

**IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE**

EDWARD ALEXANDER; JOSH)
ANDREWS; SHELBY BECK ANDREWS;)
and CAREY CARPENTER,)

Plaintiffs,)

v.)

ACTING COMMISSIONER HEIDI)
TESHNER, in her official capacity, State)
of Alaska, Department of Education and)
Early Development,)

Defendant,)

v.)

Case No. 3AN-23-04309CI

ANDREA MOCERI, THERESA BROOKS,)
and BRANDY PENNINGTON.)

Intervenors.)

**STATE’S REPLY, OPPOSITION, AND CROSS-MOTION FOR SUMMARY
JUDGMENT**

I. Introduction

The plaintiffs, four parents of school-age children attending Alaska public schools, (collectively, “Alexander”), challenge the constitutionality of AS 14.03.300–.310, statutes that govern the operation of correspondence school programs in Alaska. But their facial challenge fails because these statutes have a “plainly legitimate sweep,” authorizing a range of spending that does not even implicate Article VII, Section 1 of the Alaska Constitution, including purchases of materials and services from public educational institutions and from private vendors that are not “educational institutions.”

1 Alexander's as-applied challenge also fails because the Department of Education and
2 Early Development (DEED) is not the proper defendant for it—the current
3 correspondence school programs are all administered by school districts and any as-
4 applied challenge lies against the district responsible for the allegedly unconstitutional
5 spending, not against DEED. Although DEED initially moved to dismiss the complaint
6 under Alaska Civil Rule 12(b)(6), DEED now cross-moves for summary judgment so
7 that this Court can consider additional facts not provided by Alexander.
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9 **II. Background**

10 **A. Alaska law assigns different functions and powers to the Department**
11 **of Education and Early Development and to school districts.**

12 The Alaska Constitution mandates that the legislature shall establish and
13 maintain a system of public schools open to all.¹ To further this mandate the legislature
14 created DEED² and empowered it to provide research and consultative services,
15 establish standards and assessments, administer grants and endowments, and exercise
16 general supervision of public schools.³ The legislature also recognized that Alaska
17 schools may need to “be adapted to meet the varying conditions of different localities.”⁴
18 To empower local control, the legislature delegated the task of school district operation
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23 ¹ Alaska Const. art. VII, § 1.

24 ² AS 44.27.020.

25 ³ AS 14.07.020; AS 14.07.145; *see Moore v. Alaska*, No. 3AN-04-09756CI, 2007
26 WL 8310251, at *5 (Alaska Super. June 21, 2007).

⁴ *Macauley v. Hildebrand*, 491 P.2d 120, 122 (Alaska 1971).

1 to local school boards.⁵ Each school district is a political subdivision of the State and
2 not controlled by DEED.⁶ The education of Alaska's youth is thus a responsibility
3 shared by DEED and local districts, each with differing duties designed to meet the
4 ultimate goal of providing every student with a "meaningful opportunity to achieve
5 proficiency in reading, writing, math, and science."⁷

7 Among the learning options established by the legislature are correspondence
8 school programs, which the legislature authorized either DEED⁸ or local districts to
9 operate.⁹ Local districts have operated correspondence programs in the state for over 30
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13 ⁵ AS 14.12.020(b) ("[e]ach borough or city school district shall be operated on a
14 district-wide basis under the management and control of a school board); AS 14.14.090
15 (duties of borough and municipal school boards); AS 14.08.021 (delegating authority to
16 operate public schools in unorganized boroughs to regional attendance areas); AS
17 14.08.111 (duties of regional school boards); AS 14.08.101 (powers of a regional school
18 board); *see Tunley v. Municipality of Anchorage Sch. Dist.*, 631 P.2d 67, 75 (Alaska
19 1980) ("[t]he Anchorage School Board was created by the authority of the state
20 legislature, and is the delegated state authority to govern its school district and manage
21 the operations of the schools within that district."); *see, e.g., Hootch v. Alaska State-*
Operated Sch. Sys., 536 P.2d 793, 803 (Alaska 1975) (permitting the use of different
22 education systems throughout the State); *see also Moore*, 2007 WL 8310251, at *75
23 (stating that "[c]ertainly, the Legislature has the authority to delegate its constitutional
24 responsibility to maintain public schools to the Department of Education and Early
25 Development as well as to local school districts.").

22 ⁶ *Kenai Peninsula Borough v. State*, 532 P.2d 1019, 1023 (Alaska 1975).

23 ⁷ *Moore*, 2007 WL 8310251, at *76.

24 ⁸ Currently, DEED does not operate any correspondence programs and repealed
25 the regulations for a state-run correspondence school in 2004. The current
26 correspondence school regulations only apply to "correspondence study programs
offered by a school district." 4 AAC 33.405.

⁹ AS 14.03.300–.310.

1 years.¹⁰ Where a district operates a correspondence school program, the legislature has
2 delegated certain duties to that district. The district is responsible for providing annual
3 individual learning plans for each enrolled student,¹¹ which DEED has only limited
4 authority to modify.¹² The district also determines graduation requirements and whether
5 a student is awarded credit for a course.¹³ Importantly, the district decides whether to
6 provide an annual student allotment to the parents or guardians of students enrolled in a
7 correspondence program.¹⁴

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9 When a district decides to provide a family with an allotment, that family may
10 then use the allotment to purchase educational materials and services.¹⁵ It is the
11 district—not DEED—that approves and owns those materials.¹⁶ Thus, it is the district
12 that must approve all expenditures and create written standards for those expenditures.¹⁷
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15 ¹⁰ 2005 Inf. Op. Att'y Gen. (Sept. 20; 663-05-0233), 2005 WL 2751244, at *1.

16 ¹¹ AS 14.03.300(a); 4 AAC 33.421; *see, e.g.*, Anchorage School District BP 6182
17 (2021) (correspondence study programs).

18 ¹² AS 14.03.300(b).

