

ALASKA LEGISLATURE COMMITTEE FILES 2001-2002 8672

10561 SENATE HEALTH EDUCATION & SOCIAL SERVICES

25.	Iran	416	Switzerland	522	
26.	Kuwait	401	Scotland	517	
			<u>15 others</u>		
	Grade Average	524	Grade Average	516	Grade Average
					500

Grade 12 (Top Students)

Rank	Advanced Math		Advanced Science	
	Nation	Score	Nation	Score
1.	France	557	Norway	581
2.	Russian Fed.	542	Sweden	573
3.	Switzerland	533	Russian Fed.	545
4.	Australia	525	Denmark	534
5.	Denmark	522	Slovenia	523
6.	Cyprus	518	Germany	522
7.	Lithuania	516	Australia	518
8.	Greece	513	Cyprus	494
9.	Sweden	512	Latvia	488
10.	Canada	509	Switzerland	488
11.	Slovenia	475	Greece	486
12.	Italy	474	Canada	485
13.	Czech Republic	469	France	466
14.	Germany	465	Czech Republic	451
15.	United States	442	Austria	435
16.	Austria	436	United States	423
	Grade Average	501	Grade Average	501

Betty Bain

Sincerely

Thank you!

Can you please submit this
as testimony for SP346.
Thank you! If you do,

officials.

I am sorry to not be
able to make the teleconference
today - I have to stay at the
office.

Dear LTO staff,

MAR 18 2002

907-357-4853

IDEM Mat-SU

MAR 18 02 02:30P



Alaska State Legislature

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

Committee on SB 346, dated 3-18-02
Bill/Subject

Called: Betty J. Bair
Testifier

IDEA
Representing (Optional)

1600 Catalina Dr.
Address

276-2234
Phone number

of course:
 student is enrolled in + not by the Department
 to be established by the School District a
 presently being done. This monitoring needs
 periodic monitoring of the students + that is
 all in an IDEA, if for those who need to be
 for parents who choose to be in a program

nearby are not needed
 through more extensive negotiations that
 our time on education; not have to work
 staff of IDEA want to be able to form
 the a home schooling parents, students +
 for many home schooled parents in our state.
 our program to continue to meet the needs
 as quickly as possible. This will allow
 Please accept SB 346 + pass the legislation

dated March 18, 2002.
 Senate FIES committee meeting on SB 346,
 Please enter my testimony into the record of

373-4938
 Wednesday, Apr. 9 99454
 1600 California Dr
 Betty Bain

I also feel the local School board should have the authority to establish the procedure for the purchase + use of curricular material + also approve or disapprove home designed courses. This has worked well in IDEA for 4 years now + will continue to.

The IDEA Home School program has proved to be successful + has met the needs for many home school parents in our state. The certified teachers + staff are very supportive + always available to help. The teachers are involved in helping parents choose curriculum that best fits the needs of the students. The parents are encouraged + supported by the IDEA teachers + staff.

Thank you for listening to my comments + taking them into consideration. Again I would ask that SB 346 be passed quickly.

Respectfully,

Betty Bair

LEGISLATIVE INFORMATION OFFICE

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MAR 18 2002

FACSIMILE TRANSMITTAL SHEET

TO:	Senate Health, Education & Social Services Committee	FROM:	Jackie W Becker <i>JWB</i> Delta Junction LIO
COMPANY:	Delta Junction LIO	DATE:	March 18, 2002
FAX NUMBER:	907-465-3805	TOTAL NO. OF PAGES INCLUDING COVER:	2
PHONE NUMBER:	907-465-6600	SENDER'S PHONE NUMBER:	907-895-4236
RE:	Written Testimony	SENDER'S FAX NUMBER:	907-895-5017



Alaska State Legislature

Please enter into the record my testimony to the Senate Health, Education & Social Services
committee name
 committee on SB 346 / Home school, 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)

PO Box 206 Delta City, AK 99737

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STATE OF ALASKA
Legislative Information Office



Fax

To: (S) HESS From: KTN-LIO

Fax Date: 03.18.02

Phone: Pages: (2) INC COVER

Re: TESTIMONY FROM PAT CHAMPAN .
P.O. BOX 7674
KETCHIKAN, AK 99901

Visit our website at: www.legis.state.ak.us/lios/ketchikan/index.htm

Amendment to SB 346 C

(4) May not impose a regulation upon a State-wide school district home-school correspondence study program that is not imposed upon the traditional public school district.

Pat Chapman
P.O. Box 7624
Ketchikan
AK 99901



PUBLIC POLICY SOURCES

Number 51

Home Schooling: From the Extreme to the Mainstream

by Patrick Basham, Cato Institute

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Introduction¹

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

During the last 20 years, the general public's familiarity with home schooling has evolved from a level of almost complete ignorance to one of widespread, if largely uninformed, awareness. This evolution was stimulated by, and reflected in, heightened media interest in home schooling. Feature articles on home schooling graced the covers and pages of respective national publications (see Wallace, 1982; Feinstein, 1986; Stecklow, 1994; Maushard, 1996; Benning, 1997; Eisler and Dwyer, 1997; Kantrowitz and Wingert, 1998; Kay, 2001, and Cloud and Morse, 2001) such as *Maclean's*, *The National Post*, *The Wall Street Journal*, *Time*, and *Newsweek*, while national radio and television broadcasts² also shone a spotlight on home schooling. Consequently, the growth of home schooling has not escaped the attention of leading policymakers in both Canada and the United States. In 1999, for example, then-Texas Governor George W. Bush addressed an audience of 2,000 home schoolers and their parents. Meanwhile, on September 16, 1999, the US Senate passed a resolution designating the week of September 19-25, 1999, as "National Home Education Week." In the Canadian context, some policy-

makers now publicly acknowledge the growing popularity and importance of the home schooling movement.³

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

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

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

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

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

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

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

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

History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How do home schooled children perform academically?

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

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

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

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

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

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

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

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

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

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

The socialization of home schooled children

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

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

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

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

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

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

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

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

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

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

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

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Subject: SB 346

Date: Sun, 10 Mar 2002 12:02:38 -0800

From: "Esther Olthoff" <jolthoff@ideafamilies.org>

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

Dear Senate HES Committee members,

We are home schooling two girls 5th and 8th grade living in Anchorage. We have been doing this for four years now with the IDEA program. It has been a great blessing to us and given us the back up to know that we are doing the best for our children.

We are writing you to ask that you **adopt SB 346**. We know there has been a lot of comment on this so we wont go into it, We just want to let our voices be heard that we would like to see this passed.

Thank you for you time,

Jamieson and Esther Olthoff

Subject: SB346

Date: Mon, 11 Mar 2002 12:22:32 -0900

From: "Doug & JoAnn Sweet" <sweet@acsalaska.net>

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

Dear Janey,

Just sending a quick note encouraging the passage of SB346. I hope it can be sped through the system in a timely manner and become law ASAP. If you could pass this info on to your committee I would appreciate it. Appreciate all the hard work you do for all of us.

