

ALASKA LEGISLATURE COMMITTEE FILES 1999-2000 00/2

9812 HOUSE HEALTH EDUCATION & SOCIAL SERVICES 39

FISCAL NOTE

STATE OF ALASKA
2000 LEGISLATIVE SESSION

BILL NO. HB 184

Revision Date/Time 4/11/00 Dept. Affected Various
 Title An act granting certain juvenile detention... BRU Various
 employees status as peace officers... Component Various
 Sponsor Representative Kerttula
 Requester House HES Component No. _____

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006
Personal Services	320.0	320.0	320.0	320.0	320.0	320.0
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	320.0	320.0	320.0	320.0	320.0	320.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	320.0	320.0	320.0	320.0	320.0	320.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	320.0	320.0	320.0	320.0	320.0	320.0

Estimate of any current year (FY2000) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Approximately 233 employees of the State of Alaska would be affected by this legislation. The bill will not materially affect accrued liabilities or the funding ratio of PERS. However, shifting members from non-peace officer coverage to peace officer status increases the aggregate accrued liability for the System, resulting in an increase in the State's total contributions to PERS by approximately \$320.0. This cost would increase as salaries increase.

Based upon our actuaries evaluation, the State's average PERS contribution rate will increase by approximately .05% of State salaries if this bill is passed.

Prepared by: Guy Bell Phone 465-4471
 Division Retirement and Benefits Date/Time _____
 Approved by Commissioner: Robert Poe Jr. Date 4/11/00
 Agency Department of Administration

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HOUSE COMMITTEE REPORT

(7)
 Date Referred to Committee: April 9, 1999 FURTHER REFERRALS: Finance

Date of Committee Action: 04/14/00

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered: HB 184

HOUSE BILL NO. 184 PERS BENEFITS FOR JUV INSTIT EMPLOYEES

"An Act granting certain juvenile detention or juvenile correctional institution employees status as peace officers under the public employees' retirement system; and providing for an effective date."

recommends it be replaced the same title
 with the following committee substitute _____ a new title

additional referral to _____ Committee
 attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____ APPROVES PREVIOUS: (Dept/Date) _____
 fiscal note(s) Various fiscal note(s) _____

zero fiscal note(s) _____ zero fiscal note(s) _____

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>[Signature]</i>	<input checked="" type="checkbox"/>			
<i>[Signature]</i>			<input checked="" type="checkbox"/>	
<i>[Signature]</i>	<input checked="" type="checkbox"/>			
<i>[Signature]</i>			<input checked="" type="checkbox"/>	
<i>[Signature]</i>	<input checked="" type="checkbox"/>			

Acting CHAIR'S SIGNATURE *[Signature]*

HB

187

A M E N D M E N T

PROPOSED BY: Rep. Rakeberg

OFFERED IN THE HOUSE

TO: HB 187

1 Page 3, line 3:

2 Delete "A"

3 Insert "Except as provided in (c) of this section, a [A]

4 Page 3, following line 14:

5 Insert a new bill section to read:

6 "* Sec. 4. AS 18.07.031 is amended by adding a new subsection to read:

7 (c) A certificate of need is not required for the

8 (1) construction of a day surgery center or imaging center;

9 (2) alteration of the bed capacity of a health care facility if the
10 alteration is necessary solely to accommodate the addition of day surgery or imaging
11 services to the facility; or

12 (3) addition of day surgery or imaging services to a health care
13 facility."

14 Renumber the following bill sections accordingly.

15 Page 7, line 3:

16 Delete "a new paragraph"

17 Insert "new paragraphs"

18 Page 7, following line 3:

19 Insert new paragraphs to read:

20 "(13) "day surgery" means surgery performed on a patient who arrives
21 at the surgery facility on the day of surgery and is not expected to remain overnight

1 at the facility after the surgery is performed;

2 (14) "imaging" means diagnostic testing, such as fluoroscopy or an x-
3 ray, computerized axial tomography (CAT scan), bone scan, ultrasonography,
4 scintigraphy, or magnetic resonance imaging (MRI), that produces a picture or
5 conception with a likeness to an objective reality by providing clarity, contrast, and
6 detail through the use of colored fluids, radionucleides, or other materials introduced
7 to the human body; ionizing or nonionizing radiation; or an external magnetic field;"

8 Page 7, line 4:

9 Delete "(13)"

10 Insert "(15)"

The Need for a Fiscal Note on SB 59/HB 187

David Pierce, Certificate of Need Coordinator, April 19, 1999

In order to implement SB 59/HB 187, the Department will have to develop review standards that will include the impact of home and community based services on reducing the need for new nursing home beds. The problem is quite similar to downsizing API. In that process, several studies were developed to determine how many beds would be needed and the effect that various community based services would have in reducing institutional bed need. In this case, we need to determine:

- Boundaries of the regional service areas based on patient origination data;
- Long-term care utilization by region (how many seniors need long-term care services);
- The senior population growth in these regions; and
- What percentage of the seniors could be served appropriately at home, in assisted living, or in another home or community based setting.

Currently, the nursing bed need methodology is flawed because it is based on historical utilization. The system is changing from primarily an inpatient system to an emphasis on home and community based services, and therefore, a new method of assessing need must be developed. The new method must take into account the number of persons who can be served at home or in assisted living facilities instead of in nursing homes. Development of new standards will require gathering utilization data on assisted living, home health, adult day care, hospice, residential home use, and other senior services to determine the impact these services have on keeping seniors out of nursing homes.

The Department has checked with several private firms and they confirm that the requested funds of \$26,500 are sufficient to develop a standard. A consultant must be hired to complete this task because the State does not currently have staff to complete the task. The only option for the State staff to complete this research would be to place a three month moratorium on all certificate of need applications to allow time to complete the research and develop the home and community based component of the standard for long-term care reviews.

The Urban institute states that "A study of the change in nursing home bed supply between 1981 and 1993 found that CON programs and moratoria on new construction significantly reduced the rate of increase in the number of nursing home beds." However, the same article states that "CON programs often do not have the technical rationale to find a lack of "need" for more nursing home beds..." and "CON programs are usually required to judge only need and to ignore state budgetary concerns."¹

¹ Wiener, Stevenson, & Goldenson. Controlling the Supply of Long-Term Care Providers at the State Level. The Urban Institute. Occasional Paper Number 22. December 1998. Page 3.

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. HB 187

Revision Date: _____
 Title: An Act relating to certificates of need for
nursing home beds and providing an effective date
 Sponsor: House HESS
 Requestor: _____

Dept. Affected: Health and Social Services
 BRU: Administrative Services
 Component: Health Planning and Facilities Management
 COMPONENT SERIAL NO. 2020
 See also (SN#): _____

Expenditures/Revenues: (Thousands of Dollars)

OPERATING	FY00	FY01	FY02	FY03	FY04	FY05
PERSONAL SERVICES	0.0	0.0	0.0	0.0	0.0	0.0
TRAVEL	1.0	0.0	0.0	0.0	0.0	0.0
CONTRACTUAL	25.0	0.0	0.0	0.0	0.0	0.0
SUPPLIES	0.5	0.0	0.0	0.0	0.0	0.0
EQUIPMENT	0.0	0.0	0.0	0.0	0.0	0.0
LAND & STRUCTURES	0.0	0.0	0.0	0.0	0.0	0.0
GRANTS, CLAIMS	0.0	0.0	0.0	0.0	0.0	0.0
MISCELLANEOUS						
TOTAL OPERATING	26.5	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES	0.0	0.0	0.0	0.0	0.0	0.0
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CHANGES IN REVENUES ()	0.0	0.0	0.0	0.0	0.0	0.0
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts	13.3	0.0	0.0	0.0	0.0	0.0
1003 GF Match	13.3	0.0	0.0	0.0	0.0	0.0
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts	0.0	0.0	0.0	0.0	0.0	0.0
1037 GF/Mental Health	0.0	0.0	0.0	0.0	0.0	0.0
Other (please specify)	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	26.5	0.0	0.0	0.0	0.0	0.0

POSITIONS:

FULL-TIME	none	none	none	none	none	none
PART-TIME	none	none	none	none	none	none
TEMPORARY	none	none	none	none	none	none

Estimate of any current year (FY99) cost: \$0.0

ANALYSIS: (Attach a separate page if necessary)

Chapter 84, SLA 96 placed a moratorium on nursing home beds and established a Legislative Working Group on Long-Term Care. One recommendation of the Legislative Working Group was the importance of developing a State plan which outlines the desired long-term care system in a comprehensive manner. The Division of Senior Services already produces a comprehensive long-term care plan but it does not include nursing home beds. New standards for the approval of new nursing home beds need to be developed and a plan section written. Certificate of need applicants would be required to demonstrate how well their proposal fits into the standards and the plan to be approved. The fiscal note is for the cost of hiring a consultant, travel and supplies to research and develop new State nursing home review standards. Standards would take into consideration the existing and desired system, trends in care and nursing home use rates in Alaska; the effect of home health, assisted living and adult day care on the need for new nursing home beds; barriers to the development and use of home and community based services; gaps in services; and would develop a model that can be used to estimate the future need for nursing beds, and alternatives to institutional care such as assisted living. The standards would be used to review projects and develop a plan section that could be added as an appendix to the annual Division of Senior Services plan. This bill is a cost saving measure designed to avoid potential future costs to the state general fund of up to \$9.8 million annually due to construction of up to 234 new nursing home beds in the next 5 to 15 years.

Prepared by: Janet Clarke
 Division: Administrative Services

Phone: 465-1630
 Date: 04/15/99

Approved by Commissioner: Karen Perdue
 Agency: Department of Health & Social Services

Date: 4/16/99

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SENATE BILL 59/HOUSE BILL 187
CHANGE IN CERTIFICATE OF NEED LAW

- **Background:** Alaska has had a certificate of need law since 1976. The Original intent of the law was to ensure the development of an accessible, cost-effective health care system with quality services. It was designed to promote good planning by requiring applicants to justify the need and document how the project fits in with other health care facilities and initiatives. Local projects are assessed from a statewide, comprehensive, inclusive perspective rather than from a local individual community or facility perspective.
- **The Problem:** \$120 million was spent for long term care services to approximately 5,000 Alaskans in 1996, with approximately two thirds (\$80 million) coming from State General Fund expenditures. Conservative assumptions about population and inflation project costs for services at over \$215 million by the year 2015, moderate assumptions indicate a projection of \$545 million, and high projections indicate costs of \$ 1 billion in 2015. Unless there is a change in the way services are offered, there will be such a demand for long-term care services that many consumers could be denied needed services due to the cost.
- In order to meet the projected demand for services, a better mix of long-term care services needs to be promoted. Where appropriate, less costly home and community based long-term care services need to be expanded rather than construction of expensive new nursing home beds. Also, seniors have indicated they want to have a choice to stay at home as long as possible.
- **A Solution:** In 1996, a moratorium was passed on the construction of new nursing beds in order to allow time for the home and community based alternatives to grow. Since the moratorium, the number of individuals served in home and community based setting increased from an equivalent of 140 clients to 389 clients through Older Alaskan's waivers. Waiver clients must meet the same criteria for nursing home admission as nursing home residents. Senior utilization of nursing homes during that time dropped from an equivalent of 558 seniors to 492 seniors, a reduction of 23,360 patient days. On average, ten new nursing home beds will increase the Medicaid budget by about \$1 million annually
- Now that the moratorium has expired, there needs to be a mechanism to control long term care costs and encourage the growth of home and community based services. Changes in the certificate law will help control costs, promote planning, and create a better mix of services.
- Currently the Department of Health and Social Services reviews all nursing bed projects that cost over \$1 million. There is a loophole that allows a facility to add new nursing beds if they can be built for under \$1 million. Most conversions of beds from acute to long term care cost under \$1 million. Senate Bill 59 and House Bill 187 amend the certificate of need law to require all conversions of acute care or other beds to nursing beds to have a CON review.
- The certificate of need law also needs a new section added that allows broader review analysis for nursing homes and nursing home beds. Decisions are currently limited to accessibility and quality. This new section would allow decisions to be made based on additional standards such as need, financial feasibility, and availability of alternatives such as home and community based services.
- The list of criteria and standards would be changed to be more specific and better reflect the recommendations of the Legislative Working Group on Long-Term Care.

ALASKA STATE

HOSPITAL & NURSING HOME

ASSOCIATION

April 16, 1999

APR 19 1999

Representatives Fred Dyson and John Coghill, Co-Chairs
House Health, Education and Social Services Committee
Alaska State Legislature
State Capitol
Juneau, AK 99801-1182

Dear Representatives Dyson and Coghill:

The Alaska State Hospital and Nursing Home Association HB 186 and HB 187 with the following changes. These changes are the same as the ones incorporated into the Senate versions of these bills.

HB 186 Disclosure of inspection and investigations of certain health care facilities

The language regarding disclosure of information needs to be more explicitly written to indicate which reports are being disclosed and that the reports would become available upon completion of the final report.

Sec. 18.20.090. Disclosure of information. (a) The department shall make **statements of deficiencies** reports concerning **licensure** inspections and investigations of facilities or entities it licenses in this chapter, including [STATEMENTS OF DEFICIENCIES AND] approved plans of correction, available to the public within 14 calendar days after the **final report** [INFORMATION] is made available to the facilities or entities being reviewed.

The same changes would apply to the other sections on disclosure of information—home health, hospice and assisted living.

HB 187 Certificate of Need – Under the legislative findings section of the bill, insert "unnecessary" on page 2, line 26 after foster, so that it would read "foster unnecessary reliance on the state general fund..." It is our concern that at some time funding might be necessary and this language would preclude that. This change still leaves the discretion with the department.

Thank you for an opportunity to comment on this legislation.

Sincerely,



Linda Fink
Assistant Director

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: April 9, 1999

FURTHER REFERRALS:

Finance

Date of Committee Action: 4/22/99

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 187

HOUSE BILL NO. 187

CERTIFICATES OF NEED FOR HEALTH FACILITY

"An Act relating to the certificate of need program for nursing care facilities and other facilities; and providing for an effective date."

recommends it be replaced the same title
 with the following committee substitute _____ a new title

additional referral to _____ Committee
 attached amendment(s)

ADOPTS: _____ Letter of Intent

ATTACHES NEW FISCAL NOTE(S): (Dept) _____ APPROVES PREVIOUS: (Dept/Date) _____
 fiscal note(s) HSS fiscal note(s) _____

zero fiscal note(s) _____ zero fiscal note(s) _____

SIGNING WITH RECOMMENDATIONS	DP	DNP	NR	AM
<i>Paul Ryan</i>			✓	
<i>John C. ...</i>			✓	
<i>[Signature]</i>	✓			
<i>[Signature]</i>			✓	
<i>Tom ...</i>	✓			

CHAIR'S SIGNATURE

Paul Ryan

John C. ...