19 ¹³ *See, generally*, 4 AAC 06.075 (those requirements must meet or exceed DEED's
20 minimum requirements).

21 ¹⁴ AS 14.03.310(a); 4 AAC 33.422.

22 ¹⁵ AS 14.03.310(b).

23 ¹⁶ *Id.* at (b)(2)(A) (allotments may be used to purchase education material approved
24 by the district); AS 14.08.111(9) (regional school boards review and select education
25 materials); AS 14.14.090(7) (borough and municipal school boards review and select
26 education materials); 4 AAC 33.421(d) & (h) (correspondence programs must use
education materials approved by the district); 4 AAC 33.422(b) (purchased educational
material belong to the district); *see* 2005 Inf. Op. Att'y Gen., 2005 WL 2751244, at *1
(noting that the district must approve correspondence learning materials in advance).

¹⁷ 4 AAC 33.422(f).

1 Moreover, the district must ensure that allotment funds are kept separate from other
2 funds,¹⁸ account for the balance of unexpended allotments,¹⁹ return the balance of
3 unexpended allotments to the district's budget if the student unenrolls,²⁰ maintain
4 records of expenditures and allotments,²¹ and implement a routine monitoring of audits
5 and expenditures.²² The district must also ensure that correspondence students are
6 receiving at least half of their core coursework through the program, unless the district
7 decides to waive that requirement under limited circumstances.²³

9 While the individual districts are tasked with ensuring that their correspondence
10 programs comport with state law, DEED is tasked with the general supervision of the
11 programs.²⁴ To ensure that districts operating a correspondence program comply with
12 state law, they must provide DEED with a statement of assurances.²⁵ Once DEED
13 receives this statement, it will approve the program.²⁶ Despite the regulatory mandate to
14 approve the program, DEED may, in its discretion, monitor the programs for
15 compliance.²⁷ If a district has violated the correspondence study regulations, DEED has

18 ¹⁸ AS 14.03.310(c).

19 ¹⁹ *Id.* at (d)(1).

20 ²⁰ *Id.* at (d)(2).

21 ²¹ *Id.* at (d)(3).

22 ²² *Id.* at (d)(4).

23 ²³ 4 AAC 33.426(a) & (c).

24 ²⁴ AS 14.07.020(a)(9).

25 ²⁵ 4 AAC 33.420.

26 ²⁶ *Id.*

27 ²⁷ 4 AAC 33.460(a).

1 the authority to implement a plan of correction; and, if the violation was made
2 knowingly DEED may, in its discretion, withdraw approval for the district to operate
3 the program.²⁸ Regardless of fault, DEED will also require that the district repay any
4 money that was spent in violation of the regulations.²⁹

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6 Alaska law does not provide an affirmative obligation on DEED to seek out
7 alleged violations of law by correspondence school programs. Instead, DEED relies on
8 the districts' statements of assurances that each program will follow the law. However,
9 the legislature may occasionally appropriate money to DEED for the sole purpose of
10 conducting statewide audits if the legislature deems this action necessary.³⁰

11
12 Thus, the legislature, through DEED, monitors and approves district
13 correspondence programs. But it is the districts that are responsible for all
14 correspondence program operations, including ensuring that allotments are approved
15 and spent in accordance with state law.

16 **B. Correspondence school programs in Alaska allow student allotment**
17 **spending on a wide range of services and materials.**

18 There are currently more than 30 district-operated correspondence school
19 programs in Alaska, 18 of which are statewide.³¹ Some enroll just a handful of
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22 ²⁸ 4 AAC 33.460(c).

23 ²⁹ *Id.*

24 ³⁰ For example, this occurred in 2004. *See* 2005 Inf. Op. Att'y Gen, 2005 WL
25 2751244, at *2.

26 ³¹ *See* Alaska Department of Education and Early Development Correspondence
School Directory available online at
https://education.alaska.gov/Alaskan_Schools/corres

1 students,³² others hundreds³³ or even thousands.³⁴ Because the programs vary
2 significantly, this memorandum cannot give the Court a complete view of what different
3 correspondence schools offer to Alaskan students, so it instead uses one of the larger
4 programs as an instructive example.

5
6 Mat-Su Central is a correspondence school affiliated with the Matanuska-Susitna
7 Borough School District that enrolls over 2000 students.³⁵ Its website provides a list of
8 approved curricula from more than 200 different sources.³⁶ Among these curricula
9 sources are organizations as diverse as GO Math, a program operated by textbook
10 publisher Houghton Mifflin Harcourt; the North Dakota Center for Distance Education,
11 a public agency offering K-12 online classes and other educational programs; and
12 Razzle Dazzle Creative Writing, a business created by a teacher in Texas to sell creative
13 writing lessons.³⁷

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17 ³² See e.g., AK-Trails Correspondence School with 6 students, according to
DEED's school profile website:

18 <https://education.alaska.gov/compass/ParentPortal/SchoolProfile?SchoolID=448010>

19 ³³ See e.g., FOCUS Homeschool with 558 students, according to DEED's school
profile website:

20 <https://education.alaska.gov/compass/ParentPortal/SchoolProfile?SchoolID=108010>

21 ³⁴ See e.g., Interior Distance Education of Alaska (IDEA), with 7352 students,
according to DEED's school profile website:

22 <https://education.alaska.gov/compass/ParentPortal/SchoolProfile?SchoolID=178010>

23 ³⁵ See

24 <https://education.alaska.gov/compass/ParentPortal/SchoolProfile?SchoolID=338010>

25 ³⁶ See <https://www.matsucentral.org/resources/curricula>; see also, Affidavit of Kyle
Emili at ¶ 2, Ex. A.

26 ³⁷ Affidavit of Kyle Emili at ¶ 4-6, Ex. B-D.

