

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1371 HESS HB 449

1372

RATIONALE FOR CHANGES IN SPECIAL EDUCATION FOUNDATION FORMULA  
(March 24, 1981)

The purpose of this correspondence is to delineate a rationale for increased funding for special education and the deletion of "level of service" concept from the Special Education Foundation Formula.

1. This recommendation was developed and unanimously supported by a task force appointed by the State School Board. The recommendation is supported by the State School Boards Association, Alaska *NCA* Education Association, Alaska Parent/Teacher Association, Alaska Superintendent's Association, Alaska Administrators of Special Education, and Alaska State Board of Education (see attachment A).
2. The "level of service" concept is a deterrent to providing a successful educational experience to a certified special education student for the following reasons:
  - a. The foundation formula acts as a regressive influence on special education students by encouraging educators to provide more special education services rather than more time with their peers in the regular classroom (mainstreaming). One of our goals in special education is to mainstream a student as much as possible (normalization), but the foundation formula encourages just the opposite by providing a larger reimbursement for a greater time in special education.
  - b. "Level of service" requires members of the Child Study Team (no less than 3) to denote the exact amount of time in special education. If these "levels" were eliminated, alot of unnecessary paperwork could be eliminated. In Anchorage alone approximately 1,000 hours per year of paperwork could be devoted to another endeavor.
3. The present special education foundation formula does not provide adequate revenue to cover the minimum costs that are necessary to provide an adequate special education program, especially in the larger districts. As an example, Anchorage School District will spend approximately \$18.8 million in 1981/82 to assist special education students. These same students will generate only \$11.2 million of revenue. This indicates that the Anchorage taxpayers will have to provide over \$7.5 million of local support to assist their children (see attachment B). If the Special Education Foundation Formula were changed for FY 82, Anchorage special education costs would approximate \$20.3 million and total revenue would approximate \$19.4 million (see attachment C). This is equivalent to a local contribution of \$435 per FTE special education student. These monies are needed in order to provide for the following services (see attachment D):

- a. Diagnosis and assessment.
- b. Low pupil/teacher ratios for restricted handicapped.
- c. Related services.
- d. More restricted handicapped.

These costs do not take into consideration an estimated \$2.5 million of recommended special education additions. These additions are necessary to improve the Anchorage program to an established standard (see attachment E).

Similar costs and rationale can be delineated for the larger districts such as Fairbanks, Kenai, Mat-Su, Kodiak, Juneau and Ketchikan. These large districts bear the brunt of the excess special education costs due to the reasons delineated above. These funds would also provide taxpayer relief.

If these additional funds are provided, summer school programs for special education students can be adequately provided and all students in need of special education assistance will be provided an adequate education.

One of the greatest special education needs in the Alaska districts with low pupil enrollments is educating a low incidence student (severely handicapped students such as deaf, blind, severe/profound, etc.). A task force appointed by the Council for the Handicapped and Gifted has developed a recommendation to deal with this high area of need (see attachment F). If these additional foundation monies are provided, adequate funds can be rechanneled to support the low incidence population throughout the state.

# STATE OF ALASKA


## DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

JAY S. HAMMOND  
GOVERNOR

POUCH F - ALASKA OFFICE BUILDING  
JUNEAU, ALASKA 99811

TO: Special Education Task Force Members

FROM: Jim Elliott   
Acting Deputy Commissioner  
Department of Education

DATE: February 23, 1981

RE: Minutes and Final Report - Juneau Meeting

Please find attached the minutes and the final report from the Juneau meeting. Terry Coon and Tom Brown did an excellent job of presenting the Special Education Task Force Report to the State Board of Education. Following their presentation, the Board voted 7-0 to accept the recommendations made.

The fiscal note, using the FY 81 student count, resulted in a slightly higher increase than that estimated from FY 80 enrollment used in making the final report. Steve Hole's estimated cost (increase) under the new formula is \$19.1 million.

I want to thank each of you for your contribution to the work of the Task Force.

Enclosures

## SPECIAL EDUCATION TASK FORCE REPORT

### Background

The Special Education Task Force was established by the State Board at its October meeting in Glennallen, with the actual members of the group being named by the State Board at its December meeting in Anchorage.

Members of the Special Education Task Force included:

Alaire Stanton, State Board  
Barbara Block, PTA  
Tom Brown, Superintendents' Association  
Sue Glocke, Health and Social Services  
*Cardyn Duggan* ~~Jo Parks, NEA/Alaska~~  
Robert Greene, Alaska Association of School Boards  
Marsha Buck, Governor's Council  
Terry Coon, Special Education Directors  
Steve Daeschner, Anchorage  
Senator Bettye Fahrenkamp

Two general Task Force meetings were held, one in Anchorage on December 3-4, 1980, and the second in Juneau, February 5-6, 1981. Moreover, two sub-committee meetings were held, one on fiscal matters and the other on grants for extraordinary circumstances related to special education for low incidence and for geographically hard-to-serve students.

### Findings

The Task Force identified the following problems relative to special education funding under the present system:

1. Least restrictive environment versus present funding system based on percentage of direct services;
2. Requirements of Child Find re: no funding for diagnosis and assessment;
3. Special education funds not following program (accountability of special education funds);
4. Low incidence students not adequately funded under present system, which fails to recognize need for services beyond Level IV and for lower PTR;
5. Geographically hard-to-serve not adequately funded under present system;
6. Related service requirements not recognized by present system;
7. Inappropriateness of first quarter floor for special education funding;

8. Need for twelve month services for some students not recognized by present funding system; and

9. Staff development/in-service not funded, although required.

Two proposals were put forward by the Task Force for dealing with the aforementioned problems. One was a proposal by Tom Brown, representing the superintendents, which called for:

1. Elimination of the present level/-of-service concept;

2. Counting each special education student as one FTE;

3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment (ADM)}}{\text{Adjustment Divisor}} \times \text{Instructional Unit Value} = \text{State Aid for Special Education}$$

The second proposal consisted of a grant program to deal with the low incidence handicapping condition. Subcommittees were established to study each of these two proposals.

After reviewing the reports from the two subcommittees and after deliberating during its two day meeting in February, the Task Force made three recommendations to the State Board.

#### Recommendations.

The Task Force, in evaluating the two aforementioned proposals, arrived at the following recommendations:

1. That AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1.

2. That recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs.

3. That the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education.

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
N.W. Arctic	247	1,016.9	478.5	538.4	113
Chugach	5	46.3	-0-	46.3	100
Adak	93	378.2	216.1	162.5	75
Annette	65	200.7	120.4	80.3	66
Chatham	42	125.0	83.4	41.6	50
Iditarod	33.6	179.4	119.6	59.8	50
Lower Yukon	193	777.6	538.3	239.3	44
Yukon-Koyuk	98	418.7	299.1	119.6	40
Lake & Peninsula	46	239.3	179.4	59.8	33
S.E. Island	50	166.7	125.0	41.7	33
Railbelt	56	185.2	138.9	46.3	33
Alaska Gateway	80	277.8	231.5	46.3	20
Copper River	85	266.3	221.9	44.4	20
S.W. Region	89	358.9	299.1	59.8	20
LKSD	306	1,256.1	1,076.7	179.4	16
Aleutian	22	115.8	115.8	-0-	0
Bering Strait	45	179.4	299.1	-0-	0
Delta	145	463.1	509.4	-0-	0
Kuspuk	29	119.6	119.6	-0-	0
Pribilof	28	115.8	173.7	-0-	0
Yukon Flat	51	239.3	239.3	-0-	0
PAGE TOTAL				1,765.5	31

<u>DISTRICT</u>	<u>SP. ED. ADM</u>	<u>BILL COST</u>	<u>FY 82 INITIAL SP. ED.</u>	<u>DOLLAR INCREASE</u>	<u>PERCENTAGE INCREASE</u>
Fairbanks	1,556	6,137.4	2,204.3	3,933.1	178
Kenai	863	3,292.5	1,417.0	1,875.5	132
Mat-Su	612	2,247.5	1,043.5	1,204.0	115
Juneau	680	2,392.6	1,119.1	1,273.5	114
Galena	17	119.6	59.8	59.8	100
King Cove	22	115.8	57.9	57.9	100
Pelican.	2	43.2	-0-	43.2	100
Haines	122	399.4	221.9	177.5	80
Anchorage	4,000	14,046.8	7,833.8	6,213.0	79
Kodiak	513	1,566.7	940.0	626.7	66
Sitka	281	762.5	481.6	280.9	58
Cordova	76	266.3	177.5	88.8	50
Ketchikan	393	1,041.9	694.6	347.3	50
Petersburg	134	361.2	240.8	120.4	50
Wrangell	90	240.8	160.5	80.3	50
Yakutat	34	138.9	92.6	46.3	50
Hoonah	49	172.9	129.6	43.3	33
Nenana	46	185.2	138.9	46.3	33
Dillingham	65	299.1	239.3	59.8	25
North Slope	182	777.6	717.8	59.8	8
Bristol Bay	19.5	119.6	119.6	-0-	0
Craig	28.5	83.4	125.0	-0-	0
Hydaburg	9	41.7	41.7	-0-	0
Kake	42	125.0	125.0	-0-	0
Klawock	17	83.4	83.4	-0-	0
Nome	123	538.3	538.3	-0-	0
Sand Point	14	57.9	57.9	-0-	0
Skagway	28.5	83.4	83.4	-0-	0
St. Mary's	42	179.5	179.5	-0-	0
Unalaska	27	115.8	173.6	-0-	0
Valdez	187	576.9	665.7	-0-	0

TOTAL				16,637.4	82
On Base Fairbanks	475			1,200.7	
On Base Anchorage	385			733.2	
DOE Student Transfers (Tuition Stud.)	600.0			(600.0)	
DOE Contract Schools	666.8			(666.8)	
REAs				1,765.5	
BILL TOTAL (Increase)				19,070.0	

## SPECIAL EDUCATION TASK FORCE

Alaska Department of Education  
February 5-6 Meeting  
Juneau, Alaska

### Minutes

Task Force Meeting was called to order at 1:15 p.m. by Chairman Terry Coon.

CALL TO ORDER

Agenda was amended and adopted per appendix item one.

AGENDA

Reports of the subcommittees established by the Task Force at its December meeting were presented. First, the report of the Subcommittee on Grants for Extraordinary Circumstances was presented by Marsha Buck. Second, Tom Brown and Steve Daeschner presented the report of the Subcommittee on Funding. Both of these subcommittee reports are located in the appendix. In addition, reports were presented to the group by Myra Howe, Program Standards Task Force, and by Marsha Buck, Governor's Council for Handicapped and Gifted. This latter report from the Governor's Council was a response to the subcommittee proposals for funding and for extraordinary grant programs, which were reviewed by the Council.

REPORTS

Steve Daeschner moved and Barbara Block seconded a motion to recess meeting. Motion passed and meeting was recessed at 4:10 p.m.

RECESS

Meeting was reconvened at 9:12 a.m. by Chairman Terry Coon.