Dear Representative:

I write to you in support of HB 187 and the amendment which removes the need for certificates of need for new construction of imaging centers and ambulatory surgery centers. Throughout the nation, the construction of imaging and ambulatory surgery centers independent of hospital medical centers has improved the quality of care, enhanced the availability and convenience of the service, and universally lowered the cost of care by an average of 30%. Many states have eliminated the certificate of need process all together recognizing that competition benefits the public in any market. Furthermore, the publication of national data that the certificate of need process significantly increases the cost of development and thereby drives up the cost of care makes it clear that certificates of need have outcomes contrary to the public good.

I am presently one member of a group of doctors who have applied for a certificate of need to build an ambulatory surgery center in Fairbanks. The Tannana Valley Clinic and the Fairbanks Memorial Hospital have each made separate application for a certificate of need for the same purpose. I want to be clear that I do have this interest in the outcome of the bill and its amendment. Any member or representative of those organizations has a similar vested interest. Our group is the clear front runner in the competition for this particular certificate of need by virtue of our training, timing, and unique experience in building and running ambulatory surgery centers. It would be to our advantage to be granted the certificate and for the competition to be eliminated. But we think the certificate of need process is not in the best interest of Alaska's communities and its people and we therefore favor HB 187 and its amendment.

It may be argued by existing medical centers that their high costs and profits are necessary to subsidize care for the indigent. In the case of not-for-profit hospitals such as ours, this is an empty argument. The federal government and, to a lesser extent, the state and borough governments subsidize the not-for-profit hospital generously and specifically on the condition that retained earnings will be utilized to support care for the indigent and to capitalize investments which improve the quality of care. There is no reason for insured individuals and their private and state employers to pay extra in facility fees to again subsidize these ends. It is double dipping if not triple dipping on the part of the not-for-profit hospital. Nevertheless, at the recent House HES committee hearing, Rick Solie, Director of Public Relations for the Fairbanks Memorial Hospital, admitted to Chairman Dyson that the thing the hospital fears most is competition. It is exactly that competition which would improve the quality of healthcare and decrease its costs in our single hospital town and in communities across Alaska, representing considerable savings for citizens and employers, not the least of which is the State itself. It may be that the advantages of competition decrease as division of market share makes for inefficient allocation and utilization of scarce resources in small markets, say towns of 5,000 or less in population. In that case, it may make sense to limit the provisions of HB187 to towns of 5,000 or more.

Thank you for your time and consideration. I would be please to speak with you personally should your schedule allow.

With warm best regards,

Cary S. Keller, MD FACSM
907-747-5861 through Friday 4:30
907-451-6561 subsequently

HEB

191

WES HB191 STUFF
SEE BACK OF THIS

EIDE & MILLER

A PROFESSIONAL CORPORATION

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June 26, 1999

APR 26 1999

COPIES

Fred Dyson
John Coghill
Co-Chairs Health Education
& Social Services Committee
State Capitol
Juneau, AK 99801-1182

VIA FACSIMILE (907) 465-4587
VIA FACSIMILE (907) 465-3258

Re: House Bill 191

Gentlemen:

I am submitting these comments on House Bill 191 as the Chair of the Academic Policy Committee for the Family Partnership Charter School in Anchorage. Currently our school has approximately 500 full time equivalent students. The Anchorage School District has approved an increase in our enrollment to 660 students next year. The 160 additional slots have been filled through our lottery procedures. In addition, we have approximately 200 students on our waiting list. We believe that if we opened our doors to all interested families, our enrollment would be over 1,500 students. Our growth is a testimony to the success of our program and charter schools generally.

I am certain that we all agree that our public educational system needs improvement. Student test scores, student disciplinary problems and the difficulty in addressing individual needs in a bureaucratic system all point to the need for educational reform. Charter schools are an important part of that reform. It is essential that we recognize that all students cannot fit in and succeed in a single educational system. The Family Partnership Charter School allows families to work with educators to develop individualized educational programs which best meet the needs of their children. That same philosophy applies to all of the charter schools operating in Alaska.

Charter schools also provide healthy competition for local school districts. That benefit can be seen all across the country. Innovative ideas initiated by charter schools are being adopted by local school districts in order to best meet the needs of all students.

Fred Dyson
John Coghill
June 26, 1999
Page 2

The key to the success of any charter school, of course, is sufficient funding. We firmly believe that charter schools like Family Partnership Charter School can provide a better education for our children for less money. However, we must receive a fair distribution of public monies if we are to survive. The greatest difficulty faced by Anchorage charter schools relates to housing costs. For the most part, Anchorage charter schools have been forced to rent housing because the Anchorage School District has not made housing available for charter school students. Renting facilities is very costly and reduces the amount of money available for our educational programs. House Bill 191 would solve this problem for most charter schools. Requiring local school districts to treat charter school students like other students enrolled in their districts will solve our budget crisis. In truth, this should not be such a difficult issue for local school districts. The current charter school legislation makes it clear that charter schools operate as part of local school districts. As such, charter school students and regular school students should be treated the same. However, the lack of housing has made our children second class citizens. That will not change without your help.

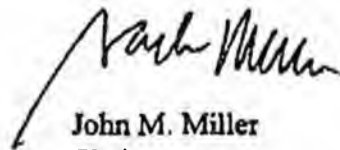
Before closing, I would like to suggest one minor change to the proposed amendment to AS 14.03.260 (a). The proposed amendment changes the third sentence of that section to state that funding by local school districts "must reflect state, local and other funding for that school district." We suggest that the word "reflect" be changed to "include". That minor change will prevent any possible ambiguity regarding the funding obligation of the local school districts.

We want to applaud the sponsors of House Bill 191 and encourage you to do what you can to get the Bill passed this Session. Charter school students throughout Alaska need this Bill in order to ensure that they will be treated fairly.

If you have any questions concerning these matters, please feel free to contact me.

Very truly yours,

FIDE & MILLER



John M. Miller
Chair
Academic Policy Committee
Family Partnership Charter School

Subject: Testimony before your committee. Also some suggestions about wording for the bill.

Date: Mon, 26 Apr 1999 20:45:56 -0800

From: "Glen Biegel" <cmpinc@alaska.net>

To: <Representative_Fred_Dyson@legis.state.ak.us>, <director@alaska.net>, <gmiller@bnb.com>

Statement by Glen Biegel, Board of the Alaska Charter School Association

Board of Alaskans for Educational Choice

It is a legitimate, and perhaps the most sacred, function of government to provide for equal treatment among the unequal. The manifestation of this that is the best known is the court system which arbitrates fairly among people who are manifestly unequal by position, wealth, circumstance, etc. In the world of charter schools, we are tasked with bargaining with districts for the funding to allow us to present to the public an equal and fair slate of school alternatives. What we are asking for is protection from the word game. A word game which is really just a front for the discrimination game.

The statements of the district.

We in essence get Local and state funding.

\$38 Million that we are not participating in, "discretionary" ("discriminatory")

Fair allocation.

The district will treat all other public school students as having a priority for housing.

I believe they (charter school students) are funded at about 65% of other students.

The problem

- Student in charter schools in the ASD expend approximately \$3900 per student. The average amount expended by the ASD, not including Bonds, and Special Funding by the State, is about \$7500 per student.
- Charter school students do not participate in all local funds, receiving only the 4 Mills necessary to retain the State portion of the funding
- Charter school students do not participate in Food Service funding
- Charter school students do not participate in Debt Service Funding because we are not provided housing.
- Charter school students do not participate in Special State sources of income from cigarette taxes and state debt service funding.
- Charter school students do not participate in transportation funding.
- Charter school students do not participate in any discretionary funding from the district.

The solution

I am sure when the charter school legislation passed, the intent of the Legislature was to create a system of competition while leaving the maximum amount of local control in the hands of the existing structure, the districts. What was needed were some guidelines based upon basic fairness, that would have helped to guide the districts in providing for the Legislators' goal of creating equally accessible competitive alternatives.

Unfortunately, the expenditure of energy in the current failing charter school system indicates the real trouble that education alternatives are in. The unfortunate solution to the problem of charter school unfairness at the District level, is to remove from the control of the district, most of the discretionary, and discriminatory, funding options exercised by the district.

In short, we charter schools would be absolutely thrilled to be discriminated against as the lowest funded traditional student is, because that amount far exceeds the amount received or provided for the highest charter school student. We would also participate in housing, food service, and additional state contribution funding.

The claim of the district is that no other student is allocated funding as an individual. This is true. I will say it again. We would be happy to be similarly discriminated against as the lowest per capita funded student in any other school. We are talking about a difference of \$2,000 per student in addition to housing etc.

What the real tragedy is in the charter school community is that Charter School designers and initiators, who were depending on the "system" to treat them fairly. People who justifiably thought that they would receive an equitable share of public money, who trusted the districts to treat them with respect and to deal with them fairly, have not been. What we will have created if charter schools continue to fail because of the present treatment they enjoy, is a constituency who can show through compiled evidence, personal experience and collective anecdotes that the system has denied the real presence of parental choice outside of their own narrow definitions.

The real tragedy is that all of that effort, thought, hope, and trust will have been misplaced and unretrievable from the grave it has been cast into. There is only so much constructive energy to make the public system more responsive and more effective. The legislature acted in good faith and trusted the districts to realize their dream of limited competition, but still equal competition. I have heard it said that some people cry for equal treatment and consideration for all. History has shown that equality is reserved only to the equal. We will not be able to present an equitable choice unless we can secure the blessings of equality that our Constitution guarantees by its clause regarding equal access to education.

We charter schools are weak. Our first hope for fairness and equality, the school districts has failed us. We apparently have no recourse to the Constitution. We have no chips to bargain with for our very scholastic lives, other than those found in the legislation you hold before you today. Please make us equal partners in the education of Alaska's children as you originally intended. We cannot protect ourselves, as such we are asking that you provide guidelines by which we can act as equal partners in the education process of Alaska's children.

Additional Comments, not directly related to testimony.

Comeau Objections:

Itemize costs. Charter Schools do not pay the itemized cost, neither do we participate in the funding.

No ownership of the IEP process. On site providing of the special needs. Special needs students often incur more costs than the specific funding provides for the needs of that student. Since we are not presented to the funding sources and scale of the district. We have no rainy day funds to absorb the costs. Schools that expend money by individual student cannot accept the expenses by individual for the presentation of special needs services.

Itemization. If the school district would prefer, we could be exempt from the human resources, purchasing, etc. costs of the charter schools. Is the 4.31 % not really covering all of the administrative costs. The point

is that we do not share in the rest of the administrative cost. The question here is why does the district take only 4.31% and what is the true cost of providing the services. What fund covers these additional expenses.

Charter schools must participate in every cost associated with schooling, particularly relating to the abiding by the various union contracts that govern the School District at large. We must abide by the ADA, and all of the public fire codes.

The school district has stated in previous meetings, that "no student funding is provided on a per student basis." They are correct, insomuch as they are talking about non-charter school public school students. The public school students who are to be found in charter schools are currently given an amount of money that the district claims is based upon a "fair" distribution of the per student allocations.

The difficulty we have found in Charter Schools' reality, arises from an inherent contradiction in the approach that allows for unrestricted control in the local districts. If these districts were interested and fully supportive of the choices of parents to choose the new charter school, they would have implemented the options themselves. When they are legislatively compelled to do it, and given the option to regulate the independent school that does not contain within it all of the bureaucrats necessary to comply with the dictates of the district.

Thank you,

Glen M. Biegel

Find more writings from Glen M. Biegel at www.intervine.net (The Moderator)

Here are my suggestions regarding the wording.

In Section 4 (a) A local school board shall provide an approved charter school with an annual program budget. The budget shall not be less than the amount generated by the students enrolled in the charter school less the cost of administrative and other services provided by the local school district. The "amount generated by the students enrolled in the charter school" must include all state, local and other funding for that school district based on a per student expenditure. The per student expenditure will include a sum of the following areas of school district expenditure:

1. The individual charter school student allocation based on the state foundation formula and local match.
2. A per capita share of all district facilities costs including local, state, municipal, and federal subsidies, as well as all bonds, and other related expenditures.
3. A per capita share of all district nutrition/food service costs including local, state, municipal, and federal subsidies as well as all bonds, and other related expenditures.
4. For each other accounted item in the local school districts budget, a per capita share of all district costs including local, state, municipal, and federal subsidies, as well as all bonds, and other related expenditures.

In any case, the amount provided to the students may not be less than the defined total expenditure per student of the lowest funded non-charter school student in the district not-including correspondence schools. The school district may appeal expenditures in specific areas based on current policies that effectively deny a funding block to a similar existing school. The appeal for denial of funding will be made to the State Board of Education. The decision to deny funding may be appealed to the Legislature in its regular session. All appeals to deny funding in specific areas must be made to the State Board of Education by April 1st, and will be acted upon at the April Meeting of the State Board of Education. The Legislature will make a ruling during that session. Denial of transportation costs for an area school is an example of an allowed denial. Appeals for non-funding may not deny housing or reasonable costs incurred by the charter school relating to housing.

Subject: Your Call

Date: Mon, 26 Apr 1999 12:36:10 -0800

From: "Alspach, Donald S." <AlspachDS@ci.anchorage.ak.us>

To: "representative_fred_dyson@legis.state.ak.us" <Representative_Fred_Dyson@legis.state.ak.us>

I understand that Mary Autor from my office was able to answer your questions on charter schools. I suspect that the reason churches are so much easier to use than commercial space is because churches are built to the same UBC standard as a school.

Don Alspach alspachds@ci.anchorage.ak.us
907-343-4215 (Voice) 907-343-4220 (Fax)

Department of Community Planning and Development
Zoning and Platting Division
632 West 6th Avenue, Room 210
PO Box 196650
Anchorage, AK 99519-6650

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April 27, 1999

Rep. Fred Dyson
 Rep. John Coghill
 Co-Chairs, Health, Education
 & Social Services
 State Capitol
 Juneau, Alaska 99801-1182

VIA FACSIMILE (907) 465-4587
VIA FACSIMILE (907) 465-3258

Re: HB 191

Dear Reps. Dyson and Coghill:

This follows my testimony last Saturday regarding changes to the existing charter school laws. I want to again thank both of you, plus your entire committee, for HB 191. It is a vital piece of legislation. I would be 100 percent supportive of the bill if the current version of HB 191 is passed with even just one change:

Sec 4(a): "... must reflect state, local and other funding for that school district," should be changed to

"... must include all state, local and other funding for that school district."

Since the first charter schools opened in Anchorage last year, the Anchorage School District ("ASD") has demonstrated that it will interpret in the most narrow possible manner whatever language the Legislature enacts. Put another way, unless you include language that requires ASD (and, presumably, other local school districts) to provide equal funding and/or housing, the school district will not distribute its revenues in a fair manner. ASD, at least, repeatedly has stated that charter schools "share" in "local funding" received by ASD, but that is a far cry from ASD distributing these monies "equally" or "fairly." If pursuant to HB 191 the school districts need only "reflect" what local (or other) money they pass on to charter schools, ASD will still not be

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Rep. Fred Dyson
Rep. John Coghill
April 27, 1999
Page 2

compelled to be fair. They can "reflect" forever, yet distribute nothing.

