

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10560 SENATE HEALTH EDUCATION & SOCIAL SERVICES

**S B**

**3 4 5**

# ALASKA STATE LEGISLATURE



*Interim:*  
600 East Railroad Avenue  
Wasilla, Alaska 99654  
(907) 376-3370  
(907) 376-3157 Fax

*Session:*  
State Capitol  
Juneau, Alaska 99801-1132  
(907) 465-6600  
(907) 465-3805 Fax

## SENATOR LYDA GREEN SENATE DISTRICT N

### Sponsor Statement CS Senate Bill 345

Under the federal Individuals Disabilities Education Act (IDEA), school districts are required to provide rehabilitative services to qualifying students. Currently the federal government pays approximately 16% of the costs of services required by IDEA and the balance is paid out of the foundation formula with a mix of state and local funding. To the extent that these students qualify for Medicaid, federal law allows for schools to bill the state Medicaid program for many of these services. However, Alaska state law does not authorize school districts to be Medicaid providers. Senate Bill 345 authorizes the Alaska Department of Health and Social Services to promulgate the necessary regulations and to contract with school districts to reimburse the districts for rehabilitative services for students who qualify under the Medicaid program. Currently 42 other states fund school-based services through the Medicaid program.

Under the provisions of SB 345, the school district pays the state match for the Medicaid services it receives. The only state cost under this bill is the cost of promulgating the regulations and some small administrative costs. School districts benefit by receiving the federal matching dollars under the Medicaid program for services that they must provide, regardless of how they are funded. For each school district dollar expended for these covered services, the school district would receive approximately \$1.50 in additional federal dollars, which can help defray the costs of providing special education services.

# ALASKA STATE LEGISLATURE



*Interim:*  
600 East Railroad Avenue  
Wasilla, Alaska 99654  
(907) 376-3370  
(907) 376-3157 Fax

*Session:*  
State Capitol  
Juneau, Alaska 99801-1182  
(907) 465-6600  
(907) 465-3805 Fax

## SENATOR LYDA GREEN SENATE DISTRICT N

### Sponsor Statement CS Senate Bill 345

Under the federal Individuals Disabilities Education Act (IDEA), school districts are required to provide rehabilitative services to qualifying students. Currently the federal government pays approximately 16% of the costs of services required by IDEA and the balance is paid out of the foundation formula with a mix of state and local funding. To the extent that these students qualify for Medicaid, federal law allows for schools to bill the state Medicaid program for many of these services. However, Alaska state law does not authorize school districts to be Medicaid providers. Senate Bill 345 authorizes the Alaska Department of Health and Social Services to promulgate the necessary regulations and to contract with school districts to reimburse the districts for rehabilitative services for students who qualify under the Medicaid program. Currently 42 other states fund school-based services through the Medicaid program.

Under the provisions of SB 345, the school district pays the state match for the Medicaid services it receives. The only state cost under this bill is the cost of promulgating the regulations and some small administrative costs. School districts benefit by receiving the federal matching dollars under the Medicaid program for services that they must provide, regardless of how they are funded. For each school district dollar expended for these covered services, the school district would receive approximately \$1.50 in additional federal dollars, which can help defray the costs of providing special education services.

**SPONSOR STATEMENT**

# FISCAL NOTE

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

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: SB 345  
 ( ) Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: Health & Social Services  
 Title: SCHOOL BASED MEDICAL ASSISTANCE FOR CHILDREN WITH DISABILITIES BRU: Medical Assistance Admin  
 Component: Health Purchasing Group  
 Sponsor: SENATE (HES)  
 Requestor: SENATE (HES) Component Number: 243

**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	76.5	76.5	97.3	97.3	97.3	97.3
Travel	5.0	5.0	5.0	6.0	7.0	8.0
Contractual	56.5		6.5			
Supplies						
Equipment						
Land & Structures						
Grants & Claims						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>138.0</b>	<b>81.5</b>	<b>108.8</b>	<b>103.3</b>	<b>104.3</b>	<b>105.3</b>

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

<b>CHANGE IN REVENUES ( 0 )</b>						
---------------------------------	--	--	--	--	--	--

**FUND SOURCE** (Thousands of Dollars)

1002 Federal Receipts	85.9	40.7	54.4	51.6	52.1	52.6
1003 GF Match	52.1	40.8	54.4	51.7	52.2	52.7
1004 GF						
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--do not abbreviate)						
<b>TOTAL</b>	<b>138.0</b>	<b>81.5</b>	<b>108.8</b>	<b>103.3</b>	<b>104.3</b>	<b>105.3</b>

Estimate of any current year (FY2002) cost: \_\_\_\_\_

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

**POSITIONS**

Full-time	1	1	1	1	1	1
Part-time			1	1	1	
Temporary						1

**ANALYSIS:** (Attach a separate page if necessary)

Administrative costs associated with this legislation include \$50.0 to modify the MMIS to allow school districts to submit claims. This would be a one-time, FY03 contractual cost, and is eligible for 75% federal funding. One full time, range 20 position in the Health Policy and Programs unit would be required to develop policy and support school district claiming efforts, beginning in FY 03. The position would require \$76.5 in personal services and \$5.0 in travel annually and \$6.5 in start-up contractual costs. Eventually, in FY 05, the volume of claims would require one half-time, range 10 accounting clerk position to track expenditures and recover the state match from school districts, as provided for in legislation. This position would require \$20.8 in personal services annually.

Prepared by: Jon Sherwood Phone 465-3355  
 Division: Medical Assistance Date/Time 03/05/2002  
 Approved by: Elmer A. Lindstrom, Deputy Commissioner Date 03/06/2002  
 Agency: Department of Health & Social Services

For distribution information, call the Governor's Legislative Office

# FISCAL NOTE

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

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: SB 345  
 ( ) Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
 Title School Services for Disabled Students BRU Teaching & Learning Support  
 Component Special & Supplemental Services  
 Sponsor Senator Green  
 Requester S HES Component No. 166

**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 Matr.						
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)  
 This bill will enable students with disabilities to be added to Alaska's Medicaid coverage. This will provide school districts with additional financial resources to provide Medicaid covered services to children served under IDEA 97. No additional fiscal impact on the department is expected.

Prepared by: Greg Maloney Phone 465-2972  
 Division Teaching & Learning Support Date/Time 3/13/02 11:33 AM  
 Approved by: Ed McLain, Deputy Commissioner Date 3/13/2002  
 Agency Education & Early Development

22-LS1764\A  
Cook  
5/4/02

SENATE BILL NO. 372

IN THE LEGISLATURE OF THE STATE OF ALASKA  
TWENTY-SECOND LEGISLATURE - SECOND SESSION

BY THE SENATE TRANSPORTATION COMMITTEE

Introduced:  
Referred:

A BILL  
FOR AN ACT ENTITLED

1 "An Act providing for and relating to the issuance of general obligation bonds in a  
2 principal amount of not more than \$160,130,000 for the purpose of paying the cost of  
3 state transportation projects; and providing for an effective date."

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

5 \* Section 1. The uncodified law of the State of Alaska is amended by adding a new section  
6 to read:

7 GENERAL OBLIGATION BONDS. For the purpose of paying the cost of state  
8 transportation projects, general obligation bonds of the state in the principal amount of not  
9 more than \$160,130,000, if ratified by a majority of the qualified voters of the state who vote  
10 on the question, shall be issued and sold. The full faith, credit, and resources of the state are  
11 pledged to the payment of the principal of and interest and redemption premium, if any, on  
12 the bonds. The bonds shall be issued under the provisions of AS 37.15 as those provisions  
13 read at the time of issuance.

14 \* Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to

1 read:

2 TRANSPORTATION PROJECT FUND. If the issuance of the bonds is ratified by a  
3 majority of the qualified voters of the state who vote on the question, a special fund of the  
4 state to be known as the "transportation project fund" shall be established, to which shall be  
5 credited the proceeds of the sale of the bonds described in sec. 1 of this Act except for the  
6 accrued interest and premiums.

7 \* Sec. 3. The uncodified law of the State of Alaska is amended by adding a new section to  
8 read:

9 TRANSPORTATION PROJECT ALLOCATION. The amount of \$160,130,000 is  
10 appropriated from the transportation project fund to the Department of Transportation and  
11 Public Facilities to be allocated among the following projects in the amounts listed subject to  
12 reallocation between projects in accordance with AS 37.07.080(e):

PROJECT	ALLOCATION
(1) Anchorage: Dowling Road Extension and Reconstruction, Minnesota Drive to the Old Seward Highway	\$26,000,000
(2) Anchorage: Abbott Loop Extension and Reconstruction, Abbott Road to 48th Avenue	37,500,000
(3) Anchorage: Anchorage Area Right-Of-Way Acquisition Funding	25,000,000
(4) Fairbanks: Illinois-Barnette and Bridge	18,700,000
(5) Bethel: Ptarmigan Street Improvements	1,480,000
(6) Nome: Bering Street, Seppala Drive, and Front	5,090,000
(7) Kenai: North Kenai Spur Road MP 22 to 29.7 Repave	10,612,000
(8) Soldotna: East Redoubt Avenue Rehabilitation	5,073,000
(9) Matanuska-Susitna: Seward Meridian Road, Parks to Seldon Road	7,525,000
<u>(10) Matanuska-Susitna: Trunk Road Extension/Reconstruction</u>	9,150,000
(11) Ketchikan: North Tongass Highway, Ward Cove to Whipple Creek Widening/Realign	1,900,000
(12) Ketchikan Gateway Borough: Road Surface Treatment	600,000
(13) Sitka: Sawmill Creek Road Upgrade, Phase I	5,500,000

*Old Glenn*

1 (14) Kodiak: Chiniak Road Rehabilitation, Phase I 6,000,000

2 \* Sec. 4. The uncodified law of the State of Alaska is amended by adding a new section to  
3 read:

4 STATE BOND COMMITTEE. If the issuance of the bonds is ratified by a majority  
5 of the qualified voters of the state who vote on the question, the amount of \$560,455 or as  
6 much of that amount as is found necessary is appropriated from the general fund of the state  
7 to the state bond committee to carry out the provisions of this Act and to pay expenses  
8 incident to the sale and issuance of the bonds authorized in this Act. The amounts expended  
9 from the appropriation authorized by this section shall be reimbursed to the general fund from  
10 the proceeds of the sale of the bonds authorized by this Act.

11 \* Sec. 5. The uncodified law of the State of Alaska is amended by adding a new section to  
12 read:

13 ADVANCE PLANNING. The amount withdrawn from the public facility planning  
14 fund (AS 35.10.135) for the purpose of advance planning for the capital improvements  
15 financed under this Act shall be reimbursed to the fund from the proceeds of the sale of bonds  
16 authorized by this Act.

17 \* Sec. 6. The uncodified law of the State of Alaska is amended by adding a new section to  
18 read:

19 LAPSE; REDEMPTION; REIMBURSEMENT. The unexpended and unobligated  
20 balance of the appropriation made in sec. 3 of this Act lapses under AS 37.25.020 and is  
21 appropriated to the state bond committee to redeem bonds sold under this Act. The amounts  
22 expended from the general fund to pay the principal, interest and redemption premium on  
23 bonds issued under this Act shall be reimbursed to the general fund from the appropriation  
24 made under this section to the extent that the money is not needed to redeem the bonds.