MEETING RECONVENED

After listening to the presenters of the aforementioned reports, the Task Force discussed, at length, the pros and the cons of the changes in special education funding proposed by the group. Questions were raised and addressed relative to (1) criteria for grant program covering extraordinary circumstances (2) 25% local contribution feature of extraordinary grant program (3) legitimacy of district budget submittals re the chairman's letter requesting amount of dollars needed to comply with P.L. 94-142 (4) appropriateness of various divisors used in formula (5) fiscal impact of staffing proposals from Program Standards Task Force (6) accountability of special education funds (7) low incidence handicapping conditions and geographically hard-to-serve issue re statewide programs and (8) political realities/strategies regarding implementation of proposed increase in special education funding.

DELIBERATIONS

Following these deliberations, the Task Force turned its attention to actions (motions) designed to fulfill its mission from the State Board of Education.

## RECOMMENDATIONS

Steve Daeschner moved and Tom Brown seconded that the Task Force recommend to the State Board of Education that AS 14.17.041(f) be amended, deleting ADM/FTE (Levels-of-Service Concept) and replacing it with a straight count. Moreover, amend the state aid schedule for special education to reflect a funding ratio of 15 - 1 for all districts, except Anchorage, Fairbanks, Kenai, Mat-Su and Juneau, which shall use a funding ratio of 11 - 1. Motion carried.

ACTION

Moved by Barbara Block and seconded by Steve Daeschner that recommendation one be all inclusive, that is, cover all district costs for special education, including low-incidence, geographically hard-to-serve, and summer school programs. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force recommend to the State Board of Education that contract funding for statewide programs for low incidence handicapping conditions be consolidated under a single administrative system and be adequately funded. Motion failed.

ACTION

Steve Daeschner moved and Barbara Block seconded a recommendation that the State Board request a final report from the Governor's Council on Handicapped and Gifted's Task Force on Low-Incidence Handicapping Conditions, which is presently addressing state-wide programs for special education. Motion carried.

ACTION

Moved by Marsha Buck and seconded (for purpose of discussion) by Barbara Block that the Task Force request the State Board of Education to recommend an accountability system be established by the Department of Education ensuring that special education dollars are spent on special education programs where the identified needs of special education students are not being met. Motion failed.

ACTION

Moved by Tom Brown and seconded by Steve Daeschner that Chairman Terry Coon and Tom Brown present a final report for the Special Education Task Force to the State Board of Education on Tuesday, February 10, 1981. Motion carried.

ACTION

Moved by Steve Daeschner and seconded by Carolyn Dorgett that the meeting adjourn. Motion passed. Meeting adjourned at 4:15 p.m.

ADJOURNMENT

SPECIAL EDUCATION TASK FORCE MEETING  
February 5-6  
Juneau, Alaska

AGENDA

- I. Call to Order
- II. Approval of Minutes for Anchorage Meeting
- III. Adoption of Agenda
- IV. Reports
  - A. Subcommittee on Block Grants
  - B. Subcommittee on Funding
  - C. Program Standards Task Force Report
  - D. Governor's Council Report
- V. Statewide Programs (Funding)
- VI. Deliberations and Recommendations
- VII. Final Report re: Legislation
- VIII. Adjournment

## SPECIAL EDUCATION FUNDING TASK FORCE

## Sub-Committee Report

Re: Extraordinary Circumstances Grants

Grant Parameters:

1. A grant can be made available to an LEA only after the LEA establishes or shows proof that foundation funding received is inadequate to meet the extraordinary circumstance or is exhausted, and that the LEA has a child or children in need of extraordinary service.
2. An LEA must contribute at least 25% of the cost of providing for the extraordinary circumstance out of its foundation or local funds.
3. A Child Study Team at the LEA level must establish a definite unmet need for a specific child or specific children and assume all responsibility for the provision of service prior to applying for an extraordinary circumstance grant.
4. Extraordinary Circumstances Grants need to be available throughout the year.

Extraordinary Circumstances for Which Grants May Be Applied:

1. Severely/profoundly multi-handicapped students.
2. Low-incidence handicapped or extraordinarily gifted/talented students needing highly specialized programs. (Example: An emotionally handicapped, blind student who is mainstreamed but in need of such things as counseling, orientation, mobility training and a summer program in independent living skills.)
3. Students who are so exceptional as to need 1-to-1 educational resources or services throughout the day in order to benefit from appropriate placement.
4. Summer school programs.
5. Students moving into a district mid-year for whom no appropriate program exists.
6. Out-of-district placements.
7. Development of local residential programs for low incidence handicapping conditions.
8. Geographically hard to serve students who are in need of costly itinerant services.

DATE: January 21, 1981

TO: Special Education Task Force Members

FROM: James W. Elliott, Ph.D. *JWE*  
Commissioner's Representative

RE: Funding Subcommittee Report

On Wednesday, January 13, Tom Brown's proposal, which was presented to the Task Force at the Anchorage meeting, was analyzed by the referenced subcommittee. You will recall that Tom's proposal called for:

1. Elimination of the present level-of-service concept;
2. Counting each special education student as one FTE;
3. Use of an adjustment divisor for calculating the amount of district state aid for special education pursuant to the formula:

$$\frac{\text{Special Education Enrollment} \times \text{Instructional Unit Value}}{\text{Adjustment Divisor}} = \text{State Aid for Special Education}$$

Using the above formula, the subcommittee arrived at projected FY82 funding estimates for special education by district. Therefore, please find enclosed, for your review, the results of the subcommittee's work in the form of a comparison chart showing funding under the present system and funding under Tom's proposal using a series of different adjustment divisors, plus two combinations for districts with > and < 1500 ADM.

Also, please find additional charts prepared by Steve Daeschner, using an adjustment divisor of 11, and Bill Muir's analysis of different divisors using average instructional unit values and a + 1500 ADM enrollment factor.

At our February 5-6 meeting in Juneau, the group as a whole will be requested, of course, to take action on a recommended proposal for increasing special education funding.

JWE/sf  
Enclosures

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 11 + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.U. w/New Formula Using Divisor of 15 + \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 + \$
Anchorage*	4121	180	375	317	275	375
		6,946,200	14,471,250	12,233,030	10,612,250	14,471,250
Bristol Bay	26	2	3	2	2	2
		119,630	179,445	119,630	119,630	119,630
Cordova	66	4	6	6	5	5
		177,516	266,274	266,274	221,895	221,895
Crater	31	2	3	3	3	3
		83,354	125,031	125,031	125,031	125,031
Dillingham	56	4	5	5	4	4
		239,260	299,075	299,075	239,260	239,260
Fairbanks	1506	55	137	116	101	137
		2,377,155	5,921,277	5,013,636	4,365,321	5,921,277
Galena	23	2	2	2	2	2
		119,630	119,630	119,630	119,630	119,630
Haines	133	5	12	11	9	9
		221,895	532,548	488,169	399,411	399,411
Hoonah	49	3	5	4	4	4
		129,663	216,105	172,884	172,884	172,884

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Hydaburg	11	-0-	1	1	1	1
		-0	41,677	41,677	41,677	41,677
Jameau*	763	27	70	59	51	70
		1,041,930	2,701,300	2,281,000	1,968,000	2,701,300
Kake	47	3	5	4	4	4
		125,031	208,383	166,708	166,708	166,708
Kenai*	738	32	68	57	50	68
		1,333,664	2,834,036	2,375,589	2,083,850	2,834,036
Ketchikan	379	17	35	30	26	35
		656,030	1,350,650	1,157,700	1,003,340	1,350,650
King Cove	24	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Klawok	19	2	2	2	2	2
		83,354	83,354	83,354	83,354	83,354
Kodiak	596	22	54	46	40	54
		984,808	2,417,256	2,059,144	1,790,560	2,417,256
Port-Su	610	29	56	47	41	56
		1,163,866	2,247,504	1,886,298	1,645,494	2,247,504

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/ Present Formula + \$	Projected # I.U. w/ New Formula Using Divisor of 11 + \$	Projected # I.U. w/ New Formula Using Divisor of 13 + \$	Projected # I.U. w/ New Formula Using Divisor of 15 + \$	Projected # I.U. w/ New Formula w/ 1500 Student Factor 11/15 + \$
Nenana	48	3	5	4	4	4
		138,924	231,917	185,232	185,232	185,232
Nome	165	10	15	11	11	11
		598,150	897,225	777,595	657,965	657,965
North Slope	176	10	16	14	12	12
		598,150	957,040	837,410	717,780	717,780
Pelican	3	-0-	1	1	1	1
		-0-	43,221	43,221	43,221	43,221
Petersburg	122	5	12	10	9	9
		200,670	481,608	401,340	361,206	361,206
Sitka*	253	11	23	20	17	23
		441,474	923,082	802,680	682,278	923,082
Skagway	39	2	4	3	3	3
		83,354	166,708	125,031	125,031	125,031
St. Mary's	44	3	4	4	3	3
		179,445	239,260	239,260	179,445	179,445
Unalaska	79	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# T.U. w/Presnt Formula • \$	Projected # T.U. w/New Formula Using Divisor of 11 • \$	Projected # T.U. w/New Formula Using Divisor of 13 • \$	Projected # T.U. w/New Formula Using Divisor of 15 • \$	Projected # T.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Valdez	191	12 532,548	18 798,882	15 665,685	13 576,927	13 576,927
Krangell	105	5 200,670	10 401,340	9 361,206	7 280,958	7 280,958
Yakutat	43	3 138,924	4 185,232	4 185,232	3 138,924	3 138,924
Sand Point	19	1 57,885	2 115,770	2 115,770	2 115,770	2 115,770
City/Borough Sub- Total	10,425	458 19,204,720	959 39,803,015	815 35,855,771	709 29,454,642	926 38,169,814
Adak	50	2 108,052	5 270,130	4 216,104	4 216,104	4 216,104
Alaska Gateway	69	4 185,232	7 324,156	6 277,844	5 231,540	5 231,540
Aleutian	23	2 115,770	3 173,655	2 115,770	2 115,770	2 115,770
Annette	72	4 160,546	7 280,958	6 240,804	5 200,670	5 200,670

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula + \$	Projected # I.U. w/New Formula Using Divisor of 11 + \$	Projected # I.U. w/New Formula Using Divisor of 13 + \$	Projected # I.U. w/New Formula Using Divisor of 15 + \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 + \$
Bering Strait	65	4 239,262	6 358,890	5 299,075	5 299,075	5 299,075
Chatham	46	3 125,031	5 208,385	4 166,708	4 166,708	4 166,708
Chugach	7	-0- -0-	1 46,308	1 46,308	1 46,308	1 46,308
Copper River	113	6 266,274	11 488,169	9 399,411	8 355,032	8 355,032
Delta Greely	234	11 509,388	22 1,018,776	18 833,544	16 740,928	16 740,928
Iditarod	32	2 119,630	3 179,445	3 179,415	3 179,445	3 179,445
Inupak	26	2 119,630	3 179,445	2 119,630	2 119,630	2 119,630
Lake & Peninsula	46	3 179,445	5 299,075	4 239,260	4 239,260	4 239,260
Lower Kuskokwim*	227	17 1,016,855	21 1,256,315	18 1,076,670	16 957,010	21 1,256,315