It is impossible for ASD or any other school district to state correctly that charter schools are being treated "equally" or "fairly," if all ASD students have expenses of — and thus receive — an average of \$7,500 per student, whereas charter schools receive only approximately \$3,880 per student. These are ASD's numbers, not mine. No ASD school could exist on this \$3,880, if from this amount the individual school must also pay for a facility. Put another way, "regular" schools receive an average of \$3,880 per student plus housing. And just as no ASD school can survive on this amount, neither can a charter school.

We are not, however, asking the state to spend even one penny more on charter schools. What we are asking is for the Legislature to insert language into HB 191 that compels the school districts to pass on local monies in an equal, proportionate amount per student. Inserting the words "includes all" is intended to accomplish that result.

Nor should HESS or anyone within the Legislature assume that ASD, at least, will treat charter schools fairly, unless compelled to do so. One need look no further than the facility issue. Every ASD student except those attending charter schools are provided with housing, at no cost. Both Family Partnership and Walden Pond charter schools, however, must pay for their own housing. And while previously ASD has provided Aquarian Charter School with seven portables, for the Fall 1999 semester Aquarian is losing these portables (the land is being reclaimed by the Municipality of Anchorage, to expand the MOA Public Works building).

To say that charter schools are barely even on ASD's radar screen is an understatement: when Russian Jack burned down this past Christmas, ASD found temporary housing within two weeks, for the entire semester. Yet although for an entire year ASD has known that Aquarian will lose its site come Fall 1999 — and although Aquarian is only half the size of Russian Jack — ASD has offered nothing. This is in spite of our willingness to divide our classes between two schools, or to be flexible in any number of other ways. This is also in spite of our taking from "regular" ASD schools students who, if they were not at Aquarian, would be right back in ASD schools.

BIRCH, HORTON, BITTNER AND CHEROT
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Rep. Fred Dyson
Rep. John Coghill
April 27, 1999
Page 3

On a slightly different note, I recall that at Saturday's session Eddy Jeans, of the Department of Education, testified that this Legislature should not mandate a strict pro rata funding formula for charter schools, because local school districts "may" obtain facility funding for charter schools from local construction bonds. This is a legally correct statement, but does not reflect reality. No individual school — whether a charter school or a "regular" school — is in a position to float a bond. That is one of the tasks properly allocated to the greater resources of the district. But this past winter ASD attempted to pass a four-year bond package, with none of that money allocated for any of the charter schools. ASD did not even consult with any charter school representative prior to issuing ASD's proposal. I repeat that realistically speaking, charter schools are not even on the local school district's radar screen. It is just the sheer energy and devotion of the hundreds of parents and teachers at the charter schools that have kept them afloat. I thus again urge your committee to pass HB 191, with the change I mentioned.

Finally is a change that would perhaps benefit the school districts more directly than charter schools. Notwithstanding my comments above, I am in complete agreement with Carol Comeau that Section 5 of HB 191, which requires school districts to itemize costs, is overkill, and will only create additional headaches. I instead suggest that since both the school districts and the charter schools seem to be quite comfortable with the existing language of subtracting the "indirect cost" (now at 4.31 percent) from a charter school's budget as a proper measure of a charter school's costs, this existing language should be retained.

While charter schools could live with the proposed changes, I would recommend against the proposed language of Section 5. Itemized cost accounting will just create more work for the school district. Second, I have no doubt but that ultimately the school district will attempt to pass on to the charter schools the district's costs for tracking such expenditures. If an accounting system like this is passed, however, language should be inserted giving the charter schools the right to unilaterally elect, before any costs are charged by the district, what district-provided "services" or "costs" the charter school wishes to use or incur. With that said, I repeat my recommendation that the much simpler 4.31 percent "indirect cost" language now in existence continue to be used to reflect all such costs.

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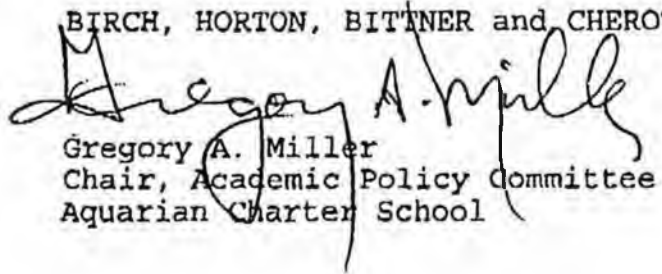
Rep. Fred Dyson
Rep. John Coghill
April 27, 1999
Page 4

Rep. Dyson, you said it best at the April 24 hearing: "the sheer genius of charter schools comes from their independence." That independence exists on a curriculum level, but not otherwise. While ASD has certainly spent hours upon hours "dealing" with charter schools, and while I believe ASD's heart is in the right place, charter schools are always dead last in considering who gets what. Inserting language that school districts must "include all" state, local and other funding will go a long way toward curing this problem.

I will call your office tomorrow to discuss this letter and HB 191. Of course, I welcome your calls prior to then, and I again thank you for your efforts in passing HE 191.

Sincerely,

BIRCH, HORTON, BITTNER and CHEROT



Gregory A. Miller
Chair, Academic Policy Committee
Aquarian Charter School

GAM/jap

cc: Mr. Jack Miller
Mr. Glen Biegel
Aquarian Charter School
Academic Policy Committee
Ms. Carol Comeau



Anchorage School District

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April 27, 1999

Representative Fred Dyson (Via FAX 465-4587)
Representative John Coghill (Via FAX 465-3258)
Co-Chairs, House HESS Committee
Alaska State Legislature
State Capitol (MS 3100)
Juneau, AK 99801-1182

MAY 03 1999

Dear Representatives Dyson and Coghill:

Thank you very much for holding the hearing on HB 191, the Charter School Bill, on Saturday, April 24, when it was convenient for us to attend and testify. As I stated at the audio-conference, the Anchorage School District has the following comments and concerns relating to the proposed changes in the Charter School Law.

Section 1: The Anchorage School District does not object to the removal of the cap on the number of charter schools for the Anchorage School District. At the current time, there are four charter schools in the ASD and one other charter school approved, but not operational at this time. Removing the cap will allow the Alaska DOE and the State Board of Education to approve more charter schools in the State.

Section 2: The Anchorage School District supports this addition if it is necessary to reinforce the importance of the High School Graduation Qualifying Exam. Our Charter School Policy 333 clearly states that the Anchorage School District charter schools must take all required state and local tests required by Alaska Statute, DOE Regulations, and ASD Policy. The ASD feels that the charter schools must participate in the Benchmark Exams, the HSGQE and CAT tests as long as they are required for all other students.

Section 3: The Anchorage School District has significant concerns about the intent and implications to the ASD if this section is implemented. What is meant by "the itemized costs of administrative or other services to be provided"? This would be cumbersome and take valuable time and resources on the part of the ASD staff and the charter school staff to account for all of this time. For example, I have spent the equivalent of approximately 300 hours since July 1, 1998, working on charter school issues; this amount of time does not take into account the time spent by the

Superintendent, Budget Director, the Chief Financial Officer, the Controller, the Purchasing Director, the Executive Director of Special Education and all Supervisors, the Warehouse, and many other departments as well as various School Board members. Last year, our first year with charter schools, I would say that the time spent was double that of this year for all of us! At the current time, these services are covered by the Indirect Cost of 4.31% for this school year which is subtracted from the allocated budget for the charter school; there are no additional administrative charges. The ASD has worked out a charge-back system for services for students, such as special education, related services, and Bilingual services delivered by ASD staff, rather than charter school staff for those charter schools who have elected to retain the 20% special needs funding under the Foundation Program. Classes at the King Career Center and at other schools taken by charter school students, etc. are also charged to the charter school budgets through the charge-back system.

Another issue concerns allowing the charter schools to opt out of services not required by law or regulation. Our ASD Charter School Policy 333 requires that charter schools use our purchasing and procurement procedures so that their funds can be audited in a manner similar to all of our schools. The District takes its public accountability very seriously and feels that charter schools should not be able to "opt out" of our financial accounting procedures. If waived by the School Board, charter schools do not have to use some of our services if they do not require them.

Eliminating the five-year term limit will help the charter schools find housing more easily. The annual reporting mechanism and the ability of a local School Board to terminate the contract on an annual basis for cause or for failing student achievement is sufficient protection to a school district. Landlords and possible contractors as well as financial lenders would be more willing to lease facilities if the terms could be negotiated for a longer term.

Section 4: The ASD believes that the 4.31% Indirect Cost rate is a better method to calculate administrative costs. We believe, based on our two-year experience in the ASD, that this is less financially than a department by department accounting of time spent on charter schools.

Anchorage School District Charter School Policy 333 now allows our charter schools to keep the funds raised by the school and to accept donations of money and materials to supplement the program budget. It is reported as part of the revenue for

accounting purposes. All donations of equipment or furnishings which are permanent become the property of the ASD as per School Board Policy.

We request clarification of the additional language which states that the "amount generated by the students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district and must reflect state, local and other funding for that school district.

Not every school incurs the same expenditures as other similarly sized schools. For example, new buildings may have improved heating systems, and those cost savings are recognized in their budgets. Not all schools offer community education or have swimming pools. Each school is a separate entity from the others, and their annual budgets reflect these differences. A listing of the individual school budgets and per student costs at each school is provided on Attachment A. In addition, charter schools, as do the other ASD schools, receive services such as curriculum and instruction, training and development, audio-visual, community resources, etc., that are not charged to individual school budgets or provided for in the indirect cost rate. These services, in addition to other services not provided to charter schools such as transportation and district-wide maintenance of plant if in a non-District facility, are funded by state and local revenues. These amounts are included in other department budgets, not in the charter schools budgets or in other schools budgets.

In the ASD, charter schools have an option to retain the special needs and intensive needs Foundation funding in their budgets. If they choose to retain the funding, then they are required to provide the service, either directly or through the ASD charge-back system. If the charter school chooses not to retain the special needs funding, then the services are provided by the ASD at no additional cost to the charter school. It is important to recognize that special needs services, district-wide services and other qualified programs are not included in the individual school budgets, and require funding from the state and local sources.

Section 5: This new section would become a book-keeping nightmare for our district. The ASD provides many of the services listed in this section at no cost: audio visual services, curriculum support and training, staff development and training, etc. are free and available. The ASD does NOT provide special needs and intensive services unless the charter school pays for the service through a charge-back arrangement; if the charter school provides the service, they are able to retain the 20% foundation revenue.

Transportation is not provided to any of our alternative schools and programs and should not be provided at no cost to the charter schools due to the excessive cost which would not qualify for reimbursement from the State of Alaska. Facility rental is the responsibility of the charter school at this time since there is limited space available in the Anchorage School District. At the current time, charter schools are charged a pro-rata square footage rate for utilities and custodial services in any ASD facility used by the charter school. If the charter school leases a facility, the lease is paid out of the revenues generated for the program budget. At the current time, the ASD School Board Policy 333 allows for additional funding, but the School Board and Administration have not chosen to pay for leasing and associated housing costs. The ASD believes this is a local control issue and should not be made part of State law since it is the local School Board who controls how the revenue is expended.

More information is requested as to the intent of which services a charter school would be permitted to opt out of; again, this should be a locally-determined issue. The Anchorage School Board is in the best position to determine which costs and services are required for the charter schools in the ASD.

Section 6: The Anchorage School District has no objection to dropping the sunset clause and the extension of the duration of the contract for the charter schools.

Section 7: The Anchorage School District supports the charter school being treated as a separate school as long as the ASD would not be penalized by the DOE in calculating allowable square footage for debt reimbursement in school construction projects. We do not believe that it should be combined with the largest school in the District (Service High School) and funded at .84. If a charter school is processed through the School Size Factor, their revenues should be sufficient to address many of their housing and other issues. If a charter school is housed within another school, which is highly unlikely in the ASD due to space constraints, then their funding could remain at .84 since they will only be charged for utilities and custodial services on a pro-rata square footage basis.

Section 8: No objection.

Section 9: No objection.

Section 10: No objection.

Again, thank you for allowing the Anchorage School District to provide you with additional comments to those made on Saturday, April 24, 1999.

Please do not hesitate to contact my office at (907) 269-2290 if you have need for more information.

Sincerely yours,

Carol Comeau

Carol Comeau
Assistant Superintendent, Instruction

Attachment

cc Bob Christal, Superintendent
Janet Stokesbary, Chief Financial Officer
Larry Wiget, Government Relations
School Board members
Glen Biegel, Alaska Charter School Assn.
Greg Miller, Aquarian Charter School
Jack Miller, Family Partnership Charter School
Craig Naylor, Walden Pond Charter School
Linda Sharp, Village Charter School

Anchorage School District
 Anchorage, Alaska
 Revised FY 1998-99
 Budgeted Cost Per Student in School Budgets

ATTACHMENT A

Org	Elementary Schools	Total Enrollment	Revised Budget	Cost Per Student
100	Abbott Loop	530	\$ 1,909,923	\$ 3,604
110	Airport Heights	324	1,333,784	4,117
112	Alpenglow	576	1,903,338	3,304
114	Aurora	498	1,658,625	3,331
115	Baxter	499	1,710,881	3,429
116	Bayshore	527	1,924,848	3,652
118	Bear Valley	501	1,641,761	3,277
120	Birchwood ABC	331	1,350,118	4,079
125	Bowman	586	2,042,917	3,486
130	Campbell	528	1,781,249	3,374
140	Chester Valley	323	1,194,363	3,698
150	Chinook	528	1,768,732	3,350
160	Chugach	246	972,336	3,953
170	Chugiak	508	1,933,565	3,806
174	College Gate	491	1,870,712	3,810
180	Creekside Park	374	1,360,669	3,638
190	Denali	547	2,132,013	3,898
200	Eagle River	387	1,402,386	3,624
210	Fairview	430	1,830,842	4,258
215	Fire Lake	358	1,347,660	3,764
220	Girdwood	152	763,858	5,025
230	Government Hill	425	1,635,471	3,848
235	Homestead	470	1,632,106	3,473
237	Huffman	486	1,654,458	3,404
240	Inlet View	255	993,567	3,896
242	Kasuun	639	2,032,375	3,181
244	Kennedy	225	1,030,600	4,580
245	Klatt	524	1,927,703	3,679
246	Kincaid	459	1,584,357	3,452
248	Lake Hood	514	1,766,504	3,437
250	Lake Otis	566	2,110,658	3,729
257	Mt. Spurr	287	1,092,764	3,808
260	Mt. View	425	1,765,457	4,154
270	Muldoon	412	1,689,108	4,100
280	North Star	496	1,937,112	3,905
290	Northern Lights ABC	546	1,739,304	3,186
300	Northwood	370	1,348,446	3,644
310	Nunaka Valley	365	1,455,787	3,988
315	Ocean View	399	1,455,408	3,648
320	O'Malley	489	1,641,983	3,358
324	Orion	424	1,752,898	4,134
328	Ptarmigan	379	1,334,995	3,522
330	Rabbit Creek	435	1,489,630	3,424
335	Ravenwood	426	1,476,189	3,465
340	Rogers Park	616	1,982,898	3,219
345	Russian Jack	385	1,579,358	4,102
350	Sand Lake	598	1,914,411	3,201
360	Scenic Park	536	1,742,590	3,251
362	Spring Hill	616	1,939,939	3,149
364	Susitna	617	2,099,056	3,402
365	Taku	430	1,482,349	3,447
370	Tudor	525	1,753,091	3,339
380	Turnagain	389	1,387,219	3,566
384	Tyson, William	353	1,562,209	4,426
386	Ursa Major	208	1,159,040	5,572
388	Ursa Minor	216	958,267	4,436

