

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10229 HOUSE HEALTH EDUCATION & SOCIAL SERVICES 74

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

Shirley Hein  
HC 33 Box 2988-B  
Wasilla, AK 99654  
(907) 376-2481

Dear Ladies and Gentlemen,

Please adopt the CS for HB 464 as soon as possible. I.D.E.A. is a terrific program in which my children are flourishing.

Before I purchase any materials or enter any of my children in lessons, I am required to fill out a very thorough form, the Individualized Learning Plan (ILP), for each of my children. It covers my goals to meet the state requirements for the grade my child is studying. After this form has been reviewed by my contact teacher, I am able to then order materials and place the children in music lessons as per the goals of the ILP.

I.D.E.A. provides me with a terrific contact teacher who is available at anytime to assist me as necessary. It has also provided me with learning workshops, some for my children and others to upgrade my own teaching skills. I make it a point to attend as many of these as we can because they are so packed with information.

I do not want to see the existing program at I.D.E.A. change in such a way that my freedoms within it are so restricted that the benefits of the program are destroyed. I view I.D.E.A. as a terrific support program for homeschooling families.

Please adopt the and pass the CS for HB 464 as readily as possible. Thank you for your consideration in this matter.

Respectfully,  
Shirley Hein

Mike and Stephanie Taylor  
8050 Pioneer Drive #1201  
Anchorage, AK 99504  
907-333-1297

March 7, 2002

Health, Education, and Social Services Committee Members  
c/o Jason Hooley, HES Committee Aide

Dear ladies and gentlemen:

We are writing in support of HB 464. We agree with Carol Simpson in Homer and would like to ask you to adopt the Committee Substitute of HB464 and pass this bill quickly.

Thank you for your time and consideration.

Please enter the record of our testimony to the House HES Committee on HB464, dated March 7, 2002.

Respectfully,

Mike and Stephanie Taylor

## Spring 2000 & 2001 10th Grade Correspondence HSGQE test results

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
<b>READING</b>				
Statewide	74.6%	81.0%	65.9%	82.1%
ACS	*	9.6%	63.3%	27.3%
Galena IDEA	87.6%	55.8%	74.1%	68.4%
Nenana CyberLynx	87.0%	41.1%	71.4%	55.4%
Anchorage Dist.	78.4%	87.4%	66.4%	84.5%
Fairbanks Dist.	80.2%	80.2%	70.4%	84.9%
MatSu Dist.	85.1%	78.8%	74.1%	81.0%
Kenai Dist.	79.1%	89.4%	78.6%	86.5%
Juneau Dist.	81.4%	88.7%	74.1%	80.3%
	79.9% weighted ave.		70.2% weighted ave.	

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
<b>WRITING</b>				
Statewide	47.6%	80.7%	46.7%	85.4%
ACS	48.3%	9.9%	68.4%	17.3%
Galena IDEA	51.6%	56.2%	46.3%	68.4%
Nenana CyberLynx	59.1%	39.3%	47.4%	56.4%
Anchorage Dist.	50.5%	86.9%	46.5%	89.1%
Fairbanks Dist.	50.0%	79.3%	50.0%	86.3%
MatSu Dist.	55.4%	77.3%	57.0%	85.9%
Kenai Dist.	49.2%	89.8%	52.8%	89.7%
Juneau Dist.	54.3%	88.1%	53.0%	82.5%
	51.2% weighted ave.		49.8% weighted ave.	

	Spring 2000		Spring 2001	
	Proficient %	Participation Rate	Proficient %	Participation Rate
<b>MATHEMATICS</b>				
Statewide	33.3%	80.0%	44.0%	85.5%
ACS	27.6%	9.9%	35.9%	35.5%
Galena IDEA	28.3%	55.3%	32.1%	67.1%
Nenana CyberLynx	38.1%	37.5%	29.1%	54.5%
Anchorage Dist.	35.9%	86.2%	46.5%	90.3%
Fairbanks Dist.	33.3%	77.4%	43.1%	86.6%
MatSu Dist.	41.2%	77.2%	49.3%	84.5%
Kenai Dist.	37.6%	89.3%	53.4%	88.3%
Juneau Dist.	48.0%	88.3%	56.8%	81.2%
	37.3% weighted ave.		47.8% weighted ave.	

Achievement of ACS students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Galena IDEA students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Nenana CyberLynx students is lower than state average in 0 of 3 tests in 2000, 1 out of 3 tests in 2001.

Achievement of ACS students is lower than large district averages in 2 of 3 tests in 2000, 2 out of 3 in 2001.

82.74% from 5 districts

Achievement of Galena IDEA students is lower than large district averages in 1 of 3 tests in 2000, 2 out of 3 in 2001.

82.05% from 5 districts

Achievement of Nenana CyberLynx students is lower than large district averages in 1 of 3 tests in 2000, 2 out of 3 in 2001.

89.85% from 5 districts

\* - less than 10 students tested or less than 3 students in a cell.

## Spring 2000 and Spring 2001 10th Grade HSGQE test results

	Spring 2000		Spring 2001	
<b>READING</b>	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	74.6%	81.0%	65.9%	82.1%
ACS	*	9.6%	63.3%	27.3%
Galena Dist.	84.4%	59.3%	70.7%	71.9%
Nenana Dist.	79.4%	49.3%	70.1%	60.4%
Anchorage	78.4%	87.4%	66.4%	84.5%
Fairbanks	80.2%	80.2%	70.4%	84.9%
MatSu	85.1%	78.8%	74.1%	81.0%
Kenai	79.1%	89.4%	78.6%	86.5%
Juneau	81.4%	88.7%	74.1%	80.3%
	79.9% weighted ave.		70.2% weighted ave.	
<b>WRITING</b>	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	47.6%	80.7%	46.7%	85.4%
ACS	48.3%	9.9%	68.4%	17.3%
Galena Dist.	48.3%	60.1%	44.0%	72.4%
Nenana Dist.	52.9%	49.3%	47.1%	61.3%
Anchorage	50.5%	86.9%	46.5%	89.1%
Fairbanks	50.0%	79.3%	50.0%	86.3%
MatSu	55.4%	77.3%	57.0%	85.9%
Kenai	49.2%	89.8%	52.8%	89.7%
Juneau	54.3%	88.1%	53.0%	82.5%
	51.2% weighted ave.		49.8% weighted ave.	
<b>MATHEMATICS</b>	Proficient %	Participation Rate	Proficient %	Participation Rate
Statewide	33.3%	80.0%	44.0%	85.5%
ACS	27.6%	9.9%	35.9%	35.5%
Galena Dist.	30.8%	58.9%	30.3%	71.4%
Nenana Dist.	30.3%	47.8%	31.8%	59.5%
Anchorage	35.9%	86.2%	46.5%	90.3%
Fairbanks	33.3%	77.4%	43.1%	86.6%
MatSu	41.2%	77.2%	49.3%	84.5%
Kenai	37.6%	89.3%	53.4%	88.3%
Juneau	48.0%	88.3%	56.8%	81.2%
	37.3% weighted ave.		47.8% weighted ave.	

Achievement of ACS students is lower than state average in 2 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Galena students is lower than state average in 1 of 3 tests in 2000, 2 out of 3 tests in 2001.

Achievement of Nenana students is lower than state average in 1 of 3 tests in 2000, 1 out of 3 tests in 2001.

Achievement of ACS students is lower than large district averages in 2 of 3 tests in 2000, 2 of 3 in 2001.

82.74% from 5 districts

Achievement of Galena students is lower than large district averages in 2 of 3 tests in 2000, 2 of 3 in 2001.

82.05% from 5 districts

Achievement of Nenana students is lower than large district averages in 2 of 3 tests in 2000, 3 of 3 in 2001.

89.85% from 5 districts

\* - less than 10 students tested or less than 3 students in a cell.

District Name	Participation Rate	Proficient
Pribilof Schools	133.3%	less than 10%
Mt. Edgecumbe High School	132.6%	42.4%
Unalaska City Schools	112.0%	57.1%
Yakutat City Schools	107.7%	28.6%
Kuspuk School District	105.9%	22.2%
Cordova City Schools	100.0%	62.2%
Skagway City Schools	100.0%	50.0%
Klawock City Schools	100.0%	42.9%
Kake City Schools	100.0%	15.0%
Yukon/Koyukuk Schools	100.0%	less than 10%
Annette Island Schools	100.0%	less than 10%
Valdez City Schools	96.9%	67.7%
Petersburg City Schools	96.0%	50.0%
Wrangell City Schools	92.1%	37.1%
Craig City Schools	92.1%	31.4%
Southwest Region Schools	90.3%	25.0%
Anchorage Schools	90.3%	46.5%
Chatham Schools	88.9%	31.3%
Kenai Peninsula Borough Schools	88.3%	53.4%
Bristol Bay Borough Schools	86.7%	76.9%
Fairbanks North Star Borough Schools	86.6%	43.1%
Sitka Borough Schools	86.4%	55.1%
Kodiak Island Borough Schools	86.0%	35.0%
Kashunamiut Schools	85.7%	less than 10%
<b>STATEWIDE</b>	<b>85.5%</b>	<b>44.0%</b>
Mat-Su Borough Schools	84.5%	49.3%
Hoonah City Schools	84.2%	37.5%
Iditarod Area Schools	82.1%	30.4%
Haines Borough Schools	82.1%	65.6%
Alaska Gateway Schools	81.3%	50.0%
Juneau Borough Schools	81.2%	56.8%
Ketchikan Gateway Borough Schools	80.4%	47.4%
Lower Kuskokwim Schools	79.8%	12.0%
Denali Borough Schools	78.9%	53.3%
North Slope Borough Schools	78.3%	19.3%
Copper River Schools	78.0%	59.0%
Dillingham City Schools	78.0%	30.8%
Nome City Schools	77.8%	32.1%
Delta/Greely Schools	76.9%	48.8%
Lake & Peninsula Borough Schools	75.7%	10.7%
Aleutian Region Schools	75.0%	16.7%
Tanana Schools	75.0%	16.7%
Northwest Arctic Borough Schools	72.0%	10.6%
Hydaburg City Schools	71.4%	less than 10%
Galena City Schools	71.4%	30.3%
Yukon Flats Schools	68.8%	less than 10%
Bering Strait Schools	67.6%	20.3%
Southeast Island Schools	61.5%	37.5%
Lower Yukon Schools	59.6%	less than 10%
Nenana City Schools	59.5%	31.8%
Chugach Schools	53.8%	71.4%
Yup'it Schools	51.4%	less than 10%
Aleutians East Borough Schools	47.6%	10.0%
Saint Mary's Schools	45.5%	less than 10%
Alyeska Central School	35.5%	35.9%