1 Mat-Su Central's website also has a list of over 300 community instructional
2 partners and vendors covering the subjects of art, health, language arts, math, music,
3 science, social studies, technology, and more. Sixteen vendors are public entities, and
4 the rest are private businesses and organizations.³⁸ These private businesses include the
5 Alaska Center for the Martial Arts, the Alaska Nautical School, Aurora's Cakery and
6 Bakery, Frontier Tutoring, and Sonja's Studio of Performing Arts.³⁹ Each offers classes
7 or tutors for use as part of an individual learning plan.
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9 **III. Procedurally, DEED initially filed a motion to dismiss but now cross-moves**
10 **for summary judgment.**

11 DEED initially filed a motion to dismiss Alexander's facial challenge to the
12 correspondence school statutes. In response, Alexander emphasizes that motions to
13 dismiss are "disfavored," but simultaneously acknowledges—by cross-moving for
14 summary judgment—that the Court can decide the facial challenge now as a matter of
15 law. [Opp. at 18-19] Although a motion to dismiss is a proper procedural vehicle here,⁴⁰
16 DEED now cross-moves for summary judgment on both Alexander's facial and as-
17 applied challenges to remove any possible "disfavor" and to allow the Court to consider
18 the attached materials outside the pleadings, which provide a more comprehensive
19 picture of correspondence school programs in Alaska than Alexander has provided.
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22 ³⁸ Affidavit of Kyle Emili at ¶ 7, Ex. E, also available online at
23 <https://www.matsucentral.org/learning/cip>.

24 ³⁹ Affidavit of Kyle Emili at ¶ 8-12, Ex. F-J.

25 ⁴⁰ *Cf. Forrer v. State*, 471 P.3d 569, 583 (Alaska 2020) (explaining why the trial
26 court was not required to convert a motion to dismiss into a motion for summary
judgment when the issue presented was purely legal).

1 **IV. Argument**

2 **A. Alexander’s facial challenge fails as a matter of law because the**
3 **student allotment statutes have a plainly legitimate sweep.**

4 The Court should reject Alexander’s facial challenge to AS 14.03.300–310 and
5 decline the request to strike those statutes down entirely. [Complaint ¶ 57, 70 & p. 22]

6 The statutes are capable of a wide range of legitimate applications for such
7 uncontroversial things as textbook purchases from private publishing companies,
8 tutoring services, athletic activities, and more. DEED is entitled to judgment on this
9 claim because the statutes have a “plainly legitimate sweep.”⁴¹
10

11 **1. This case is not a referendum on the 2022 AG opinion.**

12 Alexander asserts that DEED relies “solely” and “heavily” on the 2022 AG
13 opinion as if it were legal precedent. [Opp. at 3-4, 18, 34] Alexander criticizes that
14 opinion as “nonsensical” and “circular,” and spends several pages attacking its
15 reasoning. [Opp. at 3-4, 18, 34-38] But DEED does not rely on the AG opinion as legal
16 precedent—DEED discussed the opinion only in the “background” section of its
17 motion. [MTD at 5-7] Nor does this case turn on whether the Court adopts or rejects the
18 opinion’s reasoning. The Court could disagree with the AG opinion on where to draw
19 the line between constitutional and unconstitutional spending and still reject
20 the line between constitutional and unconstitutional spending and still reject

21 Alexander’s facial challenge to AS 14.03.300–310. Indeed, it must do so, because those
22 statutes are capable of many constitutional applications. Alexander’s criticisms of the
23 AG opinion and of DEED’s letter about the opinion are thus mere distractions from the
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26 ⁴¹ See *Treacy v. Municipality of Anchorage*, 91 P.3d 252, 268 (Alaska 2004).

1 task before the Court, which is to decide whether Alexander has made a viable facial
2 challenge to the statutes, not to grade the AG opinion.

3 **2. The statutes are capable of a range of constitutional**
4 **applications and therefore have a plainly legitimate sweep.**

5 As explained in DEED’s motion, a school district could administer student
6 allotments without even approaching constitutional lines. [MTD at 11-13] Article VII,
7 Section 1 prohibits only uses of funds “for the direct benefit of” a “religious or other
8 private educational institution.” But allotments are spent on a range of things not
9 encompassed by this language, and school districts need not approve improper uses.
10

11 Alexander suggests that most spending under the student allotment statute is
12 unconstitutional by conflating the statute’s wording with the constitution’s. Alaska
13 Statute 14.03.310 says that a parent may spend allotment funds on services and
14 materials from a “public, private, or religious organization” if they are appropriate and
15 approved by the school district. Alexander assumes that any purchase from a “private or
16 religious *organization*” under AS 14.03.310 would necessarily come from a “religious
17 or other private *educational institution*” under Article VII, Section 1. [Opp. at 38-43]
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19 But these phrases are meaningfully different—of course, not every
20 “organization” is an “educational institution.” A textbook publisher, for example, is not
21 an “educational institution.” If it were, Article VII, Section 1 might be violated
22 whenever a school district buys textbooks from Houghton Mifflin Harcourt. Nor are
23 companies like Staples or Best Buy that sell notebooks and laptops, or tutoring services
24 like Turning Leaf Literacy, “educational institutions.” “Educational institutions” like
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1 schools and universities are only a *subset* of possible vendors of services and materials.
2 Plus, AS 14.03.310 also authorizes purchases from “public” organizations—for
3 example, the University of Alaska—which are not “religious” or “private” even if they
4 are “educational institutions.” Allotment funds thus can be, and are, used on a wide
5 range of purchases that do not even need to be assessed under *Sheldon Jackson* because
6 spending that does not involve a “religious or other private educational institution”
7 surely cannot confer a “direct benefit” on one.
8

9 For example, consider Mat-Su Central School District’s correspondence school
10 program, which identifies dozens of approved “instructional partners (vendors),”
11 ranging from the Alaska Center for the Martial Arts and Aurora’s Cakery and Bakery
12 through Gail Moses Art Studio and Blue River Aviation to the Bristol Bay Campus of
13 UAF and Prince William Sound Community College.⁴² Some of these vendors are
14 public educational institutions; others are small, private businesses that couldn’t
15 conceivably qualify as “educational institutions.” Spending public funds with these
16 vendors plainly poses no constitutional problem.
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19 For purchases that *do* involve religious or other private educational institutions,
20 like private school classes, *Sheldon Jackson* provides the test for assessing whether a
21 particular expenditure confers a “direct benefit.”⁴³ Such spending of student allotments
22 would need to be evaluated on its facts, taking into account the “magnitude” of the
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25 ⁴² See Affidavit of Kyle Emili at ¶ 7, Ex. E.

