont.

Explanation

1.0, regardless of the types of service provided. Conceivably, under the multiple weightings allowed under Section 1 of this bill, individual FTE generation could significantly exceed even 4.0.

SECTION 4

Explanation

This section contains no provisions not already in practice or permissible under state laws and regulations.

Analysis

There is no fiscal impact as a result of this section.

SECTION 5

Explanation

Section 5 proposes several major changes from current practices and procedures of the Department of Education. It would create a Division of Special Education whose Director would serve at the pleasure of the Governor. Many present Department functions would become the responsibility of the Division. Such activities would include the development of special education certification standards; receipt and control of all federal funds for special education; control of all nonpublic school special equipment; independent contracting authority for educational services; and recommending Board action for districts found to be in noncompliance with the provisions of this bill, should it be enacted. Additionally, Section 184(18) would hold the state totally responsible for all costs incurred in transferring an exceptional child to a private school if referred by any public school agency. The fiscal impact of this provision has not been estimated.

Analysis

Section 189 requires that the Division will have offices, appropriately staffed. While the exact number of such offices is unclear, an estimate of the fiscal needs of the Division was derived through an analysis of estimated costs to staff five regional offices and a divisional central office in Juneau:

Personnel Services	2200.0
Travel	134.0
Contractural	350.0
Commodities	38.0
Equipment	150.0
Lands/Bldgs.	<u>340.0</u>
	2872.0

This figure is based upon an estimated manpower need of 80 full-time positions in five regional sites and the Department of Education. All but 200.0 of these funds would have to come from the state's general fund.

Section 5 - Cont.

Explanation

Sections 194-196 would require all LEA's and REAA's to elect at large a special education advisory board. Membership requirements would be established by statute. While the source of funding for these elections is not known, it is presumed they would be the responsibility of the local districts. The local advisory councils may report directly to the State Division of Special Education on the availability of services in LEA's, and could apply directly to the state for services and facilities, possibly circumventing local boards and administrations.

Sections 197-204 reenact the State Special Education Advisory Council and specifically establish membership requirements, minimum meeting times, quorum requirements and compensation to members. It is assumed that costs are the responsibility of the division's budget. Specific monitoring and evaluation duties are required of the council, including a strong directive role to the division, as well as conducting public hearings and arbitrating disputes between parents and local districts.

Section 205 mandates that every LEA and REAA shall have a supervisor of special education, with specific duties under law. This individual would be required to perform duties as assigned by the State Special Education Division.

Section 206 contains a detailed explanation of the class groups weighted under Section 3. The following are the categories of Program Services in which students are to be weighted:

- (1) Any mainstreamed child is weighted at 1.5 FTE, regardless of the amount of time spent in direct special education endeavors. Presently, this would include all level 1, 2 and 3 children;

Section 5 - Cont.

Explanation

- (2) Any level 1 child who receives special small group instruction;
- (3) Any level 4 child, or one who requires 60 percent of the day in special instruction;
- (4) Any level 4 child, or one who requires a full-time special education;
- (5) Any child served by a traveling teacher;
- (6) Special education students in vocational education programs;
- (7) Students in special education day schools;
- (8) Students in hospital schools with non-traveling staff;
- (9) Children in residential schools;
- (10) Preschool children (ages 0-5);
- (11) Secondary special education students;
- (12) Experimental programs.

Analysis

The cost of number (12) of Section 206 cannot be estimated.

Sections 207-215 codify most of what is now in regulations. A few significant changes should be noted:

- (1) Student reevaluations would be required every 10 months instead of annually as required by present state statute;
- (2) Child Study Team input must include a psychologist's report;
- (3) A description of home living conditions must be included in the assessment process.

Section 5 - Cont.

Explanation

Analysis

- (4) The Child Study Teams must include parents, special education teachers, evaluator, regular teacher, administrator, et al. This could be cumbersome.
- (5) Implies that parental permission to change a child's special education program need not be obtained prior to enactment;
- (6) Individualized education plans must indicate the appropriateness of family guidance procedures for special education students' families;
- (7) Insures reimbursement for special transportation needs above those now afforded under law.

This is estimated at \$10,000/day x 180 or \$180.0 per year.

Section 216 allows a child to be placed in a special education program for further study for a limited time. Since this process would bypass the due process procedures adopted under PL 94-142, its legality is questionable.

Sections 217-219 establish maximum class sizes for both integrated and segregated special education programs. Using a weighted categorical numbering system, a "class" is limited in the number of children that can be in one room at one time. The effect of this section would be felt statewide, as virtually every class in the public schools of the state has one or more students with an exceptionality. It should be noted that the usually accepted list of 10 exceptionalities has been increased with the addition of two more - behavior disorders and hyperactive.

It should be noted that the Child Study Team can also reduce class sizes (Section 219). Since every child in special education could have a different Child Study Team, it is not clear which team will be given this authority.

Section 5 - Cont.

Explanation

Section 224 relegates "certain hearings to the State Special Education Advisory Council. Any party at these hearings is given subpoena power, a power that currently exceeds even that of the State Board of Education. Appeals are to be de novo in the Superior Court.

Several provisions of this section pose serious legal questions with respect to compliance with student confidentiality requirements of PL 93.380.

Sections 233-234 require a significant increase in reporting and accounting procedures that would be imposed upon districts, including the identification of students by race and religion. This section also requires the Department to monitor special education civil Rights quotas by sex, race, religion and national origin.

Sections 236-238 refer to institutionalized youngsters and their educational programs. A director of programs is required for each institution, and school is year-round.

Section 239 requires reimbursement to districts or cities of one-half of all costs incurred in recreation programs for exceptional children.

Section 241 requires that any educational cost derived from a clinical nursery school or day care center for the retarded be fully reimbursed to the district that made the placement.

Analysis

The cost impact of this particular provision was not estimated, as there was no historical data available to make meaningful predictions. This section further allows for 100% reimbursement of the cost of vehicle purchase or renovation. The cost is estimated to be 150.0 the first year, and 50.0 plus thereafter. Reimbursement for costs of transporting children to and from recreation programs at "any state facility" is also mandated. This will result in an estimated cost to the state in excess of \$1,400.0 million per year. This figure is based upon

Section 5 - Cont.

Analysis

14,000 students times 2.5 trips per month  
x 9 mo. x \$4.50/per student day of bus  
usage.

SECTION 6

Explanation

This section uses specific language to permit cooperative agreements between school districts and REAA's.

Analysis

(No fiscal impact.)

SECTION 7

Explanation

This section requires separate accounting of all funds received by cooperating districts which are associated with interdistrict programs for exceptional children.

Analysis

(No fiscal impact.)

SECTION 8

Explanation

Provides for free, independent evaluations of exceptional students if requested by parents.

Analysis

(No cost estimate made.)

SECTION 9

Explanation

This section allows children to be moved from site to site as a function of administrative convenience. This practice is of doubtful legality, as it could easily defy the concept of least restrictive alternative, which is required by PL 94-142.

Analysis

(No cost estimate made.)

SECTION 10

Explanation

This section limits the amount of time an individual student may be on a bus on any given day. Hence, more buses and aides will be required.

Analysis

It is estimated that the additional costs statewide will be in excess of \$3,500/day or \$630.0/year. These costs are based upon the need for 22 additional buses at \$150/day per bus, plus part-time drivers' aides, times 180 days. Additionally, the training requirements of this section could cost \$30.0 per year.

SECTION 12

Explanation

This section provides for an extended school term.

Analysis

(Fiscal impact unknown.)

I recommend that the legislation contain provisions for the following:

1. GUARENTEE EDUCATIONAL RIGHTS FOR THE HANDICAPPED according to public law 94-142 which includes;

the right to a free appropriate education to children with handicapping conditions according to their potential

due process procedure: to assure that the parent has appeal procedures from diagnostic processes as well as program placement

a provision for inclusion of parents in child study process

provides for external professional evaluation in contested cases

establishes a definition of learning disabled. (see attached definition from Washington State which is far more acceptable than that proposed in Alaska under regulation)

guarantees that all school aged children who exhibit a discrepancy between thier achievement and thier potential are screened for learning disabilities

eliminates placement cdecisions which are due to cultural bias

guarentees a quality of program which is prescriptive to individual needs and insures quality of instruction

requires a prescriptive written report from the child study team to be updated regularly with the regular classroom teacher

2. INCREASE STATE SUPPORT FOR SPECIAL EDUCATION

provide a foundation unit for each 500 students for diagnostic testing

contain a provision for public review of school district special education program - provide for andivory committees to school boards, require that all special education money be identified in public budget documents and requires school board approval

contain provisions for the State Dept. to withhold special education money where it has been determined that the funds are being used for othere purposes

provide funding for diognostic centers in various regions in Alaska

establish criteria for a maximum class size for special education classes and provide for reduced class sizes in regular classrooms with severely handicapped students

eliminate the present structure with ratings of levels of service

provide incentives to lareger districts to develop special programs

WASHINGTON STATE LAW:

requires that learning disabled students exhibit average or above in intelligence\* and demonstrate a significant process deficit in auditory, visual, motor, or associative audio-visual abilities. It also requires that students must be 1 year behind in the first grade reading (or math) levels, be two years behind between the second and fourth grade and three years behind in the fifth through twelfth grade. A significant deficit is taken to mean ~~one~~ one where a severe discrepancy exists between a child's grade or reading level placement and his potential. In addition students must not have an overriding emotional problem or qualify for other assistance.

FURTHERMORE: Washington state law limits the classroom load for special education teachers and regular classroom teachers - from notes of Maxime Van Nostrand director of the Bellevue Program:

(attachment 3)

The Bellevue program itself is exemplary for the entire state of Washington.

here is the program description: (attachment 3 again)

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\* appropriate measures for intelligence includes the WISC and the ITPA. Other diagnostic instruments include: Purdue, Bender, Benton, Lindamood, Slingerland various standard reading tests such as the Metropolitan

TESTIMONY IN SUPPORT OF ADDITIONAL UNITS IN THE FOUNDATION  
PROGRAM FOR SPECIAL EDUCATION \_\_\_\_\_ BEFORE THE JOINT SENATE AND  
HOUSE EDUCATION COMMITTEES

April 20, 1978  
Sharron Lobaugh  
Juneau, Alaska

Members of the Committee;

My name is Sharron Lobaugh, I am an artist, sometimes lobbyist as you may know me from other causes, and mother of four children with severe learning problems. Because of their constant difficulties in School, I have become interested in the field of education, served for 7 years as a member of the ESEA Title III advisory for innovative and Exemplary programs, a member of the Juneau School board and obtained a masters degree in education. I am presently teaching art at the community college, and recently served on the post secondary commission. *I am chairman of the local group of ACLD*

My professional training in education has included work in the field of learning disabilities. I had an opportunity to study one summer in a lab for learning disabilities in Bellevue Washington.

Most of the information I am presenting today is based in research because I believe that there is a growing body of evidence <sup>in the</sup> that indicates that learning disabilities is a problem of great magnitude in our country and ~~obviously~~ <sup>perhaps</sup> even more so in a state such as ours with various language differences. I will also ~~provide a case study for you of~~ <sup>provide some examples of my experience with</sup> our son Tim Burr Lobaugh whose disability has been severe and traces back to about 3 years of age. Quite honestly, most of you may think that environmentalists are emotional but I can guarantee that for the next few days, you will probably hear some of the most emotional pleas from parents and even the children themselves as they document their failure stories.

The reason I am focusing on learning disabilities is obviously because this is the problem my children have and it is the newest category to be officially recognized by PL 94-142 as a handicap. It is a strange handicap as well since all the children seem normal, without a limp or other visible difficulties, it is the most difficult to diagnose and manifests itself as if the child is lazy or stupid. It is curiously a disease of the rich at the present time because unless a parent is persistent and seeks <sup>a</sup> professional child study evaluation, the child is without an advocate. Many parents who do not know why their child is not reading also begins to feel this child is lazy or stupid. With parents and teachers alike believing this, it is no wonder that studies show that between 50

nd 90 percent of the children who have been institutionalized because of delinquent behavior have severe learning problems. Dr. Troy Sullivan did some research at the McLaughlin Youth Center in the late 60's that concluded nearly 80% of the youth there were non-readers and could not perform a corresponding perceptual test which had a high correlation to dyslexia.