Please note: Participation rate may exceed 100% if a district has experienced increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Bristol Bay Borough Schools	86.7%	76.9%
Chugach Schools	53.8%	71.4%
Valdez City Schools	96.9%	67.7%
Haines Borough Schools	82.1%	65.6%
Cordova City Schools	100.0%	62.2%
Copper River Schools	78.0%	59.0%
Unalaska City Schools	112.0%	57.1%
Juneau Borough Schools	81.2%	56.8%
Sitka Borough Schools	86.4%	55.1%
Kenai Peninsula Borough Schools	88.3%	53.4%
Denali Borough Schools	78.9%	53.3%
Skagway City Schools	100.0%	50.0%
Petersburg City Schools	96.0%	50.0%
Alaska Gateway Schools	81.3%	50.0%
Mat-Su Borough Schools	84.5%	49.3%
Delta/Greely Schools	76.9%	48.8%
Ketchikan Gateway Borough Schools	80.4%	47.4%
Anchorage Schools	90.3%	46.5%
<b>STATEWIDE</b>	<b>85.5%</b>	<b>44.0%</b>
Fairbanks North Star Borough Schools	86.6%	43.1%
Klawock City Schools	100.0%	42.9%
Mt. Edgecumbe High School	132.6%	42.4%
Hoonah City Schools	84.2%	37.5%
Southeast Island Schools	61.5%	37.5%
Wrangell City Schools	92.1%	37.1%
Alyeska Central School	35.5%	35.9%
Kodiak Island Borough Schools	86.0%	35.0%
Nome City Schools	77.8%	32.1%
Nenana City Schools	59.5%	31.8%
Craig City Schools	92.1%	31.4%
Chatham Schools	68.9%	31.3%
Dillingham City Schools	78.0%	30.8%
Iditarod Area Schools	82.1%	30.4%
Galena City Schools	71.4%	30.3%
Yakutat City Schools	107.7%	28.6%
Southwest Region Schools	90.3%	25.0%
Kuspuk School District	105.9%	22.2%
Bering Strait Schools	67.6%	20.3%
North Slope Borough Schools	78.3%	19.3%
Aleutian Region Schools	75.0%	16.7%
Tanana Schools	75.0%	16.7%
Take City Schools	100.0%	15.0%
Lower Kuskokwim Schools	79.8%	12.0%
Lake & Peninsula Borough Schools	75.7%	10.7%
Northwest Arctic Borough Schools	72.0%	10.6%
Aleutians East Borough Schools	47.6%	10.0%
Lower Yukon Schools	59.6%	less than 10%
Pribilof Schools	133.3%	less than 10%
Yukon/Koyukuk Schools	100.0%	less than 10%
Annette Island Schools	100.0%	less than 10%
Kashunamiut Schools	85.7%	less than 10%
Hydaburg City Schools	71.4%	less than 10%
Yukon Flats Schools	68.8%	less than 10%
Yupik Schools	51.4%	less than 10%
Saint Mary's Schools	45.5%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Pribilof Schools	133.3%	25.0%
Unalaska City Schools	112.0%	82.1%
Skagway City Schools	108.3%	69.2%
Yakutat City Schools	107.7%	78.6%
Wrangell City Schools	105.0%	60.0%
Mt. Edgecumbe High School	104.5%	41.9%
Klawock City Schools	100.0%	50.0%
Yukon/Koyukuk Schools	100.0%	37.5%
Cordova City Schools	97.3%	86.1%
Valdez City Schools	96.9%	88.7%
Petersburg City Schools	96.0%	70.8%
Annette Island Schools	96.0%	29.2%
Kashunamiut Schools	95.2%	less than 10%
Kake City Schools	95.0%	52.6%
Craig City Schools	94.7%	52.8%
Southwest Region Schools	93.5%	27.6%
Bristol Bay Borough Schools	86.7%	92.3%
Kenai Peninsula Borough Schools	86.5%	78.6%
Sitka Borough Schools	86.4%	78.7%
Kodiak Island Borough Schools	85.6%	68.4%
Kuspuk School District	85.3%	27.6%
Fairbanks North Star Borough Schools	84.8%	70.4%
Haines Borough Schools	84.6%	84.8%
Anchorage Schools	84.5%	66.4%
Alaska Gateway Schools	84.4%	44.4%
Hoonah City Schools	84.2%	68.8%
Chatham Schools	83.3%	40.0%
<b>STATEWIDE</b>	<b>82.1%</b>	<b>65.9%</b>
Nome City Schools	81.9%	52.5%
Lake & Peninsula Borough Schools	81.1%	30.0%
Mat-Su Borough Schools	81.0%	74.1%
Ketchikan Gateway Borough Schools	80.4%	63.2%
Juneau Borough Schools	80.3%	74.1%
Denali Borough Schools	78.9%	86.7%
Copper River Schools	76.0%	68.4%
Delta/Greely Schools	75.0%	75.6%
Tanana Schools	75.0%	66.7%
Aleutian Region Schools	75.0%	33.3%
Lower Kuskokwim Schools	74.5%	23.9%
North Slope Borough Schools	73.7%	31.3%
Northwest Arctic Borough Schools	72.0%	25.9%
Galena City Schools	71.9%	70.7%
Iditarod Area Schools	71.4%	55.0%
Hydaburg City Schools	71.4%	40.0%
Dillingham City Schools	70.0%	71.4%
Yukon Flats Schools	68.8%	less than 10%
Bering Strait Schools	63.7%	32.3%
Lower Yukon Schools	63.6%	19.0%
Nenana City Schools	60.4%	70.1%
Southeast Island Schools	53.8%	64.3%
Yupit Schools	48.6%	11.8%
Aleutians East Borough Schools	47.6%	30.0%
Chugach Schools	46.2%	83.3%
Saint Mary's Schools	45.5%	40.0%
Alyeska Central School	27.3%	63.3%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Bristol Bay Borough Schools	86.7%	92.3%
Valdez City Schools	96.9%	88.7%
Denali Borough Schools	78.9%	86.7%
Cordova City Schools	97.3%	86.1%
Haines Borough Schools	84.6%	84.8%
Chugach Schools	46.2%	83.3%
Unalaska City Schools	112.0%	82.1%
Sitka Borough Schools	86.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	86.5%	78.6%
Delta/Greely Schools	75.0%	75.6%
Mat-Su Borough Schools	81.0%	74.1%
Juneau Borough Schools	80.3%	74.1%
Dillingham City Schools	70.0%	71.4%
Petersburg City Schools	96.0%	70.8%
Galena City Schools	71.9%	70.7%
Fairbanks North Star Borough Schools	84.8%	70.4%
Nenana City Schools	60.4%	70.1%
Skagway City Schools	108.3%	69.2%
Hoonah City Schools	84.2%	68.8%
Kodiak Island Borough Schools	85.6%	68.4%
Copper River Schools	76.0%	68.4%
Tanana Schools	75.0%	66.7%
Anchorage Schools	84.5%	66.4%
<b>STATEWIDE</b>	<b>82.1%</b>	<b>65.9%</b>
Southeast Island Schools	53.8%	64.3%
Alyeska Central School	27.3%	63.3%
Ketchikan Gateway Borough Schools	80.4%	63.2%
Wrangell City Schools	105.3%	60.0%
Iditarod Area Schools	71.4%	55.0%
Craig City Schools	94.7%	52.8%
Kake City Schools	95.0%	52.6%
Nome City Schools	81.9%	52.5%
Klawock City Schools	100.0%	50.0%
Alaska Gateway Schools	84.4%	44.4%
Mt. Edgecumbe High School	104.5%	41.9%
Chatham Schools	83.3%	40.0%
Hydaburg City Schools	71.4%	40.0%
Saint Mary's Schools	45.5%	40.0%
Yukon/Koyukuk Schools	100.0%	37.5%
Aleutian Region Schools	75.0%	33.3%
Bering Strait Schools	63.7%	32.3%
North Slope Borough Schools	73.7%	31.3%
Lake & Peninsula Borough Schools	81.1%	30.0%
Aleutians East Borough Schools	47.6%	30.0%
Annette Island Schools	96.0%	29.2%
Southwest Region Schools	93.5%	27.6%
Kuspuk School District	85.3%	27.6%
Northwest Arctic Borough Schools	72.0%	25.9%
Pribilof Schools	133.3%	25.0%
Lower Kuskokwim Schools	74.5%	23.9%
Lower Yukon Schools	63.6%	19.0%
Yupik Schools	48.6%	11.8%
Kashunamiut Schools	95.2%	less than 10%
Yukon Flats Schools	68.8%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Participation Rate	Proficient
Pribilof Schools	144.4%	30.8%
Mt. Edgecumbe High School	115.7%	33.0%
Kuspuk School District	108.8%	less than 10%
Skagway City Schools	108.3%	61.5%
Unalaska City Schools	108.0%	51.9%
Yakutat City Schools	107.7%	28.6%
Cordova City Schools	100.0%	64.9%
Kake City Schools	100.0%	25.0%
Yukon/Koyukuk Schools	100.0%	25.0%
Kashunamiut Schools	100.0%	less than 10%
Valdez City Schools	96.9%	69.4%
Petersburg City Schools	96.0%	54.2%
Annette Island Schools	96.0%	20.8%
Klawock City Schools	92.9%	38.5%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Alaska Gateway Schools	90.6%	48.3%
Southwest Region Schools	90.3%	21.4%
Kenai Peninsula Borough Schools	89.7%	52.8%
Anchorage Schools	89.1%	46.5%
Kodiak Island Borough Schools	87.8%	45.8%
Bristol Bay Borough Schools	86.7%	61.5%
Sitka Borough Schools	86.4%	58.3%
Fairbanks North Star Borough Schools	86.3%	50.0%
Mat-Su Borough Schools	85.9%	57.0%
<b>STATEWIDE</b>	<b>85.4%</b>	<b>46.7%</b>
Nome City Schools	84.7%	32.8%
Haines Borough Schools	84.6%	69.7%
Hoonah City Schools	84.2%	43.8%
Ketchikan Gateway Borough Schools	84.1%	50.9%
Chatham Schools	83.3%	26.7%
Juneau Borough Schools	82.5%	53.0%
Lower Kuskokwim Schools	81.3%	16.6%
Lake & Peninsula Borough Schools	81.1%	13.3%
North Slope Borough Schools	78.3%	18.5%
Delta/Greely Schools	76.9%	56.3%
Northwest Arctic Borough Schools	76.3%	16.7%
Copper River Schools	76.0%	55.3%
Dillingham City Schools	76.0%	47.4%
Tanana Schools	75.0%	50.0%
Aleutian Region Schools	75.0%	33.3%
Galena City Schools	72.4%	44.0%
Yukon Flats Schools	71.9%	less than 10%
Hydaburg City Schools	71.4%	less than 10%
Denali Borough Schools	68.4%	69.2%
Bering Strait Schools	67.6%	23.2%
Iditarod Area Schools	64.3%	33.3%
Lower Yukon Schools	63.6%	14.3%
Southeast Island Schools	61.5%	62.5%
Nenana City Schools	61.3%	47.1%
Saint Mary's Schools	54.5%	16.7%
Yupik Schools	51.4%	less than 10%
Aleutians East Borough Schools	47.6%	20.0%
Chugach Schools	46.2%	50.0%
Alyeska Central School	17.3%	68.4%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

District Name	Writing	Proficient
Haines Borough Schools	84.6%	69.7%
Valdez City Schools	96.9%	69.4%
Denali Borough Schools	68.4%	69.2%
Alyeska Central School	17.3%	68.4%
Cordova City Schools	100.0%	64.9%
Southeast Island Schools	61.5%	62.5%
Skagway City Schools	108.3%	61.5%
Bristol Bay Borough Schools	86.7%	61.5%
Sitka Borough Schools	86.4%	58.3%
Mat-Su Borough Schools	85.9%	57.0%
Delta/Greely Schools	76.9%	56.3%
Copper River Schools	76.0%	55.3%
Petersburg City Schools	96.0%	54.2%
Juneau Borough Schools	82.5%	53.0%
Kenai Peninsula Borough Schools	89.7%	52.8%
Unalaska City Schools	108.0%	51.9%
Ketchikan Gateway Borough Schools	84.1%	50.9%
Fairbanks North Star Borough Schools	86.3%	50.0%
Tanana Schools	75.0%	50.0%
Chugach Schools	46.2%	50.0%
Alaska Gateway Schools	90.6%	48.3%
Dillingham City Schools	76.0%	47.4%
Nenana City Schools	61.3%	47.1%
<b>STATEWIDE</b>	<b>85.4%</b>	<b>46.7%</b>
Anchorage Schools	89.1%	46.5%
Kodiak Island Borough Schools	87.8%	45.8%
Galena City Schools	72.4%	44.0%
Hoonah City Schools	84.2%	43.8%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Klawock City Schools	92.9%	38.5%
Aleutian Region Schools	75.0%	33.3%
Iditarod Area Schools	64.3%	33.3%
Mt. Edgecumbe High School	115.7%	33.0%
Nome City Schools	84.7%	32.8%
Pribilof Schools	144.4%	30.8%
Yakutat City Schools	107.7%	28.6%
Chatham Schools	83.3%	26.7%
Take City Schools	100.0%	25.0%
Yukon/Koyukuk Schools	100.0%	25.0%
Bering Strait Schools	67.6%	23.2%
Southwest Region Schools	90.3%	21.4%
Annette Island Schools	96.0%	20.8%
Aleutians East Borough Schools	47.6%	20.0%
North Slope Borough Schools	78.3%	18.5%
Northwest Arctic Borough Schools	76.3%	16.7%
Saint Mary's Schools	54.5%	16.7%
Lower Kuskokwim Schools	81.3%	16.6%
Lower Yukon Schools	63.6%	14.3%
Lake & Peninsula Borough Schools	81.1%	13.3%
Kuspuk School District	108.8%	less than 10%
Yupit Schools	51.4%	less than 10%
Yukon Flats Schools	71.9%	less than 10%
Kashunamiut Schools	100.0%	less than 10%
Hydaburg City Schools	71.4%	less than 10%

Please note: Participation rate may exceed 100% due to increased enrollment between the October count and the spring testing date.

# STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

TONY KNOWLES, GOVERNOR

Goldbelt Place  
801 West Tenth Street, Suite 200  
Juneau, Alaska 99801-1894  
(907) 465-2800  
(907) 465-4156 Fax

To: The Honorable Fred Dyson  
Alaska State Legislature

From: Ed McLain, Ed.D.   
Deputy Commissioner

Date: March 8, 2002

Subject: Definitions

\*\*\*\*\*

As you requested, we have asked our attorney to provide some clarification on the definitions of some words in statutes AS. 14.03.090 and AS 14.18.060 as related to our hearing on school district correspondence study programs.

Words in statute, unless defined by a definitional statute or administrative regulation, are given their plain meaning, unless there is substantial legislative history to contravene the word's accepted usage.

Thus, because the legislature has not further defined the words partisan, sectarian, and denominational (as used in AS 14.03.090), they will take their plain meaning.

The Merriam Webster's 3d. Unabridged dictionary defines the terms as follows:

**partisan:** [3]: composed of, based upon, or controlled by a single political party or group

**sectarian:** 1: of or relating to one or more sectaries, 2: or, relating to, or having the characteristics of one or more sects esp. of a religious character .. 3a: confined to the limits of one religious group, one school, or one party: denominational, partisan; b: limited in character or scope: of narrow interests: characterized by bigotry: parochial.

