

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10227 HOUSE HEALTH EDUCATION & SOCIAL SERVICES

Representative Con Bunde
January 22, 2002
Page 4

Section 12. The changes in TRS and PERS for reemployed retired employees to elect to continue to receive retirement benefits while also receiving a salary are repealed July 1, 2005.

Section 13. A temporary law requires the TRS administrator to report on the effects of this Act on the TRS system annually from 2002 to 2006.

Section 14. A temporary law requires new regulations to be adopted by the TRS system and the PERS system to take effect after July 1, 2001.

Section 15. This causes the new sections to be deleted on July 1, 2005.

Section 16. The section regarding new regulations takes place immediately.

Section 17. Otherwise, all other sections take effect on July 1, 2001.

BRC:med
02-037.med

Sponsor Statement for HB 242
TRS & PERS Reemploy & Med Benefit; COLA

Public Workforce Retention Legislation
Public Employees' and Teachers' Retirement Systems

Last Updated: April 18, 2001

Contact: Roger Wortman, Legislative Aide to Representative Pete Kelly, at (907) 465-3777

This bill will make modest improvements to Alaska retirement statutes to assist Alaska's public employers in attracting and retaining qualified workers as workforce shortages become more pronounced. Employers throughout the state are having difficulty filling vacancies. This is occurring at all levels—teaching, professional, technical and clerical. It is clear from demographic trends that the workforce is aging. Attracting qualified employees will become more and more difficult over the next two decades.

This legislation incorporates a three-pronged legislative approach to address employee retention through the retirement systems:

1. Retiree Return Incentives—brings retirees back into the workforce.
2. Improvements to PERS and TRS Tier II and III medical benefits:
 - Add full system paid retiree medical benefits at age 60 and minimum service of 5 years for PERS Tier II, 10 years for PERS Tier III, and 8 years for TRS.
 - Add full system paid medical benefits for Tier II and Tier III members upon reaching 25 years of service for Teachers and Police/Fire members and upon reaching 30 years of service for Others.
3. Change geographic differential language to eliminate confusion and improve recruitment to and retention in high-cost areas of the state.

The retiree return incentive removes a disincentive for retirees to return to full time employment. Currently, a retiree who wishes to return to permanent public employment must forego retirement benefit payments during their period of return. The change we propose would allow the retiree to continue receiving benefit payments after returning to public employment. To keep this cost-neutral, an employee selecting this option would not accrue additional retirement credit during the period of return.

Public employees hired after June 30, 1986 and teachers hired after June 30, 1990 fall into the Tier II retirement plan. Tier II employees are not eligible for system paid medical benefits until age 60, and then the retirement plan only pays one half the premium. The legislation includes medical benefit enhancements to prompt employees to stay in the system an additional 5 or more years to qualify for system paid medical coverage. The fiscal impact associated with this enhancement is a modest 0.17% of payroll each year.

The change in geographic differential will improve recruitment to rural areas of the state for such organizations as the State Troopers, the Department of Fish and Game, and the Department of Health and Social Services. This change carries no actuarial cost to the Public Employees' Retirement System.

I urge your support for this legislation.

Retired Teachers Information

4AAC 12.059. RETIRED TEACHER CERTIFICATE (TYPE R) (a) the department shall issue a retired teacher certificate, valid for the life of the retired teacher, to an applicant who possesses a valid Alaska teaching certificate upon retirement from teaching. A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid Alaska teaching certificate upon retirement.

Application requirements:

- Application form and payment of fee
- Submission of fingerprint cards if the applicant has not previously passed a background check to obtain, reinstate or renew an Alaskan teaching certificate.

Reinstatement: An applicant may reinstate a teacher certificate held at the time of retirement if the following conditions have been met:

- Application within five years of original certificate expiration date, and
- Completion of 6 semester hours, 9 quarter hours of credit within the five year period preceding application for reinstatement, and
- Active employment as a substitute teacher after receiving Retired Teacher Certificate
- Submission of fingerprint cards and background clearance through FBI, DPS

Implications:

- Our database is not set up to categorize the number of teachers in Alaska who entered into teaching prior to the fingerprint requirement.

People who have retired fall into these categories:

- Keep regular certification current and draw retirement
- Get retired certificate and draw retirement
- Let certification lapse and draw retirement

Currently there are 452 people who hold a retired certificate.

- 41 of those holding retired certificates have addresses outside of Alaska

Currently there are 5 people awaiting their retired certificates.

- 1 person has an address outside Alaska

Reinstatement of Regular Certificates

- 13 teachers have reinstated their Regular Certificates.
- 2.9% of the people holding a retired certificate have reinstated or never ceased holding a regular certificate.



Honorable Fred Dyson, Chair
House Health, Education and Social Services Committee
Alaska Capitol Room 104 (MS3100)
Juneau, AK 99801-1182

RE: HB 416 - Support

Dear Representative Dyson,

On behalf of the 112,000 members of AARP in Alaska, we urge you and your colleagues on the House Health, Education and Social Services Committee to support HB 416, authored by the House Education Special Committee.

At this time when we have a variety of shortages among skilled educators, HB 416 will offer flexibility to educational institutions and school districts to re-employ their retirees without causing financial penalties for those retirees. Later life should offer many options. Employment ought to be one of them.

HB 416 is a "win, win, win" bill. Educational entities will have another source of skilled, able, and willing educators to fill vacant positions. Educators who miss working and the classroom will have an opportunity to return to their chosen career. Students who want to learn from experienced, dedicated, lifelong teachers will have that door opened to them. Your colleagues on the House Education Special Committee have a good bill that deserves your support.

AARP recommends an "AYE" vote on HB 416.

Should you have any questions about our position, please feel free to contact Marie Darlin (586-3637), Coordinator of the AARP Capitol City Task Force; Patrick Luby, AARP Legislative Representative (907-762-3314); or me (907-245-5259).

Thank you for your consideration.

Sincerely,

Marguerite Stetson
AARP Alaska Executive Council Member for Advocacy

cc: Vice-Chair Representative Peggy Wilson Education Chair, Representative Con Bunde
Representative John Coghill, Jr. Representative Brian Porter
Representative Vic Kohring Representative Joe Green
Representative Gary Stevens Representative Peggy Wilson
Representative Sharon Cissna Representative Gary Stevens
Representative Reggie Joule Representative Gretchen Guess

Alaska State Office | 3601 "C" Street, Suite 1420 | Anchorage, AK 99503 | Phone: 907-341-2277 | Fax: 907-341-2270 | www.aarp.org

AARP is a nonprofit, nonpartisan membership organization for people 50 and over. We provide information and resources; advocate on legislative, consumer, and legal issues; assist members to serve their communities; and offer a wide range of unique benefits, special products, and services for our members. These benefits include *AARP Webplace* at www.aarp.org, *Modern Maturity* and *My Generation* magazines, and the monthly *AARP Bulletin*. Active in every U.S. state and territory, AARP celebrates the attitude that age isn't just a number -- it's about how you live your life.

H EDU
February 1, 2002

Prepared by
Cynthia Curran

Retired Teachers Information

4AAC 12.059. RETIRED TEACHER CERTIFICATE (TYPE R) (a) the department shall issue a retired teacher certificate, valid for the life of the retired teacher, to an applicant who possesses a valid Alaska teaching certificate upon retirement from teaching. A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid Alaska teaching certificate upon retirement.

Application requirements:

- Application form and payment of fee
- Submission of fingerprint cards if the applicant has not previously passed a background check to obtain, reinstate or renew an Alaskan teaching certificate.

Reinstatement: An applicant may reinstate a teacher certificate held at the time of retirement if the following conditions have been met:

- Application within five years of original certificate expiration date, and
- Completion of 6 semester hours, 9 quarter hours of credit within the five year period preceding application for reinstatement, and
- Active employment as a substitute teacher after receiving Retired Teacher Certificate
- Submission of fingerprint cards and background clearance through FBI, DPS

Implications:

- Our database is not set up to categorize the number of teachers in Alaska who entered into teaching prior to the fingerprint requirement.

People who have retired fall into these categories:

- Keep regular certification current and draw retirement
- Get retired certificate and draw retirement
- Let certification lapse and draw retirement

Currently there are 452 people who hold a retired certificate.

- 41 of those holding retired certificates have addresses outside of Alaska

Currently there are 5 people awaiting their retired certificates.

- 1 person has an address outside Alaska

Reinstatement of Regular Certificates

- 13 teachers have reinstated their Regular Certificates.
- 2.9% of the people holding a retired certificate have reinstated or never ceased holding a regular certificate.

NATURE SAVER™ FAX MEMO 01616		Date	3/13	of pages	1
To	Jason Hooley		From	J. Campbell	
Co./Dept.	1		Co.	EED	
Phone #			Phone #	4587-116	
Fax #	4587		Fax #	file	

Number 1392

REPRESENTATIVE STEVENS expressed his concern that health care is a negotiated issue with union contracts in each district. He also wondered if the state program was a package.

Number 1410

REPRESENTATIVE GREEN noted that he had heard recruitment and retention of teachers was an issue at the interim hearings. Many experienced teachers are retiring after 20 years. He said a couple of retired teachers in his district have been asked to return to teaching. He noted the problem was they would have to pay back the [retirement] package they took before they could return. He wondered if it would be to the state's advantage to rehire retired teachers at the rate of a new teacher's salary. He also wondered if these teachers would be "out-of-phase" with new teaching techniques. He said the Anchorage School District has looked into this, but has taken no action to date.

Number 1508

REPRESENTATIVE WILSON added that she thought it made a difference how teachers retired, whether it was through an early retirement or a normal retirement.

Number 1533

CHAIR BUNDE noted that Beth Nordlund, Special Assistant, EED, had confirmed by a nod that this was indeed true.

Number 1550

BETH NORDLUND, Special Assistant, Office of the Commissioner, Department of Education and Early Development, stated that she thought each package differed.

Number 1560

CHAIR BUNDE suggested the committee talk to the Division of Retirement & Benefits regarding rehiring retired teachers to determine what the fiscal impact would be. He volunteered to research and answer the question of recertification of retired teachers.

Number 1605

REPRESENTATIVE GREEN noted that retired teachers starting over at a new teacher's salary don't cost the state any more. The cost was incurred when the teacher retired, "but that's a done deal," he concluded. Furthermore, it is already known whether the former teacher was a good teacher.

Number 1660

CHAIR BUNDE noted that some teachers need to change professions, but that their success is also based on their supervision and teaching assignments.

Number 1686

REPRESENTATIVE STEVENS noted that he wanted any system to be fair. "People have got to somehow take care of that advantage they got [by] retiring early," he said. He pointed out that other states are benefiting by hiring Alaska's retired teachers. Some of these teachers are wanted back by Alaskan districts, but are unable to return because of the retirement rules.

Number 1720

CHAIR BUNDE requested EED to comment on recertification options at the next committee meeting in two weeks.

Number 1738

REPRESENTATIVE GREEN added that he thought the committee could suggest changes that would circumvent obstacles which prevent modifying the current retirement system.

Number 1761

REPRESENTATIVE WILSON agreed with Representative Guess's idea of the insurance pool. She noted that the Wrangell School District's building and liability insurance increased 130 percent this year alone. She continued, "That makes a huge difference for school districts; that makes the difference between a teacher's pay."

Number 1790

CHAIR BUNDE confirmed that Representative Guess would broaden her insurance inquiry to include other forms of insurance beyond health care.

CHAIR BUNDE stated that he strongly supports local contributions to schools, and that any contribution, regardless of amount, would give ownership [to residents]. He noted Senator Wilken's study which shows a "significant number of communities that could but choose not to" contribute to local schools. He expressed his opinion that the funding floor exists because "some districts could not justify the amount of funding that they previously received," when compared to student enrollment. He stated his preference to put the \$1 million into the Foundation Formula "for the betterment of all of Alaska's students." He noted that he would vote against HB 312.

Number 1407

REPRESENTATIVE PORTER moved to report HB 312 out of committee with individual recommendations and the accompanying fiscal notes.

Number 1405

CHAIR BUNDE objected.

A roll call vote was taken. Representatives Porter, Wilson, Stevens, Joule, and Guess voted to report HB 312 from committee. Representatives Green and Bunde voted against it. Therefore, HB 312 moved from the House Special Committee on Education by a vote of 5-2.

WORK SESSION ON TEACHER SHORTAGE
Rehiring of Retired Teachers

Number 1286

CHAIR BUNDE turned the committee's attention to the subject of teacher recruitment and retention. He began with the matter of rehiring retired teachers, which he had researched. The Division of Retirement & Benefits does not have any actuarial problems with rehiring retired teachers, he reported. Teachers who took early retirement, he said, had to "pay ahead" their retirement; there is no actuarial impact on the retirement system. Some legislation was drafted to address teachers who received a bonus for retiring. The Anchorage School District is giving \$10,000 bonuses as [service recognition] to retiring teachers, and then rehiring them at a beginning teacher's salary; he noted this is a "win-win" situation for teachers and the district.

Number 1184

GUY BELL, Director, Division of Retirement & Benefits, Department of Administration, testified that last year's HB 242 allowed retired teachers to be rehired by districts declaring a shortage. These teachers retain retirement benefits but do not accrue a second retirement benefit. He said that teachers who retired under the Retirement Incentive Program (RIP) are excluded from HB 242. Mr. Bell noted that 21 retired teachers had been rehired under the new law. There were 919 teachers who retired between the years of 1996 and 2000 under the RIP. He noted the division's actuarial firm's position stated that there is no actuarial difference between rehiring RIP retirees and normal retirees. The impact would be cost-neutral to the retirement fund were RIP retirees allowed to be rehired.

Number 1017

CHAIR BUNDE asked if legislation is necessary to repeal the RIP retirees' exclusion from the rehiring eligibility provided in HB 242.

MR. BELL responded that this was correct.

Number 0982

LARRY WIGET, Executive Director, Public Affairs, Anchorage School District, testified in support of expanding the rehiring eligibility to RIP retirees. This would be another tool for the superintendent to use when addressing shortage issues, he noted. The Anchorage School District (ASD) has a service recognition program that offers a \$10,000 bonus to teachers [at the top of the pay scale] who leave the system. He said he anticipates that 40 teachers receiving this bonus may return to teaching in the ASD. He estimated that the ASD has rehired 5 to 7 teachers under the new law.

Number 0893

CHAIR BUNDE questioned whether teachers retiring under the service recognition program would be eligible to receive retirement benefits and be reemployed with minimum impact to salary.