25 \* Sec. 7. The uncodified law of the State of Alaska is amended by adding a new section to  
26 read:

27 BALLOT QUESTION. The question whether the bonds authorized in this Act are to  
28 be issued shall be submitted to the qualified voters of the state at the next general election and  
29 shall read substantially as follows:

30 PROPOSITION  
31 State General Obligation State \$160,130,000

1  
2  
3  
4  
5  
6  
7

Transportation Project Bonds

Shall the State of Alaska issue its general obligation bonds in the principal amount of not more than \$160,130,000 for the purpose of paying the cost of state transportation projects?

Bonds Yes [ ]

Bonds No [ ]

\* Sec. 8. This Act takes effect immediately under AS 01.10.070(c).

Need ID	Project Description/Funding Source	Score	Phse	Appm	FFY 02	FFY 03	FFY 04	FFY 05	FFY 06	Req'd Funding >6 years
2504	<b>MatSu: Seldon West Extension Phase I Wasilla Fishhook to Church Road</b>	98.8	2					350.0		
	Extend Seldon Road west 3.75 miles from Wasilla Fishhook Road to Church Road. This will be an upgraded two lane facility with shoulders and pedestrian/bike facilities. The current facility is a poorly drained two lane road with substandard width and grades. The segment between Lucille and Church will be new construction.		3							
			7							
			4							
	Federal			STP	0.0	0.0	0.0	318.4	0.0	
	State				0.0	0.0	0.0	31.6	0.0	
	Other									
	<b>Project Total</b>				<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>350.0</b>	<b>0.0</b>	<b>5,000.0</b>
2481	<b>Mat-Su: Seward Meridian Rd. Improvements</b>	100.3	2					350.0	400.0	
	Upgrade Seward Meridian Road to four lanes from Parks Hwy to Seldon Road. Intersection improvements will be needed at the Palmer Wasilla Hwy, including turn lanes and signal upgrades (potential GARVEE bonded project).		3							
			7							
			4							
	Federal			STP	0.0	0.0	0.0	318.4	363.9	
	State				0.0	0.0	0.0	31.6	36.1	
	Other									
	<b>Project Total</b>				<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>350.0</b>	<b>400.0</b>	<b>6,775.0</b>
2500	<b>Mat-Su: Trunk Road Reconstruction</b>	189.0	2		850					
	Reconstruction of Trunk Road from Parks Hwy to Palmer Fishhook Road, 6.5 miles. Alignment is still under consideration. A separated pathway is anticipated for part of the route (potential GARVEE bonded project).	101.3	3			2,300.0				
			7					750.0		
			4					6,000.0		
	Federal			STP	773.2	2,092.3	0.0	6,140.5	0.0	
	State				76.8	207.7	0.0	609.5	0.0	
	Other									
	<b>Project Total</b>				<b>850.0</b>	<b>2,300.0</b>	<b>0.0</b>	<b>6,750.0</b>	<b>0.0</b>	<b>0.0</b>
2503	<b>Mat-Su: Wasilla Fishhook Rehabilitation</b>	189.0	2		1200					
	Rehab and resurface Wasilla Fishhook Road beginning on Knik Goose Bay Road at Glenwood Ave (south of the Parks Hwy), continuing north along Main Street and Wasilla Fishhook Road to Schrock Road (3.7 miles). Selective widening, curb, gutter, and sidewalks.	102.5	3			3,000.0				
			7					650.0		
			4					5,700.0		
	Federal			STP	1,091.6	2,729.1	5,776.6	0.0	0.0	
	State				108.4	270.9	573.4	0.0	0.0	
	Other									
	<b>Project Total</b>				<b>1,200.0</b>	<b>3,000.0</b>	<b>6,350.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>

**Subject: Point MacKenzie Road Paving**

**Date:** Tue, 27 Nov 2001 15:26:35 -0900

**From:** "Marc VanDongen" <Marc.VanDongen@gw.co.mat-su.ak.us>

**To:** <Mike\_Kriber@legis.state.ak.us>


Mike,


Thanks for stopping by after the Chamber luncheon today. Your efforts to try to fund the paving of the Point MacKenzie road are greatly appreciated. Politics have a way of changing things, but we will work with the hand we are dealt. Hopefully, the funding for this project will work out in the next year.


Attached are three photos of the dock at Port MacKenzie. The first one is our first shipment of houses made in July, 2001. The second one depicts the planned deep-draft dock, ferry landing, and conveyor system. The third one is a barge being loaded in September with 20 houses and another million pounds of cargo.

I can be reached via e-mail or (907) 746-7414. Warm Regards, Marc

---

 <a href="#">1 First Shipment---2 July 2001.jpg</a>	<b>Name:</b> 1_First Shipment---2 July 2001.jpg <b>Type:</b> JPEG Image (image/jpeg) <b>Encoding:</b> base64
--	--

 <a href="#">7 Port MacKenzie Dock Improvements-zoomed.jpg</a>	<b>Name:</b> 7_Port MacKenzie Dock Improvements-zoomed.jpg <b>Type:</b> JPEG Image (image/jpeg) <b>Encoding:</b> base64
---	---

 <a href="#">4 Dcp00381.jpg</a>	<b>Name:</b> 4_Dcp00381.jpg <b>Type:</b> JPEG Image (image/jpeg) <b>Encoding:</b> base64
--	--

**S B**

**3 4 6**

# FISCAL NOTE

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

Fiscal Note Number: \_\_\_\_\_  
 Bill Version: SB 346  
 ( ) Publish Date: \_\_\_\_\_

Revision Date/Time (Note if correction): \_\_\_\_\_ Dept. Affected: EED  
 Title School District Correspondence Study BRU Teaching & Learning Support  
 Component Quality Schools  
 Sponsor Senate HES  
 Requester Senate 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	115.0	115.0	115.0	115.0	115.0	115.0
Travel	15.5	15.5	15.5	15.5	15.5	15.5
Contractual	34.5	34.5	34.5	34.5	34.5	34.5
Supplies	5.0	5.0	5.0	5.0	5.0	5.0
Equipment	5.0	5.0	5.0	5.0	5.0	5.0
Land & Structures						
Grants & Claims						
Miscellaneous						
<b>TOTAL OPERATING</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>

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

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

**FUND SOURCE (Thousands of Dollars)**

1002 Federal Receipts						
1003 GF Match						
1004 GF	175.0	175.0	175.0	175.0	175.0	175.0
1005 GF/Program Receipts						
1037 GF/Mental Health						
Other (Specify Type--Do not abbreviate)						
<b>TOTAL</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</b>	<b>175.0</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	2					
Part-time						
Temporary						

**ANALYSIS:** (Attach a separate page if necessary)

In the FY2003 budget, the department has requested funding to administer an increasing number of statewide correspondence study students and programs. This funding is necessary to fulfill current statutory and regulatory requirements. This would include the requirements of SB 346. Section 1 of this bill may result in some programs being allowed to apply for statewide correspondence status only once every 10 years, but if the program is designated by the department as deficient or in crisis under AS 14.03.123(a), an annual application is still required.

Prepared by: Barbara Thompson  
 Division: Teaching & Learning Support  
 Approved by: Ed McLain, Deputy Commissioner  
 Agency: Education and Early Development

Phone 465-8727  
 Date/Time 3/13/02 11:09 AM  
 Date 3/13/2002

**CHAPTER 33 SPECIAL SCHOOLS.**

4 AAC 33.420 is amended to read:

**4 AAC 33.420. DEPARTMENT APPROVAL.** (a) A district that proposes to enroll out-of-district students in a district correspondence study program, including a correspondence study program operated by a charter school, must first file an annual application and receive written approval from the department to operate a statewide correspondence study program.

(b) The department will approve a district's application if the application satisfactorily demonstrates that the district's proposed statewide correspondence study program complies with the requirements in 4 AAC 33.421. [MEETS THE FOLLOWING CRITERIA:

- (1) THE PROGRAM CONFORMS WITH STATEWIDE GOALS AND PERFORMANCE STANDARDS, AS SET OUT IN 4 AAC 04.010 - 4 AAC 04.200;
- (2) CURRICULUM MATERIALS, INCLUDING TEXTBOOKS AND OTHER INSTRUCTIONAL AIDS, HAVE BEEN REVIEWED AND SELECTED BY THE DISTRICT SCHOOL BOARD, ARE OF THE SAME QUALITY AS THOSE MATERIALS THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS, AND ARE IN COMPLIANCE WITH AS 14.03.090 AND AS 14.18.060 ;
- (3) THE PROGRAM INCLUDES AN ASSESSMENT PLAN OF THE SAME QUALITY AS AN ASSESSMENT PLAN THAT THE DISTRICT OFFERS IN THE DISTRICT'S OTHER PROGRAMS;
- (4) THE DISTRICT REQUIRES ENROLLED STUDENTS TO PARTICIPATE IN THE STATEWIDE STUDENT ASSESSMENT PROGRAM AS REQUIRED BY 4 AAC 06.710 - 4 AAC 06.790;
- (5) THE PROGRAM INCLUDES A PLAN FOR RECEIVING PARENTAL

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUCATION AND EARLY DEV.

ADVICE AND INVOLVEMENT IN PLANNING, DEVELOPMENT, AND  
EVALUATION OF THE CORRESPONDENCE STUDY PROGRAM, INCLUDING]  
THE SELECTION AND EVALUATION OF CURRICULUM, TEACHERS, AND  
ADMINISTRATORS;

(6) THE PROGRAM IS IN THE BEST INTERESTS OF THE STATE.] (Eff.

5/1/99, Register 150; am 6/15/2000, Register 154; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33 is amended by adding a new section to read

**4 AAC 33.421. STATEWIDE CORRESPONDENCE STUDY PROGRAM**

**REQUIREMENTS.** (a) A statewide correspondence study program offered by a district must meet the requirements of this section before its application will be approved by the department.

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

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

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

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

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

(2) grades, or standards met, determined and assigned by a certified teacher, after review and consideration of any recommendations submitted by the student and parents.;

(3) a transcript that denotes curricula material origin for any course other than a district developed course.

(f) The district must require enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790; the program must

(1) have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and

(2) provide a secure testing facility pursuant to 4 AAC 06.765 to administer all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;

(3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.

(g) The program must include a plan for receiving parental advice and involvement in planning, development, and evaluation of the correspondence study program, including the

selection and evaluation of curriculum, teachers, and administrators; the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student; the agreement

(1) must verify that the curriculum materials and course of study are aligned to state standards and comply with AS 14.03.090, and appropriate for the student;

(2) must document the process used to ensure curriculum materials are aligned to state standards and in compliance with AS 14.03.090, including a certified teacher review of all curriculum materials for each student.