**denominational:** 1: of or relating to a denomination: supported in part and either actually or nominally controlled by a particular religious denomination . . 2: Partisan, sectarian.

To the extent that words can be given synonymous definitions, for example denominational and sectarian, it is assumed that the legislature would not use redundant words. Thus, words should be read to have different meanings if possible.

In the context of the statute AS 14.18.060, the term **sex bias** means gender bias.

Please feel free to request further clarifications from your legal counsel.





# GALENA CITY SCHOOL DISTRICT

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

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March 13, 2002

To: Senate Health, Education & Social Services Committee

Dear Members:

The Galena City School District is supportive of SB 346, which clarifies that statewide school district correspondence 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.

SB 346 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 bill 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.

SB 346 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.

Statewide school districts correspondence 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 that the possibility for some inequality in treatment presently exists and for sponsoring SB 346. This bill continues the legislative traditions of allowing local school districts latitude in deciding what is best for their individual student body and also of encouraging comparable treatment for comparable entities.

Respectfully,



Carl Knudsen  
Superintendent, Galena City School District

**Subject: HB464-HES Committee Members...**

**Date: Thu, 7 Mar 2002 15:40:59 -0900**

**From: "Ken & Theresa Chrisman" <tkchrisman@gci.net>**

**To: <Jason\_Hooley@legis.state.ak.us>**

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

I am writing to ask you to adopt the Committee Substitute of HB 464 and encourage you to pass this bill in a timely manner. We need to limit the ability of the Department of EED to regulate statewide correspondence programs. The recently proposed regulations, go well beyond the clear intent of the legislature towards homeschoolers and programs like IDEA and Cyberlynx.

Thank you.

Sincerely,

Theresa Chrisman  
tkchrisman@gci.net  
838 Highlander Drive  
Fairbanks, Alaska 99712  
907-456-7942

**Subject: HB464**

**Date: Thu, 07 Mar 2002 15:56:08 -0900**

**From: "Nancy L. Fiskeaux" <nancyf@r.ome.net>**

**To: Jason\_Hooley@legis.state.ak.us**

Dear Jason Hooley,

Please encouraged the timely passing of HB464. This is important to me as a home-school mother. Thanks.

Nancy Fiskeaux

PO Box 657

Nome, AK 99762

34  
**Subject: HB464**

**Date:** Thu, 07 Mar 2002 16:00:29 -0900

**From:** "Nancy L. Fiskeaux" <nancyf@nome.net>

**To:** Jason\_Hooley@legis.state.ak.us

Dear Jason Hooley,

Please insure the passage of HB 464 in a timely manner. This is an important issue to me as a home-schooling mother of 6 children. Please include my message in the packet that the committee member receive.

Thank you.

Nancy Fiskeaux

PO Box 657

Nome, AK 99762

nancyf@nome.net

March 7, 2002

Eric & Mary Marchegiani  
19103 Richner Road  
Chugiak, Alaska 99567  
Tel 1-907-688-3343

To: House Health Education & Social Services Committee  
Representative Fred Dyson, Chair  
Representative Peggy Wilson, Vice Chair  
Representative John Coghill  
Representative Gary Stevens  
Representative Vic Kohring  
Representative Sharon Cissna  
Representative Reggie Joule

Dear Members:

We are parents that have home schooled our two daughters for several years. We have been a part of the IDEA program since its inception and it has enhanced our ability to educate our two daughters.

We are adamantly opposed to the recently proposed regulation changes forwarded by the Department of Education. As an alternative to that action, we wish to lend our support to CS HB464 as proposed by Representative Dyson. We feel this committee substitute bill will further our and IDEA's ability to educate our children. We would appreciate your support in the passage of this bill during this legislative session.

Sincerely,

Eric A. Marchegiani

**Subject:** CS of HB 464

**Date:** Thu, 7 Mar 2002 19:04:29 -0900

**From:** "Floyd Wright" <fwright@ideafamilies.org>

**To:** <Jason\_Hooley@legis.state.ak.us>

Please pass this message to the member of HESS committee. I am writing in response to the meeting that was teleconferenced today. I was in the Fairbanks LIO and I did testify. After I had testified and a few others a principal of a high school testified that she felt that the IDEA teachers and staff had put the parents up to showing in such numbers. I hate to disappoint her, but IDEA did not encourage anyone to defend IDEA. They did let us know about the meeting today and told us that if we felt strongly about the proposed regulations and the passing of CS of HB 464 that we could attend the meeting, testify if we wanted to, or e-mail our responses to the members of this committee. They don't need to "put us up to it", we all feel strongly about the proposed regulations. They merely gave us the place to say it to. Thank you all for hearing us and caring about our feelings on the regulations. Gaye Wright

**Subject: HB464 - comments**

**Date: Thu, 07 Mar 2002 19:36:48 -0900**

**From: Henspeter Family <copperrr@alaska.net>**

**To: Jason\_Hooley@legis.state.ak.us**

Jason,

Please pass on the following message to Rep. Dyson and the members of the HES Committee. Thank you.

-Ramona Henspeter

Dear Members of the HES Committee:

Thank you for hearing testimony on HB 464. I am in favor of the adoption of the 'committee substitute' form of HB 464. I am a parent of three children, am a certified school teacher in Alaska (continual Type A certification for 20 years), and teach my three children at home. My oldest daughter is now a sophomore in college, but attended our home school for all 12 years of school. My second daughter is a junior and my son is in 6th grade. We have been enrolled in the IDEA program (Galena City Schools) since 1997. We are very pleased with the program, and are especially impressed with the balance the program has reached between parent interaction and freedom, and accountability to a teacher provided by IDEA to assist and monitor my children's progress. This is the quality that drew us to IDEA initially, and has caused us to re-register with them every year in lieu of registering with our local school district's correspondence program. We feel that the quality of education our children is receiving is excellent, and what makes it so is the freedom to research the vast array of home-schooling courses and materials that are now available to use in instructing our students. I spend days, if not weeks, each year checking out materials, reading about on-line classes, and talking to sales reps and other parents on the phone about a particular book or program. When we finally order our materials for the coming school year, I am confident that we have chosen what is best for the individual needs of each of my children. I feel that we have created an effective team made up of: my children, us as parents, and our IDEA contact teachers. It is our strong desire and hope that HB 464 will protect the rights and benefits we have come to deeply appreciate, and will continue to leave the curriculum decision-making process in the hands of each district. Thank you for your efforts on behalf of our children, and for taking the time to educate yourselves on this important issue.

Sincerely,

Ramona Henspeter

P.O. Box 98

Copper Center, AK 99573

**Subject: HB 464 public response :-)**  
**Date: Fri, 8 Mar 2002 10:03:45 -0900**  
**From: "Clint Stark" <stark@mtaonline.net>**  
**To: <Jason\_Hooley@legis.state.ak.us>**

Dear Mr. Hooley:

I would like to notify the HES committee members of our support of HB464. We would like to see this bill passed. Home schooling in Alaska has a proven track record and the accountability requirements already in place are effective. Please continue to support families that are committed to the education of their children within their own homes by working toward the passing of HB464. Thank you for your dedication in working to protect homeschooling and correspondence education.

Respectfully,

Michael C. & Rhonda Stark  
Palmer, Alaska

**Subject: Comment on HB 464**

**Date:** Thu, 7 Mar 2002 14:09:48 -0900

**From:** "DAVE MAXWELL" <dmaxwell@ideafamilies.org>

**To:** <Jason\_Hooley@legis.state.ak.us>

Dear Mr. Hooley,

Please include my comments in the packet for the HES committee members for today's hearing.

Thank you,  
Noel Maxwell  
PO Box 3493  
62315 Fireweed Ave, Homer  
907-235-5283

Dear Representatives Dyson, Wilson, Coghill, Steven, Kohring, Cissna, and Joule,

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

I have been involved with the IDEA program for 3 years. In an age where we bemoan the state of our public schools, any public program which encourages parents to be directly involved with the education of our children ought to be lauded and supported, not strangled with regulations.

The Alaska Legislature has clearly been supportive of the freedom of parents and local school boards to develop the best educational programs for their children. Obviously the Legislature trusts those individually and locally involved to best address the educational needs of the students they work with every day.

All subsequent legislative committees ought to reflect this vision trust which accord current law. The recent proposed regulations by the EDU Committee cuts contrary to this trust and seeks to regulate education from Juneau.

Therefore, I ask you to support HB 464. Government must seek to work for the people. I want to see the best education for all Alaska's children; this legislation allows us, the people of Alaska, to make that possibility a reality.

Sincerely,  
Noel Maxwell

**Subject:** HB464

**Date:** Thu, 7 Mar 2002 13:40:43 -0900

**From:** "Chris Stokes" <gstokes@ideafamilies.org>

**To:** <Jason\_Hooley@legis.state.ak.us>

Dear Jason,

Please include my message in the packet for the committee members Fred Dyson, Peggy Wilson, John Coghill, Reggie Joule, Sharon Cissna, Vic Kohring, and Gary Stevens. My name is Chris Stokes and my address is 13730 Capstan Dr., Anchorage, AK. My phone number is (907) 345-6634. I am representing myself and my family as we have been homeschoolers for 13yrs. Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002. I am in favor of HB464 and I agree with Carol Simpson in Homer. Thank you for your time.

Chris Stokes



# Alaska State Legislature

Please enter into the record my testimony to the House HES Committee Members  
committee name

Committee on HB 464 , March 7, 2002  
bill # / subject

I ask that you consider and adopt the Committee Substitute of HB 464.

I encourage the timely passage of this bill.

Thank your for your consideration.

Signed: Marsha Ware *Marsha Ware*  
Testifier

IDEA  
Representing (optional)

P.O. Box 7059 NIKISKI AK 99635  
Address

(907) 776-8981  
Phone number

Hello. My name is Ben Phillips. I am the father of seven. The children we have that are of age are enrolled in the Galena school system. There are two issues I would like to address: (WITH PROPOSED BOARD OF EDUCATION REGS)

- 1) The first issue is the administration costs. A good administrator always considers the costs involved with any proposed policy. These new regulations will no doubt cost the Galena school district more money to administer and it will cost more money for the State to administer. With the State facing a large budget gap, it seems that stuff like this, could nickel and dime the State to death. I mean, why mess with a program that is working as well as this one? I guess it's for the sake of control, which brings me to my next issue.
- 2) I think what they are trying to control through all of this is not reading, writing and arithmetic (for which I am sure they have no problem- as this particular school's test scores are among the highest in the State). It seems by the language, which is rather vague and needs to be clarified, that their main concern deals with parent's teaching their own children in the privacy of their own home, religion. What has been quite clear from the beginning is that it is illegal for home-schoolers in the Galena program to purchase religious materials with State money. All people involved are keenly aware of this, and it is already currently well policed. If the State Board of Education would be willing to apply the same degree of potency to their own programs that they are trying to use to judge Galena with, not only would the other State schools not be facing money problems, but these frivolous regulations would never have been proposed. We are all aware of the State Statute AS 14.03.090 which states, "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." We have watched this statute be loosely interpreted by the same board. In rural Alaska, in towns like Bethel and Barrow, native spiritualistic religion is taught during school hours and are advocated in the name of "Cultural Diversity".

In closing, we are offended by what appears to be thinly veiled discrimination.

will cost more money to everyone and what

I support 464

Ben Phillips



# Alaska State Legislature

Please enter into the record my testimony to the H HESS  
 committee name  
 committee on HB 464, dated 3/7/02  
 bill/subject

message for HES committee concerning HB4...entered into the record on March 7, 2002

**Subject: message for HES committee concerning HB464substitutes to be entered into the record on March 7, 2002**  
**Date: Thu, 7 Mar 2002 16:08:12 -0000**  
**From: "Grace Van Diest" <gvandies@pobox.alaska.net>**  
**To: <MatSu\_LIO@legis.state.ak.us>**

-----Original Message-----

**From:** Grace Van Diest <gvandies@pobox.alaska.net>  
**To:** Mat-Su\_LIO@legis.state.ak.us <Mat-Su\_LIO@legis.state.ak.us>  
**Date:** Thursday, March 07, 2002 4:05 PM  
**Subject:** message for HES committee concerning HB464substitutes to be entered into the record on March 7, 2002

Grace A. Van Diest  
 HC 01 Box 6107-X  
 Pulmer, AK 99645  
 907-745-5486  
 Campus Cottrell  
 March 7, 2002  
 Representing IDEA

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.

To the members of the HES committee:  
 I agree with the substitution amendments to House Bill 464 as proposed by Rep. Dyson. Please push forward the Committee Substitute of HB464 as quickly as possible to the Education Committee. I also agree with Carol Simpson and her testimony at the LIO office today. Thank you for your time. Grace Van Diest

STATE OF ALASKA  
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY  
DIVISION OF PUBLIC SERVICES

PETERSBURG LEGISLATIVE INFORMATION OFFICE

PHONE: 772-3741

FAX: 772-3779

FAX TRANSMISSION

TO: HHES/ Jason Hooley  
FAX: (907) 465-4587  
DATE: 3/07/02  
MESSAGE:

2 pages to follow -  
- written text of Sharylee Zachary testimony today.