Sincerely,

JoAnn Sweet

Douglas Sweet

Subject: SB 346

Date: Sat, 9 Mar 2002 07:58:06 -0900

From: "Dempster" <mdempster@ideafamilies.org>

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

Dear Committee Members:

Please vote for SB 346 that limits the control that EED has over statewide correspondence study programs. I feel that EED has gone beyond where they should have in trying to control these programs. I homeschool my children through one of these study programs and appreciate the freedom, parental input, and quality education they support. Thank you.

Sincerely,

Marjie Dempster

mdempster@ideafamilies.org

37930 Highcrest Ln.

Sterling, Alaska 99672

Re: SB364

Subject: Re: SB364

Date: Mon, 11 Mar 2002 12:09:02 -0900

From: "Clint Stark" <stark@mtaonline.net>

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

Dear Janey:

I would like to notify the Senate HES committee members of our support of SB 364. We would like to see this bill passed. Home schooling in Alaska has a proven track record and the accountability requirements already in place are effective. Please continue to support families that are committed to the education of their children within their own homes by working toward the passing of SB 364. Thank you for your dedication in working to protect homeschooling and correspondence education.

Respectfully,

Michael C. & Rhonda Stark
Palmer

Subject: re: SB 346

Date: Sun, 10 Mar 2002 18:50:55 -0900

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

To: "Bettye Davis" <Senator_Bettye_Davis@legis.state.ak.us>,
"Jerry Ward" <Senator_Jerry_Ward@legis.state.ak.us>,
"Gary Wilken" <Senator_Gary_Wilken@legis.state.ak.us>,
"Loren Leman" <Senator_Loren_Leman@legis.state.ak.us>,
"Lyda Green" <Senator_Lyda_Green@legis.state.ak.us>

CC: "Janey Wineinger" <Janey_Wineinger@legis.state.ak.us>

To: Senate HES Committe Members

Please adopt SB 346 as soon as possible. This bill will allow myself; a home schooling parent and teacher with the Galena School District's I.D.E.A. Program, and many others like myself, to continue educating our children in a wonderfully creative, stimulating, effective and efficient manner with a support network of professionals that both believe in what we are doing and are eager to help.

Thank You Many Times Over !!! Terri Springer & Family

Subject: SB 346

Date: Sat, 9 Mar 2002 10:48:36 -0900

From: "Ken White" <kcwj@seward.net>

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

Please adopt SB 346. I am concerned about some people who are trying to restrict homeschoolers and take away the freedom to choose the curriculum we can use. The current situation we have is good. My wife and I pay for all or our Christian based curriculum. We have 3 children enrolled in IDEA. The materials we get through them is all approved by their guidelines. It is very useful supplemental materials that helps them with their individual learning plan submitted to IDEA. The staff at IDEA is committed to academic excellence and they are very practical and helpful to us. We have a very good balance in the system right now and I believe your bill will help maintain the balance. Thank you for your consideration to this matter.

Ken White

Subject: SB 346

Date: Mon, 11 Mar 2002 11:18:40 -0900

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

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

Hi Janey,

I am writing to ask you to pass this request on to all of your committee members.

Please consider SB 346, and I am asking you to consider passing this in a timely fashion. This bill, together with HB 464, is what is need desperately, to limit the ability and power of the DEED. It is so important to those of us who successfully home school our children thru correspondence programs.

Thank you for you concern,

Val Goodrich

Subject: SB 346

Date: Sun, 10 Mar 2002 11:05:38 -0800

From: "sterling & kaari bouma" <sbouma@ideafamilies.org>

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

Please include this message in the packet for the Senators of the HES Committee. Thank you!

Dear Senators,

I am writing to ask you to pass Senate Bill 346, the bill relating to statewide correspondence programs.

We are very concerned about the proposed regulation changes that would drastically reduce the efficiency and parental choice in the curriculum while also interfering with the high quality of the IDEA program which we now have. SB 346 addresses the issues we have regarding those proposed regulations. **Please pass SB 346.** Thank you!

Sincerely,

Mr. Sterling Bouma and Mrs. Kaari Bouma
4712 Rochelle Road, Homer, Alaska 99603
907-235-1988

in reference to the IDEA Program

Subject: Testimony to include in Senate HES committee Members packet on Mar. 15th, 2002

Date: Sat, 9 Mar 2002 09:26:47 -0900

From: "Stacie Werner" <swerner@gci.net>

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

Ms. Wineinger,

Please include my following testimony in the packets given to the **Senate HES Committee Members on March 15, 2002 when SB 346 will be discussed.**

Thank you for your service in this area,

Stacie Werner
PO Box 3495
Seward, Alaska 99664

(907) 224-5608

Dear Senate HES Committee Members,

I am asking you to **please support Senate Bill 346** ("An Act relating to statewide school district correspondence study and state supported home schooling programs").

I currently have 2 children enrolled in the Galena statewide correspondence program (IDEA) and am thoroughly satisfied with the program the way it is and see no reason to add any additional regulations or monitoring of the program beyond the reasons stated in the proposed SB346.

The high benchmark and past CAT scores speak for the success of the program, parents and staff as they are. I believe any further "regulation" or unnecessary monitoring of the program would be in a discriminatory fashion as well as an overexpenditure of the state's, already depleting, educational funds. **There are regulations and standards being proposed to change the rules governing statewide home schooling programs that are higher and stricter standards than those governing the regular "brick and mortar" schools and students in them.** I see *this bill stopping that discrimination* and I appreciate the authors and supporters of this bill.

In the IDEA program we are already required to report back on our student's progress 2 times a year IN ADDITION to the yearly statewide benchmark and Terra Nova exams. **Any more accountability would be unnecessary.** The program is working and doesn't need changed. *This bill would help to keep it in its current successful state.*

I believe that the district should have the power or authority to approve or disapprove **ONLY** the curriculum used in the correspondence program that is **PURCHASED BY THE STATE'S MONIES** and **NOT the curriculum purchased by the parent with their own money.** The state and districts do not monitor and approve or disapprove a regular public school student's resources at home when they take their assignments home to research, so why should the statewide homeschool parent be limited by the district or state to what their child can draw research from - especially when it is the parent's own money. This would be the only further specification that I would like to see added if possible.

Thank you for taking time to read my testimony and I strongly encourage you to adopt SB346.

Thank you,

Stacie Werner
PO Box 3495
Seward, AK 99664

(907) 224-5608

Subject: SB346

Date: Mon, 11 Mar 2002 09:07:47 -0900

From: "Weis Family" <sweis@ideafamilies.org>

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

Dear Ms. Wineinger,
Please include the following letter in the Senator's packets.

Thank-you, Cindy Weis

Dear Senators Green,Leman, Wilken,Ward and Davis,

I am writing to express my deep concern over recently proposed regulations being considered by the state school board. I feel that if passed, these regulations would serve to deprive hundreds of Alaskans of the opportunity to greatly enrich their children's educations.

We have in Alaska a unique educational choice, that of the "distance learning" schools such as IDEA and Cyberlynx. There are many families in our state who feel that the needs of their children are not being met in a traditional public school setting. These programs have offered to those families a fresh, innovative approach to providing an excellent education in the setting of their choice. They have taken away the penalty suffered by those who have had to trade many of the options provided by public funding (sports programs, music instruction, computers and software, art courses and supplies...) for the opportunity to teach their children in the manner they feel is best for them.