MR. WIGET replied that the salary impact would be significant because teachers are rehired at a beginning teacher's salary.

Mr. Wiget recounted the story of a teacher who had retired under RIP and subsequently wished to return to teaching; this teacher discovered that returning to teaching in Alaska was cost-prohibitive, so he left the state.

Number 0834

REPRESENTATIVE STEVENS pointed out that some teachers took the RIP, left the state, and returned to teaching; this is a loss for Alaska. He asked if a teacher who took the RIP and returned to teaching at a beginning teacher's salary would continue to receive retirement benefits.

Number 0757

MR. WIGET differentiated between the state RIP and the ASD's service recognition program. A teacher in Anchorage's recognition program would continue to receive retirement benefits; RIP teachers are currently unable to be rehired and retain retirement benefits.

Number 0738

REPRESENTATIVE GREEN noted a case in his district where a principal was unable to rehire a special education teacher. He acknowledged the need for change. If a "seasoned" teacher is rehired at \$20,000 less in salary in exchange for a \$10,000 bonus, a "win-win" situation would result, he observed. This would especially provide relief in specialty areas.

Number 0690

MR. WIGET acknowledged that this would provide an extra hiring tool for districts.

REPRESENTATIVE PORTER asked how long ago the 20-year requirement for retirement was [lengthened].

Number 0643

MR. BELL responded that the 20-year retirement is still in place. House Bill 242 changed the number of years required for eligibility in the retiree medical plan; this changed from 20 years to 25. The pension benefit is available after 20 years.

Number 0600

REPRESENTATIVE PORTER queried whether a returning teacher could continue to receive a retirement annuity and the reduced wage.

CHAIR BUNDE confirmed that this was true.

Number 0571

REPRESENTATIVE WILSON asked if the RIP package differed from district to district.

MR. BELL responded that the only difference between districts was whether a determination of savings had been made. If a school district could show savings, it could participate; if a district could not show savings, it was unable to participate in the RIP.

Number 0505

REPRESENTATIVE WILSON inquired what the [range of bonuses] was [between districts].

MR. BELL replied that the Division of Retirement & Benefits did not have those figures because the bonuses were not under the division's control. The division simply calculated benefits based on the bonuses given to teachers.

Number 0450

REPRESENTATIVE STEVENS noted that his recollection was that cash bonuses were not given to teachers; rather, the bonus was used to add to the number of [service] years. For example, a teacher with 17 years of service would have 3 years added to reach the 20 required for retirement benefits, he added.

Number 0380

MR. BELL replied that Representative Stevens was correct, according to the division's perspective; the RIP was administered by the division and did not provide cash bonuses.

Number 0350

MR. WIGET stated that the ASD has been administering its service recognition program, which includes a cash bonus, since 1993. Some teachers in the ASD, he noted, had participated in the state's RIP by paying all the costs themselves.

Number 0301

BRUCE JOHNSON, Director, Quality Schools/Quality Students, Association of Alaska School Boards (AASB), returned to testify on behalf of AASB in support of the rehire of RIP teachers. He agreed that this would be another tool for districts. This is a short-term, stopgap measure; the longer-term issue [of teacher shortage] needs to be addressed, and he noted that AASB would like to "participate in that conversation."

Number 0242

MARK JONES, UniServe Director, NEA-Alaska, testified against the rehiring of RIP teachers on behalf of NEA-Alaska. He indicated that NEA-Alaska considers this to be a "short-term fix for what is really a long-term problem." The impact on the retirement system, he noted, would be that fewer positions would be contributing to the retirement system to stabilize it. He predicted that if this became a widespread practice, it would have a "negative impact on the health of the retirement fund."

Number 0145

CHAIR BUNDE asked committee members to consider sponsoring legislation to repeal the prohibition of districts' rehiring of RIP teachers.

Number 0086

REPRESENTATIVE WILSON asked if teachers returning to work with retirement benefits would affect the morale of other teachers.

CHAIR BUNDE pointed out that no guarantee of rehire exists for retired teachers.

Number 0025

REPRESENTATIVE STEVENS asked Mr. Bell to respond to the concern about the lack of contributions to the retirement fund as a result of filling positions with retired teachers.

TAPE 02-3, SIDE A

Number 0001

MR. BELL noted that the provision allowing for the rehire of retired teachers expires in 2005. This, coupled with a reporting requirement [to the legislature] on the actuarial and

other impacts of HB 242, addresses that concern raised by Representative Stevens.

Number 0071

REPRESENTATIVE GREEN asked Mr. Bell for his opinion of the longevity of teachers who return after retirement. He noted that a 3- to 5-year rehire might get the state through a "critical period" [of teacher shortage]. He also asked whether Mr. Bell would suggest a "sunset provision" in any new legislation addressing this matter.

Number 0185

MR. BELL responded that this is "clearly ... a stopgap measure." He added that a provision in legislation allowing RIP retirees to be included [with HB 242 provisions] would sunset in 2005 and subsequently would be reevaluated by the legislature.

Number 0226

REPRESENTATIVE GREEN asked if the state would incur any liability when rehired teachers were terminated in 2005 as a result of the sunset clause.

MR. BELL answered that teachers rehired under the provisions in HB 242 would not be terminated. The sunset clause applies only to new hires after 2005.

Number 0300

PAULA HARRISON, Director of Human Resources and Labor Relations, Matanuska-Susitna Borough School District ("Mat-Su District"), testified via teleconference in favor of expanding the pool of teachers that districts may rehire. She noted that the Mat-Su District participated in the RIP and that many of the teachers who retired under the RIP still live in the area. She stated her disappointment with NEA-Alaska for not supporting this [potential expansion of provisions in HB 242]. Such an effort would allow for growth in mentoring programs and other areas in which a retired teacher's experience is "invaluable." She stated that this was "not necessarily a Band-Aid approach." Returning teachers could assist new teachers and those who have become teachers through "alternative routes."

Number 0448

JUDY NORTON, Principal, Curriculum Director and Testing Coordinator, Copper River School District, testified via teleconference. She asked why a district would be prohibited from rehiring retired teachers on a contract basis. She noted that hiring retired teachers on contract could serve to fill specific needs in rural districts.

Number 0517

CHAIR BUNDE responded that he didn't believe the committee could answer that question yet. He added that the committee would be unable to address individual districts' [negotiated agreement] issues.

Number 0547

MS. NORTON indicated that the Copper River School District has hired [retired teachers] under short-term contracts. She noted the lack of qualified [teachers] available to rural districts. Hiring these teachers on contract is a cost savings to districts, she added.

Number 0590

CHAIR BUNDE pointed out that the university system hires people back on contract.

Number 0627

REPRESENTATIVE GREEN asked if this proposed legislation would "run afoul" of union [agreements] if districts chose to rehire one teacher but not another.

MR. BELL responded that a teacher terminates employment upon retirement. The rehiring decision would be made by the school district.

Teacher and Principal Mentoring

Number 0679

CHAIR BUNDE announced the next order of business would be Teacher and Principal Mentoring.

REPRESENTATIVE STEVENS reported that the subcommittee on mentoring included Representatives Green, Guess, and himself,

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE STEVENS

TO: CSHB 416(EDU)

- 1 Page 2, lines 17 - 22:
- 2 Delete all material.
- 3
- 4 Renumber the following bill sections accordingly.
- 5
- 6 Page 2, lines 25 - 26:
- 7 Delete "AS 14.25.043(d), added by sec. 3 of this 2002 Act"

A M E N D M E N T

OFFERED IN THE HOUSE

BY REPRESENTATIVE BUNDE

TO: CSHB 416(EDU), Draft Version "F"

1 Page 1, line 2, following "programs":

2 Insert "and to the employment as teachers of members of the public employees'
3 retirement system who participated in a retirement incentive program"

4

5 Page 2, line 17:

6 Delete "a new subsection"

7 Insert "new subsections"

8

9 Page 2, following line 22:

10 Insert a new subsection to read:

11 "(e) A member of the public employees' retirement system who participated in
12 a retirement incentive program under ch. 26, SLA 1986; ch. 89, SLA 1989; ch. 65,
13 SLA 1996; ch. 4, FSSLA 1996; or ch. 92, SLA 1997, who subsequently becomes a
14 qualified teacher, may become an active member under AS 14.25.040 without losing
15 the incentive credit provided under the applicable retirement incentive plan and is not
16 subject to any related reemployment indebtedness."

17

18 Page 2, line 26, following "Act":

19 Insert "AS 14.25.043(e), added by sec. 3 of this 2002 Act"

Comparison:

Average Salary at Retirement vs. Retirement Benefit + Returning Salary Under CSHB 416(edu)

District	Average Salary at 20 Year Retirement #	Average Retirement Benefit (40%) *	Maximum Beginning Salary For Teacher New to District	Retired Teacher's Salary Under CSHB 416 (EDU)
Anchorage	\$62,889.00	Annual: \$25,155.60 Monthly: 2,096.30	BA \$33,914 MA \$38,036 (2002-2003)	BA \$59,072.60 MA \$63,191.60
NW Arctic Borough (Kotzebue)	\$70,931.00	Annual: \$28,372.40 Monthly: 2,364.37	BA \$46,336 MA \$54,555 (2000 - 2001)	BA \$74,708.40 MA \$82,927.40
Juneau	\$64,694.00	Annual: 25,877.60 Monthly: 2,156.47	BA \$37,806 MA \$40,372 (2002-2003)	BA \$63,683.60 MA \$66,249.60
Galena	\$59,701.00	Annual: 23,880.40 Monthly: 1,990.03	BA \$42,972 (\$44, 493) MA \$47,534 (\$49,055) (2001-2002)	BA \$66,852.40 MA \$71,414.40
N. Slope Borough (Barrow)	\$65,543.00	Annual: \$26,217.20 Monthly: \$2,184.77	BA \$52,572 MA \$60,266 (2001-2002)	BA \$78,789.20 MA \$86,483.20
Kenai	\$58,650.00	Annual: \$23,460.00 Monthly: \$1,955.00	BA \$38,908 MA \$41,460 (2001-2002)	BA \$62,368.00 MA \$64,920.00
* Assumes last three salaries were at the highest pay range.				
# Assumes 20 years of service performed within the same school district.				

AMENDMENT

OFFERED IN THE HOUSE
TO: CSHB 416(EDU)

BY REPRESENTATIVE STEVENS

- 1 Page 2, lines 17 - 22:
- 2 Delete all material.
- 3
- 4 Renumber the following bill sections accordingly.
- 5
- 6 Page 2, lines 25 - 26:
- 7 Delete "AS 14.25.043(d), added by sec. 3 of this 2002 Act"

copy all 3

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE BUNDE

TO: CSHB 416(EDU), Draft Version "F"

1 Page 1, line 2, following "programs":

2 Insert "and to the employment as teachers of members of the public employees'
3 retirement system who participated in a retirement incentive program"

4

5 Page 2, line 17:

6 Delete "a new subsection"

7 Insert "new subsections"

8

9 Page 2, following line 22:

10 Insert a new subsection to read:

11 "(e) A member of the public employees' retirement system who participated in
12 a retirement incentive program under ch. 26, SLA 1986; ch. 89, SLA 1989; ch. 65,
13 SLA 1996; ch. 4, FSSLA 1996; or ch. 92, SLA 1997, who subsequently becomes a
14 qualified teacher, may become an active member under AS 14.25.040 without losing
15 the incentive credit provided under the applicable retirement incentive plan and is not
16 subject to any related reemployment indebtedness."

17

18 Page 2, line 26, following "Act":

19 Insert "AS 14.25.043(e), added by sec. 3 of this 2002 Act"

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101


State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 15, 2002

SUBJECT: Reemployment as teachers of retired employees who participated in RIPs (Work Order No. 22-LS1472J)

TO: Representative Fred Dyson, Chair
House Health, Education, and Social Services Committee
Attn: Jason Hooley

FROM: Barbara R. Craver 
Legislative Counsel

Enclosed is a draft committee substitute for the HES committee to HB 416. You had asked that version F be amended by amendments F.2 and F.3. As we discussed these two amendments are not entirely consistent. I have drafted version J as if the original section 3 of version F is deleted (providing that "RIP'ed" teachers will be reemployed at the salary of new teachers) and replaced by the new subsection to AS 14.25.043 which is in regard to PERS members who participated in retirement incentive programs and who become reemployed as teachers under AS 14.25.040.

If I may be of further assistance, please advise.

BRC:med
02-286.med

Enclosure

A M E N D M E N T

OFFERED IN THE HOUSE
TO: CSHB 416(EDU)

BY REPRESENTATIVE STEVENS

- 1 Page 2, lines 17 - 22:
- 2 Delete all material.
- 3
- 4 Renumber the following bill sections accordingly.
- 5
- 6 Page 2, lines 25 - 26:
- 7 Delete "AS 14.25.043(d), added by sec. 3 of this 2002 Act"

copy all 3

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE BUNDE

TO: CSHB 416(EDU), Draft Version "F"

1 Page 1, line 2, following "programs":

2 Insert "and to the employment as teachers of members of the public employees'
3 retirement system who participated in a retirement incentive program"

4

5 Page 2, line 17:

6 Delete "a new subsection"

7 Insert "new subsections"

8

9 Page 2, following line 22:

10 Insert a new subsection to read:

11 "(e) A member of the public employees' retirement system who participated in
12 a retirement incentive program under ch. 26, SLA 1986; ch. 89, SLA 1989; ch. 65,
13 SLA 1996; ch. 4, FSSLA 1996; or ch. 92, SLA 1997, who subsequently becomes a
14 qualified teacher, may become an active member under AS 14.25.040 without losing
15 the incentive credit provided under the applicable retirement incentive plan and is not
16 subject to any related reemployment indebtedness."

17

18 Page 2, line 26, following "Act":

19 Insert "AS 14.25.043(e), added by sec. 3 of this 2002 Act"

HB

451

ALASKA STATE LEGISLATURE

REPRESENTATIVE
JEANNETTE JAMES
PO Box 56622
North Pole, Alaska 99705
(907) 456-1546
FAX (907) 488-4271



While in Juneau
State Capitol
Juneau, Alaska
99801-1182
(907) 465-3743
FAX (907) 465-2381

House of Representatives
House District 34

MEMORANDUM

To: Rep. Fred Dyson, HESS Chair
From: Rep. Jeannette James, Majority Leader
Date: March 4, 2002
Re: Scheduling request for HB 451

Please consider this a formal request for hearing on HB 451 "An Act relating to municipal bond reimbursement for school construction".