Thank you,

March 7, 2002

To: the HHES Committee  
Re: CSHB 464  
From: Sharylee Zachary, Petersburg, AK

Thank you very much for hearing my (and all the other) testimony today.

I appreciate the efforts being made by all (whether educated in 'legalese' writing of legislation, or not, - like me) to write regulations that will uphold our right and need to homeschool our children, choose the curriculum that is best for them, and allow for the individual nurturing, schooling, and mentoring that each child needs.

I applaud the efforts of the public school teachers who are trying valiantly to school so many children, - from various backgrounds and various needs. But, public school does not meet the needs of all children AND homeschooling does not meet the needs of all children. **THEY ARE TWO DIFFERENT FORMS OF SCHOOLING AND FUNCTION DIFFERENTLY.** The one is not a carbon copy of the other. Yet, they are both shooting for the same end result - the best education for Alaskan children with their 'self-esteem' intact.

The DEED is trying to make homeschooling into public school by it's regulations. This does not work in 'real life'. At home, I am able to nurture my 'slow reader' along until they 'click-in', ... now she has nationally tested in the 98<sup>th</sup> percentile. I had her on the curriculum that best suited her. In her struggle years, her 'self-esteem' would have been very low because she could not have kept up. Another daughter has eye problems that was not diagnosed by any physician, - yet, it greatly slowed her down. I had her on another curriculum and was able to adjust her daily schedule to meet her physical energy needs (public school would not have been able to accommodate this). After several years, we discovered her problem (through another homeschooling family with a child with the same problem). And now she is really picking up - with her 'self-esteem' intact!

If we were on the 'state mandated curriculum and timing' for their needs, it would have been a disaster!!

Also, the DEED does not want to allow parents to teach religious-based curriculum. Guess what! There is already 'religion' being taught in the public school systems. Books, resources, curriculum that imply or teach various facets of witchcraft, actual spells, (an example is Harry Potter which is widely read and promoted in the schools); 'evolution' is a religious way of thought; you cannot teach Native culture without getting into the religious beliefs; Quanza, etc.! Yet, the DEED seems to 'blink' at this. We want our children to be schooled in the Christian ethic that **OUR NATION WAS FOUNDED ON!** Yet, the DEED says, 'No way'!

If the regulations have more monitoring for everyone, the money will be taken out of our childrens' allotment .... I have not seen them offer more money to pay for the added personnel. Also, when we were on Alyeska some years back ... it was so confusing, we had to give that up. The monitoring was 'way overkill'!

I have more to say, but I will think on it and submit more later.

Respectfully,

*Sharylee M Zachary*

Sharylee Zachary  
Homeschooling Mother of Three

HB 464

**Subject: HB 464**

**Date: Thu, 7 Mar 2002 09:46:59 -0900**

**From: "Max Mitchell" <donna@xyz.net>**

**To: <Homer\_LIO@legis.state.ak.us>**

From: Max and Patsy Mitchell

Box 2161

Homer, AK, 99603

907-235-7438 e-mail [donna@xyz.net](mailto:donna@xyz.net)

Please HB 464. DEED's regulations do little if anything to improve statewide correspondence. The DEED's intentions are to burden only statewide programs such as IDEA with extra regulations in order to force students into local programs. This would be a financial gain for local programs at the expense of statewide programs.

DEED must have to little productive work to do. They are probably overstaffed. We suggest that legislatures take a look into this and make appropriate reductions in staff.

Respectfully,  
Max and Patsy Mitchell

**To: House HES Committee on HB464**  
**From: Robyn S. Audette**  
**P.O. Box 936**  
**Seward, AK 99664**  
**(907) 224-3271**

**"Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002."**

Our three children are enrolled in the IDEA statewide correspondence program, through the Galena City School District. This is our fourth year in the program, and we are very happy with the help and support we receive from this program. Before enrolling in IDEA, we successfully homeschooled, independently, for three years. The help we receive from the IDEA staff aids us in reaching our goal of excellent education for our children.

I have read and commented to the State Dept. of Education and Early Development regarding their proposed changes in regulations for statewide correspondence programs. The question and answer document they sent in reply was even more disturbing to me than the text of the proposed regulations.

I believe the DEED is trying to fit homeschool-oriented public education programs into the building-based public school paradigm. This is like trying to fit the proverbial square block into a round hole. Both are viable and valuable educational tools, which can be used to attain the goal of providing Alaskan children with an excellent education. They cannot, however, be administered the same way, and should not be forced to follow the same regulations.

I believe the Committee Substitute of HB464 more correctly puts the responsibility for administering statewide correspondence programs in the hands of the school districts that offer such programs. The current body of Alaskan law adequately addresses the issues the proposed DEED regulations seek to over-regulate.

I urge you to vote in favor of the CS HB464.

Thank you,  
Robyn S. Audette  
Seward, AK

HB 464

**Subject:** HB 464**Date:** Thu, 07 Mar 2002 22:29:02**From:** "Catherine Bishop" <cwb100@hotmail.com>**To:** Homer\_LIO@legis.state.ak.us, Kenai\_LIO@legis.ak.state.us, Seward\_LIO@legis.state.ak.us**CC:** cwb100@hotmail.com, carols@ideafamilies.org

My name is: Catherine W. Bishop  
My address is: P.O. Box 2986, Seward, AK 99664  
My Phone Number is: (907) 224-2394  
My email is: [cwb100@hotmail.com](mailto:cwb100@hotmail.com)

Please enter into the record my testimony, as written below, to the House HES Committee on HB 464, dated March 7, 2002.

I am writing to ask that you adopt the HB 464 and that it be done in a timely manner. I am an I.D.E.A. parent and have been for 3 years. I have watched this program grow from 150 students, to 3,500 students. The effort that is put into making this program succeed is outstanding. This wonderful program is the product of years of parent/teacher/administration input. It works the way it is - it doesn't need to be fixed or changed. Thank you for considering HB 464. Without its adoption I feel that we will be unduly restricted and discriminated against in our attempts to educate our children.

Catherine W. Bishop

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STATE OF ALASKA  
THE LEGISLATURE

LEGISLATIVE AFFAIRS AGENCY  
DIVISION OF PUBLIC SERVICES

PETERSBURG LEGISLATIVE INFORMATION OFFICE

PHONE: 772-3741

FAX: 772-3779

FAX TRANSMISSION

TO: HHES/Jason Hoodley  
FAX: (907) 465-4581  
DATE: 3/7/02  
MESSAGE:

- 3 pages to follow -
- written text of Ben Phillips testimony before the committee
- 2 add'l parts here who wished to make their positions known -

Thank you,

House, Health, Education and Social Services Committee:

My name is Virginia Sipper and I am in support of the CSHB 464. I agree with the changes being addressed, and would ask you to support this bill.

*Virginia Sipper*

House, Health, Education and Social Services Committee:

My name is Barbara Steltz and I have a child enrolled with the IDEA program. I urge you to support the CS for House Bill 464.

Sincerely Yours,  
Barbara Steltz



# Alaska State Legislature

Please enter into the record my testimony to the

HES

Committee name

Committee on

HB 464 /

Bill/Subject

, dated March 7, 2002

Please adopt HB 464,

I feel so strongly that such a good program like I.D.E.A. should remain as it is... a support to homeschooling families.

At this time the EED is considering regulations that would restrict my abilities to teach my children and use a program like I.D.E.A.

In many ways, I feel that my ability to home-school has been enhanced through the IDEA program. It holds a high standard for us as teaching parents.

Signed:

Shirley C. G. Huin  
Testifier

Representing (Optional)

HC 33 Box 2988-B

Address

Wasilla, AK 99654

Phone number

(907) 376-2481

**STATE OF ALASKA  
THE LEGISLATURE**

LEGISLATIVE AFFAIRS AGENCY  
DIVISION OF PUBLIC SERVICES

**PETERSBURG LEGISLATIVE INFORMATION OFFICE**

PHONE: 772-3741

FAX: 772-3779

**FAX TRANSMISSION**

TO: HHES / Jason Hooley - Aide  
FAX: (907) 465-4587  
DATE: 3/7/02  
MESSAGE:

2 pages to follow:

Dana was not able to physically attend today but has submitted these written comments to the Committee. She appreciates their consideration

(1)

March 7, '02

Dear Members of H.E.C.

I wished to attend the Petersburg L.I.O. meeting today but am stuck at home on Kupreanof Island, a 5-minute boat ride from Petersburg.

I'd like to say that my family is very appreciative of your efforts to keep flexible, creative educational options alive for homeschoolers.

Very few local families living "off-the-grid" as we do have been able to maintain their way of life throughout their children's high school years, as we have.

IDEA has made this easier for us, not only by enabling us to purchase customized educational resources for our children instead of using the cookie-cutter approach a public school must resort to, but also because we've been able to purchase dance lessons,

(2)

DATE

Swim classes, video camera instruction, and other things that satisfy the longings of aspiring, dreaming teenagers.

I.D.E.A. has been a wonderful program for our family — please fight to keep it that way!

Thank you,

Dana Thynes

Dana Thynes  
P.O. Box 2047  
Petersburg, AK 99833

rdthynes@alaska.net

March 7, 2002

To: Representative Fred Dyson

From: Jonathan and Ruth Ewig

7776 70th Avenue

phone/fax: 907-452-5538

*Please give to how  
might away. Thank you!*

RE: We AGREE with CS to HB 464

Thank you for your hard work on this. It is a travesty that the public school educrats on the Alaska State Board of Education and within the Alaska State Department of Education would try and require homeschoolers to drop our standards to that of the public school norm including the elimination of character education. Perhaps this board has passed its time of usefulness. We will definitely oppose any reduction of the high standard of education we as homeschoolers plan and implement for our children.

Keep up the good work!

Sincerely,

*Jon Ewig*  
*Ruth Ewig*

Note: We hope this committee chair will not allow domination by the state-paid employees such as Deputy Commissioner McLain over those of us who are not being paid but travel far to testify at these hearings. This happened at the Joint Committee meeting where Lesil McGuire was chair on Friday, March 1.



# Alaska State Legislature

Please enter into the record my testimony to the House HESS  
committee name

Committee on HB 464, dated March 7, 2002  
bill # / subject

I am writing to ask that you adopt the HB 464 and that in be done in a timely manner. I am an I.D.E.A. parent and have been for 3 years. I have watched this program grow from 150 sutdents, to 3,500 students. The effort that is put into making this program succeed is outstanding. This wonderful program is the product of years of parent/teacher/administration input. It works the way it is - it doesn't need to be fixed or changed. Thank you for considering HB 464. Without its adoption I feel that we will be unduly restricted and discriminated against in our attempts to educate our children.

Signed: Catherine W. Bishop  
Testifier

Representing (optional)

P.O. Box 2986 Seward, AK 99664  
Address

(907) 224-2394  
Phone number

**Subject: Fw: HB 464**

**Date:** Mon, 18 Mar 2002 11:51:49 -0900

**From:** "The Winniford Family" <swinniford@ideafamilies.org>

**To:** "Jason Hooley" <Jason\_Hooley@legis.state.ak.us>

Dear Jason,

I originally sent this to the Senate committee dealing with the companion bill to HB 464. I would like this included in the packets for each of the committee members dealing with HB 464. Thank you very much.

Sincerely, Nancy Winniford

----- Original Message -----

From: The Winniford Family

To: Janey Wineinger

Cc: Sally Javier

Sent: Wednesday, March 13, 2002 11:03 PM

Subject: HB 464

Dear House HES Committee Members,

I am a parent homeschooling my daughters through the IDEA program from the Galena School District. I really appreciate the innovative and very helpful program they have put together. I have found everyone there VERY helpful and interested in the best education for my daughters.

I wrote to the D.E.E.D. about their proposed regulations for statewide correspondence programs. I'll try to summarize here:

One of the main reasons I home school is because of the opportunity to choose my own curriculum. I taught for 12 years prior to having children of my own, and found curricula that worked well. I have collected many of these items for my daughters, and I would like the chance to use them, as I know from first-hand experience that they work. Also, I believe that regulating out of existence the use of sectarian curricula privately purchased by the parent is beyond the scope of what the D.E.E.D. should be doing. We don't use such curricula in public schools because some may be offended by them, but such is not the case in one's own home!

The D.E.E.D. has a laudable goal in preventing home schoolers from "falling through the cracks" so to speak, and never getting the help they need for their students. However, most of the problem, I found when I taught, lay with parents outside the system completely, attempting to home school on their own, with no help from a program such as IDEA. Aiming extra regulations at these correspondence programs will not, then, solve the problem. Also, many parents in these programs have pulled their students from the public school precisely because they have fallen through the cracks in the public school. This is happening more and more frequently since the school systems have made the requirements for entering Resource programs more stringent. These parents are very concerned. That is why they go to the extra work of schooling at home.

Correspondence Home schools should not have to re-apply each year for approval, when other charter type schools do not have to.

Also, I asked the D.E.E.D. to treat me as a team member on their team, as someone who is ultimately the person most interested in my children receiving the best education possible. I asked them to include some of we homeschoolers in their discussions, so they have our input readily available.

Thank you for considering my thoughts.