I would encourage you to do everything in your power to see that these regulations are limited in the damage they can cause to these excellent programs. Please support SB346, and work against any delay in its passage. Alaska can lead the way in providing quality educational choices if we don't allow ourselves to be regulated out of existence.

Thank-you for your support in this matter,

Cindy Weis

741 Bennett rd.
Fbks., Ak. 99712
sweis@ideafamilies.org

GALENA CITY SCHOOL DISTRICT

Office of the Superintendent - P.O. Box 299 - Galena, AK 99741

Phone 907-656-1883 - Fax 907-656-1368

March 13, 2002

To: Senate Health, Education & Social Services Committee

Dear Members:

The Galena City School District is supportive of SB 346, which clarifies that statewide school district correspondence programs are simply another "flavor" of public school in Alaska, on par with other public school options, and encourages regulation that treats them as such.

SB 346 reduces the now-yearly application to one required every ten years, similar to charter schools. The yearly application has been a drain on the time and resources of our I.D.E.A. (Interior Distance Education of Alaska) program. Each year we reply to the same set of questions, which seems redundant and unnecessary for a program that is producing test scores comparable to the state average. This bill rightfully allows for requiring more frequent application should the test scores go down. Annual application could and should reasonably be part of the improvement plan required by AS 14.03.123 should a statewide program receive a poor performance designation.

SB 346 encourages the individuality of each program and honors the local school board as the authority in determining what level of monitoring best suits each particular enrolled student. This latitude allows each program to set levels of monitoring based on such varied components as grade, age, experience and involvement of the home teacher, materials used, history with our program, past standardized test scores, or other criteria.

Statewide school districts correspondence programs are other public school programs and as such should have comparable regulations. We do not desire any special treatment, but we do feel that all public school programs should be treated in a comparable manner. Thank you for recognizing that the possibility for some inequality in treatment presently exists and for sponsoring SB 346. This bill continues the legislative traditions of allowing local school districts latitude in deciding what is best for their individual student body and also of encouraging comparable treatment for comparable entities.

Respectfully,



Carl Knudsen
Superintendent, Galena City School District

Subject: Fw: support of SB 346-please add to testimonies for committee

Date: Thu, 14 Mar 2002 16:04:32 -0800

From: "southern family" <msouthern@ideafamilies.org>

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

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

From: southern family <msouthern@ideafamilies.org>

To: [Janey Wineinger@legis.state.ak.us](mailto:Janey_Wineinger@legis.state.ak.us) <Janey_Wineinger@legis.state.ak.us>

Date: Thursday, March 14, 2002 3:55 PM

Subject: In regards to SB 346

Hello,

I am writing to give my support to SB 346. I feel that the DEED is attempting to over regulate the homeschooling system. I will even go as far to say over stepping constitutional boundaries. To tell a parent that they can not use their own money to purchase and teach certain curricula is definitely over stepping constitutional lines. As a parent, I have the right to decide which teaching materials are and are not appropriate for my children. To say that a parent can not use religiously worded material is wrong, the public school system already does this, evolutionary materials have been in use for quite some time, (tell me that this is not a religion. evolution has never been witnessed first hand, it is an unproven theory that one has to have **faith** in that it exist). Just recently it was reported in the news that some schools are teaching on Islam, having kids read from the Koran and pretend that they are muslims for a specified period of time. They are claiming that they are trying to teach "tolerance" in light of the negative impact Sept 11th has had on our country, instilling prejudicial behavior, even violent behavior against persons of this faith, but isn't that still teaching a religion in the public school system? Whether anyone wants to admit it or not, the public school system has for years been trying to influence our childrens social, spiritual, political, and moral conscienceness. Whether one agrees or disagrees with what they are teaching is not my point here, simply that there needs to be a sense of fairness on this issues.

Parents like myself choose to homeschool for many reasons, the top one being that we want to be directly involved in our childrens education. I myself have several issues with the public educational system. One of those issues being the year before my daughter was of school age, she was tested by Ryan elementary and Mount Illiamna. My husband was told that my daughter would never learn to read, I was told that she was incapable of writing simple letters and answering simple questions. You see, my daughter has been diagnosed with severe ADHD, I knew she had learning problems, but I also knew that they could/can be over come with a lot of hardwork and dedication. I was not going to accept their findings, and felt that these so called trained educators had already given up on my daughter before she even had a chance to formally enter the classroom. My daughter has proven them wrong, reading and writing in cursive. I ask myself what would of happened to her had I not homeschooled her. Sadly, I have heard this same type of story from other parents.

IDEA is an extremely well run and organized homeschooling program. Their standards already meet the necessary educational requirements, thanks to the hard work of the managing and teaching staff. To attempt to change it would be disruptive and place unnecessary problems for all involved. For instance, to lesson the already existing funding amount provided, many of us could not afford to enroll our children in extra-curricular activities. Many of us make the trade off to homeschool instead of having a two working income family. Besides, homeschooled children already use much less money for their education compared to the cost of funding a public schooled child.

The lack of funding for extra curricular activities reminds me of my first year of homeschooling. My daughter was enrolled in the Alyeska Central homeschooling program her kindergarten year. No funding was provided for extra curricular activities. Not to mention the worst part of the program in my opinion was that I had no say in what materials I used for teaching. Because of my daughters learning problems,

the "one size fits all" curriculum was burdensom for her and for me.

There are many issues that could be spoken on concerning the proposed regulations. The couple of issues that I have spoken on were not meant to offend anyone, just to say that the IDEA program is a much needed and effective alternative appreciated for its flexiability and choices that it has afforded my children.

Thank you for your time,
Southern Family

Subject: SB 346

Date: Thu, 14 Mar 2002 15:40:24 -0900

From: "Patricia Bingham" <wbbm@hotmail.com>

To: Janey_Wineinger@legis.state.ak.us

My name is Patricia L. Bingham, I urge that you pass the SB 346. The correspondence schools are a definite plus for us who choose to home school.

Please help uncomplicate the bureaucratic maze of regulations by passing this bill.

Send and receive Hotmail on your mobile device: <http://mobile.msn.com>

Subject: SB 346

Date: Thu, 14 Mar 2002 16:39:33 -0900

From: Michael and Diana <drossmil@ptialaska.net>

To: Janey_Wineinger@legis.state.ak.us

Note to Ms. Wineinger: Please include our letter in the packets that will be distributed to committee members for the meeting that is scheduled for March 15, 2002. Thank you, Diane Rossmiller

March 14, 2002

Dear Members of the Senate HES Committee,

Please adopt SB 346 and encourage the timely passage of this bill. We deeply care about this issue because we are committed homeschooling parents.

My husband and I are home schooling our three children and we are enrolled in the Galena City School District - Interior Distance Education of Alaska (IDEA) statewide correspondence program. We strongly support this program because it works with us to encourage and cultivate the individuality of our children while enabling us to provide them with an excellent education. We believe the school district should have the duty and authority to approve or disapprove the curriculum materials we select for our children. We wish to maintain our ability to carefully select materials which correspond to our children's interests and sufficiently teach core subjects.