(h) A statewide correspondence program may provide a fund account to parents for the purpose of meeting instructional expenses for the child enrolled in the program; the following requirements apply to the fund account:

(1) expenditures from statewide correspondence fund accounts must be for the student's instructional needs only;

(2) materials purchased with state funding are property of the program; non consumable materials must be returned to the program when the student exits the program for any reason;

(3) religious, partisan, sectarian, or denominational materials may not be purchased with account funds;

(4) the program must provide written guidance, consistent with this chapter, on what constitutes appropriate and allowable expenditures of the fund accounts;

(5) all expenditures from the fund account must be approved by the certified teacher signing the student's plan; and

(6) the fund account may not be used either by the district or the parent to

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUCATION AND EARLY DEV.

supplant district funds or obligations for IEP services. (Eff. \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.050
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.03.090	AS 14.08.111
	AS 14.14.090		

4 AAC 33.430 is amended to read:

**4 AAC 33.430. ENROLLMENT OF OUT-OF-DISTRICT STUDENTS. (a) To enroll out-of-district students in a statewide correspondence program, the enrolling district must provide to the department a report listing enrolled students and the percentage of time they are enrolled to the district [BEFORE ENROLLING AN OUT-OF-DISTRICT STUDENT IN A STATEWIDE CORRESPONDENCE STUDY PROGRAM, A DISTRICT SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE STUDENT'S DISTRICT OF RESIDENCE,] either before enrolling an out-of-district student in a statewide correspondence study program, or by the time that the student count period information is required by AS 14.17.600.**

(b) Repealed 6/15/2000.

(c) For the purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO A COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE TO COVER ALL STUDENTS FROM THAT DISTRICT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]

This section does not apply to students who enroll in Alyeska Summer School Program.

(d) **Repealed / / .** [COOPERATIVE AGREEMENTS MUST INCLUDE, AT A MINIMUM, THE FOLLOWING INFORMATION AND PROVISIONS:

(1) THE NAMES, ADDRESSES, TELEPHONE NUMBERS, AND SOCIAL

SECURITY NUMBERS OF OUT-OF-DISTRICT STUDENTS ENROLLED IN THE STATEWIDE CORRESPONDENCE STUDY PROGRAM;

(2) AN ALLOCATION OF EACH STUDENT'S STATE FUNDING ALLOCATION.]

(e) Repealed / / . [THE ENROLLING DISTRICT SHALL PREPARE AND ENTER INTO A SEPARATE INDIVIDUAL COOPERATIVE AGREEMENT FOR EACH OUT-OF-DISTRICT STUDENT WHO IS ELIGIBLE FOR SPECIAL EDUCATION SERVICES.]

(f) Repealed 6/15/2000.

(g) Repealed 6/15/2000.

(h) A student may not be counted as a total of more than 1.0 full-time equivalent for state funding purposes. If a student is enrolled in both the student's district of residence and in a statewide correspondence program of another district, the district of residence shall count the student first under the provisions of 4 AAC 09.040(c) , based solely upon the student's enrollment in classes of the district of residence. Any remaining student count may be allocated to the enrolling district based on the student's enrollment in classes of the statewide correspondence study program. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33.432 is amended and new paragraphs are added, and a new subsection is added to read:

**4 AAC 33.432. ENROLLMENT OF SPECIAL EDUCATION STUDENTS. (a) For a**

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUC. TION AND EARLY DEV.

[A] district that [MAY] enrolls an out-of-district student who is entitled to special education and related services under 4 AAC 52.090 in the district's statewide correspondence study program, an individualized cooperative agreement is required with the district of residence if the student is enrolling at less than 100 percent full-time-equivalent-count; if the district enrolls a [EACH] special education student through an individualized cooperative agreement with the district of residence, [.] the [THE] cooperative agreement must provide that the district that receives the larger share of the student's full-time equivalent count for state funding purposes under 4 AAC 33.430(h) and 4 AAC 09.040(c) shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's individualized education program (IEP), and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790. If the student's full-time equivalent count for each district in which the student is enrolled is equal, the cooperative agreement must provide that the student's district of residence shall be responsible for the coordination of and payment for special education services, without respect to the cost of those services, as required by the student's IEP, and for compliance with applicable state testing and assessment requirements under 4 AAC 06.710 – 4 AAC 06.790.

(b) An enrolling district shall ensure that all special education students [ENROLLED IN THE DISTRICT'S STATEWIDE CORRESPONDENCE STUDY PROGRAM] are identified and located for the purpose of establishing their need for special education and related services and that all provisions of 4 AAC 52 are met. For a special education student enrolled in the district's statewide correspondence study program, and for whom an individualized cooperative agreement is not required under 4 AAC 33.432(a), the enrolling district shall ensure that the

requirements of 4 AAC 33.432(c)(5) are met.

(c) When an [AN] individualized cooperative agreement for a [EACH] special education student is required by (a) of this section, the agreement must include, at a minimum, the following information:

(1) the name, address, telephone number, and social security number of the student;

(2) an allocation of each student's state funding calculated in accordance with the provisions of 4 AAC 33.430(h) ;

(3) the name, address, and telephone number of the private provider or school district designated by the enrolling district to provide special education and related services to the student, if applicable, and the signature of a person authorized by the designated provider to agree to the provision of those services;

(4) the plan for receipt and disbursement of funds for the benefit of a student receiving special education and related services;

(5) the plan of services to be provided to the student, the identification of the members of the IEP team from each district in which the student is enrolled, if applicable under 4 AAC 52.140, and a description of the manner in which each teacher who works with the student in the enrolling district will participate as a member of the IEP team for each student; the plan and the cooperative agreement must include the identification of each student in a manner that complies with the confidentiality requirements of 4 AAC 52.220.

(d) Repealed 6/15/2000.

(e) Repealed 6/15/2000.

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUCATION AND EARLY DEV.

(f) For purposes of this section, the department will consider Alyeska Central School to be an enrolling district. [ALYESKA CENTRAL SCHOOL SHALL ENTER INTO AN INDIVIDUALIZED COOPERATIVE AGREEMENT WITH THE DISTRICT OF RESIDENCE FOR EACH STUDENT WHOM ALYESKA CENTRAL SCHOOL ENROLLS.]

(g) Students for whom the statewide correspondence program will provide a portion or all of the special education and related services may provide the services to the student prior to the individualized cooperative agreement being finalized. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am \_\_/\_\_/\_\_, Register \_\_)

Authority:	AS 14.07.020	AS 14.07.030	AS 14.07.060
	AS 14.08.101	AS 14.14.110	AS 14.17.430
	AS 14.30.010	AS 14.30.186	

4 AAC 33.440 is amended to read

**4 AAC 33.440. REPORTING REQUIREMENTS: CORRESPONDENCE AND PART-TIME STUDENTS.** (a) Each enrolling district shall transmit a report containing the following information to the department along with the student count period information required by AS 14.17.600 :

- (1) the number of out-of-district students enrolled in the district's statewide correspondence study program, by district of residence;
- (2) the name, address, telephone number, and social security number of each student enrolled part-time in the district's statewide correspondence study program, and the percentage of full-time equivalency assigned to that student.

(b) Districts of residence shall report the following information to the department at the same time that the student count period information is required by AS 14.17.600 :

(1) the name, address, telephone number, and social security number of each student enrolled part time in the district, and the percentage of full-time equivalency assigned to that student;

(2) the name of each enrolling district with which the district of residence has entered into a cooperative agreement [, AND THE NUMBER OF STUDENTS COVERED BY THAT COOPERATIVE AGREEMENT];

(3) the amount of funds received as reimbursement or payment from each enrolling district with which the district of residence has entered into a cooperative agreement.

(c) A district shall make a report required under this section in an electronic or other format, as required by the department. The department will use the reported information to ensure that no student is counted as more than one full-time equivalent. (Eff. 5/1/99, Register 150)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060  
AS 14.30.010 AS 14.07.170

4 AAC 33 is amended by adding a new section to read:

**4 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS.** (a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment. (Eff. \_\_/\_\_/\_\_, Register \_\_)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060  
AS 14.17.430

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUCATION AND EARLY DEV.

4 AAC 33 is amended by adding a new section to read:

**4 AAC 33.460. PROGRAM REVIEW.** (a) The department will monitor school district statewide correspondence programs to insure compliance with the requirements of this chapter and with assurances given upon application for program approval.

(b) Upon request by the department, the district shall provide

(1) a list of all students enrolled in the statewide correspondence program, including each student's name, age, entry date, exit date, whether the student has a disability category, whether the student receives intensive services, or related services;

(2) a list of all administrators, teachers, teachers aides, and related services personnel who provide special education services in the district, including, for certificated staff, the teacher certificate numbers; and

(3) any other information required by the department. (Eff. \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060  
AS 14.07.170 AS 14.17.430

4 AAC 33.490 is amended to read

**4 AAC 33.490. DEFINITIONS.** In 4 AAC 33.410 – 4 AAC 33.490,

(1) "Alyeska Central School" means the centralized correspondence study program operated by the department;

(2) "board" means the state Board of Education;

(3) "cooperative agreement" means a contract that is entered into by an enrolling district and a district of residence in conformance with [4 AAC 33.430 OR]

4 AAC 33.432;

(4) "department" means the Department of Education and Early Development;

(5) "district" means a city or borough school district or a regional educational attendance area;

(6) "district of residence" means the school district in which a student is a resident;

(7) "enrolling district" means the school district that is operating an approved statewide correspondence study program, including a program established under AS 14.03.250 – AS 14.03.290 , and that seeks or intends to enroll out-of-district students in that district's program;

(8) "IEP" means an individualized education program established under the provisions of 4 AAC 52.140 that meets the requirements of AS 14.30.186 and 14.30.278;

(9) "out-of-district student" means a student who seeks to enroll in a district in which they do not reside;

(10) "special education student" means a student who is entitled to special education and related services under AS 14.30.180 - 14.30.350 and 4 AAC 52.010 – 4 AAC 52.990;

(11) "statewide correspondence study program" means any educational program, including a charter school program or a state supported home-schooling program, that provides

(A) for each secondary course, less than three hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under AS 14.20.020 and the class;

(B) for elementary students, less than 15 hours per week of scheduled face-to-face interaction, in the same location, between a teacher certificated under

Register \_\_\_\_\_, \_\_\_\_\_ 2002 EDUCATION AND EARLY DEV.

AS 14.20.020 and each full-time equivalent elementary student. (Eff. 5/1/99, Register 150; am 6/15/2000, Register 154; am 12/2/2000, Register 156)

Authority:	AS 14.03.040	AS 14.07.020	AS 14.07.030
	AS 14.07.060	AS 14.14.110	AS 14.17.430
	AS 14.20.010	AS 14.30.010	AS 14.30.186

Editor's note: As of Register 151 (October 1999), the regulations attorney made technical revisions under AS44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Marianne Tiedeman  
Wasilla (R)

**Subject:** [Fwd: Galena School Districe/IDEA]

**Date:** Wed, 13 Mar 2002 15:34:45 -0900

**From:** Matsu LIO <MatSu\_LIO@Legis.state.ak.us>

**Organization:** Alaska State Legislature

**To:** Representative Fred Dyson <Representative\_Fred\_Dyson@Legis.state.ak.us>, Representative Peggy Wilson <Representative\_Peggy\_Wilson@Legis.state.ak.us>, Representative Vic Kohring <Representative\_Vic\_Kohring@Legis.state.ak.us>, Senator Lyda Green <Senator\_Lyda\_Green@Legis.state.ak.us>, Senator Loren Leman <Senator\_Loren\_Leman@Legis.state.ak.us>, Senator Robin Taylor <Senator\_Robin\_Taylor@Legis.state.ak.us>, Representative Lesil McGuire <Representative\_Lesil\_McGuire@Legis.state.ak.us>

---

**Subject:** Galena School Districe/IDEA

**Date:** Wed, 13 Mar 2002 05:16:27 -0900

**From:** "Tiedemans1" <tiedeman4@gci.net>

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

To whom it may concern;

Please do not pass the proposed regulations regarding GSD and IDEA. Myself and many other enrolled Home Teachers, will feel we have no other choice than to disenroll and go it alone if forced to use only one curriculum. It has become obvious, especially as homeschoolers, that not all curriculums work well with all kids, or with all Home Teachers for that matter.

