

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 8672

1372 HHESS HB 449 - HB 459 1372

AMERICAN ASSOCIATION
ALASKA



OF UNIVERSITY WOMEN
DIVISION

Susan R. Clark
Legislative Chair
1109 C Street
Juneau, Ak. 99801
586-6952

The Alaska Division of the American Association of University Women (A.A.U.W.) supports HB 449 (SB 365) which amends the funding ratio for special education programs, applies that ratio inclusively (ie. covering all Alaska school districts), and repeals the awkward and inequitable "Level-of-Service Concept", replacing it with a straight count of students served.

One of A.A.U.W.'s basic goals is "equitable funding of public education at all levels", and our 1981-82 legislative program includes support for creative and innovative programs in the areas of special needs including opportunities for handicapped and gifted. In addition A.A.U.W. was an active participant in the White House Conference on Families, and I want to bring to your attention that of the top eight recommendations adopted at all three national conferences, four involved recommendations related to handicapped persons.

A.A.U.W. members statewide are working within local parent groups in the area of special education. In Juneau I am a member of the Juneau school district Gifted/Talented Advisory Council which has recently expanded to include some 30 parents who are concerned about the funding, student eligibility, program and special needs of extended learning education. There are 16 such parent groups in the state which includes over half of the districts that have more than 10 children in the program (44 school districts have some sort of program for the gifted/talented student). I point this out to underscore a high level of parent commitment and involvement which is generally evident in all special education programs in the state, an involvement which keeps school districts pushing for excellence in these areas.

Because you have and will be hearing much testimony specifically related to the handicapped, and because my immediate experience has been in the area of gifted/talented, I would like to confine my remarks to the latter. I would point out the need to find and provide for these children early for as "U.S. News and World Report" (Dec. 15, 1980) points out, "A lot of our prison cells are filled with the gifted who were never given appropriate educational challenges." Highly gifted children are often nonconformists who resist routine and are labelled as behavior problems, and it is difficult to later undo the damage done by early inappropriate school experiences. Suicides among our gifted population is higher than the norm. In spite of the fact that Alaska statute requires special services to all exceptional

children, "approximately half the gifted students in Alaska are not yet served by special education" (from PTA booklet funded by a D.O.E. grant). The problems are compounded by the fact that a child with a high-normal "IQ" usually finds academic achievement easier than a highly gifted child, and thus children who would benefit from the program are not even targeted for special education.

Juneau, specifically, has special problems resulting from the current 5% funding limit that the state has placed on all districts for their gifted/talented programs. While 5% is the statewide average of gifted children in Alaska, the population is not evenly spread, and children who would be accepted into the program in any other community are denied, through funding constraints, from entering the program in Juneau. In order to qualify for special education ("extended learning") in Juneau, a child would have to be among the top 2% of the nation intellectually. In addition this does not even touch the state mandated programs for the pre-school aged child. At the same time it was recommended that half of the Juneau school district's budget cuts come from the special education programs (handicapped and gifted).

We think this bill is a good one and will help to meet the needs of Alaska's special population of special students.

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

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81-19

TO: All Concerned with DOE Regulations

FROM: Marshall L. Lind *MLL* Commissioner
Department of Education

SUBJECT: Special Education regulations.

DATE: February 17, 1981

Attached is the material being proposed as regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to May 8, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

DISTRIBUTION

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Alaska Association of Secondary Principals
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State Board of Education Members
All Public Schools

Attachment: Notice of Proposed Changes
regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to interpret and implement AS 14.30.191 as follows:

1. 4 AAC is amended by adding a chapter which sets out minimum requirements for school district programs for exceptional students, including eligibility criteria of students, certification requirements of teachers and administrators, requirements of surrogate parents and Department of Education monitoring requirements.


These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office, Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on May 8, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska 99811.

DATE 2-18-80



Marshall L. Lind
Commissioner of Education

SPECIAL EDUCATION REGULATIONS

Attached are copies of regulations being proposed for Special Education. We ask that you review this document and forward in writing your comments to the Office of the Commissioner, Pouch F, Juneau, Alaska 99811 by May 8, 1981.

The regulations proposed are to regulate those portions of Public Law 94-142 and Alaska School Law where either the law does not speak to a specific issue or for which clarification of the law is needed. The procedures handbook will be revised to detail the law and define the management of special education in Alaska. Prior to these regulations the 1978 Handbook both regulated and defined procedure. On advice of counsel by the Attorney General's staff, it was felt these should be separated into two publications.

These regulations, if adopted, will replace the 1978 Special Education Handbook which was adopted into regulation by reference through 4 AAC 33.020 Education Regulation through Register 67, Alaska Administrative Code. The 1978 Handbook restates 94-142 and state law, in addition to addressing those issues which need to be in regulation. The Handbook has proved to be cumbersome, since any time state or federal law changes, a change in regulation is necessary.

REGULATIONS:

Proposed

1978 Handbook

Personnel: 4 AAC 52.030(c) will require special education administrator to have an administrator certificate endorsed in special education.

Special Education administrator could have either Type B Administrative Certificate endorsed in Special Education or a Type A endorsed in Special education and a Type B Administrative Certificate.

4 AAC 52.030 (b) will require a minimum of one hour each week of direct supervision of aides working with students by special education personnel.

Called for direct supervision of aides by approved special education personnel.

Gifted/Talented 4 AAC 52.040 will establish minimum requirements for students to be eligible for services for the gifted/talented programs. Eliminates the 5% ceiling on a district.

Allowed districts to establish requirements for eligibility into gifted/talented programs.

Set a 5% ceiling for funding by the State.

Establishes certification by multi-disciplinary team.

Mentally Retarded 4 AAC 52.040(c) Establishes eligibility at two or more standard deviations below norm but does allow psychologist to certify eligibility at one and two-thirds standard deviations. This will give psychologists some allowance for such things as test error and test conditions.

Established eligibility at one and two-thirds standard deviations below mean.

Established adaptive behavior as three-fourths or less of chronological age.

Established deficit of 25% in adaptive behavior by an instrument designed to assess adaptive behavior.

Establishes certification by multi-disciplinary team.

Learning Disabled 4 AAC 52.040(d) Establishes eligibility by a severe discrepancy between chronological grade level, intelligence and achievement. Uses the formula: $65\% \text{ of } \frac{(I.Q. \times CGP)}{100}$

Does not define severe discrepancy but indicates severe discrepancy must exist between achievement and intellectual ability.

Establishes certification by multi-disciplinary team for students not covered by formula. Team can override formula.

not included.

Screening 4 AAC 52.040(f) will establish screening for the existence of exceptional conditions by the third grade.

4 AAC is amended by adding a chapter to read as follows:

CHAPTER 52. SPECIAL EDUCATION.

Section

- 10. Purpose
- 20. Scope
- 30. Personnel
- 40. Enrollment eligibility requirements
- 50. Personnel Development
- 60. Compliance Monitoring
- 70. Child entitled to surrogate parent
- 80. Qualifications of surrogate parent
- 90. Duties of surrogate parent
- 100. Appointment of surrogate parent
- 110. Payment
- 120. Change in handicapped child placement
- 130. Replacement or removal of surrogate parent
- 190. Definitions

4 AAC 52.010. PURPOSE. The purpose of this chapter is to set out the minimum requirements of school district programs for the education of exceptional students. (Eff. / / , Register)

Authority: AS 14.30.191(d)
AS 14.07.060

4 AAC 52.020. SCOPE. (a) State aid is provided to school districts to assist them in the establishment, maintenance and improvement of programs for exceptional students.