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.U. w/Present Formula • \$	Projected # I.U. w/New Formula Using Divisor of 11 • \$	Projected # I.U. w/New Formula Using Divisor of 13 • \$	Projected # I.U. w/New Formula Using Divisor of 15 • \$	Projected # I.U. w/New Formula w/ 1500 Student Factor 11/15 • \$
Lower Yukon	190	11 657,965	18 1,076,670	15 897,225	13 777,595	13 777,595
Northwest Arctic	161	8 478,520	15 897,225	13 777,595	11 657,965	11 657,965
Prithof	38	3 173,655	4 231,540	3 173,655	3 173,655	3 173,655
Southeast Island	56	3 125,031	6 250,062	5 208,385	4 166,708	4 166,708
Southwest	118	4 239,260	11 657,965	10 508,150	8 478,520	8 478,520
Rathbun	57	5 231,540	6 277,848	5 231,540	4 (185,212)	4 (185,212)
Yukon Flats	56	5 299,075	6 358,890	5 299,075	4 (159,620)	4 (159,620)
Yukon Koyukuk	107	5 299,075	10 598,150	9 538,335	8 478,520	8 478,520
RTAA Sub-Total	1,793	104 5,649,214	175 9,431,837	147 7,934,517	130 7,025,125	135 7,321,010

SPECIAL EDUCATION TASK FORCE

District	# of Students 79-80	# I.D. w/Present Formula • \$	Projected # I.D. w/new Formula Using Divisor of 11 • \$	Projected # I.D. w/New Formula Using Divisor of 13 • \$	Projected # I.D. w/new Formula Using Divisor of 15 • \$	Projected # I.D. w/new Formula w/ 1500 Student Factor 11/15 • \$
Total	12,218	562	1,134	962	839	1,061
		24,853,944	49,234,852	41,700,310	36,479,967	45,493,854
			1.901	1.601	1.468	1.830

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
1. Anchorage	38,590	100	4,121	375	14,678,311	18,347,974	14,471,250
2. Bristol Bay	59,815	2	26	3	180,977	226,210	179,445
3. Cuskoyna	44,379	4	66	6	269,382	336,727	266,274
4. Craig	41,677	2	31	3			125,011
5. Dillingham	59,815	4	56	5			299,075
6. Fairbanks	43,221	55	1,506	137	6,000,000	7,500,000	5,921,277
7. Galena	59,815	2	23	2			119,630
8. Haines	44,379	5	111	12			532,548
9. Hoonah	43,221	3	49	5	148,232	185,210	216,315
10. Hydaburg	41,677	0	11	1			41,677
11. Juneau	38,590	27	763	70	2,239,855	2,799,819	2,701,300
12. Kake	41,677	1	47	5			208,385
13. Ketchikan	41,677	32	710	60	2,885,642	3,607,172	2,818,016
14. Ketchikan	38,590	17	179	35	1,663,666	2,079,517	1,350,650
15. King Cove	57,885	2	24	3			173,655
16. Klaskanin	41,677	2	19	2	87,640	109,540	83,354

School District	Instructional Unit Cost 1981-1982	Current formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students (1) 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New formula (1.11) Unit Cost (Col. 2) X Projected Number of Instructional Units (Col. 4)
17. Kodiak	44,764	22	586	54	1,770,369	2,222,961	2,417,256
18. Mat-Su	40,134	29	610	56	2,030,022	2,547,520	2,247,503
19. Nenana	46,300	3	40	5			231,540
20. Nome	59,015	10	165	15	560,365	710,456	897,275
21. North Slope	59,015	10	176	16	1,442,595	1,803,241	952,040
22. Polican	43,221	0	3	1			43,221
23. Petersburg	40,134	5	122	12	295,360	369,200	481,600
24. Sitka	40,134	11	253	23	1,497,426	1,871,707	923,007
25. Skagway	41,677	2	39	4	107,010	134,712	176,704
26. St. Mary's	59,015	3	44	4			239,260
27. Unalaska	57,885	2	29	3			173,655
28. Valdez	44,379	12	191	18	1,415,633	1,769,541	798,027
29. Wrangell	40,134	5	105	10	174,715	468,191	401,140
30. Yakutat	46,300	3	43	4			185,212
31. Sand Point	57,885	1	19	2			115,770

Sch	District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula ( + 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 5)
32.	Adak	54,026	2	50	5			270,130
33.	Alaska Gateway	46,308	4	69	7	289,547	361,933	324,156
34.	Aleutian Chain	57,085	2	23	3			171,655
35.	Annette Island	40,134	4	72	7			280,938
36.	Barling Straits	52,715	4	65	6	1,906,466	2,303,082	358,090
37.	Chatham	41,677	3	46	5			208,385
38.	Chugach	46,308	0	7	1			46,308
39.	Copper River	44,379	6	113	11	516,000	645,000	488,169
40.	Delta/Greely	46,308	11	234	22			1,018,776
41.	Iditarod	59,815	2	32	3	173,100	216,250	179,445
42.	Kuspuk	59,815	2	26	3			179,445
43.	Lake and Peninsula	59,815	3	46	5			299,075
44.	Lower Kuskokwim	59,815	17	227	21	1,629,000	2,016,250	1,256,115
45.	Lower Yukon	59,815	11	190	18			1,076,670
46.	Northwest Arctic	59,815	8	161	15			897,225
47.	Prudhoe	57,085	3	38	4			228,540
48.	Southeast Island	41,677	3	56	6			250,062

School District	Instructional Unit Cost 1981-1982	Current Formula Instructional Units 1979-1980	* Number of Students Served 1979-1980	Projected Number of Instructional Units Students + 11 1979-1980	Estimated Cost of Direct Service 1981-1982	Estimated Total Cost Direct Plus Indirect 1981-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
49. Southwest	59,815	4	110	11	619,119	773,898	657,965
50. Railbelt	46,300	5	57	6	242,500	303,125	277,040
51. Yukon Flats	59,815	5	56	6	533,001	666,351	350,700
52. Yukon-Koyukuk	59,815	5	107	10	633,029	791,206	590,150
	<u>2,500,130</u>						<u>41,013,908</u>

SPECIAL EDUCATION TASK FORCE  
(Bill Mulnix)

Total Students

12,218

Total Units

Based on 11-1 and 15-1

1,055

Average 81-82

Allotment - Statewide

\$48,434

Total Students	Ratio Student -Units	Number Units	Cost
12,218	12-1	1,018	\$49,305,912
12,218	15-1	814	35,425,276
12,218	16-1	763	35,555,142
12,218	18-1	679	32,006,686

Ratio	Units	Present Funding	Increase
12-1	1,018	\$22,032,100	\$27,273,712
15-1	814	22,032,100	17,393,176
16-1	763	22,032,100	14,923,042
18-1	679	22,032,100	10,854,566

REVENUES  
(3/11/81)

State

Foundation Support (185 Units X 38,590)	\$ 7,139,150
600 Level IV/18 X 38,590	1,286,333
State Tuition	49,842
Pupil Transportation	1,167,137
Reimbursement for Indirect	29,000
Debt Service - Aid for School Construction	1,553,346
Cost Recoveries - Facilities Rentals	<u>7,800</u>

Total State \$11,232,608

Local Contribution 7,566,724

Average Daily Membership (FTE) 2,035

1981-82 WITH ANTICIPATED FUNDING CHANGES  
(3/11/81)

Direct Costs

Direct	\$13,312,938
Deaf	800,000
Severe/Profound	<u>761,931</u>
Subtotal	14,874,869
Program Needs (See Chart)	(2,500,000)
Indirect	3,907,346
Bond Costs	<u>1,579,048</u>
Total	20,361,263 (22,861,263)

Revenues

4,385 ADM/11 X 38,590	15,383,377
Other	<u>4,093,458</u>
Total Revenues	19,476,835
Local Contribution	(3,384,428) 884,428
Local Revenue/PER FTE	\$435 (\$1,663)

AREAS OF CONCERN  
WITH SPECIAL EDUCATION FOUNDATION PROGRAM  
IN THE ANCHORAGE SCHOOL DISTRICT

The State Department of Education provides a foundation formula (AS 14.17.010, .021, .031) for special education funding. At the present time the statutes provide foundation units to the District at the rate of 11 full time equivalent special education students to one unit, taking into account the number of days in service and disregarding the nature of the handicap. The local taxpayers in Anchorage have provided funds to supplement the special education student, almost three times a normal student's allocation. The reason for these excess costs is the inadequate funding base supplied by the Department of Education. The following areas summarize these funding dilemmas.

- 1) No costs are allowed for the diagnosis and assessment of students. In Anchorage these costs are in excess of a million dollars, including costs for psychologists and other testing specialists, substitute teachers so that teachers can sit on Child Study Teams, and addendum days for teachers.
- 2) No costs are provided for related services when students are already Level IV (full time special education). Many of our specialists (occupational therapists, physical therapists, speech/language therapists, orthopedically handicapped, hard of hearing) provide required services yet generate no foundation support. Our costs for these services with no reimbursement approximate \$800,000.
- 3) The Anchorage School District also has numerous special education programs that require low pupil/teacher ratios. These include preschool special education children, vision impaired, severely profound, orthopedically handicapped, emotionally disturbed and multiple-handicapped. Anchorage provides the above services for many students who come to Anchorage from outside the district. The existing number of FTE students receiving services that require a pupil/teacher ratio of at least 6 to 1 is 150. The State formula allocates an 11 to 1 ratio which translates into a loss to Anchorage of approximately 12 units.
4. The floor, as established by AS.14.17.170, in estimating ADM for the first 9 weeks of school is providing a great hardship for the District. The multitude of new referred students makes it physically impossible to get them tested, diagnosed and reviewed by the end of the first 9 weeks. By the end of the first 9 weeks we will generate approximately 140 units, whereas by the end of the school year the total units are 120 or a loss of 40 units.

The present foundation formulas generally oppose the philosophy of our State regulations regarding the concept of more interaction with the regular students. The formula provides us a larger incentive to place students as Level IV than mainstream the students. Also, the State foundation formula provides no money for the education of special education students during the summer. The laws in other states are requiring summer school attendance for selected groups of students. What are some of the solutions to the above dilemmas? Several possibilities might include the following:

- 1) Eliminate level of service and provide foundation formula at 11 ADM to 1.
- 2) Local special education funding be provided by Block Grants on a bi-annual plan of service. We presently have to develop budgets and related program plans supporting these budgets for passage through our local School Board and approval by the State. With all this documentation, another scrutiny by the State would not affect us.
- 3) Change the foundation floor for special education from October to April.
- 4) Provide instructional units to cover diagnostic services.
- 5) Have the State provide full funding on a contractual basis for all high risk or low incident students, emotionally disturbed, preschool, blind, deaf, etc.
- 6) Allow each school to be counted as a separate attendance area.