I am enclosing an excerpt of the publication by the U.S. Department of Justice Law Enforcement Assistance Administration entitled: The Link Between Learning Disabilities and Juvenile Delinquency published in April 1976 which analyzes a number of the most comprehensive national studies on this issue. (attachment 1)

(read summary from page 32)

Most everyone in the field cautions against a direct causative link as it is unfair to treat individuals as potential criminals because of a handicap.

There are so many other variables in operation in case after case such as environmental conditions. Nevertheless, it becomes obvious that (as one of my professors said) behind every successful learning disabled adult was a persistent parent. <sup>secondary level</sup> This may be seen as another attempt to take over some of the duties of the family <sup>to suggest that better diagnosis and prescription at the elementary and</sup>

<sup>by some observers,</sup> I believe that public institutions have an obligation to do all that is possible to mitigate some of the problems of our society. Think of the benefits our society would derive if not only are those students whose problems are identified and mitigated early are given other opportunities than delinquency but become productive citizens able to find a job and earn a living for themselves. Vocational training is another area of need.

<sup>(differ)</sup> Recently, I had an opportunity to participate in an onsite review of the Seward Skill center. On discussing learning disabilities with the two counselors, teachers and administration, they agreed that there is a high proportion of non-reader potential dropouts that have been trained through their program and are seeking extra support for professional staff such as a psychologist with experience in learning disabilities so that they are better able to diagnose at the center. This is, I might point out an excellent vocational program and one every legislator should visit. I have had experience in onsite evaluations for a number of years and believe this is one of the most productive learning environments in the state ---next to the legislature.

Before continuing much further, I should give you more information about what this strange animal is that is causing us to ask for additional support service. Learning disabilities as defined in the State of Washington by law is:

(see attachment # 2)

To take this definition farther, which is in compliance with the definition in public law 94-142, I will briefly sketch from notes of Dr. Charlotte Hoskins one of the instructors in the Bellevue District learning program. (attachment3)

There is much professional disagreement about the methods of identification and a great deal of interprofessional hostilities exist between pediatricians, specialists, teachers, neurologists, ophthalmologists, psychiatrists etc and the parents often get conflicting information. Reading an excerpt from a grant which was submitted to the state last year by the Juneau School District written by Ann Stoke, Bob Falle and myself: (attachment 4)

Washington state legislature passed a law in 1975 mandating that a statewide assessment of incidence be conducted and a full battery of tests was given to the entire first grade population. The results of this study are: (attachment 5)

I'm sure you will hear from the Department of Education that 10% of education money is already being appropriated for special education. In the Juneau district, last year they generated 916,000 but the audit only shows 829,000 having been spent on special education purposes. Perhaps this is true or that some related services are buried in other district functions, but having spent some time recently reviewing the district budget, there is no way to identify exactly how much money is presently being spent. This should be corrected so the public has an opportunity to maintain some check on the use of this money. The classrooms are very loaded for the resource staff and a great deal of their time is necessarily spent in paperwork and in evaluation and diagnosis activities. Much time which is needed for direct services to the children is being lost. One junior high teacher saw as many as 60 children last year. I know that several are not being helped because of the overload. I feel very sympathetic with these teachers and appreciate their efforts although I find myself having to teach nearly every subject to our 8th grader because there is not enough understanding of ways to assist in the regular classroom. Until I became frustrated recently and strongly protested the homework load, he had to stay up till 10:30 at night from 4:00 after school laboring over work that others could do in about an hour. Most of the work is repetitious, busywork and had the effect of denying all of Tim's extra curricular activities like drums and square dancing this year. He just can't be expected to respond on written tasks like the normal children. Most of his tests are to be given orally

When I served on the school board, the state department required a plan of

service from the district and our administration simply sent it in two years in a row without Board review. No other input from parents or teachers was allowed. I do not know if this is still the case, but if this practice is still being done, there must be some provision in the law to require a public review or advisory.

Juneau lost two instructional units because of their audit last year apparently and this cutback the service even further. <sup>Last year</sup> one elementary school had nearly 90 for referrals

What kind of program do I think is appropriate? There are a lot of options but primarily until the districts at the elementary level begin to focus on activities which will reduce the process deficit and at the same time teach through strengths there is not going to be marked difference between what is now done in most support service programs. <sup>→ See (attach 6 - Bellevue district program)</sup> Obviously, the key is to have an accurate diagnosis because the special problems of each child are like the fingerprint---all very different and about 100 variations are now known each with differing prescriptions

Learning disability problems on the Jr. and High school level have to begin to deal with coping skills where content subjects can be learned through the intact modality.

In conclusion, I will leave you with some positive recommendations on this legislation. I would like to see a rewrite to focus on the primary intent: to provide basic educational rights to ~~that~~ handicapped children and to provide more money for special education services. *(attach 7)*

## CRITICAL ASSESSMENT OF SB 482 & HB 848

In accordance with your request here is my assessment of Senate Bill 482 and House Bill 848. Thanks for your interest.

The first two pages are full of forbidding schedules, equivalents, instructional unit formulas and percentages seemingly intended to make you more dependent on H.E.S.S recommendations. Page three, section 180 starts off under Findings and Purpose: "the legislature finds etc., etc." It's difficult to believe that this legislation originated in any understaffed Alaska legislator's office. This is a very obtuse and complicated piece of legislation which is now being introduced in almost identical form in several other states. I just returned from NSBA's national convention in Anaheim, California where I spoke to, and heard complaints from, other school board members about this very same legislation. I believe with good reason that this bill originated in a Chicago think tank called Thirteen-thirteen funded by large foundations for their own motives. Motives which seem to dovetail comfortably with the federal government's intention of gaining complete control of all education in the United States. If you do not believe me, try to amend section 181 "Receipt of Federal Assistance", and see what reaction you get from the bill's sponsors. The bill would grant the commissioner of education great new power to enter into agreements with federal and other state agencies.

Section 183 establishes a division of Special Education within the Department of Education. The new division would have 18 enumerated functions starting with full control of all special education in the State of Alaska as function number 1. That's only the first one, other functions include compiling data on all exceptional children in the State. What child is not exceptional in some way? Functions 6 and 7 grant the power to receive, allocate and withhold federal funds from cities, boroughs, REAAs and even private schools which run afoul of regulations.

Section 187 provided for a director of the new division with power to establish and staff offices in many locations in the State and to conduct investigations with the power of subpoenas to compel attendance and testimony of witnesses and to compel production of papers, books, and documents.

Section 193 would establish Local Special Education Advisory Councils in each city, borough and REAA. Some of these council members shall be selected to represent parents and guardians, teachers, administrators, minorities and regional corporations. Advisory council members shall receive per diem and expenses including payment of babysitters. Then we have another council - 197 on a state wide level consisting of nine members appointed by the Governor to overlapping terms of three years. The duties of the state wide council include assisting the United States Commissioner of Education in the performance of his duties and responsibilities under federal laws PL 94-192 of 1975.

Section 205: Each city, borough and REAA shall appoint a supervisor of special education. Even if there are no special education children? Maybe they (special education children) would not be an absolute necessity since he has, among other duties, to receive complaints relating to the provision

of a free appropriate public education for any child. The definition of child appears at the end of the bill but I believe it's necessary to quote it here "School age child means any person from birth through age 21." Under this bill 12 programs would be provided from standard educational programs to day care schools, hospital schools, itinerant home schools, learning centers, diagnostic clinics and any combination or modification of the above. Then under Evaluation Procedures - 211 the bill would provide for a child study team for each case which would include the child's parents or guardian, the receiving specialist, a psychologist, the child's current teacher and an administrative officer of the school district. Also other specialists who may be required to establish an individualized educational program for each such child.

Starting on page 22-218 maximum class sizes are listed for special children in regular classrooms with factors for "weighting" the class load according to types of disability, etc. The class load could be as few as four to a teacher and one aide.

Section 222, paragraph C: The way I read this no child could ever be expelled from our schools without written prior approval of the Department of Education. Even if he or she is a desperate discipline problem?

Section 224: If there is disagreement over the placement of a child there will be a hearing with due process including advice of counsel and experts. The right to confront, cross-examine and compel attendance of witnesses; and to give a written or electronic verbatim record of the hearing all subject to appeal to superior courts de novo. Aren't we going a bit far?

We are coming to the controversial part pretty soon now.

Sections 229 & 233 pertains to records and reports, "at the time, in the manner and on the forms which the department may require." and affords access as the United States Commissioner of Education may require.

Section 234. (b) If a report made under sec. 233 (c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commissioner for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255.

Sections 235-237: The department shall staff with a director and others a program of special education in each institution operated by the Department of H.E.S.S. which cares for children with exceptional needs. It seems we will have directors and staff, officers and advisors, boards, experts and teams of teachers coming out of the woodwork.

1 one or more children younger than age four with substantial difficul-  
2 ties, or which transports any exceptional child who is prone to behavior  
3 which could distract the driver;

4 (3) inservice training, to be completed within six months of  
5 employment, for operators and attendants of vehicles transporting excep-  
6 tional children to acquaint them with the needs of children and to equip  
7 them to meet those needs;

8 (4) that any need or problem which may cause difficulty  
9 during transportation, such as seizures, a tendency to suffer motion  
10 sickness, and disabilities such as an inability to see, hear, or com-  
11 municate, are ascertained through consultation with the child's parents,  
12 guardian, or teachers, and communicated to the operator and attendant of  
13 the vehicle in which the child is transported;

14 (5) that the exceptional child is assisted on and off the  
15 vehicle and in and out of the classroom, whenever such assistance is  
16 necessary;

17 (6) whatever special equipment is necessary for the safety  
18 and comfort of the child;

19 (7) that all special equipment necessary for the transporta-  
20 tion of the exceptional child is kept in operational order at all times.

21 \* Sec. 11. AS 14.30.350(1) is repealed and re-enacted to read:

22 (1) "exceptional child" or "exceptional children", means a  
23 school age child, or children, who, because of temporary or more per-  
24 manent adjustment difficulties or attributes arising from intellectual,  
25 sensory, emotional, or physical factors, including giftedness, cerebral  
26 dysfunctions, perceptual factors, speech and language disorders, or  
27 other specific learning disabilities or abilities or any combination of  
28 these, is certified as unable to progress effectively in a regular  
29 school program and requires special classes, instruction periods, or

1 other special education services, including transportation, in order to  
2 develop successfully his individual educational potential;

3 \* Sec. 12. AS 14.30.350 is amended by adding new paragraphs to read:

4 (3) "child study team" means a group of individuals respon-  
5 sible for certifying, assessing and reviewing the needs of a child re-  
6 ferred to it and for developing a written individualized educational  
7 program based upon its assessment of a child who is to be assigned to a  
8 special education program;

9 (4) "director" means the director of the division of special  
10 education;

11 (5) "division" means the division of special education;

12 (6) "instructional support services" means any necessary  
13 services that are required to supplement or enhance the basic special  
14 education program or the regular education program; these shall include  
15 but not be limited to nurses, speech and language therapists, psycholo-  
16 gists, physical therapists, occupational therapists, librarian-media  
17 specialists, special reading teachers, counselors, social workers,  
18 physicians, music, art and physical education teachers and teacher  
19 aides;

20 (7) "integrated classes" means classes within the regular  
21 educational program to which exceptional children have been assigned;

22 (8) "regular education" means the school program and pupil  
23 assignment which normally leads to college preparatory or technical  
24 education or to a career;

25 (9) "school age child requiring special education" means any  
26 child with special needs who requires special education as determined in  
27 accordance with secs. 180 - 350 of this chapter and the regulations  
28 adopted by the department;

29 (10) "school age child" means any person from birth through

1 the age of 21, inclusive, who has not attained a high school diploma or  
2 its equivalent or who has not yet completed his prescribed education  
3 program; a pupil who becomes 22 years of age while participating in a  
4 program under this chapter may continue his participation in the program  
5 for the remainder of the current school year;

6 (11) "special education" means educational programs and  
7 assignments, namely special classes, programs or services designed to  
8 develop the educational potential of children with special needs, in-  
9 cluding but not limited to speech pathology, group therapy, and voca-  
10 tional training, special education includes, but is not limited to  
11 educational placements of children by city or borough school districts  
12 or regional educational attendance areas, the Department of Health and  
13 Social Services, and the Department of Education in accordance with the  
14 regulations of the Department of Education;

15 (12) "school term" means the regular school year plus addi-  
16 tional days, up to and including the full 12 months for those exception-  
17 al children who may need the extra days in order to maintain or retain  
18 the accomplishments made during the regular school year; the determina-  
19 tion of eligibility for the extended term will be made by the child  
20 study team;

21 (13) "institution" means any agency, other than the public  
22 agencies charged with education, which has exceptional students on the  
23 premises.