(b) School district programs or services for exceptional students must conform to the requirements imposed by this chapter. (Eff. / / , Register)

4 AAC 52.030. PERSONNEL. (a) Persons employed as teachers of exceptional students must possess or be eligible to possess a valid regular certificate issued under 4 AAC 12.020, with an endorsement in special education.

(b) Notwithstanding the requirements of (a) of this section, teachers of students who are gifted or talented must possess or be eligible to possess a valid regular certificate; or

(c) Persons employed to provide professional support services including, but not limited to, speech or language pathology, psychology, counseling, audiology, and psychometry, must possess or be eligible to possess a valid

(1) regular certificate issued under 4 AAC 12.020 endorsed in the area in which the person is employed; or

(2) special services certificate issued under 4 AAC 12.040 in a field appropriate to employment.

(d) Persons employed solely to administer school district special education programs must possess or be eligible to possess a valid administrative certificate issued under 4 AAC 12.030 with an endorsement in special education or a related field.

(e) Each school district must provide each person employed as a special education aide with a minimum of one hour each week of direct supervision by a qualified special education teacher or professional support person trained in the area of employment of the aide.

4 AAC 52.040. ENROLLMENT ELIGIBILITY REQUIREMENTS. (a) To be eligible for services for the gifted or talented, a student in grades 1 - 12 must, at a minimum

(1) score two standard deviations above the norm on one individual standardized test of intelligence and score above the 95th per-

centile on two standardized tests of achievement, one of which may be a test or a subtest of achievement in one or more subject areas; or

(2) score two standard deviations above the norm on one standardized test of intelligence and score below the norm on two standardized tests of achievement; or

(3) be certified by a recognized expert in the appropriate area of expertise as demonstrating outstanding talent in

(A) leadership; or

(B) visual arts; or

(C) performing arts; and

(4) be certified by the multidisciplinary team as having met the requirements of (1), (2) or (3) of this section and requiring special services that cannot be provided by the student's regular school program.

(b) To be eligible for services for the gifted or talented, a student between the ages of three and five must:

(1) score two standard deviations above the norm on a standardized test of intelligence; and

(2) be certified by the multidisciplinary team as being superior in one or more areas of academic or talented achievement.

(c) To be eligible for services for the mentally retarded, a student must

(1) score two or more standard deviations below the norm on an individual standardized test of intelligence and be certified by a psychologist as being mentally retarded; and

(2) demonstrate evidence of a deficit of 75 percent or more in adaptive behavior as measured by an instrument designed to assess adaptive behavior; and

EDUCATION 4 AAC 52.040

(4) manifest the deficit in adaptive behavior during the developmental period; and

(5) be certified by the multidisciplinary evaluation team as being eligible for and in need of special education services for the mentally retarded.

(1) To be eligible for services for the learning disabled, a student must

(1) demonstrate a severe discrepancy between chronological grade level, intelligence, and achievement; and

(2) be certified by the multidisciplinary team as being eligible for and in need of special education services for the learning disabled.

(e) To be eligible for services for the emotionally disturbed, a student must

(1) evidence problem behavior; and

(2) be diagnosed as emotionally disturbed by a certified psychologist; and

(3) evidence educational performance below that which would otherwise be expected of the student; and

(4) be certified by the multidisciplinary team as being in need of special education services for the emotionally disturbed.

(f) To be eligible for services for the orthopedically handicapped, a student must

(1) be diagnosed by a physician as being orthopedically handicapped; and

(2) be certified by the multidisciplinary team as being in need of special education services that cannot be provided by the student's regular school program.

(g) To be eligible for services for the blind or partially sighted, a student must

(1) be diagnosed by an ophthalmologist as being blind or partially sighted; and

(h) To be eligible for services for the deaf or hard of hearing a student must

(1) be certified by an audiologist or diagnosed by a physician as being deaf or hard of hearing; and

(2) be certified by the multidisciplinary team as qualifying for and in need of special education services for the hearing impaired.

(i) To be eligible for services because of the existence of a health impairment, a student must

(1) be diagnosed by a physician as being health impaired; and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(j) To be eligible for services because of the existence of a communicative disorder, a student must:

(1) be diagnosed by a physician or certified speech pathologist as having an articulation, language, voice or fluency disorder, and

(2) be certified by the multidisciplinary team as qualifying for and being in need of special education services for the health impaired.

(k) To be eligible for services for the deaf/blind, a student must

(1) be diagnosed by an ophthalmologist as being blind; and

(2) be certified by an audiologist or diagnosed by a physician as being deaf; and

(3) be certified by the multidisciplinary team as being in need of special education services for the deaf/blind.

(l) To be eligible for services for the multiple handicapped, a student must

(1) be certifiable in two or more handicapping conditions except deaf/blind, and

(2) be certified by the multidisciplinary team as requiring special education services which cannot be provided in regular classes of the handicapping conditions.

(m) All students must be screened for the existence of exceptional

(n) All students who meet the eligibility requirements for special education services must receive the services required by the multidisciplinary team (Eff. / / /, Register)

Authority: AS 14.30.191(d)
AS 14.07.060

4 AAC 52.050. PERSONNEL DEVELOPMENT (a) Each school district must provide a program of on-going training for all personnel employed as teachers, related services providers and teacher aides in special education. (Eff. / / , Register)

Authority: AS 14.07.050
AS 14.30.250

4 AAC 52.060. COMPLIANCE MONITORING. (a) The department will, from time to time, monitor school district special education programs. At least 30 days prior to monitoring a program, the department must serve notice, in writing, to the district of the date of the monitoring visit.

(b) Compliance monitoring may consist of

(1) verification of enrollment and attendance data reported by the district in its special education program;

(2) evaluation of all special education records and student files;

(3) on-site review of programs; or

(4) interviews with district staff, parents of students enrolled in special education programs and the general public.

(c) During the monitoring process, the district must provide the department, upon request, with the following information:

(1) for each student enrolled in a special education program:

(A) name;

(B) age.

