

ALASKA LEGISLATURE COMMITTEE FILES 1981-1982 86/2

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## Socioeconomic Characteristics

The indigenous population of Selawik is Eskimo; their native language is Inupiat. English is a strong second language and is spoken quite fluently by most school-aged children. It is estimated that these people obtain approximately 80% of their protein and nearly 50% of their carbohydrate directly from the land. Their diet consists of moose, caribou, fish, bear, whale and seal as well as berries, roots and greens. In 1971 more than 70% of Alaska Natives were dependent on hunting and fishing for subsistence.

Transition from a subsistence-to a money-based economy is now occurring, but slowly. In 1976 the equivalent of 24 full-time jobs were available in the village; many residents leave the village for seasonal employment such as fire fighting, commercial fishing or cannery work. Arts and crafts comprise a small "industry" within the village. Items such as blankets, parkas and mukluks are handmade from materials obtained in the environment and are sold locally or to wholesale distributors. Because of the poor economy in the village, there is a limited tax base; however, numerous state and federal monies are made available to the villagers through various programs.

This transition from a subsistence-to a money-based economy is best demonstrated statewide. In 1971 the Alaska Native Land Claims Settlement awarded Alaska Natives 40 million acres of land, \$426.5 million, plus a \$500 million royalty on state mineral rights. Uniquely, administration of the settlement was left to the native residents as voting stockholders, organized into regional corporations. The success of such a system is difficult to predict at this early stage. Each regional corporation is unique in terms of management strategies, management capabilities, and natural resources. Some corporations are doing well, others are not. Selawik Village Corporation is part of the Nana Regional Corporation

whose headquarters is in Kotzebue. The corporation has 5,000 stockholders and is receiving in incremental payments \$62,000,000 and 2.3 million acres of land.

The Eskimo are aware of and nurture their cultural traditions. Families are large; 10 to 12 children are common. The family unit extends beyond the immediate core family to include all blood relatives and in some cases other village members. Because of the inconsistent supply of food, the Eskimo often have difficulty feeding their large families. A spirit of mutual help is prevalent in the village, and people take care of one another in times of need. The Eskimo also have a strong religious base as evidenced by the three separate churches in Selawik including Baptist, Seventh-Day Adventist and Friends' churches.

An example of Eskimo alliance on an international level may be seen in the 2nd Annual Inuit (Eskimo) Circumpolar Conference which was held July 1980 in Greenland. Cultural and political unity were major forces of the conference. In an effort to preserve and teach their culture and language, the delegates voted to create an Inuit university. A quote from Alaska's Native People (Morgan, 1979) summarizes the Native Alaskan's situation as it exists today: "Today's Native Alaskans are actively preserving their old ways, while energetically taking a major place in the white man's capitalistic society. Whether they have the best or worst of both worlds is yet to be seen" (p. 47).

## School District Characteristics

Selawik is part of the Northwest Arctic School District with its administrative office in Kotzebue. The school district encompasses a 36,000 square mile area equal in

ize to Indiana. Eleven separate villages are contained within the school district. Enrollment for 1978-79 was 1,521 students. In 1979-80 the beginning teacher salary for the district was \$20,033; this salary will increase to \$23,038 in 1980-81.

The schools in the Northwest Arctic School District are central to local community life. They provide a meeting place as well as a source of entertainment and community education. A work study program allows the students while still in school to explore careers in specific fields such as typing, home economics, shop and restaurant work. Curricular material for teaching is plentiful in most villages. This year Selawik will begin to establish a skills bank to collect and reference all existing material for teachers. Equipment, such as audio/visual equipment is also available. The Rural Student's Vocational Program (RSVP) allows for a small percentage of special education students to experience jobs on site in the cities.

The school district is responsible for delivery of services to special education students who reside within the district's jurisdiction. It is the Director of Special Education's responsibility to supervise special education services. In Selawik there are 165 students dispersed among the elementary, junior and senior high schools. Twenty-five of these students are receiving special education services. Their handicapping conditions range from multiply handicapped and severely deaf, to mildly handicapped learning disabled students. These students are readily accepted by their peers and the community as a whole.

Two full-time special education teachers and special education aides supply direct service to the special education population in Selawik. Special education teachers' responsibilities include teaching children with a wide range of handicapping conditions and providing a continuum of service, varying from self-contained classrooms to resource rooms. Both special education teachers have degrees in special education. Aides are

usually hired from the village and trained while on the job. Some support services are available to the special education program through the school district. In addition to the Director of Special Education, support services last year included an audiologist and a school psychologist.

### Model Program Description

The Rural Service Delivery Model allows staff from Alaska Resources for the Moderately/Severely Impaired (ARMSI), located in Anchorage, to work closely with staff from the Northwest Arctic School District. Major activities the first year were confined to the Selawik School, with plans for expansion next year, 1980-81, to include three additional sites within the Northwest Arctic School District.

The philosophy of the Rural Service Delivery Model is that handicapped individuals are served more appropriately within their own villages. In Alaska, however, the trend has been to remove these individuals from the rural area to urban special education centers. Implementing programs consistent with the philosophy of nearest home placement is not an easy task and demands the close attention of local school district administrators and rural project directors; these officials must scrutinize the service delivery system as it now exists. Through this scrutiny, new and innovative systems which allow handicapped individuals to attend school in their local districts can be defined and developed. Establishing an urban service delivery system which incorporates a number of professionals supplying daily direct services to handicapped students is both unfeasible and cost prohibitive in rural areas of Alaska.

considering the many implications of educating handicapped students in rural settings, these five questions should be asked:

1. Does each handicapped student have a free and appropriate education?
2. How will coordination occur for all the related services a severely handicapped student might need?
3. How will hiring and retaining qualified staff occur?
4. Will staff training needs be met on a consistent basis? and
5. Can one special education teacher possibly have the knowledge to deal with the variety of ages and handicapping conditions found in most rural situations?

The Rural Service Delivery Model has attempted to address these questions through various activities. Training, technical assistance and consultant services were among some of the activities supplied to Northwest Arctic School District staff and administrators, as well as to parents of the handicapped students, high school students and city employees.

Early in the school year, training and consultant needs were assessed. This assessment was accomplished by a trainer from ARMSI through personal interviews with the various Northwest Arctic School District staff; next year a more formal written assessment will be included. From this needs assessment, consultants were identified and timetables were established. The project staff were able to supplement the existing special education services available through Northwest Arctic by arranging and paying for a school psychologist, physical therapist, deaf education specialist and audiologist, each of whom traveled to Selawik throughout the school year. These consultants were expected to assess and evaluate existing programs and to interpret their results into programmable information for the special education teacher. Before the

consultants left Selawik, they wrote individualized programs which outlined the skill areas identified through the evaluation efforts. The consultants also gave technical assistance in conducting specific programs to teacher's aides and parents. These programs were then incorporated into the Individual Education Plan.

Subsequent follow-up needs of the special education teachers were handled through the ARMSI trainer, who acted as a liaison between the teachers and consultants, consequently eliminating the need for expensive on-site visits by the consultants. For example, a question arose regarding a feeding program set up by the physical therapist, trainer and special education teacher for a multiply handicapped student. The teacher contacted the ARMSI trainer who in turn contacted the physical therapist, discussed the situation and relayed the message back to the teacher. The trainer modeled the correct procedure during her next visit to the teacher.

On-site training provided by the trainer during visits emphasized the concept of the special education teacher functioning in the capacity of an educational synthesizer, to borrow Bricker's (1976) terminology. As a synthesizer, the teacher must be able to draw relevant information from a variety of specialists and then integrate such information into intervention procedures that can be implemented in the classroom and at home.

Training of the consultants prior to their visits stressed the necessity for the consultants to be willing to share their expertise actively with village parents and staff. Thus the consultants must become resource persons to the significant few who come in contact with students on a daily basis.

During this past year areas of training provided by ARMSI staff included referral/assessment, program development and evaluation, individual prescriptive programming and data collection. Other areas included sign language training, hearing aid use and care, and the increase of

hearing loss awareness in normal hearing individuals. Various curricula and educational materials were utilized to meet these training needs. Following each visit by the consultant and trainer, an evaluation form was completed by the individual who received the training. This feedback was used to improve upon subsequent visits, and improve upon the delivery of service by ARMSI staff.