ANCHORAGE SCHOOL DISTRICT  
SPECIAL SERVICES DEPARTMENT  
PROGRAM STANDARDS JUSTIFICATION

The following sources of information were used in establishing our proposed program standards for special services:

1. Washington State Funding Criteria
2. State of Iowa Rules for Special Education
3. Portland Public Schools Placement Alternatives Procedures Document
4. Sacramento Unified School District
5. Highline Public School District, Seattle, Washington
6. Alaska Department of Education Program Standard Task Force Recommendations - rough draft
7. Anchorage School District Resource Teachers Association Recommendations
8. American Occupational Therapy Association Recommendations
9. Fundamentals for Speech/Language and Hearing Programs Alaska Department of Education
10. National Association of School Nurses
11. State of Missouri Program Standards
12. Alaska State Vocational Educational Work Study Standards
13. National Association of School Psychologists
14. Oklahoma Speech & Hearing Assn. State Standards
15. Florida Speech & Hearing Assn. State Standards
16. Iowa Speech & Hearing Assn. State Standards
17. Heartland Education Agency Iowa
18. Dist. of Columbia Speech & Hearing Assn. Standards
19. Maryland State Program Standards for Speech & Hearing

20. Director of Gifted for Illinois, Matteson, Illinois
21. Office of Gifted and Talented, Rose Tree School  
District Media
22. Office of Gifted and Talented, Garden Grove School  
District, California
23. Office of Gifted and Talented, College Park School  
District, Maryland
24. Office of Gifted and Talented, Baltimore City Schools,  
Maryland

	OT/PT		Speech/Language		Resource Room Elementary	Resource Room Secondary	Specializ Self-contain
Hours of Instruction	$\frac{\text{Time} \times}{\text{Days}} / \text{wk}$		$\frac{\text{Time} \times}{\text{Days}} / \text{wk}$		1 hr - 5 hrs/day level 1 - level 4	1 hr - 5 hrs/day	Up to total d:
Exceptionality	All exceptionalities (MR, OI, SMH or high incidence)		All Exceptionalities		All Exceptionalities	All Exceptionalities	Preschool MR Severe Learning Severe Language Severe Behavior Severe Academic
Student/Teacher Ratio Standard	OT 15-30 students/ therapist -severe +mild	PT 15-30 students/ therapist -severe +mild	Mild speech 40-50 students/ therapist	Severe speech/ language 15-20 students/ therapist	12-18 students/ resource teacher as per levels of service provided.	15-20 students/ teacher. Maximum 40 student contact hrs./day or 8 students per class period.	8-10 students/ teacher
80-81 ASD Student/teacher Ratio  (As of 12/19/80)	*6 T 190 S 31.6 S/T (224 Students)	*6 T 166 S 27.6 S/T	23 T 1,340 S 58.5 S/T	*4 T 137 S 34.3 S/T	*53 RT 1,013 S 19.1 S/RT	52 T/900S 17.3 S/T Ave. 10 S's/class = 50 contact hrs.	Preschool 6T/5 9.5 S/T MR 11T/106S = 9.6 S/T Other 18T/211S 11.7 S/T
81-82 ASD student/teacher Ratio (projec- tions highest point) (includes All redlines)	6T/190S 31.6 S/T (225 students)	6T/180S 30 S/T	23T 1,456S 63 S/T	4T 140S 35 S/T	57 RT 1,150 S 20.1 S/RT	61T/1,000S 16.4 S/T Ave 9.5/Class 46 Contact Hours	Preschool 6T/6 10 S/T MR 11T/110S = 10 S/T Other 18T/190S 10.5 S/T
Program Needs	+1	+1	+3-4 SLS mild	+2-3 SLS severe	+7-10 Resource Teachers	+7-10 Resource Teachers	+2 Self-contained Teachers
Teacher/Aides Standards	1 Teacher Aide/ OT/PT Site = 5 Teacher Aides		Mild T.A. as Needed for Overloads	Severe 1 T.A./ SLS for Severe Students	1 Teacher Aide/ Resource Teacher	1 Teacher Aide/ Resource Teacher	1 Teacher Aide Teacher
80-81 ASD Teacher/Aides (As of 12/19/80)	2 T.A.'s at Whaley and Rigel		*3 therapy aides		(9) 4 hour T.A.'s (2) 6 hour T.A.'s	1 T.A./unit = 10	Preschool 1 T.A. MR 1 T.A./T Other (4) 6 hr (3) 4 hr
81-82 ASD Teacher/Aides (Includes All redlines)	3 T.A.'s at Whaley, Rigel, Denali?		5 therapy aides		(12) 4 hour T.A.'s (3) 6 hour T.A.'s	Same	Same
Program Needs	+2 T.A.'s		+2 T.A.'s		+52 T.A.'s	+60 T.A.'s	+12-15 T.A.'s
Comments	*Counts VI-B Includes 2 therapists		Counts VI-B *1 SLS **1 T.A.		*Counts VI-B 2 Resource Teachers		

Attachment E

Severely Handicapped	Work-Study Coordinator		Gifted/Talented	Itinerant Class Support	Psychologist	Nurses (Elementary)
Up to total day	2 hrs/wk/ student	1 hr/wk/ student	1-13 hr/week	$\frac{\text{Time} \times \text{Day}}{\text{week}}$	5-6 hours assessment Per day	Up to total day
deaf, autistic, SMH, ED, Blind	severe autistic, SMH, OH, MMR, deaf, Blind Severe	mild EMR, LD  =ild	academically, intellectually, creatively, gifted/talented	visually impaired visiting teacher hard of hearing adaptive PE	All exceptionalities	Regular and all exceptionalities
5 students/ teacher	10-15 students/ work- study coord.	25-30 students/ work- study coord.	Elem: 55 level 1 students/teacher Sec: 20-26 students/class/ teacher	10-20 students/ teacher A.P.E. (110 S/T)	1 school psycholo- gist/1,500 students in school district	1 school nurse/ 750 students
autistic - 3T/21S = 6.3 S/T deaf 6T/42S = 7 S/T SMH 11T/59S = 5.3 S/T ED 8T/56S = 6.75 S/T	2T/40S 20 S/T	2T/93S 46.5 S/T	Elem: 55 level 1 students/teacher Sec: 22 S/Class/T with 3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/17S = 17 S/T V.T. 3T/35S = 12 S/T M.H. 1T/25S = 25 S/T APE 1T/157S = 157 S/T	2,750S/14P 196.4 S/Psych.	22 nurses 1 alternative school 910 S/Nurse
autistic - 3T/21S = 6.3 S/T deaf 7T/54S = 7 S/T SMH - 12T/65S = 5.4 S/T ED 8T/56S = 7 S/T	2T/40S 20 S/T	3T/100S 33 S/T	E1: 275 Level 1, 300 Level 2, 40 Level 3/ 19.5T = 57.2 S/T Sec: 20 S/Class /T w/3.5 FTE PACT allocation plus sec. staffing	V.I. 1T/20S = 20 S/T V.T. 3T/35S = 12 S/T M.H. 1T/25S = 25 S/T APE 2T/274S = 137 S/T	Same	24 nurses 1 alternative school 833 S/Nurse
+4 self- contained teachers	+1 work- study coord.	+1 work- study coord.	Bussing Needs Art Program Music Program 9-12 Program	+5	+3.5 school psychologists	+2.5 nurses
autistic 1.5 T.A./T deaf 1 T.A./T SMH 1.5 T.A./T E.D. 1 T.A./T	2 T.A./ work- study coord.	-0-	-0-	V.I. +2 T.A./Teacher V.T. -0- M.H. 1 T.A./Teacher APE -0-	1 T.A./Secondary Unit	1 T.A./4 Nurses
autistic +2 T.A./T deaf 1 T.A./T SMH 1 T.A./T E.D. 1 T.A./T	4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	V.I. 2 T.A.'s V.T. -0- M.H. 1 T.A. APE -0-	No Aides	5 T.A.'s
autistic +2 T.A./T deaf 1 T.A./T SMH 1.25 T.A./T E.D. 1 T.A./T	+4 T.A.'s 2 T.A.'s/ work- study coord.	-0-	-0-	Same	3 T.A.'s	6 T.A.'s
+4 T.A.'s	+2 T.A.'s	-0-	-0-	-0-	3 T.A.'s	-0-
*Counts autistic grant, deaf, multi- handicapped 1 T.A./T	*Counts VI-B 3 T.A.'s			*Counts VI-B 1 T.A.	*Counts VI-B 1 T.A./T	



March 5, 1981

Steve Daeschner  
 Director of Pupil Personnel Services  
 Anchorage School District  
 Whaley Center  
 2220 Nichols St.  
 Anchorage, Alaska 99504

Dear Mr. Daeschner:

Enclosed is our Final Report. Please review it and call Marsha Buck, Chairperson of the Council's Education Committee, at 225-2118 by Monday March 16th if there are any substantive errors.

Steve Daeschner is to meet with Commissioner Lind on Thursday or Friday (March 5-6) in Anchorage to present the report. Steve indicated on the phone yesterday that there is interest in combining our consortium proposal with the special education funding legislation.

There is major statewide support for the funding increase. If that legislation is not forthcoming from the Governor's Office in the next week or so, there will be contact with legislators regarding introduction. Steve and the Anchorage Special Education Advisory Committee are pursuing that course of action.

The Governor's Council for the Handicapped and Gifted will meet in Juneau on Friday March 20th and will be working on follow-up activities through the Council's Education and Legislative Committees. We are waiting to hear Commissioner Lind's response and plans for State Board of Education action prior to or during their March 31st meeting in Anchorage). (Kris, Roy, Steve, and Marsha are ready to present the report to the State Board.)

A special thanks to each of you for your productive work on the Low-Incidence Committee.

Sincerely,

Dorothy J. Truran  
 Health Planner II

Enclosure

cc: Education Committee members  
 Legislative Committee members  
 Council members

DST/lsl

PLEASE NOTE: THE PRECEDING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT.

PLEASE NOTE: THE FOLLOWING PAGES WERE TREATED  
AS A UNIT IN THE ORIGINAL DOCUMENT.

FINAL  
REPORT ON  
SERVICES  
FOR STUDENTS  
WITH  
LOW-INCIDENCE  
HANDICAPS

BY LOW-INCIDENCE COMMITTEE  
GOVERNOR'S COUNCIL FOR THE  
HANDICAPPED AND GIFTED  
FEBRUARY 1981

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APPENDICES.....	A THROUGH G (ATTACHED)

## INTRODUCTION

This report addresses current problems in the statewide delivery of special education and education-related services to children whose handicaps require very specialized services. The nine hundred identified students with low-incidence handicaps (deafness, blindness, multiple-handicaps, orthopedic handicaps, severe health impairments, emotional disturbance) represent approximately 10% of the special education population (or) 1% of the total school population in the state (see Appendix A).

The recommendations were prepared by the Low Incidence Committee of the Governor's Council for the Handicapped and Gifted. Members of the Committee included:

Kris Rogers, Director of Special Education, Kenai (Chairperson)  
Sam Bushon, North Slope Borough Schools  
Joe Calderara, Lower Kuskokwim Schools  
Bill Hawkins, Kodiak Island Borough Schools  
Ted Eastwood, Lake & Peninsula Schools  
Chuck Christian, Bureau of Indian Affairs  
Marsha Buck, Ketchikan Borough Schools  
Bill Mulnix, Office for Exceptional Children, DOE  
Steve Daeschner, Anchorage School District  
Dave Canterbury, Communicative Disorders Program, DH&SS  
Jan Schultz, Child Development Services, DH&SS  
Karen Lamb, Infant Learning Program, DH&SS  
Helen Virgin, Bristol Bay Regional Resource Center  
Bob Thomas, State Program for the Deaf, Anchorage School District  
Jane Brodie, Blind/Visually Impaired Program  
Roy Anderson, Alaska Resources for the Moderately & Severely Impaired  
Jim Welch, Sensory Impairment Center  
Dean Konopasek, Alaska Psychiatric Institute Education Program

Committee and sub-committee meetings were held November 18-19, 1980 and February 25-26, 1981 in Anchorage.