(C) exceptionality;

- (D) type of service;
- (E) related service;
- (F) level of service;
- (G) special service;
- (H) entry date;
- (I) exit date;
- (J) location of service;

(2) a description of the district child find procedures, related to

- (A) screening;
- (B) referral; and
- (C) public awareness;

(3) a list of private schools in the district and verification of the notice given by the district of the availability of special education services;

(4) the district inservice training program for special education staff, including

- (A) training needs assessment; and
- (B) training activities planned and completed;

(5) the names of all special education teachers, teacher aides, evaluation personnel and persons providing services related to special education in the district;

(6) the names of students placed out of the district; and

(7) the names of public and private persons or agencies available within the district from which independent evaluations may be obtained. (Eff. / / , Register)

Authority: AS 14.07.000

AAC 52.070. CHILD ENTITLED TO SUREGATE PARENT. A local school district must appoint a surrogate parent for a legal guardian of a child residing within the local school district boundaries who

(1) the local school district cannot identify a person acting as a parent or legal guardian of the handicapped child; or

(2) the local school district exercising diligence cannot locate the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child; or

(3) the local school district locates the whereabouts of at least one person acting as a parent or legal guardian of the handicapped child, but that person affirmatively disclaims or voluntarily relinquishes responsibility for the handicapped child's educational program; or

(4) the handicapped child is in the custody of a public agency.
(Eff. / / , Register)

Authority: AS 14.07.060

1 AAC 52.080. QUALIFICATIONS OF SURROGATE PARENT. A surrogate parent must be an adult who:

(1) has no interest that conflicts with the interests of the handicapped child he or she represents;

(2) is not an employee of a public agency which is involved in the education or care of the handicapped child; and

(3) has participated in a training program for surrogate parents developed by the department and conducted by the local school district. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.090. DUTIES OF SURROGATE PARENT. The surrogate parent may represent the handicapped child in all matters relating to the identification, evaluation, educational placement of the handicapped child and the provision of free appropriate public education to the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.100. APPOINTMENT OF SURROGATE PARENT. (a) A local school district shall develop and implement a plan which provides for the systematic identification of handicapped children and procedures to the appointment of a surrogate parent under 4 AAC 52.080.

(b) When a local school district has identified a handicapped child,

(1) appoint a person meeting the qualifications of 4 AAC 52.080 as surrogate parent on forms prepared by the department; or

(2) petition the superior court for the judicial district in which the handicapped child resides for the appointment of a surrogate parent.

(c) In appointing or recommending a pointment of a surrogate parent under paragraph (b) of this section, a local school district shall give preference to a member of the handicapped child's immediate or extended family, or foster parent, or family friend, over a person having no prior involvement with the handicapped child. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.110. PAYMENT. A person who otherwise qualifies as a surrogate parent is not an employee of the local school district solely because he or she is paid by the local school district to serve as a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.120. CHANGE IN HANDICAPPED CHILD PLACEMENT. The educational placement of a handicapped child identified as one entitled to a surrogate parent may not be changed until 10 days after appointment of a surrogate parent. (Eff. / / , Register)

Authority: AS 14.07.060

4 AAC 52.130. REPLACEMENT OR REMOVAL OF SURROGATE PARENT. (a) A surrogate parent may request to be relieved of his or her responsibility upon ___ days notice to the district if the appointment was made under 4 AAC 52.110(b)(1) or upon application to and approval by the superior court if the appointment was made under 4 AAC 52.110(b)(2) if the surrogate parent

(1) fails to perform his or her duties under 4 AAC 52.080;

(2) has a conflict of interest with the handicapped child; or

(3) engages in actions which threaten the well-being of the

a hearing which comports with the procedures set forth in 45 CFR 121a.506.
(Eff. / / , Register)

Authority: AS 14.07.060.

4 AAC 52.190. DEFINITIONS. As used in this chapter

(1) "severe discrepancy" means

(A) grade level achievement of less than 65 percent of
the product of ($\frac{I.Q.}{100} \times CGP$): where

(i) "CGP" is the year of grade placement of students
of the same chronological age as the student; and

(ii) "I.Q." is the student's intelligence quotient
as measured by a standardized test of intelligence; or

(B) the multidisciplinary team determines that a severe
discrepancy exists;

(2) "administrative control" means financial or supervisory
responsibility delegated by the superintendent or school board;

(3) "approved program" as used in AS 14.30.350(E) means the
program of services approved by the child study team in the student's
individual educational plan;

(4) "professional support services" means services related to
special education which are required by individual educational plan (I.E.P.).

(Eff. / / , Register)

Authority: AS 14.07.060

STATE OF ALASKA

JAY S. HAMMOND
GOVERNOR

DEPARTMENT OF EDUCATION

OFFICE OF THE COMMISSIONER

POUCH F - ALASKA OFFICE BUILDING
JUNEAU, ALASKA 99811

MEMORANDUM NUMBER 81 - 20

TO: All Concerned with DOE Regulations

FROM: Marshall L. Lind, *MLL* Commissioner
Department of Education

SUBJECT: Program Planning and Evaluation Regulations

DATE: February 17, 1981

Attached is the material being proposed as a regulation. The Department will look forward with interest to your comments relevant to these proposals. Copies of the proposed regulations are available from the Office of the Commissioner, Department of Education, Pouch F, Juneau, Alaska 99811.

Written responses must be received prior to March 12, 1981, and should be sent to the Commissioner of Education, Pouch F, Juneau, Alaska 99811. At any time following that date, the State Board of Education may adopt these regulations substantially as set forth without further notice.

DISTRIBUTION

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Attachment: Notice of Proposed Changes
Regulations

NOTICE OF PROPOSED CHANGES IN THE
REGULATIONS OF THE
DEPARTMENT OF EDUCATION

Notice is hereby given that the Department of Education, under authority vested by AS 14.07.060, proposes to amend regulations in Title 4 of the Alaska Administrative Code to implement AS 14.20.070(c) and AS 14.07.020 (1) and (2) as follows:

1. 4 AAC 05.070 is amended to clarify the obligations of school districts in the planning and evaluation of local school programs and provide for reporting of the planning and evaluation process on forms prescribed by the department.
2. 4 AAC 05.020 is amended to clarifying the definition of local school committee.


These changes will not require an increased appropriation.

Notice is also given that any person interested may present written statements or arguments relevant to the action proposed to the Commissioner's Office, Sixth floor, State Office Building, Pouch F, Juneau, Alaska, 99811, before 4:30 p.m. on March 12, 1981.

The State Board of Education, upon its own motion or at the instance of any interested person, may thereafter adopt the proposals substantially as described above without further notice or may decide to take no action on them.

Copies of the proposed regulations may be obtained by writing to the Commissioner of Education, Pouch F, Juneau, Alaska, 99811.

DATE 2/16/81


Marshall L. Lind
Commissioner of Education

4 AAC 05 is amended as follows:

4 AAC 05.020.

DEFINITIONS

(4) "local school committee" or "committee" means an elected advisory school board established pursuant to AS 14.08.115 or, if there is no such committee in the community, the BIA advisory school board or an elected borough school district advisory school board established pursuant to AS 14.12.035 or, if there is no BIA advisory school board or elected borough school district advisory school board, the village or city council.

4 AAC 05.070. PROGRAM PLANNING AND EVALUATION. (a) Unless a waiver has been granted under (g) of this section, the chief school administrator of a school district shall develop and have approved by the governing body of that district, annually and no later than that body's first meeting in October, an education plan (i) for each school, partial program, or additional grades established after the effective date of this section under section 40 of this chapter, and (ii) for each school, partial program, or additional grades established on or after the commencement of the 1976-77 school year in communities not having a preexisting school or partial program of the same grades. When the requirements of this section have been met for three consecutive years as to each school, partial program, or additional grades, no further plan for the school, program or grades is required.

(b) Before the close of the school year, and before preparation of the education plan for the following school year, the chief school administrator shall prepare and submit to the governing body of the school district an evaluation of each school, partial program, or additional grades for which an education plan must be developed under (a) of this section.

(c) Districts shall provide for the direct involvement of parents, students, and other members of the community, including the local school committee, in the development of plans and evaluations and improvement of the educational program. Districts shall provide sufficient information, including notice in appropriate media and at community meetings, provide copies of appropriate materials, and allow adequate time for community members to review a draft plan and discuss all aspects of the program with responsible district personnel.