The changes that you have proposed in Senate Bill 346 are fair and would ensure that we could continue providing our children with a high quality education within the framework of Alaska State Standards and in conjunction with the support and expertise we receive from the IDEA program teachers and field representatives.

Thank you for your consideration and your efforts on behalf of our children.

Sincerely,

Diane Rossmiller and Michael A. New, D.V.M., M.R.C.V.S.
8844 N. Douglas Hwy.
Juneau, AK 99801
(907) 463-3761

Subject: Senate Bill 346

Date: Thu, 14 Mar 2002 15:34:37 -0800

From: "Carol Habeger" <carolh@ideafamilies.org>

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

Please include my comments in the packets of each committee member for the meeting on Senate Bill 346.

Thank you!

Dear Committe Members,

I would like to express my support of Senate Bill 346. As a homeschool parent who has appreciated the support of a statewide correspondence program (for the past 4 years) it is important that the the district determine the policy, not the DEED. As parents, our voice has been heard and helped to set policy for homeschoolers in the program. The school district we homeschool with has provided great support (The Galena City School District) and has set very fair standards for educational goals as well as accountability. I would urge you to support Senate Bill 346.

Sincerely,

Carol Habeger
4942 Steelhead St.
Juneau, AK 99801

Subject: SB 346

Date: Thu, 14 Mar 2002 12:22:18 -0900

From: "Trifany Gibson" <tgibson@ideafamilies.org>

To: Janey_Wineinger@legis.state.ak.us

To all members of the Senate HES Committee:
Please adopt SB 346 and in a timely manner. This will provide an appropriate and necessary check and balance to the Department of EED's ability to arbitrarily regulate correspondence and home schooling programs in Alaska.

The Dept. of EED has proposed regulations that arbitrarily limit and/or restrict parental choice in these programs, without proposing similar regulations for other public school districts. Therefore, they are seen as a "foot in the door" to pave the way to severely hinder/do away with correspondence study and home schooling programs in the future.

Again, please adopt SB 346, so ALL Alaskans have equal access to traditional and alternative educational choices.

Thank you,
Trifany Gibson
3242 Ralph TA
North Pole, AK 99705
907/488-1020

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Subject: SB 346

Date: Thu, 14 Mar 2002 15:38:19 -0600

From: Charlie Dexter <dexter@katewwdb.com>

To: Jancy_Wineinger@legis.state.ak.us

Ms Wineinger,

If possible would you include my comments below in the packet our Senators will be using in the SB 346 hearing tomorrow?

I wanted to give them a success story that would not be possible if the State Department of Education is permitted to over regulate home school programs like Galena's "I.D.E.A." This is a reason to pass SB 346 and prohibit well intentioned DEED employees from passing destructive regulations.

While my son thrived in the Fairbanks North Star Borough School System, my daughter did not. I put her in IDEA this year, and because parents design the curriculum in consultation with a teacher, I was able to co-enroll her at UAF. She will concurrently complete her sophomore high school and freshman college year in May - on the UAF Dean's List. If all goes as planned she'll complete high school one year early in her HS junior year - with an Associate of Arts Degree from UAF. Had I left her in the traditional school system she might well have dropped out.

We couldn't have done this without the IDEA Home School Program. Please pass SB 346 and urge your colleagues to do likewise. Every child is different. Alaska needs a diverse and flexible State school system to meet every child's learning needs. IDEA isn't for every child, but then neither is the traditional K-12 system.

Thank you for your consideration of my comments and, in advance, for passing SB 346.

Best Regards,

Charlie Dexter
949 Coppet Street
Fairbanks, Ak 99709
(907) 474-9490

Subject: [Fwd: SB346]

Date: Thu, 14 Mar 2002 13:43:24 -0900

From: "Doudna Family" <ddoudna@ideafamilies.org>

To: Janey_Wineinger@legis.state.ak.us

Dear Ms. Wineinger,

Could you please include this comment in the packet for the meeting on SB346?

Thank you,

Heidi Doudna

Subject: SB364

Date: Thu, 14 Mar 2002 13:39:40 -0900

From: Doudna Family <ddoudna@ideafamilies.org>

To: Senator_Gary_Wilken@legis.state.ak.us, Senator_Pete_Kelly@legis.state.ak.us,
Senator_Gene_Therriault@legis.state.ak.us

Dear Senator,

As a concerned home schooling parent involved with the I.D.E.A. program, I urge you to support SB346. The state DEED does not seem to have much respect or trust in what home schooling parents are doing, yet I believe that the I.D.E.A. program is already addressing areas of concern without the additional oversight being considered in HB464. I am a certified teacher who decided to home school our children in order to better challenge them academically while avoiding the many distractions and problems inherent in a typical classroom today. Our children are soaring! Our 7th grader just scored a 610 on her SAT *(out of 800 - better than 81% of seniors taking the test,) and our 5th grader nearly beat an 8th grader to take Alaska's interior to the National Spelling Bee this weekend!

Please help make it possible for us to continue to educate our children in the way that is optimal for each of them, without forcing us to comply with cumbersome and time-consuming evaluations which would detract from the time we want to spend teaching and learning.

Thank you for your support.

Sincerely,
Heidi Doudna
Fairbanks

LEE ANN HAMERSKI
P.O. Box 110371
Anchorage, AK 99511
phone (907) 345-2056, fax (907) 345-2869, e-mail lahamer@alaska.net

Department of Education and Early Development

Regarding: Chapter 33 Special Schools 4 AAC 33.420

As a recipient of Alyeska Central School's Home Teacher Award in 1997 and currently a very involved home teacher at Interior Distance Education of Alaska (I.D.E.A.) I can tell you that the regulations being proposed would be anti-productive, too cumbersome and overbearing for the type of program that IDEA is and the type of students IDEA supports. There is no need to re-create the wheel, i.e. another Alyeska Central School. What Alaska correspondence students need are alternatives such as IDEA the way it is today without any further regulations. *Plain and simple; Homeschooling works; therefore IDEA works!*

#1. Many school districts and Alyeska Central School have a limit on the variety of classes they can offer students but *IDEA's students have limitless options* on classes, curriculum, internships, etc.

#2. Many school districts and Alyeska Central School have limits as to how students take a class; but, *IDEA's students can use a variety of methods*. They can opt for dual enrollment and take formal classes at local schools. IDEA students can choose from internet classes, classes through various organizations such as The Cooperative Extension Service out of UAA, local Community Schools, lessons from professionals on an individual basis or small group situations and a combination of any and all of the aforementioned. *IDEA students and families are creative educators!*

#3. IDEA supports many of the same programs that other schools have and more such as Mathcounts and Battle of the Books. It sent students to several state and national conferences as well, such as Alaska and Washington Close Up.

#4. IDEA provides field offices throughout the state where students can go to meet with their contact certified teachers to get any and all of the support they need to meet their educational goals including direct teaching. The field offices provide a place for school get-togethers. However, unless you live in Juneau students of Alyeska Central School rarely ever meet their teachers and other families in the program.

#5. IDEA provides computers, their own internet server, and technology teaching and support as needed bringing the world to the students.