A large portion of the trainer's responsibilities included coordinating various ancillary service agencies. For example, this past year the high school special education teacher felt his deaf student would be best suited with an ear-level hearing aid instead of a body aid, which the student refused to wear. To coordinate this substitution, the trainer contacted the audiologist at the Native Hospital in Anchorage and the state audiologist in Fairbanks. As a result, the student received an ear-level aid and is involved in a program for increased usage of the new aid.

The total number of consultants and trainers brought to Selawik this year was six; the number of special education students served was 25. The total number of days spent in Selawik and Kotzebue by project staff and consultants was 40. Those who received technical assistance and training through the project included two special education teachers, two aides, three regular education teachers, one principal, one director of special education, 15 high school students, four family members and one city employee.

#### Priority Issue or Difficulty

The difficulties which face rural education agencies in delivering special education services to their handicapped population are numerous. Thus, to pinpoint a specific

difficulty is a hard task. At this point, however, the most critical difficulty is high staff turnover.

Staff turnover in rural Alaska involves not only the teachers and aides in direct contact with students, but also the administration and support staff. For example, within the Northwest Arctic School District office in Kotzebue, three out of four support staff for special education have recently resigned. This 75% turnover rate included the Director of Special Education, the coordinator of the teacher center and the audiologist. In Spring 1980, a new Director of Special Education was hired and has since resigned.

In Selawik, out of three full-time special education teaching positions, two teachers and one aide, only one teacher is returning. The result of such high turnover is a break in continuity and, thus, a lack of consistency in instruction and programming from one year to the next.

#### Restraining / Facilitating Factors

The greatest restraining force which precludes overcoming the high turnover rate among school district personnel is isolation. Contributing to the sense of isolation are the region's remoteness, the long cold winters and the feeling of being in a minority trying to fit into a different culture.

To counteract this high turnover rate a number of steps are being taken by the project to supply technical assistance to the school district. Suggestions include the school district making available to newly hired staff an incentive system which correlates highly with their job descriptions and length of employment with the school district. Once a position is filled it is crucial to have

support channels established and open so staff as well as administrators know where to turn when they need assistance.

The project supports the Eskimo's long-range goal of counteracting high turnover. Providing this support involves addressing the need for Eskimos to structure their own programs in education, health, housing, communications and transportation. Innovative university programs, however, still must be developed which meet this need to allow Alaskan Natives to fill professional positions and thus to become more independent in the future. Programs such as X-CED need to be expanded so they can reach more people. In addition, village high school students need to be encouraged to continue their education.

#### Reference List

Bricker, D. D. Curriculum concerns. In M. Thomas (Ed.), Hey don't forget about me. The Council for Exceptional Children, 1976.

Morgan, L. Alaska's native people. Alaska Geographic, 1979, 6 (3), 69.

# North Slope Borough School District

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

April 13, 1981

Hon. Terry Stimson  
Pouch V  
Juneau, Alaska 99811

Dear Terry:

In the North Slope Borough School District we face many difficult and unique problems in the delivery of Special Education services. Unlike urban areas, with both a financial and student population base, rural Alaska is forced to deal with sparsity and logistical factors which make compliance with P.L. 94-142 virtually impossible. Little success has been achieved in adapting existing urban approaches to Special Education programs in rural Alaska, especially in the delivery of service to low incidence handicapped children.

As it stands now, we have Special Education personnel in each village. Most are serving children with a variety of handicaps. It is difficult, if not impossible, for these people to deal with such a diverse caseload. We have itinerant services in some areas and utilize outreach services in others, but both have proven inadequate due to a number of factors (availability of planes, weather, housing space, itinerant burn-out, expense, etc.).

We are presently spending about twice as much money in Special Education as we are generating under the present foundation system. If we are expected to adequately implement 94-142, a reasonable financial commitment must be made. The bill before you, SB 365, is a step in the right direction. Its passage would increase our funding base sufficiently to offer services presently not available.

Your support of this legislation would be greatly appreciated by the teachers, administrators, and Special Education population of the North Slope Borough School District. Thank you.

Sincerely,



SAM BUSHON, Coordinator  
Special Education

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April 6, 1981

The Honorable Terry Stimson  
The State Senate  
Fouch V, Juneau, Alaska 99811

Dear Senator Stimson:

We are writing to you to let you know of our support for Senate Bill 1265  
Special Education Funding. We are pleased to learn that the bill will:  
1. eliminate the level of service concept 2. provide a more equitable funding  
for special education 3. provide a plan for integration of services.

We most certainly will lead support to the schools and programs which best fit  
our children. We hope to see the Anchorage School District continue to offer  
programs for children with learning and language disabilities.

Thank you for your support.

Parents of children with special language disabilities

*Reynold Jensen*  
*W. Kent Perkins*  
*Wayne Salmons*  
*Donna J. Ramsey*  
*W. Baker*  
*Nola C. Sturkey*  
*Kendra W. Johnson*  
*Diana DeLoan*  
*Anne Murphy*  
*Pat & Lisa J. Ramsey*

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ANCHORAGE  
SCHOOL DISTRICT

4600 DeBarr Avenue - Anchorage, Alaska

99504

AREA CODE 907-333-9561

2220 Nichols Street  
Anchorage, AK 99504

April 13, 1981

The Honorable Terry Stimson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

I am writing this letter in support of Senate Bill 365, a change in Special Education Foundation Funding. As Coordinator of Special Services for the Anchorage School District, I am aware of large inequities in the present funding formula.

I am concerned that local taxpayers are bearing the burden of special education costs. While revenue for special education children in Anchorage approximates only \$11.2 million this year, cost will exceed \$18 million. This indicates that local taxpayers will have to provide over \$7.5 million to assist our "special children."

The elimination of the level of service concept will reduce paperwork and provide more overall equitable funding for special education. The present formula requires that districts be reimbursed for the amount of time each child is served in special education classes. This encourages a more restrictive environment while PL 94-142 mandates that students will be served in the "least restrictive environment." Part of the problem with the present funding formula is that it was created in 1972, prior to the restructuring of the Education for All Handicapped Act (PL 94-142) in 1975. Senate Bill 365 would also insure quality in the present program and would allow the district to upgrade programs which are now minimal.

I believe that Alaska's children are her number one resource. Without the passage of this bill these "special children" will not receive the education they deserve. I stand ready to support Senate Bill 365 with any endeavors that can assist. Thank you for your concern for our special children.

Sincerely,

Shirley Kuranel  
Coordinator, Special Services

SK:en

SRA Box 1826  
Anchorage, Alaska 99507  
April 1, 1981

The Honorable Terry Stimson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this correspondence is to show my strong support for Senate Bill 365, a change in Special Education Foundation Funding. This is one of the few education bills that has the total support of the entire education community such as Alaska Education Association, State School Boards Association, Parent/Teacher Association, Alaska Superintendent's Association, State Board of Education and Alaska Special Education Administrators.

The existing foundation formula was created in 1972, prior to the restructuring of the Education for All Handicapped Act (PL 94-142) in 1975. As a result, the "level of service" concept has remained intact. By eliminating the "level of service" concept, Anchorage educators and parents will save approximately 1,000 hours per year of unnecessary paperwork. This concept has been a regressive influence in that it provides for increased revenue as more special education services are provided a child. This is contrary to our overall goal of attempting to educate the child with his peers (mainstreaming) as much as possible. Senate Bill 365 will provide a more simplistic and meaningful appropriation for special education revenues.

The existing 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 our children.

The local taxpayer monies provide for the following services:

- a. Diagnosis and assessment.
- b. Low pupil/teacher ratios for restricted handicapped.
- c. Related services such as speech/language therapy, occupational therapy, physical therapy, etc.

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.

The Honorable Terry S. Tomson  
April 1, 1981  
Page 2

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.

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.