26 ⁴³ See *Sheldon Jackson Coll. v. State*, 599 P.2d 127, 130-32 (Alaska 1979).

1 benefit to the private educational institution.⁴⁴ But even if the Court were to consider all
2 of this “gray area” spending to violate Article VII, Section 1, that still would not justify
3 striking down the student allotment statutes as facially unconstitutional. Given all the
4 clearly unproblematic applications discussed above—like buying textbooks, taking a
5 baking class offered at a local bakery, or working with a tutor—Alexander has failed to
6 establish that the statutes lack a “plainly legitimate sweep.”⁴⁵

8 True, a school district *could* violate Article VII, Section 1 by allowing a parent to
9 spend student allotment funds on full-time private school tuition, but this would be
10 contrary to statute as well as the constitution. The statutes authorize only spending of
11 allotment funds to support an individual learning plan followed by a student in the
12 district’s “correspondence school program,” “developed with the assistance and
13 approval of the certificated teacher assigned to the student by the district,” that among
14 other things “provide[s] for an ongoing assessment plan that includes statewide
15 assessments required for public schools,” “include[s] a provision for modification of the
16 individual learning plan if the student is below proficient on a standardized assessment,”
17 and “provide[s] for monitoring of each student’s work and progress by the certificated
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21 ⁴⁴ See *id.* at 130 (“[A] court must consider, though not in isolation, the magnitude
22 of the benefit conferred. A trivial, though direct, benefit may not rise to the level of a
23 constitutional violation, whereas a substantial, though arguably indirect, benefit may.”).
Notably, this part of the *Sheldon Jackson* test focuses on the benefit *to the educational
institution*, not to the individual students, as Alexander suggests. [Opp. at 32]

24 ⁴⁵ See *e.g.*, *Planned Parenthood of the Great Northwest v. State*, 375 P.3d 1122,
25 133 (Alaska 2016) (“When a statute’s constitutionality is facially challenged, we will
26 uphold the statute even if it might occasionally create constitutional problems in its
application, as long as it ‘has a plainly legitimate sweep.’”)

1 teacher assigned to the student.”⁴⁶ Although conceivably an individual learning plan
2 with these characteristics could be layered over a full-time private school education, this
3 is clearly not the intent of the statute, which plainly contemplates an *individualized* plan
4 for a student educated primarily through correspondence courses. Nor, contrary to
5 Alexander’s contention, was this the intent of the statute’s sponsor, then-Senator
6 Michael Dunleavy, who expressly disavowed the idea that correspondence school
7 allotments could be used to “send[] kids to private school.”⁴⁷
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9 But even if paying full-time private school tuition were consistent with the
10 statutes, all uses of allotment funds require school district approval, and the statutes do
11 not require districts to approve any unconstitutional uses.⁴⁸ A statute is not facially
12 unconstitutional merely because it is capable of unconstitutional applications. A school
13 district must comply with the Alaska Constitution, not just the statutes, and it can be
14 held to account if it does not. A statute need not repeat the constitution’s independent
15 limitations in its text to be facially constitutional. For example, the allotment statutes
16 also do not specify that a school district cannot discriminate by approving purchases of
17 science kits for boys but not girls—the statute allows this by not explicitly prohibiting it
18 and giving the district discretion. Of course, the equal protection clause prohibits such
19 discrimination, which would justify a court finding that such a district is violating the
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24 ⁴⁶ See AS 14.03.300(a)(1), (3), (4), and (6).

25 ⁴⁷ Sen. Educ. Comm., 28th Leg., Mar. 3, 2014, Statement of Sen. Dunleavy at
8:29:05-10.

26 ⁴⁸ See AS 14.03.310.

1 constitution. But the *statute's* failure to prohibit discrimination would not render the
2 *statute* facially unconstitutional.

3 Thus, even though a school district could violate Article VII, Section 1 when
4 administering student allotments, that does not justify striking the allotment statutes
5 down entirely because the statutes also have many constitutional applications.⁴⁹
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7 **3. Nothing in the legislative history undercuts DEED's position.**

8 Alexander argues that the sponsors of the legislation behind the student allotment
9 statutes wanted to authorize unconstitutional spending on private school classes, and
10 that this supposed intent means that the statutes they passed lack a plainly legitimate
11 sweep. [Opp. at 3-17, 22-23] But although legislative history can aid in interpreting
12 disputed statutory language, the parties' dispute is not over what the statute says.
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14 Alexander cites no authority for the theory that legislative (as opposed to constitutional)
15 history aids in assessing a statute's *constitutionality*. A legislator's (or legislative
16 attorney's) opinion about what the constitution requires is of no matter—the Court must
17 determine this for itself. Nor does it matter whether legislators wanted to authorize both
18 constitutional and unconstitutional spending or thought they were doing so. Courts do
19 not defer to legislative interpretations of the constitution.
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21 Although the legislative history is thus irrelevant here, it is actually much more
22 nuanced than Alexander reports. Granted, a handful of statements by SB 100's sponsor,
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24 _____
25 ⁴⁹ Cf. *Javed v. Dep't of Pub. Safety, Div. of Motor Vehicles*, 921 P.2d 620, 625
26 (Alaska 1996) (“Since [the statute] can be applied constitutionally in many
circumstances, it is not facially unconstitutional.”).