390	Williwaw	611	2,247,539	3,678
400	Willow Crest	504	1,663,404	3,300
410	Wonder Park	516	1,955,584	3,790
418	Gladys Wood	527	1,768,828	3,356
499	Unallocated *		5,118,848	
		<u>26,907</u>	<u>\$ 102,696,090</u>	<u>\$ 3,817</u>

Org	Charter Schools	Total Enrollment	Revised Budget	Cost Per Student
510	Aquarian **	111	\$ 426,377	\$ 3,841
540	Family	494	2,015,232	4,079
565	SPYDER			
585	Village **	2	81,719	3,891
590	Walden Pond **	153	817,193	5,341
		<u>779</u>	<u>\$ 3,340,521</u>	<u>\$ 4,288</u>

Org	Middle Schools	Total Enrollment	Revised Budget	Cost Per Student
450	Polaris K - 12	475	\$ 1,872,308	\$ 3,942
700	Central Middle School of Science	833	\$ 3,536,298	\$ 4,245
710	Clark Middle School	779	3,463,747	4,446
730	Gruening Middle School	593	2,909,005	4,906
740	Hanshaw Middle School	937	3,982,758	4,251
750	Mears Middle School	1,002	4,207,770	4,199
755	Mirror Lake Middle School	711	3,252,766	4,575
760	Romig Middle School	774	3,461,288	4,472
770	Wendler Middle School	939	3,990,603	4,250
780	Goldenview Middle School	818	3,559,444	4,351
799	Unallocated *		454,635	
		<u>7,861</u>	<u>\$ 34,690,622</u>	<u>\$ 4,413</u>

Org	High Schools/Alternative Schools	Total Enrollment	Revised Budget	Per Student
800	Bartlett High	1,818	7,168,803	3,943
805	King Career Center	475	3,296,361	6,940
810	Chugiak High	1,943	7,282,988	3,748
820	Dimond High	2,017	7,412,176	3,675
830	East High	1,847	7,134,887	3,863
835	S.A.V.E.	229	1,130,308	4,936
840	Service High	2,244	7,859,014	3,502
845	Steller	295	1,130,881	3,833
850	West High	1,490	6,272,706	4,210
875	McLaughlin	167	1,467,136	8,785
880	Benny Benson	200	1,028,971	5,145
881	S.E.A.R.C.H.	105	421,319	4,013
885	A.V.A.I.L.	64	241,887	3,779
899	Unallocated *		4,628,844	
		<u>12,894</u>	<u>\$ 56,476,281</u>	<u>\$ 4,380</u>

Notes: * These funds are distributed to the schools throughout the year. For example, distribution is based on enrollment for additional staffing allocation for large class sizes, textbook adoptions, and emergency supplies and equipment.

** Aquarian, Village, and Walden Pond Charter Schools have chosen to include special needs funding in their school budgets. Walden Pond and Village have been provided funding based on the old formula which provided a higher amount of funding for FY 1998-99.

A variety of schools have grade levels that cover more than one level - elementary, middle and high school level. Each school is shown only one time regardless of school grade level configuration.

Sec. 14.03.250. Establishment of charter schools.

- (a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education of an application for a charter school. The state Board of Education may not approve more than 30 charter schools to operate in the state at any one time and shall approve charter schools in a geographically balanced manner as follows: not more than 10 schools in Anchorage; not more than five schools in Fairbanks; not more than three schools in the Matanuska-Susitna Borough; not more than three schools in the Kenai Peninsula Borough; not more than two schools in the City and Borough of Juneau; not more than seven schools located in other areas of the state, and these seven schools shall be allocated as nearly as possible in a geographically balanced manner throughout the rest of the state.
- (b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255 (c).
- (c) A local school board shall forward to the state Board of Education applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

- (a) A charter school operates as a school in the local school district except that the charter school
 - (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements;
 - (2) is exempt from AS 14.14.130 (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and
 - (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract.
- (b) A charter school shall
 - (1) keep financial records of the charter school;
 - (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
 - (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
 - (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(b) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

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

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to other public schools in the district.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910 .

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.075. Secondary pupil competency testing. [Effective January 1, 2002]..

- (a) A pupil may not be issued a secondary school diploma unless the pupil passes a competency examination in the areas of reading, English, and mathematics. The department shall determine the form and contents of the examination and shall score completed examinations. A pupil who fails to pass the examination required under this subsection and who is no longer in attendance shall receive a certificate of attendance from the school district indicating the years of attendance and that the pupil has not passed a competency examination or received a diploma.
- (b) A pupil who fails the examination required under this section may be reexamined. A reexamination may not be offered more often than once every three months and must occur within three years after the date the pupil is no longer in attendance. A pupil who passes the reexamination and who meets any other graduation requirements shall receive a diploma from the school district.

Sec. 14.17.905. Facilities constituting a school.

For purposes of this chapter, the determination of the number of schools in a district is subject to the following:

(1) a community with an ADM of at least 10, but not more than 100, shall be counted as one school;

(2) a community with an ADM of at least 101, but not more than 750, shall be counted as

(A) one elementary school, which includes those students in grades kindergarten through 6; and

(B) one secondary school, which includes students in grades 7 through 12;

(3) in a community with an ADM of greater than 750, each facility that is administered as a separate school shall be counted as one school, except that each alternative school with an ADM of less than 200 shall be counted as a part of the school in the district with the highest ADM.

4 AAC 09 is amended by adding a new section to read:

4 AAC 09.019. PUBLIC SCHOOL FUNDING CALCULATIONS. All school funding calculations based on ADM will be carried to the second decimal place. All rounding shall be done so that in the third decimal place the digit 5 or above rounds upwards and the digit 4 and below rounds downward. Total adjusted ADM for the district shall be rounded to two decimals.

Authority AS 14.17.920 AS 14.17.910 AS 14.17.500

4 AAC 09.020 is repealed:

4 AAC 09.020 TEACHERS ENTITLED TO PAY. Repealed.

4 AAC 09 is amended by adding a new section to read:

4 AAC 09.021. ELIGIBLE IMPACT AID. For the purpose of determining the date that Impact Aid funds are received by a school district, the department will use the date printed on the Federal Impact Aid payment voucher.

Authority: AS 14.17.920

4 AAC 09.105 is repealed and readopted to read:

4 AAC 09.105. DEFINITIONS. As used in this chapter, and in AS 14.17.905, unless the context requires otherwise

(1) "alternative school" means an educational program, that is not a correspondence study program, which;

(A) is designed to target a specific student population to receive a specialized instructional program or curriculum; or

(B) is a charter school.

(2) "community" means

(A) an incorporated city;

Alaska
Public Charter Schools
Directory
June 1998

Alaska Department of Education
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Academy Charter School

Students Enrolled: 84 (K-3)

Grade Levels: K-3 (phasing in K-5 over a four year period)

Mission: Our mission is to create a learning system that encourages and develops students' inherent abilities to be competent, confident, productive and responsible young adults. We will strive to produce a generation of young people who possess the habits, skills and attitudes necessary to empower them to succeed as life long learners and outstanding citizens.

Purpose: The primary focus of the Academy Charter is on the well being of the children of our community. It is the goal of the approximately 10 currently active member (project designers) to create a purposeful, living laboratory, which will operate in a caring, supportive and closely monitored environment. As an integral part of the Matanuska-Susitna School District, the Charter's successful innovations will be transferable to other schools in the District and to the larger world community, thus benefiting all of our children. Charter Community members seek to make education a community passion.

State Board of Education Approval: April 28, 1997

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Aquarian Charter School

Students Enrolled: 120 (est.)

Grade Level: 3-6

Mission: This proposed Charter School has a program philosophy designed for bright, high achieving children from families with working parents. In addition, the children [will] have a stress-free environment, filled with joy, drama, music, art, and intended to enhance the educational program and boost achievement

Purpose: The Aquarian Charter School is designed for bright, high achieving children from families with working parents.

State Board of Education Approval: April 28, 1997

School District

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Anvil City Science Academy

Students Enrolled: 20

Grade Level: 5-8

Mission: Our mission is to enable children, parents, teachers and community to achieve academic excellence through an opportunity for partnership in commitment and involvement in a public school setting that takes advantage of the natural inquisitiveness and explorative nature of children. Through the establishment of a setting of thematic learning, outward bound exploration and science based curriculum, the student will develop critical thinking, creative thinking, logical organization, respectful cooperativeness and leadership skills that will enable him/her to compete at a high level in academic and vocational settings as well as become a contributing and constructive community member.

Purpose: Anvil City Science Academy was created and shaped by a small nucleus of like-minded parents, teachers, and community members interested in a family oriented, character developing, highly rigorous academic education as well as concern for the future of their own and community children. It is an expectation that all students will have a high achievement, for each has great potential. Technology and scientific research methods are an integral part of the curriculum, as it will be an integral part of every child's future.

State Board of Education Conditional Approval: June 9, 1998

School District

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Aurora Borealis Charter School

Students Enrolled: 75 (est.)

Grade Levels: K-8

Mission: To provide teachers and parents with the opportunity, responsibility, and accountability for the management and control of the total school curriculum and environment; to produce a flexible set of learning outcomes measured with different and authentic forms of assessment; to provide students with an educational opportunity of the highest quality; and to foster student, parent, and community involvement through the use of community resources and partnerships.

Purpose: The purpose of Aurora Borealis School is to offer the finest academic program possible that will provide for increased learning opportunities for all students in an environment designed to meet the unique needs of each student by providing opportunities consistent with their learning styles [and] to improve pupil learning by creating a school with high and rigorous standards for pupil performance.

State Board of Education Approval: April 28, 1997

School District

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attention Ed, (Mr. Oberts work Fax:no.)

Bay View Charter School

Students Enrolled: 26

Grade Levels: K-7

Mission: Bay View School Community is committed to providing a public school option where all members, students, staff, and parents, function democratically. Students are valued as unique individuals who are encouraged to learn both independently and collaboratively. A hands-on approach is emphasized integrating the arts and the appreciation of the natural world. The School Community embraces diversity, creating small, mixed-aged, and family-oriented environments which exhibit mutual respect and caring.

Purpose: Bay View Charter School is a public school operating under the auspices of the Kenai Peninsula Borough School District Board of Education. Bay View offers a choice for students who might benefit from an integrated, thematic approach to education using the arts, the environment, and culture in a small, intimate learning community.

State Board of Education Approval: April 28, 1997

School District

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Chinook Charter School

Students Enrolled: 75

Grade Levels: K-8

Mission: Chinook Charter School, a school of choice, will strive to create a dynamic educational environment, which fosters educational excellence and cultivates personal, intellectual, and emotional growth and responsibility. We will provide this through an alliance formed through a seamless web of educators, parents, businesses and community members.

Purpose: The philosophy of Chinook Charter is grounded in the belief that learning is interwoven with life. The community serves as our campus with Chinook School acting as our headquarters. The school offers a nurturing multi-age environment, which supports a highly rigorous academic program. Integrated teaching encourages students to make connections between ideas and concepts in different content areas. Chinook School values time. The flexibility of time allows for small group seminars, grand conversations and investigations with teachers and students. Chinook is a professional development site which values innovation, teacher research and excellence in teaching.

State Board of Education Approval April 16, 1996 (3)

School District

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Charter School Contacts

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Delta Greely Cyber Charter School

Students Enrolled: 100

Grade Levels: 7-12

Mission: The mission of the Cyber School is to prepare students with the knowledge and technological skills to compete and succeed in the 21st century.

Purpose: The purpose of the Delta Greely Cyber Charter School is to provide a unique method for students, parents, and teachers to transform the way their learning is delivered and applied. The School will foster educational excellence with students, parents, and staff planning and designing the course of study that best meets the needs of each learner using educational technology to gain access to curricular resources.

State Board of Education Approval (with conditions) February 4, 1997

School District

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Delta/Greely School District
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Family Partnership Charter School

Students Enrolled: 60 (est.)

Grade Levels: 7-12

Mission: The charter school is committed to a framework in which mankind's first and most basic school, the home, is supported by the community as a viable education alternative. The charter school is to be a non-sectarian partnership school between students, parents, professional educators and community members where as many families as desire will customize an education for their children. It will utilize a school without walls wherein parents are to bear the primary responsibility for the management of their children's education.

Purpose: We live in an ever-changing world. Every day we discover new opportunities for learning. New tools, technology, methods and ways of thinking demand a more flexible and open model for educational program development. The Family Partnership Charter School will provide a framework for the responsible use of public resources in which students, parents and educators can make the most of these opportunities.

School District

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Homer Charter School

Students Enrolled: 20 (est.)

Grade Levels: 4-6

Mission: To provide a compassionate learning environment that gives students, parents, teachers and community members the power to develop self-reliance, cooperation, intellect, creativity, reasoning ability, and personal growth.

Purpose: The Homer Charter School recognizes many different styles of learning. Many students do well in a traditional classroom, yet some students learn best when they control their learning environment and when lessons are individualized and tied to real-world applications. To accommodate such students, the Homer Charter School will establish a program that implement the following teaching methods: Socratic Practice, Individual Learning Plans, Experiential Learning, Project-based Curricula, [and] Interdisciplinary Education. The establishment of such a school will not only benefit individual students, but eventually will provide all Homer schools with more options for tested activities, methods, and curricula.

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Juneau Community Charter School

Students Enrolled: 40

Grade Levels: K-4

Mission: The Juneau Community Charter School will provide a balanced education using developmentally appropriate techniques which tap into the child's need to explore and create in all fields of learning. Our strong connection with parent and community resources gives students diverse perspectives and unique learning opportunities.

Purpose: In our surveys, parents expressed a belief that optimal learning occurs in an environment where active parental involvement is expected and encouraged and where student-teacher ratios are low. The JCCS proposal integrates this principal; parents will aid teachers within the classroom, on field trips, with facility maintenance, clerical support or with individual projects. Partnerships with local and state museums and other community organizations enhance learning opportunities. In addition, Spanish is taught to all grades.