I have attached a sponsor statement with a brief sectional analysis for the committee members to review. Please note that I will likely have Mr. Eddy Jeans from the Department of Education and Early Development appear with my staff or I at the committee hearing.

Thank you for your time.

JJ/heh 

ALASKA STATE LEGISLATURE

REPRESENTATIVE
JEANNETTE JAMES
PO Box 56622
North Pole, Alaska 99705
(907) 456-1546
FAX (907) 488-4271



While in Juneau
State Capitol
Juneau, Alaska
99801-1182
(907) 465-3743
FAX (907) 465-2381

House of Representatives
House District 34

SPONSOR STATEMENT

HB 451

“An Act relating to municipal bond reimbursement for school construction; and providing for an effective date.”

HB 451 corrects the disparity in statute between grant proposals and bond reimbursement for school construction. Currently statute requires the presentation of a preventative maintenance plan when reviewing school construction grant proposals, but there is no such requirement for bond reimbursement. HB 451 would correct this disparity to require a preventative maintenance plan in bond reimbursement proposals.

Sec. 1 – Amends AS 14.11.100(a)(8) to appropriately renumber statute sections for the inclusion of the new language.

Sec. 2 – Amends AS 14.11.100(a)(10) to appropriately renumber statute sections for the inclusion of the new language.

Sec. 3 – Amends AS 14.11.100(j) to appropriately renumber statute sections for the inclusion of the new language and includes the substantive language that establishes the requirement for a preventative maintenance plan and defines the constituent components of such a plan.

Sec. 4 – Provides for the effective date under AS 01.10.070(c)

FISCAL NOTE

**STATE OF ALASKA
2002 LEGISLATIVE SESSION**

Fiscal Note Number: _____
 Bill Version: HB 451
 () Publish Date: _____

Revision Date/Time (N/A if correction): _____ Dept. Affected: Education & Early Development
 Title: "An Act relating to municipal bond reimbursement
for school construction and providing for an effective date" BRU: School Debt Reimbursement
 Component: School Debt Reimbursement
 Sponsor: Representative James, Stevens
 Requester: House HES Component Number: 153

Expenditures/Revenues (Thousands of Dollars)

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

OPERATING EXPENDITURES	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
Personal Services						
Travel						
Contractual						
Supplies						
Equipment						
Land & Structures						
Grants & Claims	0.0	0.0	0.0	0.0	0.0	0.0
Miscellaneous						
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0

CAPITAL EXPENDITURES						
-----------------------------	--	--	--	--	--	--

CHANGE IN REVENUES ()						
-------------------------------	--	--	--	--	--	--

FUND SOURCE (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF	0.0	0.0	0.0	0.0	0.0	0.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type)						
TOTAL	0.0	0.0	0.0	0.0	0.0	0.0

Estimate of any current year (FY2002) cost: 0.0

Check this box (X) if funding for this bill is included in the Governor's FY 2003 budget proposal:

POSITIONS

Full-time						
Part-time						
Temporary						

ANALYSIS: (Attach a separate page if necessary)

HB 451 requires school districts to have a preventative maintenance program for districts to be eligible for school debt reimbursement. HB 451 places the same preventative maintenance program requirements on the school debt reimbursement program as is currently required under the school construction and major maintenance grant program.

Prepared by: Eddy Jeans, School Finance Manager Phone 465-8679
 Division: Education & Early Development Date/Time 03/13/02
 Approved by: Ed McLain, Deputy Commissioner Date 3/13/2002
 Agency: Education & Early Development

For distribution information, call the Governor's Legislative Office

HOUSE COMMITTEE REPORT

(7)

Date Referred to Committee: February 19, 2002

FURTHER REFERRALS: Finance

Date of Committee Action: 3.14.02

The HEALTH, EDUCATION AND SOCIAL SERVICES Committee considered:

HB 451

HOUSE BILL NO. 451

MUNICIPAL BOND REIMBURSEMENT

"An Act relating to municipal bond reimbursement for school construction; and providing for an effective date."

Recommends it be replaced with CS () [] Same Title [] New Title
 For Senate Bills with new title: [] Technical Title [] New Title: HCR _____

- [] attach amendments
- [] add new referral to _____ Committee
- [] Letter of Intent _____ Committee

List of Abbrev. for Depts.:
 ADM
 CED
 COR
 CRT
 EED
 DEC
 DFG
 GOV
 HSS
 LAA
 LAW
 LWF
 MVA
 DNR
 DPS
 REV
 DOT
 UA

<u>NEW FISCAL NOTES</u>				
*For Chief Clerk's Office Use Only				
List by Dept(s):	*FN#	Fiscal	Indet.	Zero
EED				✓

<u>PREVIOUS FISCAL NOTES</u>				
List by Dept(s):	FN#	Fiscal	Indet.	Zero

<u>Signing with recommendations</u>	Printed Last Name	DP	DNP	NR	AM
	Cogh. H			✓	
	Koaring	X			
	Wilson	✓			
	Joule			✓	
	STEFFE	X			
Chair:	Dyson	X			
Chair:					

HB

464

(File 1)

ALASKA STATE LEGISLATURE

REPRESENTATIVE
JEANNETTE JAMES
PO Box 56622
North Pole, Alaska 99705
(907) 456-1546
FAX (907) 488-4271



While in Juneau
State Capitol
Juneau, Alaska
99801-1182
(907) 465-3743
FAX (907) 465-2381

Majority Leader
House of Representatives
House District 34

March 4, 2002

To: Representative Fred Dyson,
Chair, House HES Committee

From: Representative Jeannette James

Subject: Request for hearing: HB 464

Please schedule the following bill to be heard in the Health, Education and Social Services Committee your earliest possible convenience:

HB 464, An Act relating to statewide school district
correspondence study programs

A copy of the act and sponsor statement is attached.

Thank you for your attention to this matter.

ALASKA STATE LEGISLATURE

REPRESENTATIVE
JEANNETTE JAMES
PO Box 56622
North Pole, Alaska 99705
(907) 456-1546
FAX (907) 488-4271



While in Juneau
State Capitol
Juneau, Alaska
99801-1182
(907) 465-3743
FAX (907) 465-2381

House of Representatives
House District 34

SPONSOR STATEMENT

HB 464

Contact: Richard F. Schmitz 465-6791

The purpose of HB 464 is to set parameters for the continued successful operation of statewide correspondence study programs, with the goal being to maintain parental freedom, individuality, and innovation.

The strong point of statewide correspondence study programs is in the ability to deliver a superior product at low cost (ie, "faster, better, cheaper") in a manner that participating parents appreciate and support.

Specifically, HB 464:

1. Establishes a 10-year certification period with a requirement for recertification in case a program falls below the state average for students' performance on benchmark exams two years in a row.
2. A second provision permits a program to set its own parameters for monitoring of students by program personnel.
3. A third provision gives the program the authority to approve curriculum materials, according to the requirements of relative state statutes.

Revised: March 5, 2002

IDEA

Galena City School District ~ Interior Distance Education of Alaska

With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),
Wasilla (357-4850), Kenai (260-7555), and Juneau (789-6106)

To read regulations:

Go to the Alaska Department of Education and Early Development website:
<http://www.eed.state.ak.us>. Scroll down to the bottom of the column on the right, then click on the link to "Comment on proposed regulations."

On this page, scroll down and click on the link to "4 AAC 33.420-.490 Statewide Correspondence Programs" to read the regulations. To better understand the proposed regulations, be aware that:

- The sections in all CAPS is text that will be deleted.
- The underlined portions are the added sections.
- There are other new portions to be added as well which are not underlined, but noted in the proposal.

At the bottom of this page is a form to fill in to send your comments on the proposed regulations to the Alaska State Board of Education and Early Development. You must provide your name, e-mail address, phone number, what you are commenting on, and your comments. The deadline for written comment is 4:30 p.m., March 4, 2002. The state School Board Meeting will be held in Juneau on March 26, 27, and 28. Comments sent via this form are printed and put in packets that each State School Board member receives in preparation for the meeting.

To look up existing education laws (AS 14):

<http://touchngo.com/lalcntr/akstats/Statutes/Title14.htm>

To look up existing education regulations (4 AAC):

<http://touchngo.com/lalcntr/akstats/AAC/Title04.htm>

To compare test results by school:

http://www.eed.state.ak.us/DOE_Rolodex/schools/ReportCard/ReportCardSearch.cfm

(Or from DEED main page, scroll half-way down the column on the right to Alaska Report Card to the Public)

To find addresses of legislators, go to the AK Division of Elections website:

<http://www.gov.state.ak.us/ltgov/elections/distcom.htm> and look up your community in the alphabetical list. Click on the number or letter next to the House or Senate member to go to their page and find contact information.

To contact the state school board through means other than using the comment form:

Sheila Box, Executive Secretary to the Board
Department of Education & Early Development
801 West 10th Street
Juneau, AK 99801
Phone: (907) 465-2801, Fax: (907) 465-4156
E-mail: sheila_box@eed.state.ak.us

General outline of proposed regulations:

(p. 1-2) 4 AAC 33.420 Department Approval - We already file an annual application in accordance with the text in all caps, which would be replaced with 4 AAC 33.421.

(p. 2-5) 4 AAC 33.421 - *Statewide Correspondence Study Program Requirements - explained in depth on following pages*

(p. 5-6) 4 AAC 33.430 - Enrollment of Out-of-District Students - This is just an adjustment in how we report our students to the district that they live in. It actually simplifies things, and will not affect the families.

(p. 6-9) 4 AAC 33.432 Enrollment of Special Education Students - This streamlines and clarifies issues to be considered with enrolling Special Education students. This affects very few of our families, poses no problems, and we will not discuss it in this meeting. As a correspondence program, we receive NO special education funding. If you have any questions you can address them privately to Steve Musser or to the Special Ed teachers in Anchorage.

(p. 9-10) 4 AAC 33.440 Reporting Requirements - This is just an adjustment in how we report our students to the DEED. It will not affect families and is not a problem.

(p. 10) 4 AAC 33.450 Failure to Participate in State Mandated Testing - *explained on following pages*

(p. 11) 4 AAC 33.460 Program Review - This is another aspect of reporting data on students to the state that is not of concern.

(p. 11-13) 4 AAC 33.490 Definitions - Definitions of terms used.

IDEA

Galena City School District ~ Interior Distance Education of Alaska

With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),

Wasilla (357-4850), Kenai (260-7555), and Juneau (719-6106)

14 AAC 33.421 (<i>bold & italic</i> shows language being added, normal text shows existing language)	COMMENTS
(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its application will be approved by the department.	We are already required to do this. Other types of schools (including in-district correspondence) don't have to. Why not apply once only and trust us to obey laws and regulations rather than ask us to document each year that we are doing so? Charter schools apply once and then every ten years. Are they trying to punish us or catch us in something? Procedures are already in place to guide a school district in improving areas of weakness. The state school board is concerned about excellence in education. Testing scores show that homeschooling programs are at a par presently with a high percentage of building-based programs.
(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC 04.010 - 4 AAC 04.200	OK - This just means that we have the same goals for our students as other schools.
(c) The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.	The intent of the department is to insure quality of curriculum in the homeschooling programs. Presently, our curricular materials are being reviewed on a regular basis. This requirement is redundant because it already exists in state law, bringing up the question, "Why impose regulations that are already in place?" (AS 14.03.090 = "Partisan, sectarian, or denominational doctrines may not be advocated in a public school during the hours the school is in session. A teacher or school board violating this section may not receive public money.") (AS 14.18.060 = no sex bias)
(d) <i>The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, guardian of the student, or by the student if the curricula teach particular religious beliefs, or a particular religion, as true.</i>	This reflects already existing law in the state [AS 14.03.090 - not purchasing doctrinal material], which applies fairly and evenly to all schools. Why does the DEED feel that they now need to restrict the use of curricular materials purchased privately by the parents? Students already need to reach the standards in order to do well on the state tests; why should the state regulate which materials are used by the families to reach them? Combined with (e) which requires teacher review of work and (g) which requires that a teacher review ALL materials for EACH student, this

	<p>effectively prohibits parents from using privately purchased curricular materials with any religious content to teach their own children in their home. We have evidenced that it is possible for a parent to ask questions on educational content without involving the teacher in any way in the religious aspects of the materials used. The PARENTS should be able to provide instruction to their own children with privately purchased material of their choice without being perceived as crossing the line drawn by AS 14.03.090.</p>
<p>(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs: <i>assessment must include:</i></p> <p><i>(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;</i></p> <p><i>(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;</i></p> <p><i>(3) a transcript that denotes curricula material origin for any course other than a district developed course.</i></p>	<p>Unnecessarily burdensome interpretation of the phrase "assessment plan of the same quality." The assumption that an assessment plan is required is understood and already recognized, to go into this detail assumes that all programs are already at risk.</p> <p>1 - "Monthly review of the student's work" is not defined. Instead of mandating that monitoring of student work be accomplished on a monthly basis, why not specify that the contact teacher and the parent agree in the contract on what materials will be reviewed, thus creating a partnership that affords the families flexibility and responsibility in customizing instruction?</p> <p>2 - The larger argument is that they are trying to institute a requirement that relates to other programs (traditional "correspondence" programs, like ACS). However, this is the first "official" recognition of evaluation by parents. The attainment of standards of educational excellence is indeed a partnership between the student, parent, and contact teacher. This section, although its wording may be offensive, does allow this partnership to grow.</p> <p>3 - Schools presently denote transfer credits on a transcript by a using particular coding, then indicating what institution the course originates from. This is already our standard practice. The use of the term "curricular material" causes confusion. It is possible that even changing the phrase to "course origin" might be a slippery slope, leading to an inability to recognize parent-designed classes.</p>
<p>(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; <i>the program must</i></p> <p><i>(1) have staff inform parents of state testing</i></p>	<p>1 - Who will monitor and enforce this? This only applies to statewide correspondence programs. IDEA is a program of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof.</p>