#6. IDEA brings in education professionals and workshops several times a year to help support home teachers and students such as with the Institute for Excellence in Writing.

#7. IDEA has developed a huge curriculum fair with hands-on workshops from many different vendors and professionals. IDEA even takes it's fair on the road to several different cities throughout the state.

#8. IDEA supports students who come from families who love learning and want to give their children the benefit of one-to-one teaching in a warm and loving "home-based" environment. No, all of the learning does not take place in the home but is coordinated and developed from the home. IDEA students are out in the community learning and playing together as well. Alyeska Central School, on the other hand, in addition to regular correspondence students has many students who were discipline problems at local building-based schools and these students are not allowed to go back to those schools. Strict control of their school work might be needed but is not at all appropriate for the type of students IDEA supports.

Again, IDEA's mission is to support Homeschool students and their families and we have truly appreciated the support from the staff and teachers. In my 11 years of teaching through both correspondence schools I don't see anything that needs to be fixed at IDEA by more regulations. The program is truly unique and on the forefront of educational choice. *Just think of IDEA as a correspondence school with a twist, a twist of choice.*

Sincerely,



Lee Ann Hamerski

cc: Anchorage Caucus

February 22, 2002

Dear Legislator,

Our family is third generation Alaskans. Our State has always respected their citizens' individual freedoms and family choice. Alaska has also been in the forefront of education and actively supported home-based education. We are hopeful that the Alaskan Legislators will not allow bureaucracy to blur the lines and get into law making through regulating.

We strongly support standards, especially if they apply judiciously. There is a need to raise the standards of education and give every child the bases for a good start and a great future. It would be a shame to have such good intent give way to intrusion upon family decisions and parental choice.

We have many concerns as we read through the DEED proposed regulations. Rather than going through them point by point we will just ask questions to help us clarify the apparent discriminatory slant of these proposed regulations.

- A) As one reads through the regulations one must question what is the question what is the academic premise for:
- Why the regulations only apply to state wide correspondence study programs.
 - Why the regulations appear to target freedom of thought and freedom of expression.
- B) What efforts have been made to truly investigate or research the need for such regulations?
- Have there been contacts made with past and/or current IDEA families and/or teaching staff?
 - Where those who have first hand knowledge of the program contacted?
Would it not be better to try to be fully informed?

We thank you for your attention to these matters. If need be, we will be happy to meet and discuss any or all issues. Please contact us at any time.

Respectfully,
Walter and Pamela Raygor
248-0376 home
praygor@hotmail.com

Thank you for your comments, I will include in the packet for all the committee. Thanks

Bryon and Michele Pfundt wrote:

Dear Ms. Wineinger: Would you please make this available to all of the senators sitting on the Senate HES Committee. Thank you, Michele Pfundt lupinhil@aptalaska.net March 13, 2002 Dear Senate HES Committee Members: I am a homeschool parent in Petersburg and my child is enrolled in the IDEA program. I value the ability that I have in Alaska to educate my child according to what I think is best. A public school correspondence program allows me the freedom to provide an education at home while giving me assistance when I need it. I urge you to pass SB 346 because it provides the Department of Education and Early Child Development with the guidance they need to regulate correspondence schools in such a way that the freedoms that we homeschool parents value are not infringed upon. The recent DEED regulations give more control to the state and require more administrative dollars to be spent. Please pass a bill that protects our rights to control our children's education and spends the money on educational and not administrative expenses. Respectfully submitted, Michele J.W. Pfundt, J.D.

please include in packet for committee members

Subject: please include in packet for committee members

Date: Wed, 13 Mar 2002 12:30:55 -0900

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

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

Jennifer Delzer
436 Droz Dr.
Fairbanks, AK 99701

March 13, 2002

Dear Senator,

I am writing to you to ask you to promptly adopt SB 346. This is a crucial bill for homeschool based programs.

I am a homeschooling parent in the IDEA program. I am amazed at the efficiency and dedication that this district has for the student and families involved. They are helpful, supportive and encouraging. We are all working for the betterment of our students (children). By adopting this bill, you allow the individual school districts to continue enabling success in each of the situations represented. This is a system that is not broken, why must it be "fixed"? As I read about the problems in the general school districts with guns, cheating, plagiarism, and various social issues; I question the wisdom of those trying to manipulate a system that is excelling in its efforts in education.

Please allow this bill to pass quickly. It will benefit Alaska, our families, and perhaps even have influence on the rest of the country's legalities as lines are drawn to our freedoms in this matter of education.

Respectfully,

Jennifer Delzer

(907) 457 2298

Subject: SB346

Date: Wed, 13 Mar 2002 15:05:21 -0900

From: "Wagar" <kwagar@ideafamilies.org>

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

Please adopt SB346 and keep our IDEA program
the way it is.

Thank you

Kristin Wagar

James Wagar

Hannah Wagar, homeschooled for 12 years

Subject: SB346

Date: Wed, 13 Mar 2002 09:25:18 -0900

From: Henspeter Family <copperrr@alaska.net>

To: Janey_Wineinger@legis.state.ak.us

Dear Members of the HES Committee:

Thank you for hearing testimony on SB346. I hope that you adopt this bill in a timely manner. I am a parent of three children, am a certified school teacher in Alaska (continual Type A certification for 20 years), and teach my three children at home. My oldest daughter is now a sophomore in college, but attended our home school for all 12 years of school. My second daughter is a junior and my son is in 6th grade. We have been enrolled in the IDEA program (Galena City Schools) since 1997. We are very pleased with the program, and are especially impressed with the balance the program has reached between parent interaction and freedom, and accountability to a teacher provided by IDEA to assist and monitor my children's progress. This is the quality that drew us to IDEA initially, and has caused us to re-register with them every year in lieu of registering with our local school district's correspondence program. We feel that the quality of education our children is receiving is excellent, and what makes it so is the freedom to research the vast array of home-schooling courses and materials that are now available to use in instructing our students. I spend days, if not weeks, each year checking out materials, reading about on-line classes, and talking to sales reps and other parents on the phone about a particular book or program. When we finally order our materials for the coming school year, I am confident that we have chosen what is best for the individual needs of each of my children. I feel that we have created an effective team made up of: my children, us as parents, and our IDEA contact teachers. It is our strong desire and hope that SB 346 will help protect the rights and benefits we have come to deeply appreciate, and will continue to leave the curriculum decision-making process in the hands of each district. Thank you for your efforts on behalf of our children, and for taking the time to educate yourselves on this important issue.

Sincerely,

Ramona Henspeter

P.O. Box 98

Copper Center, AK 99573

Subject: SB 346

Date: Thu, 7 Mar 2002 12:09:30 -0900

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

To: <Janey_Wineinger@legis.state.ak.us>, <Senator_Lyda_Green@legis.state.ak.us>

Dear Ms. Wineinger,

I see from BASIS that the Senate HES meeting scheduled for Friday March 15th will not be teleconferenced. May I respectfully request that this be changed? There are about 9000 students enrolled in correspondence programs throughout the state, according to the Department of EED; 3500 of these are enrolled in IDEA. These families have a vital interest in the outcome of this bill as well as its companion bill, HB 464. While I appreciate and respect the Senators' valuable time, there is a great interest in being able to follow the course of these bills. Thank you for your consideration.