These proposals would have only negative impacts including but not limited to: loss of revenues for the program to the State and School District, loss of jobs. Loss of supervision, Certified Teacher assistance for the Home Teacher and loss of mandated testing for those enrolled in a State program. But, last and most definitely NOT LEAST, the children would lose out the most. They would not be getting the quality, supervised, controlled and tested education that they are getting now. The GSD/IDEA kids are testing VERY well.

We need your help. I understand the concerns of those who wrote these proposed regulations, but they clearly don't understand homeschoolers. They seem to assume that we'd just accept the new regs. and go on with the program, but those kind of regs. were why a great proportion of us left other programs or signed up with IDEA rather than go it alone in the first place.

Please vote against these regulations. They are, to put it plainly, UNNEEDED.

GSD/IDEA is a great program. If there are areas they need to improve on to fit State mandates, I'm sure they can do that without ruining the program we homeschoolers are so happy with now.

We will all lose. Please don't let that happen.

I thank you for your valuable time,

Mrs. Marianne Tiedeman  
[rtiedeman@ideafamilies.org](mailto:rtiedeman@ideafamilies.org)

Changes that have been made to SB 346:

1. Incorporates slightly modified versions of the amendments adopted in committee at the request of Legal in order to make the terminology more accurate.
2. Because Alyeska Central School is included in the bill and this entity is not governed by a school board, but by the Department, changes had to be made to the language to make it consistent.
3. Amendment #2 was modified by changing the language from "school district" to "governing body," which is defined in 14.60.010 as being "the school board of a borough or city school district or a regional educational attendance area." The evaluation of student work was also added in order to keep control on the local level.

Questions and points to raise:

- If you will look at the statutes provided to you, you will find that it reads: "In addition to other duties, a school board shall 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." (Underlining added for emphasis). The current regulations go beyond statute by dropping the words "establish procedure" stating on page 2, section (c) that "the program must use curriculum materials, including textbooks and other instructional aids, that have been review and selected by the district school board." It may be beneficial to ask Carol Simpson of the IDEA program to come to the table to discuss the procedures they use in the selection of curriculum materials.
- To ask Ed McClain – Is accreditation required by the State of Alaska?
  - According to DEED Deputy Commissioners Barbara Thompson and Helen Mehrkens, accreditation is not required for Alaska's public schools. Accreditation is strictly voluntary.
- At present, 41 high schools are accredited. This includes alternative schools and possible private schools. Three middle schools are accredited, 9 elementary schools are accredited, and 8 special purpose schools are accredited. It may be beneficial to call Jim Foster Asst. Superintendent for the Galena School District to discuss the accreditation process since they are indeed accredited.

**Subject: Concerning bill SB 346**

**Date:** Thu, 14 Mar 2002 09:10:17 -0800

**From:** "Scott Luchaco" <sluchaco@ideafamilies.org>

**To:** <Janey\_Wineinger@legis.state.ak.us>

Hi, thankyou for taking time to listen. I appreciate greatly we live in a country that gives freedoms to us all. When it concerns life, and educating our future leaders, and other workers, that make up our great nation. The individuals that make families, and citizens of the U.S. need to have the education, and teachings that will strengthen the call to excellence for the quality of life. Our forefathers that fought to give birth to this great nation before us meant it to be, and that much more, Great. Having the great privilege to have children, and a family to begin with, is wonderful. To teach, and be a part of great hopes, fulfilling into action our lifes goals. Life is wonderful, to share the great treasures we each can experience, if love molds our learning. If parents want to take on the task of preparing their children for life in raising them, then helping them to be educated in all subjects, is something we should work together to accomplish. The goal is to succeed for the benefit, and success of us all. To live together in harmony helping one another to be successful in whichever choices we make, as long as it is working together to better ourselves, our families, our towns, cities, states, countries, and the world. With Gods help, and blessings we should work together to accomplish the goal education can support, whether it be private, public, homeschool, or other. Thankyou, In God we all can trust,

M.B.Luchaco

Honorable Senator

I understand that in your capacity on the Senate Health Education and Social Services Committee you will shortly be considering SB 346 limiting the ability of DEED to regulate state-wide correspondence programs.

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

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

Thank you for your consideration,

Barrett Fletcher  
PO Box 575  
Homer, AK 99603-0575

Please find my comments on specific parts of 4 AAC 33.420 & .421 below.

My concern generally with the whole section is that I see little evidence of any intention to actually improve the delivered quality of Publicly Funded Education in Alaska.

On the contrary, I'm afraid it appears to me that the apparent purpose of this set of rules is to restrict and harass one of very few bright and innovative programs to have come along in quite a while.

In the best case, absent any specific individual mean-spiritedness in your department, these rules with few exceptions (33.430 & .432) will serve only to make the delivery of Homeschool Support in Alaska, presently the best in the USA, and the only State Funded Education programs NOT clambering for More State Money, more cumbersome and expensive. And that point I intend to make with my representatives in the Legislature.

#### 4 AAC 33.420 DEPARTMENTAL APPROVAL

The requirement for ANNUAL departmental approval is cumbersome, expensive, unnecessary, and implies a mistrust of the professionalism of the programs' administrators. No other publicly funded education program is required to reapply so frequently.

#### 4 ACC 33.421 (d)

As a Secular Humanist Agnostic with a profound anti-religionist bias I agree strongly with preventing public funds from being spent on anything with even the slightest hint of religious content. However I think it has been adequately demonstrated that correspondence Teaching Professionals can help with the mechanics of learning without referencing any religious aspect of the curricular materials. I don't think there is any secular advantage to pushing religionists back out of the 'system' which is the only effect this rule would have.

#### 4 ACC 33.421 (e)

(1) Monthly review is unnecessarily burdensome and does not allow for adequate flexibility. Some families may need weekly help from a Teaching Professional while others only require a review of their program plan at the beginning of a semester.

(2) It's good to see some recognition of families' role in assessment. However as the primary teachers in a home school situation Parents perform assessments, subject to review and certification by Certified Staff, not the other way around.

(3) Does not allow for Parent Designed Curricula. Needs only to assure that a program has been aligned to the Standards or that any discrepancies from the Standards are noted. "Origin of Curricular Materials" could become absurdly complex in a Homeschool program whose benefits should include a very broad curriculum.

#### 4 AAC 33.421 (f)

(1) Refers to 4 AAC 33.450; please see comment on that section below.

(3) This is unreasonable unless applied equally to all State Funded Education Programs in Alaska including indistrict building based programs.

#### 4 AAC 33.421 (g)

(1) This would be redundant if 33.421 (e) (3) above was corrected.

(2) This probably is not an appropriate function of a Homeschool support program and is certainly not appropriate for a State Mandate. As long as a family is adequately informed of the Standards and the Program Plan as a whole is aligned to the Standards (or discrepancies are noted) it is not material whether any particular curricular item is so aligned. As written this rule might also place Certified Staff in the unlawful position of having to pass judgment on material with religious content and would be a huge, and hugely expensive, time sink.

#### 4 AAC 33.421 (h)

(1) A rare instance of insufficient specificity, this rule needs to include a reference to the beginning-of-semester Program Plan (ILP) which may or may not include extra-curricular activities as part of 'instructional needs'.

(3) Redundant

(5) Cumbersome and inappropriate for State Mandate. Once ILP has been established fund management is better handled by Clerical personnel who can flag any questionable or unusual expenditure for review by the Teaching Professional.

#### 4 AAC 33.450

This borders on the Absurd. What if a similar requirement was fairly applied to the conventional schools? Shall we just expel everyone who has the flu on test day?

448 Klondike Ave.  
Homer, AK 99603

March 13, 2002

Senate HES Committee  
Alaska Legislature  
Juneau, AK

Dear Senate HES Committee,

Please approve SB 346. Statewide correspondence programs have proven that they can produce test results comparable to the statewide average at less cost per pupil than other school systems, while maintaining parental freedom, individuality, and innovation.

SB 346 allows for an application every ten years, unless the program falls into a category of being deficient or in crisis. The yearly application now required is time-consuming, redundant, and unnecessary. It is not required of any other public school, including building-based schools, charter schools, or in-district correspondence. It also specifies that regulations cannot unfairly single out students in correspondence programs by holding them to a higher standard than other public school students.

SB 346 allows for the enrolling district to set the level of monitoring of students based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria. This honors the local school board in its authority over the constituency that it serves, as does the section acknowledging that the local school board is responsible for establishing procedures for the selection and purchase of materials. The legislature has clearly had a history of support local control of schools, continued through this legislation.

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

Respectfully,

Carol Simpson  
Administrative Assistant  
IDEA - Galena City Schools

**Subject: Re: Reg Newsletter**

**Date:** Tue, 09 Apr 2002 08:38:33 -0800

**From:** Jim Pound <Jim\_Pound@legis.state.ak.us>

**To:** Laura Jane Wineinger <Janey\_Wineinger@legis.state.ak.us>

The main concerns I am hearing now is that the Board, and the Department are still attempting to centralize control over the Correspondence schools. There is apparently, also a concern over the definition of teacher. Is the parent a "teacher?" This could become an issue if the Department determines that only a "teacher" can certify grades. Of course curriculum is also being discussed. Presently, I am hearing very limited concerns, however, the new proposals hit the internet today.

We'll have to wait and see how they play out.

Hope this helps, Any more questions give me a call at 5446

Jim

Laura Jane Wineinger wrote:

> Jim, can you give me some specifics as to what the CS parents are having

> heartburn about? Thanks.

>

> Jim Pound wrote:

>

> > And you thought we had the Department's to busy.

> >

> > Jim

> >

> >

> >

4-082.doc

> > Reg newsletter 4-082.doc  
(application/msword)

> >

> >

message

-----  
Name: Reg newsletter

Type: WINWORD File

Encoding: base64

Download Status: Not downloaded with

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

Spring 2000		Spring 2001		
READING	Proficient %	Participation Rate	Proficient %	Participation Rate
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		
WRITING	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 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		
MATHEMATICS	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 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 0 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.