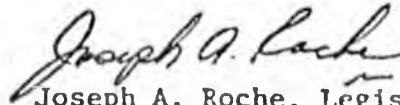
24 \* Sec. 13. AS 14.30.186(a), (b) and (c); 14.30.191(a) and (d); and 14.-  
25 30.231 are repealed.

Page 34, line 4: A parent may obtain an independent educational evaluation of the child at public expense.

Page 34, line 11, section 347, the rest of page 34 and page 35 down to line 20 has to do with special transportation needs, special equipment on buses, training for drivers, distance limitations, on bus special attendants, etc.

Section 350 - 1 is the beginning of definitions which need to be quoted in full. See page 35, line 22 down and all of page 36 and 37. (See attachment)

Without assessing the cost in terms of money which I hear is about 170 million the first year, this bill if enacted will cause social disruptions along racial lines amounting to a tragedy for Alaska. The over emphasis on adversarial roles for parents against the system, the out of focus attention to detail and the interplay of highly educated specialists with politics would be sickening to see. The concentration of more and more power in the hands of administrative personnel at state and federal levels is what I fear most. The ultimate test of any program is need or benefit as determined by the public balanced against cost. I hear nothing at our local level indicating a real need or potential benefit, but in the area of costs we hear plenty. The public seems to be getting a picture of an educational tail wagging - a tax payer dog. Notice what is happening in California. A tax revolt in full swing. I would vote against its passage in any form if I were you.



Joseph A. Roche, Legislative Chairman  
Copper River School District Board  
c/o Tonsina Lodge  
Copper Center, AK 99573

JAR:pm

Enclosures

# MEMORANDUM

TO: Representative Charlie Parr  
Chairman House HESS

DATE: April 17, 1978

FILE NO:

TELEPHONE NO:

FROM: Nathaniel Cole, *N.C.* Deputy Commissioner  
Department of Education

SUBJECT: Analysis of HB-848 / SB-482  
This analysis omits several issues contained in the bill which others may consider substantive. A more exhaustive analysis accompanies the fiscal note prepared by this department

## Section 1

While retaining the present foundation formula for special education, this section permits districts to count children separately for each service they receive from the special education program. The additional cost of this provision would be, according to our estimates, in excess of \$150 million.

## Section 2

This section adds a schedule to the foundation program which would provide funds to districts for the purpose of defraying costs of instructional support services. The cost of this section would be approximately \$16.6 million.

## Section 3

This portion of the bill would weight special education children according to the type of services received. Students with disorders requiring the most services would be weighted 4.0 FTE, while those with less severe disorders would be weighted as little as 1.5 FTE. Present statutes and regulations limit weighting to a maximum of 1.0 FTE.

## Section 4

This section is almost exclusively philosophic in content; it sets forth the rationale for the remaining sections as an attempt to remedy past "inadequacies and inequities" in special education programs.

## Section 5

This section would establish a Division of Special Education. It further seems to require the maintenance of regional offices within that division. Additionally, both statewide and local special education advisory councils would be required, as well as district supervisors of special education. The section also limits special education class sizes, and all class sizes in which any special education students receive instruction. Including the

student transportation costs derived from section 184(18), the cost of this section would be approximately \$4.6 million.

#### Section 6

This section would amend present statutes to require departmental approval of inter-district cooperative agreements with respect to special education programs.

#### Section 7

This section would identify the operating agent in a cooperative agreement for purposes of accounting. It would further require separate accounting of funds received for special education.

#### Section 8

This section would change present law to require, at district expense, an independent evaluation of a special education student whenever the parent so requests, regardless of the efficacy of the evaluation performed by the child study team.

#### Section 9

This section would amend present statutes to require that administrative decisions with respect to the transportation needs of special education students be made by the local special education supervisors or child study teams, instead of the school board or superintendent.

#### Section 10

This section would impose requirements, in terms of additional staff and training, upon districts which operate transportation routes for special education students.

#### Sections 11, 12, and 13

These sections add definitions and repeal present statutes as necessary to implement the language and requirements of this bill.

NC:SH:jh

TO: [ Nathaniel Cole  
Deputy Commissioner  
Department of Education

DATE: January 13, 1978

FILE NO

Thru: Marilou Madden, Director  
Educational Program Support

TELEPHONE NO

FROM: Tom Brown, Administrator  
Special Education Programs  
Office for Exceptional Children

SUBJECT: Special Education Weighted  
ADM Formula

The section for Exceptional Children has analyzed the current ADM/FTE Computations for special education (as of December 22, 1977), and devised a weighted ADM schedule to replace the current levels of service computation system.

Amend AS 14.17.031(3) to read as follows:

The number of units from special education determined from sec. 41(f) of this chapter as approved by the department through the use of the ADM weighting factors listed herein for each child.

A. Profoundly handicapped -----3.6 weighting

Those students who are deaf, blind, significantly retarded, or multiply handicapped.

B. Severely handicapped -----1.25 weighting

Those students who are orthopedically impaired, emotionally disturbed, or partially sighted.

C. Moderately handicapped -----.75 weighting

Those students who are health impaired, hard of hearing, or mildly retarded.

D. Mildly Handicapped or gifted --.27 weighting

Those students who are communicatively disordered, learning disabled, or gifted.

SUPERINTENDENT  
Bruce H. Hill

225-9658  
225-9659



640 Park Avenue  
Post Office Box 8340  
Ketchikan, Alaska 99901

CHAIRMAN  
Richard Madden

TREASURER  
Kathy Pesterfield

CLERK  
Allen Strahle

MEMBER  
Lucille Hedrich  
Estelle Thompson

February 23, 1978

Tom Brown, Administrator  
Office for Exceptional Children  
Department of Education  
Pouch F  
Juneau, Alaska, 99811

Dear Tom:

The purpose of this letter is to comment upon the weighted ADM schedule which your office has proposed to replace the current levels of service system for school district special education programs.

The proposal is basically a sound one, as it would replace a rather cumbersome system with one which would be comparatively simple to use and which apparently would be more equitable to those districts which have relatively large populations of profoundly and severely handicapped children. The proposed weightings for profoundly, severely, and moderately handicapped children seem designed to correct some basic faults and inequities in the present system.

The major weakness in the proposed schedule lies in the weighting for mildly handicapped or gifted children. This weighting would be detrimental to special education programs, for the following reasons:

1. It assumes that the degree of severity of the three categories (communicatively disordered, learning disabled, and gifted), and therefore the educational program required to meet each individual child's needs, are the same among all children, when in reality the case is the opposite. As an example, one child who is communicatively disordered may have an articulation disorder requiring 15-30 minutes per day of speech therapy, while another child who is communicatively disordered may need an intensive program to develop expressive and receptive language skills in addition to the same speech therapy program as the first child. Obviously, the cost of the program for the second child would considerably higher than that for the first child.

2. The proposed weighting does not take into account the difference in the cost to the districts for delivering the same service. For example, in this District, a speech therapist is responsible for providing programs to children at sixteen schools, which mostly have one teacher, spread out over a large area. On the other hand, her counterpart in an urban district may be responsible for several large schools, and can provide the same type of program to significantly greater numbers of children. Therefore, due to the differing nature of the districts (rural districts with many isolated sites vs. centralized urban districts), there is a resulting difference in the delivery systems and in the number of children with which the staff can effectively work. The net effect is a considerably higher per pupil cost in the rural regional district compared to the per pupil cost in the urban, centralized district.

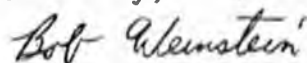
As a result of the above factors, the proposal would result in a significant decrease in special education funds to districts with relatively few, if any, profoundly or severely handicapped children. Most parents of such children will choose to live in an urban area where available resources and services for the children are far greater than in small rural communities. This is particularly true in this district, where practically all of the children being served by the special education program fall into the mildly handicapped category.

As an alternative to the current proposal as it now stands, I would suggest one of the following:

1. Increase the weighting for mildly handicapped or gifted from .27 to .54.
2. Keep all weightings as proposed, but establish an additional per school factor of \$4-6,000. This would help solve the problem faced by districts with large numbers of small schools.
3. Replace the current system, as well as the proposal, with a formula which gives each district a percentage, in the 8-12% range, of its total elementary and secondary foundation support. This computation method would have built-in factors with regard to number of schools and regional cost differentials as stated in AS 14.17.031 (b+c) and AS 14.17.051.

If Alaskan school districts are to develop and provide appropriate special education programs to all eligible children, as required by both state and federal statutes, then the current level of funding must be maintained for programs for mildly handicapped children while additional funds are being provided for programs for the more seriously handicapped children.

Sincerely,



Robert Weinstein  
Special Programs Coordinator

RW:js

cc: Richard Madden, Chairman, S.I.S.D. Board  
Senator Glenn Hackney  
Representative Charles Parr ✓  
Senator Bill Sumner  
Senator Chancy Croft

# Copper River School District

Chitina  
Copper Center  
Egikoon  
Glennallen  
Kenny Lake  
Pascana

Superintendent's Office  
Box 108  
Glennallen, Alaska 99588  
(907) 822-3234

March 29, 1978

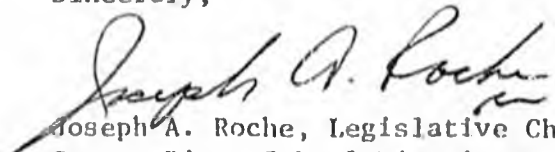
The Honorable Charles H. Parr  
Alaska State House of Representatives  
Pouch V  
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board, by unanimous vote, has directed me to write the entire Alaska legislature of our total opposition to SB 482 and HB 848. An act relating to special education by Sumner, Croft, Ferguson, Huber and Rodey in the Senate and Meekins in the House. This is a 37 page blue print for the destruction of all education in Alaska. If you intend to, or if it is possible you may vote for this legislation, please read it. If you cannot take the time to wade through all 37 pages, at the very least you should read paragraph B under non-discrimination on page 28 starting on line 25 which contains the words "If a report made under sec. 233(c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commission for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255."

If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,

  
Joseph A. Roche, Legislative Chairman  
Copper River School District Board  
c/o Tonsina Lodge  
Copper Center, Alaska 99573

JAR:pm

SUPERINTENDENT  
Bruce H. Hill

225-9658  
225-9659

File  
848



640 Park Avenue  
Post Office Box 8340  
Ketchikan, Alaska 99901

CHAIRMAN  
Richard Madden

TREASURER  
Kathy Pesterfield

CLERK  
Allen Strahle

MEMBER  
Lucille Hedrich  
Estelle Thompson

February 24, 1978

Representative Charles Parr  
Alaska House of Representatives  
Pouch V  
Juneau, Alaska, 99811

Dear Representative Parr:

Enclosed you will find a copy of the weighted ADM schedule being proposed by the Office for Exceptional Children of the Department of Education, as well as a letter from the undersigned to Tom Brown, Administrator, Office for Exceptional Children.

It is my opinion that the proposal has considerable merit, in that it would provide more equitable funding for school districts which have significant numbers of severely and profoundly handicapped children. However, if enacted, the proposal would have a negative impact on districts, such as Southeast Island School District, which have special education populations consisting primarily of mildly handicapped/gifted children and which have many small schools in a large geographic area.

Sincerely,

*Bob Weinstein*

Robert Weinstein  
Special Programs Coordinator

RW:js  
encl.