Sincerely,
Carol Simpson
IDEA Administrative Assistant

**Issues and Possible Remedies for Consideration by the
Administrative Regulation Review Committee
Regarding DEED's Proposed Correspondence Program Regulations
By Joan Dangeli March 20, 2002**

In addition to the two bills that are out (SB 346/HB 464) to try and remedy the curriculum and purchasing management, I feel the following must be additionally considered due to the detrimental effects on correspondence programs and children in village Alaska.

I would like to draw your attention to the following issues and suggestions (bolded):

- x. Must provide that the governing body conducting the correspondence program has the duty and authority to establish procedures for
 - a. the purchase and use of correspondence curriculum materials purchased by the school district or Alyeska Central School, as applicable;
 - b. approving or disapproving home-designed courses; and
 - c. the evaluation of student work.
 - d. **considering standard or 'normal' allowances for failure to take statewide student assessment tests.**

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

- x. **"The district must require**
 - a. **enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.**

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

(*)4 AAC 33.450. Failure to participate in state mandated assessment tests. (a) If a student fails to participate in a state mandated test the student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year, unless the district of enrollment has excused the student from the state mandated assessment.

Joan Dangeli, Academic In-Home Educator to my son, Quia

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

Web posted **Sunday, June 17, 2001**

Analysts see patterns in exit exam results

THE ASSOCIATED PRESS

ANCHORAGE -- A passing grade in geometry gives an Anchorage student only a 50-50 chance of passing the state high school math test, considered the hardest of three tests Alaska students must pass to earn diplomas, a recent study shows.

Three Anchorage **School** District testing experts analyzed the spring 2000 state high **school test results** in Anchorage to give teachers and administrators information on which students and subjects they are succeeding with and which need improvement.

The experts determined that a student who has earned A's or B's in freshman and sophomore English is nearly guaranteed to pass the reading test.

Girls performed better overall than boys, who typically outscore them in math.

The researchers, Tom Straugh, Ray Fenton and Fred Stofflet, checked the validity of the tests and also confirmed at least one major problem: **The difficulty level in the writing, math and reading exams varied greatly from subject to subject. The three tests, given the first time during the sophomore year,** were each based on different expectations of what a high **school** graduate needs to know.

"If you say math is the right standard, then you'll have to be reading 'Pilgrim's Progress' and the original version of the Bible," said Fenton, the district's director of assessment. "If you say that reading is the right standard, then writing and math are too hard."

Fairbanks educator Nick Stayrook, the state's main testing consultant, agrees.

All three tests are being revised for next year's crop of sophomores. Committees of educators, parents and business people will set new passing scores next summer. This time, Stayrook said, he will ask the three committees – one for each subject – to get together before and after they set cutoff scores to agree on proficiency guidelines.

Alaska legislators this year concluded that that tests should measure "minimum competency in essential skills" and added that language to the 1997 law establishing the **exams**.

The Legislature also delayed the year that students will be required to pass the tests to graduate, from 2002 to 2004. Until then, scores will appear on students' transcripts.

After looking at the characteristics of students who passed and failed the first version of all three tests, the Anchorage testing experts say questions remain. They asked what curriculum changes are needed to help more students reach standards set in the tests; whether rural students would have the same opportunities to take needed classes; and why minorities and boys do not do as well.

**Anchorage
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	417	47.8%	456	52.2%
Spring 2001	93	20.5%	360	79.5%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	375	24.1%	1,180	75.9%
Spring 2001	192	19.7%	782	80.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	423	22.1%	1,493	77.9%
Spring 2001	290	22.1%	1,022	77.9%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Alyeska Central
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	10	41.7%	14	58.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Chugach
 SPRING 2001 HSGQE
 Grade 11**

*Ed McClain's
 Baby?*

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	*	*	*	*

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Fairbanks
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	114	59.7%	77	40.3%
Spring 2001	48	43.6%	62	56.4%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	104	26.5%	288	73.5%
Spring 2001	65	23.1%	216	76.9%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	125	25.5%	365	74.5%
Spring 2001	95	24.8%	288	75.2%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

Galena
SPRING 2001 HSGQE
Grade 11

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	76.5%	4	23.5%
Spring 2001	21	55.3%	17	44.7%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	7	25.0%	21	75.0%
Spring 2001	22	31.4%	48	68.6%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	9	26.5%	25	73.5%
Spring 2001	25	31.6%	54	68.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Juneau
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	29	46.8%	33	53.2%
Spring 2001	12	32.4%	25	67.6%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	43	26.5%	119	73.5%
Spring 2001	28	27.7%	73	72.3%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	49	28.8%	121	71.2%
Spring 2001	36	30.5%	82	69.5%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Kenai Peninsula
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	102	54.5%	85	45.5%
Spring 2001	26	28.0%	67	72.0%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	93	25.5%	271	74.5%
Spring 2001	55	20.8%	210	79.2%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	104	24.0%	329	76.0%
Spring 2001	88	26.9%	239	73.1%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Ketchikan
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	54.2%	11	45.8%
Spring 2001	8	57.1%	6	42.9%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	14	25.0%	42	75.0%
Spring 2001	13	30.2%	30	69.8%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient ²	Percent Not Proficient ¹
Fall 2000	20	24.4%	62	75.6%
Spring 2001	13	21.3%	48	78.7%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Lower Kuskokwim
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	17	17.2%	82	82.8%
Spring 2001	6	8.0%	69	92.0%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	13	11.9%	96	88.1%
Spring 2001	8	8.8%	83	91.2%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	18	13.3%	117	86.7%
Spring 2001	15	12.9%	101	87.1%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Mat-Su
 SPRING 2001 HSGQE
 Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	100	59.2%	69	40.8%
Spring 2001	43	43.9%	55	56.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	101	28.3%	256	71.7%
Spring 2001	78	32.1%	165	67.9%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	99	22.9%	334	77.1%
Spring 2001	105	32.6%	217	67.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.



**Nenana
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	15	62.5%	9	37.5%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	11	34.4%	21	65.6%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	12	28.6%	30	71.4%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

**Northwest Arctic
SPRING 2001 HSGQE
Grade 11**

HSGQE Student Test Results: Spring 2001 Compared to Fall 2000

READING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	8	12.5%	56	87.5%
Spring 2001	4	8.9%	41	91.1%

WRITING

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	*	*	*	*
Spring 2001	5	7.6%	61	92.4%

MATHEMATICS

Test Date	Number Proficient	Percent Proficient ¹	Number Not Proficient	Percent Not Proficient ¹
Fall 2000	5	6.0%	78	94.0%
Spring 2001	10	15.2%	56	84.8%

* Results are not published when ten or fewer students are tested at a grade level or three or fewer students are reported in an individual cell.

¹ Percent Proficient and Percent Not Proficient rates only include students that participated in the exams.

² Participation rate is calculated by dividing the total count of students tested by the October 1 enrollment.