School District

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Ketchikan Charter School

Students Enrolled: 178

Grade Levels: K-6

Mission: Through the cooperation of parents, teachers, and students, Ketchikan Charter School will create a Learning Environment that fosters growth of Character, High Academic Achievement, and the Love of Learning, resulting in responsible, productive citizens.

Purpose: The Ketchikan Charter School Committee sees a need to offer parents another choice in educating their children in this District. A structured and more challenging curriculum that includes specific and sequential content, skills, and knowledge is wanted and needed. Regular assessment and early remediation must be available. The Charter School Law enables students, parents, teachers and administrators to accept responsibility for the education of children.

School District

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Midnight Sun Family Learning Center

Students Enrolled: 90 (est.)

Grade Levels: K-8

Mission: Through a cooperative network of parents, teachers, and community members, Midnight Sun Family Learning Center will provide a safe, nurturing, family oriented, multi-age learning environment supporting a highly rigorous academic program for higher education preparation with high standards of responsible citizenship. Current technology will be incorporated in all aspects of the students' education. Midnight Sun Family Learning Center will promote academic excellence, character development, and educational enthusiasm resulting in responsible, productive citizens.

Purpose: Midnight Sun Family Learning Center was created and shaped by a small nucleus of like-minded parents, teachers, and community members interested in a family oriented, character developing, highly rigorous academic education as well as concern for the future of their own and community children. It is an expectation that all students will have high achievement, for each have great potential. Technology is an integral part of the curriculum as it will be an integral part of every child's future.

School District

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Charter School Contacts

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New Beginnings Charter School

Students Enrolled: 20 (est.)

Grade Levels: 7-12

Mission: The mission of the New Beginnings Charter School is to provide quality education services exclusively for junior and senior high school students whose emotional, physical, social and intellectual development has been affected by substance abuse in an academic environment where learning opportunities promote healthy life choices, abstinence, a life of recovery and educational success for them to build their futures upon.

Purpose: The purpose of the New Beginnings Charter School is to offer the finest academic program possible that will provide for increased learning opportunities in a safe, supportive, nurturing environment that values the individual student, recognizes diversity of learning styles and teaching methods and encourages innovation in teaching while maintaining high academic standards.

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Project Education Charter School

Students Enrolled: Target 50*

Grade Level: 9-14

(*Pending lease agreement with the Air Force. Anticipated to be in operation in FY 98.)

Mission: Provide a quality education in an environment that encourages innovative modes of teaching and learning in order to empower each individual student to develop academically, socially, and physically as a global citizen of the 21st Century.

Purpose: Project Education Charter School strives to address the critical need among Alaska's rural students for a school which will offer them both a strong academic choice as well as a vocational element that reflects the needs of employment. The focus for the Charter School centers on grades 9-12 with the inclusion of course offerings in grades 13-14 in partnership with the Rural College of University of Alaska, Fairbanks. Technology and the low pupil teacher ratios help to ensure rewarding educational experiences.

State Board of Education Approval April 16, 1996

School District

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S.P.Y.D.E.R. Charter School

Students Enrolled: 180

Grade Levels: 7-12

Mission: To provide a supportive learning environment in which all students may realize their full potential. The Sports Program for Youth Development, Education, and Recreation (S.P.Y.D.E.R.) Charter school recognized the need for Anchorage athletes to have access to an educational environment that promotes the mind, body, and spirit of the student athlete in a way that decreases stress to the student, family, and educational system. S.P.Y.D.E.R. Charter school believes they will provide an educational environment, which is flexible to the demands of seasonal sports training and competition, so that athletes can better attain their educational goals and increase their competitive edge.

Purpose: S.P.Y.D.E.R. Charter school will exist for the purpose of providing a unique educational experience for the competitive athlete.

State Board of Education Approval: February 17, 1998

School District

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Takotna Training Center

Students Enrolled: 40 maximum

Grade Levels: 9-12 + K-12 Correspondence (Home School Program)

Mission: Takotna Training Center, a school of choice, is a dynamic educational environment whose participants are willing to take risks as they foster educational excellence and cultivate personal, intellectual and emotional growth, technological skills, responsibility, and citizenship. The school provides a safe nurturing environment which values the individual, recognizes diversity of learning styles and teaching methods, and encourages innovation in teaching while maintaining high academic standards.

Purpose: Takotna Training Center will target all interested high school students who want to explore an education in an alternative setting. Special attention will be paid to "at-risk" students who are in danger of dropping out of school.

State Board of Education Approval: April 16, 1996

School District

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District Contact

Isabelle Harrington
Phone: 524-3599 ext. 224
Fax: 524-3217

Charter School Contacts

Ted Mitchell, Principal
General Delivery
Mile 412 Iditarod Trail
Takotna, AK 99675
Phone: 298-2115 or 298-2113
Fax: 298-2316
Dick Newton
Takotna Community Assoc.
Takotna, AK 99675
Phone: 298-2211 or 298-2213
Fax: 298-2325

Village Charter School

Students Enrolled: 60

Grade Levels: K-8

Mission: To help students (1) reach their potential, (2) become well-rounded people who exemplify the best values of society, (3) become effective in improving the character and quality of the world around them.

Purpose: The Village Charter School is designed with a strong math/science/reading program, emphasis on musical literacy and instruction in two foreign languages.

State Board of Education Approval: February 17, 1998

School District

Bob Christal, Superintendent
Anchorage Schools
P.O. Box 196614
Anchorage, AK 99519
Phone: 333-9561
Fax: 333-3322

District Contact

Carol Comeau, Asst. Superintendent
Anchorage Schools
P.O. Box 196614
Anchorage, AK 99519

Charter School Contact

Linda Sharp
P.O. Box 190051
Anchorage, AK 99519
Fax: 907-245-5502
Email: linda_sharp@juno.com

Email: likeness_grace@msmail.aks.k12.ak.us

Carrie Merrill
3466 Lake Park Circle
Anchorage, AK 99517
Phone: 907-337-1569 wk
Fax: 907-245-1911
Email: Merrill_Carrie@msmail.asd.k12.ak.us

Walden Pond Charter School

Students Enrolled: 130

Grade Levels: 7-12

Mission: The mission of Walden Pond is to provide a challenging educational program for students in grades 7 through 12, with emphasis upon serving students presently "falling through the cracks," through small class sizes, multi-level instructional units, varied methods of instruction, a well-rounded curriculum, and strong parental involvement.

Purpose: Walden Pond is designed around the goal of reaching students exhibiting signs of frustration as early in their secondary career as possible and challenging them to be successful in a competitive academic program. It builds upon the concept that if all members of the school community (teachers, parents, students) feel a sense of ownership, significance and responsibility, then student learning and confidence will improve.

School District

Bob Christal, Superintendent
Anchorage Schools
P.O. Box 196614
Anchorage, AK 99519
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District Contact

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Charter School Contact

Mary Hunsaker
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Anchorage, AK 99515-0104
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Fax: 522-1184

Email: likeness_grace@msmail.aks.k12.ak.us



Questions and Answers about Charter Schools

A summary:

The Alaska Legislature passed the Charter School Act in 1995. Governor Knowles signed the bill into law. The act is currently in effect.

Since the act passed, many questions have been asked about charter schools. To answer them, the Department of Education developed this information booklet.

The act creates a 10-year pilot project that allows for up to 30 charter schools to operate at any one time. The charter school act expires on July 1, 2005.

Both the local school board and the State Board of Education must approve a charter school application before the school can begin operation. If a local school board denies an application, there is no appeal to a higher authority.

The State Board of Education in December of 1995 adopted a regulation to implement the Charter School Act.

Q: What is a charter school?

A: A charter school, created by the Charter School Act of 1995, is a school that operates under contract to a local school board.

Q: Who oversees a charter school?

A: An academic policy committee, consisting of parents of students attending the school, teachers and school employees, oversees the school according to the terms of the charter school contract. But the local school board that approved the charter school has the ultimate authority, even to terminate the contract.

Q: How is a charter school different than a regular public school?

A: It is important to remember that a charter school is a public school and must be free from sectarian control. Beyond that, a charter school is exempt from a number of rules that regular public schools are required to follow.

Q: What rules are different for a charter schools?

A: Five exemptions and exceptions are spelled out in the Charter School Act. A charter school

- is exempt from the local school district's textbook, program, curriculum and scheduling requirements.
- is exempt from a state law that requires superintendents of schools to "select, appoint, and otherwise control" school district employees that serve under the superintendent.
- is allowed to hire and supervise its principal through the charter school's academic policy committee.
- operates under a charter school budget set out in the charter school contract.
- is allowed any other exemptions from local school district requirements that the local school board and charter school can agree to.

Q: How many charter schools can operate in Alaska?

A: The Legislature allowed for the creation of up to 30 charter schools statewide. Ten of the 30 can be in Anchorage; five in Fairbanks; three in Kenai; three in Mat-Su; and two in Juneau. Seven additional charter schools can be started in the rest of the state and must be distributed, as much as possible, in a geographically equal manner.

Q: How will the geographically equal distribution be achieved?

A: The legislature took care of most of the geographical distribution by allocating up to 23 charter schools in Anchorage, Fairbanks, Kenai, Mat-Su and Kenai. The State Board of Education grouped the remaining 49 school districts into seven geographic regions. To give each geographic region the opportunity to start a charter school, the State Board will not approve more than one charter school in each region until July 1, 1997. After that date, the regions dissolve, and the State Board will use its own discretion in achieving the geographic distribution.

Q: Are charter school personnel subject to the school district's labor agreements?

A: Charter school teachers and other employees are subject to the same collective bargaining agreements of the school district in which the charter school operates. The only exception is when the district and the bargaining unit representing a teacher or other employee agree to an exemption.

Q: What are the possibilities for waivers from state regulations?

A: Regulation 4 AAC 03.091 allows local school boards to seek waivers from certain state regulations. Not allowed are waivers to regulations that are required by a specific state or federal law or a regulation necessary to assure health and safety standards. The request to waive a regulation needs to come from the local school board and be approved by the State Board of Education.

Q: Have schools been able to waive the standardized achievement test requirements?

A: To date, no school district has requested a waiver from this requirement. But since student testing is required by state regulation, not by statute, the testing regulation is eligible for waiver.

Q: Can a charter school require local school districts to charge students and parents for such items as uniforms, lab fees, transportation fees and textbooks?

A: We know of no law prohibiting school districts from setting and collecting these fees. Note, however, that AS 14.03.080, which entitles school age children to a public education without tuition, must be considered.

Q: Can the school district disallow a student, particularly a special education student, from enrolling in a charter school if the school believes the student will not benefit from the educational style or methods used?

A: A charter school may be designed to serve two broad categories of students: (1) students within an age group or grade level, or (2) students who will benefit from a particular teaching method or curriculum. These are very broad criteria that can be further defined in the charter school contract. However, because civil rights laws disfavor discrimination against students with disabilities, caution is advised when disallowing admission.

Q: Can a charter school be a statewide program, such as a correspondence school, or a boarding school specializing in technology, math or science?

A: Yes. Nothing in the Charter School Act prohibits these types of charter schools. However, the local school board that starts a boarding charter school would have to provide funding for the boarding part of the operation as well as the academic program.

Q: Could a year round school-without-walls, community-based education program be a charter school?

A: Yes.

Q: Can a school-within-school program be a charter school?

A: Yes. A charter school can be operated in an existing school district facility or in a facility not

currently being used as a public school. The only stipulation set by the Charter School Act is that the school superintendent must determine that the facility meets standards for health and safety.

Q: Do charter school teachers have to come from a school district's approved hire list?

A: The state does not require school districts to maintain a hire list. For those that do, this is a local decision.

Q: How does a charter school get its funding?

A: Funding for a charter school will be not less than the amount generated by the students enrolled in the charter school. That amount will be determined in the same manner as it would be for a student enrolled in another public school in the same school district.

Q: Can the school district keep any of the funding generated by the charter school to pay for services that the school district's central office provides the charter school?

A: Yes, but only an amount determined by the Department of Education and only for indirect (overhead) costs.

Q: Is the district liable for any accidents that may happen to students or staff in a charter school?

A: Charter schools are public schools. A school district is liable for a charter school to the extent that it is liable for other public schools in its jurisdiction.

Q: Who would have the authority to expel students?

A: Under 4 AAC 06.060, a superintendent or principal may suspend a student from school, but only the local school board may expel a student.

Q: What happens when the district cannot negotiate exceptions to the collective bargaining agreement for charter school teachers? Is there a waiver for that?

A: Teachers in a charter school are subject to the district's negotiated agreement unless the district and the teacher's bargaining unit agree otherwise. The act provides no waiver to this provision.

Q: Who evaluates the charter school teachers? Is it the charter school principal, the central office administrators, or both?

A: Charter school teachers need to be evaluated in an equivalent manner as all other teachers in the district. However, in a charter school that does not employ a principal, the district, in cooperation with the charter school, will designate a school district administrator to conduct the evaluation.

Q: Who hires the charter school principal?

A: The principal is hired by the charter school's academic policy committee. The charter school principal selects, appoints and supervises charter school employees. Remember, the Charter School Act does not require a charter school to have a principal. Other administrative structures are allowed.

Q: Who evaluates the charter school principal?

A: Assuming the charter school hires a principal, the academic policy committee is responsible for conducting the evaluation.

Q: Does the school superintendent have the authority to fire the principal?

A: The Charter School Act gives the authority to hire a principal to the academic policy committee. The authority to hire brings with it the authority to fire.

Q: Can the local school board close the charter school.

A: Yes. The charter school contract must contain a clause that allows the local school board to terminate the contract if the charter school fails to meet its educational or financial goals or for other good cause.

Q: Will the district assume tenure responsibility for the charter school teacher?

A: To the extent required by state law, yes.

Q: Can an existing public school use the Charter School Act to secede from a school district?

A: No. A charter school is a public school and operates under contract to the local school board.

Q: Can a school district with a single site use the Charter School Act to secede from Alaska's education system?

A: No. A single site school district can use the Charter School Act to meet the needs of its students. A contract must be worked out between the school board and the charter school. A community conceivably could support a charter school idea that is a radical departure from what is currently offered in public schools. However, the district still would be responsible for educating students who do not choose to attend the charter school.

Q: How are students selected for charter schools?

A: A charter school can be designated to serve students within a certain age group or grade level and students who will benefit from a particular teaching method or curriculum. The charter school and local school board need to define the age groups or grade levels and who will benefit from the program. All eligible students may apply to the charter school.

Q: What happens if the number of students who apply exceeds the charter school's capacity to serve them?

A: If the number of applications exceeds the charter school's capacity, then the school and local school board need to try to find additional space and teachers to accommodate the students. Failing that, students are selected by random drawing.

Q: Does a charter school discriminate de facto against minority students because access to the school would be impossible for some due to distance and other geographical barriers? Would it have to provide a boarding school?