(d) Education plans and evaluations must be submitted, in the form required by the department, to the commissioner of education, P.O. Box 7, Juneau, Alaska 99801. Plans must be submitted by November 1 and evaluations by June 1. The commissioner will promptly review education plans and evaluations, and will notify a district whether it has satisfied the requirements of this section.

(e) A copy of each plan and evaluation developed under this section must be maintained on file for public inspection in the school district office and in the school to which the plan or evaluation applies. The district shall make copies of the plan and evaluation available to each member of the local school committee and, upon request, to members of the community.

(f) A district must use its best efforts to assure that a school is operated according to the education plan. Changes in the plan may be made at any time, and must be reported at a public meeting of the local school committee. The requirements of (e) of this section apply to changes in the plan.

(g) Forms for Program Planning and Evaluation, 1981 Edition, published by the department and dealing with compliance with this section, is adopted by reference.

(h) The chief school administrator may apply to the Commissioner for a waiver of some or all requirements of (a) and (b) of this section. The application must be received by the Commissioner on or before June 15, 1981, must state the year or years for which the waiver is requested, and must include a copy of any plan and evaluation previously developed and a resolution of the local school committee stating that it is in agreement with the request.

A plan or evaluation submitted as part of the application for waiver must represent all or part of three consecutive years of planning and evaluation begun during school years 1978-79, 1979-80, or 1980-81. The local school committee resolution must be adopted at a public meeting after reasonable notice to local residents and an opportunity to be heard. The local school committee shall keep a record of persons speaking at the meeting and the substance of their testimony.

The commissioner shall credit each plan or evaluation submitted as part of an application which meets the requirements of this subsection toward compliance with the requirements of (a) or (b) of this section.

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

REPRESENTATIVE
BEN GRUSSENDORF
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CHAIRMAN
COMMUNITY AND REGIONAL AFFAIRS COMMITTEE
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In regards to HB 449, I am testifying for Representative Ben Grussendorf. We have received input from the Sitka School Board that they would like to go on record as supporting HB 449 with the addition to line 12

5 pupils in ADM; or fraction of 15 pupils ADM
on line 14

11 pupils in ADM; or fraction of 11 pupils in ADM

Representative Grussendorf would like you to consider these additions as an amendment.

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

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 ~~NE~~ 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):

- if discussed paper over*
- 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
Cardup 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	152.5	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	11	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
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On Base Fairbanks	475			1,200.7	
On Base Anchorage	385			733.2	
DOE Student Transfers (Tuition Stud.)	600.0			(600.0)	
DOE Contract Schcols	666.8			(666.8)	
REAA's				1,765.5	

BILL TOTAL (Increase)				19,070.0	
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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 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 (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 Doggett 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

12-4-80

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 and 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 Jaeschner, using an adjustment divisor of 11, and Bill Mulinis'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	64	4	6	6	5	5
		127,516	266,274	266,274	221,895	221,895
Craig	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	1508	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	532,540	488,169	399,411	399,411
Homer	49	3	5	4	4	4
		129,643	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 1: + \$	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
Junction	763	27	70	59	51	70
		1,041,930	2,701,300	2,276,810	1,968,010	2,701,300
Kato	47	3	5	4	4	4
		125,031	208,385	166,708	166,708	166,708
Kemp	738	32	68	57	50	68
		1,333,668	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	1,013,310	1,350,650
King Cove	24	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Klawns	19	2	2	2	2	2
		83,354	83,354	83,354	83,354	83,354
Kodiak	586	22	54	46	40	54
		984,808	2,417,256	2,059,144	1,790,560	2,417,256
Met-Sai	610	29	56	47	41	56
		1,163,866	2,247,504	1,886,290	1,645,494	2,247,504

SPECIAL EDUCATION TASK FORCE

District	# of Students 29-80	# 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 • \$
Nonana	48	3	5	4	4	4
		138,924	231,540	185,232	185,232	185,232
Nove	165	10	15	13	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
		700,670	181,608	401,340	361,206	361,206
Sitka*	253	11	23	20	17	23
		441,474	923,082	802,680	682,278	923,082
Tongue	19	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
Tulaska	29	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770

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 + \$
Vulvez	191	12	18	15	13	13
		532,548	798,882	665,685	576,927	576,927
Krangell	105	5	10	9	7	7
		200,670	401,340	361,206	280,938	280,938
Yakutat	43	3	4	4	3	3
		138,924	185,232	185,232	138,924	138,924
Sand Point	19	1	2	2	2	2
		57,805	115,770	115,770	115,770	115,770
City/Borough Sub- Total	10,425	458	959	815	709	926
		19,204,720	39,803,015	33,855,771	29,454,642	38,169,814
Adak	50	2	5	4	4	4
		108,052	270,130	216,104	216,104	216,104
Alaska Gateway	69	4	7	6	5	5
		185,232	324,156	277,848	231,540	231,540
Alutian	23	2	3	2	2	2
		115,770	173,655	115,770	115,770	115,770
Annette	72	4	7	6	5	5
		160,516	280,938	240,804	200,670	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 • \$
Berling Strait	65	4	6	5	5	5
		239,260	358,890	299,075	299,075	299,075
Chatham	46	3	5	4	4	4
		125,031	208,385	166,708	166,708	166,708
Chugach	7	-0-	1	1	1	1
		-0-	46,308	46,308	46,308	46,308
Copper River	113	6	11	9	8	8
		266,274	488,169	399,411	355,032	355,032
Delta Greely	234	11	22	18	16	16
		509,380	1,018,776	833,544	740,928	740,928
Iditarod	32	2	3	3	3	3
		119,630	179,445	179,445	179,445	179,445
Ketchikan	26	2	3	2	2	2
		119,630	179,445	119,630	119,630	119,630
Lake & Peninsula	46	3	5	4	4	4
		179,445	299,075	239,260	239,260	239,260
Lower Kuskokwim	227	17	21	18	16	21
		1,016,855	1,256,115	1,076,670	957,040	1,256,115

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
Pribilof	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	10 598,150	8 478,520	8 478,520
Ballbet	57	5 231,540	6 277,848	5 231,540	4 (185,232)	4 (185,232)
Yukon Flats	56	5 299,075	6 358,890	5 299,075	4 (239,620)	4 (239,620)
Yukon-Koyukuk	107	5 299,075	10 598,150	9 538,335	8 478,520	8 478,520
NSA Sub-Total	1,793	104 5,649,224	175 9,431,837	147 7,934,537	130 7,025,325	135 7,178,000

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 • \$
Total	12,218	562	1,134	962	839	1,061
		24,853,944	49,234,852 1,981	41,790,308 1.681	36,479,967 1.468	45,493,854 1.830