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%
Iritirard 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	79.9%	53.3%
North Slope Borough Schools	78.3%	19.3%
Copper River Schools	78.0%	59.0%
Dillingham City Schools	76.0%	30.8%
Nome City Schools	75.3%	32.1%
Delta/Grady Schools	75.0%	48.8%
Lake & Peninsula Borough Schools	75.0%	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%
Yupik 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	79.0%	59.0%
Unalaska City Schools	112.0%	57.1%
Juneau Borough Schools	81.2%	56.8%
Sitka Borough Schools	86.1%	55.1%
Kenai Peninsula Borough Schools	98.2%	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	84.8%	49.3%
Delta/Greely Schools	76.0%	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	81.0%	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	88.9%	31.3%
Dillingham City Schools	78.0%	30.8%
Iditarod Area Schools	80.1%	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%
Kake City Schools	100.0%	15.0%
Lower Kuskokwim Schools	80.0%	12.0%
Lake & Peninsula Borough Schools	75.0%	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%
Yupit 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	105.3%	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	84.1%	44.4%
Hoonah City Schools	84.0%	68.8%
Chatham Schools	83.3%	40.0%
<b>STATEWIDE</b>	<b>82.1%</b>	<b>65.9%</b>
Nome City Schools	81.0%	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	78.3%	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	95.7%	92.3%
Valdez City Schools	96.9%	88.7%
Denali Borough Schools	78.0%	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	88.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	78.5%	78.6%
Delta/Greely Schools	75.0%	75.6%
Mat-Su Borough Schools	61.0%	74.1%
Juneau Borough Schools	80.0%	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	84.3%	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	81.4%	44.4%
Mt. Edgecumbe High School	104.5%	41.9%
Chatham Schools	33.3%	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	74.0%	23.9%
Lower Yukon Schools	63.6%	19.0%
Yupit 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	92.0%	38.5%
Craig City Schools	92.1%	42.9%
Wrangell City Schools	92.1%	42.9%
Alaska Gateway Schools	90.8%	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	86.1%	58.3%
Fairbanks North Star Borough Schools	86.3%	50.0%
Mat-Su Borough Schools	85.0%	57.0%
<b>STATEWIDE</b>	<b>85.1%</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	79.0%	18.5%
Delta/Greely Schools	76.0%	56.3%
Northwest Arctic Borough Schools	75.0%	16.7%
Copper River Schools	75.0%	55.3%
Dillingham City Schools	75.0%	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%
Yupit 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	26.4%	58.3%
Mat-Su Borough Schools	51.9%	57.0%
Delta/Greely Schools	75.9%	56.3%
Copper River Schools	78.0%	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	74.1%	50.9%
Fairbanks North Star Borough Schools	56.3%	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	57.9%	45.8%
Galena City Schools	72.4%	44.0%
Hoonah City Schools	54.9%	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	71.7%	32.8%
Pribilof Schools	144.4%	30.8%
Yakutat City Schools	107.7%	28.6%
Chatham Schools	155.4%	26.7%
Kenai 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	79.3%	18.5%
Northwest Arctic Borough Schools	76.9%	16.7%
Saint Mary's Schools	54.5%	16.7%
Lower Kuskokwim Schools	74.3%	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%
Yup'it 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.



## CyberLynx Correspondence Program

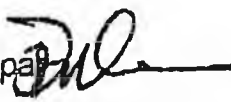
Nenana CyberLynx Correspondence School

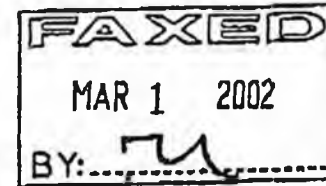
P.O. Box 599

Nenana, Alaska 99760

Telephone: 907.832.1070 Fax: 907.832.5468

*"Providing Professional Educational Support for Home School Parents"*

To: Senator Loren Leman  
From: Thomas Klever, Principal   
cc: Dr. Ken Eggleston, Superintendent  
Date: March 14, 2002  
Re: Proposed Regulation Changes and Support for SB 346



The CyberLynx Correspondence Program was one of two different programs that were audited by the Alaska Department of Education last year. The initial letter informing CyberLynx of the audit was sent out one month prior to the audit team visit in May of 2001, and the letter closing the audit process was received on February 5, 2002.

We did not gain benefit from the audit due to the fact that the DOE simply sent a letter dismissing the entire process. It is my belief that the audit was conducted so that the Alaska Department of Education could write regulations. A good example is the following audit requirement:

*The district must provide (by September 28, 2001) instructional services during the count period for all students included as ADM for state foundation funding. The district must go beyond the reliance on an enrollment form to include a student in the ADM count and ascertain that instructional services are being provided. Documentation that this process is occurring must be submitted to the department.*

The above requirement was complied with and the procedure developed took all offices plus thousands of dollars. Forty-eight of our students with confirmed enrollments were denied by the DOE without regard to our submitted paperwork. It is now almost March and we are having to appeal this late decision or face the loss of \$153,600.00.

This school year the Alaska Department of Education have made us responsible for the following:

- Immunizations were not required for homeschooling families last year, but suddenly and without warning we were given three weeks to submit documentation that we had all of our student immunization records on hand. The Alaska Department of Education required that the Department of Health

and Social Services require our compliance, but the DOE did not inform statewide correspondence programs.

- The Department of Education claims that we can't use uncertified proctors for the Benchmark and Terra Nova mandated tests when, in fact, we can do so legally.
- The Department of Education extends the testing time for 3<sup>rd</sup> grade Benchmark examinations to an extra day without contacting or otherwise asking statewide programs how this might impact their programs. Testing on Fridays has always been thought of as bad practice, but the DOE thinks it is okay for Alaskan third graders.
- The Alaska Department of Education is so intent in their efforts to regulate our programs that they sent out their FY 2003 application with **unapproved** regulatory language in the application. This process strongly implies to me that the DOE was so sure that the regulations were going to be approved, that they assumed they could just implement them unilaterally! When their actions were questioned, they responded with, " This has caused confusion and concern from some district staff.....we are reverting to the requirement elements from the FY 2002 application form."
- We received a letter concluding the audit process after the application for FY 2003 Statewide Correspondence Program was due. This meant that we were never really certain whether our responses were completely acceptable by the Department, leaving us to conclude that they were.
- Normally, audit teams contain one or more peer members. That means that our audit team should have had a team member from IDEA or another similarly run program to offer objectivity to the group. As it was, the members present had little to no homeschooling background.
- A statewide meeting was held for the discussion of statewide correspondence programs and the DOE allowed only one person per district to attend, so I could not attend.

I understand that there are a couple of regulations that will assist our program, but feel that it would be best to start from a more collaborative working relationship with homeschooling institutions, families and the Department of Education.

We believe the Department of Education is simply uncomfortable with, unfamiliar with, and fearful of the homeschool concept. Trusting parents with their own children is so much of an alien concept for the Alaska Department of Education that they simply are lashing out to obliterate autonomy and choice. Accountability is possible with choice and autonomy, but we need to work together in order for that to happen. The regulations are being written by individuals with an ignorant fear of what it means to be a homeschooler.

We fully and unconditionally support SB 346 and the spirit in which it is written. I am so thankful for the checks and balances of our form of government. Why doesn't the Department of Education work with us in a collaborative setting? Why must they shove their misguided beliefs and worn out ideas on others? It is vital in a time of budget cutting that we realize that homeschooling offers choice for parents and students in Alaska. The students do well and even excel academically. It would certainly be a shame to end a very cost effective program such as CyberLynx at a time when it is needed most

SB 346 will allow our program to plan for the future rather than live as we presently do with the annual review process. Each year we have to apply for approval to operate our program and it seems to give the DOE much power over the life or death of this program. We spend an awful lot of precious time compiling the application and it would seem to me that that time would be better spent focusing on programmatic improvements and time spent with students and families.

We appreciate that you are aware that the DOE would like to hold us to a higher standard than the traditional school with fewer dollars. Your efforts are totally supported and we thank you for being a friend of the homeschool community.

33.421.C

**Sec. 14.14.090. Duties of school boards.**

In addition to other duties, a school board shall

(1) determine and disburse the total amount to be made available for compensation of all school employees and administrative officers;

(2) provide for, during the school term of each year, an educational program for each school age child who is a resident of the district;

(3) withhold the salary for the last month of service of a teacher or administrator until the teacher or administrator has submitted all summaries, statistics, and reports that the school board may require by bylaws;

(4) transmit, when required by the assembly or council but not more often than once a month, a summary report and statement of money expended;

(5) keep the minutes of meetings and a record of all proceedings of the school board in a pertinent form;

(6) keep the records and files of the school board open to inspection by the public at the principal administrative office of the district during reasonable business hours;

(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 ;

(8) provide prospective employees with information relating to the availability and cost of housing in rural areas to which they might be assigned, and, when possible, assist them in locating housing; however, nothing in this paragraph requires a school district to provide teacher housing, whether district owned, leased, rented, or through other means, nor does it require a school board to engage in a subsidy program of any kind regarding teacher housing;

(9) train persons required to report under AS 47.17.020 , in the recognition and reporting of child abuse, neglect, and sexual abuse of a minor;

(10) provide for the development and implementation of a preventative maintenance program for school facilities; in this paragraph, "preventative maintenance" means scheduled maintenance actions that prevent the premature failure or extend the useful life of a facility, or a facility's systems and components, and that are cost-effective on a life-cycle basis.

**Sec. 44.62.020. Authority to adopt, administer, or enforce regulations.**

Except for the authority conferred upon the lieutenant governor in AS 44.62.130 - 44.62.170, AS 44.62.010 - 44.62.320 do not confer authority upon or augment the authority of a state agency to adopt, administer, or enforce a regulation. To be effective, each regulation adopted must be within the scope of authority conferred and in accordance with standards prescribed by other provisions of law.

**Sec. 44.62.030. Consistency between regulation and statute.**

If, by express or implied terms of a statute, a state agency has authority to adopt regulations to implement, interpret, make specific or otherwise carry out the provisions of the statute, a regulation adopted is not valid or effective unless consistent with the statute and reasonably necessary to carry out the purpose of the statute.

**Sec. 14.03.090. Partisan, sectarian, or denominational doctrines prohibited.**

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.

**Sec. 14.18.060. Discrimination in textbooks and instructional materials prohibited.**

(a) School boards shall have textbooks and instructional materials reviewed for evidence of sex bias in accordance with AS 14.08.111 (9) and AS 14.14.090 (7). School boards shall use educationally sound, unbiased texts and other instructional materials as they become available. Nothing in this section prohibits use of literary works.

(b) The board shall establish by regulation standards for nondiscriminatory textbooks and educational materials. Each school board shall provide training for all its certificated personnel in the identification and recognition of sex-biased materials.

(c) The Board of Regents shall establish and implement a policy under AS 14.40.170 (b) for the guidance of officers and employees of the university on the selection of nondiscriminatory textbooks and educational materials.

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

		Spring 2000		Spring 2001	
<b>READING</b>		<b>Proficient %</b>	<b>Participation Rate</b>	<b>Proficient %</b>	<b>Participation Rate</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.	
<b>WRITING</b>		<b>Proficient %</b>	<b>Participation Rate</b>	<b>Proficient %</b>	<b>Participation Rate</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.	
<b>MATHEMATICS</b>		<b>Proficient %</b>	<b>Participation Rate</b>	<b>Proficient %</b>	<b>Participation Rate</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 0 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.

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%
Kanai 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/Grady 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%
Yupit 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	86.1%	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	88.9%	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%
Kake 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%
Yupit 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	105.3%	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%
Hvdaburg 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	85.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	85.5%	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%
Yupit 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%
Kake 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.