A: No. Alaska Statute 14.03.080(a) entitles every child of school age to attend a public school within the school district boundaries in which the child is a resident. The State of Alaska does not provide funding to any school district to offer a boarding school, nor is any school district required to offer a boarding option.

Q: Can a local school board require that a charter school principal have a "Type B" Administrative Certificate?

A: The local school board may set a standard requiring such employees to possess a Type B administrator certificate.

Q: What about the timing of charter school approval by a local school board. Will funds be available in mid year, or should the charter school wait until the beginning of the next year to start up?

A: This is a decision that the local school board should make since the school board is responsible for setting the charter school's budget. Each school district can use either a fall or spring counting period to establish enrollment for computing funding from the state. The district can use the enrollment count that is most advantageous.

Q: Can religious schools be charter schools?

A: The Charter School Act requires a charter school to be nonsectarian. This is the same rule that applies to all public schools.

Q: Will the state provide additional funding to a school district that starts a charter school?

A: The Legislature has made no special funding appropriation for charter schools.

Q: Must charter schools maintain the same records for students and staff required of regular public schools?

A: The charter school must keep the records specified in the Charter School Act. If not otherwise required by the state or federal government, other records required of regular schools may be waived

by the local school board. The charter school is subject to the same auditing requirements as regular public schools.

Q: Where can someone interested in starting a charter school get an application?

A: Applications can be obtained from local school district central offices. However, local school boards are not required to have application procedures before June 30, 1996. But a number of school boards are making their application procedures available earlier than that date.

Do you have a comment or a question that was not answered here? Please **[E-mail the Webmaster](#)**



[Return to the Alaska Department of Education home page](#)

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. House Bill 191

Revision Date/Time _____	Dept. Affected <u>Education</u>	_____
Title <u>An Act relating to charter schools;</u>	BRU	<u>K-12 Support</u>
and providing for an effective date _____	Component	<u>Foundation Program</u>
Sponsor <u>Rep. Dyson, Rep. Kohring</u>	_____	
Requester <u>House HESS</u>	Component Serial No.	<u>141</u>

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *
Miscellaneous						
TOTAL OPERATING	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

FUND SOURCE	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
1002 Federal Receipts						
1003 GF Match						
1004 GF	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *	3,535.6 - *

Estimate of any current year (FY99) cost: 0.0

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Attached are spreadsheets that show the estimated increased public school funding costs to implement section 7 of this bill for the charter school that currently exist. Section 7 allows each charter school to receive the school size adjustment. Base on section 1 and section 6 the department has determined there will be additional public school funding cost in the future but is unable to determine that cost at this time.

Prepared by	<u>Eddy Jeans, School Finance Manager</u>	Phone	<u>465-8679</u>
Division	<u>Education Support Services</u>	Date/Time	<u>4/20/99 8:56 AM</u>
Approved by Commissioner:	<u>Richard S. Cross</u>	Date	<u>4/19/99</u>
Agency	<u>Department of Education</u>		

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School District	Impacts of Section 7			
	Change in Floor Funding	Change in Quality Grant	Change in Formula Funding	Section 1 Net Change
Alaska Gateway	-	0	-	-
Aleutian Region	-	0	-	-
Aleutians East	-	0	-	-
Anchorage	-	5,959	1,467,295	1,473,254
Annette Island	-	0	-	-
Bering Strait	-	0	-	-
Bristol Bay	-	0	-	-
Chatham	-	0	-	-
Chugach	-	0	-	-
Copper River	-	0	-	-
Cordova	-	0	-	-
Craig	-	0	-	-
Delta/Greely	-	0	-	-
Denali	-	0	-	-
Dillingham	-	0	-	-
Fairbanks	-	2,080	512,122	514,202
Galena	-	744	183,171	183,915
Haines	-	0	-	-
Hoonah	-	0	-	-
Hydaburg	-	0	-	-
Iditarod	(47,974)	487	71,960	24,474
Juneau	-	0	-	-
Kake	-	0	-	-
Kashunamiut	-	0	-	-
Kenai Peninsula	-	2,224	547,699	549,923
Ketchikan	-	1,496	368,350	369,846
Klawock	-	0	-	-
Kodiak Island	-	0	-	-
Kuspuk	-	0	-	-
Lake & Peninsula	-	0	-	-
Lower Kuskokwim	-	0	-	-
Lower Yukon	-	0	-	-
Mat-Su	-	1,356	333,915	335,271
Nenana	-	0	-	-
Nome	(23,986)	537	108,201	84,751
North Slope	-	0	-	-
Northwest Arctic	-	0	-	-
Pelican	-	0	-	-
Petersburg	-	0	-	-
Pribilof	-	0	-	-
Sitka	-	0	-	-
Skagway	-	0	-	-
Southeast Island	-	0	-	-
Southwest Region	-	0	-	-
St. Mary's	-	0	-	-
Tanana	-	0	-	-
Unalaska	-	0	-	-
Valdez	-	0	-	-
Wrangell	-	0	-	-
Yakutat	-	0	-	-
Yukon Flats	-	0	-	-
Yukon/Koyukuk	-	0	-	-
Yupitit	-	0	-	-
ACS	-	0	-	-
Mt. Edgecumbe	-	0	-	-
Other	-	0	-	-
TOTALS:	(\$71,960)	\$14,882	\$3,592,713	\$3,535,635

School District	Projected FY2000 Total State Aid	Increase due to Section 7	Projected FY2000 Revised State Aid
Alaska Gateway	5,169,037	-	5,169,037
Aleutian Region	1,220,186	-	1,220,186
Aleutians East	3,183,589	-	3,183,589
Anchorage	201,020,436	1,473,254	202,493,689
Annette Island	938,731	-	938,731
Bering Strait	15,356,754	-	15,356,754
Bristol Bay	1,642,166	-	1,642,166
Chatham	2,413,629	-	2,413,629
Chugach	1,792,425	-	1,792,425
Copper River	5,535,996	-	5,535,996
Cordova	2,677,358	-	2,677,358
Craig	2,648,840	-	2,648,840
Delta/Greely	6,869,689	-	6,869,689
Denali	2,890,406	-	2,890,406
Dillingham	3,647,608	-	3,647,608
Fairbanks	68,769,245	514,202	69,282,447
Galena	14,649,743	183,915	14,833,658
Haines	1,782,528	-	1,782,528
Hoonah	1,640,307	-	1,640,307
Hydaburg	1,111,787	-	1,111,787
Iditarod	4,991,780	24,474	5,016,254
Juneau	20,993,473	-	20,993,473
Kake	1,339,700	-	1,339,700
Kashunamiut	2,180,803	-	2,180,803
Kenai Peninsula	43,642,278	549,923	44,192,201
Ketchikan	10,385,665	369,846	10,755,510
Klawock	1,469,181	-	1,469,181
Kodiak Island	13,649,347	-	13,649,347
Kuspuk	4,749,867	-	4,749,867
Lake & Peninsula	7,075,839	-	7,075,839
Lower Kuskokwim	40,089,516	-	40,089,516
Lower Yukon	14,788,676	-	14,788,676
Mat-Su	58,183,947	335,271	58,519,218
Nenana	2,599,816	-	2,599,816
Nome	5,055,749	84,751	5,140,500
North Slope	11,090,185	-	11,090,185
Northwest Arctic	20,264,910	-	20,264,910
Pelican	592,435	-	592,435
Petersburg	3,314,727	-	3,314,727
Pribilof	1,170,502	-	1,170,502
Sitka	6,766,386	-	6,766,386
Skagway	876,645	-	876,645
Southeast Island	3,267,255	-	3,267,255
Southwest Region	6,749,618	-	6,749,618
St. Mary's	2,056,752	-	2,056,752
Tanana	1,357,399	-	1,357,399
Unalaska	2,055,419	-	2,055,419
Valdez	3,738,243	-	3,738,243
Wrangell	2,698,180	-	2,698,180
Yakutat	1,261,702	-	1,261,702
Yukon Flats	5,319,382	-	5,319,382
Yukon/Koyukuk	6,547,993	-	6,547,993
Yupit	4,163,279	-	4,163,279
ACS	8,307,600	-	8,307,600
Mt. Edgecumbe	1,810,543	-	1,810,543
Other	26,096,071	-	26,096,071
TOTALS:	\$695,660,321	\$3,535,635	\$699,195,955

FISCAL NOTE

STATE OF ALASKA
1999 LEGISLATIVE SESSION

BILL NO. House Bill 191

Revision Date/Time (Note if correction)	Dept. Affected	Education
Title	BRU	Teaching and Learning Support
and providing for an effective date	Component	Quality Schools
Sponsor	Rep. Dyson, Rep. Kohring	
Requester	House HESS	Component Serial No. <u>2147</u>

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

OPERATING EXPENDITURES	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005
Personal Services	102.3	105.0	107.0	109.0	111.0	113.0
Travel	5.0	5.0	5.0	5.0	5.0	5.0
Contractual	50.0	50.0	50.0	50.0	50.0	50.0
Supplies	4.0	4.0	4.0	4.0	4.0	4.0
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
TOTAL OPERATING	161.3	164.0	166.0	168.0	170.0	172.0

CAPITAL EXPENDITURES						
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CHANGE IN REVENUES ()						
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FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	161.3	164.0	166.0	168.0	170.0	172.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	161.3	164.0	166.0	168.0	170.0	172.0

Estimate of any current year (FY99) cost: 0.0

POSITIONS

Full-time	1					
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

Please refer to the attached sheet for a detailed description.

Prepared by	<u>Barbara Thompson</u>	Phone	<u>465-8727</u>
Division	<u>Teaching and Learning Support</u>	Date/Time	<u>4/20/99 9:30 AM</u>
Approved by Commissioner:	<u>Richard S. Cross</u>	Date	<u>4/19/99</u>
Agency	<u>Department of Education</u>		

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Fiscal Note Description for House Bill 191
Alaska Department of Education
4/19/99

Section 1 of House Bill 191 removes the former requirements that the State Board of Education may not approve more than 30 charter schools to operate in the state at one time and shall approve charter schools in a geographically balanced manner. The elimination of these requirements will likely result in the creation of many new charter schools across the state. An unlimited number of new charter school applications will be submitted to the Department of Education and the State Board of Education for approval.

House Bill 191 institutionalizes state charter school policy and creates unlimited opportunity for the expansion of charter schools across the state. Implementing this program appropriately will require state funding to ensure positive results for children. To date, the only funding associated with charter schools in Alaska is the result of a three-year federal grant, which is due to expire.

Personal Services - \$102,205

One full-time Education Specialist II, Range 21, is needed to administer the charter schools application process; provide technical assistance to school district and charter school staff who are planning for or initiating a charter school; assure compliance with state charter school statutes and regulations, assure quality programs are developed and supported, develop and maintain a charter schools regulations process; provide technical assistance to school district and charter school staff who are planning for or initiating charter schools; and evaluate the effectiveness of Alaska's charter schools. (\$77,000)

One 15 FTE Grants Administrator II will be needed to address fiscal issues and complete required fiscal documents related to the charter schools grant applications and funding. (\$6,205)

One .50 FTE Administrative Clerk II will be needed to provide clerical support to the Education Specialist II and to the application process. (\$17,000)

Travel - \$5,000

Travel funding will need to be provided for a limited number of technical assistance and/or compliance reviews of charter schools. (\$5,000)

Contractual - \$50,000

Contractual funding will be needed for postage, phone, copier charges, printing of charter schools information, contract for program evaluation, and support for administrative services functions. (\$50,000)

Supplies - \$4,000

Funding will be needed for the purchase of general office supplies and materials for meetings related to charter schools. (\$4,000)

Total Request - \$161,205

Galena City School District
Project Education Charter School

Shirley Johnsrud
Box 359
Galena, AK 99741

Representative Fred Dyson
Hess Committee Member


April 19, 1999

Dear Representative Dyson:

Do Charter Schools make a difference? Let me tell you they do. I am the school counselor for the Project Education Charter School in Galena, Alaska. This is the second year of their existence, and I was so excited about the concept of this Charter School and project based education that I transferred here from the Galena City High School. This school accepted 75 new students in the fall and lost several due to the school's very strong **zero tolerance** policy for use of drugs, alcohol or persistent discipline problems. These students come from different geographic areas of Alaska, each with their own culture and life style and many are shy with very low academic skills.

A remarkable change occurs during the nine months they are here. They now stand tall, project their voices to a community audience and give quarterly power-point presentations of their project research papers. These students carry a full academic load as well as vocational training. They are leaders in computer technology and secure about their successes. This is all because this is a Charter School with low teacher-student ratios providing direction and support on a personal level. Students come here because they are dissatisfied or are unable to adapt to their traditional public schools or their community does not have a high school. To avoid overcrowding the schools in larger districts, the best alternative in my opinion, is the Charter School. There is too much to brag about in this limited letter, but I strongly encourage you to vote positively in favor of the new Charter School legislation in HB 197 and HB 191.

Thank you for your time and interest and for serving our State.

Sincerely,

Shirley Johnsrud
School Counselor



Charter School Highlights and Statistics

There are 35 charter school laws in the United States. Charter schools are up and running in 27 states and the District of Columbia, serving over 300,000 students.

☀ Charter School States That Have Strong to Medium Strength Laws (23):

Arizona (1994), California (1992), Colorado (1993), Connecticut (1996), Delaware (1995), District of Columbia (1996), Florida (1996), Illinois (1996), Louisiana (1995), Massachusetts (1993), Michigan (1993), Minnesota (1991), Missouri (1998), New Hampshire (1995), New Jersey (1996), New York (1998), North Carolina (1996), Ohio (1997), Pennsylvania (1997), South Carolina (1996), Texas (1995), Utah (1998), Wisconsin (1993).

☀ Charter School States That Have Weak Laws (12):

Alaska (1995), Arkansas (1995), Georgia (1993), Hawaii (1994), Idaho (1998), Kansas (1994), Mississippi (1997), Nevada (1997), New Mexico (1993), Rhode Island (1995), Virginia (1998), Wyoming (1995).

For more information, see CER's overview of current [charter school laws](#), including state-by-state [rankings of charter school laws](#) and [32-point legislative profiles](#) of each state's charter provisions.