## RECOMMENDATIONS

The Low Incidence Committee of the Governor's Council for the Handicapped and Gifted identified current issues in the areas of Service Delivery Models, Manpower/Personnel Requirements, Organization and Administration, and Funding (see Appendix C-G)

Recommendations resulting from analysis of these issues and alternative solutions are:

1. INCREASE SPECIAL EDUCATION FUNDING TO LOCAL SCHOOL DISTRICTS AND REAAs AS PROPOSED BY THE SPECIAL EDUCATION FUNDING TASK FORCE. INCREASED COST: \$19.7 MILLION.

Discussion: By deleting the ADM/FTE (levels of service concept) and replacing it with a straight count of special education students on a 15:1 ratio for all districts except Anchorage, Fairbanks, Kenai, Mat-Su, and Juneau which

would receive funding on an 11:1 ratio, funding to local districts would be increased by 63%. This funding increase is consistent with the cost data provided by school districts (Appendix B) and will provide full funding for local special education programs. It will not, however, provide for statewide coordination of specialty services which cannot be provided solely by local special education programs and personnel.

2. ESTABLISH A STATEWIDE SPECIAL EDUCATION COOPERATIVE SERVICE UNIT TO PROVIDE SPECIAL EDUCATION PROGRAM SUPPORT SERVICES TO LOCAL SCHOOL DISTRICTS AND REAAs SERVING CHILDREN WITH LOW-INCIDENCE HANDICAPS. INCREASED COST: \$0 IF RECOMMENDATION #1 IS IMPLEMENTED; \$1.4 MILLION IF RECOMMENDATION #1 IS NOT IMPLEMENTED.

A. Include existing special education statewide out-reach programs in the Cooperative Service Unit

- . deaf/hearing impaired (outreach components of the State Program for the Deaf)
- . blind/visually impaired (Blind/Visually Impaired Program)
- . multiple handicapped (Alaska Resources for the Moderately and Severely Impaired)
- . 0-3 (infant learning outreach components for deaf and blind)

B. Add two new statewide outreach program components

- . orthopedically handicapped/severely health impaired (no existing program)
- . emotionally disturbed (no existing program)

C. Re-allocate existing funds for these services to the Cooperative Service Unit on a contract basis for F82 and annually thereafter (see attached cost information).

D. Assign responsibility and funding to the Cooperative Service Unit for coordination and purchase of all education-related residential placements for F83 and annually thereafter.

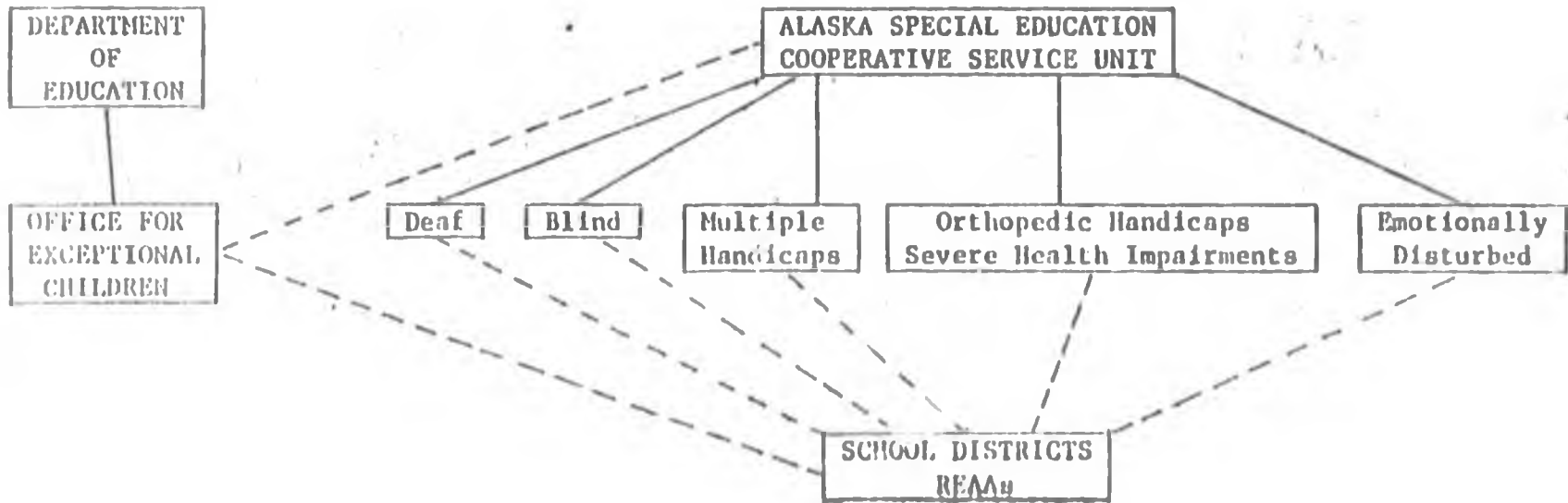
E. Assign responsibility to the Cooperative Service Unit and have it relate directly to the State Professional Development Steering Committee for statewide in-service training and technical assistance to school district personnel serving children with low-incidence handicaps (See Appendix G).

Discussion: The existing low-incidence programs, two additional program components, residential support activities, and personnel training services for low-incidence populations can be combined into one statewide organization utilizing existing funds if the special education foundation formula is changed as recommended by the Special Education Funding Task Force. If these recommendations are not implemented in F82, an additional \$1.4 million will be required.

The Special Education Cooperative Service Unit will have a clear statutory authority and structure, specific responsibilities, contract funding from the Department of Education identified for each program component, and authority to sub-contract for services within the specific areas of responsibility. It will result in increased services to school districts and REAAs, consolidation and improved effectiveness of service delivery, quality out-reach services, development of education-related residential services, filling gaps in services to students with low-incidence handicaps, and coordination of educational services with allied health and social services programs.

Primary tasks of the Cooperative Service Unit will be:

- a. Provision of itinerant out-reach services to local school districts and REAAs;
- b. Development of programs for blind/visually impaired students, particularly for periodic and summer-time training programs in orientation and mobility;
- c. Provision of out-reach services and development (but not operation of) community living arrangements for emotionally disturbed students, particularly one "secure" setting for evaluation and treatment;
- d. Provision of itinerant and development of (but not operation of) community residential services for orthopedically handicapped and severely health impaired students;
- e. Provision of in-state services for all low-incidence students through development of a continuum of service models and coordination of allied health and social services;
- f. Arrangement and purchase of all education-related residential placements (inter-district transfers and in-state placements for low-incidence students placed out-of-state) after F82;
- g. Training of local school district personnel serving students with low-incidence handicaps.



**FUNDING**  
**SPECIAL EDUCATION COOPERATIVE SERVICE UNIT**

Program Component	F81 Actual (State Contract Programs (S) and Federal Grants (F))	F82 Budgeted (Governor's Budget (S) and Federal Sources (F))	F82 Actual Need
State Program for Deaf and Deaf Out-Reach	1,000,000 S	1,000,000 S	400,000
Blind/Visually Impaired Outreach	150,000 S	162,000 S	300,000
Alaska Resources Multiple-Handicap Outreach	177,000 F	180,000 F	300,000
Anchorage School District Severe-Profound Contract	670,000 S	670,000 F	-0-
Orthopedic Handicap Outreach	-0-	-0-	300,000
Emotionally Disturbed Outreach	-0-	-0-	300,000
State Department of Education Out-of-District Transfers	1,000,000	1,000,000*	1,162,000*
Training/In-Service	-0-	-0-	100,000
Administration	-0-	-0-	150,000
<b>TOTALS</b>	<b>2,197,000</b>	<b>3,012,000</b>	<b>3,012,000</b>

\*AOE continues to administer in F82; Consortium administers in F83 and thereafter

**FISCAL NOTE FOR FY82:**

\$-0- If Recommendation #1 is implemented and an additional \$19.7 million is appropriated for special education foundation support to local districts.

\$1,470,000 If Recommendation #1 is not implemented in F82 as contract funding to Anchorage School District for the State Program for the Deaf and for Severe-Profound services would be unavailable for re-allocation to the Special Education Cooperative Service Unit.

A.S. 14.12

ARTICLE 4.

SPECIAL EDUCATION COOPERATIVE SERVICE UNIT

POLICY:

It is declared to be a policy of the state to make special education services available to all exceptional children included under A.S. 14.30.350(1) A, B, C, D, F. In striving toward this equalizing of educational opportunity, the policy of the state shall be to encourage cooperation in making available to these exceptional children special educational programs and services which may most efficiently and economically be provided by a statewide consortium.

PURPOSE:

It is the purpose of sections \_\_\_\_\_ of this chapter to provide appropriate special education out-reach and education-related residential services for exceptional children in the state for whom local school special education programs are inadequate.

CREATION:

There is established in the state a Special Education Cooperative Service Unit.

GOVERNING BOARD:

The Special Education Cooperative Service Unit shall be governed by a seven-member board consisting of an REAA special education director, a city/borough school district special education director, an REAA superintendent, a city/borough school district superintendent, a higher education representative, a representative of the Department of Health and Social Services, and a representative of the Governor's Council for the Handicapped and Gifted.

The members of the board shall be appointed by the Commissioner of Education.

The members of the board are entitled to the expenses, travel, and per diem provided by the law.

TERM OF OFFICE:

The term of office of a board member is three years. However the initial members hold office as follows: three for a term of three years, two for a term of two years, and two for a term of one year, the terms being assigned to the members by lot.

VACANCIES:

A vacancy occurring during a term of office is filled in the same manner as the original appointment. A member appointed to fill a vacancy serves for the unexpired term of the member he succeeds.

MEETINGS:

The board shall meet at least quarterly.

QUORUM:

Four members constitute a quorum.


## BYLAWS:

The board shall adopt bylaws for the operation of the Special Education Cooperative Service Unit.

## EMPLOYEES:

Employees of the Special Education Cooperative Service Unit are not state employees and are not subject to the State Personnel Act (A.S. 39.25). However, all Special Education Cooperative Service Unit employees shall be members of either the teachers' retirement system (A.S. 14.25) or the public employees retirement system (A.S. 39.35).

## SERVICES:



The Special Education Cooperative Service Unit shall provide the following special education support services to local school districts and REAAs for special education services required above and beyond those reasonably able to be provided in the local school district or REAA, including but not limited to:

- (1) itinerant out-reach services to deaf and hearing impaired, blind and visually impaired, orthopedically handicapped, severely health impaired, emotionally disturbed, and multi-handicapped students;
- (2) arrangement and purchase of education-related residential placements for special education students;
- (3) special education instructional support, and training of local school district special education personnel.

## DUTIES:

In addition to other duties, the Special Education Cooperative Service Unit shall:

- (1) employ a superintendent (Executive Director) subject to the approval of the Commissioner of Education and approve the employment of personnel necessary to operate the Special Education Cooperative Service Unit;
- (2) provide for an annual audit in accordance with A.S. 14.14.050;
- (3) establish an advisory board consisting of at least one specialist in each of the following program areas: deaf/hearing impaired, blind/vision impaired, multiple-handicapped, emotionally disturbed, orthopedically handicapped/severely health impaired and prescribe the advisory board's powers and duties;
- (4) provide the Department of Education with an annual plan of operation which includes a description of the services to be offered, a description of the method by which services will be evaluated, information on the number of students and school district personnel to be served, a schedule of funds available from all sources, and other information that may be required by the department by regulation.

## POWERS

The Special Education Cooperative Service Unit board may receive and expend both public and private funds to operate the Special Education Cooperative Service Unit.