School District	Instructional Unit Cost 1901-1902	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 1901-1902	Estimated Total Cost Direct Plus Indirect 1901-1902	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
1. Anchorage	38,590	180	4,121	375	14,670,301	18,347,974	14,471,250
2. Bristol Bay	59,815	2	26	3	180,972	226,200	179,495
3. Cordova	44,379	4	66	6	269,382	316,727	266,724
4. Craly	41,677	2	31	3			125,031
5. Dillingham	59,815	4	56	5			299,075
6. Fairbanks	43,221	55	1,506	137	6,000,000	7,500,000	5,921,227
7. Galena	59,815	2	23	2			119,630
8. Haines	44,379	5	131	12			532,548
9. Hoonah	43,221	3	47	5	148,232	185,200	216,105
10. Hydaburg	41,677	0	11	1			41,677
11. Juneau	38,590	27	761	70	2,239,855	2,799,819	2,701,000
12. Kake	41,677	3	47	5			208,385
13. Kenai	41,677	22	718	68	2,885,642	3,607,000	2,814,016
14. Ketchikan	38,590	17	179	35	1,661,666	2,079,502	1,450,650
15. King Cove	57,805	2	24	3			173,455
16. Klaskan	41,677	2	19	2	87,640	109,550	81,154

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 1979-1982	Estimated Cost Using New Formula (+ 11) Unit Cost (Col. 2) x Projected Number of Instructional Units (Col. 4)
17. Kodiak	44,764	22	586	54	1,778,369	2,222,761	2,417,256
18. Mat-Su	43,134	29	610	56	2,038,022	2,547,520	2,417,501
19. Nenana	46,300	3	40	5			211,540
20. Nome	59,815	10	165	15	568,365	710,456	897,225
21. North Slope	59,815	10	176	16	1,442,595	1,803,243	957,040
22. Pelican	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	1,871,702	923,082
25. Sitka	41,677	2	19	4	307,810	334,762	166,700
26. St. Mary's	59,815	3	44	4			219,260
27. Unalaska	57,805	2	29	3			173,655
28. Valdez	44,379	12	191	18	1,415,633	1,769,541	798,822
29. Wrangell	40,134	5	185	18	374,215	468,791	401,140
30. Yakutat	46,300	3	43	4			185,212
31. Sand Point	52,885	1	19	2			115,770

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)
32. Adak	54,026	2	50	5			270,130
33. Alaska Gateway	46,300	4	69	7	209,547	361,911	324,156
34. Aleutian Chain	57,005	2	21	3			173,655
35. Annette Island	40,134	4	72	7			280,938
36. Bering Straits	59,015	4	65	6	1,906,466	2,383,002	350,090
37. Chatham	41,677	3	46	5			208,385
38. Chugach	46,300	0	7	1			46,300
39. Copper River	14,379	6	113	11	516,000	645,000	400,164
40. Delta/Greely	46,300	11	214	22			1,018,770
41. Iditarod	59,015	2	32	3	173,000	216,250	179,445
42. Kuspuk	59,015	2	26	1			179,445
43. Lake and Peninsula	59,015	3	46	5			295,075
44. Lower Kuskokwim	59,015	17	227	21	1,629,000	2,036,250	1,256,115
45. Lower Yukon	59,015	11	190	10			1,076,670
46. Northwest Arctic	59,015	8	101	15			887,225
47. Pribilof	57,005	2	38	4			228,020
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. Hallbell	46,300	5	57	6	242,500	303,125	777,848
51. Yukon Flats	59,815	5	56	6	533,081	666,351	1,588,880
52. Yukon-Koyukuk	59,815	5	107	10	633,029	791,286	598,150
	2,500,130						41,011,904

SPECIAL EDUCATION TASK FORCE
(B111 Multix)

Total Students

12,218

Total Units

Based on 11-1 and 15-1

1,055

Average E1-E2

Allocation - Statewide

\$48,434

Total Students	Ratio Students-Units	Number Units	Cost
12,218	17-1	1,018	\$49,305,912
12,218	15-1	814	39,425,276
12,218	16-1	763	36,955,142
12,218	18-1	679	32,806,686

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	14,823,042
18-1	679	22,032,100	10,854,586

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)

Attachment 5

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 5 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 130 or a loss of 10 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, OH, 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/10 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/10 10 S/T MR 11T/111S = 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, Donahy		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	$\frac{X}{\text{Time Day}}$ /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 mild	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 H.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 H.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- H.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- H.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	*Counts VI-E 2 T.A.'s			*Counts VI-B 1 T.A.	*Counts VI-B 1 T.A. Psychologist	



GOVERNORS' COUNCIL FOR THE HANDICAPPED AND GIFTED

UNIVERSITY PLAZA OFFICES WEST · SUITE C · 600 UNIVERSITY AVENUE · FAIRBANKS, ALASKA 99701
PHONE (907) 479-6507

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

DJT/lsl

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

EFFECTS OF SENATE BILL 365 AND HOUSE BILL 449:

<u>District:</u>	<u>Special Education ADM:</u>	<u>FY 1982 Initial for Special Education:</u>	<u>Dollar Increase by SB 365 and HB 449:</u>	<u>Total Special Ed. Funds to be Received:</u>
Fairbanks	1,556	2,204.3	3,933.1	6,137.4
Kenai	863	1,417.0	1,875.5	3,292.5
Mat-Su	612	1,043.5	1,204.0	2,247.5
Juneau	680	1,119.1	1,273.7	2,392.6
Galena	17	59.8	59.8	119.6
King Cove	22	57.9	57.9	115.8
Pelican	2	-0-	43.2	43.2
Haines	122	221.9	177.5	399.4
Anchorage	4,000	7,833.8	6,213.0	14,046.8
Kodiak	513	940.0	626.7	1,566.7
Sitka	281	481.6	280.9	762.5
Cordova	76	177.5	88.8	266.3
Ketchikan	393	694.6	347.3	1,041.9
Petersburg	134	240.8	120.4	361.2
Wrangell	90	160.5	80.3	240.8
Yakutat	34	92.6	46.3	138.9
Hoonah	49	129.6	43.3	172.9
Nenana	46	138.9	46.3	185.2
Dillingham	65	239.3	59.8	299.1
North Slope	182	717.8	59.8	777.6
Bristol Bay	19.5	119.6	-0-	119.6
Craig	28.5	125.0	-0-	125.0
Hydaburg	9	41.7	-0-	41.7
Kake	42	125.0	-0-	125.0
Klawock	17	83.4	-0-	83.4
Nome	123	538.3	-0-	538.3
Sand Point	14	57.9	-0-	57.9
Skagway	28.5	83.4	-0-	83.4
St. Mary's	42	179.5	-0-	179.5
Unalaska	27	173.6	-0-	173.6
Valdez	187	665.7	-0-	665.7

Summer school for all

TOTAL \$ 20,163.6 \$ 15,637.4 \$ 36,801.0

On Base Fairbanks	475	\$ 1,200.7
On Base Anchorage	385	733.2
* DOE Student Transfers	600	(600.0)
* DOE Contract Schools	666.8	(666.8)
REAA's		<u>1,765.5</u>

Does this include facilities & equipment or just teachers & supporting personnel

TOTALS: \$ 19,070.0

- Because of adequate special education funding under SB 365 and HB 449, the Anchorage School District will be able to pick-up all program costs for the low incidence, multiple handicapped, and there will be no need to transfer Alaskan students outside for special schooling.