# Copper River School District

Superintendent's Office  
Box 108  
Glennallen, Alaska 99588  
(907) 822-3234

March 29, 1978

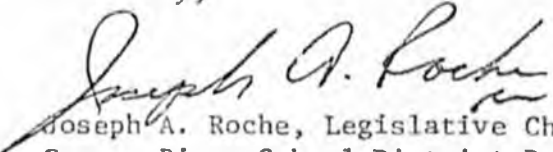
The Honorable Charles H. Parr  
Alaska State House of Representatives  
Pouch V  
Juneau, Alaska 99811

Dear Sir:

The Copper River School District Board, by unanimous vote, has directed me to write the entire Alaska legislature of our total opposition to SB 482 and HB 848. An act relating to special education by Sumner, Croft, Ferguson, Huber and Rodey in the Senate and Meekins in the House. This is a 37 page blue print for the destruction of all education in Alaska. If you intend to, or if it is possible you may vote for this legislation, please read it. If you cannot take the time to wade through all 37 pages, at the very least you should read paragraph B under non-discrimination on page 28 starting on line 25 which contains the words "If a report made under sec. 233(c) of this chapter shows a substantial discrepancy in the occurrence of the characteristics of sex, national origin, race, and religion between children in special education classes in contrast to the remainder of the children in a city or borough school district or rural educational attendance area, the department shall file a complaint with the State Commission for Human Rights alleging discriminatory conduct prohibited by AS 18.80.255."

If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,

  
Joseph A. Roche, Legislative Chairman  
Copper River School District Board  
c/o Tonsina Lodge  
Copper Center, Alaska 99573

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February 24, 1978

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Alaska House of Representatives  
Pouch V  
Juneau, Alaska, 99811

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Sincerely,

*Bob Weinstein*

Robert Weinstein  
Special Programs Coordinator

RW:js  
encl.

TO: Nathaniel Cole  
Deputy Commissioner  
Department of Education

DATE: January 13, 1978

FILE NO

TELEPHONE NO

Thru: Marilou Madden, Director  
Educational Program Support  
FROM: Tom Brown, Administrator  
Special Education Programs  
Office for Exceptional Children

SUBJECT: Special Education Weighted  
ADM Formula

The section for Exceptional Children has analyzed the current ADM/FTE Computations for special education (as of December 22, 1977), and devised a weighted ADM schedule to replace the current levels of service computation system.

Amend AS 14.17.031(3) to read as follows:

The number of units from special education determined from sec. 41(f) of this chapter as approved by the department through the use of the ADM weighting factors listed herein for each child.

A. Profoundly handicapped -----3.6 weighting

Those students who are deaf, blind, significantly retarded, or multiply handicapped.

B. Severely handicapped -----1.25 weighting

Those students who are orthopedically impaired, emotionally disturbed, or partially sighted.

C. Moderately handicapped -----.75 weighting

Those students who are health impaired, hard of hearing, or mildly retarded.

D. Mildly Handicapped or gifted --.27 weighting

Those students who are communicatively disordered, learning disabled, or gifted.

SUPERINTENDENT  
Bruce H. Hill

225-9658  
225-9659



640 Park Avenue  
Post Office Box 8340  
Ketchikan, Alaska 99901

CHAIRMAN  
Richard Madden

TREASURER  
Kathy Pesterfield

CLERK  
Allen Strahle

MEMBER  
Lucille Hedrich  
Estelle Thompson

February 23, 1978

Tom Brown, Administrator  
Office for Exceptional Children  
Department of Education  
Pouch F  
Juneau, Alaska, 99811

Dear Tom:

The purpose of this letter is to comment upon the weighted ADM schedule which your office has proposed to replace the current levels of service system for school district special education programs.

The proposal is basically a sound one, as it would replace a rather cumbersome system with one which would be comparatively simple to use and which apparently would be more equitable to those districts which have relatively large populations of profoundly and severely handicapped children. The proposed weightings for profoundly, severely, and moderately handicapped children seem designed to correct some basic faults and inequities in the present system.

The major weakness in the proposed schedule lies in the weighting for mildly handicapped or gifted children. This weighting would be detrimental to special education programs, for the following reasons:

1. It assumes that the degree of severity of the three categories (communicatively disordered, learning disabled, and gifted), and therefore the educational program required to meet each individual child's needs, are the same among all children, when in reality the case is the opposite. As an example, one child who is communicatively disordered may have an articulation disorder requiring 15-30 minutes per day of speech therapy, while another child who is communicatively disordered may need an intensive program to develop expressive and receptive language skills in addition to the same speech therapy program as the first child. Obviously, the cost of the program for the second child would considerably higher than that for the first child.

2. The proposed weighting does not take into account the difference in the cost to the districts for delivering the same service. For example, in this District, a speech therapist is responsible for providing programs to children at sixteen schools, which mostly have one teacher, spread out over a large area. On the other hand, her counterpart in an urban district may be responsible for several large schools, and can provide the same type of program to significantly greater numbers of children. Therefore, due to the differing nature of the districts (rural districts with many isolated sites vs. centralized urban districts), there is a resulting difference in the delivery systems and in the number of children with which the staff can effectively work. The net effect is a considerably higher per pupil cost in the rural regional district compared to the per pupil cost in the urban, centralized district.

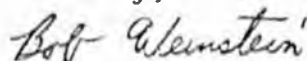
As a result of the above factors, the proposal would result in a significant decrease in special education funds to districts with relatively few, if any, profoundly or severely handicapped children. Most parents of such children will choose to live in an urban area where available resources and services for the children are far greater than in small rural communities. This is particularly true in this district, where practically all of the children being served by the special education program fall into the mildly handicapped category.

As an alternative to the current proposal as it now stands, I would suggest one of the following:

1. Increase the weighting for mildly handicapped or gifted from .27 to .54.
2. Keep all weightings as proposed, but establish an additional per school factor of \$4-6,000. This would help solve the problem faced by districts with large numbers of small schools.
3. Replace the current system, as well as the proposal, with a formula which gives each district a percentage, in the 8-12% range, of its total elementary and secondary foundation support. This computation method would have built-in factors with regard to number of schools and regional cost differentials as stated in AS 14.17.031 (b+c) and AS 14.17.051.

If Alaskan school districts are to develop and provide appropriate special education programs to all eligible children, as required by both state and federal statutes, then the current level of funding must be maintained for programs for mildly handicapped children while additional funds are being provided for programs for the more seriously handicapped children.

Sincerely,



Robert Weinstein  
Special Programs Coordinator

RW:js

cc: Richard Madden, Chairman, S.I.S.D. Board  
Senator Glenn Hackney  
Representative Charles Parr ✓  
Senator Bill Sumner  
Senator Chancy Croft

## SECTION # 2

DISTRICTS	ADM	UNIT VALUE	% STATE SUPPORT	(SUPPORT UNITS) ADM/175	(SUPPORT UNITS) X (UNIT VALUE) % =
ADAK	615	40,600	-0-	4	162,400
ALASKA CENTRAL RAILBELT	371	36,781	--0-	3	110,343
ALASKA GATEWAY	398	34,800	-0-	3	104,400
ALEUTIAN CHAIN	260	43,500	-0-	2	87,000
ANCHORAGE	34,692	29,000	97.9873	199	5,654,847
ANNETTE ISLAND	325	30,160	-0-	2	60,320
BERING STRAITS	512	44,950	-0-	3	134,850
BRISTOL BAY	228	44,950	97.9923	2	88,095
CHATHAM	188	31,320	-0-	2	62,640
CHUGACH	51	34,800	-0-	-0-	-0-
COPPER RIVER	738	33,350	-0-	5	166,750
CORDOVA	497	33,350	98.9768	3	100,050
CRAIG	192	31,320	99.5756	2	62,640
DELTA/GREELY	822	34,800	-0-	5	174,000
DILLINGHAM	373	44,950	99.2929	3	133,896
FAIRBANKS	8,608	32,480	97.1591	50	1,577,863
GALENA	162	44,950	99.7456	-0-	-0-
HAINES	388	33,350	98.6358	3	100,050
HOONAH	276	32,480	99.7027	2	64,960
HYDABURG	112	31,320	99.8024	-0-	-0-
IDITAROD	271	44,950	-0-	2	62,640
JUNEAU	4,307	29,000	98.6976	25	715,557
KAKE	200	31,320	99.8158	2	62,640
KENAI	6,046	31,320	97.000	35	1,063,314
KETCHIKAN GATEWAY	2,484	29,000	98.3215	15	427,698
KING COVE	118	43,500	99.6266	-0-	-0-
KLAWOCK	75	31,320	99.7895	-0-	-0-
KODIAK	2,136	32,480	98.7415	13	416,926
KUSPUK	256	44,950	-0-	2	89,900
LAKE & PENINSULA	412	44,950	-0-	3	134,850
LOWER KUSKOKWIM	1,606	44,950	-0-	10	449,500
LOWER YUKON	934	44,950	-0-	6	269,700
MAT-SU	4,207	31,160	97.9788	25	763,250
NENANA	210	36,781	99.6062	2	73,272
NOME	786	44,950	99.3393	5	223,265
NORTH SLOPE	1,202	44,950	97.000	7	305,210
NORTHWEST ARCTIC	1,563	44,950	-0-	9	404,550
PELICAN	37	32,480	98.0706	-0-	-0-
PETERSBURG	591	30,160	99.1135	3	92,651
PRIBILOF	175	43,500	-0-	1	43,500
SITKA	1,777	30,160	98.4444	10	296,908
SKAGWAY	220	31,320	97.9122	2	61,332
SOUTHEAST ISLANDS	448	30,160	-0-	3	93,480
SOUTHWEST	544	44,950	-0-	4	179,800
ST. MARY'S	101	44,950	99.7844	-0-	-0-
UNALASKA	132	43,500	98.0682	-0-	-0-
VALDEZ	940	33,350	97.000	6	194,097
WRANGELL	516	30,160	98.8788	3	89,724
YAKUTAT	187	34,800	99.1649	2	69,018
YUKON FLATS	332	44,950	-0-	2	89,900
YUKON/KOYUKUK	651	44,950	-0-	4	179,800
ANCHORAGE ON-BASE	3,032	29,000	-0-	18	522,000
FAIRBANKS ON-BASE	2,489	32,480	-0-	-0-	487,200

TOTAL SECTION # 2

16,671,986

LEA'STOTAL

Anchorage	\$4,068,838.70
Bristol Bay	91,024.05
Cordova	129,222.00
Craig	92,746.99
Dillingham	225,856.29
Fairbanks	1,822,432.30
Galena	68,322.94
Haines	163,826.10
Hoonah	223,038.28
Hydaburg	59,894.48
Juneau	1,007,401.00
Kake	102,404.08
Kenai	1,114,050.00
Ketchikan	562,321.63
King Cove	92,515.66
Klawock	66,059.74
Kodiak Island	801,021.34
Matanuska-Susitna	667,746.30
Nenana	111,350.40
Nome	431,226.50
North Slope	767,807.06
Pelican	-0-
Petersburg	202,790.04
Sitka	324,674.72
Skagway	59,991.18
St. Mary's	225,213.11
Unalaska	83,142.25
Valdez	444,148.50
Wrangell	175,454.08
Yakutat	100,574.50

REAA'STOTAL

Adak	\$112,095.13
Alaska Gateway	226,374.29
Aleutian Chain Schools	186,166.00
Annette Island	183,190.83
Bering Straits	224,958.49
Chatham	113,870.43
Chugach	44,699.47
Copper River	282,989.47
Delta/Greely	380,397.21
Iditarod	227,594.75
Lower Kuskokwim	707,978.78
Kuspuk	127,857.40
Lake & Peninsula	318,506.88
Lower Yukon	585,560.96
Northwest Arctic	699,978.06
Pribilof	140,137.00
Southeast Island	178,306.00
Southwest	453,586.24
Alaska Central Railbelt	165,559.00
Yukon Flats	146,811.26
Yukon/Koyukuk	297,801.71