Sincerely, Nancy Winniford

**Subject: HB 464**

**Date: Mon, 18 Mar 2002 12:40:12 -0900**

**From: "The Carter Family" <pcarter@ideafamilies.org>**

**To: <Jason\_Hooley@legis.state.ak.us>**

We feel this bill is appropriate. Please pass it as quickly as possible. Thank you.

Include this statement in the committee members packets.

Paul and Laura Carter

IDEA parents

# ALASKA STATE LEGISLATURE

REPRESENTATIVE  
**JEANNETTE JAMES**  
PO Box 56622  
North Pole, Alaska 99705  
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While in Juneau  
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House of Representatives  
House District 34

## **SECTIONAL ANALYSIS** **CS HB 464 (HES)**

Contact: Richard F. Schmitz 465-6791

**SECTION 1:** Adds a new section to AS 14.07 (Administration of Public Schools). This section (AS 14.07:175) applies specifically to statewide school district correspondence study programs.

**SECTION 1 (a):** Gives authority to adopt regulations regarding statewide correspondence study programs.

**PART 1:** Establishes a 10-year certification period for statewide correspondence study programs; paralleling the certification time period for charter schools. This requirement does not apply to a program that is "in crisis" or "deficient" as established in AS 14.03:123(a) (school accountability).

**PART 2:** Establishes that school districts have the authority to monitor student progress, and to set the rules for doing so.

**PART 3:** Establishes that school districts have the right and responsibility to decide which curriculum materials can be paid for with program funds, and which must be paid for by home educators.

**SECTION 1 (b):** Restricts application of this section to statewide school district correspondence study programs by removing Alyeska Central School, in-district correspondence programs, and charter schools.

Revised: March 18, 2002

# FISCAL NOTE

**STATE OF ALASKA**  
**2002 LEGISLATIVE SESSION**

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: HB 464  
 () Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
 Title School District Correspondence Study BRU Teaching & Learning Support  
 Component Quality Schools  
 Sponsor Representatives James, Dyson  
 Requester H HES Component No. 2147

**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						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>						
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<b>CHANGE IN REVENUES ( )</b>						
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**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
<b>TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

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 464 does not add any new or additional duties to the department, therefore there is no cost to DEED. The bill will also lower the number of yearly approval applications that the department will process. HB 464 requires the local school district to monitor its students. It also gives the district the duty and authority to establish procedures for review and selection of all textbooks and instructional materials. These new provisions will affect the local district, not DEED.

Prepared by: \_\_\_\_\_ Phone \_\_\_\_\_  
 Division \_\_\_\_\_ Date/Time 3/15/02 3:45 PM  
 Approved by: Representative Fred Dyson, Chair HHES Committee Date 3/15/2002  
 Agency \_\_\_\_\_

# PUBLIC POLICY SOURCES

Number 51

## Home Schooling: From the Extreme to the Mainstream

by Patrick Basham, Cato Institute

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## Home Schooling: From the Extreme to the Mainstream?

### Introduction<sup>1</sup>

Over the past decade, home schooling has shed its image as a social or educational aberration.—Jacqueline Luffman, Statistics Canada

During the last 20 years, the general public's familiarity with home schooling has evolved from a level of almost complete ignorance to one of widespread, if largely uninformed, awareness. This evolution was stimulated by, and reflected in, heightened media interest in home schooling. Feature articles on home schooling graced the covers and pages of respective national publications (see Wallace, 1982; Feinstein, 1986; Stecklow, 1994; Maushard, 1996; Benning, 1997; Eisler and Dwyer, 1997; Kantrowitz and Wingert, 1998; Kay, 2001, and Cloud and Morse, 2001) such as *Maclean's*, *The National Post*, *The Wall Street Journal*, *Time*, and *Newsweek*, while national radio and television broadcasts<sup>2</sup> also shone a spotlight on home schooling. Consequently, the growth of home schooling has not escaped the attention of leading policymakers in both Canada and the United States. In 1999, for example, then-Texas Governor George W. Bush addressed an audience of 2,000 home schoolers and their parents. Meanwhile, on September 16, 1999, the US Senate passed a resolution designating the week of September 19-25, 1999, as "National Home Education Week." In the Canadian context, some policy-

makers now publicly acknowledge the growing popularity and importance of the home schooling movement.<sup>3</sup>

Similarly, academic researchers and policy analysts are exhibiting more than a passing interest in home schooling.<sup>4</sup> In June 2000, for example, the *Peabody Journal of Education* devoted a 300-page issue exclusively to the topic of home schooling (McDowell and Ray, 2000). Such popular, political, and academic attention reflects the reality that, as Patricia Lines, formerly a senior research analyst for the US Department of Education and now a Senior Fellow at the Discovery Institute, concludes, home schooling parents are "reinventing the idea of school" (quoted in Kantrowitz and Wingert, p. 67).

Given the attention bestowed upon this flourishing but poorly understood private education practice, by surveying the available research literature this paper attempts to provide preliminary answers to a series of important questions. These questions include:

- What is home schooling?
- How does government regulate home schooling?
- What is the history of home schooling in North America?

1 The author thanks Jason Clemens, Fred McMahon, and Claudia Rebanks Hepburn for their careful reading and constructive editing of this paper.

2 See, for example, the three-part documentary series aired by National Public Radio, February 26-28, 2001 (<http://www.npr.org/programs/atc/features/2001/feb/010226.cfoa.html>).

3 On March 7, 1997, for example, Pat Atkinson, Saskatchewan's Minister of Education, spoke to a conference of that province's home schooling parents.

4 Relatively little scholarly research has been conducted to-date on Canadian home schooling. Hence, the preponderance of research cited in this paper is of American origin.

moderate regulation, and low regulation states. High regulation states may require parents to inform the respective educational authority that they wish to begin to home school, maintain compulsory attendance laws, require that the home school curriculum be approved by the state, conduct periodic visits to the home, administer standardized tests, and require that home schooling parents be certified teachers. (As the Ludwig von Mises Institute's Mark Brandly has explained, this latter requirement is often drawn up by state legislatures beholden to teachers' unions that want to use certification laws to discourage home schooling (Brandly, 1997).) Moderate regulation states may require parents to send notification and provide test scores and/or professional evaluation of the student's progress. Low regulation states do not require parents to initiate any contact with the state. For example, there are 41 states that have no minimum academic standards for parents who home school their children.<sup>7</sup>

### History

Throughout history, societies have practiced home schooling (Gordon and Gordon, 1990; and Stevens, 2001). In fact, home schooling (conducted either by parents or private tutors) was widespread throughout North America until the 1870s, when compulsory school attendance and the training of professional educators coalesced to institutionalize education in the physical environment that today we recognize as school. Notable home schooled Americans include, for example, presidents George Washington, John Quincy Adams, Abraham Lincoln, Woodrow Wilson, and Franklin Delano Roosevelt. Other

successful products of American home schooling include inventor Thomas Edison, General Robert E. Lee, civil rights activist Booker T. Washington, writer Mark Twain, and industrialist Andrew Carnegie.

Although home schooling did continue in a limited fashion after the 1870s, it was not until the 1960s that this educational practice received renewed attention and interest from parents and educators. The intellectual roots of the two strains most evident in contemporary North American home schooling are both a generation in length.<sup>8</sup> The first strain is ideological, and classifiable as the Christian Right. Its philosophical leader is the former missionary Dr. Raymond Moore. In 1969, this then-US Department of Education analyst began researching the institutionalization of children's education. His primary conclusion, disseminated in publications such as *Home Grown Kids* and *Home-Spun Schools*, was that a child's entry into formal education should be delayed until ages 8 to 12.

The second strain of home schooling is pedagogical and traces its theoretical lineage to the libertarian Left, as led by the late teacher and humanist John Holt. During the 1960s, Holt advocated educational decentralization and greater parental autonomy (sometimes known as "laissez-faire home schooling"), more recently referred to as "unschooling."<sup>9</sup> Holt's thesis is that the most civilized way to educate a child is through home schooling. To propagate his ideas, Holt wrote the highly controversial books *How Children Fail* and *Teach Your Own*; in 1977, he founded the bi-monthly home schooling magazine *Growing Without Schooling*.

7 The evolving regulatory relationship between home schooling parents and government is most recently addressed in Malkin, 2001.

8 In Canada, most home schooling parents do so for religious or pedagogical reasons. See Smith, 1993.

9 Approximately five percent of home schooling follows the unschooling approach, which does not adhere to a structured curricula, allowing students to learn at their own pace and according to their own interests. See Cloud and Morse, pp. 52-3.

**Table 1: Number of Students and Number and Percentage of Home Schooled US Students, Ages 5-17, with a Grade Equivalent of Kindergarten to Grade 12, by selected characteristics.**

Characteristic	Number of Students	Number of Home Schooled Students	Percent	Standard Error
<i>Total</i>	50,188,000	850,000	1.7	0.14
Grade equivalent, K-5	24,428,000	428,000	1.8	0.20
Kindergarten	3,790,000	92,000	2.4	0.52
Grades 1-3	12,692,000	199,000	1.6	0.29
Grades 4-5	7,946,000	136,000	1.7	0.28
Grades 6-8	11,788,000	186,000	1.6	0.24
Grades 9-12	13,954,000	235,000	1.7	0.24
<i>Race/ethnicity</i>				
White, non-Hispanic	32,474,000	640,000	2.0	0.19
Black, non-Hispanic	8,047,000	84,000	1.0	0.31
Hispanic	7,043,000	77,000	1.1	0.25
Other	2,623,000	49,000	1.9	0.65
<i>Sex</i>				
Female	24,673,000	434,000	1.8	0.19
Male	25,515,000	417,000	1.6	0.17
<i>Number of children in household</i>				
One child	8,226,000	120,000	1.5	0.24
Two children	19,883,000	207,000	1.0	0.14
Three or more children	22,078,000	523,000	2.4	0.30
<i>Number of parents in household</i>				
Two parents	33,007,000	683,000	2.1	0.21
One parent	15,454,000	142,000	0.9	0.16
Non-parental guardians	1,727,000	25,000	1.4	0.82
<i>Parents' participation in the labour force</i>				
Two parents—one in labour force	9,628,000	444,000	4.6	0.55
Two parents—both in labour force	22,880,000	237,000	1.0	0.17
One parent in labour force	13,907,000	98,000	0.7	0.16
No parent in labour force	3,773,000	71,000	1.9	0.48
<i>Household income</i>				
\$25,000 or less	16,776,000	262,000	1.6	0.27
25,001-50,000	15,220,000	278,000	1.8	0.24
50,001-75,000	8,576,000	162,000	1.9	0.30
75,001 or more	9,615,000	148,000	1.5	0.28
<i>Parents' highest educational attainment</i>				
High school diploma or less	18,334,000	160,000	0.9	0.15
Voc/tech degree or some college	15,177,000	287,000	1.9	0.25
Bachelor's degree	8,269,000	213,000	2.6	0.42
Graduate/professional	8,407,000	190,000	2.3	0.46

Note: Numbers may not add to total due to rounding. Number and percent of home schoolers excludes students who were enrolled in school for more than 25 hours and students who were home schooled due to a temporary illness.

Source: US Department of Education, National Center for Education Statistics, *Parent Survey of the National Household Education Surveys Program, 1999*.

literate to cope in contemporary society... Public opinion polls show that confidence in the education system is at a 30-year low. Tangible proof of this is the growing number of children withdrawn by their parents each year from government schools: the percentage of families choosing independent (private) schools has doubled over the past 25 years, while the popularity of home schooling is unprecedented and growing rapidly (Heppburn, 1999, p. 4).

When asked to rate their public schools, 45 percent of Americans give only a C, D, or F grade (Gallup and Elam, 1988, p. 36). Unfortunately, "many public schools—and their baleful unions and wretched bureaucrats, their rigid rules and we-know-best manner—have done a lot to hurt themselves" (Cloud and Morse, p. 48). Despite large increases in government spending on public education over the past generation, the outputs of American public education are increasingly disappointing. Alarming, for example, American graduates are frequently illiterate; hence the need for America's private sector firms to spend billions of dollars annually on employee literacy programs (Schargel, 1993, p. 67).

What, then, are the specific comparative advantages of home schooling, at least as perceived by those who choose to educate their children in this manner? There are a variety of reasons provided by home schooling parents in both Canada and the United States and the most common to both countries may be summarized as follows:

- The opportunity to impart a particular set of values and beliefs.
- Higher academic performance through one-on-one instruction.
- The opportunity to develop closer and stronger parent-child relationships.

- The opportunity for the child to experience high-quality interaction with peers and adults.
- The lack of discipline in public schools.
- The opportunity to escape negative peer pressure (e.g., drugs, alcohol, and premarital sex) through controlled and positive peer social interactions.
- The unaffordability of private schools, and
- A physically safer environment in which to learn.