EFFECTS OF SENATE BILL 365 AND HOUSE BILL 449:

<u>District:</u>	<u>Special Education ADM:</u>	<u>FY 1982 Initial for Special Education:</u>	<u>Dollar Increase by SB 365 and HB 449:</u>	<u>Total Special Ed. Funds to be Received</u>
N. W. Arctic	247	478.5	538.4	1,016.9
Chugach	5	-0-	46.3	46.3
Adak	93	216.1	162.5	378.2
Annette	65	120.4	80.3	200.7
Chatham	42	83.4	41.6	125.0
Iditarod	33.6	119.6	59.8	179.4
Lower Yukon	193	538.3	239.3	777.6
Yukon-Koyuk	98	299.1	119.6	418.7
Lake & Peninsula	46	179.4	59.8	239.3
S.E. Island	50	125.0	41.7	166.7
Railbelt	56	138.9	46.3	185.2
Alaska Gateway	80	231.5	46.3	277.8
Copper River	85	221.9	44.4	266.3
S.W. Region	89	299.1	59.8	358.9
LKSD	306	1,076.7	179.4	1,256.1
Aleutian	22	115.8	-0-	115.8
Bering Strait	45	299.1	-0-	299.1
Delta	145	509.4	-0-	509.4
Kuspuk	29	119.6	-0-	119.6
Pribilof	28	173.7	-0-	173.7
Yukon Flat	51	239.3	-0-	239.3
PAGE TOTAL			1,765.5	

Effect of amendments. — The first 1975 amendment, effective July 1, 1975, inserted "as approved by the department" in paragraph (8) of subsection (a).

The second 1975 amendment, effective July 1, 1975, inserted "enrolled in an

approved district correspondence study program" in paragraph (4) of subsection (a).

Legislative committee report. — For report on ch. 190, SLA 1975 (HCS CSS) 367, see 1975 House Journal, p. 1277.

Sec. 14.17.040. Basic need.

Repealed by § 1 ch 238 SLA 1970, effective July 1, 1970.

Editor's note. — The repealed section derived from § 1.02, ch. 164, SLA 1962.

Sec. 14.17.041. Table of allowable instructional units.

(a) Elementary and secondary schools in districts with ADM under 1,000:

ADM	No. Instructional Units
under 10	1
10 — 20	2
21 — 32	3
33 — 46	4
47 — 62	5
63 — 80	6
81 — 999	6 plus 1 for each 18 pupils or fraction of 18.

(b) Elementary and secondary schools in districts with ADM of 1,000 or over:

ADM	No. Instructional Units
under 10	1
10 — 20	2
21 — 32	3
33 — 46	4
47 — 62	5
63 — 80	6
81 — 99	7
100 — 3005	7 plus 1 for each 19 pupils or fraction of 19
3006 and over	160 plus 1 for each 23 pupils or fraction of 23.

(c) Vocational education schedule:

ADM	No. Instructional Units
Full-Time Equivalent	
5 — 10	1
11 — 25	2
26 — 40	3
41 and over	3 plus 1 for each 20 pupils or fraction of 20 pupils in Full-Time Equivalent ADM

(d) Special education schedule:

ADM	No. Instructional Units
Full-Time Equivalent	
5 — 8	1
9 — 15	2
16 — 24	3
25 — 35	4
36 and over	4 plus 1 for each 11 pupils or fraction of 11 pupils in Full-Time Equivalent ADM

(1) 4 ch 238 SLA 1970; am § 1 ch 177 SLA 1972; am § 4 ch 81 SLA 1975)

Effect of amendments. — The 1972 amendment rewrote subsection (c). The 1975 amendment, effective July 1, 1975, rewrote subsection (d).

Sec. 14.17.050. Teachers' salary allotment.

Repealed by § 1 ch 238 SLA 1970, effective July 1, 1970.

Editor's note. — The repealed section derived from: § 1.04, ch. 164, SLA 1962; §§ 2, 3, ch. 98, SLA 1966; and § 1, ch. 153, SLA 1966; § 1, ch. 70, SLA 1963; § 1, ch. 78, SLA 1964;

Sec. 14.17.051. Instructional unit allotment. (a) The instructional unit allotment for each school district or regional educational attendance area is as follows:

(1) if the district or area is in that part of the state lying within the boundaries of election district 1, 4 or 8, the district or area shall receive the base instructional allotment;

(2) if the district or area is in that part of the state lying within the boundaries of election district 2, 3 or 7, the district or area shall receive 103.75 per cent of the base instructional unit allotment;

(3) if the district or area is in that part of the state lying within the boundaries of election district 5, 9, 10 or 11, the district or area shall receive 107.50 per cent of the base instructional unit allotment;

(4) if the district or area is in that part of the state lying within the boundaries of election district 16, south of the Arctic Circle, the district or area shall receive 111.25 per cent of the base instructional unit allotment;

(5) if the district or area is in that part of the state lying within the boundaries of election district 6, the district or area shall receive 115 per cent of the base instructional unit allotment;

POSITION PAPER

HOUSE BILL NO. 449

"An Act relating to special education; and providing for an effective date."

This bill provides increased resources to special education programs throughout the State. In addition the bill provides augmented support services including summer programs for eligible students.

The summer program at Harborview Developmental Center would become solidified under a statutory authority. It is well known that for many developmentally disabled clients the summer months without proper programs yields developmental regression.

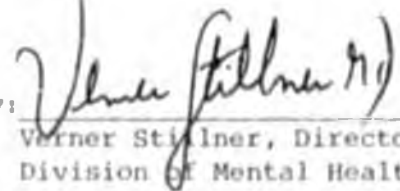
Additionally it is well known that early training facilitates later employability and less dependency in adults years.

The Governor's Council for the Handicapped & Gifted has voiced strong support for this bill.

Department Position:

The Department supports the concept of this bill.

Recommended by:

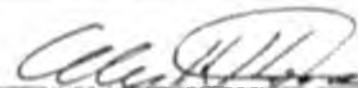


Verner Stillner, Director
Division of Mental Health &
Developmental Disabilities

Date:

4/14/81

Approved by:



Helon D. Bolrne, Commissioner
Department of Health & Social
Services

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill 449
 Title "An Act relating to special education; and providing for an effective date."
 Requested by Commissioner's Office Date April 14, 1981

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services
 Program Category Affected Special Education - DOE
 B&U, Program, or Subprogram(s) Affected _____
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC						
TOTAL	0	0	0	0	0	0

FUNDING (Thousands of Dollars)

GENERAL FUND						
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

No cost impact is foreseen to the Department of Health & Social Services as a result of this legislation.

IV. DATE April 14, 1981 PREPARED BY Verner Stillner, Director
 AGENCY Mental Health & Developmental Disabilities
 PHONE 465-3370
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named) M&B Approval [Signature] Date 4/17/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

-- FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Bill 365
 Title An Act relating to State aid for Special Education
 Requested by Stimson Date 3/26/81

II. FISCAL DETAIL

Agency Affected Department of Education
 Program Category Affected Elementary and Secondary Education
 BRU, Program, or Subprogram(s) Affected Foundation Programs Components/Financial Support Dist
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL						
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.		19,070.0	20,977.0	23,074.7	25,382.2	27,920.4

TOTAL

FUNDING (Thousands of Dollars)

GENERAL FUND		19,070.0	20,977.0	23,074.7	25,382.2	27,920.4
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME						
PART TIME						
TEMPORARY						

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

FY 82 Cost Distribution: (See Attached)

Foundation Program Components: Special Education Adjustments
\$18,402.9

Financial Support - Districts: State Contract Programs
\$667.1

Total: \$19,070.0

Post FY 82 cost reflects 10% annual inflation rate.