1000000

CITY: Honolulu

	FOUNDATION	TOTAL	PL 87-92	PL 374	TOTAL	FTE
Al. ...	5322175	153225	25200		543870	15250
Cristo ...	82385	3125	808		491605	1024
Co ...	128716	2783	2723			354
C ...	88107	99792	1153		248907	1603
D ...	210495	262475	1423		1131554	4031
F ...	1609300	84700	6819		12161331	57003
G ...	42482	1747635	736		765309	571
H ...	153320	4807	2032		346710	4823
H ...	214613	99176	3066		436752	3850
I ...	59154	24948	491			930
J ...	962419	27522	17400			36558
K ...	88767	2170	1202		1031503	1907
K ...	1043955	54945	15150			39102
K ...	530075	20185	11125		93663	1037
K ...	81914	1419	834		334666	1468
K ...	59133	27324	392		676150	1017
K ...	151316	18711	11035		1996434	20393
L ...	629002	2861430	9930		26774650	24453
N ...	109572	77240	1006		1113000	2153
N ...	422350	393150	4933		481723	9373
N ...	607406	3196875	6819		12161331	15165
P ...	0				20706	
P ...	195165	404404	3531			5724
S ...	304478	1013012	9575		49160	1123
S ...	57015	235818	633		167472	1270
S ...	212616	51150	2403		599912	3931
L ...	79214	324225	686		968261	1203
U ...	420613	2213750	1398		8314205	13777
W ...	1675200	403408	3850		44414850	4925
Y ...	98460	51450	1570		17545408	225

33897711

14,352,634.22

COMMIT  
WRITE

PERM FOR ... PL 154 TOTAL FIVE

2	Fruit	11000	- 0 -	14728	20557.3	11209513	331
3	H. G. ...	132000		49745	44551.2	22637429	2153
4	Plant ...	165000		21160	0	13616	2637
5	H. ...	115500		22532	45152.35	12519083	2646
6	PERM. ST. ...	170500		29560	45092.49	22495341	2442
7	Chet ...	59916		10700	24451.25	11337045	1271
8	Ch ...	33206		4511	3922.47	44619.47	573
9	Co ...	189750		65817	50422.47	222139.47	504
10	Delta/Gr ...	264000		117075	22122.2	340397.21	1296
11	Tait ...	85250		11607		76357.1	1015
12	Low. Kas ...	511000		107820	89072.78	707178.78	10251
13	Kus ...	85250		18435	24172.40	127857.40	1206
14	Lab ...	213125		33456	71925.85	318506.85	4155
15	Lower Yukon	341000		101733	142225.72	585560.96	7646
16	No. ...	511500		122900	65572.06	699978.06	10056
17	Pr ...	123750		16777	0	140137	2004
18	S. ...	144375		32773	115857	178306	3951
19	S. ...	200750		68961	12875.24	453586.24	4863
20	H. ...	147124		18435	0	165559	2409
21	Yukon - ...	85050		22532	39029.26	146811.26	1431
22	Yukon - ...	170500		57355	69446.71	297801.71	3471

#368388 155673681 61

Amend 14.17.031(3) to read the number of units from Special Education determined from Sec. 41(F), and Sec. 41(G) of this chapter as approved by the Department, and:

Add the following schedule to Sec. 41

(G) Special Education Support Services schedule Elementary and Secondary schools

<u>ADM</u> <u>Full-time Equivalent</u>	<u>#No. Instructional Units</u>
0-1000	1
1001 and over	1 plus 1 for every 1000 pupils or fraction of pupils in full-time equivalent elementary and secondary ADM

ATTACHMENT #1

SECTION # 2

DISTRICTS	ADM	UNIT VALUE	% STATE SUPPORT	Units	Cost
ADAK	615	40,600	-0-	1	40,600
ALASKA CENTRAL RAILBELT	371	36,781	-0-	1	36,781
ALASKA GATEWAY	338	34,800	-0-	1	34,800
ANCHORAGE CHAIN	260	43,500	-0-	1	43,500
ANCHORAGE	34,632	29,000	97.9873	35	994,571
BARRETT ISLAND	325	30,160	-0-	1	30,160
BERING STRAITS	512	44,950	-0-	1	44,950
BOSTON BAY	223	44,950	97.9923	1	44,048
BURBANK	183	31,320	-0-	1	31,320
BUGACH	51	34,800	-0-	1	34,800
COPPER RIVER	738	33,350	-0-	1	33,350
CORDOVA	497	33,350	98.9768	1	33,009
CRAG	192	31,320	99.5756	1	31,187
DELTA/SHELBY	822	34,800	-0-	1	34,800
ELLINGHAM	373	44,950	99.2929	1	44,632
FAIRBANKS	8,608	32,400	97.1591	8	252,438
HELEN	162	44,950	99.7456	1	44,830
HAINES	333	33,350	98.6358	1	32,895
HOONAH	276	32,400	99.7027	1	32,383
KODIAK	112	31,320	99.8024	1	31,258
KOTATKOD	271	44,950	-0-	1	44,950
KULUK	4,307	29,000	98.6976	5	141,112
LAKE	290	31,320	99.8158	1	31,268
LENA	6,046	31,320	97.000	6	182,282
LEITCHIKAL GATEWAY	2,484	29,000	98.3215	3	85,539
LONG COVE	113	43,500	99.6266	1	43,338
LANOOK	75	31,320	99.7895	1	31,254
LODIK	2,136	32,400	98.7415	2	32,028
MUSKIE	256	44,950	-0-	1	44,950
LAKE & MEMORIAL	412	44,950	-0-	1	44,950
LOWER KIMMIMM	1,606	44,950	-0-	2	89,900
LOWER YUKON	934	44,950	-0-	1	44,950
MAT-SU	4,207	31,160	97.9788	5	152,497
MEHANA	219	36,781	99.6062	1	36,632
OME	786	44,950	99.2393	1	44,653
NORTH SLOPE	1,202	44,950	97.000	2	87,203
NORTHWEST ARCTIC	1,563	44,950	-0-	2	44,950
PELICAN	37	32,400	98.0706	1	31,553
PETERSBURG	591	30,160	99.1135	1	29,893
PRIBILOF	175	43,500	-0-	1	43,500
PRITKA	1,777	30,160	98.4444	2	57,382
PRAGWAY	220	31,320	97.9122	1	30,666
SOUTHEAST ISLANDS	448	30,160	-0-	1	30,160
SOUTHWEST	544	44,950	-0-	1	44,950
S.T. MARY'S	101	44,950	99.7844	1	44,353
SITKA	132	43,500	98.0682	1	42,660
VALDEZ	940	33,350	97.000	1	32,350
WIRANGELL	516	30,160	98.8788	1	29,822
YAKUTAT	187	34,800	99.1649	1	34,509
YUKON FLATS	332	44,950	-0-	1	44,950
YUKON/KOYUKUK	651	44,950	-0-	1	44,950
ANCHORAGE ON-BASE	3,022	29,000	-0-		
FAIRBANKS ON-BASE	2,489	32,400	-0-		

TOTAL SECTI

~~3,633,335~~  
3,697,477

26 213  
32,071  
64,142

April Twelfth

1 9 7 8

Joseph A. Roch, Legislative Chairman  
Copper River School District Board  
C/O Tonsina Lodge  
Copper Center, AK 99573

Dear Joe,

Thank you for the letter you wrote opposing Senate Bill 482 and House Bill 848. Please thank the entire School District Board on my behalf as well. Senate Bill 482 is in the Senate Health Education, and Social Services Committee at this time. It has been tentatively scheduled for a hearing on April 24th. At this time, Senator Hackney is planning on a teleconferenced committee meeting. Basically, a teleconferenced meeting allows two-way communication between various points around the state, through the legislative information offices. There is an office both in Anchorage, and in Fairbanks if you would like to speak to the committee itself. The sister bill, House Bill 848, is presently in the House Health, Education, and Social Services Committee. It has not yet been scheduled although it probably will be in about three weeks.

I took the liberty of sending a copy of your letter to Senator Glenn Hackney, Chairman of the Senate Health, Education and Social Services Committee, and to Representative Charlie Parr, Chairman of the House Health, Education, and Social Services Committee. I would suggest that you send the critical assessment you have done to the respective chairmen of these committees. It will be brought to the whole committee's attention in that manner.

Please be assured that I will consider your opinions of Senate Bill 482 when it reaches the Senate floor and will pay special attention to the section you quoted in your letter. Often a poorly written bill can come through the committee process well written. It is very possible that much of the bill will be amended to include better language before it reaches the Senate floor. If you have any other questions, comments or criticisms about any legislation, please don't hesitate to contact me or my staff.

Best Wishes,

Mike Colletta  
Senate Floor Leader

MC/das

cc: Senator Glenn Hackney, Chairman  
Senate HESS Committee  
Representative Charlie Parr, Chairman ✓  
House HESS Committee

# Copper River School District

Superintendent's Office  
Box 108  
Glennallen, Alaska 99588  
(907) 822-3234

March 29, 1978

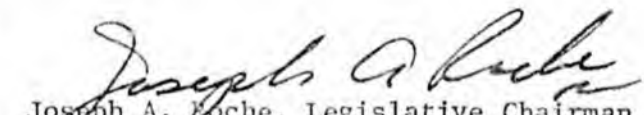
The Honorable Mike Colletta  
Alaska State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Sir:

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If you need more information, I have prepared a critical assessment of the entire bill which will be sent to you if you desire.

Sincerely,

  
Joseph A. Roche, Legislative Chairman  
Copper River School District Board  
c/o Tonsina Lodge  
Copper Center, Alaska 99573

JAK:pm

*Handwritten notes:*  
SB 482  
not on the board  
5 weeks

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SEA ALASKA COMMUNICATIONS, INC.  
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PMS REP CHARLES PARR

JUN

AS A PARENT AND A SPECIAL EDUCATION RESOURCE TEACHER I  
WHOLEHEARTEDLY SUPPORT HB843

KATHY CHRISTY

PO BOX 4-1633, ANCHORAGE 99509

#;LMVQO

# Arctic Association for Retarded Children, Inc.

Member National Association for Retarded Children

P.O. Box 2075, Fairbanks, Alaska



RETARDED  
CHILDREN

CAN BE HELPED

October 8, 1977

Constance K. Smith, Coordinator  
Community Interest Programs  
Tanana Valley Community College  
University of Alaska  
Fairbanks, Alaska 99701

Dear Ms. Smith:

The Arctic Association for Retarded Children supports and endorses the proposed Supportive and Special Education Program being developed at the University of Alaska and the Tanana Valley Community College. We feel that this will encourage our district's special education teachers to stay in the district to obtain continuing education credits. It will also provide an opportunity for parents, interested individuals, and professionals in the community to learn more about children with sensory, learning, and developmental handicaps.

Sincerely yours,

*Joseph M. Wooding*  
Joseph M. Wooding, Vice-President  
Arctic Association for Retarded Children

from Janet Davis

Whereas: It is the right of every handicapped person to a lifetime of employment and an equal right to all training necessary to that end

Therefore Be It Resolved: The State of Alaska shall make an immediate commitment to the facilities, staffing and funding of a state wide network of work activity centers, vocational and pre-vocational training schools, sheltered workshops, residential facilities and diagnostic centers.

2509 Fourth Avenue  
Ketchikan, AK 99901  
April 19, 1978

Rep. Charles Parr, Chairman  
House HESS Committee  
Pouch V  
Juneau, Alaska 99811

In re: HB No. 848 An act relating to special education

Dear Charlie:

I'm sorry it has taken me eleven days to respond to your invitation to write to you about the special ed. bill. I have spent some time re-reading it, looking at existing law, trying to better analyze my own situation as a special ed. teacher, and speaking with colleagues. We are planning to testify tomorrow evening at the telecom hearing, for which we're very grateful. I do want to put my thoughts down in print for you, however. So here goes.

As I understand it, we are all operating under federal P.L. 94-142 which provides for a suitable education for handicapped persons, and identifies a range of handicapping conditions. In public schools, teachers commonly deal with children who are "learning disabled" with some specific block to learning, usually in the area of reading; with mildly "retarded" (whatever that is!) children; and in Alaska with children who have "communicative disorders", that is have understanding and knowledge which they are unable to verbally express, sometimes due to lack of practice at home, but for whatever reason, an inability to communicate verbally is an extremely handicapping condition in a school.