SITE: DELTA JCT LIO

COMMITTEE :SHESS

DATE: March 18, 2002

SUBJECT OF MEETING:

SB

UPDATE #: Copy 1 page 2



PLEASE SIGN IN

P R I N T YOUR NAME

ADDRESS (MAILING & ZIP)

REPRESENTING

**DO YOU WANT
TO TESTIFY?
Y OR N**

Svetlana Malyk			Y
Email address:			
Joel Holbrook			Y
Email address:			
Russ Bowdre			Y
Email address:			
Email address:			
Email address:			
Email address:			
Email address:			

Possible Amendment ready to suggest to the Senate HESS by Joan Dangel
SB 346 - Correspondence Schools
March 18, 2002

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:
- 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

(4) "The district must require:

a. enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

Short Form: What Each Amendment Does

Possible Amendment ready to suggest to the Senate HESS by Joan Dangell SB 346 - Correspondence Schools - March 18, 2002

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

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. see under b. below.

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

Both a and b above cover DEED proposed reg 4 AAC 33.421(e) ...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 teachers review - this is adding great administrative burden and costs to correspondence schools and takes away from the overall needs of children and families when both CyberLynx and IDEA already have organized contact with and for regulation information interaction with families (2) grades, or standards met, determined and assigned by a certified teacher... (3) a transcript that denotes curricula material origin for any course other than a district developed course (g) ...the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student (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; part of this is already in (c) of their proposed regs - it is a redundant requirement because it already exists in state law, bringing up the question, "Why impose regulations that are already in place? Schools are already doing wonderful work in this area and have a wealth of knowledge available to families to compare what supplements in areas that will be tested. (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. If you want to use something that has not been aligned, you will have to let the school go through books or materials that they want to use so the school can align them. This DEED proposed reg requires schools to review ALL materials for EACH student. This is asking schools to document a process when many school districts in the state have yet to align their curriculum to state standards, and is a horribly unfair burden.

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:

This has to do with DEED proposed reg 14 AAC 33.421(f)(1), stating that correspondence programs must (1) have staff inform parents of state testing requirement and the consequences of non-compliance under 4 AAC 33.450 - IDEA's worksheet on this issue states "who will monitor and enforce this. This is only being directed to statewide correspondence programs." I feel it unfairly singles out correspondence schools.

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

This has to do with DEED proposed reg 14 AAC 33.450 Failure to participate in state mandated assessment tests, that a student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year. 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. It is not specified, normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already a part of the correspondence enrollment packets. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered." Alternate test dates are a must if enrollment and re-enrollment is to be denied for failing to take a test.

e. complying with 4 AAC 06.765

this has to do with DEED proposed reg 14 AAC 33.421(f)(2) regarding providing a test facility pursuant to 4AAC06.765 because it is already law

(4) "The district must require:

a. enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.

This has to do with DEED proposed reg 14 AAC 33.421(f)(3) and was taken from: IDEA's comments on how to counteract having to report if students taking the tests must be within 10% of the state average although correspondence school Benchmark scores have a consistent record of being normal. This proposed regulation unfairly singles out correspondence schools and does not apply to any other kind of school.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

After exempting correspondence schools last year and this year from this requirement due to children being schooled in the home out of the public setting, in line with Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)), mid-year Ed McClain issued orders of mandatory compliance with Alaskan Immunization laws for public school settings, for all children (4 AAC 06.055 and 4 AAC 62.45). It had families really upset to be issued sudden orders out of no where at Mr. McClain's discretion - he's new to DEED and intends to make his mark in home school Alaska. This asks that only children that attend one or more courses in a public classroom setting be required to comply with 4 AAC 06.055 and 4 AAC 62.450 regulations that are written for all children in Alaska public/private schools, certified preschools, and licensed child care facilities,

IMMUNIZATION EXEMPTION FORM

Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450 require that all children in Alaska public/private schools, certified preschools, and licensed child care facilities be immunized against pertussis (for children less than 7 years of age), diphtheria, tetanus, polio, measles, mumps, rubella, hepatitis A, hepatitis B, *Haemophilus influenzae* type b (*child care only*), and varicella (*child care only*), unless he/she is exempt for medical or religious reasons.

If an exemption is requested, complete the required information below and return this form to the school or child care facility.

Name of Child

Birthdate

Name of Facility

Address

City

Telephone

MEDICAL EXEMPTION

In my opinion, the following immunizations would be injurious to the health of the above named child or his/her family or household members and therefore are contraindicated.

Check appropriate antigen(s)

 DTP or DTaP DT or Td Pertussis Polio Measles Mumps Rubella Hepatitis A Hepatitis B Hib Varicella (*chickenpox*)

Duration of exemption: **Temporary** until _____
(circle) Date

Permanent

NAME [Please Print] of MD, DO, ANP or PA

Address

Telephone

SIGNATURE of MD, DO, ANP or PA

Date

NOTE: Exemption must be signed by an Alaska-licensed MD, DO, ANP, or PA.

RELIGIOUS EXEMPTION

I/We affirm that "immunization is against the tenets and practices of the church or religious denomination of which the above child is a member." (04 AAC 06.055 for schools and 04 AAC 62.450 for child care facilities)

Signature of Parent or Guardian

Date

Telephone

NOTE: Personal or philosophical exemptions are not allowed under Alaska regulations.

IDEA

Galena City School District ~ Interior Distance Education of Alaska

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

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

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

CORRECTION

THE FOLLOWING DOCUMENT(S)
HAVE BEEN REFILMED TO
ASSURE LEGIBILITY OR PAGINATION



Central Microfilm Services
Department of Education & Early Development
State of Alaska

IDEA

Galena City School District ~ Interior Distance Education of Alaska
 With Field Offices in Anchorage (562-4332), Fairbanks (374-2200),
 Wasilla (357-4850), Kenai (260-7555), and Juneau (789-6106)

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

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

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

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

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



CyberLynx Correspondence Program


Nenana CyberLynx Correspondence School

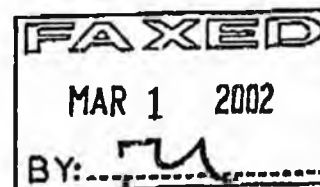
P.O. Box 599

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 Kiever, 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 3rd 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.

**Possible Amendment ready to suggest to the Senate HESS by Joan Dangel
SB 346 - Correspondence Schools
March 18, 2002**

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;
- 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

(4) "The district must require:

a. enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

Short Form: What Each Amendment Does

Possible Amendment ready to suggest to the Senate HESS by Joan Dangel SB 346 - Correspondence Schools - March 18, 2002

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
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. see under b. below.

b. approving and disapproving home designed courses and the evaluation of student work:
Both a and b above cover DEED proposed reg 4 AAC 33.421(e) - 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 teachers review - this is adding great administrative burden and costs to correspondence schools and takes away from the overall needs of children and families when both CyberLynx and IDEA already have organized contact with and for regulation information interaction with families (2) grades, or standards met, determined and assigned by a certified teacher... (3) a transcript that denotes curricula material origin for any course other than a district developed course (g) ...the plan must include a signed agreement between the statewide correspondence program certified teacher and the parent, or parents, of each student (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; part of this is already in (c) of their proposed regs - it is a redundant requirement because it already exists in state law, bringing up the question, "Why impose regulations that are already in place? Schools are already doing wonderful work in this area and have a wealth of knowledge available to families to compare what supplements in areas that will be tested. (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. If you want to use something that has not been aligned, you will have to let the school go through books or materials that they want to use so the school can align them. This DEED proposed reg requires schools to review ALL materials for EACH student. This is asking schools to document a process when many school districts in the state have yet to align their curriculum to state standards, and is a horribly unfair burden.