The Special Education Cooperative Service Unit board may contract with the department, the Bureau of Indian Affairs, or any school district, regional educational attendance area, regional resource center, or agency, for the provision of special education or special education-related services.

## FUNDING:

The legislature shall fund the operational costs of the Special Education Cooperative Service Unit. Funds for the operation of the Special Education Cooperative Service Unit shall be appropriated annually to the Department of Education for distribution to the Special Education Cooperative Service Unit based on an approved annual plan of service for each service program to be provided by the Special Education Cooperative Service Unit.

## APPENDICES

- A POPULATION
- B SCHOOL DISTRICT DATA: NUMBERS OF LOW-INCIDENCE STUDENTS  
AND ASSOCIATED SERVICE COSTS
- C SERVING THE LOW-INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS
- D NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION  
SERVICES TO LOW-INCIDENCE POPULATION STATEWIDE
- E SERVICE DELIVERY MODELS
- F URBAN AND RURAL SERVICE DELIVERY FOR LOW-INCIDENCE HANDICAPPED
- G PERSONNEL DEVELOPMENT SYSTEM

APPENDIX A

POPULATION

## APPENDIX A POPULATION

For the purposes of designing and providing special education services in all school districts of the state, children with "low-incidence handicaps" are defined (a) by category, as those with handicapping conditions which occur infrequently and who require specialized services not ordinarily available in most school districts, and (b) by difficulty of providing service in a rural area, as those children in need of special education who may be the only child or one of a few children in an area who need service.

The "exceptionality" categories included as low incidence are:

DEAF AND HEARING IMPAIRED

BLIND/VISUALLY IMPAIRED

ORTHOPEMICALLY HANDICAPPED (Non-ambulatory)

SERIOUSLY EMOTIONALLY DISTURBED (and Autistic)

NEUROLOGICALLY IMPAIRED

SEVERELY HEALTH IMPAIRED

MULTI-HANDICAPPED

SEVERELY AND PROFOUNDLY MENTALLY RETARDED

MODERATELY MENTALLY RETARDED (in bush schools)

Of the eleven special education disability categories included under A.S. 14.30.350, all of the children identified in five of the categories (Deaf, Visually Handicapped, Seriously Emotionally Disturbed, Deaf-Blind, and Multi-Handicapped) are included as low-incidence. Of the remaining six categories, a portion of the children included in each may be included as low-incidence.

Table I provides the best estimate to date as to the number of these students who are currently in need of service in Alaska. Of these, 45 students are currently served outside their own district, while an additional 25 are served out of the state, at state expense.

APPENDIX TABLE I

Number of Low-incidence students by regional areas as reported by Alaska  
Department of Education as of February 11, 1981

	HH	D	VH	SED	OI	OHI	DB	MH
Southeast	20	2	11	22	12	3	0	21
Southcentral	47	9	18	207	89	45	1	7
Central	6	3	7	19	20	4	0	6
Southwest	15	1	0	10	4	3	0	2
West	16	5	2	23	4	6	0	3
Northwest	19	2	2	0	4	1	0	0
North	6	2	0	28	0	2	0	0
Contracts	6	45	8	22	17	1	11	20
BIA	8	1	0	7	0	4	0	5
<b>TOTAL (894)</b>	<b>143</b>	<b>70</b>	<b>48</b>	<b>338</b>	<b>150</b>	<b>69</b>	<b>12</b>	<b>64</b>

HH - Hard of Hearing  
 D - Deaf  
 VH - Visually Handicapped  
 SED- Seriously Emotionally Disturbed  
 OI - Orthopedically Handicapped  
 OHI- Other Health Impaired  
 DB - Deaf/Blind  
 MH - Multiple Handicapped

This table shows the number of special education students by disability relative to total school enrollment. Other reported represents enrollment reported by school districts in Alaska.

TOTAL ENROLLMENT	NUMBER OF LOW-INCOME STUDENTS	PERCENTAGE OF TOTAL ENROLLMENT	NUMBER OF SPECIAL EDUCATION STUDENTS BY DISABILITY CATEGORY									
			DEAF	HARD OF HEARING	VISUALLY HANDICAPPED	SERIOUSLY EMOTIONALLY DISTURBED	ORTHOPEDICALLY IMPAIRED	DEAF/BLIND	MULTI-HANDICAPPED	BRAIN DAMAGE	SERIOUS HEALTH IMPAIRED	NEUROLOGICAL IMPAIRED
BIA 2,601	25	.9%	1	0	0	7	0	0	5	0	4	0
OTHER REPORTED 79,110	869	1.1%	69	135	40	331	150	12	99	0	65	0
TOTAL 81,711	894	1.1%	70	143	40	338	150	12	64	0	69	0

\* Data not available.

\*\* Data may be duplicate count with the other categories since instructions did not explain how to count students with dual handicaps.

Adopted from  
State of Alaska  
Plan of Services for  
Developmentally Disabled Persons  
Fiscal Year 1981-1982

APPENDIX B  
SCHOOL DISTRICT DATA:  
NUMBERS OF LOW-INCIDENCE STUDENTS & ASSOCIATED SERVICE COSTS

FY'81

OUT-OF-DISTRICT TRANSFERS PAID FOR BY DEPARTMENT OF EDUCATION

District	No. of Students	Grant Award
Alaska Gateway	1	\$21,258.06
Aleutian	1	12,256.00
Anchorage	4	*35,240.00
		*27,100.00
		*10,745.00
		31,228.55
Chatham	2	17,235.00
		*32,480.20
Dillingham	1	16,648.00
Fairbanks	5	37,257.00
		*30,450.00
		*25,725.00
		*27,952.00
		17,455.00
Haines	0	-----
Hydaburg	0	-----
Juneau	6	*21,504.00
		*28,245.00
		28,245.00
		9,681.52
		1,002.00
		6,274.00
Kenai	1	30,032.00
Ketchikan	1	*1,113.69
Kodiak	3	*3,285.00
		*9,725.00
		*4,225.95
		813.75

OUT-OF-DISTRICT TRANSFERS PAID FOR BY DEPARTMENT OF EDUCATION

District	No. of Students	Grant Award
Lake & Peninsula	0	-----
Mat - Su	0	-----
Northwest Arctic	1	\$25,254.00
Pelican	1	6,956.00
Pribilof	0	-----
Sitka	7	*23,825.00
		* 5,230.00
		*27,725.00
		* 8,230.00
		*32,230.00
		*32,230.00
		*16,721.00
Southeast Island	0	-----
Unalaska	1	1,636.26
Yukon-Koyukuk	1	9,917.05

---

\* out-of-state placement

## KETCHIKAN - LOW INCIDENCE FIGURES

1. Emotionally Disturbed	14	
Autistic	2	(not included in 14 above)
Visually Impaired	2	(1 blind, 1 partially sighted)
Deaf	1	
Hearing Impaired	11	
OH	1	(just moved to Seattle)

Out of district by Social Services or Corrections

Emotionally Disturbed 2 (API and Booth)

## 2. Cost

VI-B - EH staff, Visually Impaired staff	\$ 55,000
EH aide	10,000
Autism grant-staff & consultants	15,000
HI aide	10,000
Deaf note taker	2,160
Physical therapy	Coop. agreement
Preschool aides	4,000
Equipment & materials	<u>5,000</u>
	\$101,160

Needed but not yet provided:

EH teacher (a second one)	30,000
Deaf tutor	10,000

ANCHORAGE

SPECIAL EDUCATION STUDENTS IN LEVEL IV  
BY TYPE OF EXCEPTIONALITY

Mentally Retarded	225
Learning Disabled	410
Emotionally Disturbed	70
Orthopedically Handicapped	37
Speech Impaired	20
Visual Impaired	2
Health Impaired	11
Hard of Hearing	17
Deaf	<u>45</u>
TOTAL	837

COST ASSOCIATED WITH EDUCATING  
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT  
1980 - 1981

- 1) Deaf - 45 students - funding (State)  
Components - 0-3, outreach, Anchorage program  
Budget - \$984,678
- 2) Severe/Profound - Multiple Handicapped - 55 students  
Budget - \$666,766
- 3) Mentally Retarded - 170 students - PTR = 8 to 1  
Teachers 21 X 33,900 = \$711,900  
Aides 21 X 16,950 = \$355,950
- 4) Learning Disabled - 410 students - PTR = 9 to 1  
Teachers 46 X 33,900 = \$1,559,400
- 5) Emotionally disturbed - 70 students - PTR = 8 to 1  
Teachers 9 X 33,900 = \$305,100  
Aides 9 X 16,950 = \$152,550
- 6) Orthopedically Handicapped - 37 students - PTR 10 to 1  
Teachers 3 X 33,900 = \$101,700  
Aides 5 X 16,950 = \$84,50
- 7) Speech Impaired - 20 students - PTR = 10 to 1  
Teachers 2 X 33,900 = \$67,800
- 8) Health Impaired - 17 students - PTR = 2 to 1  
Teachers 2 X 33,900 = \$67,800  
Aides 1 X 16,950 = \$16,950

COSTS ASSOCIATED WITH EDUCATING  
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT  
1980 - 1981

PAGE 2

Related Services

a) OT/PT - 11 therapists

Teachers 11 X 33,900 = \$372,900

Aides 3 X 16,950 = \$ 50,850

b) Psychologists - 6

Teachers 6 X 33,900 = \$203,400

c) Speech/Language - 7 therapists

Teachers 7 X 33,900 = \$237,300

d) Nurses - 6

Teachers 6 X 33,900 = \$203,400

e) Medical

Psychiatrists - \$23,000

Medical - \$10,000

\$33,000

f) Administration - 3 administrators, 5 secretaries

Administrators 3 X 43,000 = \$129,000

Secretaries 5 X 16,000 = \$ 80,000

COSTS ASSOCIATED WITH EDUCATING  
LEVEL IV STUDENTS IN THE ANCHORAGE SCHOOL DISTRICT  
1980 - 1981

PAGE 3

Total Personnel (Excluding Deaf & Severe/Profound)	=	\$4,733,750
Total Supplies and Equipment 4%	=	\$ 189,350
TOTAL	=	\$4,923,100
Overhead (22% of total - excludes transportation)	=	\$1,083,082
District Costs + Title VI B	=	\$6,006,182
State Contracts	=	\$1,651,444
TOTAL Costs for 837 Students	=	\$7,657,625
Total cost per student	=	\$9,149
District cost per student	=	\$8,149
Total approximate State Special Education Revenue - 737 students level IV = 68 units		
68 x 34,935 x 97.9453%	=	\$2,325,769
		or
		\$2,157 per student

# *North Slope Borough School District*

P. O. Box 169 • BARROW, ALASKA 99723 • 852-5311

## REPORT TO THE GOVERNOR'S COUNCIL FOR THE HANDICAPPED AND GIFTED ON FACTORS PREVENTING THE DELIVERY OF SERVICES TO LOW INCIDENCE HANDICAPPED CHILDREN ON THE NORTH SLOPE OF ALASKA

On the North Slope we face many difficult and unique problems in the delivery of special education services. Unlike urban areas with both a financial and student population base, rural Alaska is forced to deal with sparcity and logistical factors which make compliance with P.L. 94-142 virtually impossible. Little success has been achieved in adapting existing urban approaches to special education programs in rural Alaska, especially in the delivery of services to low incidence handicapped children. Few factors which underlie successful delivery of services to this population have been identified.