IV. DATE 3/26/81

PREPARED BY Steve Hole
 AGENCY Department of Education
 PHONE 465-2000

Will local support decrease or continue at levels
What to insure Bush + Fibs will ~~not~~ dig out
all together -

I'm not sure of the future commitment of
local -

Pursue Sen of Fibs.

H B

450

POSITION PAPER

HOUSE BILL NO. 450

"An Act making a special appropriation to the Department of Health and Social Services for the prisoner treatment program; and providing for an effective date."

House Bill No. 450 is the companion bill to House Bill No. 451. House Bill No. 450 provides funds to initiate the treatment program set out in House Bill No. 451. The Department recognizes the need for this type of program and supports enactment.

Recommended by:

C. F. Campbell

Charles F. Campbell, Director
Division of Adult Corrections

Date:

4/20/81

Approved by:

Helen D. Beirne
Helen D. Beirne, Commissioner

Date:

4/21/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. House Bill No. 450
 Title An Act making a special appropriation for the prisoner treatment program
 Requested by Clocks in Date 4/1/81

II. FISCAL DETAIL

Agency Affected Health and Social Services
 Program Category Affected Offender Confinement, Probation and Supervision
 BRU, Program, or Subprogram(s) Affected Adult Confinement
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL	-0-	482.0	-0-	-0-	-0-	-0-
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	482.0	-0-	-0-	-0-	-0-

FUNDING (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
GENERAL FUND	-0-	482.0	-0-	-0-	-0-	-0-
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
FULL TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART TIME						
TEMPORARY						

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

H.B. # 450 is a special appropriation bill which would fund H.B. # 451, if enacted. It is assumed the \$482,000 specified in the bill is first year funding only. It is also assumed that this is the program level anticipated by the legislature.

IV. DATE April 11, 1981 PREPARED BY Robert C. Lange
 AGENCY Division of Adult Correction, H.A.S.S.
 PHONE 485-3370
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named) MSB Approval Date 4/1/81

H B

451

COMMITTEE REPORT

HOUSE

FURTHER: FINANCE

4/1/81

(5)

Date: April 21, 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had HB 451

"An Act establishing a prisoner treatment program; and providing for an effective date."

under consideration and (a majority of the committee) (the committee) reports it back with the following recommendations:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for HB 451 same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING

DO/PASS

[Signature]

[Signature]

[Signature]

[Signature]

MEMBERS HAVING

OTHER RECOMMENDATIONS:

[Signature]

 CHAIRMAN



Rep. Don Clocksin, Chairman
465-3797

Alaska State Legislature

House of Representatives

Committee on Health, Education & Social Services

Pouch V
State Capitol
Juneau, Alaska 99811

TO: House HESS Committee
FROM: Hollis Ploog, Staff Counsel
RE: Proposed Amendments to HB 451
DATE: April 21, 1981

1. page 2, line 15 - omit reference to Anchorage, Fairbanks & Juneau as only appropriate sites for programs to be established
2. page 2, line 26 - enter into professional services contracts with existing community based counseling & treatment providers
3. informational: AS 12.55.025 Sentencing procedures: when imposing a sentence of imprisonment exceeding 180 days, the court shall prepare, as a part of the record, a sentencing report which includes the following:

(4) recommendations as to the place of confinement or the manner of treatment

Therefore, I suggest a new subsection in Section 33.30.420:

(3) provide information on the prisoner treatment program to members of the criminal justice system including but not limited to Superior Court Judges, District Attorneys, Public Defenders, Probation/Parole Officers so that recommendations on sentencing can include the program as a manner of treatment.

4. change subsection on page 2, line 28 to subsection (4)

POSITION PAPER

HOUSE BILL NO. 451

"An Act establishing a prisoner treatment program; and providing for an effective date."

House Bill No. 451 would establish a program of treatment for persons convicted of violent crimes or sexual offenses who are serving terms of imprisonment.

The Act would establish the treatment programs in the three largest prison facilities in Anchorage, Juneau and Fairbanks to include: education, individual and group counseling, pre-release planning, and post release counseling.

Current Practice

At the present time, the Division of Adult Corrections does not have programs specifically addressing the issue of violence; however, the Division does have programs aimed toward problems of which violence may be a manifestation. Moreover, we provide a limited program for the sexual offender at the Lemon Creek facility. The program is on a professional services contract with Dr. Tony Munder and an enlargement of that program was to be determined after the FY '82 budget was decided by the Legislature. A program addressing the treatment of the violent offender is under consideration and would be addressed in the FY '83 budget request.

The Division of Adult Corrections agrees with the concept of the bill; however, we would offer the following recommendations:

a. Since there are so few people who are skilled in the treatment of violent and sexual offenders, and those who are, generally are either in private practice or currently employed in a similar program, it would be more appropriate to provide this treatment under one or more professional services contracts. Additionally, it would take many months to train qualified staff adequately and there might not be the need for full time staff at every facility.

b. The Act, Article 4, Sec. 33.30.400, line 27, specifies development of the treatment programs at Fairbanks, Juneau and Anchorage. We would suggest a provision which would permit development of such programs at other locations, as it cannot be determined now what the needs at other locations might be. At Bethel and Paine, for example, the Division expects to develop a range of helping programs which meet the needs of offenders in those regions.

POSITION PAPER / Department of Health & Social Services

The Department supports the concept of House Bill No. 451.

Recommended by: C. F. Campbell
Charles F. Campbell, Director
Division of Adult Corrections

Date: 4/20/81

Approved by: Helen D. Beirne
Helen D. Beirne, Commissioner

Date: 4/21/81

THE LEGISLATURE OF THE STATE OF ALASKA
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST
 Bill/Resolution No. House Bill No. 451
 Title An Act establishing a prisoner treatment program
 Requested by _____ Date _____

II. FISCAL DETAIL
 Agency Affected Health & Social Services
 Program Category Affected Offender Confinement Reformation and Supervision
 BRU, Program, or Subprogram(s) Affected Adult Confinement
 (Note: If more than one budget component is affected, separate line-item amounts and funding for each component in the analysis section.)

EXPENDITURES (Thousands of Dollars)

	FY 81	FY 82	FY 83	FY 84	FY 85	FY 86
100 PERSONAL SERVICES						
200 TRAVEL						
300 CONTRACTUAL	-0-	-0-	536.3	581.5	637.2	691.5
400 COMMODITIES						
500 EQUIPMENT						
600 LAND & STRUCTURES						
700 GRANTS, CLAIMS, ETC.						
TOTAL	-0-	-0-	536.3	581.5	637.2	691.5

FUNDING (Thousands of Dollars)

GENERAL FUND	-0-	-0-	536.3	581.5	637.2	691.5
FEDERAL FUNDS						
OTHER (Specify Fund Source)						

POSITIONS

FULL TIME	-0-	-0-	-0-	-0-	-0-	-0-
PART TIME						
TEMPORARY						

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

It is assumed that the special appropriation of \$412,000 in HB # 450 establishes the program level anticipated with the establishment of the prisoner treatment program.

A 9% inflation factor was applied annually to the base year funding in computing need for subsequent fiscal years.