I believe this is one of the most important bills presently in our legislative session. The most important resource in the State of Alaska is our children. Without the passage of this bill I know for a fact that several school districts will be reducing services to special education children. These special students deserve the best education Alaska can provide. I stand ready to support Senate Bill 365 with any endeavors that can assist. I greatly appreciate your leadership and concern for these children.

Sincerely,

A handwritten signature in cursive script that reads "Stephen Daeschner".

Stephen Daeschner

April 3, 1981

The Honorable Terry Stimson  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of major educational organizations.

The current funding system does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws; nor does it take into account the following:


1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

Thank you for your time and your support.

Respectfully,

  
Donald L. MacKinnon  
Superintendent

April 3, 1981

The Honorable Terry Stimson  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stimson:

The purpose of this letter is to show the Juneau School District's support for Senate Bill 365 which proposes a change in the Special Education Foundation Funding. This proposal change has the support of the Alaska Education Association, Alaska School Boards Association, Parent Teacher Association, Alaska Superintendents Association, the State Board of Education and the Alaska Association of Special Education Administrators.

The current funding system which is based on "levels of service," does not at this time provide the necessary funds to provide exceptional children with an appropriate education as required in State and Federal Special Education Laws. The State funding system as it now reads, only takes into account the time spent with the student and not the handicapping condition; nor does it take into account the following:

1. Diagnosis and assessment of children (ages 3 - 19).
2. Childfind (locating children with handicapping conditions).
3. Severely handicapped students which require low pupil teacher ratio.
4. Related services: Physical Therapy, Occupational Therapy, Speech/Language Therapy, Counseling, etc.
5. Summer school for severely handicapped students.

In FY 81/82, the District will expend approximately \$1,498,000 for special education services, we will generate (under the current foundation program) approximately \$1,157,000. The difference of \$341,000 is taken from regular District funds thus reducing the regular education program by that amount.

April 3, 1981

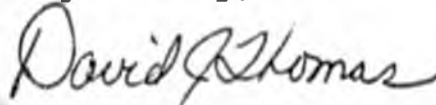
These costs do not provide the maximum quality special education program, but rather a minimum basic special education program for the student. The additional money over what we now generate would allow the District to provide those services guaranteed by State and Federal Law.

We feel that this is one of the most important Bills presently before the Legislature. We know for a fact that if this Bill is not passed, services for exceptional children in the Juneau School District will be reduced even further. With the resources now available to the State, I would hate to see the State's most valuable resource "children," not be given the opportunity for the best education possible.

This District is in total support of SB 365 and would be happy to help in any fashion to see that SB 365 is passed.

Thank you for your time and your support for the exceptional children of the State and if we can be of further assistance, please do not hesitate to call.

Respectfully,



David J. Thomas, Director  
Special Services

DT:l

Enclosure



Parent Assn. For Children  
With Special Needs  
Box 4512  
Mt. Edgecumbe, Ak. 99835  
April 6, 1981

Senator Stimson  
State Capital Bldg.  
Pouch V  
Juneau Ak. 99811

Dear Senator Stimson,

I am writing for a local Sitka group- PACS, The Parent Association for Children With Special Needs. Our group urges you to continue to support and to pass Senate Bill No. 365. Through passage of this special education bill, you will be helping to give our community's special children the education they need to develop into useful citizens. Thank you for your help and continued suport.

Sincerely,

*Marcia Hirai*

Marcia Hirai  
for PACS

April 10, 1981  
Senator Terry Stimson  
Pouch V  
State Capitol  
Juneau, Alaska 99811

Senator Stimson:

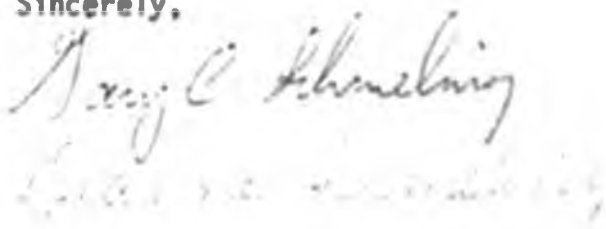
We are in favor of passage of Senate Bill 326, Senate Bill 365 and Senate Bill 18.

Being parents of a special child, we have received services under the Infant Learning Program and can testify to the necessity of such services.

Special education programs are extremely important to special children because these children need to be taught things that other children understand and do in their average day to day events. A child's early years are filled with huge amounts of very important learning. The base for all future learning is being built and this is the time when the most rapid and successful corrections can be made. Children learn and do things when they are physically or mentally ready to learn. If this readiness is not taken advantage of, especially with special children, it may be even more difficult for them to learn the same things later. Children also forget part of what they have learned or can regress in their physical abilities during vacations. With special children, this can be even more serious and the re-learning and re-training time will be longer.

These are some of the main reasons why we feel that a special education program is needed that includes children from birth and runs throughout the year. Passage of Senate Bill 326, Senate Bill 365, and Senate Bill 18 would do this and we urge you to vote for them.

Sincerely,



Gary and Dianne Schmeling  
4411 Portage Blvd  
Juneau, AK 99801



April 7, 1981

Senator Terry Scimmon  
Pouch V  
Juneau, AK 99811

Dear Senator Scimmon:

This is to urge your support and register my endorsement of Senate Bill 365 and House Bill 449. As a teacher-trainer who has been providing inservice training to teachers of handicapped children in Alaska for the last five years, I am aware of problems found in the present funding formula.

Local taxpayers this year will have to pay over \$7 million this year to assist handicapped children. Anchorage spend about \$11 million on such children, but costs are over \$18 million.

The bill calls for eliminating the "level of service" feature, a complicated paper-work game which does not promote equitable funding for special education and takes time away from teachers teaching pupils.

Senate Bill 365/House Bill 449 would help to improve quality in present programs and allow the district to upgrade programs for handicapped and gifted children which are now minimal in some dimensions.

I stand for the passage of these companion bills for Alaska's special education children, I ask you to do the same.

Thanks for your assistance.

Raymond H. Lehrman, Ed.D.  
Professor of Education  
Director, PLATO Computer-based Education Learning Center

RL/wv



ANCHORAGE  
SCHOOL DISTRICT

4600 DeBarr Avenue - Anchorage, Alaska

99504

AREA CODE 907-333-9561

Helen S. Whaley Center  
2220 Nichils Street  
Anchorage, Alaska 99504  
April 8, 1981

The Honorable Terry Stinson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stinson:

I am writing this letter in support of Senate Bill 365, a change in Special Education Foundation Funding. As the Director of Special Education for the Anchorage School District and the Past Governor of CEC and current Executive Board Member of the Association of Alaska Administrators for Special Education, I am aware of large inequities in the present funding formula.

I am concerned that local taxpayers are bearing the burden of special education costs. While revenue for special education children in Anchorage approximates only \$11.2 million this year, cost will exceed \$18 million. This indicates that local taxpayers will have to provide over \$7.5 million to assist our "special children."

The elimination of the level of service concept will reduce paperwork and provide more overall equitable funding for special education. The present formula requires that districts be reimbursed for the amount of time each child is served in special education classes. This encourages a more restrictive environment while PL 94-142 mandates that students will be served in the "least restrictive environment." Part of the problem with the present funding formula is that it was created in 1972, prior to the restructuring of the Education for All Handicapped Act (PL 94-142) in 1975. Senate Bill 365 would also insure equality in the present program and would allow the district to upgrade programs which are now minimal.

I believe that Alaska's children are her number one resource. Without the passage of this bill these "special children" will not receive the education they deserve. I stand ready to support Senate Bill 365 with any endeavors that can assist. Thank you for your concern for our special children.

Sincerely,

James L. Rich

Director of Special Education

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April 7, 1981

The Honorable Terry Stinson  
The State Senate  
Pouch V  
Juneau, Alaska 99811

Dear Senator Stinson:

I am writing in favor of SB 365 concerning Special Education Funding. As a vocal parent in the Anchorage School District, I have found our school board to be sympathetic to the expensive needs of the handicapped. However, other Alaska towns are not always blessed with sympathetic school boards or vocal parents. Kids suffer when told special ed. must carry its own weight. I'm glad the time has come for this answer to their dilemma.