<p><i>requirements and the consequences of non-compliance under 4 AAC 33.450; and (4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS. (a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.)</i></p> <p><i>(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;</i></p> <p><i>(3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.</i></p>	<p>It is not specified, but normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already part of our enrollment packet. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered."</p> <p>2 - Unnecessary - already law</p> <p>3 - This is saying that the percentage of our students taking the tests must be within 10% of the state average. Does not apply to any other kind of school. Instead: "The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements." If parents refuse to test their kids, we already counsel them to withdraw. The students who are not tested are then not re-enrolled, so why go further to punish the program?</p>
<p><i>(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement</i></p> <p><i>(1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090, and appropriate for the student;</i></p> <p><i>(2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with AS 14.03.090, including a certified teacher review of all curriculum materials for each student.</i></p>	<p>It is assumed that this section refers to the ILP and the need for an agreement between the teacher and the parent on materials used to reach standards. It is already pre-established that materials used in the course of study must be aligned to state standards to produce success on state tests and must comply with AS 14.03.090.</p> <p>1 - Part of this is already in (c). Aligning to state standards means that our certified teachers on staff have compared curricular materials used by families to the state standards to see which they cover and which they do not. It does not mean that the books teach each one. We have been already doing this and will eventually have lists online so that you can look up your texts and see how they compare, making it easy to choose things to supplement in areas (that will be tested) that a particular book might be weak in.</p> <p>2- If you want to use something that we have not aligned, you would have to let us go through books or other materials that you want to use so that we can align them. This requires us to review ALL materials for EACH student. This is asking us to document process when many school districts in</p>

<p><i>(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</i></p> <p><i>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;</i></p> <p><i>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</i></p> <p><i>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</i></p> <p><i>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</i></p> <p><i>(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and</i></p> <p><i>(6) the fund account may not be used either by the district or the parent to supplant district funds or obligations for IEP services.</i></p>	<p>state have yet to align their curriculum to state standards, and is a horribly unfair burden.</p> <p>1 - We have been told that "instructional needs" references all items included in the ILP, but this is not clearly stated. Maybe the phrase should be added to say, "must be for the student's instructional needs, as referenced on the beginning-of-year agreement between the parent and teacher."</p> <p>2 - We presently have a system in place that meets these requirements. The fact that materials purchased with state funding are the property of the program is understood. We have always made it clear that the things we purchase for your family belongs to us. In practice, we ask you to return materials when you are done using them, and upon withdrawal, we specifically ask for non-consumable items, particularly if they are high-dollar or durable items.</p> <p>3 - OK - We do not buy these things. Redundant has already been stated 4 times in 3 pages.</p> <p>4 - OK - Included in new Parent Handbook</p> <p>5 - This is cumbersome and unnecessary if the guidelines are followed. The Order Department monitors this and provides for greater consistency by applying the same standards to all. Any questions on orders or lessons are referred to the contact teacher.</p> <p>6 - OK - Not a problem</p>
--	--

Summary:

- ❖ These apply only to *state-wide* correspondence programs
- ❖ Why were these written? According to DEED, to clarify already-existing regulations. Do you feel that this clarifies or adds burdensome details to both program staff and parents?
- ❖ If we agree that parental involvement in education is a good thing, then shouldn't regulations facilitate that rather than making it more difficult?
- ❖ Legislators have been working for the last several years to put in place statutes to assure that quality education is paramount in the state. The Galena City School District has been following the Quality Schools Initiatives all along. This "clarification" which is actually an increase of regulation, is inappropriately treating us like a school at risk.
- ❖ These regulations would force home schoolers back out of the system, regulating them away from programs like ours.
- ❖ Alaska has the best homeschool laws in the country. If homeschoolers are good enough for these laws (and you are!)...why would those homeschoolers in state-wide correspondence programs be regulated further? Just because we are helping, why would that make you a worse teacher of your kids?

THE
FOLLOWING
DOCUMENT(S)
ARE
POOR
ORIGINAL
COPIES

During Session: January - May
State Capitol, Room 115
Juneau, Alaska 99801
(907) 465-2095
465-3810 fax



During Interim: June - December
16 W. 4th Ave., Suite 320
Anchorage, Alaska 99501
(907) 269-0200
269-0202 fax

Senator Loren Lemman

February 21, 2002

Commissioner Shirley Holloway, PhD
Department of Education and Early Development
801 W 10th St, Ste 200
Juneau, AK 99801-1894

Dear Commissioner Holloway: *Shirley*

I have been contacted by many constituents regarding your proposed regulations for statewide correspondence schools (4 AAC 33.421). I have several concerns that I bring to your attention.

The proposed regulations require correspondence study programs to be approved by the Department of Education and Early Development every year. Charter schools currently apply every 10 years. It is unfair and cumbersome to hold correspondence schools to a different standard.

4 AAC 33.421 (c) states "the program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, [and] are of the same quality as those materials that the district offers in the district's other programs..." Presently, the curricular materials used in correspondence schools are already being reviewed on a regular basis. Not only does it seem as though the regulations are redundant and unnecessary, but needlessly expensive if you intend to approve every book a child uses.

As you know, AS 14.03.090 already prohibits partisan, secular, or denominational doctrines from being advocated in a public school during the hours the school is in session. A teacher or school board violating this statute may not receive public money. 4 AAC 33.421 (d) regulates the use of curricular materials purchased privately by parents. Parents should be able to provide instruction to their own children with privately purchased material of their choice.

We already have various state assessments that test the quality of education that home schooled students receive. Just like students in a "conventional," site-based delivery system, home schooled children are expected to pass the High School Qualifying Exam. As you know and appreciate, parents choose home schooling for a number of reasons. Most of these parents are fully committed to their children's educational success. I do not understand why it is necessary for the State to overregulate the curriculum and delivery for these students and their parents just because they have chosen to get help from a statewide correspondence program.

Sincerely,

Handwritten signature of Loren Lemman in cursive.

Loren Lemman
Senate Majority Leader

March 6, 2002

Re: HB 464

Representatives Jeannette James, and Fred Dyson
State Capitol, Juneau, Alaska

I would like to give you a copy of the attached letter to the Dept. of Education and Early Development regarding their proposed regulations for statewide correspondence programs (4AAC 33.421-450) because I feel there may be some things overlooked that may be addressed by additions in your bill if you were willing to amend, or add something into it.

I did bold, on page 3 of my letter, something that I feel may change state law regarding the freedom of all parents to home school. I feel it may be implementing punitive circumstances for all home school families, whether they are associated to a correspondence program or not (33.450), if they are independently home schooling but opt to not do a benchmark, denying them also any entry into a state funded correspondence program for the current year they apply, and the following year from the first year they attempt to apply, which goes against the wishes of the legislature in the freedom home schooling families currently enjoy.

I would like to hear from you specifically on how we can help further the success of HB 464, and anything you feel we can do to help this bill successfully move towards passage.

Thank you so much for its introduction. I feel it is a very good thing you to have had the insight to have moved forward with this.

Sincerely,



Joan Dangel
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@aci.net

I would appreciate it if Ms. James & Mr. Dyson were allowed to read this personally as it may in some way aid the content of HB464.
Thank you much.
Joan

Commissioner Shirley Holloway
801 West Tenth Street, Suite 200
Juneau, AK 99801-1894

March 4, 2002

Re: 4 AAC 33.421 Statewide Correspondence
Study Program Requirements

Dear Commissioner Holloway,

I am a proactive and involved parent of an autistic child with sensory integration and expressive language disorders home schooling my son successfully, using the CyberLynx program to help with sound educational advice and resources to do so. I am homeschooling my son by myself, without any public district involvement, as was my wish due to their negative input, lack of working with my son, and after 3.5 years with them (2 preschools and 2 kindergartens they had him), reporting to me my son was totally incapable of learning enough to move past a preschool level. After being put on a 'complaint campaign' the public school system usually ensues with children with unusual differences, and being told he could not learn, I had to take my child out because I wanted him to make it to college, and I could see he was capable and felt in my heart he could learn. And, he could. I had asked all contacts with the child to work with him, they would not - and no - IEPs do not cause services to occur, they often exist as a paper tiger to obtain mis-distributed funding only. I went to the public school each day myself to work with my son after the 1.5 years of the kindergarten part they had with him, requesting they work with him, but they would not. I went into a panic state inside, because I felt he needed an education - it was my love to make him a success in this world that caused me to get proactive in his life in this area. And that it is clear to many, many parents in this state, IDEA's provisions are not enforceable when it comes down to all the attorneys and disability law office involvement, as we currently see a number of families going through the same process I did, pulling their autistic children out of the schools in Juneau, just to find their children absolutely 'could' do it, had someone just stopped to sit at the table and work with them personally. As certified as they claim their educators to be - they are mis-certifying children as unable when it is untruthful in many cases right here in Juneau. I have obtained success unimaginable ^{effort to achieving} their involvement.

I am concerned over the proposed regulations regarding correspondence programs due to the high success I have achieved with my son, as the correspondence program stands as it exists now. The proposed regulations immediately sharply appear too broad to know specifically what some of them are actually doing. To be accurately informed, I had requested from the Department (DEED) an accurate, honest, narrative explicitly stating exactly what and how each proposed regulation changed things, and did not receive one.

The regulations appear in many areas to come across as strongly bias to home schooling - when some children are receiving absolutely wonderful strides forward, they would not have otherwise experienced had they left it up to an incapable public system. By being bias to this worthy avenue of home schooling, it is ignorant of an avenue that is the only avenue that will or can work for some children in the world.

I am not a drifter type of home school parent, and most parents home schooling, I have found, are doing so because they want their children's education to be of a higher quality. Where classroom teacher campaigns are geared that the answer is in raising their salary, I disagree sharply. It is that they need to enforce lowering the teacher/student ratio to discontinue ruining it for each generation of children to 16, from the enormous amount of children a district is leaving a teacher alone to educate, as Cheney, Washington recently did with marked success.

Each year, my son is subjected to work much harder than anything ever handed to him in a public system. He does Saxon Phonics, a very difficult reading program and Saxon Mathematics. He was asked to pass an inquiry for level of academic understanding for entry into first grade after I home schooled him in CyberLynx a kindergarten year using Calvert's complete home school curriculum. He passed that home school curriculum, and did it in one school year. Please remember, that although it was his third attempt at kindergarten, it was his 1st year with me, and he passed his requirements in a timely period (one regular school year time), but could not pass two prior kindergartens under the public system's care. He is required to keep up with state standards.

When we began first grade, it was a very, very difficult program (Saxon), but my son will finish his first grade year in April, before the public system is even finished. I don't know if you have ever read the Saxon Phonics manuals, but they are extensive and very, very difficult. Saxon only has phonics programs for K-3. Our advisor was a 5th-grade teacher, she said that some of the Saxon 1st grade program was so difficult it was stuff she was teaching to 5th graders. Set aside the difficulty level that I am not totally in agreement with for such a young

child with sensory processing issues, the program has wonderful structure to it with assessments each week, spelling tests each Friday, so many development worksheets it is up in the hundreds - but they are extremely well-prepared in their presentation. When other parents of autistic children leaving the district ask to see the Saxon things, they are just in awe of what my son can do. His progress and improvements have been significant (especially as he experiences 'actual' and hard-earned successes instead of constant flunking). Side-by-side with a research program (we found through Evening Magazine news show) he is on for a unique nutrient for central nervous system disorders discovered that is coming out of three universities in Canada, my son has come a long way. My son has earned his progress by very, very hard work.

I feel the author of the proposed home school regulations mistakenly feels home schooling is a 'lazy' lifestyle taking funds away from public schools. I am trying to make it clear to you that home schooling is not a lazy home life business. It is something that many parents take extremely serious and work very hard at. I have the education from 9-12. Then, we continue on the day with P.E. classes at the gymnastics program in Juneau, the Racquet Ball Club, or Juneau City Borough. Then, we have private speech and sensory processing therapies to attend. The day is full and there is gas money, food money, class money to worry about - as a single parent it is very difficult and I gave up everything to do this because I wanted him to make it in this world - to make it to college. If I had just given up and left it up to the public system and believed them he was incapable, it would have altered the course his life forever. The sacrifices are difficult and filled with hardships of their own to give up everything to educate a child. I ask that there be more mercy towards those taking responsibility for their children's education due to this, and the fact that we were not asked to help form these regulations so they appear to be a negative encroachment, or a negative, maliciously planned 'surprise' for home school families.

I have specific objections to the following provisions:

33.421(c) Requiring curriculum material to be of the same quality as offered in the public schools programs because there is apparent unforeseen inappropriate limitations this could be covering. For example, physical education services in Alaska are limited due to a majority of it being 'rural.' We take what we can, what comes up. If in some situations there are extreme limitations for art, physical education, music, etc., this could be a venue for forcing families to take what is dictated (like Alyeska), rather than the only variety there is available in small communities. Additionally, this provision does remove flexibility from home schoolers if something very good is found, like we do find wonderful things now. One significant advantage of home schooling is our ability to fit the education to the individual needs of our children. I believe serious parents are better able than the school administrators to make this determination for children. It appears the regulation is written to force home schoolers to use only state sponsored and approved curriculum. This is very objectionable to me.

Under 33.421(a) No instruction using religious; partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true: I have personal concerns for this reason - I used the Calvert full curriculum program for pre-kindergarten and kindergarten for a full year. (Calvert out of Baltimore, Maryland), having NO knowledge at all it had anything to do with religion whatsoever until your agency did an onsite review of CyberLynx and stated they wanted to enforce Calvert's being discontinued. I, as a parent, do not choose to teach with religious curriculum. The Calvert program was so good, a fully transcribed, educational plan - and I never found even one reference in any of its education based parts to religion ever. I did see in an optional paragraph at the beginning of the lessons towards the start where a number of things were listed as possible contemplative discussions for an opening discussion to the school day, such as discuss the purpose of school, a salute to the flag, or even a review of yesterday's work or talk about something important to the child, etc. One of those items listed, and it is only listed at the very beginning of the book, was, if you want, you could say a prayer and they tell you what they do say for a prayer at the actual Calvert Academy. I feel it is a terrible mistaken disservice to the correspondence programs of this state to want to outlaw a course with extremely high educational benefit, for one small reference to a 'religious option', without putting religion itself in its curriculum such as Calvert does not do. Calvert does not put religious content into their program anywhere - and I feel it shows a little too much negative intent to have targeted Calvert like your team did. It is a wonderful, full, curriculum program. It just shocked me to see your agencies willingness to go after anything and everything. That program sends you everything for your \$300.00. It sends the pencils, the paint, the tape and glue, the rulers, the math books, the reading books - anything you could imagine, it sent everything and not even one religious book came in those highly educational natured boxes; not even one. I think the reviewers bias is so significant here - that to throw this curriculum out showed there was something wrong to me. Although we are

not a religion-based home schooling family, I feel 33.421(d) is an attempt to deliberately attempt to remove religious students from the correspondence programs.