☀ Charter Schools in Operation or Approved to Open as of April, 1999:

Operating and Approved Charter School Sites

Schools Operating in 28 States, Including DC

35 Laws Total

State & Year Law Passed	Operational Schools by Year Opened							Total Opened	Approved to Open
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99		
Alaska '95					2	12	3	17	
Arkansas '95								0	
Arizona '94			1	55	72	74	56	271	25
California '92	2	29	38	22	21	16	30	158	6
Colorado '93		2	11	11	7	19	10	60	
Connecticut '96						12	4	16	1
Delaware '95					2	1	1	4	5

District of Columbia '96				1	1	18	20	10	
Florida '96				5	26	45	76		
Georgia '93			2	9	9	8	28		
Hawaii '94			1	1			2		
Idaho '98						2	2	5	
Illinois '94				1	6	6	13	4	
Kansas '95					2	13	15		
Louisiana '95				3	3	5	11	2	
Massachusetts '93			14	7	3	10	34	3	
Michigan '93		1	5	33	35	32	32	138	9
Minnesota '91	2	5	5	3	3	8	12	38	4
Mississippi '97							1	1	
Missouri '98							0	1	
Nevada '97							1	1	
New Hampshire '95							0	1	
New Jersey '96						13	18	31	23
New Mexico '93			4		1			5	
New York '98								0	
North Carolina '96						32	24	56	30
Ohio '97							15	15	
Pennsylvania '97						6	25	31	4
Rhode Island '95						1	1	2	
South Carolina '96						3	3	6	4
Texas '95					16	4	108	114	66
Utah '98								0	
Virginia '98								0	
Wisconsin '93		1	2	4	2	9	22	40	
Wyoming '95								0	

Nationwide Totals	4	38	66	145	188	292	475	1205	203
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Updated April, 1999.

This information has been compiled through state departments of education and charter school resource centers. In some instances, however, there may be slight discrepancies.

[CER Home Page](#)  [About Charter Schools](#)  [E-Mail CER](#)  [CER Publications](#)



Alaska State Legislature

Please enter into the record my testimony to the

Hess/Finance

committee name

committee on

HB 199 & 197

dated

4/24/99

I have a child attending the Academy Charter School. I have been active on the Advisory Board for the school and my husband and I have contributed as much time and money as we are able to help make the school a success. The staff and many other parents have done the same.

The dedication and perserverance of the staff of the school has been a truly amazing sight to observe. The most impressive feat (of MANY impressive feats) was the construction of the school facility. Parents and staff worked side-by-side this past fall. In less than 35 days, we turned an empty field and a mish-mash of discarded, dirty portable classrooms (in various states of disrepair) into a thriving K-3 school. We painted newly constructed firewalls (and walkways, and stairs, and railings!) well into the dark of night. ALL the work was done on a volunteer basis by people who truly wanted the school to succeed. The obstacles that were thrown in front of us only caused us to work harder. It's not the prettiest school in the district, but by golly, it's THE BEST!!

Charter schools deserve equity with other schools. The Academy is making remarkable strides with the children. Other educators in other schools in the district have begun following the Academy's lead on many issues. The charter school is cutting-edge education for our precious kids. They are getting results with their methods. They are getting noticed, praised and emulated. It works.

Please help the Academy continue doing the best for our children and our children's children. The tragic events in Denver this past week made it even more evident and imperative that we ALL become more involved and stay involved with our children's lives.

Please support this bill. Thank you.

Signed:

Claire McConnell

Testifier

Academy Charter School and parent

Representing (Optional)

HC5 Box 9932 Palmer AK 99645

Address

907-745-5625

Phone No.



Alaska State Legislature

Please enter into the record my testimony to the HESS
 committee name
 committee on HB 191, dated 4/24/90
 bill/subject

I am one of the founders of Academy Charter School. I currently have a 1st grader in this school. I am currently the Principal of Academy. I have spent the last 3 years totally immersed in the formation & implementation of this school. Our school is extremely successful. Our success has been largely due to the parent dedication & commitment to provide energy, money, time and supplies to make our school viable. Currently our school is receiving \$5800⁰² per student. Next year, our per pupil amount drops \$1000⁰² per student due to the harm of HB 36. We can barely scrape by with this deduction. Our students have not lessened in value from this year to next, but their per pupil amount suggests exactly this! We need to be designated as our own site, our own school! Please support both 191 and 197 and help us, enable us to truly provide choice in education, its quality, its rigor, and content. Charter Schools are true catalysts for school reform! Schools ~~all over~~ all over our District have been positively stimulated by our challenge to ~~stop~~ stop status quo. They are realizing that they, too, can try new innovative education strategies within their own walls! Thank you ~~Representative~~ Representative Dyson for your work on this Bill. Thank you to all of you for hearing the bill in its entirety, Please help us to continue. Please ~~protect~~ protect us. Please support and pass this bill!
 Thank you.

9/86 Legislative Information Office

Barbara Gerard, Academy Charter School, 258 S. Bailey, Palmer, AK. 99645
 907-745-3369 home 907-746-2358 work



Alaska State Legislature

Please enter into the record my testimony to the

HESS

committee name

committee on

HB 191 & 197

dated

4/24/99

I am requesting your assistance and support of HB197 and HB 191. As an active parent of a charter school student I believe this legislation will strengthen the current Charter School Act and will help provide equality for Charter Schools.

Our family has invested almost 100 hours and several hundred dollars to The Academy Charter school. We started last summer working on site to make the portable classrooms accessible by building steps and ramps. Parents worked many hours to make portables in poor condition not only accessible but also safe (meeting building codes) and inviting. We have assisted through the year with maintenance, cleaning, and hands-on help in the classroom. I am presently helping the first grade class make a quiet implementing a variety of math skills through the process.

While my husband and I are not only willing, but committed to continue to provide our time and money to the charter school, we believe that Charter schools deserve equal treatment in public funding. Time and again the district has denied us basics that other schools take for granted. How many other schools have portables added on site that don't meet code or have steps or ramps provided?

In the next two years we will have three children at The Academy Charter school. My husband and I are thrilled with the opportunities and environment they are in. Charter schools are not an adversary to public education - they are making public education the best it can be!

Sincerely,
Mrs. Brenda Turner

Phone No.

Geoffery & Brenda Turner
PO Box 9044
Palmer, AK 99645
(907)743-1042



Alaska State Legislature

Please enter into the record my testimony to the HESS
committee name
committee on HB 191, dated 4/24/99
bill/subject

I'm Janet Whitfield, business owner in the Matanuska-Susitna Valley. I have one child currently enrolled in her 2nd year at the Academy Charter School, (Academy) and another to attend next year.

I urge you to support HB191 as stated:

- Making charter schools their "own" school site
- Extending contracts for Charter Schools to 10 years
- To receive "equitable share of funds"

I search 3 years for the best school/and best educational opportunity for my children. The Academy has exceeded my hopes.

Technology is the Academy's charter. My child "experiences" the subjects through knowledge and passion for the subjects projected by the teachers.

Last year, our science teacher created a glacier in the classroom with heat lamps, fans, glacier silt, and a huge chunk of ice. When we took the children on a Matanuska Glacier field trip, they were so excited to walk on and find items they created in their model.

We lost our science teacher due to funding and politics. In order for charter schools to be strong we need the ability to hire teachers that specialize in our subject areas: To portray their knowledge and passion to our children. Textbooks are a reference for subjects. Experiencing the subject matter brings clarity and excitement!

Parents at the Academy put in numerous hours of their time organizing events, assisting with class lessons, maintaining and assembling our school. We are dedicated to our children, their education and the success of the Academy. Please allow us, and all who are willing to put forth this effort, the opportunity to continue to provide this wonderful education for our children

The Academy has already positively influenced lesson plans in other schools in the Mat-Su District. Some teachers are using our Geography/History labs in their classrooms.

Thank you for your time today.

Signed: Janet M. Whitfield
Testifier
Parents of the Academy Charter School (Mat-Su)
Representing (Optional)
HC01 Box 6214-9 Palmer, AK 99645
Address
1-907-746-1840
Phone No.



Alaska State Legislature

Please enter into the record my testimony to the Hess/Finance
 committee name
 committee on HB 191 & 197, dated 4-24-99
 bill/subject

I am Debbie Rothermel, parent of a student and Advisory Board President, at the Academy Charter School in Palmer. I am requesting your support of HB 191, as written. To suggest that there are many obstacles for those involved in the founding and administration of the Charter School Movement is not a surprise to anyone. With our current track record at The Academy Charter School we are proud to show that we have fulfilled, even surpassed, any expectations with regard to our charter and the performance of our students. As we approach the end of our second year of operation we have proven accountability and commitment to our school district. After our struggles last summer we decided to seek counsel with regard to our contract and how it worked within the parameters of the current charter school law. It was suggested that we had a case for misrepresentation. With such a weak and vague law - it is easy to not only leave these fledgling schools vulnerable, but also their overseeing district. It also seems that everyone's energy would be better spent towards fulfilling their agreements and educating children. Those that are heavily involved with Charter Schools are passionate and totally committed to the success of this movement. We do not perceive this as an "experiment", but as a permanent option meant to enhance the quality of public education. I ask that our state step up and stand behind these dedicated people to the education of our kids by supporting this bill.

Signed: Debbie Rothermel
 Testifier

Representing (Optional)
PO Box 2225 Palmer 99645
 Address
745-5267
 Phone No.

ABC CONSTRUCTION
THE FRIENDLY AND PROFESSIONAL CONTRACTORS

P.O. BOX 2496 ~ PALMER, ALASKA 99645
Phone 907-355-3340 ~ Fax 907-746-5840 ~ Home Phone 907-746-5838 ~ Email
abcco@alaska.net
SPECIALIZING IN FRAMING AND SIDING

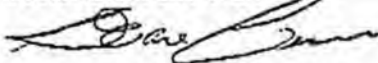
DEAR REPRESENTATIVE,

I AM REQUESTING YOUR ASSISTANCE AND SUPPORT OF HB 197 AND HB 191. I HAVE REVIEWED THESE TWO BILLS AND BELIEVE THIS LEGISLATION WILL HELP TO PROVIDE EQUALITY FOR CHARTER SCHOOLS AND STRENGTHEN THE CURRENT CHARTER SCHOOL ACT OF 1995. AS A PARENT OF A STUDENT ATTENDING A CHARTER SCHOOL, I HAVE SPENT MANY HOURS VOLUNTEERING AT THE SITE, INCLUDING HELPING BUILD AND INSULATE THE CLASSROOMS THAT OUR CHILDREN GO TO SCHOOL IN AND IN THE CLASSROOM FOR PROJECTS, ALSO AS A CHAPERON FOR FIELD TRIPS AND EXTRA CURRICULAR ACTIVITIES. WHILE I AM WILLING TO DONATE MY TIME, MONEY, AND ENERGY TO MY CHILD'S EDUCATION, I BELIEVE THAT CHARTER SCHOOLS DESERVE EQUAL TREATMENT IN PUBLIC FUNDING, SITE AND SERVICE! AFTER ALL, CHARTER SCHOOLS ARE PUBLIC SCHOOLS! YET TIME AND TIME AGAIN WE ARE TREATED AS THE "STEP CHILD" OF THE DISTRICT. THIS LEGISLATION WILL PROVIDE US WITH SOME EQUALITY!

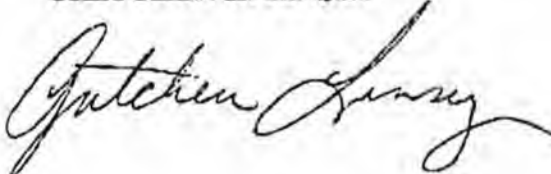
WHAT THIS SCHOOL (ACADEMY CHARTER SCHOOL) HAS DONE FOR MY DAUGHTER IS FANTASTIC. SHE IS SO INTERESTED IN LEARNING NOW THAT SHE HAS BEEN PROVIDED EXCITING CURRICULUM, TEACHERS WHO ENJOY WHERE THEY ARE TEACHING AND THE SYSTEM THEY ARE USING, AND LAST BUT NOT LEAST THESE TEACHERS AND PRINCIPALS KNOW THAT THEY HAVE THE FULL SUPPORT OF ALL THE PARENTS OF THE CHILDREN/STUDENTS THAT ATTEND THERE SCHOOL BECAUSE WE HAVE WITNESSED FIRST HAND THAT OUR CHILDREN ARE THERE NUMBER ONE PRIORITY WHICH IS HOW A SCHOOL SHOULD BE CONDUCTED.

SINCERELY,

SHANE D. LINSEY



GRETCHEN H. LINSEY



4/22/99

ABC CONSTRUCTION
THE FRIENDLY AND PROFESSIONAL CONTRACTORS

P.O. BOX 2496 ~ PALMER, ALASKA 99645
Phone 907-355-3340 ~ Fax 907-746-5840 ~ Home Phone 907-746-5836 ~ Email
abcco@alaska.net
SPECIALIZING IN FRAMING AND SIDING

DEAR REPRESENTATIVE,

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Sincerely,



Re: House Bill 197
Charter School Law

April 18, 1999

To whom it may concern:

As parent's of two children attending Aquarian Charter School in Anchorage, we are very excited to hear that amendments are finally being considered to the current Charter School Law. Our school has survived and is now prospering in our second year of operation against what initially felt like unsurmountable problems.

The proposed amendments are highly needed to strengthen charter schools ability to function and our staying power. The amendments will do much to ensure the ability of charter schools to provide an exceptional education for our children.

We strongly support this bill and request your support and approval as it stands.

Sincerely yours,

Denise and Ken Konrad
5800 West Tree Drive
Anchorage, AK 99516
(907)346-8315

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ORIGINAL
COPIES

Public Opinion Message

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 119 N. Cushman St., Suite 101 • Fairbanks, AK 99701 • Phone: 452-4448 Fax: 456-3348

This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.

From: Please PRINT the information below.

Mr. or Mrs.	Mr. or Mrs.	City	State	Zip
Mrs	JANICE	Newton		
Mailing Address				
M.P.O. 410 Iditarod Tr. General Delivery				
City, State, Zip				
TAKOTNA AK 99675				
Phone Number				
907-298-7212				
Date				
7-16-99				

To: Put a ✓ in the appropriate box(es).

This form must be signed by the sender!