We are attempting to serve approximately twenty-five children in the common low incidence categories. This is about eight per cent of our special education population. The count is actually higher in that any child for which you cannot provide services should be classed as low incidence.

We are spending an estimated average \$9,114. per low incidence child. This amount does not include the regular instructional program costs. Additional personnel needed to provide support services which are presently not being provided, or are being inadequately provided via itinerant and outreach services include: Speech/Language Specialist, ED Itinerant Psychologist, Physical Therapist, Deaf Educator, Deaf Interpreter, and a Parent Counselor/Trainer. The estimated cost of this additional personnel including salary, benefits, and travel to the villages would be \$334,000. This could run the cost of providing services to these children to approximately \$12,464. per child. Counting the regular instructional costs, this figure could well be in excess of \$30,000. per child.

As it stands now, we have special education personnel in each village. Most are serving children with a variety of handicaps. It is difficult, if not impossible, for these people to deal with such a diverse case load. We have itinerant services in some areas and utilize outreach services in others, but both have proven inadequate due to a number of factors (availability

of planes, weather, housing space, itinerant burn-out, expense, etc.).

Our low incidence children need more than outreach or itinerant services. We are spread out over 88,000 square miles with seven villages and Barrow to serve. The maximum number of visits you can possibly expect an itinerant to make to each village would be three, and that would be pushing it. We presently have a speech clinician who goes to each village. She manages to conduct some evaluations, screening, and creates a lot of paperwork, but not much therapy. The time and red tape involved in utilizing outreach services or attempting an out-of-district placement make these less than desirable alternatives.

We are spending about twice as much money in special education as we are generating under the present foundation system. We are still not coming close to adequately delivering services. We have very nice IEP's, but there is a big gap between what those IEP's say and what we are actually able to deliver.

If we are expected to adequately implement 94-142, a reasonable financial commitment must be made. Changing the state law so that each school could be counted as a separate attendance area for special education would be a step in the right direction. That way, one deaf child would not have to wait for another dozen or so mildly handicapped children to materialize in order for a unit to be generated.

We would also like to propose that a diagnostic/residential facility be established on the North Slope to serve native students from this and other "bush" areas. We envision a facility similar to the Jesse Lee Home, or possibly one based on the original Whaley Center concept. We are in need of a place to bring students, parents, and teachers for training and follow-up services. For those that need long term treatment, the cultural shock of existing in an urban area would be minimized here in Barrow. As costly as this seems, it would still be less expensive than sending those needing treatment out of the district or out of the state.

As it stands now, there is little hope for us to provide services for the low incidence child in our village schools, or for that matter, here in Barrow. There are simply too many factors working against us. We can no longer expect a generalist to meet the needs of each child. We can only meet the paperwork guidelines. The intent of 94-142 is good, but it is not working on the North Slope of Alaska.

Respectfully submitted,  
Sam Bushen, Coordinator  
N.S.B.S.D. Special Services

Kodiak

MAIL 23-Oct-90 14:12  
FROM: SPED/KODIAK  
ATTN: BILL MULNIX  
SUBJ: LEVEL 4 STUDENTS

FOR: KODIAK ISLAND  
MSG #: 2074,  
DATE: 22-Oct-80  
TIME: 15:32

WE SERVE TWENTY-FIVE (25) LEVEL 4 STUDENTS WITH THE FOLLOWING

PRIMARY DISABILITIES:

- MENTALLY RETARDED 19
- EMOTIONALLY DISTURBED 1
- MULTI-HANDICAPPED 3
- COMMUNICATION DISORDERED 2

THESE NUMBERS MAY CHANGE WHEN OUR FIRST QUARTER REPORT IS SUBMITTED.

BASED UPON THESE NUMBERS WE ARE SPENDING AN AVERAGE OF \$10,958.00 PER LEVEL 4 STUDENT. OUR BASIC INSTRUCTIONAL UNIT ALLOTMENT REIMBURSES US AT THE RATE OF \$3,636.00 PER LEVEL 4 STUDENT.

BILL HARKINS, CHILD STUDY TEAM LEADER  
KODIAK ISLAND BOROUGH SCHOOL DISTRICT

CC: KODIAK ISLAND -

*John*  
~~*As this is*~~  
~~*message of the week*~~  
*know? Just*

DISTRICT	Level 1	Level 2	Level 3	Level 4	ADM/FTE	Expenditures	Special Ed. Foundation	Reported Level 4 Costs
1. Alaska	40	2		0	13	89,780	\$89,320.00	
Alaska Gateway	23	32	12	2	32	111,801	\$153,120.00	
Aleutian Chain	7	16			9	57,181	95,700.00	
Annette Island	47	11	9	5	27	119,397	132,704	0.000
Bering Straits	18	41	4	2	28	155,036	197,780	15,717
Chatham	33	10	2	1	16	50,296	103,356	
Chugach	3	4			0	25,819	0	
3. Copper River	59	27	16	11	50	134,467	220,110	8,045
1.								
2.								
1. Delta Greely	87	92	40	15	112	302,057	471,080	
4.								

VIII  
1951  
500

District	Level 1	Level 2	Level 3	Level 4	ADM/FTE	Expenditures	Special Ed. Foundation	Reported Level 4 Costs
Iditarod	28	2	2	0	9		98,890	
Kuspuk	18	5	0	3	10	87,455	98,830	12,500
Lake & Peninsula	18	13	9	6	23	\$175,854	\$148,335	9,800
Lower Kuskokwim	56	52	48	71	177	630,899	864,565	7,250
Lower Yukon	41	87	47	15	103	429,513	543,895	
Northwest Arctic	62	73	23	3	71	411,661	395,560	
Probitof	11	10	12	5	20	94,394	143,550	8,534
Railbelt	47	9	1	0	17	109,864	114,840	
Southeast Island	6	49	0	1	27	134,951	137,808	
Southwest Region	66	36	13	3	46	192,807	247,225	
Yukon Flats	41	22	10	8	36	227,443	247,225	79,400
Yukon Koyukuk	63	37	1	4	39		247,225	18,400

DISTRICT	Level 1	Level 2	Level 3	Level 4	ADW/FTE	Expenditures Dist. 6,447,020 865,546	Spec. Ed. Foundation Dist. 5,632,408 + Spec. Rev.	...
MEMORAGE BSD	2421	561	282	857	1971			\$8,149
RISTOL BAY BSD	16	10	0	0	0	60,561	97,657	
OROVA CSD	25	38	2	1	26	149,640	145,140	11,600
RAIG CSD	25	4	2	0		64,394	68,520	
HILLINGHAM CSD	29	12	12	3	25	173,461	196,108	
AIRBANKS NORTH STAR I D	1045	211	112	138	587	Dist. 2,305,351 In Base 1,012,791	Spec. 1,912,308 Rev.	
ALENA CDS	11	8	2	2	10	75,093	98,674	22,000
AINES BSD	98	28	7	0	43	155,465	181,488	12,760
MOONAI CSD	19	14	10	6	24	110,776	142,488	
HYDABURG CSD	10	1	0	0	3	48,933	0	15,120
ILWICHAU BSD	561	76	62	62	286		850,217	13,220
JAKE CSD	30	13	3	1	16		103,186	
SEMI PENINSULA BSD	367	223	65	83	334		1,069,390	4,176
ETCHIKAN GATEWAY BSD	183	109	41	46	175	542,417	534,100	6,780
KING COVE CSD	7	15	1	0	10	34,779	95,119	
CLANOCK CSD	6	6	7	0	9	30,775	68,788	
ODIAK ISLAND BSD	364	143	43	36	219	662,150	805,727	10,800
WATAJUSKA-SUSITHA BSD	270	157	83	100	307	1,085,955	943,959	
WERAMA CSD	30	9	9	0	19	117,052	114,520	
WYDE CSD	41	63	40	21	91	406,477	491,540	
NORTH SLOPE BSD	54	69	26	27	93	526,001	479,616	9,114
PETERSBURG CSD	89	13	16	4	44	158,187	196,204	5,556
SANDPOINT CSD	14	5	0	0	5	33,356	47,850	

MUNICIPALITY	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	HAZARDOUS	CAPITALEXPENDS	SPEC. ED. FUNDING	ADJUSTED LEVEL 4 CUSL
ITKA BSD	143	63	21	26	100	429,800	\$358,989	\$9,830
KAGHAY CSD	34	4	0	1	11	44,323	67,437	
ALASKA CSD	17	7	4	1	11	95,749	97,268	13,300
ALDEZ CSD	74	21	2	94	123	567,848	462,712	8,897
RANGELL CSD	71	17	16	1	38	80,315	164,031	8,035
AKUTAT CSD	25	16	3	0		105,906	113,926	

APPENDIX C

SERVING THE LOW INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS

## APPENDIX C

### SERVING THE LOW INCIDENCE STUDENT IN ALASKA: CURRENT PROBLEMS

As a result of existing state and federal laws and regulations, school districts are now required to provide a free appropriate public education to all children regardless of handicapping conditions. The cost of providing these services has far exceeded the acquisition of funds to pay for these services. This is especially true with regard to the "low-incidence" population. Many of the educational services needed by these students are extra-ordinary in that they are not the types of services generally available to average school districts. This is especially true in the rural areas of the state. A wide variety of specialized services must be made available to these special-needs students in each school district of the state.

At the present time there are several agencies providing a variety of services to the same or similar children in local schools under several different administrative and funding mechanisms. For some specialized services, local districts are required to obtain the needed services from resource centers, state or private agencies. For other services local districts are encouraged, because of funding mechanisms and disincentives, to send their children to special residential programs provided under State contract by the Anchorage School District or to schools in other states. Still other services are provided for some exceptionality categories by state agencies at no cost to districts but because of funding restrictions cannot serve other children with similar conditions.

It is assumed that, as a first option, all districts and REAAs seek to serve all children in the local district program. Such an assumption is embodied in Public Law 94-142, and Alaska education statutes and regulations.

It is also assumed that each child can be provided an adequate program of services in state. While local districts will provide most of the services through local personnel there will need to be special resources and personnel made available to local districts from statewide support programs and in "centralized" or regionalized programs.

Only through adequate funding of a variety of resources and careful attention to personnel development, program standards and program administration will the full service goal for this population be achieved efficiently and comprehensively.

The recommendations presented result from the consideration of alternative solutions to the problems illustrated by the following examples:

1. The North Slope School District serves 25 low-incidence children at a current cost of \$9,214 per child; spends about twice as much money in special education as is generated under the foundation system and would increase costs to \$12,500 per child if itinerant and outreach services for a Speech/Language Specialist, ED Psychologist, Physical Therapist, Deaf Educator, Deaf Interpreter, and a Parent Counsellor/Trainer were fully funded.

2. The North Slope Borough School District, like many other rural and urban districts, envisions development of a diagnostic/residential facility to

which to bring students, parents, and teachers for training and follow-up services as a less costly alternative to sending students out of the district and out of the state.