33.421(e)(2) grades, or standards met determined and assigned by a certified teacher. After our experience with the public system, all the 'certification' it was claimed to have, this proposed reg can cause some resentment that we are stuck with an unstable, ineffective system, because you have allowed it to police itself by being the only one allowed to assign a grade. I know a certified teacher is not the only one competent for this task. Also, taking away all grading rights of parents makes Alaska one of the strictest in the nation when it was, before this proposed reg, one of the most user friendly for home schooling families in the entire union - and probably was so due to the large size of our state and remote locations of families administrative costs are very high. I feel the correspondence programs should be allowed to set this requirement up or not based on the student's in their districts apparent needs as they come up, such as staying behind for too long. You are in fact creating an added administrative burden for the correspondence school, but not putting a fiscal note with the section - is this to make things harder on the correspondence programs?

33.421(h)(2) material purchased with state funding are property of the program; non consumable material must be returned to the program when the students exit the program for any reason. This provision is ineffective totally. With Saxon Publishing rights alone, they say right in their manual they will not allow you to 'share' their materials - that it is intended for just your family's use. With my child's unique learning style, I also need to keep the manuals, dictionaries, and space and human body encyclopedias at least one year longer as encyclopedias for memory issues. Given to the correspondence program, they will sit useless upon a shelf with rules of law governing its inability to be given to anyone else. Also, our computers are purchased with part of our own money, part is purchased with school money - they are non-consumable. How are you going to account for that in this reg? Also, you are turning parents and the correspondence program into expensive mailing, sorting, inventorying, storage and redistribution agencies. They will have to purchase a warehouse to put all the things - how will we ship desks? Where will we get the money? How will we ship large calendar displays and software, which outdates quickly? The software will sit upon a shelf unusable by anyone else. This takes money from the needs of the children, to make a new and greater financial need you are not providing the money for. This specifically complicates things and seems like someone's over zealous imagination got carried away. A successful program stays that way by keeping it simple for children and families.

33.450 If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test. This seems to punish all home schooling families in the state and once again, the author's sincerity is questioned as it is unclear why it is written so austere towards home schooling families. This appears to be punitive towards families attached to a correspondence program or not. If a family has been home schooling all along, and decides they could benefit from enrolling in a correspondence program, they are turned down the requesting year, and the next year, if in their private home schooling experience they did not do benchmark examinations. Well, our legislatures kindness towards home schooling families did not have this in mind, that they be punished in any way for exercising this right. This seems to violate existing state laws and should be stricken from the proposed regs. It does not provide for alternate testing dates whatsoever and seems to punish 'children' for nothing, for absolutely nothing. I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. Alternate testing dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.

My son is 8 years old and has progressed remarkably. My motivations for home schooling are so that my child will get an education as to where in the public system he was not getting an education at all. I plan to continue home schooling as long as I can and the Alaska Correspondence Program has provided an excellent forum for educating a child the district said 'could not be.' These changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes seem to meet some education administrator's ideas of what meets his or her needs, but do little or nothing to help children and parents - none of these provisions should be adopted without a full, open, accessible, fair process. They go far beyond what is required by law.

Sincerely,



Cc: Rep.'s Jeannette James & Fred Dyson

Joan Dangel 790-7265 Box 34711; Juneau, AK 99803-4711 starttraveler@gcl.net

GALENA CITY SCHOOL DISTRICT

Office of the Superintendent - P.O. Box 299 - Galena, AK 99741
Phone 907-656-1883 - Fax 907-656-1368

February 22, 2002

Dear Representative James:

The Galena City School District is supportive of HB 464, which clarifies that statewide school district correspondence study programs or state supported home schooling programs are simply another "flavor" of public school in Alaska, on par with other public school options, and encourages regulation that treats them as such.

Sec. 1 reduces the now-yearly application to one required every ten years, similar to charter schools. The yearly application has been a drain on the time and resources of our I.D.E.A. (Interior Distance Education of Alaska) program. Each year we reply to the same set of questions, which seems redundant and unnecessary for a program that is producing test scores comparable to the state average. This section rightfully allows for requiring more frequent application should the test scores go down. Annual application could and should reasonably be part of the improvement plan required by AS 14.03.123 should a statewide program receive a poor performance designation.

Sec. 2 encourages the individuality of each program and honors the local school board as the authority in determining what level of monitoring best suits each particular enrolled student. This latitude allows each program to set levels of monitoring based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria.

Sec. 3 and 4 both make the point that statewide school district correspondence study programs or state supported home schooling programs are other public school programs and as such should have comparable regulations. We do not desire any special treatment, but we do feel that all public school programs should be treated in a comparable manner.

Thank you for recognizing the possibility of discriminatory treatment which may currently exist, and for sponsoring HB 464. This bill continues the legislative traditions of allowing local school districts latitude in deciding what is best for their individual student body and also assures comparable treatment for all districts.

Respectfully,



Carl Knudsen
Superintendent, Galena City School District

Cc: Shirley Holloway, Commissioner



IDEA

Galena City School District ~ Interior Distance Education of Alaska

With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),
Wasilla (357-4850), Kenai (260-7555), and Juneau (789-6106)

PROPOSED	SUGGESTED
<p>4 AAC 33.420(a) A district that proposes to enroll out-of-district students in a statewide correspondence study program, including a correspondence study program operated by a charter school, must first file an annual application and receive written approval from the department to operate a statewide correspondence study program.</p> <p>(b) The department will approve a district's application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421.</p>	<p>4 AAC 33.420(a) A district that proposes to enroll out-of-district students in a statewide correspondence study program, including a correspondence study program operated by a charter school, must file an initial application and receive written approval from the department to operate a statewide correspondence study program.</p> <p>(b) The department will approve a district's application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421.</p> <p>(c) Once the initial application is approved, the district's program will be reviewed every ten years.</p>
<p>4 AAC 33.421(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its application will be approved by the department.</p>	<p>4 AAC 33.421(a) A statewide correspondence study program offered by a district must meet the requirements of this section before its initial application will be approved by the department.</p>
<p>4 AAC 33.421(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC</p>	<p>4 AAC 33.421(b) The program must conform with statewide goals and performance standards, as set out in 4 AAC</p>

04.010 – 4 AAC 04.200	04.010 – 4 AAC 04.200
<p>4 AAC 33.421(e) The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.</p>	<p>4 AAC 33.421(c) The district school board must establish procedures for the review and selection of all textbooks and instructional materials that are used within the statewide correspondence program to meet the standards. These materials must be of the same quality as those materials that the district offers in the district's other programs, and are in compliance with state law.</p>
<p><i>4 AAC 33.421(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, guardian of the student, or by the student if the curricula teach particular religious beliefs, or a particular religion, as true.</i></p>	<p>Delete this section because this is already covered in law.</p>
<p>4 AAC 33.421(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; <i>assessment must include:</i> <i>(1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the</i></p>	<p>4 AAC 33.421(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; this assessment plan will include: (1) assistance and approval by the districts certified contact teacher in the development of an Individual</p>

<p><i>certified teacher's review;</i> <i>(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;</i> <i>(3) a transcript that denotes curricula material origin for any course other than a district developed course.</i></p>	<p>Learner Plan for each student. (2) monthly contact by the districts certified contact teacher reviewing the parent/ student progress with the Individual Learner Plan. The district certified contact teacher will maintain a record of the contact. (3) the district certified contact teacher will review all grades submitted by the parent for all courses delineated in the student's Individual Learner Plan. (4) the district certified contact teacher will review the required student progress reports submitted by the parent. (5) a transcript that denotes curricula material origin for any course other than a district developed course.</p>
<p>4 AAC 33.421(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; <i>the program must</i> <i>(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and</i> <i>(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer</i></p>	<p>4 AAC 33.421(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 Delete (1) Delete (2)</p>



<p><i>all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;</i></p> <p><i>(3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.</i></p>	<p>Delete (3)</p>
<p>4 AAC 33.421(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; <i>the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement (1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090, and appropriate for the student;</i></p> <p><i>(2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with</i></p>	<p>4 AAC 33.421(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program the district certified contact teacher and the parent, or parents, of each student; the agreement must include the planned course of study and a plan for evaluating student progress, as agreed upon by the parent and the district certified contact teacher.</p>

<p><i>AS 14.03.090, including a certified teacher review of all curriculum materials for each student.</i></p>	
<p><i>4 AAC 33.421(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</i></p> <p><i>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;</i></p> <p><i>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</i></p> <p><i>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</i></p> <p><i>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</i></p> <p><i>(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and</i></p> <p><i>(6) the fund account may not be used</i></p>	<p>4 AAC 33.421(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:</p> <p>(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs; as referenced on the learning plan agreed upon by the parent and the district certified contact teacher.</p> <p>(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;</p> <p>(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;</p> <p>(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;</p> <p>(5) each district must develop a process by which approval for expenditures from the fund account is given</p>

<p><i>either by the district or the parent to supplant district funds or obligations for IEP services.</i></p>	<p>(6) Drop; already law.</p>
<p><i>4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS. (a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.</i></p>	<p>Delete this section or treat correspondence or state supported home school students the same as you do all other public school students attending traditional schools.</p>

February 24, 2002

Comments regarding:
House Bill 464 by Representative James;

Proposed changes to the State Board of Education and Early Development, 4 AAC 33.420-.490
Statewide Correspondence Programs;

Cyberlynx Correspondence School Audit;

Regarding House Bill 464 by Representative James. An Act relating to statewide school district correspondence study programs, and Memorandum Number 2002-17: Notice of proposed changes in the Regulations of the State Board of Education and Early Development to 4 AAC 33.420-490, Statewide Correspondence.

Regarding Sec. 14.07.175(a) (1), We support the approval process of 10 years. This will allow for the establishment of the school programs rather than starting over every year without a stable base and allow the predictability for long term items.

Regarding Sec. 14.07.175(a) (2), We support the school district to establish the monitoring intervals of the students. As they are involved with the students and the program, they can best determine what is needed, not a State Board of Education that is isolated from the students.

Regarding Sec. 14.07.175(a) (3) and (4), We support that the limits on use of teaching materials should not be more stringent than those placed on public schools. To cause correspondence schools and/or home schools to follow more stringent requirements, is to promote an attitude of aggression and discrimination against the correspondence and/or home schools and to favor the public schools.

Regarding Sec. 14.07.175(b), We support this definition as well as including other methods of home schooling that may be available.

With these ideas in mind it should be stated that a correspondence school/home school, should have less stringent and less restrictive regulations than a public school. How they are approved, accepted, and evaluated should be based on the quality of education they produce. Each school should be judged by itself and not as a group. They should be allowed to have the freedom to make their own choices regarding curriculum, monitoring, testing, grading, and use of funding. As correspondence and/or home schools are found in studies to produce a superior education, our opinion is that the State Board of Education should then support these schools above public schools with less stringent standards toward their operation.

Refer to:

Home Schooling: From the Extreme to the Mainstream

Release Date: 9 October 2001 by The Fraser Institute.

Home schooled children are, on average, more academically and socially advanced than public and private school students.

http://www.fraserinstitute.ca/media/media_releases/2001/20011009.html

Regarding the proposed changes to the State Board of Education and Early Development, 4 AAC 33.420-.490 Statewide Correspondence Programs. We oppose these changes because the correspondence schools do not need any special regulations, because they generally provide a better education, more suited to the student. They should be encouraged with fewer regulations. These proposed changes are also in conflict with 4 AAC 04.010 (c) that states in part that

“...The content standards and goals are intentionally broad to allow a school district to tailor its curriculum to the conditions, goals, and expectations of its community. A school district board, working with the public, teachers, and students shall choose and implement effective teaching strategies so that its students will achieve high performance in a subject area...”

To implement these changes would cause this section to be declared null and void. The total of these proposed changes emphasize the adage of “Follow the Money.” They indicate that the main reason for their existence is to keep the money for each student in the public school without regard to the effect on the educational quality. The proposed regulations either do this directly, such as in 4 AAC 33.432, or indirectly by doing whatever possible to eliminate correspondence schools from operating. Also 4 AAC 33.450 puts a burden on the correspondence schools that public schools would never be able to meet and is showing direct antagonism and discrimination against correspondence schools. This shows that these regulations are wrote in disregard to the quality of a students' education, but in an effort to close down correspondence schools even if it harms the education of Alaska students.

Regarding 4 AAC 33.420, Department Approval. To compel correspondence school to apply annually for is just a way for the State Board of Education to cause extra paperwork to be done by the correspondence programs. No state public schools are required to do this. If a public school had to apply every year for operation, it would take a considerable amount of time that could be spent for the educations of students. Also, a long term education plan cannot be set up one year at a time, but should be set up to work best for each individual toward an excellent education. This shows that the proposed regulations were not designed in the interest of the education of Alaska students, but in the interest of shutting down and restricting correspondence schools so that the public schools can then get the state funds. It also shows that the State Board of educations feels that public schools cannot compete with the correspondence schools in educational quality, so they must eliminate the correspondence schools so the poor public school results have nothing to be compared with.

Regarding 4 AAC 33.421, Statewide correspondence Study Program Requirements. These should be either less stringent or the same as public schools and be set up by the local individuals working with the student, as correspondence schools generally produce a better education for the student, because of the flexibility and individuality of each program. Implementing Statewide restrictions on this would harm this flexibility and individuality. The only purpose for this section is to decrease the quality of education of correspondence schools so that the public schools they are compared to do not look so bad. As to the requirement for grading and monitoring by a certified teacher, this should be left up to the correspondence school to determine because as each program is set up for each student individually, it defeats this purpose and advantage and will result in a lower quality of education. Also as every student will be using consumable materials, it should be up to the correspondence school to determine how to judge between consumable materials and items that become school property if purchased from the students account fund. To

take this decision away from the correspondence school is really just a method to cause an additional burden on them that is not placed on the public schools, to try and shut them down.

Regarding 4 AAC 33.430, Enrollment of Out-of-District Schools. This section would give the public school the authority to exclude a parent/student from enrolling in a correspondence school of their choice. This would then cause a significant decrease in the educational opportunities of that student. It would also take away the flexibility and individuality that most correspondence schools have of tailoring the education to the needs of each student individually. The only purpose for this section is to eliminate correspondence schools so that the public schools do not have to compete with them and also have their lower standards of education revealed.

Regarding 4 AAC 33.432, Enrollment of Special Education Students. To give the district of residence the ability to control the students' education regardless of the concern and choice of the parent shows that the regulations are not concerned with the education of the special education student, but that the main concern is that the majority of the funds for that student are to go to the district of residence, regardless of the education outcome. If a parent wants their special education student to receive the individual and flexible attention that a correspondence school can provide, then they should have that choice regardless of the attitude of the district of residence, and all funding for that student should then go to the correspondence school for the purpose of supporting that student. This section really reveals the intent of these proposed regulations, that the purpose is to let the public schools get as much funding as they can without regard to the students educational quality.