Sincerely,  
Linda Benson

5401 North Star  
Anchorage, Ak.  
99502

Bx1214  
Sitka, AK 99835  
April 5, 1981

Senator Stimson  
Pouch V  
Gumau, AK 99811

Dear Senator Stimson:

We are writing to urge your continued support for the passing of Senate Bill No. 365. This bill providing for special education funding is of great concern for us so that our handicapped daughter, as well as others, continue to the education she requires. Thank you for your consideration.

Sincerely,  
Bruce + Annie Ellington

date April 2, 1981.

name (printed) Lana Deannette Huff  
representing Handicapped at Delta High School  
address Box 466 Delta Tot. Alaska 99737

Phone Number 895-4554

to Senator Terry Stinson  
re: Fiscal Support Special Education

message: As a senior at Delta and  
being in a special ed class it  
has prepared me for my future.  
Please increase state funding  
to make up for federal cut.  
Help others to get prepared  
for their future. Thanks for  
listening.

Lana D. Huff

Can be contacted at following times

address and phone number if different  
from above

3/31/80

Timmy Jean

my self / ha wdicapped students  
Po Box 96 Fort Greely Alaska

Sen. Terry Stinson

Fiscal Support for Special Ed

We need money so that we can  
learn and become like others without  
the money to help we won't get the  
education that we need. So I ask  
you as a student to help make  
the law so we can get the  
education and help we need.

Thank  
you

Timmy Jean

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ORIGINAL.

April 1, 1981

ISAAC T. CHRISTOPHER

Specialist SPED

1100 S.O. BOX 869 Ft. Greep AL

Phone 895-3083

to Sen. Terry Stinson

to Fiscal Support for Special Education

Under the situation with President Reagan, about cutting the money for a number of state education programs, request an increase in funding for handicapped and gifted students in Alabama. In Alabama, the state has made up for its part in federal education support with its own help and money. Thank you.

Isaac T. Christopher

Can be contacted at following address

Address and phone number of sender

1100 ABOVE

THE PRECEDING DOCUMENT(S) MAY NOT FILM  
LEGIBLY BECAUSE OF POOR QUALITY OF THE  
ORIGINAL.

April 1, 1981

Name Patty Hinsley

Representing my self and other handicapped.

Address P.O. Box 99, Delta Junction Alaska, 99437

Phone Number 895-4497

Name Terry Stimson Sen.

Office Financial Support for special education

I am a member of a couple of special education classes, and I will be for two more years. I would like to have an education like any other high students do. We need the money for special education. Please increase state funding for handicapped and gifted students, in Alaska.

Name Patty Hinsley

Can be contacted at following times 895-4696 - School

Address and phone number of the person from whom

April 1, 1981

Lois Treybal

Self | handicapped students

Box 26

Delta Jet. Alaska 99737

Terry Stimson

Fiscal support for Special Ed.

I am a ninth grader at Delta High School asking for money for the handicapped since the federal government is trying to take the little money we have.

We are hoping for a law that will direct state for more money.

Lois Treybal

3-31-81

Melissa Holloway  
myself, Handicapped Students  
Po. Box 465 Delta Junction, Ak. 99737

Well

Sen. Terry Stinson  
Fiscal Support for SPED

I feel that they should send more  
money for Special Education and handi-  
capped. If they don't send the money a  
lot of people will suffer.

myself I feel Special Education is  
needed. It has helped a lot of people  
including myself.

So, please release the funding.

Melissa Holloway  
myself

3/31/81

Clayton G Farley  
myself / Handicapped student.  
Po box # 526 Fort Greely Alaska

595-3361

Sen. Terry Stinson  
Fiscal support for Special Education

As a student in a SPED class,  
I feel that need for money so that  
those of us who are not as talented  
as others can work on their education.  
Please make laws that will make up  
for cuts in federal education support  
and will increase money for handicapped  
students.

Clayton G Farley, Jr.

April 1, 1981

Ronald Glen Snyder  
Handicap

P.O. Box 257

Fort Greely, Alaska 99733

875-9340

Sen. Terry Stinson  
Fiscal Support for Special Ed.

I can't believe you are cutting back on special education. Don't you know what you're doing? Not only for the handicaps, but for this country too.

We the people need more smarter people to improve this country. You can help to educate the people and to make this a better life for all. Please help us.

Ronald Glen Snyder

3/31/81

FABICLA DERRICK  
Secy / Handicapped Student  
Box 114 Delta Jct 99732 •

895 4640

Terry Stinson  
offical support speaker

I am a 12<sup>th</sup> grader in Delta Jct High School. I represent all the handicapped students. We voted for you and now you have to help us. We need new regulations that direct the state to fund or make up for us in judicial education support.

So please receive funding for handicapped and special talents in Alaska

Fabicola Derrick  
(work) 895 4640

April 1, 1981

Cheryl Kim Gibson

Myself and Handicapped Students  
Box 357 Delta Jet Alaska 99434

895-4417

Sen. Terry Stinson

Request for funding for Special Education

As a person who has attended special education for about 10 years. I think this program is very important and is needed very much. This program has helped me a lot, and if Federal money is cut off many children may not get a proper education. Please Increase funding for handicapped and Gifted children in Alaska

Cheryl Kim Gibson  
Any time

April 2, 1981

Mark Thorn

myself and other handicapped  
Mile 78 Richardson Fairbanks Alaska

99701

name

Sen. Terry Stinson  
physical support for special Education

I am a student from  
the special Education, and I  
will be for 3 more years.

We need money for the  
handicapped and gifted students  
so please help us out and  
increase state funding in  
Alaska.

Mark Thorn  
any time

APRIL 2, 1981

JAMES G. Wilder.

MYSELF / Handicapped student.

813-C Fort Greely Alaska.

P.O. box 672

Phone Number 895-3235

SEN. Terry Stinson

Fiscal support for special ed

I am a student at Delta High school, I am in one special Education class. I think it is a good program. As I see it we need to increase state fundings for handicapped and gifted students. We have to make laws to direct the state to make up for federal cuts in education support. Why? Well if we don't get the fundings we won't get a education that we need. Thank you for reading my message. Sincerely yours.

James Wilder  
at anytime.

April 1, 1981

Bruce Niebert

~~myself~~ a handicapped person at SPED classes

P.O. Box 703 Delta Junction ALASKA  
99737

895-4609

Rep. Terry Stimson

Fiscal support for special education

As a handicapped, I am personally asking you to give the state of Alaska more money, to keep the SPED going, so that we may learn what we have to graduate at the graduation of the senior, so that we may get a good job. if we don't have the money we will never know what we have to know, to get a good job.

Bruce Niebert

4-1-81

Tina Jones

Myself

Box 742 APO Seattle Wash.

98733

895-3339

Sen. Terry Stimson

Fiscal support for special Ed.

I am a student in a special education class. Please give all the special education more money for our teachers, because we need the money bad so the teachers can keep their jobs. Please make laws that will tell the state to make up for cuts in federal education support and increase state money for handicapped students.

Tina Jones

April 3 1981

Kathy LaBeck  
myself / handicapped students  
Box 95 Delta Jct AK

NONE

Sen. Terry Stinson  
Funding for Special Education

I am a student of Delta High's special education classes and I will be for three more years. I think we can use fundings for the handicapped and gifted students and make laws to direct the state to make up for federal cuts in education support we need the money for my education.

Thank you

Kathy LaBeck  
any time

Date 4-2-81

Name (print) Rick Sandy

Representing myself and handicapped students

Address P.O. Box 29 Delta Junction AK. 99737

Phone Number 895-4461

To \_\_\_\_\_

Re Fiscal support for Special Ed.

Message I think special Education has helped me alot and many people in future.

Special Education should be continued, to give other kids a chance in life.

I graduate this year thank to special Education. I think I have a much better chance in life now. I hope you will help keep special Education going.

Signature Rick Sandy

Can be contacted at following times \_\_\_\_\_

Address and phone number if different from above \_\_\_\_\_

CRT MESSAGES ARE LIMITED TO 50 WORDS.. THESE  
MESSAGES ARE TRANSMITTED TO JUNEAU BY OUR STAFF  
ON A TIME-AVAILABLE BASIS.