*(A/D) Dec*  
*3,136.59*  
*check*  
*COV*

Exhibit D-4, continued

**GALENA CITY SCHOOL DISTRICT**  
School Operating Fund *FY01*  
Statement of Expenditures - Budget and Actual, continued

	<u>Budget</u>	<u>Actual</u>	Variance Favorable (Unfavorable)
<b>Expenditures, continued:</b>			
<b>Correspondence study:</b>			
<b>Salaries:</b>			
Certificated - teachers	\$ 1,173,259	1,174,536	(1,277)
<b>Non-certificated:</b>			
Support staff	388,298	411,035	(22,737)
Substitutes and temporaries	86,240	76,195	10,045
Total non-certificated salaries	474,538	487,230	(12,692)
Total salaries	1,647,797	1,661,766	(13,969)
Employee benefits	419,918	417,376	2,542
Professional and technical services	3,517	2,767	750
Student travel	38,000	31,979	6,021
Communications	493,000	417,976	75,024
Other purchased services	313,050	292,302	20,748
Supplies, material, and media	3,755,250	3,521,548	233,702
Dues and fees	30,730	30,037	693
Equipment	75,500	74,729	771
Total correspondence study	6,776,762	6,450,480	326,282

*FY01 Foundation*

*3,136.59 corr. students*  
*x 80%*  


---

*2,509.27*  
*x 3,940*  


---

*\$ 9,886,524 earned foundation*

*To Operate the program*

*other staff in budget*

**Subject:** Correspondence and special ed

**Date:** Fri, 22 Mar 2002 13:50:49 -0900

**From:** Chris Robinson <crobinson@sesa.org>

**To:** <Senator\_Lyda\_Green@legis.state.ak.us>

Greetings Janey -

Sen. Green is expecting me to send the attached document for her review, per my meeting with her Wednesday this week. She gave me your name when I asked to whom I should direct this message.


The attachment explores issues in connection with correspondence education and special education. Could you extract and print it?

I have saved it in a format which should open in either Windows Word or Mac Word. Please let me know if you have trouble opening it.

Thank you for your help,

Chris Robinson

Christopher L. Robinson  
Executive Director  
Special Education Service Agency  
Anchorage, Alaska  
907-562-7372  
<http://www.sesa.org>

 <a href="#">correspond.comments.2</a>	<b>Name:</b> correspond.comments.2 <b>Type:</b> WINWORD File (application/msword) <b>Encoding:</b> base64 <b>Download Status:</b> Not downloaded with message
---	--

*In cases of students w/IEP who enroll in a correspondence school, the district that claims the largest % of age ADM has the responsibility for providing services.*

**Questions and comments re: correspondence program regulations and special education:**

**Does the correspondence enrollment of a special education student create *prima facie* procedural non-compliance?**

When a student is enrolled in a correspondence program, the student's educational placement is inseparable from the enrollment. The home educational placement is the intent and the stipulated precondition of enrollment.

State and federal special education regulations, however, require that educational placements for special education be determined through specific procedures by a properly constituted team, subsequent to developing the IEP. Enrolling a student directly into a home educational placement in which special education is to be provided may not satisfy federal procedural requirements.

**Setting aside procedural concerns, home placements for the purposes of special education will probably not meet requirements for least restrictive environment.**

The student's educational placement to receive special education must be in the least restrictive environment (LRE) within a continuum of placement options. Special education law and regulation regard home placements as very restrictive. Home placements for reasons such as parental preference unrelated to the student's IEP, administrative convenience, or programmatic template would not satisfy LRE requirements.

**It may not be possible for correspondence programs to provide school-based options for correspondence special education students.**

Such options would apparently require the correspondence program to back-purchase special education services from the student's resident district. But there are practical barriers to that, not the least of which is the parental wish to avoid involvement with the local district.

**Most correspondence programs are not designed or equipped to offer individualized special education instruction, related services, and supports in a least restrictive environment.**

The customary design and implementation of correspondence programs appears to make conventional special education very unlikely. Frequency and duration of contact with qualified teachers and related service providers, individualized educational programming, continuum of placements - these features of special education are typically not included in correspondence systems. Yet the proposed regulations appear to assume that correspondence programs can and will provide special education as needed by any enrolled student.

**Correspondence special education funding may be an issue.**

An effective special education program delivered to widely dispersed individuals in home settings can only be more costly than the same services delivered to students in local school districts. Yet correspondence programs receive less, not more, per

student funding than school based programs, and they do not receive the added special needs funding provided for school site programs.

A disparity between the level of fiscal support for correspondence special education and in-school special education may well lead to further difficulties between the state and correspondence programs.

**There appear to be personnel issues unique to correspondence special education.**

The same standards for personnel qualifications, frequency of instructional supervision, availability/proximity of the student's teacher, etc., which are applicable to school-based special education also apply to home-based special education by correspondence. But in addition to meeting those requirements, correspondence programs face other personnel-related issues.

Correspondence programs assign a teacher to each student to provide distance and/or onsite instructional support. But it is *parents* of correspondence students who provide day-to-day instructional supervision and assistance (some would say *teaching*), in the absence of an in-home professional educator. Most correspondence parents simply describe that they *home-school* their children. This is technically inaccurate, since the student is an enrolled pupil in a public education program, but it does reflect the reality that no teacher is present for the day-to-day teaching and learning process.

Teaching is more than guiding a child through prepared lessons. It is designing instruction, selecting materials, evaluating student performance and progress, branching, and recycling. It is task analysis, motivation, reinforcement, behavior management, and generalization across environments. These multiple teaching skills are acquired through formal training and experience. This is why all states require professional preparation and certification for teachers. It is why federal and state laws require that special education instruction be delivered under the supervision of a teacher who holds special education certification. It is why special education IEP's now must describe the training and supports the child's *teacher* needs in order to fulfill their special education responsibilities under the IEP.

In correspondence education, however, the *parent* performs most functions that in a school setting would be performed by a credentialed teacher. These functions are inescapable and critical, especially with younger children, and with students whose significant disabilities make them incapable of independent study. But because parents cannot be recognized as teachers, they are not provided the same training and supports which certificated teachers would expect to receive.

Schools must also provide training, however minimal, for special education aides. No comparable training is available for correspondence parents who perform comparable functions for their children.

State and federal special education compliance personnel and advocates are already concerned that special education aides in schools too often do not have adequate teacher supervision and support. If an infrequently supervised aide in a school setting is of concern, a parent teaching a special education student at home, with teacher contact monthly at most, would appear to be of much greater concern.

A final personnel consideration: when a parent and child also become a teacher and student, non-educational aspects of their relationship can be affected. Some of the service requests SESA has received from programs and parents ask for supports that are in the arena of youth and family services, more than education. Correspondence programs are not equipped to address these broader artifacts of correspondence special education.

**Correspondence schools cannot exclude the enrollment of special education students.**

Correspondence programs are public offerings from public entities. Enrollment eligibility requirements may not be based on the presence or absence of a disability. If a student with a disability were otherwise eligible for enrollment, it would appear the program would be required to accept that child's enrollment. It would be a probable violation of federal law for a correspondence program to screen out the enrollment of special education students.

**Why are parents enrolling their children in correspondence programs when local schools are available?**

The socio-political context for the surge in correspondence enrollments must be acknowledged. It is central to any consideration of correspondence special education.

For a variety of reasons, many correspondence parents are estranged from their local schools. They "vote with their feet" by leaving the local school program in favor of a correspondence placement. Where this occurs with a student on an IEP, the stage is set for "consensual non-compliance" with special education requirements. The parent may consider the benefits of the home placement to outweigh concerns about special education procedure and placement. Even if special education rights are tacitly "waived" by a parent who removes their child from school-based special education through their district of residence, the correspondence program and the state may still accumulate a shared liability for subsequent non-compliance of the student's program and/or placement.

**The Department of Education and Early Development may not have the resources to identify consensual non-compliance in correspondence special education.**

State and federal special education procedures rely on complaints to assure that each child receives special education and related services as needed and required. Parents and school districts each are expected to use available administrative remedies to address disputes as to their shared and independent responsibilities under special education law.

But if a correspondence special education student is inappropriately placed or underserved, the end question is: who will complain? The correspondence program, if it knows it cannot meet the requirements to provide a free appropriate public education (FAPE) in a least restrictive environment, will not. Nor, perhaps, would parents if they believe that special education scrutiny would require their child to be placed in the local school to receive services.

Without complaints to trigger administrative oversight, children entitled to special education and related services must rely on routine state compliance monitoring activities to assure that special education requirements are fully implemented. But Alaska's DEED has only limited resources for compliance oversight, and it is very difficult, even in traditional school district programs, to monitor under-identification and under-service.

**Do the proposed state regulations conflict with federal requirements with respect to identification and evaluation?**

In the case of a student's full-time enrollment in a correspondence program, the proposed state regulations would appear to make the correspondence program responsible for all special education requirements. If so, this would include the responsibility to identify and evaluate students in need of special education.

Federal regulations, however, assign to the *district in which the child resides* all responsibilities for identification and evaluation, even where the parent voluntarily enrolls the child in another program. Federal regulations appear not to contemplate a transfer of responsibility away from the district of residence. It is also the case, however, that federal regulations appear not to contemplate enrollments into another school district's program, while maintaining residence in the home district. This may be a non-issue, or may be an obstacle.

**Some programs and parents are looking to the Special Education Service Agency (SESA) as a resource to provide special education to correspondence students and programs.**

Over this school year SESA has received a number of inquiries or demands for a variety of services in connection with correspondence special education. In some cases, the request has been for SESA to *become* the child's special education program.

In other cases, the students reside in Alaska's largest school districts, but are enrolled in correspondence programs operated by rural school districts. SESA contacts with correspondence programs requesting assistance suggest the program has no special education teacher on staff.

**SESA does not have the authority to provide special education services to correspondence students.**

Only the school district responsible for providing special education has the authority and responsibility to plan and provide (or arrange the provision of) individualized special education. Unlike fee for service providers, SESA is not an agent of the district and cannot act on the district's behalf. SESA's role is to advise and assist local school district efforts, to help the district "know what to do", rather than to "do it". SESA is not authorized, funded, or intended to deliver special education to students.

**SESA does not have the capacity, and may not have the authority, to assist correspondence programs in the same manner it assists other school district special education.**

In creating and reauthorizing SESA, the Alaska Legislature has made clear its intent that Outreach services will be restricted to students in districts in which the enrollment of students within any low incidence disability category is too low to warrant or make practical a district-employed disability specialist. School districts with higher enrollments of students with low incidence disabilities are expected by the Legislature to employ their own specialist staff as needed. Should a rural district's low incidence correspondence enrollment be factored into the district's eligibility for SESA Outreach? If so, SESA may not have the authority to continue to serve that district.

Capacity is an issue for SESA in at least two respects. First, SESA training and experience requirements for education specialists are for school-based rather than home-based special education. SESA personnel do not have experience or training applicable to parents who perform instructional roles in home correspondence education. Secondly, the existing level of staffing at SESA is already insufficient to meet the needs of traditional referrals from target school districts. SESA would be reluctant to degrade Outreach services for traditional referrals in favor of referrals from educational placements that, in our judgement, exceed the tolerances of the regulatory system in which the agency must operate.

**Should SESA direct Outreach personnel away from supporting effective school-based special education to determine whether home correspondence placements of students with severe and/or multiple needs are, for the purpose of special education, educationally appropriate and adequate?**

Theoretically, such determinations may be in the student's interest, but they would verge on compliance oversight.

The Alaska DEED has historically taken the position that SESA should avoid giving opinions which may be interpreted as statements of compliance or non-compliance, and with good reason. SESA has no role or authority in connection with compliance oversight. But role authority aside, the perception of compliance-related activities by SESA would irreparably contaminate the agency's critical trust relationships with school districts.