1 then-Senator Dunleavy, suggest he believed that public funding for even a single private
2 school class would violate the constitution,⁵⁰ but other parts of the legislative history
3 show that he—and other legislators—understood that the constitutionality of different
4 kinds of correspondence school spending was an undecided question of Alaska law. For
5 example, Senator Dunleavy prepared a PowerPoint presentation as part of his
6 introduction of Senate Joint Resolution 9, which would have amended Article VII,
7 Section 1 of the Alaska Constitution to remove the prohibition on the use of public
8 money for the direct benefit of educational institutions.⁵¹ In this presentation, Senator
9 Dunleavy explained that various “public/private partnerships” that were already part of
10 correspondence school programs “*could be construed to be unconstitutional,*” noting
11 that the “[i]ssue of constitutionality can only be determined by the courts or we can
12 change our constitutional language to align with our practices.”⁵²

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15 Senator Dunleavy also expressly disavowed the goal that the plaintiffs attribute
16 to SB 100—i.e. to allow for private school tuition to be covered by public funds through
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21 ⁵⁰ See Opp. at 8, quoting Sen. Educ. Comm., 28th Leg., Apr. 10, 2013, Statement of
22 Sen. Dunleavy at 8:33:10-22.

23 ⁵¹ This PowerPoint slideshow is attached as defendant’s Exhibit K, and is available
online at https://www.akleg.gov/basis/get_documents.asp?session=28&docid=3356

24 ⁵² See *id.* at 2; see also, *id.* at 19, noting that one possible “solution” to uncertainty
25 about the constitutionality of “public/private partnerships using public educational
26 funding” was to “[d]o nothing and continue practices and *hope such practices are constitutional* and do not get challenged in court.”

1 the correspondence school program.⁵³ In fact, he noted that a different bill—SB 89,
2 which would have provided tax credits for donations to private schools for
3 scholarships—was intended to expand school choice to include private schools.⁵⁴
4 SB 100, by contrast, contemplated only the more limited option of an occasional private
5 school class as part of a public school correspondence program developed in
6 cooperation with a public school district and monitored by a public school teacher and
7 district officials. Moreover, the legal advice available to legislators did not state that this
8 goal was clearly unconstitutional—because, of course, no Alaska precedent considers
9 this question.⁵⁵ To the contrary, legislative attorney Jean Mischel advised Senator Berta
10 Gardner that the constitutionality of using public funds to purchase a correspondence
11 course from Brigham Young University⁵⁶ was uncertain.⁵⁷
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19 ⁵³ See Sen. Educ. Comm., 28th Leg., Mar. 3, 2014, Statement of Sen. Dunleavy at
20 8:27:48-53 (“This has nothing to do with going to private school”); 8:29:05-11 (“This
has nothing to do with sending kids to private school.”)

21 ⁵⁴ Sen. Educ. Comm., 28th Leg., Apr. 10, 2013, Statement of Sen. Dunleavy at
22 8:30:00-10 (“The tax credit bill that we just heard is a voucher bill...”).

23 ⁵⁵ See *e.g.*, Ex. L, Legislative Counsel Jean M. Mischel to Senator Berta Gardner,
March 18, 2014.

24 ⁵⁶ Brigham Young University—a private educational institution—provides a wide
variety of online courses through BYU Independent Study. See <https://is.byu.edu/>

25 ⁵⁷ See Ex. M, Legislative Counsel Jean M. Mischel to Senator Berta Gardner,
26 February 6, 2014.

1 4. **The legislature’s choice to delegate control to local school**
2 **districts rather than DEED does not render the statutes**
3 **unconstitutional.**

4 Alexander repeatedly asserts that AS 14.03.300(b) prohibits DEED from
5 imposing any additional limitations on student allotment funds. [Opp. at 2, 21, 23, 38]
6 Although this specific provision’s wording is convoluted, DEED agrees with the basic
7 point that the statutes put school districts and parents—not DEED—in charge of student
8 allotments. In other words, the legislature favored local control over DEED control. But
9 this is a valid legislative choice that does not render the statutes unconstitutional.

10 The Alaska Constitution requires the legislature to “establish and maintain a
11 system of public schools.”⁵⁸ It “vest[s] the legislature with pervasive control over public
12 education.”⁵⁹ But it does not require the legislature to delegate its pervasive control of
13 the school system, or any specific piece of it, to *DEED*. Indeed, the constitution does
14 not require DEED to exist at all. The legislature could “establish and maintain” a school
15 system entirely through local districts. And, in fact, the legislature has delegated many
16 functions to school districts.⁶⁰ As the Alaska Supreme Court has recognized, “[t]he very
17 complexity of the problems of financing and managing a statewide public school system
18 suggests that ‘there will be more than one constitutionally permissible method of
19 solving them,’ and that, within the limits of rationality, ‘the legislature’s efforts to tackle
20 solving them,’ and that, within the limits of rationality, ‘the legislature’s efforts to tackle
21 solving them,’ and that, within the limits of rationality, ‘the legislature’s efforts to tackle
22 solving them,’ and that, within the limits of rationality, ‘the legislature’s efforts to tackle

23 ⁵⁸ Alaska Const. Article VII, Section 1.

24 ⁵⁹ *Jefferson v. State*, 527 P.2d 37, 44 (Alaska 1974) (emphasis added).

25 ⁶⁰ *See Municipality of Anchorage v. Repasky*, 34 P.3d 302, 306 (Alaska 2001)
26 (“The legislature delegated the state’s authority to manage the operations of the schools
to local school districts.”).

1 the problems' should be entitled to respect."⁶¹ The fact that the legislature has chosen to
2 put correspondence student allotments—like many other aspects of Alaska's public
3 schools—in the control of districts rather than DEED is no constitutional problem.