Date 4-1-80

Name (print) Mark C. Weller

Representing Personal Opinion.

Address P.O. Box 731  
Delta Junction

Phone Number 895-4696

To Sen. Terry Stimson

Re Special Education Fund

Message This letter is in support of the  
Alaska State Board of Education proposed  
increase from 27 million to 44 million dollars  
in the 1982 Fiscal year. I believe that  
it costs less to educate the handicapped to work  
than to keep them in criminal or mental institutions.

Signature

Mark C. Weller

Can be contacted at following times: 8:30 A.M. thru 4:20 P.M.

Address and phone number if different  
from above

SAME

CRT MESSAGES ARE LIMITED TO 50 WORDS. THESE MESSAGES ARE TRANSMITTED TO JUNEAU BY OUR STAFF ON A TIME-AVAILABLE BASIS.

Date 4/3/81

Name (print) Donell Cole

Representing Donell Cole

Address Trims Camp Delta Jct  
Alaska 99727

Phone Number none

To Sen. Terry Stimson

Re Special Ed.

Message I feel that we need some more ding  
funds for Special Ed. Special Ed, is  
very much needed for the young people.  
Because some can't get help in the their  
Regular class room. I am a special Ed.  
student, and I know how much it has helped  
me. if

- Signature Donell Cole 2/3

Can be contacted at following times None

Address and phone number if different from above None

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	1,273.5	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	481.0	280.9	762.5
Cordova	76	177.5	88.8	256.3
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
<b>TOTAL</b>		<b>\$ 20,163.6</b>	<b>\$ 16,637.4</b>	<b>\$ 36,801.0</b>
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>	
<b>TOTALS:</b>			<b>\$ 19,070.0</b>	

\* Because of adequate special education funding under SB 365 and HB 499, 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	03	216.1	162.5	378.2
Annette	41	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	

TO: ALL MEMBERS SENATE FINANCE COMMITTEE AND SENATOR CHARLES FARR

RE: 58365, H2449, 58326, AND 583

FROM: NICKY JONES  
P.O. BOX 319  
KODIAK, ALASKA 99615

I AM IN SUPPORT OF THE ABOVE MENTIONED BILLS AND URGE THEIR PASSAGE.

THANK YOU,

NICKY JONES

16.09 16.09 JAD1 0066 16.09 04/10/91

PUBLIC OPINION MESSAGE

TO: ALL MEMBERS SENATE FINANCE COMMITTEE AND SENATOR CHARLES FARR  
FROM: CINDY RAHL

RE: SB 3

I FEEL THAT THERE ARE MANY PEOPLE WHO ARE CAPABLE OF SOME BUT NOT  
TOTAL SELF SUFFICIENCY AND THAT THE PARTIAL GUARDIANSHIP WOULD  
PROVIDE FOR THEIR NEEDS.

CINDY RAHL  
P.O. BOX 1203 USCG BASE  
KODIAK, ALASKA 99619

.....  
SB 326 INFANT 0-3 PROGRAM

I FEEL THESE ARE THE MOST IMPORTANT YEARS IN A CHILD'S DEVELOPMENT  
AND THEREFORE SUPPORT SB326.

CINDY RAHL  
P.O. BOX 1203 USCG BASE  
KODIAK, ALASKA 99619

.....  
TO: ALL MEMBERS SENATE FINANCE COMMITTEE AND SENATOR CHARLES FARR  
DOM BENNETT                      R.E. DANFORTH                      RICHARD ELIASON  
FRANK FERGUSON                      JOHN SACKETT                      TERRY STANSON  
ARLISS STURGOLEWSKI

FROM: CINDY RAHL  
P.O. BOX 1203 USCG BASE  
KODIAK, ALASKA 99619

RE: SB326 AND HD449

I FEEL THIS IS NECESSARY FOR INCREASED FUNDING FOR SPECIAL EDUCATION.  
IT IS A BETTER WAY OF FUNDING THAN WE ARE CURRENTLY USING.

RESPECTFULLY,

CINDY RAHL, TEACHER

1627 2452 14.07 JAG1 0046 14.07 04/10/81

2

#####

TO: SEN FORK

FR: ED & LOIS MEYMOIRER, 1138 GALERA ST., FAIRBANKS 99701  
PR, 456-4877

RE: SB 325, 326

WE STRONGLY SUPPORT AND URGE YOUR SUPPORT OF SB 325, 326 PROVIDING  
FOR EDUCATION, AND FUNDING FOR CARE, OF EXCEPTIONAL CHILDREN  
UNDER ONE THREE.

FOUR LETTER A

LAG 2154 13.16 JAG1 0023 13.16 04/10/91

4

PUBLIC OPINION MESSAGE

TO: SENATOR CHARLES PARR, TERRY STINSON, MIKE COLLETTA, VIC FISCHER AND  
TOM KELLY

DEAR SENATORS:

MY SON, BROCK BRIDLE, WAS BORN ON THE DEBILITATION PROGRAM SINCE HE  
WAS 7 MONTHS OLD AND IS APPROXIMATELY 2 YRS. OLD NOW.

WILLIAMSON COUNTY, MO. 65758-2200. PH 314-221-3261.

SIPCO  
17751 MILLE  
P.O. BOX 2101  
LOUISIANA 70831

100 7407 17.45 1601 0096 17.45 04/10/81

PUBLIC OPINION MESSAGE

TO: SENATORS CHARLES PASS, TERRY STANSON, MINE COLLETTA, VIC FETTER, TIF KELLEY, DON HENRY, ED DANKWORTH, RICHARD LUTSEN, FRANK FERGUSON, JOHN SACKETT AND ARLISS STURGOLENSKI

RE: SB 365, 326, 3 AND HB 449

DEAR SENATORS:

I AM A SPECIAL ED TEACHER AND FEEL THE METHOD OF FUNDATION FUNDING IS A BETTER METHOD THAN THE CURRENT METHOD OF FUNDING BY THE S.T.C.

I AM ALSO IN SUPPORT OF SB 326 THE INFANT LEARNING PROGRAM.

AS A PARENT AND EDUCATOR I AM FULLY AWARE OF THE IMPORTANCE IN GROWTH AND LEARNING IN EARLY YEARS AND THE DIFFERENCE THAT EARLY INTERVENTION CAN MAKE IN REMEDIATING DELAYED DEVELOPMENT.

THE USE OF SPECIAL SERVICES IS A COSTLY AND LENGTHY WAY TO FOLLOW THROUGH WITH CHILDREN WHO ARE NOT SUFFICIENT TO ASSUME RESPONSIBILITIES FOR ASPECTS OF THEIR LIFE THAT THEY CAN HANDLE.

GILLESPIE  
SANY DOUBT  
P.O. BOX 7407  
BODIAK, ARIZONA 85615 494-3501

1627 3477 17.36 2891 0052 17.36 04/16/61

\*\*\*\*\*

TO: SAC, NEW YORK (100-100000) FROM: SAC, NEW YORK (100-100000) FOR: REVISION OF REPORT -

RE: JAMES EARL RAY, AKA; ALLEGED ASSASSIN OF MARTIN LUTHER KING, JR.; FUGITIVE; I/O; C/O: NEW YORK (100-100000) NY 435-1243

IT IS THE POLICY OF THE FBI TO ASSIST IN THE PROSECUTION OF CRIMINAL MATTERS THROUGHOUT THE UNITED STATES AND TO PROVIDE TECHNICAL ASSISTANCE TO STATE AND LOCAL LAW ENFORCEMENT AGENCIES. THIS ASSISTANCE IS PROVIDED THROUGH THE FBI LABORATORY AND THE FBI TRAINING CENTER.