Under P.L. 94-142 a child who is referred and whose parent or guardian gives a written permission to the school to evaluate the child's needs receives a "work-up" which must include a variety of measurements. No one test suffices to identify a person's proficiency, or deficiency, or type of handicap. At the present time, here in Ketchikan (but not necessarily in all places in the state) the special ed. teachers must do this "work-up" on all new referrals, and also perform testing on identified children to monitor their progress. We are able to utilize the services of our local mental health team for special testing and evaluation, but not for all subjects. If after examination by a child study team (classroom teacher, administrator, special ed. teacher, other experts pertinent to a child's condition, and parent(s) or guardian) of the report from the child's "work-up" it is determined that the child qualifies for special education services, then the c.s. team must develop an individualized educational plan (I.E.P.) for the child, which must relate to that child's specific needs and must not be influenced by the availability of personnel (at least in theory and according to the law.) Then the child must be assigned to services in the "least restrictive environment" commensurate with his needs, which in the case of most school children means that child is assigned to a regular classroom and receives part-time help from a "resource teacher". The "resource teacher" may provide these services directly to the child or may enlist support services, the child's regular teacher, an aide, a volunteer or any other appropriate resource to implement the I.E.P. Co-ordinating all of this is time consuming. Practically, plans involving too many other people somehow fall short. The classroom teacher may have a difficult time finding the few minutes necessary to supervise special activities for the special ed. pupils in the classroom, depending on many factors. Volunteers are sporadic help often, and aides simply don't have the training and experience to carry out a plan unless a lot of support and supervision is available. Since an aide can work with only a very small group, this is often an ineffectual way to provide services. It comes down to the need for adequate trained special ed. staff to fulfill the demands of the I.E.P.'s.

And here's where I get confused. The law, P.L. 94-142 speaks to the child's right to the help detailed in his I.E.P., then we look at the regulations to determine how to meet these requirements. And the regs. are interpreted by persons who must deal with budgets, taxpayers, and school boards (or legislatures). In order to comply with the local district's interpretation of the regs I must carry a "full time equivalent" (F.T.E.) load of eleven children. That sounds reasonable. However, were I to work with those children for only an hour a day, I'd have to multiply eleven by four and work with forty-four children a day—which I do. In order to teach forty-four children a day, I must work with these children in groups. But if a child's I.E.P. and his specific needs don't happen to conform to the groups I have set up, then I have to find some hours for single children or for very small groups—which I do. But in the end, hours of the day run out, and there are a few children who get left with no direct services from the resource team. This is contrary to the law, but apparently (say our school administrators) not to the regs. In being required to live with the administrators' interpretation of the regs, I'm in violation of P.L. 94-142. [To protect myself, I've filed a grievance with my district, and it has been determined that the subject is not "grievable" which forces me into the courts as a next step.]

I recognize H.B. 848 as an attempt to deal with my situation through legislation. I concur with the FINDINGS AND PURPOSE (Sec. 14.30.180) of the bill under (a). I'd like to see support services available to resource teams in the area of testing and identification. And our district has ONE certified speech person (and finally now has a very good and competent aide, a teacher with an intense interest in the area of speech). The broadened Instructional Support Services Schedule (Sec. 2. AS 14.17.041 on p. 1 of the bill) would help in these areas.

I concur with the requirement of the law that parent advisory councils be formed to monitor the services provided by local educational agencies. I don't think parents should have to just take whatever happens to be offered without a chance to influence policies for the education provided handicapped children. Sections 14.30.193 - 196 provide for this. Our district has not encouraged the efforts some parents are now making to form a council here. This law could give them a push in that direction.

We find here that at the high school level there are hardly any services available to special ed. children who have come up from the elementary schools. They're supposed to be miraculously "cured" I guess, and I'm sure some of the least handicapped children survive. A mother tells us that her son and other high school students who still find it difficult to keep up with the assignments normal children handle with ease simply become discouraged. They perceive themselves as failures just at the crucial period in their lives when occupational decisions must be made. Sec. 14.30.206 is added to the existing law to detail PROGRAMS PROVIDED, and in paragraph (a)(6) on page 15 provides for "occupational and pre-occupational training in conjunction with full-time special education classes in a public school building..." Our vocational ed. classes aren't specifically geared to the needs of special ed. students, so far as I know. This would help special students come out of school with some job orientation and with some purpose. I know of at least one young man, from Sitka, who didn't quite "make it" and is in jail. He describes himself as "learning disabled" and somewhere along the way someone didn't have enough time to keep this person's self-confidence viable. It's more difficult and more costly to reach a person at the point this young man has reached—IF we even had a program to attempt to reach him, which we don't. The taxpayer would be saved money by helping school children with handicapping conditions early before they're on the streets unemployable. As I work with "learning disabled" children (more boys than girls, it seems) it's gratifying to find them accepting themselves as O.K. persons, working to overcome the problem, relaxing, and feeling success, maybe for the first time, in reading and spelling.

I mentioned the time consumed, and denied the identified children for training as detailed in their I.E.P.'s, when resource staff must take time out to test and do "work-ups" on new referrals. Sec. 14.30.212 paragraph (3) provides for a psychologist (and further down in line 16 the phrase "or other evaluator" is added). At first I questioned this provision for evaluation and for the child study team. Upon further thought, I realize that this support would (a) provide a better work up on the children referred, and would (b) keep resource people on the line teaching, which is especially important in dealing with handicapped children. Consistent training regularly applied pays dividends in success for these students. A psychologist, OR a "psychometrist" (tester) would render a real service. Actually, a district of our size could possibly use two. This relates to Sec. .041 on p. 1, of course.

Sec. 14.30.218. MAXIMUM CLASS SIZE FOR AN INTEGRATED CLASSROOM. This section addresses the matter of expecting the regular classroom teacher to be a part of the providing team, with special assignments appropriate to the handicapped children in her room (or his room!) Vera Gazaway remarked that special programs could be eliminated if elementary teachers could have classes of no more than fifteen children. The whole bureaucracy of the right to education for all the special needs of children would be superfluous—IF. Well, that's utopia. With the resource team assistance, a class size of 20 for K through third grade, and of 24 for grades 4 through 12 is quite reasonable. It is important to hold class size to a manageable and not overstimulating level when handicapped children are mixed in with the others. AND IT IS IMPORTANT to mix in the kinds of children I'm talking about. They conquer handicaps much faster with peer models who are normal PROVIDING the support services are there from not only resource staff, but also from a not-harrassed classroom teacher.

The weight factors in this section intrigue me. They would serve as a guideline to insure that a classroom teacher did not get half of her twenty from the special ed. category, which would subvert the purpose of mainstreaming. I'd like to see a trial of this sort of formula. None of this has to be written in blood. If any of it proved unwieldy in practice, further legislation could refine it.

Moving on to Sec. .219. CLASS SIZE. for special ed. classes, such a limitation would surely give the time to increase services to the special ed. children being served. I think, though, that Section 1. AS 14.17.041(f), Special education schedule, which gives the ADM-FTE would have to be based on programs provided and not on "pupils" or the numbers wouldn't come out right. For example, were I limited to 20 children instead of the over 40 I now handle, I'd be able to provide more services to the 20, and in many cases I would then be spending twice the time with some of the children. However, children who require one-to-one or very small-group instruction, and who tire quite easily if kept on task too long would be difficult to fit in to the present schedule. That's probably not too clear to someone who is not dealing daily with the problem. I'll be glad to answer questions!

I haven't mentioned the proposal for a new Division of Special Ed. because I'm not convinced of its necessity. I think the present department could be staffed with persons capable of complying with the law. I do think some "inservice" would be in order because all of this is so new it appears to be confusing to those who are to administer it. At least, we seem to hear contradictory directions coming from the D.O.E. and some of the pronouncements regarding testing are un-informed, to put it mildly.

I haven't mentioned the fiscal note, either, and I agree, it sounds excessive. I haven't seen a breakdown of just where those costs are coming from. It would be helpful if your committee could identify a few important aspects of the proposal, see what those priority items would cost, and consider those. I don't think there's a special ed. teacher in the state who wouldn't be glad to help scale this bill down to a reasonable fiscal requirement. We would like some clear direction in providing full compliance with P.L. 94-142, which is certainly addressing a real need.

I'm taking a lot of your time, Charlie. You'll regret having asked me to write! One parting item: programs for the gifted. In P.L. 94-142 and in our state regs the gifted program is one of the special ed. categories. It operates under some very stringent rules. Here we have one teacher handling the program for the gifted for all three elementary schools. There is no such program in either the junior high or the high school. Because the gifted child is included with the handicapped children in the regs, I'm assuming that some of the provisions of HB 848 which provide for more teacher time for students will also affect the program for gifted children. In the weighting chart, a gifted student is rated 1.5, so this bill is intended to provide more services to these often neglected children, as well. I believe a lot of parents of gifted children will appreciate this fact.

Thank you for getting to the end of a dissertation which I hadn't intended to be so voluminous when I put the first sheet into the typewriter. And thank you for your concern, for listening to teachers, and for seeking out information from the persons who deal daily with the problems of helping all sorts and conditions of children to learn. We know that you and your committee are spending long hours agonizing over issues such as this one, and whatever the outcome, we appreciate the time and effort each of you invests.

Sincerely yours,

*Connie*

Constance F. Griffith

CFG:s

THE FOLLOWING PAGES WERE TREATED AS  
A UNIT IN THE ORIGINAL FILE.

Proposal for  
A  
S U P P O R T I V E  
&  
S P E C I A L E D U C A T I O N  
P R O J E C T

Submitted to: Bureau of Education for the Handicapped  
Division of Personnel Preparation

Under: P.L. 93-380, Part D

Submitted by: School of Education  
University of Alaska  
Fairbanks, Alaska 99701