Further, if either the program or the parent does not want such documentation on the record, referrals would quickly diminish. Referrals require both the initiation of the district and the consent of the parent.

The embedded questions become a house of mirrors: should home correspondence students be eligible for SESA Outreach? Should correspondence programs satisfy the prerequisites for Outreach referral that apply to site programs (child evaluated; initial IEP in place; special education teacher assigned to child; child receiving special education; referral through district special education director)? Where the Alaska Special Education Handbook states "...SESA services may be listed on the IEP as a support service for school personnel" does a parent in a correspondence program become "school personnel"?

SESA Outreach services probably should be available to assist correspondence special education personnel in an unlikely but possible scenario in which the home placement of a correspondence student with a low incidence disability has been properly determined to be the student's least restrictive environment. Short of that, the above questions and issues should be confronted.

VERY URGENT - PLEASE SEE THAT THIS GET TO THE ADDRESSEES IMMEDIATELY

Dear Representatives Jeannette James, Fred Dyson, John Coghill, Vic Kohring, Senators Robin Taylor, Lyda Green, and Richard Schmitz, Vicki Kindseth, Jim Pound, Whitney Highland,

What follows is a resolution by the Assembly of the Kenai Peninsula Borough February 2001 to do away with our correspondence programs entirely, due to "4 AAC 33.420's *incorrectly granting districts the authority to provide statewide correspondence.*" This, is an issue currently in the March 21, 2002 memo, Ed McLain handed out to us on Saturday at the BOE meeting April 6<sup>th</sup>, which came out the month right after the resolution. In that March 21 memo it says: While these programs serve students from around the state, state statutes direct that districts are required to provide an educational program for school aged children who are residents of a district [14.14.090(2)].

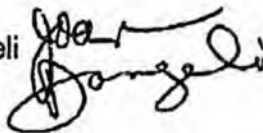
Not that long after this resolution, only a couple months after, Ed McLain barged into our CyberLynx offices not allowing anyone to speak, and did his stormy, unkind, hostile, onsite audit of CyberLynx telling everyone his intentions were to align home schooling with the strictest state currently in the nation for homeschooling: Pennsylvania.

I am sorry for its lightness. Due to its lightness, to help you, I retyped it entirely this morning and provided the original behind, to be sure you got the reality of what it says, and the original too. I will research it on the net and see what became of it in minutes, etc. You never saw this or knew about its existence?

My principal saved it from when it was going on and everything was in a big uproar over it. We do not want to do business with DEED, we know where Ed McLain is coming from. Our program had a working relationship with DEED before Ed McLain came on the scene. Now our future is jeopardized continually by his very presence and hostility towards the programs existence. He is very angry with our principal and us for not supporting his regulations.

Let me know what you think. Thank you for all your help.

Joan Dangeli  
790-7265



- 1) This letter
- 2) Email about the resolution
- 3) Resolution was light - this is the RETYPED resolution
- 4) The ORIGINAL resolution
- 5) My letter for safety amendments to SB 346

We can thank you for all your help today. Thank you! Joan.

Fw: KENAI PENINSULA BOROUGH RESOLUTION 2001-018

Subject: Fw: KENAI PENINSULA BOROUGH RESOLUTION 2001-018  
Date: Mon, 19 Feb 2001 18:23:56 -0900  
From: "Rb Richmond" [honeysuckles@gei.net](mailto:honeysuckles@gei.net)  
Organization: Honeysuckles  
To: [Clyns@kenai.schoolzone.net](mailto:Clyns@kenai.schoolzone.net)

Dear Cyberlynx:

This was forwarded to me by a friend in Kenai. I'm wondering if Cyberlynx is aware of this, and if so, do you know if it is true?

Thank you.  
Rhea Richmond

You have probably already received this on the region K listserve, but I've added our Borough rep for Seward's email so you can call or contact him regarding this issue. Ron Long is his name. You might give a heads-up to our reps at the state level before the resolution even gets there - if it does. This borough would like this to take effect as soon as possible - Feb 20<sup>th</sup>, 2001! We need to move on this!

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

John Torgerson (Senate) <http://www.legis.state.ak.us/senate/torgerso.htm>

Ken Lancaster (House) <http://www.legis.state.ak.us/house/lancaster.htm>

Mr. Brown, one of the assembly members will be presenting resolution 2001-018 this Tuesday, February 20<sup>th</sup> (A link is provided below.) This resolution will not be publicized, but will be forwarded to the state legislature. It requests that state wide programs be banned. If it is acted upon and something is passed legislatively, this would mean that IDEA would not be able to operate as it does today... at least in the current form, as I understand.

Please take time to look this over and contact your assembly person, or Milli Martin at 235 6652.

Ron Long is the borough rep for the Seward area:

Local number 224-7068

Please contact him and let him know your stance on this ASAP!

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

Introduced by Brown

Date 2/20/01

Action.

Vote.

KENAI PENINSULA BOROUGH

RESOLUTION 2001-018

A RESOLUTION URGING THE LEGISLATURE TO ENACT LEGISLATION PROHIBITING THE OPERATION OF STATEWIDE PROGRAMS BY LOCAL SCHOOL DISTRICTS

WHEREAS, AS 14.03.080 states that a child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and AS 14.14.120; and

WHEREAS, AS 14.07.020 provides that a duty of the Department of Education and Early Development is to provide accredited elementary and secondary correspondence study programs to any Alaskan through a centralized office of correspondence study; and

WHEREAS, 1 AAC 33.420 incorrectly grants districts the authority to provide statewide correspondence and requires the local districts to enter into cooperative agreements regarding students lost to such programs; and

WHEREAS, the district of residence continues to bear the burden of maintaining facilities and resources for children of the district in accordance with AS 14.03.080, and no similar obligations exist for the marauding programs; and

WHEREAS, the Kenai Peninsula Borough School District have lost over 600 students to such programs at a cost of more than \$4,500,000 in lost revenue; and

WHEREAS, the Kenai Peninsula Borough School District Operates an approved district correspondence program capable of serving the needs of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH.

SECTION 1. That the Borough Assembly urges the Alaska State Legislature to enact legislation prohibiting the operation of statewide programs by local school districts.

SECTION 2. That copies of this resolution shall be forwarded to Senator John Torgerson, Senator Jerry Ward, Representative Mike Chenault, Representative Ken Lancaster, and Representative Drew Sealzi.

SECTION 3. This resolution shall become effective immediately upon adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 20<sup>TH</sup> DAY OF FEBRUARY 2001.

*Original*

KENAI PENINSULA BOROUGH RESOLUTION 2001-018

**PROHIBITING THE OPERATION OF STATEWIDE PROGRAMS BY LOCAL SCHOOL DISTRICTS**

WHEREAS, AS 14.03.080 states that a child of school age is entitled to attend public school without payment of tuition during the school term in the school district in which the child is a resident subject to the provisions of AS 14.14.110 and AS 14.14.120; and

WHEREAS, AS 14.07.020 provides that a duty of the Department of Education and Early Development is to provide accredited elementary and secondary correspondence study programs to any Alaskan through a centralized office of correspondence study; and

WHEREAS, AAC 25.420 incorrectly grants districts the authority to provide statewide correspondence and requires the local districts to enter into cooperative agreements regarding students lost to such programs; and

WHEREAS, the district of residence continues to bear the burden of maintaining facilities and resources for children of the district in accordance with AS 14.03.080, and no similar obligations exist for the marauding programs; and

WHEREAS, the Kenai Peninsula Borough School District have lost over 600 students to such programs at a cost of more than \$4,300,000 in lost revenue; and

WHEREAS, the Kenai Peninsula Borough School District operates an approved district correspondence program capable of serving the needs of its students;

NOW, THEREFORE, BE IT RESOLVED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH,

SECTION 1. That the Borough Assembly urges the Alaska State Legislature to enact legislation prohibiting the operation of statewide programs by local school districts

SECTION 2. That copies of this resolution shall be forwarded to Senator John Torgerson, Senator Jerry Ward, Representative Mike Chenault, Representative Ken Lancaster, and Representative Drew Scalzi

SECTION 3. This resolution shall become effective immediately upon adoption.

ADOPTED BY THE ASSEMBLY OF THE KENAI PENINSULA BOROUGH THIS 20TH DAY OF FEBRUARY 2001.

April 9, 2002

## SB 346 - Correspondence Programs

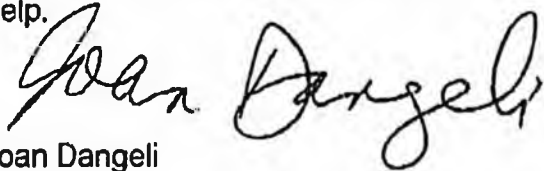
Dear Alaska State Legislature:

I would like to request the following additions be added to SB 346:

1. All statewide correspondence applications be approved up front.
2. All future need for Dept. of Education and Early Development regulations first be required to first be transmitted to correspondence department heads.
3. Two or more parents are involved from each program in the formation and review of any proposed regulations relative to correspondence programs.
4. That the purchase of the Calvert Full Curriculum Program out of Baltimore, Maryland by correspondence programs be determinable by local districts.

If this is not possible due to the time limits on what it would take you're current SB 346 to pass by the session end, I would like SB 346 passed as it is, and respectfully like to request that the above issues be considered for being taken up as build-ons to our current work the next session, in a new bill relative to the same issue we currently have before us in SB 346.

I thank you for your informed help in our pressing issues before us regarding Correspondence Programs and for moving the legislation before us: SB 346. Thank you for ALL your wonderful help.



Joan Dangeli  
Box 34711  
Juneau, AK 99803-4711  
790-7265 [startraveler@qci.net](mailto:startraveler@qci.net)



## 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.

## 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.

March 17, 2002

Dear Senator Leman and Whitney (with a cc faxed to and for Representative Jeannette James and Richard in Jeannette James' office), Senator Lyda Green,

After our work session Saturday with Whitney, Richard from Representative Jeannette James' office, and correspondence program administration members, they helped some things come to mind after that I feel are very important to draw your attention to. I am sorry to belabor the issues, but I believe this is important.

I support highly the suggested amendment of Saturday because I went home and reviewed it and found they align very well with some of the detrimental aspects of the proposed regulations, although not all of them. SB 346 and the suggested amendment below covers very well the following areas that were detrimental in the Dept. of Ed proposed regs - 14 AAC 33.421 (a), (b), (c), (d), (e)(1)(2)(3), (g)(1)(2), (h)(1)(2)(3)(4)(5)(6):

**Page 2, lines 2-4:**

Delete all material

Insert "(3) must provide that the school board of the district 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,  
and

b. approving and disapproving home designed courses and the evaluation of student work;

There are a couple more regulations that must not be ignored that I would like to help work with you in understanding them because they could cause many disruptive issues for families and correspondence schools. Simply counting on an ability to sue later will not help at the family level where individual resources are extremely limited. I would like you to consider adding a 'c' and 'd' to the suggested amendment above due to the following, and the regulations 'c' and 'd' are addressing are below them:

c. informing enrolled students of state testing and participation requirements in the statewide student assessment program as required by 4 AAC 06.710-4 AAC 06.790;

d. considering standard or 'normal' allowances for failure to take statewide student assessment tests.

e. complying with 4 AAC 06.765

*this has to do with creating something regarding deleting providing a test facility.. because it is already law ((2) below),*

f. *create something regarding (3) below, the 10% testing thing no other educational entity in the state has to follow - I couldn't see how to write this one well.*

**14 AAC 33.421 (f)(1)(2)(3)**

Mr. McClain wants the regulations to state that correspondence programs must

(1) *have staff inform parents of state testing requirements and the consequences of non-compliance under 4 AAC 33.450; and*

**IDEA's worksheet on this stated "Who will monitor and enforce this? This only applies to statewide correspondence programs."** I feel it unfairly singles out correspondence schools - the creation of 'c.'