3. Severely deaf students are presently being serviced in the state. Forty-five of these students are served in a centralized residential/educational state contract program through the Anchorage School District. The contract program receives \$984,000 in state funds. Once their students are accepted into the program, sending districts are no longer responsible for funding the child's service cost. Deaf students served in other districts come under special education foundation ADM/FTE funding. Kenai serves several deaf students at a cost of \$12,500 per child per year yet receives only \$3,000 per child per year from foundation funds.
4. A child with a combination of physical and mental handicaps who lives at home and attends school in his local southeastern community may receive the following services from the agencies listed during the year:
  - . medical treatment: private physician
  - . evaluation: Child Development Services through the Division of Public Health
  - . education support services: Alaska Resources administered through the Employment and Training Center of Alaska
  - . special educational materials for vision handicaps: Blind/Visually Impaired Program through Bristol Bay Regional Resource Center
  - . speech therapy services: Southeast Regional Resource Center
  - . physical therapy services: private provider funded by the Handicapped Children's Program of the Division of Public Health

Except for the medical care which is provided by a local resident physician and the local school district which implements the daily educational program, all of the services are provided by itinerant professionals from Juneau or Anchorage. Some of the services are provided at no cost to the district. Others may cost in excess of \$300 a day.

All of the specialized services are important to the child's success in the local education program. The child's parents may not even be aware that such programs are serving their child. The local school district special education personnel must contact each of these agencies, request services, negotiate service agreements, arrange travel schedules, implement program recommendations, make sure that reports are completed and that vendors are paid for services rendered.

5. The Department of Education pays the total cost of out-of-state transfers (presently 25 students at an average cost of \$\_\_\_\_\_ per student). The Department pays the residential placement and non-tuition costs of inter-district transfers, charging sending districts the tuition costs. The Department of Education does not pay residential placement costs for intra-district transfers. A Department of Health and Social Services review of out-of-state placements found that in many cases local communities can provide the necessary education services but need housing for children who can't stay at home. "Housing is creating the need for transfer". We have come to accept the justification that student transfers to larger school

districts and out-of-state are made for educational reasons even though there is clear evidence to the contrary. The lack of funding for local residential/family support services by the Department of Education and the Department of Health and Social Services results in high-cost placements away from home communities. There are no financial incentives for school districts to work to keep children in the local community.

6. Anchorage School District estimates that 100 of their 837 Level IV students are transfers from other districts of the state.
7. At present the State Department of Education must negotiate separate contracts with many different agencies and residential service providers to obtain essential services for children with low-incidence handicaps.

APPENDIX D .

NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION SERVICES  
TO LOW-INCIDENCE POPULATION STATEWIDE

## APPENDIX D

### NEEDS ASSOCIATED WITH THE DELIVERY OF SPECIAL EDUCATION SERVICES TO LOW-INCIDENCE POPULATION STATEWIDE

#### 1. PROGRAM MODELS AND STANDARDS

- A. Urban and rural service delivery models.
- B. Program standards which take into account a combination of delivery models.
- C. Curricula and models for vocational education programs.
- D. Methodologies for serving low-incidence students in correspondence programs.
- E. Standards for consultants.
- F. Summer and Year-Round programs.
- G. Allocation of educational facility space for local programs.
- H. Improved local education resources plus allied health and social services in order to reduce out-of-district transfers.
- I. Adapt standard testing instruments for use with the low-incidence population.
- J. Centralized or regionalized programs with housing components.
  - . in-state residential and education programs and facilities for that portion of emotionally disturbed and orthopedically handicapped populations, and for a few "other health impaired" students who need special medical and health care, for whom services are unable to be provided locally.
  - . programs for special short-term intensive services to low-incidence populations.
  - . continuum of alternative community housing resources.

#### 2. APPROPRIATE PERSONNEL AND TRAINING FOR PERSONNEL

- A. In some disciplines, there are position vacancies which districts cannot fill.
- B. Bilingual personnel are needed particularly in outlying districts.
- C. Lack of adequate housing in some villages results in high turn-over.

- . corrections
  - . social services
  - . Alaska Psychiatric Institute
  - . State Program for the Deaf
- H. Need to combine similar programs and reduce fragmentation and possibility of duplication.
- I. Need for life-long continuity of service between agencies:
  - . infant learning programs and transition to school district programs at age three (3).
  - . continuum of vocational services in school after graduation.
- J. Sharing and use of diagnostic information among program personnel.
- K. A unified, representative statewide constituency group for special education.

#### 4. FUNDING

- A. The present foundation formula generally funds approximately one-third to one-half of the actual cost of service.
- B. The present foundation system encourages the placement of students at Level IV in order to generate needed funds, yet such placement is not in keeping with the intent of P.L. 94-142 or necessarily in the best interest of the individual student. The more a district integrates a handicapped child into regular education programs, the less money the district generates for service.
- D. Smaller districts do not have a sufficient number of students to generate funding needed for adequate provision of programs.
- E. Funding is not provided for diagnosis and assessment. Therefore, costs associated with assessment of students who are found not to be eligible for special education are not recoverable.
- F. There is no way, under the present system, to insure that funds received for special education are utilized for special education.
- G. There is a great disparity of funding levels for contract programs. Some receive basic funding for personnel and must charge local districts for travel and associated costs, while others receive funding for non-personnel costs.
- H. There is a lack of funding for specialized equipment and materials.
- I. There is a lack of funding for transportation for regular service to itinerant staff and to bring students to larger schools for diagnosis and assessment, short-term intensive services.
- J. There is presently no funding for summer and year-round programs.

K. Funding for intra-district transfers is not the same as for inter-district transfers, thus creating a disincentive for districts to keep students as close to home as possible since it is less costly to transfer the student to another district.

APPENDIX E  
SERVICE DELIVERY MODELS

## APPENDIX E

### SERVICE DELIVERY MODELS

Urban, rural, and centralized programs are essential elements of a comprehensive statewide system of special education for children with low-incidence handicaps. The three service delivery models, their similarities and differences, must be recognized and supported in the development of regulations, program standards, and administrative policies. The models, their components, and basic requirements are as follows:

#### URBAN

Specialized programs for groups of children with similar handicapping conditions and service needs

Personnel employed by the local district:

- . specialists in educating specific disability groups
- . diagnosis/assessment staff
- . related service personnel:
  - . occupational therapy
  - . physical therapy
  - . speech therapy
  - . audiology
  - . psychology
  - . recreational therapy
  - . orientation/mobility

Medical consultants are locally available

Specialized equipment, materials, and facilities provided by the district as part of the program

#### RURAL (5 or less students)

Specialized programs for individual children with dissimilar handicapping conditions and different service needs

Teachers and aides employed by the local district:

- . generalists in special education

Itinerant personnel provide specialized services, and materials and train local teachers and aides to implement prescriptive programs

Medical consultants available on itinerant basis

Specialized equipment and materials purchased by district or used on loan from centralized programs or itinerant service agencies

Regular (2-4 times a year) on-site visit by trained specialist and support staff

- . evaluation/assessment
- . participation in CST & IEP development
- . development of prescriptive programs and data systems
- . training of teacher and aide who implement programs
- . training of other personnel
- . assistance in training parents

Mechanism for appropriate diagnosis/assessment either in local village or at other location

Trained local personnel who work with the child daily

Parent training program

Library of materials and equipment

Extensive in-service training program for local personnel

Availability of 12-month program including access to centralized program for periodic and/or summer intensive specialized training and education services

#### CENTRALIZED

Community with capability for serving children from other areas and with local daily availability of specialized and related support services and foster home or group home placement options with parent of parents or staff for service provision

Training services to parents, facility staff, allied medical, health and social services personnel

Outreach and follow-up services to natural families

Weekly professional assistance to families and groups home

Social/Recreational options

Develop/approve new materials, methods, and equipment

Provide diagnosis, assessment, evaluation services

Capability for providing long-term (30 day) itinerant services

APPENDIX F

URBAN AND RURAL SERVICE DELIVERY FOR LOW INCIDENCE HANDICAPPED

## APPENDIX F

### URBAN AND RURAL SERVICE DELIVERY FOR LOW INCIDENCE HANDICAPPED

Currently, two board categories of service delivery systems are recognized: urban and rural. The urban models of service delivery are characterized by relatively large numbers of students with varying types of low-incidence handicaps. In many cases it is possible to develop a self-contained classroom of 10-12 students who have similar handicapping conditions. Under such a system, one will find specially designed programs for the auditorially impaired, visually impaired, orthopedically handicapped, emotionally handicapped, retarded, deaf-blind, and multiply handicapped. In addition to highly trained teaching staffs, supportive professionals such as speech therapists, audiologists, physical and occupational therapists, psychologists, recreational therapists, orientation/mobility specialists and medical consultants are also readily available.

Since a relatively large number of low-incidence handicapped students are gathered together, the funding mechanisms currently allow urban school districts to afford these services. This availability of services also provides an avenue for rural school districts to transfer students to these urban areas thereby requiring that residential services also be provided.

A need to continue the centralized residential programs as currently provided by urban districts in Alaska is recognized. These programs provide many children with the necessary educational environment to move towards more independence within society.

These urban models also serve the rural areas of the state by providing exemplary educational service delivery systems which rural areas can look to for replication of specific educational techniques. These urban models can provide temporary services to rural students who need diagnostic and evaluative services which cannot necessarily be provided in a rural school district.

Rural schools, conversely find the development of comprehensive services extremely difficult. Few schools serving small numbers of low-incidence children can afford the multitude of teaching and supportive professionals required. While one severe mentally retarded and/or multiple handicapped student may require specially designed instruction in several areas and the supportive services of numerous professionals, the funding generated by this student is insufficient to hire the qualified teaching staff.

While schools receive funding based primarily upon the numbers of students served, the low-incidence student may require a disproportionate number of services. For example, a rural school district attempting to serve three severely/profoundly handicapped students finds that these students require specially designed instruction in the areas of education for the severely retarded. In addition, these students require the supportive services of a speech pathologist, an audiologist, physical and occupational therapists, a psychologist, a recreational therapist, and medical consultants. Often special education staff consists of teachers with no specific training with the severely handicapped. Likewise, the supportive personnel are not available in the rural district to provide the legally mandated related services. While the rural schools have every desire to meet the needs of all their students, the provision of the many services required is impossible given current staffing levels.

APPENDIX G

PERSONNEL DEVELOPMENT SYSTEM

## APPENDIX G

### PERSONNEL DEVELOPMENT SYSTEM

To effectively solve the problems districts face regarding recruitment, selection, training and retention of qualified special education personnel, a comprehensive system needs to be developed. Consistent with the current Department of Education re-organization plan, responsibility for developing such a system rests with the new State Professional Development Steering Committee.

Recommendations regarding special education which will need to be considered by the State Professional Development Steering Committee are:

- . Establishing and staffing a central recruiting agency for special education personnel to undertake active recruitment of personnel, conduct personnel screening, arrange local on-site interviews prior to hiring. Costs of such an agency should be shared by school districts and the Department of Education.
- . Developing a statewide incentive program for special education personnel including:
  - . centralized pre-service training for new rural personnel;
  - . student teaching and intern opportunities in rural schools;
  - . teacher exchange programs;
  - . teacher training and paraprofessional training programs for local people through grants, fellowships, internships;
  - . programs to encourage training and employment of natives;
  - . development of career ladders;
  - . improved opportunities for sabbatical leaves, leave of absence and professional training.
- . Providing special education training programs for principals, superintendents, and school board members.
- . Improving housing for teachers and providing temporary housing for itinerant personnel.

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AS A UNIT IN THE ORIGINAL DOCUMENT.