\_\_\_\_\_  
A. B. Frol, Director of  
Administrative Services

\_\_\_\_\_  
date

\_\_\_\_\_  
Charles K. Ray  
Project Director

\_\_\_\_\_  
date

\_\_\_\_\_  
Howard A. Cutler  
Chancellor, UAF

\_\_\_\_\_  
date

<b>FEDERAL ASSISTANCE</b>		2. APPLICANT'S APPLICATION	a. NUMBER	3. STATE APPLICATION IDENTIFIER	a. NUMBER
1. TYPE OF ACTION: <input type="checkbox"/> PREAPPLICATION, <input type="checkbox"/> APPLICATION, <input type="checkbox"/> NOTIFICATION OF INTENT (Obl), <input type="checkbox"/> REPORT OF FEDERAL ACTION <small>(Mark appropriate box)</small>		Leave Blank	b. DATE: 19 77 10 11		b. DATE ASSIGNED: 19
4. LEGAL APPLICANT/RECIPIENT				5. FEDERAL EMPLOYER IDENTIFICATION NO. 92-6000147	
a. Applicant Name: Dr. Charles K. Ray b. Organization Unit: School of Education c. Street/P.O. Box: University of Alaska d. City: Fairbanks e. County: Alaska f. State: Alaska g. ZIP Code: 99701 h. Contact Person (Name & telephone No.): Dr. Charles K. Ray (907) 479-7106				6. PRO-GRAM (From Federal Catalog) Handicapped Personnel Preparation	
7. TITLE AND DESCRIPTION OF APPLICANT'S PROJECT <u>A Supportive and Special Education Project</u> This project provides training of teachers of "main streamed" handicapped pupils. In addition, the project provides for training parents to deal positively with their handicapped children.				B. TYPE OF APPLICANT/RECIPIENT A-State, B-Interstate, C-Substate, D-City, E-School District, F-Special Purpose District, H-Community Action Agency, I-Higher Educational Institution, J-Indian Tribe, K-Other (Specify):	
				Enter appropriate letter <input type="checkbox"/> I	
10. AREA OF PROJECT IMPACT (Name of cities, counties, States, etc.) Fairbanks North Star Borough, Alaska			11. ESTIMATED NUMBER OF PERSONS BENEFITING 120		12. TYPE OF APPLICATION A-New, B-Renewal, C-Revision, D-Continuation, E-Augmentation Enter appropriate letter <input type="checkbox"/> A
13. PROPOSED FUNDING		14. CONGRESSIONAL DISTRICTS OF:		15. TYPE OF CHANGE (For 12c or 12e)	
a. FEDERAL \$ 69,777.00 b. APPLICANT 10,192.00 c. STATE .00 d. LOCAL .00 e. OTHER .00 f. TOTAL \$ 79,769.00		a. APPLICANT Alaska b. PROJECT Alaska 16. PROJECT START DATE: 19 78 7 1 17. PROJECT DURATION: 12 Months 18. ESTIMATED DATE TO BE SUBMITTED TO FEDERAL AGENCY: 1977 10 11		A-Increase Dollars, B-Decrease Dollars, C-Increase Duration, D-Decrease Duration, E-Consultation, F-Other (Specify):	
20. FEDERAL AGENCY TO RECEIVE REQUEST (Name, City, State, ZIP code.) U.S. Office of Education, Application Control Center, Washington, D.C. 20202				19. EXISTING FEDERAL IDENTIFICATION NUMBER NA	
22. THE APPLICANT CERTIFIES THAT		a. To the best of my knowledge and belief, data in this preapplication/application are true and correct, the document has been duly authorized by the governing body of the applicant and the applicant will comply with the attached assurances if the assistance is approved. b. If required by OMB Circular A-95 this application was submitted, pursuant to its instructions therein, to appropriate clearinghouses and all responses are attached.		21. REMARKS ADDED <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
23. CLERKING REPRESENTATIVE: Bel Frol, Director of Administrative Services		24. AGENCY NAME: University of Alaska, Fairbanks		25. APPLICATION RECEIVED: 1977 10 11	
26. ORGANIZATIONAL UNIT		27. ADMINISTRATIVE OFFICE		28. FEDERAL APPLICATION IDENTIFICATION	
29. ADDRESS		30. FEDERAL GRANT IDENTIFICATION		31. ACTION TAKEN	
a. AWARDED, b. REJECTED, c. RETURNED FOR AMENDMENT, d. DEFERRED, e. WITHDRAWN		32. FUNDING: a. FEDERAL \$ .00, b. APPLICANT .00, c. STATE .00, d. LOCAL .00, e. OTHER .00, f. TOTAL \$ .00		33. ACTION DATE: 19 34. CONTACT FOR ADDITIONAL INFORMATION (Name and telephone number) 35. STARTING DATE: 19, 36. ENDING DATE: 19, 37. REMARKS A-10	
38. FEDERAL AGENCY A-95 ACTION		a. In taking above action, any comments received from clearinghouses were considered. If agency response is due under provisions of Part 1, OMB Circular A-95, it has been or is being made.		b. FEDERAL AGENCY A-95 OFFICE (Name and telephone no.)	

SECTION I—APPLICANT/RECIPIENT DATA

SECTION II—CERTIFICATION

SECTION III—FEDERAL AGENCY ACTION

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## Synopsis

The Supportive and Special Education Project (Handicapped Personnel Preparation) submitted by the University of Alaska, Fairbanks is directed to the training of teachers of "mainstreamed" handicapped pupils (those receiving regular classroom placement with specialized support services). Upon completion of the training, these teachers could serve as instructional models in both elementary and secondary schools and in private non-profit pre-schools. In addition, the Project includes provision for training parents to deal positively with their handicapped children and (if the parents wish) to serve as volunteers in classrooms.

In the initial year, the Project will be limited to the Fairbanks North Star Borough located in Interior Alaska, with planning and coordination of future rural participation through two nearby Rural Educational Attendance Areas (Yukon/Koyukuk and Yukon Flats). In the second and third years, training will be offered in rural villages in the area served by the Northern Regional Resource Center (see Appendix ).

Currently, no continuous training program for handicapped personnel exists in Interior and Northern Alaska. This area includes the main campus of the University of Alaska and the State's second largest city, as well as over a score of small, isolated rural villages only accessible by means of "bush" aircraft. This Project, therefore, is a vital segment of the "Alaska State Plan for Exceptional Students".

This Project has two major components. First, the Project will provide inservice and preservice training for educational, recreational and allied medical professionals which will enable them to:

1. understand the educational, emotional, social and recreational needs of handicapped children, and
2. identify children who may have handicapping conditions, and
3. execute educational assessments of the abilities and deficits of handicapped children, and
4. design and implement educational programs for handicapped children within the framework of a regular classroom program.

Second, the Project will provide information and training to parents who have handicapped children. This training will enable parents to:

1. understand their children's educational, recreational, emotional and social needs, and
2. make appropriate use of available resources, and
3. advocate for their children's rights, and
4. give and receive support in the complex task of parenting a handicapped child, and
5. when desirable, serve as volunteer aides in classrooms.

The Project is designed to be comprehensive in the sense that it will provide appropriate educational offerings for Fairbanks North Star Borough parents and professionals through evening courses, meetings, newsletters, in-service training sessions, workshops and institutes. The primary focus will be on parents of handicapped children 0 - 11 years of age and teachers of children 3 - 11 years of age. Whenever possible, parents and teachers of older school-age children also will have access to appropriate educational activities through this Project.

Each participant will be able to set and achieve his/her own goals and pursue educational opportunities which will meet his/her needs. A complete program leading to certification in Special Education will not be offered initially. However, close coordination and eventual articulation of credits earned with the M.Ed. program in Special Education (available through the University of Alaska, Anchorage -- see Appendix ) are expected.

## Interior Alaska: Conditions & Needs

The Fairbanks North Star Borough, located slightly South of the Arctic Circle, has a population of over 50,000 people and a land area somewhat larger than the State of Rhode Island. It contains the State's second largest city, Fairbanks, with a population currently approaching 35,000. Fairbanks is the location of the main campus of the University of Alaska, where this project will be located.

The area climate, characterized by warm, dry summers, damp autumns and long, dark winters (temperatures often remain colder than  $-40^{\circ}$  F for periods of a month or more) contributes to the development of several handicapping conditions. Partly as a result of the climate, otitis media is endemic, resulting in a higher than normal incidence of hearing (and speech) disorders. In the urban core, the extreme cold traps automobile exhaust and other atmospheric pollutants, resulting in record levels of carbon monoxide and tetra-ethyl lead concentrations in the air. These conditions have effects on the developing organism which are only now being studied by the Arctic Health Research unit. It is hypothesized that several of the developmental disorders observed in Fairbanks schools may be due in part to early exposure to these atmospheric pollutants.

High population turnover (a majority of the local population has been in the area for less than five years), small, crowded housing units and restricted mobility in the dark, cold winter all too often lead to sustained emotional pressures within the family unit. These pressures frequently have adverse and potentially handicapping effects on children. If a child already has an organic handicap, the local climate and living conditions make it extremely difficult for families to cope constructively, find available resources and locate a supportive network.

According to Joe Bielski, Director of Special Education for the Fairbanks North Star Borough School District (FNSBSD), in the 1976-77 school year approximately 1900 children were identified as needing either special placement or special resource assistance. Figures for the current school year are now being compiled. Approximately 85 professional staff employed by the FNSBSD currently are assigned to work with handicapped children.

## Project Philosophy & Operation

This proposal seeks funding for a Supportive and Special Education Project (non-degree, Personnel Training) to be offered through the School of Education, University of Alaska, Fairbanks. In its first year of operation, the Project will focus on enrolling Fairbanks public and private school teachers of handicapped children (ages 3 - 11 years) and local parents of handicapped children (ages 0 - 11 years). In addition, the participation of personnel serving rural schools and villages (e.g., rural school teachers and health aides) will be sought. In the second and third years of operation, it is hoped to extend training opportunities to sites in rural areas in the Northern Region of Alaska (see Appendix "B").

The academic activities carried on under the project will include the offering of 90 class hours (equivalent to two classes of 3 credits each) per semester for three semesters (Summer 1978, Fall 1978, Spring 1979). In addition, two 3-week summer institutes (equivalent to 3 credits each) are planned. These classes and institutes will enable the student (parent or teacher) to gain up to 12-18 credit hours over the 12 month period. These credits can be (but are not required to be) counted toward Special Education Certification and/or toward an academic degree (see Appendix "C").

On occasion, Special Education courses have previously been offered in Fairbanks. Attendance at these classes ranged from 25-40 students. It is expected that there will be similar (or perhaps increased) attendance at training sessions offered through the Project. How many different people take advantage of these training opportunities depends on the extent of each participant's needs. Some students may find that their informational needs have been met at the conclusion of one class or training session. Other students may take advantage of everything offered through the Project. By accommodating a flow of students in and out of the Project, it is hoped that students can realize their own goals in a relaxed and unhurried fashion.

Many of the non-classroom activities of the Project will be centered in the Special Education and Support (SES) Library to be located in a section of the School of Education Curriculum Library on the UAF campus. (It is anticipated that many other Project activities will take place in schools, the public library, the Public Health Center, etc., for the convenience of the participants.) In the SES Library, materials, supplies and literature

will be available to students enrolled in the academic programs of this Project and to parents and teachers of handicapped children. The Project Coordinator and secretary will have their offices located nearby, and many Project activities will take place in the Library. Thus, the SES Library will provide a focus for activities concerned with exceptional children in Northern Alaska.

Requests received by the School of Education and Tanana Valley Community College indicate that there is a great deal of local interest in topics relating to Special Education. The specific course titles to be offered in the academic portion of the project cannot be specified in advance (see "Contents of Course, Workshops & Institutes"). The range of initial course offerings will be determined by:

1. the parameters of the "Alaska State Plan for Exceptional Children"
2. an ongoing survey of training needs within the Fairbanks North Star Borough School District as shown by the current and short-term projections of "mainstreamed" handicapped children actually enrolled
3. the self-perceived training and support needs of parents and teachers of "mainstreamed" handicapped children as demonstrated by their response to outreach activities undertaken by this project

The courses and practica to be offered under this Project will be consistent with the following statements of Goals and Objectives:

- Goals.
1. To provide training in the emotional, social, educational and recreational needs and capabilities of handicapped children
  2. To provide training in the early and initial identification of handicapped children

- Objectives:
- a. The Project will make training available in the early identification of the young handicapped child (0 - 6 years of age) to parents, educational personnel, allied medical personnel, recreational personnel and other interested individuals.
  - b. The Project will make training available in the identification of the school-aged handicapped child (3 - 11 years of age) to regular teachers, Special Education teachers, SLD teachers, P.E. teachers, administrators, allied medical personnel, parents and other interested individuals.

3. To provide training in assessment of educational deficits and assets of handicapped children

- Objectives:
- a. The Project will make training available in the techniques used to assess educational assets and deficits of handicapped children (0 - 6 years of age) to appropriate and interested individuals.
  - b. The Project will make training available in the techniques used to assess educational assets and deficits of handicapped school-aged children to appropriate and interested individuals.
4. To provide training in designing individualized educational programs for handicapped children

- Objectives:
- a. The Project will provide training in designing educational programs for the young handicapped child to appropriate and interested individuals.
  - b. The Project will provide training in designing educational programs for the school-aged handicapped child (6 - 11 years) to appropriate and interested individuals.
5. To provide training in techniques of teaching "mainstreamed" handicapped students in both ECD and regular classrooms

- Objectives:
- a. The Project will provide training in teaching techniques for "mainstreamed" handicapped students in regular classes to appropriate and interested individuals.
  - b. The Project will provide training in teaching techniques for "mainstreamed" handicapped students in ECD classes to appropriate and interested individuals.
6. To provide training in Interdisciplinary Personnel responsibility to the handicapped child

- Objectives:
- a. The Project will make training available in defining interdisciplinary roles and responsibilities in facilitating the development and implementation of appropriate programs for handicapped children. Training will be available to all appropriate and interested individuals.
7. To provide parental training in appropriate educational instruction & assessment for the handicapped child.