Most recently, the safety issue in particular has spurred public interest in home schooling. This reflects both the fact that, for example, one in four American public school students has been a victim of violence at or near her school (cited in Richman, 1994, p. 111), and the heightened interest in safer schooling immediately following the April 1999 tragedy at Columbine High School in Littleton, Colorado (and subsequent copycat incidents in both Canada and the United States) (see, for example, Sink, 1999). In a *Newsweek* poll, 63 percent of adult Americans said it was very or somewhat likely that a shooting incident could happen at their local schools.<sup>12</sup>

This surge in interest in home schooling is also greatly facilitated by new technology, specifically the growth of the Internet. Among home schooling families, access to the Internet is well above average. In 1996, 86 percent of American home schooling families owned a computer and used it for educational purposes. At that time, nationally, only one in three families had a computer. Today, between 93 and 94 percent of home schoolers have access to a computer; by comparison, as of June 2000, only about half of all American households had Internet access (Heuer, 2000). Such technology allows 71.1 percent of home schooling parents to individualize their educa-

<sup>12</sup> Polling conducted April 21-22, 1999, as reported in Bai, 1999, p. 27.

with school-age children (Rudner, 1999). The Parent Survey of the National Household Education Surveys Program found 80 percent of home schooled children living in two-parent families compared to 66 percent for non-home schoolers. Furthermore, 87.7 percent of home schooling mothers do not work outside the home (Ray, 1997b). Overall, 52 percent of home schooled children are raised in two-parent families where only one parent works outside the home compared to 19 percent for non-home schooled children (Bielick, *et al.*, p. 8). The average size of a home schooling family is also above average—62 percent of home schooling families have three or more children compared to 44 percent of non-home schooled families, while 56 percent of all American families with school age children have only one or two children.

### **How do home schooled children perform academically?**

Home schooled students receive a more varied education than does a child who is conventionally schooled.—Isabel Lyman, Cato Institute

As student testing is not compulsory in all states and provinces, test data may not be fully representative of overall student performance. Nonetheless, according to the US Department of Education, "Virtually all the available data show that the group of home schooled children who are tested is above average" (Lines, 1995). Such impressive results have been observable for at least 15 years. An analysis of SAT scores since 1985 in Washington State, for example, finds that home schooled children score consistently above average (Lyman, p. 14). Dr. Howard Richman and his colleagues found that the home schooled in Pennsylvania score, on average, at the 86<sup>th</sup> percentile in reading and at the 73<sup>rd</sup> percentile in math (Richman, Girtten, and Snyder, 1992).

From coast to coast, and from border to border, home schooled students in the United States surpass the national averages on both of the major college-entrance tests, the ACT and the SAT. For the third consecutive year, home schooled students outperformed public school students on the ACT. The ACT exam includes curriculum-based achievement tests in English, mathematics, reading, and science. From 1998 to 2000, home schoolers averaged 22.7 on the ACT, compared to a national average of 21 (the ACT test has a scale of 1-36) (*The Washington Times*, 2000a). Home schoolers averaged 1,083 on the SAT, compared with a national average score of 1,016.

The most recent and most comprehensive study of American home schooling was led by leading statistician and measurement expert, Dr. Lawrence Rudner of the University of Maryland. The study measured 20,760 home schooled students in all 50 states (Rudner, 1999). Rudner concluded that, "Those parents choosing to make a commitment to home schooling are able to provide a very successful academic environment." For example, "In every subject and at every grade level of the [tests], home schooled students scored significantly higher than their public and private school counterparts." Home schoolers' average score fell between the 82<sup>nd</sup> and the 92<sup>nd</sup> percentile in reading and reached the 85<sup>th</sup> percentile in math. Overall, test scores for home schoolers fell between the 75<sup>th</sup> and 85<sup>th</sup> percentiles. Public school students scored at the 50<sup>th</sup> percentile, while private school students' scores ranged from the 65<sup>th</sup> to the 75<sup>th</sup> percentile.

Interestingly, having at least one parent who is a certified teacher has no significant effect on the achievement levels of home schooled students. The test scores of students whose parents had ever held a teaching certificate were only three percentile points higher than those whose parents had not—in the 88<sup>th</sup> percentile versus the 85<sup>th</sup> percentile. However, the children of university graduates perform significantly better than do

The international evidence on the academic performance of home schooled students is equally encouraging. For example, a recently completed three-year study conducted by researchers at England's University of Durham found that home schooled students noticeably outperformed their public school peers in both literacy and mathematics (Livni, 2000). The fact that home schooling appears to improve academic performance regardless of geographic location and political jurisdiction has stimulated interest around the world. The United Kingdom, Germany, Japan, and Switzerland are among a host of developed nations with rapidly growing home schooling movements (Billups, 2000).

Importantly, in the United States 69 percent of home schooled children plan to pursue a post-secondary education (Ray, 1997b). In the absence of school transcripts, etc., home schooled applicants are increasingly presented with the option of submitting to admissions offices any standardized test scores, letters of recommendation, and a portfolio of their written work. Also, many home schooled students are writing the General Educational Development tests, a high school equivalency exam, in order to demonstrate their academic progress to the 75 percent of American universities accepting such students.

In recent years, home schooled students are gaining admission and scholarships to the most prestigious universities. Over 700 post-secondary institutions across the United States, including Harvard University, Yale University, Stanford University, MIT, Rice University, and the Citadel, have admitted home schooled students (Leung, 2000). September 2000 saw the opening of Patrick Henry College, in Virginia, the first university established especially for home schooled children. The *National Center for Home Education* estimates that one million home schooled students will enroll in post-secondary institutions over the next decade (*The Washington Times*, 2000b). This is unsurprising considering that, "Home schoolers

bring certain skills—motivation, curiosity, the capacity to be responsible for their education—that high schools don't induce very well" (Jon Reider, Stanford University admissions official, quoted in Clowes, 2000).

To the north, an increasing number of Canadian universities and colleges are accepting home schooled students. These include the University of Toronto, York University, Dalhousie University, the University of Saskatchewan, and St. Francis Xavier University. Many of these post-secondary institutions require some type of standardized testing, be it provincial examinations or SATs, before offering admission.

### **The socialization of home schooled children**

I have never let my schooling interfere with my education.—Mark Twain

In 1999, the National Education Association (NEA), the largest public sector teachers' union in the United States, declared that, "The NEA believes that home schooling cannot provide the student with a comprehensive education experience." The preponderance of social science research clearly refutes this assertion.

Contrary to the concerns of the educational establishment, the typical home schooled child participates in a wide variety of extracurricular activities. The average home schooled student is regularly involved in 5.2 social activities outside the home, including afternoon and weekend programs with public school students (e.g., sports, scouts, church groups, ballet, Little League, neighbourhood play, part-time employment, and voluntary work), and day-time field trips and cooperative programs with groups of other home schooled students (Mattox, 1999). Ninety-eight percent of home schooled students are involved in two or more outside functions on a weekly basis (Farris, 1997). This reflects, in part, the fact that

assimilating cultural prototype for inevitable reforms to public education in the coming decades, already in vigorous germination in the form of school voucher programs and charter schools (Kay, 2001).

This paper has established that home schooling is a thriving educational movement both in Canada and the United States. It has also empirically demonstrated that the academic *and* socialization outcomes for the average home schooled child are superior to those experienced by the average public school student. Consequently, does the rise of home schooling provide any implications for education policy in North America?

There is one overriding lesson for policymakers to learn from this survey of home schooling. As home schooling researcher Isabel Lyman pithily described the American experience: "Home schooling has produced literate students with minimal government interference at a fraction of the cost of any government program" (Lyman, 1998). A breakdown of the respective American costs produces a startling comparison. For example:

The parents spent, on average, \$546 per child per year for home education (and the median was \$400). State schools spent an average of \$5,325 per student (pre-kindergarten through the 12<sup>th</sup> grade) during school year 1993-94 (US Department of Education, 1996). This cost in state schools did not include construction, equipment and debt financing... It is clear that the direct costs of public (state-run) schooling in the United States are at least 975 percent (or about 10 times as much) of what the home education families in this study spent on educational materials and services (Ray, 1997a, ch. 4).

Most tellingly, perhaps, the \$546 spent per home schooled student produces an average 85<sup>th</sup> percentile ranking on test scores; the \$5,325 spent per public school student produces an average 50<sup>th</sup> percentile ranking.

In fact, both in Canada and the United States, most home schooling families "have achieved their goals... without a dime of government funding" (Lyman, 1998). In British Columbia, public and private schools do receive a government grant for each registered home schooled child but, in most cases and in most jurisdictions, home schooling families are not dependent on public, tax-funded resources. Furthermore, home schooling families may be saving their fellow taxpayers significant sums of money. For example, according to a study conducted in Oregon, home schoolers save that state's taxpayers \$31 million annually (Ray, 1993). Overall, it may be argued that home schoolers serve "as models of economy and effectiveness" (Audain, 1987). Such realities suggest that both Canadian and American policymakers should consider whether or not home schooling parents, whose property taxes subsidize public schools, merit a reduction in those taxes.

It is also the case that while, in many jurisdictions, home schooling has been largely deregulated, "further deregulation would make parents' task easier" (Lyman, 1998). After all, a comparison of home schooled students' performance in highly regulated, moderately regulated, and unregulated American jurisdictions found no statistical difference. That is, the degree of government regulation has no significant effect on the academic performance of home schooled children. It was found that whether a given state imposes a high or low degree of regulation, home schooled students' average test scores are at the 86<sup>th</sup> percentile (Ray, 1997b).

It appears that there may be growing recognition of this reality. Hence, the American home schooling community triumphed politically when it successfully lobbied the US Congress to abandon plans to require that parents acquire certification as teachers before being allowed to home school their children. According to Hudson Institute senior fellow Chester E. Finn, Jr., this was an im-

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## I.D.E.A. 2002 Parent Survey

An on-line submittable survey was sent out to all I.D.E.A. families in February, 2002. Seven hundred eighteen families responded to the survey. The questions asked and the results are listed below.

---

1. I feel that the Individual Learning Plan, which I developed (and was approved by my contact teacher), adequately defines my child's educational needs.

86% ..... Strongly agree  
13% ..... Agree  
1% ..... Somewhat agree  
0% ..... Disagree

Comments: 291 out of 718 commented. Of the 291 comments, 289 were positive.

2. The Curriculum Fairs, PO Vendor List, resource rooms, curriculum guidelines, contact teachers, Field Reps, and support staff provide me with sufficient guidance to select and order curricular materials that are appropriate for my child.

80% ..... Strongly agree  
18% ..... Agree  
2% ..... Somewhat agree  
0% ..... Disagree

Comments: 268 out of 718 commented. Of the 268 comments, 264 were positive.

3. Freedom to select and order curricular materials to meet my child's individual educational needs is important to me.

98% ..... Strongly agree  
2% ..... Agree  
0% ..... Somewhat agree  
0% ..... Disagree

Comments: 361 out of 718 commented. All of the 361 comments were positive.

4. I appreciate the use of an allotment to assist me in meeting my child's educational needs.

95% ..... Strongly agree  
4% ..... Agree  
0% ..... Somewhat agree  
0% ..... Disagree  
1% ..... No answer given

Comments: 332 out of 718 commented. Of the 332 comments, 330 were positive.

5. The certified teacher support that I receive adequately meets my student's needs.

79% ..... Strongly agree  
18% ..... Agree  
3% ..... Somewhat agree  
0% ..... Disagree

Comments: 261 out of 718 commented. Of the 261 comments, 258 were positive.

6. When I need assistance, I am able to receive support from IDEA staff over the telephone, by e-mail, or in person.

87% ..... Strongly agree  
10% ..... Agree  
2% ..... Somewhat agree  
0% ..... Disagree  
1% ..... No answer given

Comments: 238 out of 718 commented. Of the 238 comments, 226 were positive.

7. I am satisfied that the workshops offered by IDEA staff adequately assist me in meeting my child's educational needs.

62% ..... Strongly agree  
30% ..... Agree  
3% ..... Somewhat agree  
1% ..... Disagree  
4% ..... No answer given

Comments: 234 comments out of 718. Of the 234 comments, 225 were positive.

8. The overall technology support (computer, internet connectivity, web page, e-mail, tech support) meets my needs for contact with IDEA and meeting my child's educational needs.

77% ..... Strongly agree  
18% ..... Agree  
3% ..... Somewhat agree  
1% ..... Disagree  
1% ..... No answer given

Comments: 194 comments out of 718. Of the 194 comments, 181 were positive.

9. I am able to have influence into the operation of IDEA through my Parent Advisory Council (PAC) and local Field Rep.

56% ..... Strongly agree  
31% ..... Agree  
4% ..... Somewhat agree  
2% ..... Disagree  
7% ..... No answer given

10. I am satisfied with IDEA's overall ability to assist me in meeting my child's educational needs.

90% ..... Strongly agree  
8% ..... Agree  
1% ..... Somewhat agree  
0% ..... Disagree  
1% ..... No answer given

Comments: 278 comments out of 718. Of the 278 comments, 275 were positive.