IV. DATE April 9, 1981 PREPARED BY Roger C. Lange
 AGENCY Division of Adult Corrections, H & SS
 PHONE 465-3376
 Original: Legislative Finance
 cc: Budget and Management
 Prime Sponsor (First Legislator Named) M&B Approval [Signature] Date 4/2/81

H B

459

COMMITTEE REPORT

HOUSE

4/20/81

FURTHER:

(5)

Date: May 26, 1981

Mr. Speaker:

The Committee on HEALTH, EDUCATION & SOCIAL SERVICES has had SSSB 439

"An Act relative to the administration of local anesthetics and analgesia by dental hygienists, dentists, and persons employed or supervised by dentists."

under consideration and reports it back as follows:

- do pass do not pass
- do pass with attached amendments(s)
- replace with CS for _____ same title
 new title
- and recommends _____
- AND attaches a "Letter of Intent" New Fiscal Note
- reports it back without recommendation
- referred to the _____ Committee

MEMBERS SIGNING
DO PASS

MEMBERS HAVING
OTHER RECOMMENDATIONS:

[Signature]
[Signature]

[Signature]
CHAIRMAN

May 5, 1981

Representative Donald E. Clocksin, Chairman
Health, Education, and Social Services Committee
House of Representatives
Pouch V
Juneau, Alaska 99811
Ref: SSHB 459

Dear Mr. Clocksin:

I am greatly concerned about the outcome of SSHB 459 and do oppose it.

I have had both undergraduate and post-graduate courses on the administration of local anesthesia and nitrous oxide analgesia sedation in the State of Idaho. There are at least twelve western states who provide this education in the dental hygiene schools and allow these procedures to be performed.

*N Or
N 20*

The benefits are many:

1. Patient comfort is the main concern - it is very difficult for both patient and operator to endure a root planing/soft tissue curettage session, if the patient feels pain.
2. More efficient time utilization in that the dental hygienist does not have to wait on the dentist for anesthesia.
3. A more thorough periodontal cleaning can be performed for the patient.

I might add that before these procedures are allowed to be performed, the dental hygienist must complete and pass a Board-approved course. Also it is left to the discretion of the dentist employer whether these procedures will be provided by the dental hygienist.

Thank you for allowing me to voice my concerns.

Sincerely,

Linda C. Mulder, R.D.H.

Linda C. Mulder, RDH
Registered Dental Hygienist

Box 27.
Palmer, Alaska 99645
May 5, 1981

Representative Don Clocksin
Chairman, Health & Social Services
Commission
House of Representatives
Pouch V
Juneau, Alaska 99811

Re: HB 459

Honorable Representative Clocksin:

I ^{oppose} ~~support~~ the passage of HB 459. I have had a great deal of dental work done the past few years and I feel that Hygenists are very qualified to administer local anesthetic and nitrous oxide.

Respectfully,

Pat Lawton

Pat Lawton

GEORGE W. SEUFFERT, M.D.

A PROFESSIONAL CORPORATION

ANESTHESIOLOGIST

SRA BOX 686

ANCHORAGE ALASKA 99507

May 4, 1981

Don Clocksin, Chairman
House HESS
Ak. State Legislature
Pouch V
Juneau, Ak. 99811

Dear Mr. Clocksin:

I am writing in support of SSHB459 which would regulate the administration of local anesthetic and nitrous oxide.

All local anesthetics are dangerous drugs that can have major unforeseeable side effects.

Goodman & Gilman in the 4th edition of THE PHARMACOLOGICAL BASIS OF THERAPEUTICS, which is the 'Bible' of pharmacology, make the following statements:

Page 377 - "Following absorption all nitrogenous local anesthetics may cause stimulation of the Central Nervous System producing restlessness and tremor that may proceed to clonic convulsions. In general the more potent the anesthetic, the more readily convulsions may be produced. Central stimulation is followed by depression and death is usually due to respiratory failure".

Page 378 - "However, on rare occasions, small amounts of anesthetic employed for simple infiltration anesthesia will cause cardiovascular collapse and death".

Page 378 - Rare individuals may exhibit a hypersensitivity to local anesthetics. This may manifest itself as an allergic dermatitis, a typical asthmatic attack, or a fatal anaphylactic reaction".

In my fifteen years of experience as an anesthesiologist, I have seen all of these complications. In every instance death and disaster was averted only by the prompt use of resuscitative measures.

Nitrous oxide is a relatively safe drug but it also can have unpredictable effects when used in patients who are not healthy or when used in the presence of other drugs (i.e. tranquilizers, local anesthetics etc.)

GEORGE W. SEUFFERT, M.D.

A PROFESSIONAL CORPORATION

ANESTHESIOLOGIST

SRA BOX 1148

ANCHORAGE, ALASKA 99507

The equipment used to deliver nitrous oxide may also malfunction and cause higher concentration of Nitrous oxide and lower concentrations of oxygen. This, obviously increases its potency and the chances of misadventure.

I feel that people who have a short and therefore superficial training in paramedical and parodontal fields should not have the opportunity to get themselves in trouble and their patients in jeopardy by using these substances.

Even if the occurrence of major complications is rare, the patient who sustains the complication may be one hundred percent dead.

Sincerely,



George W. Seuffert, M.D.

cc - Al Adams
cc - Mike Beirne
cc - Geraldine Morrow

TELEGRAM

ELASCOR, INC.
PHONE: 306-9442
JUNEAU, AK 99802

PLEASE BE ADVISED AM IS 15 15-00 2015 AM

THE 220 DOWNS CLOCKS

AMOUNT

LET SYSTEMS WITH EFFICIENT EFFECTIVE ALSO IN DELIVERY OF CAPITAL

• SYSTEMS WITH EFFICIENT EFFECTIVE ALSO IN DELIVERY OF CAPITAL

THE 220 DOWNS CLOCKS

PLEASE BE ADVISED AM IS 15 15-00 2015 AM

TELEGRAM

ELASCOR, INC.
PHONE: 306-9442
JUNEAU, AK 99802

PLEASE BE ADVISED AM IS 15 15-00 2015 AM

THE 220 DOWNS CLOCKS

AMOUNT

LET SYSTEMS WITH EFFICIENT EFFECTIVE ALSO IN DELIVERY OF CAPITAL

THE 220 DOWNS CLOCKS

PLEASE BE ADVISED AM IS 15 15-00 2015 AM

• SYSTEMS WITH EFFICIENT EFFECTIVE ALSO IN DELIVERY OF CAPITAL

01 MAY 8 AM 3 50

22408 POM ANCHORAGE AK 15 05-27 1113P APT
PMS REP DON CLOCKSIN

JUN

OPPOSE SCHWARTZ BILL LIMITS REALM OF PATIENT CARE. IS REVERSAL
OF CURRENT PRACTICE ACT.

JANET L. LEUTZINGER
1533 CINDYLEE LANE
ANCHORAGE ALASKA 99517

01 MAY 8 PM 6 54

12072 FAIRBANKS ALASKA 24 05-25 0220P APT
PMS REP DONALD E CLOCKSIN

JUN

I AM IN OPPOSITION TO THE BILL SCHWARTZ AN ACT RELATING TO THE
ADMINISTRATION OF LOCAL ANESTHETICS AND ANALGESICS

WENDY SOMERS BOY
1212 STANFORD ST FAIRBANKS