- Objectives:
- a. The Project will provide parental training through a series of speakers at PTA's, ACLD, CEC, Orten Society meetings; newsletters; short courses; credit classes & institutes; special meetings; and through access to the SES Library.
8. To provide parent training in definition of due process and implications of due process

- Objectives:
- a. The Project will provide courses in the definition and implications of due process for appropriate and interested individuals.
  - b. The Project will provide training for parents through speakers at PTA, CEC, ACLD and Orton Society meetings; newsletter and newspaper articles; and small group discussions.
9. To provide parent and other volunteers with training in the provision of needed services and support for the handicapped child.

Content of Courses, Workshops & Institutes

The Fairbanks North Star Borough School District (FNSBSD) has recently initiated a Staff Development program under the leadership of Mr. Lee Clune. A part of this program is the identification of the educational needs of teachers employed by the FNSBSD. It is anticipated that these assessments will not be completed before March, 1978. Planning of specific course content prior to completion of these surveys would be premature. The following is a list of course offerings in the University of Alaska, Anchorage Special Education curriculum (see Appendix for course descriptions). Any of these courses could be taught through the Project in Fairbanks.

Ed 460	The Exceptional Child	(3 cr)	'	Ed 675	Methods for Education the Handicapped	(3 cr)
Ed 471	Issues & Trends in Special Education	(3 cr)	,	Ed 676	Genetic & Neurological Causes of Mental Retardation	(3 cr)
Ed 475	The Handicapped Pre- School Child	(3 cr)	'	Ed 677	Counseling for Exceptional Children	(3 cr)
Ed 480	Education of Culturally Different Youth	(3 cr)	,	Ed 678A	Methods for the Mentally Retarded: Music	(1 cr)
Ed 481	The Mentally Retarded Child in the School	(3 cr)	,	Ed 678B	Methods for the Mentally Retarded: Art	(1 cr)
Ed 482	The Maladjusted Child	(3 cr)	'	Ed 678C	Methods for the Mentally Retarded: Physical Education	(1 cr)
Ed 484	Communication Disorders	(3 cr)	'	Ed 679	Assessment & Planning for the Retarded	(3 cr)
Ed 486	Curriculum Materials for Special Education	(3 cr)	'	Ed 680	Theories of Learning Disabilities	(3 cr)
Ed 604	Diagnosis & Correction of Reading Deficiencies	(3 cr)	'	Ed 681	Social-Cultural Deter- minants of Mental Retardation	(3 cr)
Ed 605A	Reading Lab - Elementary	(2 cr)	'	Ed 682	Diagnosis of Learning Disabilities	(3 cr)
Ed 605B	Reading Lab - Secondary	(2 cr)	'	Ed 683	Remediation of Learning Disabilities	(3 cr)
Ed 606	Reading Clinic	(3 cr)	'	Ed 684	The Gifted Child	(3 cr)
Ed 607	Reading in Secondary Schools	(3 cr)	'	Ed 685	Psychological Aspects of Learning Disabilities	(3 cr)
Ed 609	Slingerland Workshop: Beginning	(6 cr)	'	Ed 689	Behavior Modification: Special Education	(3 cr)
Ed 610	Slingerland Workshop: Intermediate	(6 cr)	'			
Ed 611	Slingerland Workshop: Advanced	(3 cr)	'			

In addition, the Project would have the capability of developing new courses, workshops and institutes addressing a variety of appropriate topics (e.g., "Social and Emotional Factors in Mainstreaming", "Parent-Teacher Teams in Educating Handicapped Children", "Cooperative Advocacy for Handicapped Children"). Again, the specific topics to be included in these educational offerings cannot be finalized until the FNSBSD Staff Development surveys have been completed.

## Project Staff & Resource Persons

Under the general supervision of the Project Director, actual day to day planning and implementation will be carried out by a (1/2 time) Coordinator. At least two part-time instructors will be involved in course development and teaching. Additionally, the proposal calls for the employment of a consultant responsible for the design and conduct of two, 6-week summer institutes and an additional consultant for parent program development.

The Director of the Project will be Dr. Charles K. Ray (University of Colorado '51, B.A.; Columbia University '55, M.A.; '59, Ph.D.). Dr. Ray currently is Dean of the School of Education at the University of Alaska, Fairbanks. The Project Coordinator has not yet been selected.

Instructors for the courses to be taught under this proposal cannot be firmly identified until specific course needs have been determined in consultation with the local School District and relevant parent groups and service agencies. It is expected that at least two Professors in the field of Special Education who are currently on the faculty of the University of Alaska, Anchorage will be available to assume some of the instructional duties. These Professors are:

James M. Hotchkiss. University of Wichita '53, B.A.;  
University of Southern California '66, Ph.D.

Marilyn K. Johnson. University of Arizona '66, B.A.;  
'68, M.Ed.; Ed. Specialist '73.

It is anticipated that additional, well-qualified part-time faculty will be recruited locally.

Project pre-planning was undertaken by:

Michelle Bartlett. Washington University '67, B.S.;  
St. Louis University '71, M.A.

Phyllis Gish. Kansas University '57, B.S.

Nillo Koponen. Wilberforce State '51, B.Ed.; Harvard  
University '66, Ph.D.

Constance K. Smith. Grinnell College '63, B.A.;  
Cornell University '67, M.S.

Nancy Witte. West Washington State College '68, B.A.;  
University of Oregon '73, M.S.

Dissemination and Information Exchange

The "Alaska State Plan for Exceptional Students" states that:

The State Department of Education will form a Special Education Training, Support and Coordination Center (SETSCC) to provide training, support, and coordination among the inservice/preservice training agencies of the State. SETSCC ... will organize, provide technical assistance and agreed-upon support for a state-wide Consortium Network (CN) of all inservice/preservice training agencies who agree to participate. Invited to join the CN will be 3 University of Alaska senior colleges.

The University of Alaska, Fairbanks is one of the senior colleges referred to in this section of the State Plan.

Knowledge gained and materials developed under this project will be disseminated through two principle channels. The first channel will be the development of a demonstration Special Education instructional library for local and Regional use in the Education Curriculum Library at the Fairbanks Campus of the University of Alaska. This library, consisting of materials and supplies oriented to inservice use by teachers, parents and volunteers working with "mainstreamed" handicapped children, will have a continuing impact far beyond the time limits of the project funded under this proposal.

Broader dissemination will be undertaken through the Consortium Network. As the "Alaska State Plan for Exceptional Students" states,

The SETSCC will actively coordinate with SEA Department of Development and Dissemination and the five Regional Resource Centers in utilization of Project A-TIP (Alaskan Talent, Information, and Promising Practices) in efforts to acquire, maintain, and disseminate significant information derived from special education-related educational research and demonstrations and to promote the adoption of promising practices and materials derived from such research and demonstration.

It is anticipated that the development of materials in other areas of Alaska will be available to this project, through participation in the Consortium since the State Plan projects the development of

A Functional and Accessable Pool of Appropriate Inservice Training Materials: Under SETSCC leadership, writing, adapting, contracting for, modifying, and otherwise developing instructional materials will provide an inservice training modules and materials pool for use by all participating CN agencies and by approved LEA trainers via association for CN agencies.

## Program Evaluation

The effectiveness of this project can only be determined by the long term contribution made by participants to the amelioration of the problems faced by handicapped children in Interior Alaska. Given the modest scope of this proposal, therefore, no rigorous evaluation scheme can or will be proposed.

Nevertheless, valid short-term measures can and must be made. Questions to be answered in a simple evaluatory scheme would include:

1. What proportion of the target professional staff in the Fairbanks North Star Borough Schools participated in the training provided under this proposal?
2. What proportion of the target population of parents of handicapped children in the area participated in the training provided under this program?
3. In what ways was the education provided to handicapped children in the target area improved by the training provided under this program?
4. Does the project have a potential for continuing impact?

It is proposed that: A - (in response to 1 + 2 above) that a minimum participation level of 25 professional personnel and of 20 parents be set as a goal, and that B - the Fairbanks North Star Borough School District be asked to judge the immediate (first year) effect of the training and support services provided by the project on the learning experiences of "mainstreamed" handicapped children in response to question 3, above.

Finally; Question Four, above, would require positive responses to the following: 4A) At the close of the project, has the second years project been adequately planned to involve personnel serving rural schools in the Northern region.

4B) Has the consortium Network proposed under the state plan, or some equivalent mechanism, been set up with the participation of personnel involved in this proposal and to what extent has this project's progress been disseminated through the Network?

4C) In reviewing this project, (at the close of year one) does the State Department of Education consider the project to have made an effective and adequate contribution toward the effectuation of the "Alaska State Plan for Exceptional Children"?

## SECTION A - BUDGET CATEGORIES

PROJECT COMPONENT(S)	DEGREE PROGRAM(S), NON DEGREE OR CERTIFICATION PROGRAM(S), OTHER COMPONENT(S) (For these project components sequentially list the sub-components by title)					
	1. Non-Degree Program	2. Non-Degree Program	3. Degree Professional Parents	4.	5.	6. TOTAL
Personnel (salary & Leave Benefits)	\$ 28221	\$ 9407	\$	\$	\$	\$37,628.00
Fringe Benefits	5052	1684				6,736.00
Travel	5055	1685				6,740.00
Equipment	1223	407				1,630.00
Supplies	2250	750				3,000.00
Contractual						
Student Financial Assistance						
Consultants	3750	625				4,375.00
a) Personnel Increment	2662	887				3,549.00
Other b) Services	1388	462				1,850.00
Total Direct Charges	49603	15907				65,508.00
Indirect Charges (8% maximum)	3968	1273				5,241.00
TOTAL	\$ 53569	\$17180	\$	\$	\$	\$ 70,749.00

## SECTION A EXPLANATIONS

See Appendix "A" for Budget detail

## SECTION B - BUDGET SUMMARY

PROJECT COMPONENT(S)	ESTIMATED UNOBLIGATED FUNDS		NEW OR REVISED BUDGET		
	FEDERAL (a)	NON-FEDERAL (b)	FEDERAL (c)	NON-FEDERAL (d)	TOTAL (e)
Degree Program(s)	\$	\$	\$	\$	\$
Non Degree or Certification Program(s)			69,777.00	10,192.00	79,769.00
Other Component(s)					
<b>TOTAL</b>	\$	\$	\$ 69,777.00	\$ 10,192.00	\$ 79,769.00

## SECTION C - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

PROJECT COMPONENT(S)	FUTURE FUNDING PERIODS (Years)			
	FIRST (a)	SECOND (b)	THIRD (c)	TOTAL (d)
Degree Program(s)	\$	\$	\$	\$
Non Degree or Certification Program(s)	69,192.00	125,000.00	137,500.00	331,692.00
Other Component(s)				
<b>TOTAL</b>	\$69,192.00	\$125,000.00	\$137,500.00	\$331,692.00

TABLE 1. PREPARATION PROGRAM PROFILE

(See back for instructions)

NAME OF AGENCY

School of Education, University of Alaska, FERRIS

PROJECT SUB-COMPONENTS-TITLE (a)	LEAD PERSONNEL SERVICE CATEGORY TITLE (b)	DEGREE LEVEL/ENROLLING HRS. (c)	BEH. TRNG. CATE. GROUPS (d)	AREAS OF DISABILITY ADDRESSED BY EACH SUB-COMPONENT. PLACE A CHECK (X) IN THE APPROPRIATE COLUMNS! (e)														ENROLLMENT							
				Full Spec. Train.	TMR	ENTR	LD	ED	OHI	OI	VH	SI	HH	D	D-B	OSH	01	02	CURRENT 19__		PROJ'D 1973-79		PROJ'D 1970-80 (A-J) NO-S1		
																			TOTAL NO.	Grant Supp'd No.	TOTAL NO.	Grant Supp'd No.	TOTAL NO.	Grant Supp'd No.	TOTAL NO.
1.0 Non-Degree Program Professionals		270 hrs	REP			X	X	X	X	X	X	X	X	X						70	95%	80	95%	90	95%
2.0 Non-Degree Program Parent Educ.	D.N.A.	90 hrs	VOL X	X																50	all	75	all	85	all
3.0																									
4.0																									
5.0																									
6.0																									
7.0																									
8.0																									
9.0																									
10.0																									
01	02	Check areas of disability for all projects combined →		X		X	X	X	X	X	X	X	X	X						TOTAL ENROLLMENT					
																				120		155		175	