4
5 At points Alexander seems to suggest that the student allotment statutes give
6 *parents* complete control over the funds, leaving both DEED *and* school districts
7 powerless to stop unconstitutional uses. [Opp. at 23, 38] But this is not accurate. Parents
8 may use the funds to purchase only services and materials "approved by the school
9 district" and "required for the course of study in the individual learning plan" that is
10 "developed with the assistance and approval of" a district-assigned teacher.⁶² Moreover,
11 the districts are directed to "maintain a record of expenditures and allotments," and
12 "implement a routine monitoring of audits and expenditures."⁶³ Thus, school districts
13 have the explicit authority to approve or reject parent proposals, including proposals for
14 spending that crosses constitutional lines. The districts have the power and the duty to
15 comply with Article VII, Section 1 in administering student allotment funds just as they
16 must comply with all parts of the constitution in all their actions.

17
18
19 **5. DEED does not ask the Court to craft a narrowing construction**
20 **or sever any provisions—only to reject the facial challenge.**

21 Alexander recharacterizes DEED's position as a request for a narrowing
22 construction or severance of unconstitutional language. [Opp. at 39-43] But that is not
23

24 ⁶¹ *Hootch v. Alaska State-Operated Sch. Sys.*, 536 P.2d 793, 803-04 (Alaska 1975).

25 ⁶² AS 14.03.310(b), AS 14.03.300(a)(1).

26 ⁶³ AS 14.03.310(d)(3) and (4).

1 what DEED seeks here, nor is DEED doing “contortions to advance a constitutionally
2 permissible interpretation” of the statutes. [Opp. at 42] Instead, DEED is pointing out
3 that striking down the statutes entirely is unjustified given the range of constitutional
4 applications. DEED just asks the Court to reject Alexander’s facial challenge as a matter
5 of law because the statutes have a plainly legitimate sweep, thereby leaving Alexander
6 to pursue an as-applied challenge.⁶⁴ In that as-applied challenge, the parties can litigate
7 the boundaries of permissible spending under the statutes with the benefit of actual
8 examples to evaluate.⁶⁵ “[F]acial challenges are disfavored” because they “often rest on
9 speculation,” risk interpretation “on the basis of factually barebones records,” and run
10 contrary to principles of judicial restraint.⁶⁶ The proper vehicle to resolve Alexander’s
11 objections to the school districts’ application of the statutes is an as-applied challenge.
12

13
14 None of the language in the challenged statutes is facially unconstitutional such
15 that the Court should sever it. Alexander suggests severing the words “private, or
16

17
18 ⁶⁴ *Cf. Treacy v. Municipality of Anchorage*, 91 P.3d 252, 268 (Alaska 2004)
19 (“[P]laintiffs seeking facial invalidation of a law must establish at least that the law does
20 not have a ‘plainly legitimate sweep.’ The failure to meet this burden in this case does
21 not preclude the possibility that the ordinance as applied in other situations might be
22 unconstitutional. And although the ordinance could be enforced in ways [that are
23 unconstitutional], we need not deal with such possibilities on this facial review.”).

24 ⁶⁵ *Cf. State v. ACLU of Alaska*, 204 P.3d 364, 373 (Alaska 2009) (rejecting a facial
25 challenge as unripe, observing that “[t]his case is necessarily about a narrowing
26 construction of some sort since the amended statute is not unconstitutional in all its
27 applications. The question is what narrowing constructions are appropriate. *Allowing the
28 normal processes of adjudication to take place may be of assistance in providing the
29 answer.*”) (emphasis added).

30 ⁶⁶ *Washington State Grange v. Washington State Republican Party*, 552 U.S. 442,
31 450 (2008).

1 religious” from AS 14.03.310 such that it would only allow purchases from a “public”
2 organization. [Opp. at 41] But as explained above, not every “private” or “religious”
3 organization is an “educational institution,” so many purchases from such organizations
4 would not even implicate Article VII, Section 1.⁶⁷ And even some purchases from
5 private or religious “educational institutions” might pass muster depending on how the
6 facts shake out under the *Sheldon Jackson* test.⁶⁸ There is thus no justification for
7 severing words and no need to consider Alexander’s arguments about the severance test.

8 Alexander quotes language about severance from *Forrer v. State* as if it is
9 relevant to the distinction between a facial and an as-applied challenge, but it is not.
10 [Opp. at 38] Nowhere in the lengthy *Forrer* opinion do the words “facial” or “as-
11 applied” appear—which makes sense, because no party suggested that the challenged
12 statutes there (which created a new bonding scheme) could be applied in any way that
13 would not trigger the plaintiff’s constitutional concerns.⁶⁹ Thus, contrary to Alexander’s
14 suggestion, there is no “central pillar” test for determining whether a statute is facially
15 unconstitutional. [Opp. at 38] Instead, a plaintiff can succeed on a facial challenge only
16 by showing that “no set of circumstances exists under which the Act would be valid”⁷⁰
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21

22 ⁶⁷ DEED is thus not “advanc[ing]” a “limitation that funds only be used at public
23 institutions such as the University of Alaska,” as Alexander asserts. [Opp. at 41]

24 ⁶⁸ See 599 P.2d at 130-32.

25 ⁶⁹ See *Forrer v. State*, 471 P.3d 569, 569-99 (Alaska 2020).

26 ⁷⁰ *Javed v. Dep’t of Pub. Safety, Div. of Motor Vehicles*, 921 P.2d 620, 625 (Alaska
1996) (quoting *United States v. Salerno*, 481 U.S. 739, 745 (1987)).

1 or at least that the statute “does not have a ‘plainly legitimate sweep.’”⁷¹ Because
2 Alexander has not met that burden here, the Court should reject the facial challenge.