*✗ (2) provide a secure testing facility pursuant to 4AAC 06.765 to administer all state mandated assessment tests; or enter into agreements with local school districts and those site-based schools to allow statewide correspondence program students to participate in state required testing;*

Create something that moves that this be deleted because it is already law and please note **this is the ONLY proposed regulation suggested amendments a, b, c, d and SB 346 combined do not address - we've covered every single thing in the proposed regs except this #2 above and #3 below this one. I wish we could move to just not allow the DOEE to do any of the proposed amendments at all.**

*✗ (3) have available to the department, data documenting student participation rates in state required assessments within 10% points of the state average for the prior year's spring test administration.*

**This is punitive in nature towards home schooling families, saying that the percentage of our correspondence students taking the tests must be within 10% of the state average although correspondence school Benchmark scores have a consistent record of being very normal. This regulation unfairly singles out correspondence schools and does not apply to any other kind of school.**

1 of 2

**14 AAC 33.450. FAILURE TO PARTICIPATE IN STATE MANDATED ASSESSMENT TESTS.)**

(a) If a student fails to participate in a state mandated assessment test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.

IDEA and CyberLynx are programs of choice. The DEED must provide data to legislators to prove success in meeting standards. Test results are the proof. 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." (my 'd').

I further object district where the tests are being taken having any say in the student's educational future. The correspondence program district should have the sole oversight of the students along with the parents. At the very least, there should be a pattern of non-compliance for the correspondence program to feel concern - for example, refusing to take the test two years in a row. **Alternative test dates are a must if enrollment or re-enrollment is to be denied for failing to take a test.**

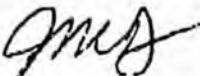
Mr. McClain openly stated to correspondence schools during his onsite review that his long-term goals are to align Alaska correspondence schools with Pennsylvania State Home School laws, which are in fact, the absolute strictest in the entire country. The damage he intends to do to programs that are already effective, wonderful working programs has already begun.

Mr. McClain ordered all CyberLynx home schoolers to get immunizations a couple months ago, or be expelled from the program. This is a specific provision in the Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)). Our privatization rights are being encroached upon in a systematic effort to align the State of Alaska with Pennsylvania State home school laws (those laws are readily available on the web, I have a copy of them if anyone would like copies, as well as the severe legal problems for families and children that have come with them).

I am trying to be helpful and thorough as we move this to quick passage. Please do not feel I am trying to hold things up - I noticed when I got home something very important had been over looked so I am trying to help and you have no idea how proud I am of all the wonderful work that has been done and is being done on this by everyone involved. I am preparing a letter to the Senate HESS committee with some of this information in it also.

Thank you again.

Sincerely,



Joan Dangell, Academic In Home Educator to my son, Quia,  
Box 34711, Juneau, AK 99803-4711 790-7265  
starttraveler@gci.net



# Alaska State Legislature

Please enter into the record my testimony to the Senate, Health, Education & Social Services  
**committee name**  
committee on SB 346 / Homeschool, dated March 18, 2002.  
**bill/subject**

My name is Joanna Holbrook. I'm a homeschool graduate of 2001. I desire the State's continued approval for the parents to choose the curriculum to teach their own children. I believe with all my heart that God gives parents the responsibility to train their children, which includes the all-important duty to educate them. In the future, when/if I am given the privilege to raise children, I want the freedom to spend my time teaching them what I know is true. I am in support of this bill; the State should not have the sole authority to decide what curriculums are acceptable and what are not.

Signed:

Joanna Holbrook

**Testifier**

**Representing (Optional)**

P.O. Box 306 Delta Tct, AK 99737

**Address**

1-907-895-1909

**Phone No.**



# Alaska State Legislature

Please enter into the record my testimony to the SHES  
committee name  
committee on SB 346, dated 3-15-02  
bill/subject

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

Dear Ladies and Gentlemen,

Please adopt the SB 346 as soon as possible. I.D.E.A. is a terrific program in which my children are flourishing. The proposed regulations before the EED would so change and restrict the program that it would no longer be a support program for homeschoolers. I believe programs like I.D.E.A. enhance and make homeschooling an effective option.

The most beneficial elements of the program for me have been:

- a. The requirement of an Individual Learning Program for each of my children.

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.

- b. A contact teacher and workshops.

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.

- c. A very strong emphasis on the state standards and goals for learning.

In light of the requirements of the state for children to pass a Benchmark Exam to receive a high school diploma, having these standards called to our attention so regularly helps me to prepare my children more completely. The beauty of homeschooling is that I am able to so closely assist my children in meeting those standards.

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 and pass the SB 346 as readily as possible. Thank you for your consideration in this matter.

Respectfully,  
Shirley Hein



# Alaska State Legislature

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

Committee on SB 346, dated March 15, 2002  
Bill/Subject

*See attached 2 pages.*

Signed: Betty Bair  
Testifier

JID EA  
Representing (Optional)

1600 Catalina Dr Wasilla, AK, 99654  
Address

907-376-2234  
Phone number

Betty Bair IDEA  
1600 Catalina Dr.  
Wasilla, AK  
99654  
393-4938

Please enter into the record my testimony to the Senate HES Committee Meeting on SB 346, dated March 15, 2002.

Please adopt SB 346 + pass this legislation as quickly as possible. It is important that the families, staff + students in state supported home-schooling program be able to home school successfully as we have + not be burdened down with extra paperwork + stipulations.

I think it is important that each school district should be responsible for monitoring of their students at periodic intervals, as established by that school districts

It is also important that the local school board should have the authority to establish a procedure for the purchase of curriculum material for student in their district. These 2 responsibilities should be established + carried out by the local school board + school districts.

- 3 -

One other point I would like to make is that, especially since the IDEA programs continues to be in compliance, it seems necessary to have the correspondence study programs be approved only once every 10 years & not yearly.

The IDEA Home School program has proved to be successful & has met the need for many home school parents in our state. There is strong support from the certified teachers & staff. The teachers are involved in helping parents choose curriculum that best fits the needs of the students & have contact with the families frequently. Workshops for parents & students are offered to the parents & the staff is always available to the parent-teachers.

Thank you for listening to my comments & again I would ask you to accept & quickly pass SB 346.

Sincerely,

Betty Bair

To: HEALTH, EDUCATION, and SOCIAL SERVICES  
ATT: Senator Gary Wilken

From: Michael Dammeyer  
In Regards To: SB 346, quality of education in Alaska.

MAR 19 2002

I have received the fax from Senator Gary Wilken. I appreciate the information, and it is great to see such a high level of concern regarding the quality of education in Alaska.

There are a couple of points to keep in mind when looking at exit exam scores, however. As Dr. Ed McLain has testified to in the past, the exit exam is a minimum standard – bluntly, it is easy to pass. Second, this minimum standard is based on education levels in the United States – very low when compared to our international competition.

I feel it important to emphasis this point. I've included in this fax test scores showing how far behind we in the United States have fallen when compared to other countries. Please remember we compete directly with these countries for the high paying, high technology jobs that Alaska has to offer. It is not enough to be at the top of the class when the whole class is failing.

There are effective ways to ensure correspondence leaves no child behind. If a student is in a correspondence program and is failing on the required tests, mandate that he or she is swiftly removed and sent to a brick-and-mortar public school. However, don't punish the rest of the correspondence students who demand a higher standard with a one-size-fits-all curriculum that has put us (as a nation) at the bottom of the class.

Thank you for your time,  
Michael

# International Test Scores

## Poor U.S. Test Results Tied To Weak Curriculum

Results of the **Third International Mathematics and Science Study (TIMSS)** in 1995 involving a half-million students in 41 countries are authoritative. Oversight groups included not only the world's leading experts on comparative studies of education systems, but also experts in assessment design and statistical analysis.

**Participants** This study included primarily the industrialized countries of Europe but also the United States, Canada, New Zealand and Asia. So-called third world countries that have a higher literacy rate than the U.S., like Costa Rica, and others that contribute a significant number of U.S. advance degree immigrants, like India, were not part of this study; therefore, the results in terms of world competition are worse than portrayed in these charts.

**Results** In short, the tests showed U.S. fourth-graders performing poorly, middle school students worse, and high school students are unable to compete. By the same criteria used to say we were "average" in elementary school, "we appear to be "near the bottom" at the high school level. People have a tendency to think this picture is bleak but it doesn't apply to their own school. Chances are, even if your school compares well in test scores, it will still be a lightweight on an international scale.

**Textbooks** U.S. textbooks treat topics with a "mile-wide, inch-deep" approach. A typical U.S. eighth-grade math textbook deals with about 35 topics. By comparison, a Japanese or German math textbook for that age would have only five or six topics. Comparisons done elsewhere between French and American math books show more innovative approaches to finding, for instance, the volume of a pyramid. Fractions don't lend themselves to computerization, so they're relegated to an importance slightly above Roman numerals. Calculators are here to stay, so kids breeze through long division. They concentrate on how to *use* math rather than how to *do* math, and with less entanglement in social philosophy.

### American Education Not World Class

By grade 4, American students only score in the middle of 26 countries reported. By grade 8 they are in the bottom third, and at the finish line, where it really counts, we're near dead last. It's even worse when you notice that some of the superior countries in grade 8 (especially the Asians) were not included in published 12th grade results.

## Science (All Students)

Grade 4			Grade 8		Grade 12	
Rank	Nation	Score	Nation	Score	Nation	Score
1.	Korea	597	Singapore	607	Sweden	559
2.	Japan	574	Czech Republic	574	Netherlands	558
3.	United States	565	Japan	571	Iceland	549
4.	Austria	565	Korea	565	Norway	544
5.	Australia	562	Bulgaria	565	Canada	532
6.	Netherlands	557	Netherlands	560	New Zealand	529
7.	Czech Republic	557	Slovenia	560	Australia	527
8.	England	551	Austria	558	Switzerland	523
9.	Canada	549	Hungary	554	Austria	520
10.	Singapore	547	England	552	Slovenia	517
11.	Slovenia	546	Belgium	550	Denmark	509
12.	Ireland	539	Australia	545	Germany	497
13.	Scotland	536	Slovak Republic	544	France	487
14.	Hong Kong	533	Russian Fed.	538	Czech Republic	487
15.	Hungary	532	Ireland	538	Russian Fed.	481
16.	New Zealand	531	Sweden	535	United States	480
17.	Norway	530	United States	534	Italy	475
18.	Latvia	512	Germany	531	Hungary	471
19.	Israel	505	Canada	531	Lithuania	461
20.	Iceland	505	Norway	527	Cyprus	448
21.	Greece	497	New Zealand	525	South Africa	349
22.	Portugal	480	Thailand	525		
23.	Cyprus	475	Israel	524		
24.	Thailand	473	Hong Kong	522		