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:

This has to do with DEED proposed reg 14 AAC 33.421(f)(1), stating that correspondence programs must (1) have staff inform parents of state testing requirement and the consequences of non-compliance under 4 AAC 33.450 - IDEA's worksheet on this issue states "who will monitor and enforce this. This is only being directed to statewide correspondence programs." I feel it unfairly singles out correspondence schools.

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

This has to do with DEED proposed reg 14 AAC 33.450 Failure to participate in state mandated assessment tests, that a student will be ineligible for enrollment in the statewide correspondence program and denied enrollment in any other statewide correspondence program, for the following year. 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. It is not specified, normal excuses should be allowable (sick, out of state, vacation). An agreement to send kids to standardized tests is already a part of the correspondence enrollment packets. Maybe they could include wording like "standard allowances would apply for failure to take the test" or "normal allowances will be considered." Alternate test dates are a must if enrollment and re-enrollment is to be denied for failing to take a test.

e. complying with 4 AAC 06.765

this has to do with DEED proposed reg 14 AAC 33.421(i)(2) regarding providing a test facility pursuant to 4AAC06.765 because it is already law

(4) "The district must require:

a. enrolled students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790 and must inform parents of state testing requirements.

This has to do with DEED proposed reg 14 AAC 33.421(f)(3) and was taken from IDEA's comments on how to counteract having to report if students taking the tests must be within 10% of the state average although correspondence schools benchmark scores have a consistent record of being normal. This proposed regulation unfairly singles out correspondence schools and does not apply to any other kind of school.

b. correspondence students enrolled in one or more classes in the public district classroom setting to follow Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450."

After exempting correspondence schools last year and this year from this requirement due to children being schooled in the home out of the public setting, in line with Pennsylvania State Home School Laws (Sec. 1327.1(b)(1)), mid-year Ed McClain issued orders of mandatory compliance with Alaskan immunization laws for public school settings, for all children (4 AAC 06.055 and 4 AAC 62.45). It had families really upset to be issued sudden orders out of no where at Mr. McClain's discretion - he's new to DEED and intends to make his mark in home school Alaska. This asks that only children that attend one or more courses in a public classroom setting be required to comply with 4 AAC 06.055 and 4 AAC 62.450 regulations that are written for all children in Alaska public/private schools, certified preschools, and licensed child care facilities,

IMMUNIZATION EXEMPTION FORM

Alaska Immunization Regulations 4 AAC 06.055 and 4 AAC 62.450 require that all children in Alaska public/private schools, verified preschools, and licensed child care facilities be immunized against pertussis (for children less than 7 years of age), diphtheria, tetanus, polio, measles, mumps, rubella, hepatitis A, hepatitis B, *Haemophilus influenzae* type b (*child care only*), and varicella (*child care only*), unless he/she is exempt for medical or religious reasons.

If an exemption is requested, complete the required information below and return this form to the school or child care facility.

Name of Child

Birthdate

Name of Facility

Address

City

Telephone

MEDICAL EXEMPTION

In my opinion, the following immunizations would be injurious to the health of the above named child or his/her family or household members and therefore are contraindicated:

Check appropriate antigen(s)

 DTP or DTaP DT or Td Pertussis Polio Measles Mumps Rubella Hepatitis A Hepatitis B Hib Varicella (*chickenpox*)

Duration of exemption: **Temporary until** _____
(circle) Date

Permanent

NAME [Please Print] of MD, DO, ANP or PA

Address

Telephone

SIGNATURE of MD, DO, ANP or PA

Date

NOTE: Exemption must be signed by an Alaska-licensed MD, DO, ANP, or PA.

RELIGIOUS EXEMPTION

I/We affirm that "immunization is against the tenets and practices of the church or religious denomination of which the above child is a member." (04 AAC 06.055 for schools and 04 AAC 62.450 for child care facilities)

Signature of Parent or Guardian

Date

Telephone

NOTE: Personal or philosophical exemptions are not allowed under Alaska regulations.

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%
STATEWIDE	85.5%	44.0%
Mat-Su Borough Schools	84.5%	49.3%
Hoonah City Schools	84.2%	37.5%
Iritarot 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	79.0%	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	75.8%	32.1%
Delta/Greely Schools	75.0%	48.8%
Lake & Peninsula Borough Schools	75.0%	10.7%
Aleutian Region Schools	75.0%	16.7%
Tatiana 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	53.6%	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	86.4%	53.4%
Denali Borough Schools	73.0%	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	81.5%	49.3%
Delta/Greely Schools	76.9%	48.8%
Ketchikan Gateway Borough Schools	80.1%	47.4%
Anchorage Schools	90.3%	46.5%
STATEWIDE	85.5%	44.0%
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	84.0%	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	88.0%	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	77.0%	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	86.7%	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	84.0%	68.8%
Chatham Schools	83.3%	40.0%
STATEWIDE	82.1%	65.9%
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	78.9%	86.7%
Copper River Schools	76.0%	68.4%
Delta/Greely Schools	75.0%	75.6%
Tanana Schools	75.0%	66.7%
Aleutian Region Schools	75.0%	33.3%
Lower Kuskokwim Schools	74.5%	23.9%
North Slope Borough Schools	73.7%	31.3%
Northwest Arctic Borough Schools	72.0%	25.9%
Galena City Schools	71.9%	70.7%
Iditarod Area Schools	71.4%	55.0%
Hydaburg City Schools	71.4%	40.0%
Dillingham City Schools	70.0%	71.4%
Yukon Flats Schools	68.1%	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%
Yupiiit 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	96.7%	92.3%
Valdez City Schools	96.9%	88.7%
Denali Borough Schools	78.9%	86.7%
Cordova City Schools	97.3%	86.1%
Haines Borough Schools	84.6%	84.8%
Chugach Schools	46.2%	83.3%
Unalaska City Schools	112.0%	82.1%
Sitka Borough Schools	86.4%	78.7%
Yakutat City Schools	107.7%	78.6%
Kenai Peninsula Borough Schools	86.5%	78.6%
Delta/Greely Schools	75.0%	75.6%
Mat-Su Borough Schools	51.0%	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%
STATEWIDE	82.1%	65.9%
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	84.1%	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	95.3%	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	92.3%	38.5%
Craig City Schools	91.1%	42.9%
Wrangell City Schools	90.1%	42.9%
Alaska Gateway Schools	90.0%	48.3%
Southwest Region Schools	90.0%	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	85.0%	57.0%
STATEWIDE	85.4%	46.7%
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	79.8%	18.5%
Delta/Greely Schools	79.7%	56.3%
Northwest Arctic Borough Schools	79.3%	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%
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.