107/100/100

19 2435 17.44 JAGS 0094 17.44 04/10/81

\*\*\*\*\*

TO: SAC, NEW YORK (100-111111) FROM: SAC, NEW YORK (100-111111) (P)  
- FOR MONDAY MEETING -

RE: NEW YORK, STANSON, COLETTA, FISCHER, KELLY  
AND HAROLD S. MCCORMAN, 816 SAYING, 99701 PH 456-7922  
- RE: MARRIAGE & ADULTS

IT IS REQUESTED THAT YOU WOULD LIKE TO ENCOURAGE THE SUBJECT FOR THESE  
FILES. THE REPORTS TO ALL RELEVANT COMMISSIONS OF THESE SERVICES WAS  
A GOOD FOR ENHANCING POSITIVE EFFECT ON OUR SOCIAL FABRIC. THEY ARE  
CONCERNED WITH THE PROBLEMS AT A LOCAL LEVEL. AS IS KNOWN  
TO YOU, THE PERSONS IN THE ABOVE LISTED ARE BEING  
... WOULD BE INTEREST IN SOME WAY TO OUR ENLIGHTENED FUTURE.

END PAGE

JS 325

LAST 326 17.06 JAGS 0084 17.07 04/10/81

2

PUBLIC OPINION RESEARCH

TO: SENATOR CHARLES FARR

NY 50126

SENATOR FARR:

WE SUPPORT THIS BILL BECAUSE IT IS FUNDING FOR INFANT LEARNING.  
SUPPORT TO THREE YEARS OF AGE IS VERY IMPORTANT FOR SPECIAL ED.  
CHILDREN.  
THANK YOU FOR YOUR SUPPORT.

JANET, VA

NY 50126

SENATOR FARR:

JANET, VA

NY 50126

SENATOR FARR:

.....

162: 3441 17.19 JAG1 0066 17.19 04/10/81

21

-----XX

TO BUREAU INFO FR TANKY IN FBX  
- FOR MONDAYS MEETING -

208

MR. PARR, BENNETT, FARRERMAN, STANON, COLLETTA, FISCHER  
SEN. KELLY, DANFORTH, ELIASON, STURGOLEWSKI,  
REP. BETTISWORTH, BROWN, FANKING, RANDOLPH, ROGERS, SMITH  
REP. BUCHOLDT, CLOCKSIN, COTTEN, GRUSSENDORF

MR. AND MRS. ARNOLD DAVIS, 4110-1 8TH ST., FT. WASHINGTON, 99703  
PH 356-1210

OUR DAUGHTER HAS BEEN DIAGNOSED WITH A SPEECH DELAY PROBLEM THRU PROJECT  
TAN (STAND) EARLY ASSIST. TO CHILDREN WITH HANDICAPS. SHE NOW  
HAS REGULAR SESSIONS THAT OFFER HELP THAT WE AS HER PARENTS ARE  
UNABLE TO GIVE. THE TEACH STAFF HAS BEEN VERY HELPFUL. OUR DAUGHTERS  
PROBLEM - A LEARNING DISABILITY - DIFFICULTY PROCESSING LANGUAGE - OFTEN  
GOES UNNOTICED IN OTHER CHILDREN UNTIL TOO LATE! SENATE BILLS 325, 326  
CAN SUSTAIN PROJECT FINANCIALLY. PLEASE SUPPORT THEM.

FBX/LIO/TRM A

POSITION PAPER / Department of Health & Social Services

POSITION PAPER

SENATE BILL NO. 365

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

This bill is identical to House Bill No. 449.

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 yield 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 Stalner  
Verner Stalner, Director  
Division of Mental Health &  
Developmental Disabilities

Date:

4/27/81

Approved by:

Helen D. Beirne  
Helen D. Beirne, Commissioner  
Department of Health & Social Services

Date:

4/28/81

THE LEGISLATURE OF THE STATE OF ALASKA  
TWELFTH LEGISLATURE

FISCAL NOTE

I. REQUEST

Bill/Resolution No. Senate Bill No. 365

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

Requested by Commissioner's Office Date April 27, 1981

II. FISCAL DETAIL

Agency Affected Department of Health & Social Services

Program Category Affected Special Education - DOE

BRU, 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.						
<b>TOTAL</b>	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 27, 1981 PREPARED BY Vernor Stillner, Director

AGENCY Mental Health & Developmental Disabilities

Original: Legislative Finance

PHONE 465-3370

cc: Budget and Management

Prime Sponsor (First Legislator Named) M&B Approval [Signature] ate 4/28/81

**Health, Education and  
Social Services Committee**



Official Business

Charlie Parr, Chairman  
Terry Stimson, Vice-Chairman  
Vic Fischer  
Tim Kelly  
Mike Colletta

**Alaska State Legislature**  
**Senate**

Pouch V  
State Capitol  
Juneau, Alaska 99811  
465-4907  
465-4908

ADDITIONAL PROPOSED AMENDMENT FOR SENATE BILL 365

May 4, 1981

Funds appropriated under AS 14.17.041(f) may not be used to reduce the amount of the expenditures of the school district in areas other than special education below the per pupil expenditure in the fiscal year preceeding adoption of the Act.

Alaska State Legislature



Senate

SENATOR  
ARLISS STURGULEWSKI

COMMITTEES  
CHAIRMAN  
Legislative Budget & Audit  
Community & Regional Affairs  
Finance  
Resources

2937 SHELDON JACKSON  
ANCHORAGE, ALASKA 99504  
DISTRICT 10-H

While in Juneau  
POUCH V  
JUNEAU, ALASKA 99811  
(907) 465-3818

May 4, 1981

William Mailer, Superintendent  
St. Mary's School District  
P.O. Box 171  
St. Mary's, Alaska 99658

Dear Mr. Mailer:

Thank you very much for your letter in regard to Senate Bill 365, which provides for special education funding. You raise some interesting issues.

I am making a copy of your letter available to Senator Charlie Parr, who has this bill in his Senate Health, Education and Social Services Committee. I am sure that he will take your comments into consideration when he addresses this bill as I will when the legislation is considered by Senate Finance. Thank you for sharing this information with me.

Kindest personal regards,

*Arliss Sturgulewski*  
Arliss Sturgulewski  
Senator, District 10-H

✓ cc: Senator Charlie Parr

# ST. MARY'S SCHOOL DISTRICT

P.O. Box 171 • St. Mary's, Alaska 99658

WILLIAM MAILER  
Superintendent

April 9, 1981

Senator Arliss Sturguleuski  
Alaska Legislature  
Pouch V  
Juneau, Alaska 99811

Re: Senate Bill No. 365, Special Education Funding

Dear Senator:

Passage of SB 365 in the form it is presently in would seriously impact the efforts of St. Mary's School District to provide special education services to all qualified children. While I agree with the general intent of the legislation I encourage you not to support this form. If three modifications were made the adverse impact on St. Mary's could be eliminated. As it presently stands we could receive only one instructional unit after next year with 28 ADM.

My recommendations are:

1. In Section 1. Provide for one computational method for all districts in the State. The smaller districts also have problems addressing the special education requirements imposed by PL 94-142. I respectfully suggest that you consider allowing one instructional unit per eleven students (ADM) for all districts.

2. In Section 1. Allow districts to add a unit for the fraction of 11 or 15 students they would have after dividing special education ADM by 11 or 15. For example: a district with 28 ADM in special education could receive only one instructional unit the way the legislation is presently written by dividing

PAGE TWO

ALASKA LEGISLATURE

RE: SENATE BILL NO. 365, SPECIAL EDUCATION FUNDING.

28 ADM by 15 ADM. There is no provision for the remaining 13 ADM.

3. In Section 3. Clarify this section so that the possibility of this section being overlooked and not applied in subsequent years is eliminated. I can imagine the time when only section 1 of the law is applied.

Thank you for taking time to wade through this letter. If I can be of any assistance or provide any more information please do not hesitate to contact me at 438-2311 or 438-2411.