Regarding 4 AAC 3.450, Failure to Participate in State Mandated Assessment Test. There should not need to be a special section for this because it should be the same as for all students. To cause special restrictions on correspondence school is an act of discrimination. The only purpose for this is to cause hardship for correspondence school programs and remove students from them to enable public schools to enhance their funding. If a student fails or misses a test in a public school are they then going to be required to attend a correspondence school the next year? Public schools would never be subjected to this because it would hurt their funding and show that they are not able to provide the same level of individual education that correspondence schools can. There can be hundreds of reasons for missing or failing an assessment test. These should be considered individually for the student that is effected. Most of the time a correspondence school can do this more effectively because of the individual attention payed to each student and their individual education program.

Regarding 4 AAC 33.460, Program Review. This section is an effort to increase the paperwork requirements of the correspondence schools. If this is not required of public schools then it should not be required of correspondence schools. To make this a 'by request' basis, would be to open up an avenue for harassment of the correspondence school to further accomplish the effect of closing it down.

These proposals all point to the fact of the department of education wanting to rid the state of correspondence schools in the state of Alaska. They are trying to do this through discrimination, harassment, excess of paperwork, and excessive regulation. This is in complete disregard for the education of the students of Alaska and the superior individualized education that correspondence schools can provide. It should also be considered that the Alaska correspondence schools such as Cyberlynx are being looked at by teachers from other states as having the lead in the future of

education with the individual programs they can set up and the superior education they can provide. These proposals would eliminate these advantages for Alaska students and say that the Alaska board of education would rather have complete control and act as a 'police state' in education, than to provide a quality education to the students of Alaska

Regarding the Department of Educations Audit of Cyberlynx:

The attitude of the auditors of confrontation and disrespect shows that these auditors were not there to conduct their job of reviewing the correspondence school, but to find reasons to eliminate it. By being confrontational and disrespectful they could hope to cause nervousness in the administration and staff, and maybe incite a reaction to use against the school. It also shows that the report of the audit was predetermined, and the only purpose for being there was to look for information to substantiate the predetermined outcome in disregard for any other information. The fact that there were no members of the audit team from a correspondence school is a serious error. This would be considered criminal in a life-safety industry and should be considered for a criminal complaint in this instance. It would be the equivalent of having an auto mechanic making flight inspections on a 747. This should have been noted by the department of education and canceled the results of such an audit. It should also have been noted by the head of the audit team and he should have removed the team from the audit process until this was corrected. This act of defiance to normal standards should declare this audit null and void as well as any subsequent action. Also the fact that the head of the audit team was from a competing school type system is to be considered a conflict of interest that automatically disqualifies him from this position and declares that any further pursuing of this audit and subsequent regulations stemming from it could be considered a criminal and/or civil act that is being pursued by the department of education in disregard to any true issues to achieve there preplanned end of eliminating correspondence schools. The head of the audit team should also have to file a response on why he did not suspend the audit until it could be done properly before any actions on these regulations, or any other results of the audit information are considered. The audit team should also have to issue an apology to Cyberlynx for the unprofessional, uncooperative, and confrontational behavior. If any regulations are to be proposed, they should be that this type of audit, in this attitude should never again be preformed. The preplanned end of this audit is also shown by the short time frame given for Cyberlynx to respond to the audit, when the time any responses back to Cyberlynx have been very slow without care to resolving the issue.

Understand that the entire issue of this audit, and the proposed regulations are to eliminate any parent choice or control, and any individualism from the Alaska school system. It would seem that the Board of Education feels that the public schools are threatened by correspondence schools because of the individual attention and higher grade of education that usually results in a correspondence school. They feel that they must then cause a degradation of the correspondence school through additional regulations and more stringent requirements so that the public schools don't look so bad. This is in disregard to the opportunities and better education that can be presented to the students thru correspondence schools.

Reginald and Joy Swedberg
P.O. Box 56359
North Pole, Alaska 99705-1359

Reginald Swedberg
Joy E Swedberg

March 6, 2002

Re: HB 464

Representatives Jeannette James, and Fred Dyson
State Capitol, Juneau, Alaska

I would like to give you a copy of the attached letter to the Dept. of Education and Early Development regarding their proposed regulations for statewide correspondence programs (4AAC 33.421-450) because I feel there may be some things overlooked that may be addressed by additions in your bill if you were willing to amend, or add something into it.

I did bold, on page 3 of my letter, something that I feel may change state law regarding the freedom of all parents to home school. I feel it may be implementing punitive circumstances for all home school families, whether they are associated to a correspondence program or not (33.450), if they are independently home schooling but opt to not do a benchmark, denying them also any entry into a state funded correspondence program for the current year they apply, and the following year from the first year they attempt to apply, which goes against the wishes of the legislature in the freedom home schooling families currently enjoy.

I would like to hear from you specifically on how we can help further the success of HB 464, and anything you feel we can do to help this bill successfully move towards passage.

Thank you so much for its introduction. I feel it is a very good thing you to have had the insight to have moved forward with this.

Sincerely,



Joan Dangel
Box 34711
Juneau, AK 99803-4711
790-7265 startraveler@aci.net

I would appreciate it if Ms. James & Mr. Dyson were allowed to read this personally as it may in some way aid the content of HB464.
Thank you much.
Joan

Commissioner Shirley Holloway
801 West Tenth Street, Suite 200
Juneau, AK 99801-1894

March 4, 2002

Re: 4 AAC 33.421 Statewide Correspondence
Study Program Requirements

Dear Commissioner Holloway,

I am a proactive and involved parent of an autistic child with sensory integration and expressive language disorders home schooling my son successfully, using the CyberLynx program to help with sound educational advice and resources to do so. I am homeschooling my son by myself, without any public district involvement, as was my wish due to their negative input, lack of working with my son, and after 3.5 years with them (2 preschools and 2 kindergartens they had him), reporting to me my son was totally incapable of learning enough to move past a preschool level. After being put on a 'complaint campaign' the public school system usually ensues with children with unusual differences, and being told he could not learn, I had to take my child out because I wanted him to make it to college, and I could see he was capable and felt in my heart he could learn. And, he could. I had asked all contacts with the child to work with him, they would not - and no - IEPs do not cause services to occur, they often exist as a paper tiger to obtain mis-distributed funding only. I went to the public school each day myself to work with my son after the 1.5 years of the kindergarten part they had with him, requesting they work with him, but they would not. I went into a panic state inside, because I felt he needed an education - It was my love to make him a success in this world that caused me to get proactive in his life in this area. And that it is clear to many, many parents in this state, IDEA's provisions are not enforceable when it comes down to all the attorneys and disability law office involvement, as we currently see a number of families going through the same process I did, pulling their autistic children out of the schools in Juneau, just to find their children absolutely 'could' do it, had someone just stopped to sit at the table and work with them personally. As certified as they claim their educators to be - they are mis-certifying children as unable when it is untruthful in many cases right here in Juneau. I have obtained success unimaginable ^{prior to} ~~prior to~~ ^{during} their involvement.

I am concerned over the proposed regulations regarding correspondence programs due to the high success I have achieved with my son, as the correspondence program stands as it exists now. The proposed regulations immediately sharply appear too broad to know specifically what some of them are actually doing. To be accurately informed, I had requested from the Department (DEED) an accurate, honest, narrative explicitly stating exactly what and how each proposed regulation changed things, and did not receive one.

The regulations appear in many areas to come across as strongly bias to home schooling - when some children are receiving absolutely wonderful strides forward, they would not have otherwise experienced had they left it up to an incapable public system. By being bias to this worthy avenue of home schooling, it is ignorant of an avenue that is the only avenue that will or can work for some children in the world.

I am not a drifter type of home school parent, and most parents home schooling, I have found, are doing so because they want their children's education to be of a higher quality. Where classroom teacher campaigns are geared that the answer is in raising their salary, I disagree sharply. It is that they need to enforce lowering the teacher/student ratio to discontinue ruining it for each generation of children to 16, from the enormous amount of children a district is leaving a teacher alone to educate, as Cheney, Washington recently did with marked success.

Each year, my son is subjected to work much harder than anything ever handed to him in a public system. He does Saxon Phonics, a very difficult reading program and Saxon Mathematics. He was asked to pass an inquiry for level of academic understanding for entry into first grade after I home schooled him in CyberLynx a kindergarten year using Calvert's complete home school curriculum. He passed that home school curriculum, and did it in one school year. Please remember, that although it was his third attempt at kindergarten, it was his 1st year with me, and he passed his requirements in a timely period (one regular school year time), but could not pass two prior kindergartens under the public system's care. He is required to keep up with state standards.

When we began first grade, it was a very, very difficult program (Saxon), but my son will finish his first grade year in April, before the public system is even finished. I don't know if you have ever read the Saxon Phonics manuals, but they are extensive and very, very difficult. Saxon only has phonics programs for K-3. Our advisor was a 5th-grade teacher, she said that some of the Saxon 1st grade program was so difficult it was stuff she was teaching to 5th graders. Set aside the difficulty level that I am not totally in agreement with for such a young

child with sensory processing issues, the program has wonderful structure to it with assessments each week, spelling tests each Friday, so many development worksheets it is up in the hundreds - but they are extremely well-prepared in their presentation. When other parents of autistic children leaving the district ask to see the Saxon things, they are just in awe of what my son can do. His progress and improvements have been significant (especially as he experiences 'actual' and hard-earned successes instead of constant flunking). Side-by-side with a research program (we found through Evening Magazine news show) he is on for a unique nutrient for central nervous system disorders discovered that is coming out of three universities in Canada, my son has come a long way. My son has earned his progress by very, very hard work.

I feel the author of the proposed home school regulations mistakenly feels home schooling is a 'lazy' lifestyle taking funds away from public schools; I am trying to make it clear to you that home schooling is not a lazy home life business. It is something that many parents take extremely serious and work very hard at. I have the education from 9-12. Then, we continue on the day with P.E. classes at the gymnastics program in Juneau, the Racquet Ball Club, or Juneau City Borough. Then, we have private speech and sensory processing therapies to attend. The day is full and there is gas money, food money, class money to worry about - as a single parent it is very difficult and I gave up everything to do this because I wanted him to make it in this world - to make it to college. If I had just given up and left it up to the public system and believed them he was incapable, it would have altered the course his life forever. The sacrifices are difficult and filled with hardships of their own to give up everything to educate a child. I ask that there be more mercy towards those taking responsibility for their children's education due to this, and the fact that we were not asked to help form these regulations so they appear to be a negative encroachment, or a negative, maliciously planned 'surprise' for home school families.

I have specific objections to the following provisions:

33.421(c) Requiring curriculum material to be of the same quality as offered in the public schools programs because there is apparent unforeseen inappropriate limitations this could be covering. For example, physical education services in Alaska are limited due to a majority of it being 'rural.' We take what we can, what comes up. If in some situations there are extreme limitations for art, physical education, music, etc., this could be a venue for forcing families to take what is dictated (like Alyeska), rather than the only variety there is available in small communities. Additionally, this provision does remove flexibility from home schoolers if something very good is found, like we do find wonderful things now. One significant advantage of home schooling is our ability to fit the education to the individual needs of our children. I believe serious parents are better able than the school administrators to make this determination for children. It appears the regulation is written to force home schoolers to use only state sponsored and approved curriculum. This is very objectionable to me.

Under 33.421(d) No instruction using religious; partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true: I have personal concerns for this reason - I used the Calvert full curriculum program for pre-kindergarten and kindergarten for a full year, (Calvert out of Baltimore, Maryland), having NO knowledge at all it had anything to do with religion whatsoever until your agency did an onsite review of CyberLynx and stated they wanted to enforce Calvert's being discontinued. I, as a parent, do not choose to teach with religious curriculum. The Calvert program was so good, a fully transcribed, educational plan - and I never found even one reference in any of its education based parts to religion ever. I did see in an optional paragraph at the beginning of the lessons towards the start where a number of things were listed as possible contemplative discussions for an opening discussion to the school day, such as discuss the purpose of school, a salute to the flag, or even a review of yesterday's work or talk about something important to the child, etc. One of these items listed, and it is only listed at the very beginning of the book, was, if you want, you could say a prayer and they tell you what they do say for a prayer at the actual Calvert Academy. I feel it is a terrible mistaken disservice to the correspondence programs of this state to want to outlaw a course with extremely high educational benefit, for one small reference to a 'religious option', without putting religion itself in its curriculum such as Calvert does not do. Calvert does not put religious content into their program anywhere - and I feel it shows a little too much negative intent to have targeted Calvert like your team did. It is a wonderful, full, curriculum program. It just shocked me to see your agencies willingness to go after anything and everything. That program sends you everything for your \$300.00. It sends the pencils, the paint, the tape and glue, the rulers, the math books, the reading books - anything you could imagine, it sent everything and not even one religious book came in those highly educational natured boxes; not even one. I think the reviewers bias is so significant here - that to throw this curriculum out showed there was something wrong to me. Although we are

not a religion-based home schooling family. I feel 33.421(d) is an attempt to deliberately attempt to remove religious students from the correspondence programs.

33.421(e)(2) grades, or standards met determined and assigned by a certified teacher. After our experience with the public system, all the 'certification' it was claimed to have, this proposed reg can cause some resentment that we are stuck with an unstable, ineffective system, because you have allowed it to police itself by being the only one allowed to assign a grade. I know a certified teacher is not the only one competent for this task. Also, taking away all grading rights of parents makes Alaska one of the strictest in the nation when it was, before this proposed reg, one of the most user friendly for home schooling families in the entire union - and probably was so due to the large size of our state and remote locations of families administrative costs are very high. I feel the correspondence programs should be allowed to set this requirement up or not based on the student's in their districts apparent needs as they come up, such as staying behind for too long. You are in fact creating an added administrative burden for the correspondence school, but not putting a fiscal note with the section - is this to make things harder on the correspondence programs?