22-LS1494P  
Ford  
3/18/02

**CS FOR HOUSE BILL NO. 464(HES)**  
**IN THE LEGISLATURE OF THE STATE OF ALASKA**  
**TWENTY-SECOND LEGISLATURE - SECOND SESSION**

**BY THE HOUSE HEALTH, EDUCATION AND SOCIAL SERVICES COMMITTEE**

**Offered:**  
**Referred:**

**Sponsor(s): REPRESENTATIVES JAMES, Dyson, Kohring, Green, Foster**

**A BILL**  
**FOR AN ACT ENTITLED**

1 **"An Act relating to statewide school district correspondence study and to centralized**  
2 **correspondence study."**

3 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

4 **\* Section 1. AS 14.07 is amended by adding a new section to read:**

5 **Sec. 14.07.175. Powers relating to statewide correspondence study. (a)**

6 The board may adopt regulations regarding statewide correspondence study programs.

7 A regulation applicable to a statewide correspondence study program conducted by

8 Alyeska Central School, a charter school, or a school district

9 (1) may not require that the correspondence study program be  
10 approved by the department more than once every 10 years; this paragraph does not  
11 apply to a statewide correspondence study program if the statewide correspondence  
12 study program is designated as deficient or in crisis under AS 14.03.123(a);

13 (2) must provide that an enrolled student shall be monitored at periodic  
14 intervals as established by the school district or Alyeska Central School, as applicable;

1 and

2 (3) must provide that the governing body conducting the  
3 correspondence program has the duty and authority to establish procedures for

4 (A) the purchase and use of correspondence curriculum  
5 materials purchased by the school district or Alyeska Central School, as  
6 applicable;

7 (B) approving or disapproving home-designed courses; and

8 (C) the evaluation of student work.

9 (b) In this section, "district" has the meaning given in AS 14.17.990.

# FISCAL NOTE

**STATE OF ALASKA**  
**2002 LEGISLATIVE SESSION**

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: HB 464  
 () Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
 Title School District Correspondence Study BRU Teaching & Learning Support  
 Component Quality Schools  
 Sponsor Representatives James, Dyson  
 Requester H HES Component No. 2147

**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						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

<b>CAPITAL EXPENDITURES</b>						
-----------------------------	--	--	--	--	--	--

<b>CHANGE IN REVENUES ( )</b>						
-------------------------------	--	--	--	--	--	--

**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts						
1003 GF Match						
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
<b>TOTAL</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

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 464 does not add any new or additional duties to the department, therefore there is no cost to DEED. The bill will also lower the number of yearly approval applications that the department will process. HB 464 requires the local school district to monitor its students. It also gives the district the duty and authority to establish procedures for review and selection of all textbooks and instructional materials.

Prepared by: \_\_\_\_\_  
 Division: \_\_\_\_\_  
 Approved by: Representative Fred Dyson, Chair HHES Committee  
 Agency: \_\_\_\_\_

Phone: \_\_\_\_\_  
 Date/Time: 3/15/02 3:45 PM  
 Date: 3/15/2002

# STATE OF ALASKA

Department of Education & Early Development

Office of the Commissioner

TONY KNOWLES, GOVERNOR

Goldbelt Place  
801 West Tenth Street, Suite 200  
Juneau, Alaska 99801-1894  
(907) 465-2800  
(907) 465-4156 Fax

**To:** House Health, Education & Social Services Committee

**From:** Ed McLain, Ed.D.  
Deputy Commissioner 

**Date:** March 22, 2002

**Subject:** Responses to Questions Related to HB 464

\*\*\*\*\*

During the March 14, 2002 House HES meeting, the department was asked to provide additional information on its legal opinion and concerns regarding the proposed amendments to HB 464. The attached memo is provided for your reference on this matter. The memo focuses on the proposed amendment (3) of the bill, and addresses several aspects of the bill and amendment.

Please feel free to contact me if I can provide further clarification.

cc: Senate HES  
Representative James

Attachment

# MEMORANDUM

State of Alaska

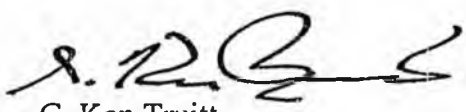
Department of Law

To: Ed McLain, D.Ed., Deputy Commissioner,  
Dept. of Education & Early Development

DATE: March 19, 2002

FILE NO.: 663-01-0113

TELEPHONE NO.: (907) 465-3600

  
FROM: G. Ken Truitt  
Assistant Attorneys General  
Human Services Section-Juneau  
Department of Law

SUBJECT: Proposed amendments to H.B. 464

You have asked me to review proposed amendments to H.B. 464. The proposed amendment would substitute existing paragraph (a)(3) with the following:

“(3) must provide that the school district conducting the correspondence program has the duty and authority to establish procedures for the purchase of correspondence curriculum materials, and to establish procedures for approving or disapproving individual education plans and home designed courses.”

Existing statutes require school boards to select textbooks and other instructional materials: The statutes:

**Sec. 14.07.050. Selection of textbooks.** Textbooks for use in the public schools of the state shall be selected by district boards for district schools.

**Sec. 14.08.111. Duties.** A regional school board shall

....  
(9) establish procedures for the review and selection of all textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060.

**Sec. 14.14.090. Duties of school boards.** In addition to other duties, a school board shall

....  
(7) establish procedures for the review and selection of all textbooks and instructional materials before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060.

**Sec. 14.03.255. Organization and operation of a charter school.** (a) A charter school operates as a school in the local school district except that the charter school

(1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements . . . .

The proposed amendment conflicts with the existing statutes AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7). These statutes impose on local school boards the duty to review textbooks and instructional materials before the district uses them for instruction. None of these statutes provide school boards with the authority to review "home designed courses." The proposed amendment, by referencing "home designed courses" seems to indicate that a school board may delegate to parents some of the board's textbook and material review function. Because this power is not reflected in the statutes that address local school board powers and duties, the proposed amendment is inconsistent with those statutes. Further, this apparent delegation to parents is also ambiguous.

The ambiguity arises in several ways. The bill proposes to add a section to the article of AS 14 that addresses the state board of education's powers. If enacted, H.B. 464 would require the state board to acknowledge certain local school board duties and powers should the state board enact regulations relating to correspondence programs. But, some of the powers and duties H.B. 464 would require the state board to acknowledge do not currently exist in the statutes that establish local school boards and define their powers.<sup>1</sup> The proper place to expand local school board powers and duties is in these statutes. Because H.B. 464 fails to address these statutes it creates an ambiguity in AS 14. If it is the drafter's intent to allow school boards to delegate their duty to review textbooks and instructional materials, then AS 14.07.050, AS 14.08.111(9), and AS 14.14.090(7) should also be amended to make that intent clear.

The ambiguity is furthered because the overall content of H.B. 464 is unnecessary. The Administrative Procedure Act (APA)<sup>2</sup> provides that regulations must be consistent with existing statute. An agency's proposed regulations that contradict existing statutes fail under the Regulations Attorney's legal review and are not approved for filing.<sup>3</sup> Yet, H.B. 464 directs the state board to acknowledge certain local board powers and duties: a directive the state board is already under via the APA. Thus, because the Department of Law may not approve regulations that are inconsistent with existing statute, H.B. 464's directive to the state board is superfluous. This raises the question of whether the real purpose of the bill is to expand the powers of local school boards. If so, the appropriate place to make that change is in the statutes that address local school board powers and duties.

If it is the intent to delegate the textbook and instructional material review function to parents, then more troubling constitutional issues present themselves. The bill may be subject to challenges under federal and state equal protection grounds. These constitutional issues will take further analysis.

Finally, for the same reasons discussed above, the proposed amendment's reference to "procedures for approving or disapproving individual education plans" could be construed to be

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<sup>1</sup> AS 14.07.050, AS 14.08.111(9) and AS 14.14.090(7).

<sup>2</sup> AS 44.62.010--300

<sup>3</sup> AS 44.62.030; 44.62.125.

inconsistent with federal IDEA requirements. A school district's responsibility for individual education plans is spelled out very clearly in AS 14.30.180--350 and corresponding regulations in 4 AAC 52.

Let me know if you need further analysis on these issues.

**Suggested Amendment for House HESS Committee by Joan Dangell  
HB 464 - Correspondence Schools  
March 19, 2002**

**Delete (3)**

**Add: (3 and 4)**

(3) Must provide that the governing body conducting the correspondence program has the duty and authority to establish procedures for

- a. the purchase and use of correspondence curriculum materials purchased by the school district or Alyeska Central School, as applicable;
- b. approving or disapproving home-designed courses; and
- c. the evaluation of student work.
- d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.**

*(d) has to do with DEED proposed reg 14 AAC 33.450 to instantly remove a student from the correspondence program for failure to participate in state mandated assessment tests, and disallowing re-enrollment in any statewide correspondence program for the following year. This only applies to statewide correspondence programs and is probably not a good thing to do as much of rural Alaska only has correspondence school - so why kick them out? At the very least, there should be some non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. It is not specified, normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already a part of the correspondence enrollment packets. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered." Alternate test dates are a must if enrollment and re-enrollment is to be denied for failing to take a test. (\*)*

**(4) "The district must require**

- a. 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.**

*(4)(a) has to do with DEED proposed reg 14 AAC 33.421(f)(3) and was taken from IDEA's comments on how to counteract having to report if students taking the tests must be within 10% of the state average although correspondence school Benchmark scores have a consistent record of being normal. This proposed regulation unfairly singles out correspondence schools and does not apply to any other kind of school. Often areas of rural Alaska only have correspondence school, why would this singled out way of reporting be mandated?*

**(\*)4 AAC 33.450. Failure to participate in state mandated assessment tests. (a) If a student fails to participate in a state mandated 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.**



# Alaska State Legislature

Please enter into the record my testimony to the ALAS  
(committee name)  
committee on HB 464, dated 3/21/02  
(bill # / subject)

*Please accept the following as  
written testimony*

Signed:

*Kenai L10*

Testifier

Representing (optional)

Address

Telephone

Honorable State Legislators,

3/19/02

**Support for HB 464 and against new DOE proposed regulations Chapter 33**  
 I am here to support HB 464, which protects the prospering of public correspondence

programs.  
 My wife and I have 4 children enrolled in the Cyberlynx Correspondence program in Nenana. We have taught our kids for 6 years, three of these years without correspondence programs. These programs are now under attack by the Alaska Department of Education.

Alaska is, and has been in a unique position recently in this new idea of correspondence schooling and has captured the interest of other school districts in other states that are looking for ways to improve and renovate their programs. The whole idea of school vouchers is surpassed by this new experiment in home education that gives parents freedom and choice as they educate their children. Veteran home schoolers and newcomers alike are all attracted to school districts that are offering programs that are amicable toward their needs since parents want the best for their children.

There is however one element that has been antagonistic towards these programs and that is the regulations regarding correspondence proposed by the Alaska department of education. Our state has the opportunity to be at the cutting edge of educational alternatives. Instead of taking this opportunity to be innovative, progressive, and cooperative with parents to help them be the best educators they can be, the DOE's proposed regulations will... SHUT THE PROGRAMS DOWN! That is of course except for their own programs like Alyeska Correspondence. The DOE constantly indicates in their proposals that their programs are superior and home schooling is a less beneficial way of educating, even though public school educators tell us constantly that children who do better in public school are those that have parents at home involved in their learning. One can see this by reading the proposals, which include no encouraging language referring to the terms parents, families, or home schooling.

These proposed regulations undermine the main benefits for wanting to home school with public funds in the first place, and does this by making it impossible for these correspondence programs to operate without local school district control. In essence the DOE is stating that since local correspondence programs have to endure endless red tape, then everyone else has to also. It seems to me that less bureaucracy and more educating was supposed to be the main idea. Our experience is that our correspondence program has required quite a bit of documentation in order to prove that requested public funds are used solely for the education of the students. I feel the current requirements and state testing are sufficient to prove that children are being educated.

The DOE is making a big point as to accountability to their regulations, but I would like to know if they feel at all accountable to Parents who are working very hard to educate their children. Contrary to popular DOE belief parents do demonstrate good judgment and performance and can actually educate a child properly without imposed regulations.

As the DOE states in their proposed regulations that school districts will pick out the curriculums and expect parents to send in all work to be graded by them, but it also says that since we are a public school entity, we cannot use religious, partisan, etc. material in our own homes even if we purchase the material. This I think is a very interesting topic since the DOE uses The Alaska Constitution and another state law in their wording to dictate what beliefs are taught in our home. These laws were written regarding public school facilities, not homes. The intent of these laws is to protect families, not public school systems interests.

The DOE however wants to show in their proposals that they are working hard to give parents a voice in their children's education. This is demonstrated by requiring the parent

to sign an agreement for a curriculum plan that they have no say in. In other words be involved in our plan and we'll tell you what to do. We believe that home educators and the DOE can work together successfully. This will require mutual trust for the benefit of all involved.

The truth is these programs are working, and further more, education funding is ultimately in existence to provide every child in this country with an education. The DOE however discriminates against home education and parental influence and believes government funding should be only for those individuals that are enrolled in their traditional methods. I believe the state needs to intervene and hold DOE accountable for these current and proposed regulations.