Sincerely,



William Mailer  
Superintendent

WM/emj

COLUMN WRITE

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F-1 80 Fund		Fy 81 Revised	% decrease 80-81	F-1 82 Initial	% decrease 81-82

Adak	1137258	1725349	69	2802879	45.14%
Alaska State	2178139	2970122	34	3541598	19.62
Alutian Chain	1500318	1542305	03	1860413	21
Annette Island	581350	718667	58	1316357	43.12%
Barrow	3006719	4509957	50	5704891	26.90
Chatham	829341	1061934	28	1375544	29.66
Chignik	302520	473837	57	595481	26.97
Copper River	2387233	3121957	35	3815280	18.60
Delta County	2388349	3310744	39	4296985	30.80
Etowah	2432445	2542217	17	3717132	31.53
King Is.	2882316	3491725	21	4537112	30.57
North. Peninsula	3246161	3951398	22	4797175	26.54
Nome-Kachemak	8534798	1121710	65	19223797	36.12
Nome Region	4942989	7002068	42	9651735	38.95
Northwest Arctic	4420594	7303722	45	13408512	33.92
Unalakleet	852139	922317	08	1318220	43.55
Barrow	1609551	2226727	38	292907	25.75
Southwest Arctic	1866659	2920197	56	4219554	24.91
Southwest Region	3396885	4227559	24	5679951	34.67
Yukon-Charley	2565312	3743452	24	5256541	22.51
Yukon-Charley	3542689	4433287	25	5956269	34.65

% Increase 1980-1982 in number of schools

COLORED COPY 8

	74 80 Fund	74 81 Revenue	90 50-81	77 82 Capital	90 81-82	
1	anchorage	6331984	74353504	19	74454890	2751
2	Bristol Bay	1067635	1433324	34	1720202	2061
3	Cook Inlet	1487773	1787365	20	2134243	1944
4	Craig	582125	901322	55	1094490	2188
5	Deering	1662579	2308627	38	3049379	3283
6	Fairbanks	1366466	2307567	19	27574998	1942
7	Galena	986740	1133837	15	1522038	3454
8	Haines	1342266	1749353	30	1997055	1449
9	Healy	725961	935891	01	1255136	3436
10	Hydaburg	114561	562477	24	667845	1849
11	Jordan	5711541	14561627	18	1244831	1840
12	Kaktovik	724308	866430	20	1144291	3257
13	Katavik	14369929	17473872	22	2171916	2147
14	Katlovik	5341004	6467352	21	7137150	1034
15	King Cove	713376	834757	17	797122	2040
16	Klawnski	309549	451500	46	604202	3495
17	Kotzebue	6995178	7861821	12	4067772	2841
18	Marathon	1425000	12056964	20	1428450	2241
19	Meramek	112104	1170406	28	1500119	2864
20	Nain	3880000	3657187	13	4128968	4057
21	North Slope	6714631	2783729	19	2549475	2450
22	Palmer	211273	269866	28	221221	2450
23	Peavine	1446659	1723293	19	2133511	2440
24	Redoubt	469700	831987	24	1057752	3165
25	Sitka	352777	4577017	19	5415000	1841
26	St. Lawrence	606237	737304	21	925676	2653
27	St. Michael	757078	772570	23	1161622	1941
28	St. Nicholas	198577	185004	48	1117125	2281
29	Togiak	2542150	2234059	26	4748553	478
30	Unalakleet	6340000	1616783	21	2005977	2854
31	Wainwright	653061	832075	22	1108076	3361

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**Health, Education and  
Social Services Committee**



Charlie Parr, Chairman  
Terry Stimson, Vice-Chairman  
Vic Fischer  
Tim Kelly  
Mike Colletta

Official Business

Pouch V  
State Capitol  
Juneau, Alaska 99811  
465-4907  
465-4908

# Alaska State Legislature

## Senate

PROPOSED AMENDMENTS FOR SENATE BILL 365-AN ACT RELATING TO SPECIAL EDUCATION

- O.K. {
- 1) page 1, line 12: after "pupils" insert "or fraction of 15 pupils"
  - 2) page 1, line 14: after "pupils" insert "or fraction of 11 pupils"
  - 3) page 1, line 16: after "to" insert "in-service training of teachers"
  - ? 4) page 1, line 26: delete "This Act takes effect July 1, 1981." and insert "Funds appropriated for implementation of this Act shall only be used for special services as defined in AS 14.30.350(2)."
  - 5) page 1, line 29: insert "\*Sec. 5. This Act takes effect July 1, 1981."

May 4, 1981

Introduced: 4/1/81  
Referred: Health, Education &  
Social Services and Finance

BY STIMSON, FAHRENKAMP, BRADLEY,  
STURGULEWSKI, FISCHER, KELLY,  
GILMAN AND RODEY

1 IN THE SENATE

2 SENATE BILL NO. 365

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 TWELFTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to special education; and providing  
7 for an effective date."

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

9 \* Section 1. AS 14.17.041(f) is repealed and reenacted to read:

10 (f) Special education schedule:

11 (1) in districts with ADM of less than 3,000, one instruc-  
12 tional unit for each 15 pupils <sup>or fraction of 15 pupils</sup> in ADM;

13 (2) in districts with ADM of 3,000 or more, one instructional  
14 unit for each 11 pupils <sup>or fraction of 11 pupils</sup> in ADM.

15 \* Sec. 2. AS 14.30.350(2) is amended to read:

16 (2) "special services" includes <sup>in-service training of teachers</sup> but is not limited to trans-  
17 portation, summer school, special teaching, corrective teaching, correc-  
18 tive health habits, and the provision of special seats, books, teaching  
19 supplies, facilities, and equipment required for the instruction of  
20 exceptional children, and includes education and training for children  
21 who cannot utilize regular classroom instruction.

22 \* Sec. 3. The amendment to AS 14.17.041(f) made by this Act may not be  
23 applied to reduce the number of allowable instructional units for special  
24 education below the number of units allowed during the school term ending in  
25 the calendar year in which this Act takes effect.

26 \* Sec. 4. This Act takes effect July 1, 1981.

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 Stinson 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
<b>TOTAL</b>						

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 [Signature]  
AGENCY Department of Education  
PHONE 465-7800

Original Legislative Finance  
cc: Budget and Management  
Prime Sponsor (First Legislator Name)

I am a parent of a special child. I am very concerned about the level of services that will be available for my child if Senate Bill 365 is not passed. It is my understanding that if there is not enough funding the specialized services such as speech therapy, physical therapy, and occupational therapy will be among the first services to be cut. This will directly affect my daughter, Chrissie, who will be three in June.

At this time Chrissie has one word in her vocabulary - Ma-Ma-, but she is beginning to learn speech and communication skills. All children learn something when they are at a point when all systems are ready for that particular learning. If this readiness is not taken advantage of, especially with special children, it may be even more difficult for them to learn the same thing later. If Chrissie reaches this peak time to learn speech during the next year, she may need intense one-to-one teaching in order to capitalize on this prime time for acquiring speech. If there isn't money for this type of service and if she would receive anything less than what she needs, it would be detrimental to her learning level and future ability to learn.

Chrissie also needs physical therapy and occupational therapy. Again, this readiness to learn and perform applies to these types of learning.

Another point in Senate Bill 365 is the addition of summer school programs. Chrissie needs to maintain the abilities that she has acquired. By continually using and repeating these skills, she will be less likely to forget them. She can't afford to lose anything. It took her a long time to learn these skills once...and it would take her a long time to learn them again.

The need for special education has been established long ago. Now we are trying to narrow in on the degree of these needs. I don't know how much these needs should cost. All I can ask is that you weigh today's cost of educating a child so that he can be as self-sufficient as possible against the future costs of full support for this child.

The services that Senate Bill 365 will provide are essential for my child, for other special children, and in the long run, will save money for the people of Alaska. It would be shortsighted not to support this legislation.



STATE OF ALASKA  
OFFICE OF THE GOVERNOR  
JUNEAU

April 28, 1981

The Honorable Charles H. Parr  
Chairman  
Senate Health, Education and  
Social Services Committee  
Pouch V  
Juneau, Alaska 99811

Dear Mr. Chairman:

Senate Bill 365 relating to special education is now in Health, Education and Social Services for consideration. To clarify my position on this legislation, I am fully supportive of the concept of this bill. To the extent that inadequacies exist in the current funding for those students requiring special educational services, they should be identified and corrected. I do, however, have serious concerns with the legislation as proposed and list them here so they may be considered as you address this matter in committee:

1. Current accounting practices of the Department of Education do not identify all costs of special education district by district. Thus, it is difficult to determine precisely what is being spent on special education and to what degree either insufficient funding or overfunding is occurring. Accounting practices will be modified to capture the necessary data during FY 82. However, this legislation proposes to address the problem before its scope can be clearly determined.
2. There are several perceived deficiencies in existing special education programs: the need for summer programs, teacher training and more specialized programs in the more populous districts.