3 **B. Alexander’s as-applied challenge lies against the school districts, not**
4 **DEED.**

5 The Court should also reject Alexander’s as-applied challenge against DEED
6 because it properly lies against the school districts. Alexander’s position contains an
7 inherent contradiction: Alexander asserts that the statutes explicitly prohibit DEED from
8 controlling how districts and parents spend student allotment funds, [Opp. at 21, 23, 40],
9 while simultaneously asking the Court to hold DEED responsible for how districts and
10 parents spend student allotment funds. [Opp. at 45-46] But Alexander cannot have it
11 both ways. While it is true that the statutes favor local control by delegating allotment
12 fund oversight to school districts rather than DEED, this means that Alexander’s as-
13 applied claim properly lies against the school districts rather than DEED. Whether
14 because the school districts are indispensable parties or because the as-applied claim
15 simply fails against DEED on the merits, the Court should reject the as-applied claim.
16
17

18 **1. If Alexander wants to pursue an as-applied challenge, the**
19 **school districts must be joined as parties under Civil Rule 19.**

20 Under the first prong of Civil Rule 19(a), a party must be joined if “in the
21 person’s absence complete relief cannot be accorded among those already parties.”
22 Alexander points out that the Court could grant complete relief on Alexander’s *facial*
23 challenge without joining the school districts by simply striking down the challenged
24

25
26 ⁷¹ *Treacy v. Municipality of Anchorage*, 91 P.3d 252, 268 (Alaska 2004).

1 statutes as facially unconstitutional and thereby eliminating correspondence program
2 student allotments altogether. [Opp. at 44-45] But DEED does not invoke Civil Rule 19
3 for Alexander’s *facial* challenge—it asks the Court to reject that claim because it fails as
4 a matter of law as explained above and in its motion to dismiss. [MTD at 8-15] DEED
5 invokes Civil Rule 19 only for Alexander’s *as-applied* challenge, if Alexander intends
6 to pursue one. While a facial challenge means “there is no set of circumstances under
7 which the statute can be applied consistent with the requirements of the
8 constitution”⁷²—justifying striking it down altogether—an *as-applied* challenge “alleges
9 that although the law may be constitutional in some circumstances, it is unconstitutional
10 under the particular facts of the case”⁷³—justifying only more limited relief.
11

12
13 If the Court rejects Alexander’s facial challenge, as it should, (and thus declines
14 to strike down the statutes entirely), Alexander fails to explain how the Court could
15 grant complete relief on an *as-applied* challenge without joining the school districts that
16 are allegedly applying the statutes in unconstitutional ways. [Opp. at 44-46] Alexander
17 just asserts that such relief would be possible without telling the Court what the relief
18 would be. [Opp. at 46] The Court should reject this unexplained position. Complete *as-*
19 *applied* relief against DEED is difficult to imagine. For example, enjoining DEED from
20 approving specified types of student allotment spending (like payment of private school
21 tuition) would be ineffective because DEED does not approve student allotment
22
23

24 ⁷² *Ass’n of Vill. Council Presidents Reg’l Hous. Auth. v. Mael*, 507 P.3d 963, 982
25 (Alaska 2022).

26 ⁷³ *Id.* at 981 n.64.

1 spending, the school districts do. Even if the Court could imagine a way to channel as-
2 applied relief against the districts through DEED as an intermediary, such relief would
3 be much more straightforward and effective if ordered against the districts themselves.
4 Because complete relief cannot be afforded on an as-applied challenge without joining
5 the school districts, they must be joined under Civil Rule 19(a).
6

7 In the alternative, under the second (independent) prong of Civil Rule 19(a), a
8 party must also be joined if “the person claims an interest relating to the subject of the
9 action” and disposition in their absence may impede their ability to protect that interest
10 or leave other parties subject to a substantial risk of incurring multiple or inconsistent
11 obligations. Alexander argues that this prong does not apply here because the school
12 districts have not yet actively “claimed” an interest in this litigation. [Opp. at 47] While
13 the first prong of Civil Rule 19(a) may be a better fit here for this reason, DEED’s basic
14 point remains: any as-applied challenge would be about the school districts’ actions, not
15 DEED’s actions, so it is difficult to imagine litigating it without their participation. Not
16 only would the litigation implicate their interests in defending themselves and receiving
17 state funding, but it would also subject DEED to a risk of incurring inconsistent
18 obligations if, for example, the Court were to order DEED not to give the districts a
19 portion of the state funding to which the districts could claim statutory entitlement.
20
21

22 In sum, joinder of the implicated school districts is required at least under
23 Civil Rule 19(a)(1), if not both prongs. Because joinder is feasible here, the Court need
24 not consider Civil Rule 19(b), which is about what to do when a party cannot feasibly
25
26

1 be joined. Instead, the Court should order the school districts joined if Alexander wishes
2 to proceed with an as-applied challenge rather than purely a facial challenge.

3
4 **2. Regardless of whether the school districts are indispensable
parties, an as-applied challenge cannot succeed against DEED.**

5 Civil Rule 19 aside, an as-applied challenge cannot succeed against DEED on the
6 merits because DEED does not apply the challenged statutes—the school districts do—
7 and DEED is not liable for the school districts’ actions. DEED is thus entitled to
8 summary judgment on Alexander’s as-applied challenge regardless of whether the Court
9 considers the school districts to be indispensable parties under Civil Rule 19.
10

11 First, DEED does not apply the student allotment statutes. DEED does not
12 administer, approve, or give out any student allotments to any parents for any use, let
13 alone an unconstitutional use. As Alexander acknowledges, “all current correspondence
14 programs are district-provided.” [Complaint ¶ 18] DEED does not provide a statewide
15 correspondence program at this time. [*Id.*] All of Alexander’s allegations of purportedly
16 improper uses of student allotment funds concern student allotments given to parents by
17 the Matanuska-Susitna Borough and Anchorage school districts, not by DEED.
18

19 [Complaint ¶¶ 24-28] Thus, to have a viable as-applied claim against DEED, Alexander
20 must explain why DEED is liable for the school districts’ actions.
21

22 But DEED is not liable for the school districts’ actions. Local school districts are
23 independent governmental entities, not subordinate divisions within DEED or agents
24 acting on DEED’s behalf. Both the Anchorage and Matanuska-Susitna Borough school
25
26