33.421(h)(2) material purchased with state funding are property of the program; non consumable material must be returned to the program when the students exit the program for any reason. This provision is ineffective totally. With Saxon Publishing rights alone, they say right in their manual they will not allow you to 'share' their materials - that it is intended for just your family's use. With my child's unique learning style, I also need to keep the manuals, dictionaries, and space and human body encyclopedias at least one year longer as encyclopedias for memory issues. Given the correspondence program, they will sit useless upon a shelf with rules of law governing its inability to be given to anyone else. Also, our computers are purchased with part of our own money, part is purchased with school money - they are non-consumable. How are you going to account for that in this reg? Also, you are turning parents and the correspondence program into expensive mailing, sorting, inventorying, storage and redistribution agencies. They will have to purchase a warehouse to put all the things - how will we ship disks? Where will we get the money? How will we ship large calendar displays and software, which outdates quickly? The software will sit upon a shelf unusable by anyone else. This takes money from the needs of the children, to make a new and greater financial need you are not providing the money for. This specifically complicates things and seems like someone's over zealous imagination got carried away. A successful program stays that way by keeping it simple for children and families.

33.450 If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test. This seems to punish all home schooling families in the state and once again, the author's sincerity is questioned as it is unclear why it is written so austere towards home schooling families. **This appears to be punitive towards families attached to a correspondence program or not. If a family has been home schooling all along, and decides they could benefit from enrolling in a correspondence program, they are turned down the requesting year, and the next year, if in their private home schooling experience they did not do benchmark examinations.** Well, our legislatures kindness towards home schooling families did not have this in mind, that they be punished in any way for exercising this right. **This seems to violate existing state laws and should be stricken from the proposed regs: It does not provide for alternate testing dates whatsoever and seems to punish 'children' for nothing, for absolutely nothing.** I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. Alternate testing dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.

My son is 8 years old and has progressed remarkably. My motivations for home schooling are so that my child will get an education as to where in the public system he was not getting an education at all. I plan to continue home schooling as long as I can and the Alaska Correspondence Program has provided an excellent forum for educating a child the district said 'could not be.' These changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes seem to meet some education administrator's ideas of what meets his or her needs, but do little or nothing to help children and parents - none of these provisions should be adopted without a full, open, accessible, fair process. They go far beyond what is required by law.

Sincerely,

Joan Dangell

Cc: Rep.'s Jeannette James & Fred Dyson

Joan Dangell 790-7265 Box 34711; Juneau, AK 99803-4711 starttraveler@gcl.net

COMMENTS REGARDING NEW STATE REGULATIONS FOR
CORRESPONDENCE PROGRAMS

February 17, 2002

Steven and Nancy Axelson
P.O. Box 9029
Ketchikan, AK 99901
(907) 225-9778

I am opposed to the potential instatement of regulations 4 AAC 33.421 and 4 AAC 06.450 concerning correspondence programs. The basic function of the existing correspondence programs referred to in these new regulations has been to assist homeschooling families like mine. Many of the new regulations are just adapting the traditional regulations of brick and mortar public schools. Original legislation should be drafted to fit these correspondence programs. It should be a process that involves a cross section of people who rely on the programs, a bottom up approach. Parent/Teachers should play a major role here. Program administrators and school board members need to contribute to make sure legislation will allow for enough leeway to fit their programs unique culture.

I am aware of at least three unique correspondence-homeschool programs being used in the Ketchikan area. REACH, PACE, and IDEA. REACH, Respecting Educational Alternatives & Choices in Homeschooling – the acronym alone couldn't make clearer their mission. The foundation on which the PACE program was built "...offers parents the opportunity to make decisions on how their children are educated (and)...provides alternative choices to the regular school experience." The IDEA program's objective is to "...build and foster a community of learners which views education as not confined to the traditional four walls of a classroom, rather a free-flowing exchange of knowledge and ideas ." Under the "new" proposed top down legislation, existing programs such as these will be re-formed into the generic public schools that the legislation was originally written for.

That being said, however, it is unlikely that legislation drafters will ever undertake such an endeavor. So at the very minimum, here are the areas in the proposed "new" state regulations that must be changed.

4 AAC 33.421

*(b): The program must conform with statewide goals and performance standards as set out in:
4AAC 04.010, 4 AAC 04.200*

Regulations 4 AAC 04.010 and 4 AAC 04.200 were designed to facilitate a relationship between the community and the school and protect the students in a public school institution and do not apply correctly to a homeschool situation where a child is most often being taught directly by the parents. This legislation should not be

"borrowed" and adopted for homeschoolers because much of it does not apply and infringes on the very rights that homeschoolers are often practicing when they choose alternative education. 4 AAC 04.010 needs to be rewritten or eliminated, as it was not written with homeschool students in mind. For example, 04 AAC 04.010 (b) (2) reads as follows: "empower the public with the knowledge that the skills and subjects included in this chapter are of great importance to education so that the public can participate in local educational planning with more authority and effect." A homeschool does not need the public "empowered with the knowledge that the skills and subjects of this chapter are of great importance so that the public can participate in local educational planning with more authority and effect". Homeschooling takes the "public" out of the equation and allows parents to be more than just participants. Homeschool parents ARE the educational planners for their children. Another example: 4 AAC 04.200 (a) reads as follows: "Subsections (b) and (c) of this section identify and describe content and performance standards that reflect the highest abilities and qualities of the teaching profession." The list of performance standards in (b) and (c) referred to above is too extensive to copy here. Again, this does not apply to homeschoolers being taught by a parent who has a God-given right to be their child's teacher and does not need to qualify by anyone's criteria or performance standard.

4 AAC 33.421

(c): The program must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the district school board, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060.

Here again the legislation is demanding public school legislation standards in my home. AS 14.03.090 reads: "...**partisan, sectarian, or denominational doctrines may not be advocated in a public school** (my home if I'm a part of a correspondence program) **during the hours the school is in session...**" My children are learning from the moment they awake in the morning until the moment they fall asleep at night. I teach my children "when you sit at home and when you walk along the road, when you lie down and when you get up" Deuteronomy 6:7. Even with set "school hours" at home this section cannot possibly apply. This subsection must not be passed! The government cannot regulate or limit the religious beliefs, denominational doctrines, partisan or sectarian biases that we wish to represent to, teach to or advocate to our children. As homeschoolers, many of us are teaching our children at home for the very reason that we wish to impart religious biases! We cannot allow the government to intentionally or inadvertently pass legislation that could jeopardize our freedom to influence our children. We are not talking about a hired teacher in a public institution when we are looking at these correspondence programs. We are talking about parents and their children in their own homes. We must be allowed to teach our children whatever we choose, whether the materials we use are purchased by the state or by our own funds.

Each family that chooses to homeschool has their own unique list of reasons why they chose this option. Some of the objections many of us have to the public institutions

will be brought into our homes with the proposed regulations above. As parents we need to be able to maintain control and freedom in choosing the materials we use in teaching our children at home. With the passing of this legislation, the government has the power to prevent me teaching my religion to my family with materials purchased by me in my home.

4AAC 33.421 subsection (h) specifies and regulates the appropriate spending of state funds. I understand that this is necessary and reasonable. It is a completely different issue than approving unfunded materials that are to be used. I am not objecting to the regulations of state funding, but to the regulation of curriculum and course of study as stated again in subsection (g) part 1 and in subsection (d) below:

4 AAC 33.421

(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student, the agreement

- 1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090 and appropriate for the student;*
- 2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with AS 14.03.090, including a certified teachers review of all curriculum materials for each student.*

4 AAC 33.421

(d) The program staff, including certified teachers, shall not provide instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, or by the student if the curricula teach particular religious beliefs, or a particular religion as true.

In (d) above, it is unclear whether the parent teaching the child is considered part of the program staff. If this regulation was interpreted that way then it would again prohibit religious instruction in the home. This regulation needs more clarity.

The following regulations are proposed that would mandate state testing of the students enrolled in the above programs.

4 AAC 33.421

(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 – 4 AAC 06.790; the program must
(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450

4 AAC 33.450

FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS.

(a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in

any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.

This legislation should not be enacted. I understand that if the State is funding a program, they are going to need some way of monitoring and evaluating the program and all participants and staff for assessment. There are adequate provisions in subsection 4 AAC 33.421 (e) to achieve this.

4 AAC 33.421

(e) To ensure the academic progress of enrolled students, the program must include an assessment plan of the same quality as an assessment plan that the district offers in the district's other programs; assessment must include:

- (1) monitoring of the enrolled student by a certified teacher; the monitoring must include at least monthly review of the student's work and documentation of the certified teacher's review;*

Monthly review is an excessive burden to place on the parent but quarterly review would be sufficient to ensure that academic progress was being made.

Legislation requiring homeschoolers to participate in State testing must not be enacted. Any existing mandates need to be repealed or amended to include a provision for parents to opt out of the tests if they deem this to be best for their child. Giving correspondence program administrators the power to excuse students from testing and then requiring the high percentage of participation as spelled out in AAC 33.421 (f)(3) does not give them the freedom to allow parents/students to opt out of testing. There are legitimate reasons why homeschool parents might not want to participate in the assessment testing.

1. Testing is not an accurate assessment. This is especially true for homeschoolers because they are choosing an unconventional approach to education. One of the biggest benefits of homeschooling is the freedom it gives us to create a scope and sequence (what to teach and at what grade level to teach it) suited to our own children and of our own choosing – not the state's. We are not teaching to the test, nor do we want to be forced to just to prove our performance to the critics. Testing would require homeschool parents to teach what the government decides is appropriate for our kids to learn and at what age they should learn it. This unravels the very fabric of existing correspondence programs stated missions and objectives. And it erodes the very freedom many homeschoolers are trying to exercise. Often the reason a child is in a homeschooling setting, is because the scope or sequence of the public school did not suit the parents or the child. Testing would, in practice, dictate curriculum

State tests are created to assess the knowledge, understanding, capabilities and advancement of students being taught in an institutionalized setting. Public schools are basically similar across the state and as they are governed by state standards, testing is going to be far more accurate among those who have gone through the system that they were designed to test. Conversely, the cultural atmosphere of a homeschool setting is going to vary greatly from home to home. State tests are going to be biased against this minority background. For example: one of the questions found on the second grade IOWA test of Basic Skills assessment test in the social studies section shows a picture of a chalk board and asks where that particular item would usually be found. The choices

are home, school and two other choices. This question would obviously be biased if "school" were the correct answer. On the IOWA test of Basic Skills test for first graders the same question is asked about a globe. Many homeschoolers have these kinds of resources in their homes and these kinds of questions would not correctly assess their knowledge. This is a good example of how standardized tests are going to be biased against the alternative culture of the homeschooling population.

There is also great controversy among psychologists as to the validity of standardized testing, and whether it does assess ability and knowledge, or rather familiarity and comfort with testing procedures and materials. Not all children are even familiar with the same types of testing procedures let alone the same educational materials. Furthermore, homeschool parents are intimately acquainted with their students and know them and their strengths and weaknesses so well that they often don't feel the need to "test" their knowledge. Consequently, these students are not likely to be as familiar with the whole concept of testing as conventional students. There is a greater range of variance in testing procedures and educational materials in a homeschool setting. There are such a wide array of educational materials available now for homeschoolers that accuracy in testing would be almost impossible. My first grader, who is reading at a third grade level and doing math at a second grade level has never even filled out a bubble answer sheet and may score poorly even on these categories of the tests simply because of the confusing process.

Another problem with standardized testing is that the tests presume a standard of knowledge that homeschoolers might not agree with. For example, most public school textbooks of world history teach that the earth is millions of years old and that dinosaurs were prehistoric animals. I have personally taught my kids a young-earth (only 6 or 7 thousand years old), creation view of history. They have learned that dinosaurs and people were, in fact, on the earth at the same time. That is what we believe based on the Bible. I use this example to show that any test questions about this are going to be religiously biased against my kids. If the tests show that my kids are not educated properly because they didn't "know that people and dinosaurs were not on the earth at the same time" or that certain archaeological findings date people back 12,000 years or more then the tests did not assess their knowledge but their beliefs. This would also be similar to a child taking a standardized test in the 1400's answering the question "what shape is the earth? a) flat b) round etc. One of the reasons I homeschool is because I want to teach my children our personal beliefs which are often not the perspective being taught in the public schools. The tests are going to be biased against this freedom of belief.

2. Testing has psychological ramifications. Many homeschool parents don't want to expose their children to the psychological stress, pressure and labeling of testing. They don't want grades to become the focus of learning nor a tool to alter self-esteem. Rather, they want learning to be a natural gathering of information and skills that the child can learn to use and apply and reason with. They don't want their child to aspire to a goal that is less worthy than the bare achievement of appreciating the world we live in and mastering it...simply a love of learning. To aspire to acquire a letter grade or a high score on a test cheapens and overshadows the goals that some of us want for our children. Many of us homeschool for this very reason. Again, this is yet another instance where

the rules and regulations for public schools cannot be imposed on homeschoolers without encroaching upon the rights we seek to keep.

Government assisted homeschooling, via the existing correspondence programs, provides a wide range of opportunities that would not otherwise be available and is beneficial to many homeschoolers. Money spent on education in these unique cultural settings (homes) assures the state a continual diverse pool of future Alaskans. Changing or passing legislation that diminishes the difference between public schools and homeschools serves no logical end. Today, Alaska has the best climate for homeschoolers of any state for parents who want to teach their children without government funding or assistance. Why not set this goal for funded homeschool programs too?

3492 Meander Way
Juneau, AK 99801

March 6, 2002

Representative Fred Dyson
State Capitol
Juneau, AK 99801

RE: HB 464 Affecting 4 AAC 33.421 Statewide Correspondence Study Program Requirements

Dear Representative Dyson:

I am a parent with children enrolled in the Cyberlynx Correspondence Program and am writing to express my support to your Bill and my opposition to the proposed regulations presently out for public comment that directly relate to the operation of the Statewide Correspondence Study Program Requirements.

The regulations were written by the Department of Education with little or no input from the homeschool parents who are adversely affected. The proposed regulations will severely limit parental choice and have a devastating impact on student opportunity. They were not crafted with the best interests of our children or the homeschooling constituency in mind. Cyberlynx has told us that the Alaska Department of Education has not acted in good faith. I respectfully request the regulations as written be deferred and not passed until we know that the regulations are written in an open, constructive, and inclusive fashion. I also strongly support your Bill and others efforts to address the concerns of homeschool parents using Statewide Correspondence Study Programs. Efforts to insure legislation addresses the following concerns are greatly appreciated.

The proposed regulations listed under 4 AAC 33.421 Statewide Correspondence Study Program Requirements should be shelved in their entirety until we can be certain that they are not unfairly biased against those of us that choose to take responsibility for educating our children, and the correspondence school programs designed to support home schooled children.