It cannot be automatically assumed that an increase in funding will produce improved programs or that, as a

The Honorable Charles H. Parr

April 28, 1981

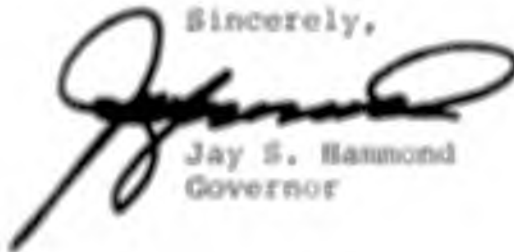
Page Two

non-segregated part of schools' funding, the funds will be used for special education at all.

The fiscal impact of this bill is significant. It would add more than \$19 million to an education budget that is already approaching \$519.2 million for FY 82, an increase of more than \$80 million from FY 81. In addition, I have proposed several measures that will provide a pool of new monies which can be utilized to aid special education at local option.

It is clear that this legislation, and its attendant costs, will have to be considered in context along with all others as you determine your funding priorities. As I stated in my budget message, I am concerned that my budget ceiling not be exceeded. I am also concerned with additional funding for programs that build in automatic increases in the base operating budget. It is obvious the Legislature will have to balance all of the worthy funding requests--including this one--in light of prudent fiscal constraints. Let me add however, that I am supportive of the concept of special education and believe the State has a responsibility to provide assistance in this area. As I have stated often, money spent on education--for a wide variety of programs--is a solid investment in Alaska's future. I would, therefore, strongly suggest that you consider modification of this bill to insure sufficient mechanisms are in place to fully define the inadequacies in the current special education formula and funding.

Sincerely,



Jay S. Hammond  
Governor

cc: The Honorable Jaimar Kerttula  
President of the Senate

REAA's

% OF INCREASE\*

Adak.....	146
Alaska Gateway.....	62
Alutian Chain.....	21
Annette Island.....	126
Bering Strait.....	90
Chatham.....	66
Chugach.....	97
Copper River.....	60
Delta-Greely.....	80
Iditarod.....	53
Kuspuk.....	57
Lake & Peninsula.....	54
Lower Kuskokwim.....	125
Lower Yukon.....	95
Northwest Arctic.....	93
Pribilof.....	55
Railbelt.....	73
Southeast Island.....	94
Southwest Region.....	67
Yukon Flats.....	54
Yukon Koyukuk.....	68

\* This is the total increase for FY 81-82 funded by SB 199 of the 11th Legislature.

SCHOOL DISTRICT% OF INCREASE\*

Anchorage .....	51
Bristol Bay.....	61
Cordova.....	44
Craig.....	88
Dillingham.....	83
Fairbanks.....	42
Galena.....	54
Haines.....	49
Hoonah.....	36
Hydaburg.....	49
Juneau.....	40
Kake.....	58
Kenai.....	47
Ketchikan.....	34
King Cove.....	40
Klawock.....	95
Kodiak.....	44
Mat-Su.....	46
Nenana.....	64
Nome.....	58
North Slope.....	50
Pelican.....	58
Petersburg.....	48
Sand Point.....	63
Sitka.....	41
Skagway.....	53
St. Marys.....	47
Unalaska.....	81
Valdez.....	85
Wrangell.....	54
Yakutat.....	62

\* This is the total increase for FY 81-82 funded by SB 199 of the 11th Legislature.

NO

total

now

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

TOTAL 16,637.4

On Base Fairbanks 475 1,200.7  
 On Base Anchorage 385 733.2  
 DOE Student Transfers (Tuition Stud.) 600.0 (600.0)  
 DOE Contract Schools 666.8 (666.8)  
 REAs 1,765.5

BILL TOTAL (Increase) 19,070.0

(see next page)

This was prepared by [Signature]

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

FINAL  
REPORT ON  
SERVICES  
FOR STUDENTS  
WITH  
LOW-INCIDENCE  
HANDICAPS

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

## TABLE OF CONTENTS

REPORT.....	PAGES 1-8
APPENDICES.....	A THROUGH G (ATTACHED)

## INTRODUCTION

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

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

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

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

## RECOMMENDATIONS

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

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

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

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

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

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

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

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

B. Add two new statewide outreach program components

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

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

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

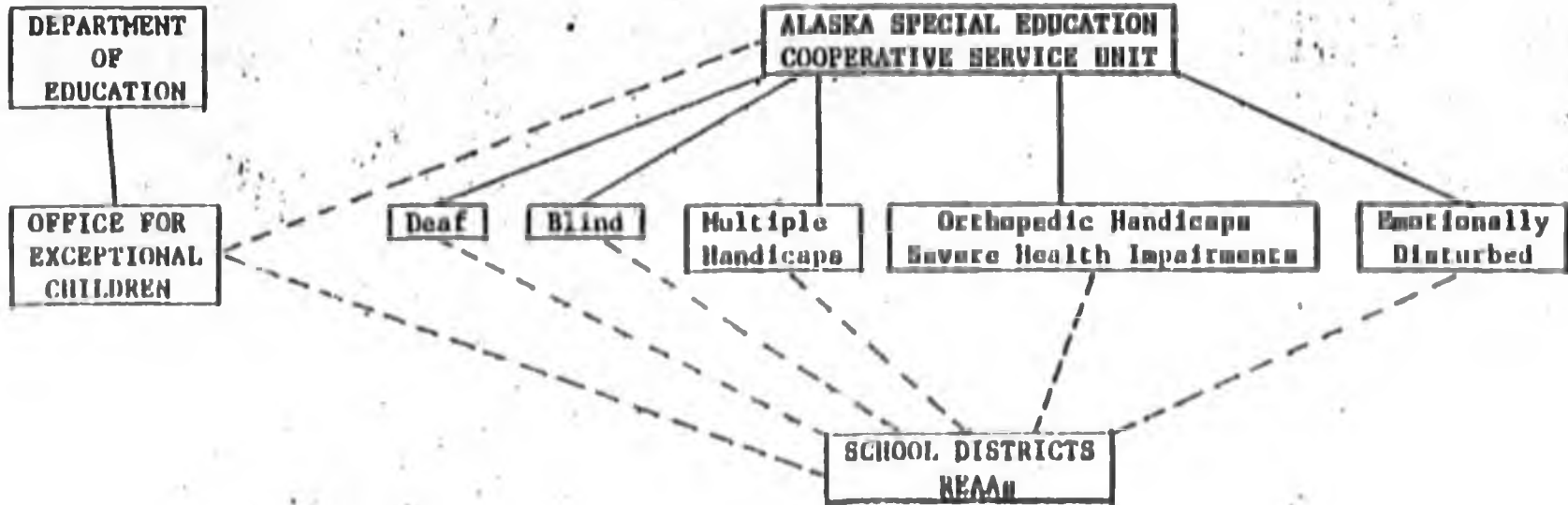
E. Assign responsibility to the Cooperative Service Unit and have it relate directly to the State Professional Development Steering Committee for statewide in-service training and technical assistance to school district personnel serving children with low-incidence handicaps (See Appendix G).

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

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

Primary tasks of the Cooperative Service Unit will be:

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



**FUNDING  
SPECIAL EDUCATION COOPERATIVE SERVICE UNIT**

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

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

**FISCAL NOTE FOR FY82:**

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

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

**BYLAWS:**

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

**EMPLOYEES:**

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

**SERVICES:**

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

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

**DUTIES:**

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

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

PROPOSED ENABLING LEGISLATION

A.S. 14.12

ARTICLE 4.

SPECIAL EDUCATION COOPERATIVE SERVICE UNIT

POLICY:

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

PURPOSE:

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

CREATION:

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

GOVERNING BOARD:

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

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

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

TERM OF OFFICE:

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

VACANCIES:

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

MEETINGS:

The board shall meet at least quarterly.

QUORUM:

Four members constitute a quorum.

**POWERS**

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

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

**FUNDING:**

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