Committees	House members	Senate members
House <input checked="" type="checkbox"/> Community & Regional Affairs (cra) <input checked="" type="checkbox"/> Finance (fin) <input checked="" type="checkbox"/> Health, Ed., & Social Services (hes) <input checked="" type="checkbox"/> Judiciary (jud) <input checked="" type="checkbox"/> Labor & Commerce (l&c) <input checked="" type="checkbox"/> Resources (res) <input checked="" type="checkbox"/> Rules (ris) <input checked="" type="checkbox"/> State Affairs (sta) <input checked="" type="checkbox"/> Transportation (tra) <input type="checkbox"/> Other: <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Aysiamon (aib) <input checked="" type="checkbox"/> Barnes (bar) <input checked="" type="checkbox"/> Berkowitz (ber) <input checked="" type="checkbox"/> Blice (bli) <input checked="" type="checkbox"/> Bunce (bun) <input checked="" type="checkbox"/> Clatsa (cis) <input checked="" type="checkbox"/> Coghlin (cog) <input checked="" type="checkbox"/> Cowdery (cow) <input checked="" type="checkbox"/> Croft (cro) <input checked="" type="checkbox"/> Davies (dav) <input checked="" type="checkbox"/> Davis (dai) <input checked="" type="checkbox"/> Dysan (dya) <input checked="" type="checkbox"/> Foster (fos) <input checked="" type="checkbox"/> Green (grn) <input checked="" type="checkbox"/> Grussendorf (gra) <input checked="" type="checkbox"/> Haino (hai) <input checked="" type="checkbox"/> Harris (har) <input checked="" type="checkbox"/> Hudson (hud) <input checked="" type="checkbox"/> James (jam) <input checked="" type="checkbox"/> Joule (jou)	<input checked="" type="checkbox"/> Kapsler (kap) <input checked="" type="checkbox"/> Kempton (kem) <input checked="" type="checkbox"/> Kergula (ker) <input checked="" type="checkbox"/> Kohring (koh) <input checked="" type="checkbox"/> Kockwah (koc) <input checked="" type="checkbox"/> Kot (kot) <input checked="" type="checkbox"/> Mason (mas) <input checked="" type="checkbox"/> Morgan (mor) <input checked="" type="checkbox"/> Moses (mos) <input checked="" type="checkbox"/> Mulder (mul) <input checked="" type="checkbox"/> Murkowski (mur) <input checked="" type="checkbox"/> Ogden (ogs) <input checked="" type="checkbox"/> Phillips, G. (phg) <input checked="" type="checkbox"/> Porter (por) <input checked="" type="checkbox"/> Rakeberg (rak) <input checked="" type="checkbox"/> Sanders (san) <input checked="" type="checkbox"/> Smalley (smi) <input checked="" type="checkbox"/> Theriault (ther) <input checked="" type="checkbox"/> Whitaker (whi) <input checked="" type="checkbox"/> Williams (wil)
Caucuses <input checked="" type="checkbox"/> Anchorage (aga) <input checked="" type="checkbox"/> Bethel (bet) <input checked="" type="checkbox"/> Fairbanks/Interior (fai) <input checked="" type="checkbox"/> Massena (mas) <input checked="" type="checkbox"/> McHenry (meh) <input checked="" type="checkbox"/> Minnerly (min)		<input checked="" type="checkbox"/> Adams (aer) <input checked="" type="checkbox"/> Denley (den) <input checked="" type="checkbox"/> Ellis (eli) <input checked="" type="checkbox"/> Eton (eti) <input checked="" type="checkbox"/> Green (gre) <input checked="" type="checkbox"/> Halford (haf) <input checked="" type="checkbox"/> Hoffman (hof) <input checked="" type="checkbox"/> Kelly, P. (kel) <input checked="" type="checkbox"/> Kelly, T. (ket) <input checked="" type="checkbox"/> Leman (lem) <input checked="" type="checkbox"/> Lineberger (lin) <input checked="" type="checkbox"/> Mackie (mak) <input checked="" type="checkbox"/> Miller (mil) <input checked="" type="checkbox"/> Pamela (par) <input checked="" type="checkbox"/> Pearce (par) <input checked="" type="checkbox"/> Phillips, R. (phi) <input checked="" type="checkbox"/> Taylor (tay) <input checked="" type="checkbox"/> Torgerson (tor) <input checked="" type="checkbox"/> Ware (war) <input checked="" type="checkbox"/> Wilson (wik)

Subject: Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	<input checked="" type="checkbox"/> Support	OR	enter a general Subject (LIO staff may modify):
HB	197	<input type="checkbox"/> Oppose	<input type="checkbox"/> Amend		Chapter School Funding

Message: Your PRINTED message cannot exceed 50 words or contain any vulgar language!

2	Urge	All	Reps	AND
5	SENATORS	TO	THE	CHARTER
10	SCHOOL	HB'S	AND	197
15	ON	THE	FUNDING	WE
20	THE	FUNDING	AND	CLEAR
25	TO	THE	DISTRICTS	AS
30	HOW	MUCH	\$'S	THEY
35	ALLOWED	TO	TAKE	AWAY
40	OUR	STUDENTS	EDUCATION	FROM
45			THANK	YOU

Public Opinion Message

Fairbanks Legislative Information Office (LIO)

119 N. Cushman St., Suite 101 • Fairbanks, AK 99701 • Phone: 452-4448 Fax: 456-3348

This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.

From: Please PRINT the information below.

NAME	Ms. Delores	ADDRESS	1 R Maille
CITY	GENERAL DELIVERY, TAKOTNA, AK	ZIP	99675
TO	TAKOTNA TRAINING CENTER / HARTER SCHOOL		
DATE	Delores R. Maille 4-16-99		

To: Put a ✓ in the appropriate box(es).

This form must be signed by the sender! ←

Committees	House members	Senate members
<input checked="" type="checkbox"/> HHS	<input checked="" type="checkbox"/> Avstianman (aub)	<input checked="" type="checkbox"/> Adams (aca)
<input checked="" type="checkbox"/> Community & Regional Affairs (cra)	<input checked="" type="checkbox"/> Barnes (bar)	<input checked="" type="checkbox"/> Denley (don)
<input checked="" type="checkbox"/> Finance (fin)	<input checked="" type="checkbox"/> Bernowitz (ber)	<input checked="" type="checkbox"/> Ellis (el)
<input checked="" type="checkbox"/> Health, Ed., & Social Services (hes)	<input checked="" type="checkbox"/> Blice (br)	<input checked="" type="checkbox"/> Eton (sit)
<input checked="" type="checkbox"/> Judiciary (jud)	<input checked="" type="checkbox"/> Bunce (bun)	<input checked="" type="checkbox"/> Green (gro)
<input checked="" type="checkbox"/> Labor & Commerce (l&c)	<input checked="" type="checkbox"/> Cluska (cl)	<input checked="" type="checkbox"/> Haller (har)
<input checked="" type="checkbox"/> Resources (res)	<input checked="" type="checkbox"/> Coghil (co)	<input checked="" type="checkbox"/> Hoffman (hof)
<input checked="" type="checkbox"/> Rules (ru)	<input checked="" type="checkbox"/> Cowdery (coy)	<input checked="" type="checkbox"/> Kelly, P. (ke)
<input checked="" type="checkbox"/> State Affairs (sta)	<input checked="" type="checkbox"/> Croft (cro)	<input checked="" type="checkbox"/> Kelly, T. (ke)
<input checked="" type="checkbox"/> Transportation (tra)	<input checked="" type="checkbox"/> Davids (dav)	<input checked="" type="checkbox"/> Lemay (lam)
<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Davis (dag)	<input checked="" type="checkbox"/> Lincoln (lin)
<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Dysan (dys)	<input checked="" type="checkbox"/> Mackie (mak)
	<input checked="" type="checkbox"/> Foster (fo)	<input checked="" type="checkbox"/> Miller (mil)
	<input checked="" type="checkbox"/> Green (grn)	<input checked="" type="checkbox"/> Pamela (pa)
	<input checked="" type="checkbox"/> Grussendorf (gr)	<input checked="" type="checkbox"/> Pearce (pe)
	<input checked="" type="checkbox"/> Halvo (hac)	<input checked="" type="checkbox"/> Phillips, R. (ph)
	<input checked="" type="checkbox"/> Harris (har)	<input checked="" type="checkbox"/> Taylor (tay)
	<input checked="" type="checkbox"/> Hudson (hud)	<input checked="" type="checkbox"/> Torgerson (ter)
	<input checked="" type="checkbox"/> James (jam)	<input checked="" type="checkbox"/> Ware (war)
	<input checked="" type="checkbox"/> Joule (jou)	<input checked="" type="checkbox"/> Wilken (wik)
		<input checked="" type="checkbox"/> Williams (wil)

Subject: Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	<input checked="" type="checkbox"/> Support	OR	enter a general Subject
HB'S	191		<input type="checkbox"/> Oppose		(LIO staff may modify)
	197		<input type="checkbox"/> Amend		

Charter School Funding

Message: Your PRINTED message cannot exceed 50 words or contain any vulgar language.

I	am	a	student	at
the	Takotna	Charter	School	and
I	am	asking	you	to
support	HB'S	191	and	197
as	this	will	help	my
Education				
			thank	you
			Delores	Maille

Public Opinion Message

Fairbanks Legislative Information Office (LIO)
 119 N. Cushman St., Suite 101 • Fairbanks, AK 99701 • Phone: 452-4448 Fax: 456-1346

This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.

From: Please PRINT the information below.

Mr. or Mrs.	Mr. PHILLIP	Mr. or Mrs.	Mr. E. KIRKMAN
Address	General Delivery, TAKOTNA, AK		99675
City	TAKOTNA TRAINING CTR / HARTER SCHOOL		
Signature	Phil Kirkman		Date 4/16/99

To: Put a ✓ in the appropriate box(es). **This form must be signed by the sender!**

Committees	House members	Senate members	
H of S <input checked="" type="checkbox"/> Community & Regional Affairs (cra) <input checked="" type="checkbox"/> Finance (fin) <input checked="" type="checkbox"/> Health, Ed., & Social Services (hes) <input checked="" type="checkbox"/> Judiciary (jud) <input checked="" type="checkbox"/> Labor & Commerce (l&c) <input checked="" type="checkbox"/> Resources (res) <input checked="" type="checkbox"/> Rules (ru) <input checked="" type="checkbox"/> State Affairs (sta) <input checked="" type="checkbox"/> Transportation (tra) <input type="checkbox"/> Other: <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Ayscman (aia) <input checked="" type="checkbox"/> Baraso (bar) <input checked="" type="checkbox"/> Berkowitz (ber) <input checked="" type="checkbox"/> Bilce (bil) <input checked="" type="checkbox"/> Bunde (bun) <input checked="" type="checkbox"/> Cusack (cus) <input checked="" type="checkbox"/> Cognill (cog) <input checked="" type="checkbox"/> Cowdery (cow) <input checked="" type="checkbox"/> Emill (em) <input checked="" type="checkbox"/> Davies (dav) <input checked="" type="checkbox"/> Davis (davis) <input checked="" type="checkbox"/> Dyson (dys) <input checked="" type="checkbox"/> Foster (fos) <input checked="" type="checkbox"/> Green (grn) <input checked="" type="checkbox"/> Gustendorf (grs) <input checked="" type="checkbox"/> Haiso (hai) <input checked="" type="checkbox"/> Harris (har) <input checked="" type="checkbox"/> Hudson (hud) <input checked="" type="checkbox"/> James (jam) <input checked="" type="checkbox"/> Jauls (jau)	<input checked="" type="checkbox"/> Kapsner (kap) <input checked="" type="checkbox"/> Kampich (kam) <input checked="" type="checkbox"/> Kerzula (ker) <input checked="" type="checkbox"/> Kahring (kah) <input checked="" type="checkbox"/> Kookash (koo) <input checked="" type="checkbox"/> Kee (kee) <input checked="" type="checkbox"/> Mason (mas) <input checked="" type="checkbox"/> Morgan (mor) <input checked="" type="checkbox"/> Moses (mos) <input checked="" type="checkbox"/> Mulder (mul) <input checked="" type="checkbox"/> Murkowski (mur) <input checked="" type="checkbox"/> Ogan (oga) <input checked="" type="checkbox"/> Phillips, G. (phi) <input checked="" type="checkbox"/> Porter (por) <input checked="" type="checkbox"/> Rekeberg (re) <input checked="" type="checkbox"/> Sanders (san) <input checked="" type="checkbox"/> Smalley (smi) <input checked="" type="checkbox"/> Thomaugh (tho) <input checked="" type="checkbox"/> Whitaker (whi) <input checked="" type="checkbox"/> Williams (wil)	<input checked="" type="checkbox"/> Adams (ada) <input checked="" type="checkbox"/> Denney (den) <input checked="" type="checkbox"/> Ellis (eli) <input checked="" type="checkbox"/> Eton (eti) <input checked="" type="checkbox"/> Green (gre) <input checked="" type="checkbox"/> Hafford (haf) <input checked="" type="checkbox"/> Hoffman (hof) <input checked="" type="checkbox"/> Kelly, P. (kel) <input checked="" type="checkbox"/> Kelly, T. (ket) <input checked="" type="checkbox"/> Lemmon (lem) <input checked="" type="checkbox"/> Lincoln (lin) <input checked="" type="checkbox"/> Mackie (mak) <input checked="" type="checkbox"/> Miller (mil) <input checked="" type="checkbox"/> Pamela (pam) <input checked="" type="checkbox"/> Pearce (pear) <input checked="" type="checkbox"/> Phillips, R. (phi) <input checked="" type="checkbox"/> Taylor (tay) <input checked="" type="checkbox"/> Torgerson (tor) <input checked="" type="checkbox"/> Wero (wero) <input checked="" type="checkbox"/> Wikson (wik)
Caucuses <input checked="" type="checkbox"/> Anchorage (aga) <input checked="" type="checkbox"/> Bush (buc) <input checked="" type="checkbox"/> Fairbanks/Interior (fi) <input checked="" type="checkbox"/> Matu (mat) <input checked="" type="checkbox"/> Hagerly (hag) <input checked="" type="checkbox"/> Minkoff (min)			

Subject: Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Amend	OR enter a general Subject (NO staff may modify)
HB'S	1919					

Message: Your PRINTED message cannot exceed 50 words or contain any vulgar language!

IT	IS	ABOUT	TIME	YOU
GAVE	CHARTER	SCHOOL	THE	AMOUNT
OF	MONEY	AND	SUPPORT	WE
NEED	TO	PUT	ON	THE
QUALITY	PROGRAM	THAT	YOUNG	PEOPLE
IN	TAKOTNA	AND	FROM	OTHER
VILLAGES	AND	STATES	AROUND	THE
COUNTRY	DESERVE	THANK	YOU	FOR
KEEPING	THE	SCHOOL	DISTRICTS	OUT
OF	OUR	PROGRAMS	POCKETS	THANKS

AGAIN!

Public Opinion Message

Fairbanks Legislative Information Office (LIO)
 119 N. Cushman St., Suite 101 • Fairbanks, AK 99701 • Phone: 452-4448 Fax: 456-3348

This form MUST be completely filled out. You may phone, fax, or deliver your POM to any LIO.

From: Please PRINT the information below.

Mr. or Ms.	First Name	Last Name	Address
	Tabatha	J. I. Huffman	
Address	General Delivery, TAKOTNA, AK		99675
City/Town/Village	TAKOTNA TRAINING CTR / HARTER SCHOOL		
Phone (Area Code) Number	City	Date	
		4-16-99	

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Subject: Fill out the boxes below OR enter a Subject.

HB or SB	Bill number	and check one:	Support	OR	enter a general Subject
HB'S	197	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose	<input type="checkbox"/> Amend	Charter School Funding

Message: Your PRINTED message cannot exceed 50 words or contain any vulgar language.

I	think	we	need	more
funding	for	new	updated	books
and	mini	courses.	With	more
funding	we	could	afford	more
students	and	that	would	bring
more	money	in	to	the
school	district	as	well.	Thank
you	very	much.	Tabatha	Dear
Huffman				