The provisions of most concern include:

33.421 (c) *Requiring curriculum material to be of the same quality as offered in the public schools programs.* We have used home design courses for many classes or adapted existing curriculum to meet the needs of our children. This provision removes flexibility from homeschoolers. One significant advantage of homeschooling is our ability to fit the education to the individual needs of our children. I believe the parents are better able than the school administrators to make this determination for our children. It appears the regulation is written force homeschoolers to use only state sponsored and approved curriculum. This may preclude home designed courses.

33.421 (d) *No instruction using religious, partisan, sectarian, or denominational curricula purchased privately by the parent, ...if the curricula teach particular religious beliefs, or a particular religion as true.* The primary reason why we and many other homeschool parents choose this educational option is because we have a religious conviction that the moral values taught our children must be consistent with our religious beliefs. The State of Virginia, the last state we lived in, has a religious exemption provision in their law protecting such a right. Our children deserve better than what this provision allows. I strongly object to not being able to teach my children with the curriculum of my choice especially when purchased with my own money. I fail to see what state interest is "protected" by this provision. We use curricula for teaching health (including abstinence in sex education), science, history, literature and many other subjects from religious publishers at our own expense. To force us to do otherwise is a direct affront to our religious freedoms and rights as parents. It does not serve the students by making them take duplicate classes for forcing them to learn values that are objectionable

March 6, 2002

to parents who will not teach them anyway. Most homeschool parents with religious convictions will withdraw from the program before being forced to comply with this provision. This is a deliberate attempt to remove these students from the correspondence programs.

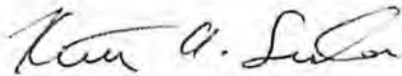
33.421 (e) (2) *grades, or standards met determined and assigned by a certified teacher.* We have given our children grades for all their classes. I find it hard to believe that only a certified teacher is competent for this task. Studies done by the Homeschool Legal Defense Association and others have clearly documented through research that teacher certification makes little difference in the quality of education when comparing homeschool to public school students.

33.421 (h) (2) *material purchased with state funding are property of the program; non consumable material must be returned to the program when the student exits the program for any reason.* This provision is designed to meet the needs of bureaucrats, not students. When we chose to purchase items such as computer software, or texts, they become obsolete in a few years. The expense of mailing, handling, storing, inventory and redistribution would likely outweigh any cost savings to the school district. This would reduce funds available for students and increase the administrative burden for parents and school administrators alike. It is a bad provision and should be removed.

33.450 *If a student fails to take a state-mandated assessment test, the student is ineligible for enrollment in the statewide correspondence programs for the following year unless the district of enrollment has excused the student from the state mandated test.* There are no alternate testing dates for the tests. If the student is ill or absent during testing time, no provision for make up tests is provided. I further object to the district where the tests are being taken having any say in the student's educational future. The correspondence program district should have sole oversight of the students along with the parents.

We have two children in 11th and 9th grade. We have homeschooled them all their lives. They have tested in the 85th to 98th percentile compared to public school students on every standardized test given. We plan to continue homeschooling until they enter college. The Alaska Correspondence Program has provided an excellent forum for educating our children through Cyberlynx. The changes proposed seem to prefer residential public school programs unfairly and are biased against the correspondence programs. No changes are needed in my view. The proposed changes may meet some education bureaucrat's idea of what is needed to meet their needs, but do little to help the parents and children. None of these provisions should be adopted without a full, open and fair process. They go far beyond what is required by law. Please use your legislative influence to fix these problems.

Sincerely,



Keith A. Simila

Subject: HB 464

Date: Thu, 07 Mar 2002 13:49:53 -0900

From: Ginger Hamlin <hamlinz@gci.net>

Dear Representatives,

We are writing to encourage you to help in the timely passage of HB 464. We're advocating that you help in allowing citizens such as ourselves to continue to successfully educate our children in the way that is best for our children. Please help limit the ability of the Department of EED to regulate statewide correspondence programs. We belong to the IDEA homeschool program which has been an outstanding program for our two children. They are well beyond their grade level in every subject and have had such a positive experience in homeschool that they love learning and they love "school."

Signed your concerned constituents & citizens,
Ginger and Jeff Hamlin
North Pole, AK

448 Klondike Ave.
Homer, AK 99603
March 6, 2002

House HES Committee
Alaska Legislature
Juneau, AK

Dear House HES Committee,

Please approve the Committee Substitute for HB 464. Statewide correspondence programs have proven that they can produce test results comparable to the statewide average at less cost per pupil than other school systems, while maintaining parental freedom, individuality, and innovation.

CSHB 464 allows for an application every ten years, unless the program falls into a category of being deficient or in crisis. The yearly application now required is time-consuming, redundant, and unnecessary. It is not required of any other public school, including building-based schools, charter schools, or in-c strict correspondence. It also specifies that regulations cannot unfairly single out students in correspondence programs by holding them to a higher standard than other public school students.

CSHB 464 allow for the enrolling district to set the level of monitoring of students based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria. This honors the local school board in its authority over the constituency that it serves, as does the section acknowledging that the local school board is responsible for establishing procedures for the selection and purchase of materials. The legislature has clearly had a history of support local control of schools, continued through this legislation.

IDEA is the largest and the first of this new breed of homeschool support program. Our test scores are comparable to the state average and are indeed higher than the state average in many areas. At the same time, Galena has the second lowest per student expenditures of all 54 school districts in Alaska. Our participating parents appreciate and support the procedures that we have in place now. Our ability to serve these families would be reduced if over-regulation were to occur. There are approximately 9000 students enrolled in such programs statewide, 3500 of which are enrolled in IDEA. Thank you for serving these Alaskans by passing laws that protect their right to interact with a statewide correspondence program without over-regulation by the Department.

Respectfully,

Carol Simpson
Administrative Assistant
IDEA - Galena City Schools

Subject: House HES on HB 464

Date: Wed, 6 Mar 2002 14:24:54 -0900

From: "Carol Simpson" <carols@ideafamilies.org>


To: <Jason_Hooley@legis.state.ak.us>, "Wes Keller" <Wes_Keller@legis.state.ak.us>

CC: "Steve Musser" <stevedm@ideafamilies.org>, "Jim Foster" <jimfo@galenanet.com>, "Carl Knudsen" <carlk@galenanet.com>

Jason,

Please see that the attached document is included in the packets for the HES Committee members for tomorrow's meeting. I work for IDEA and have been working with Wes on this bill. Can you please see that I am scheduled to speak early in the public comment portion of the meeting? As I anticipate a good number of IDEA parents will be present at the LIO's, I suspect that having me speak early may allow a lot of other people to just add an "I agree", streamlining the committee's time and allowing for more people to comment. I will be present at the Horr... LIO. Please let me know if this is unable to be included in the packets for some reason, as it will affect my testimony.

Thank you,
Carol Simpson

	Letter to HES.doc	Name: Letter to HES.doc Type: WINWORD File (application/msword) Encoding: base64 Download Status: Not downloaded with message
---	-------------------	--

Subject: HB464

Date: Wed, 6 Mar 2002 14:28:35 -0900

From: "Mark and Val Goodrich" <marknval@mtaonline.net>

To: <Jason_Hooley@legis.state.ak.us>

Please include my message in the packet for the committee members.

I am writing to ask you to do all that is in your power for the timely adoption and passage of bill CS-HB464. It is very important, to many people, that the EED have limits placed on their ability to regulate statewide correspondence programs.

Thank you for your continued support,
Valerie Goodrich

Subject:

Date: Wed, 6 Mar 2002 12:58:06 -0800

From: "sherri vincent" <tvincent@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

CC: "sherri vincent" <tvincent@ideafamilies.org>

Please adopt the C.S. of HB464. Thank you, Sherri Vincent

Subject: HB 464

Date: Mon, 04 Mar 2002 10:25:25 -0900

From: FAMILY TOLLEFSRUD <zodama@ptialaska.net>

Organization: Treehouse Productions

To: Jason_Hooley@legis.state.ak.us

Dear Mr. Hooley,

Please see that all House HES committee members get the following message.

Thank you so much for all your work.

DeWaine Tollefsrud

Dear Ladies and Gentlemen,

We are home school parents involved in the I.D.E.A. program which is a Statewide educational correspondence program based out of Galena. We are also the proud parents of a 10 year old daughter who scored in the 98th percentile overall in the 4th grade benchmark exams as well as professional educators. We are writing today to ask you to adopt the CS (Committee Substitute) of HB464 and encourage the timely passage of this bill.

Respectfully,

DeWaine and Jane Tollefsrud

Homer, AK

(907) 235-7262

Subject: HES committee

Date: Sun, 3 Mar 2002 07:55:49 -0900

From: "Fletcher family" <bletcher@ideafamilies.org>

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

Honorable Rep. Fred Dyson

Thank you for sponsoring HB464. I have emailed the following to each of your colleagues on the House HES committee.

I understand that in your capacity on the House Health Education and Social Services Committee you will shortly be considering the CS of HB 464 limiting the ability of DEED to regulate state-wide correspondence programs.

Having recently commented at some length on DEED's 4 AAC 33.420-.490 I received from the State Board a 'Question & Answer' document that makes it clear that they really don't understand the purpose of the programs they're regulating.

The impending excessive regulations have placed Alaskan homeschools under a stifling cloud, and the time spent in addressing this really detracts from our ability to provide for our children's education. I hope you and your colleagues on the Committee will pass this bill ASAP.

Thank you for your consideration,

Barrett Fletcher

PO Box 575

Homer, AK 99603-0575

please include our message in the packet for the HES committee members

Subject: please include our message in the packet for the HES committee members

Date: Sun, 3 Mar 2002 23:28:29 -0900

From: "Mrs. Mark Hale" <mhale@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Representatives;

We would like you to adopt the CS of HB464 and urge the timely passage of this bill.

Sincerely,

Mr. and Mrs. Mark Hale

Home school parents

Subject: Please include our message in the packet for the House HES Committee Members

Date: Sun, 3 Mar 2002 19:29:48 -0900

From: "Allen, Donna, & Rebecca" <adennis@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Box 493

Anchor Point, Alaska 99556

March 3, 2002

To the House HES Committee Members:

Rep. Fred Dyson
Rep. Peggy Wilson
Rep. John Coghill
Rep. Gary Stevens
Rep. Vic Kohring
Rep. Sharon Cissna
Rep. Reggie Joule

As parents of a child in the home schooling program in Galena we urge you as members to adopt the Committee Substitute of HB464. We feel that DEED's proposed regulations concerning # 14 AAC 33.421, as they are written not only restrict our ability to responsibly educate our child but that the same proposed regulations would force children out of the system. We feel that there are too many children that fall into these "cracks" already. We live in an area that has over 20 of these children that are not receiving an education due to regulations already in existence. We are thankful for the IDEA program and feel that adopting the Committee Substitute of HB464 would help us as parents to responsibly educate our child.

Thank you for your timely passage of this bill,

Allen, Donna, and Rebecca Dennis

Subject: re: CS version of HB464

Date: Sun, 3 Mar 2002 18:18:19 -0900

From: "Brian Springer" <bspringer@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

CC: "Fred Dyson" <Representative_Fred_Dyson@legis.state.ak.us>,
"Peggy Wilson" <Representative_Peggy_Wilson@legis.state.ak.us>,
"John Coghill" <Representative_John_Coghill@legis.state.ak.us>,
"Gary Stevens" <Representative_Gary_Stevens@legis.state.ak.us>,
"Vic Kohring" <Representative_Vic_Kohring@legis.state.ak.us>,
"Sharon Cissna" <Representative_Sharon_Cissna@legis.state.ak.us>,
"Reggie Joule" <Representative_Reggie_Joule@legis.state.ak.us>

My name is Terri Springer. I am both a certified teacher in the State of Alaska and a home schooling parent with Galena School District's IDEA Program. I am in full support of CS version of HB464 and would like to encourage its timely passage. The provisions of this bill would enable myself and other parent/teachers like me to continue to educate our own children, in our own homes, with the support of other trained educators, in a wonderfully unique, efficient, and effective way. Thank You So Very Much!

Subject: HB 464 - for all committee members

Date: Mon, 4 Mar 2002 08:40:53 -0900

From: "Damien Delzer" <mdelzer@gci.net>

To: <Jason_Hooley@legis.state.ak.us>

Dear Representative,

Please strongly consider the expedient passage of HB 464. I am a homeschooling parent and the recent proposed legislation that is now under review greatly diminishes my choice and effectiveness of schooling my children. I am so thankful for this opportunity that Alaska has given parents to homeschool with freedom as well as offering programs like IDEA that assist, yet do not hinder.

This is such an important issue for our state. The bottom line is freedoms, or the limiting of those freedoms. Please allow these freedoms to stand.

Thank you for your time and consideration.

Sincerely,

Jennifer Delzer
907 457 2298

436 Droz Dr.
Fairbanks, AK 99701

Subject: HB464

Date: Mon, 4 Mar 2002 05:45:18 -0900

From: "Nabinger" <rnabinger@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Jason Hooley -

Please include the following message in the packet for all HES Committee Members.

Thank You.

~Patricia Nabinger

To: House HES Committee Members:

Rep. Fred Dyson, Chair

Rep. Peggy Wilson, Vice-Chair

Rep. John Coghill

Rep. Gary Stevens

Rep. Vic Kohring

Rep. Sharon Cissna

Rep. Reggie Joule

Re: HB464

An act relating to statewide school district correspondence study programs.

I agree with the wording of HB464, and I would like to see it passed in a timely manner. As a homeschooling parent, I appreciate the time and attention you are giving to this manner.

Respectfully,

Patricia Nabinger

Soldotna, AK

Outgoing mail is certified Virus Free.

Checked by AVG anti-virus system (<http://www.grisoft.com>).

Version: 6.0.325 / Virus Database: 182 - Release Date: 2/19/02

Subject: HB464

Date: Mon, 4 Mar 2002 06:37:20 -0900

From: "Perry" <rperry@ideafamilies.org>

To: <Jason_Hooley@legis.state.ak.us>

Dear Jason,

I support HB464. Please relay this to the committee members. I am a homeschooler of three children.

Rebecca Hinsberger, Kasilof, Ak.

Subject: HB464

Date: Sun, 3 Mar 2002 21:56:31 -0800

From: "K A T" <bigbow98@mosquionet.com>

To: <Jason_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Please include this message in the packet for the House HES committee members:

I would like to express my support of the committee substitute for HB464. It brings back dignity and freedom to homeschool parents. I am in the IDEA program because I wanted to be held accountable for my child's education without overbearing interference. IDEA has an excellent program, but the new proposed regulations would have been too much. Thank you for caring about our children and having faith in us!

Judith R Thomas
1910 Jupiter Dr
North Pole AK 99705
907-490-9089