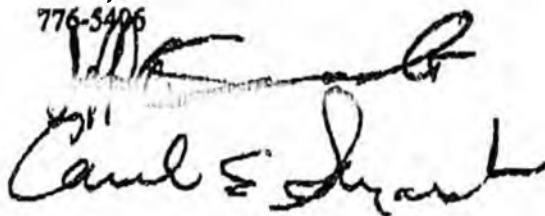
If DOE regulations continue their current trend towards increased micro management, tighter controls, and overbearing scrutiny over parental ability to teach their own children we will withdraw from public school programs. The DOE realizes that these regulations if accepted will phase out public school long distance education in the state.

Unfortunately, not only will our correspondence program lose out, DOE will lose funding as well. Please support HB 464 legislation...

Thank you for your time.

Jeff & Caroline Smardo  
45112 East Sunrise Court  
Kenai, Alaska 99611

776-5406





# Alaska State Legislature

Please enter into the record my testimony to the H.S.E Committee  
Committee name

Committee on HB464, dated 3/7/02  
Bill/Subject

I agree with bill HB464 please  
adopt the Committee substitute.  
I believe Alaska's home-school  
programs are a great benefit  
to our children and I agree with  
HB464.

Thank You,  
Jammy Boy

Signed: Jammy Boy  
Testifier

Idea  
Representing (Optional)

HCO2-7685 Palmer, AK 99645  
Address

746-2069  
Phone number



# Alaska State Legislature

Please enter into the record my testimony to the HES \_\_\_\_\_  
Committee name

Committee on HB 464 \_\_\_\_\_, dated March 7<sup>th</sup> 2002  
Bill/Subject

I agree with the CS for House  
Bill 464. Please adopt the  
CS of HB 464 and pass on  
a timely basis. Supporting this  
bill makes sense and will  
support excellent program already  
succeeding!!

Signed: Angela Dawson  
Testifier

Idea  
Representing (Optional)

PO Box 442 Sutton AK 9967  
Address

746-2621  
Phone number



# Alaska State Legislature

Please enter into the record my testimony to the House HESS  
committee name

committee on HB 464, dated 3/7/02  
bill/subject

Committee Substitute of HB464

**Subject: Committee Substitute of HB464**  
**Date: Thu, 07 Mar 2002 10:57:27 -0900**  
**From: "Stephanie Olson" <sbritton@ideafamilies.org>**  
**To: MatSu\_LIO@legis.state.ak.us**

Please enter into the record my testimony to the House HES Committee on HB464, dated March 7, 2002.

House HES Committee Members,

I am sending this e-mail regarding the Committee Substitute of HB464. As a parent of an I.D.E.A. student I strongly support this bill and request a timely passage of the Committee Substitute of HB464.

Thank you for your time and consideration concerning correspondence programs and HB464.

Stephanie Olson  
P.O. Box 940061  
Houston, AK  
(907) 892-2015  
I.D.E.A.

Signed: \_\_\_\_\_  
Testifier

\_\_\_\_\_  
Representing (Optional)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone No.



# Alaska State Legislature

Please enter into the record my testimony to the House HESS  
committee name

committee on HB 464, dated 3/7/02  
bill/subject

**Subject: Consideration of HB464**

**Date:** Thu, 07 Mar 2002 09:00:42 -0900

**From:** Dawne Yaskus <yaskus@mtaonline.net>

**To:** MatSu\_LIO@legis.state.ak.us

Please enter into the record my testimony to the House HES Committee on  
HE 464, dated March 7, 2002.

To the House HES Committee Members:

My name is Dawne Yaskus and I am in the I.D.E.A. program. The continuation and longevity of the program as it stands is of great concern to me. The I.D.E.A. program has proven to be a stable, secure and highly beneficial means of educating my children. With the Department of EED's proposed changes, great limitations and constraints would be placed on the education of my child that WOULD NOT benefit either my child or the I.D.E.A. program. I ask that you consider and adopt the Committee Substitute for HB464 in a timely manner to ensure that the regulatory abilities of the Department of EED be limited and for the successful continuation of the I.D.E.A. program.

Thank you for your time,

Dawne Yaskus  
P.O. Box 521799  
Big Lake, AK 99652

(907) 892.1426

Signed: \_\_\_\_\_

Testifier

\_\_\_\_\_  
Representing (Optional)

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone No.

March 7, 2002

HES Committee Members

Please enter into the record testimony to the house HES Committee on HB464 to be taken March 7, 2002. The testimony from Richard and Sheila Sparks.

Please adopt the CS of HB 464.

Name: Richard and Sheila Sparks

Address: Solo Creek, White River, Alaska

And

3050 Caskill, Wasilla, Alaska

Phone: 907 357-4281

Program: IDEA (Interior Distance Education of Alaska)

I do believe it would be extremely detrimental to my son Forest's studies and interest in school if he were not able to enjoy his curriculum. We don't use many items with religious content but I feel it should be my right to do so if we purchase the items ourselves. One of the reasons we choose to home school Forest, other than the fact that we live away from any schools, is the ability to purchase our own curriculum. When we read bedtime stories they are often bible stories. Would this mean we couldn't read religious stories to our son? I consider any reading part of the schooling process. We feel this proposed regulation would be against our constitutional rights.

We don't have a problem with teacher interaction but who would pay for the contact. We are often at our home in the Wrangell Mountains. To get to our home we charter a plane, which usually runs about 450. or more. Who would pay to get a teacher into our home? There is not any road access. We could not possibly afford to pay this on our limited income.

I think the teacher already approves allotment expenditures since we have to put subjects and methods/use of materials on the Individual Learning Plan.

Regarding the State mandated tests, what if a child has been ill and hasn't been able to take the test. Why should a child be punished by losing their ability to be home schooled? If a child were sickly they would miss even more school in public school and fall even further behind.

Having a participation rate for testing is foolish. If a certain rate of enrollment is required and the enrollment rate dropped not all of those who still chose to home school would be penalized.

Sincerely

Richard and Sheila Sparks



# Alaska State Legislature

Please enter into the record my testimony to the HHESS  
committee name  
committee on HB464, dated 3-7-02  
bill/subject

Jeff & Donna Offord  
PO Box 877214  
Wasilla, AK 99687  
907-376-0256

Dear House HES Committee:

I am writing to ask that you please adopt the CS(Committee Substitute) of HB 464. I am part of the IDEA program and have found them very helpful in my homeschooling. They have lots of opportunities for learning and are so helpful as we teach our children. I appreciate this program very much and think it has helped many homeschooling families to be able to expand their curriculum and activities.

Sincerely,

Donna Offord

Please enter into the record my testimony to the House HES Committee on HB 464, dated March 7, 2002.



# Alaska State Legislature

Please enter into the record my testimony to the H HESS  
committee name  
committee on HB 464, dated 3/7/02  
bill/subject

HB 464

**Subject: HB 464**

**Date:** Thu, 7 Mar 2002 15:29:27 -0900

**From:** "Brian and Lori Lee" <blee@ideafamilies.org>

**To:** <MatSu\_LIO@legis.state.ak.us>

Attention: House HES Committee

From: Lori Lee  
HC 03 Box 8385  
Palmer, AK 99645  
746-0868

Please enter into the record my testimony to the House HES Committee on  
HB 464, dated March 7, 2002.

I am a home school parent with the IDEA program. Previously I have written letters about my concern of HB 464. Although I still have some concerns about the substitute version of the bill, CS of HB 464, I would like to encourage the committee to adopt the CS of HB 464, and to do this in a timely manner. Thank you for hearing and considering my opinion.

Lori Lee



# Alaska State Legislature

Please enter into the record my testimony to the H HESS  
committee name  
committee on HB 464, dated 3/7/02  
bill/subject

MAR-07-02 THU 14:08

MAT SU AREA OFFICE

FAX NO. 7616319

P. 01

Christopher L. Olson  
PO Box 940061  
Houston, AK 99694  
907-892-2085

March 7, 2002  
Representing IDEA

Please enter into the record my testimony to the House HES Committee on HB 464,  
dated March 7, 2002. I support and urge you to adopt the CS (Committee Substitute) of  
HB 464, and I encourage the timely passage of this bill.

Greta Olson  
P.O. Box 872725  
Wasilla, AK.  
99687  
907-373-3484

To whom it concerns:

Please adopt the Committee  
Substitute for HB 464 and  
pass the legislation quickly.

Thank you.

Sincerely,

Greta Olson

(parent/teacher from IDEA.)

Physical address  
Jonia Alexander  
mile 44 McCarthy Road  
Chitna, Ak 99566

Mailing address  
P.O. Box 4744  
Glennallen, Ak 99588

Phone: 907-376-0274

Please enter into the record my testimony to the House HES Committee on HB 464 dated March 7<sup>th</sup>, 2002.

I agree with the testimony of Carol Simpson from IDEA concerning the adoption of the Committee Substitute for HB 464. Please pass this legislation quickly to protect our home school programs like IDEA and Cyber Lynx. Thank you for supporting this form of uninterrupted education so vital to Alaska.

Jonia Alexander  
\*Alaskan Certified teacher  
\*IDEA Homeschool parent/teacher

Betty Bair IDEA  
1600 Catalina Dr.  
Wasilla, AK. 99654  
357-4850

Please enter into the record my testimony to  
the House HES committee on HB 464, dated  
March 7, 2002

Please adopt CS for HB 464 & pass this legislation  
as quickly as possible. There are 3 points I  
would like to address:

1) I feel it is necessary & important that the  
state-wide school district correspondence  
program should establish & provide for the  
enrolled student to be monitored at periodic  
intervals. But it should be the responsibility of  
the school district that has enrolled the student to  
establish when & how this monitoring should  
take place.

2) I think it is also important that the  
local school board should have the authority  
to establish procedures for purchase of  
curriculum material for students in their  
district. This responsibility belongs to the local  
school board & school districts

Page 2 - Betty Bair

3) I also think that the correspondence study programs needs to be approved once every 10 years. If the program has been in compliance as IDEA has, this approval should not need to be done every year.

Thank you for listening & again  
I would ask that you accept &  
pass CS for HB 864 in a timely manner,

Sincerely

Betty Bair

Interior Distance Education of Alaska  
Mat-Su Field Office  
851 E. Westpoint Dr. Suite B-5  
Wasilla, Alaska 99654  
(907) 357-4850  
(907) 357-4853 FAX





# Alaska State Legislature

Please enter into the record my testimony to the HES Committee name

Committee on HB 464 / Bill/Subject, dated March 7, 2002

Please adopt HB 464.

I feel so strongly that such a good program like I.D.E.A. should remain as it is... a support to homeschooling families.

At this time the EED is considering regulations that would restrict my abilities to teach my children and use a program like I.D.E.A. In many ways, I feel that my ability to home-school has been enhanced through the IDEA program. It holds a high standard for us as teaching parents

Signed: Shirley C. G. Fin Testifier

Representing (Optional)

HC 33 Box 2988-B Address

Wasilla, AK 99654 (907) 376-2481 Phone number

My family is enrolled in Galena School District IDEA program. Before enrollment we home schooled outside of the public school system. We became interested in INTERIOR DISTANCE EDUCATION OF ALASKA (IDEA) the second year of the program because they seemed to believe that I was capable to teach my children and offered a place that could support me if I ever had problems and help me financially to give my children more access to learning situations. The new regulations take away the basis of why the program was started. My son has taken the CAT tests and was over average in every category and was in the 99<sup>th</sup> percentile in math. I was very proud when the results came. I can teach my own children. I know I do not have a teaching certificate but with IDEAs computer I have my own personal college at my fingertips. I have no problem telling my children "I do not know that. Lets find out together." I love all 3 of my children enough to give my time -24/7.

I am open to the rules that are in IDEA already.

1. I am thankful to have them tested so that I am sure we are not missing anything in our ILPs.
2. I understand the state needs to see where the money we are given goes.
3. I turn in my ILP's and PR's on time.
4. My family treats IDEA's property like it was our own, with respect and gentleness.

I am not open to the proposed regulations. They take away from the faith and respect IDEA has shown my family for the past 4 years.

1. I do not need to report to a certified teacher every month. I have proven through testing that I can provide an above average education.
2. I find it offensive that the proposed regulations could prevent my family from using PRIVATELY PURCHASED materials with any religious content. I could really get my soapbox out on this one, but I spare you today and only say that - this is wrong. My beliefs are important to my family. I do not believe it is the right of the program to limit my beliefs. I do not purchase religious material with IDEA allotment, but I do purchase it with my own monies. Why is there such a need to suppress religious beliefs? This is something that is just not right and would cause us to pull our children from the program.
3. My children receive the state-mandated tests. I do not agree with the fact that if a test was missed (accidents do happen, and things do come up) we would not be able to reenroll with the program the next year. Are the public schooled children not allowed to return to school the next year if they miss the test? I think not. So why hold our program up to stricter standards.
4. Also it is not fair to set participation rates to 10% of the state-wide average. It is wrong to make a large percentage of the program to end if the program was not within the average. Why are there special rules for the programs? Who is trying to punish the programs?
5. Requiring a statewide yearly application is wrong also. When charter schools are held to a once every year application.

These changes will force my family and others out of the system. Over regulating correspondence programs will take away from the most important teaching tool we have time.

Yours respectfully,  
Delilah Lark

POB 521468  
Big Lake MN  
99652

892-8670