1 districts are governed by local school boards elected by local voters.⁷⁴ “The legislature
2 delegated the state’s authority to manage the operations of the schools to local school
3 districts.”⁷⁵ Just as the State of Alaska is not liable when the Municipality of Anchorage
4 transgresses statutory or constitutional boundaries in exercising its delegated authority,
5 DEED is not liable when the Anchorage School District does so. “[A]uthorized
6 activities of such subdivisions as municipalities and school districts are almost
7 universally considered to be independent actions not subjecting the state to liability.”⁷⁶

8
9 In *Kenai Peninsula Borough v. State*, the Alaska Supreme Court rejected the
10 position that a borough was acting as an agent of the State when it provided school
11 transportation, even though the borough did so in accordance with statutory direction
12 pursuant to the legislature’s constitutional duty to establish and maintain public
13 schools.⁷⁷ The Court explained that “[i]f a political subdivision acts with a substantial
14 degree of independence under authority delegated by the state, liability may not be
15
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19 ⁷⁴ See *Tunley v. Municipality of Anchorage Sch. Dist.*, 631 P.2d 67, 75 (Alaska
20 1980) (“The Anchorage School Board was created by the authority of the state
21 legislature, and is the delegated state authority to govern its school district and manage
22 the operations of the schools within that district. . . . While the school board is elected
23 by the same voters as is the municipal assembly, and is also a part of the Municipality of
24 Anchorage, it is a legislative body with legal responsibilities which in important
25 respects are distinct from those exercised by the assembly. Nowhere is the independent
26 status of the Anchorage School Board more apparent than in school system budgetary
matters.”).

⁷⁵ *Municipality of Anchorage v. Repasky*, 34 P.3d 302, 306 (Alaska 2001).

⁷⁶ *Kenai Peninsula Borough v. State*, 532 P.2d 1019, 1022–23 (Alaska 1975).

⁷⁷ *Id.* at 1021–27.

1 imposed on the state as a result of such activity.”⁷⁸ Only if “an executive department
2 specifically makes a political subdivision its agent to act on its behalf and subject to its
3 control” would liability extend to the State.⁷⁹ Because political subdivisions usually act
4 independently rather than as state agents, the Court applies “a much stricter test . . . as to
5 the type of control required to create liability on the part of the state.”⁸⁰ In *Kenai*
6 *Peninsula Borough*, although the State “did supervise the transportation service insofar
7 as it related to [state] funding” and “also had certain regulations in effect” about safety,
8 the Court concluded that the borough was ultimately in control of the transportation
9 services and was not the State’s agent.⁸¹ By contrast, in *Alaska State-Operated School*
10 *System v. Mueller*, the Court held that the Alaska State-Operated School System
11 (ASOS)—which provided education for the children of the unorganized borough—was
12 an instrumentality of the State, distinguishing *Kenai Peninsula Borough* because
13 “unlike local public school systems, ASOS operates directly on behalf of and under the
14 auspices of the state.”⁸²

15
16
17 Here, just as in *Kenai Peninsula Borough*, although DEED has general oversight
18 and passes regulations that districts must follow, the local school districts “act[] with a
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20
21

22
23 ⁷⁸ *Id.* at 1022.

24 ⁷⁹ *Id.*

25 ⁸⁰ *Id.* at 1023.

26 ⁸¹ *Id.* at 1024.

⁸² 536 P.2d 99, 102 (Alaska 1975).

1 substantial degree of independence under authority delegated by the state”⁸³ when they
2 run their schools, including when they administer their correspondence program student
3 allotments. They are not acting as agents of DEED, and DEED is therefore not liable for
4 their actions. Alexander criticizes DEED for not intervening to micromanage the
5 districts’ use of student allotment funds and instead telling districts to “consult with
6 legal counsel” in gray areas. [Opp. at 45-49] But the legislature has not given DEED the
7 role of micromanager. Instead, as Alexander recognizes (and criticizes), the statutes
8 actually “prohibit[] the Department from imposing restrictions on [allotment fund]
9 expenditures” beyond those already in statute. [Opp. at 21] The legislature has chosen to
10 make this a matter of local control, not DEED control. Thus, as in *Kenai Peninsula*
11 *Borough*, “there is no authority for making claim against the State, but the agency
12 exercising the delegated authority must respond for its own actionable conduct.”⁸⁴

13
14
15 The failure of Alexander’s claims against DEED does not somehow leave
16 Alexander with inadequate recourse. The proper recourse is straightforward: to
17 challenge the allegedly unconstitutional actions of the Anchorage and Matanuska-
18 Susitna Borough school districts detailed in the complaint, Alexander can sue those
19 school districts. That litigation, if pursued through an appeal, would result in a
20 precedential ruling explaining whether, and to what extent, those uses of allotment
21 funds are constitutional. Such a ruling would provide guidance to those districts and
22
23
24

25 ⁸³ *Kenai Peninsula Borough*, 532 P.2d at 1024.

26 ⁸⁴ *Id.* at 1022.

1 others going forward. This is not an “impossible, unnecessary burden,” [Opp. at 48], it
2 is normal litigation: plaintiffs sue those they believe are acting unlawfully and prove
3 their actions are unlawful. There is simply no reason why litigation over the
4 constitutionality of the school districts’ actions should proceed against DEED without
5 the school districts’ participation.
6

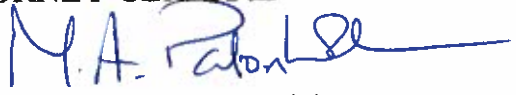
7 The Court should therefore grant summary judgment to DEED on Alexander’s
8 as-applied challenge regardless of its ruling on Civil Rule 19 joinder.

9 **V. Conclusion**

10 The Court should grant summary judgment to DEED on the facial challenge to
11 AS 14.03.300–.310 because Alexander has failed to show that the statutes lack a plainly
12 legitimate sweep. The Court should also grant summary judgment to DEED on the as-
13 applied challenge because Alexander has not sued the school districts who implement
14 and manage correspondence school programs and DEED is not the proper defendant for
15 any as-applied challenge. The Court should therefore reject all claims in the complaint.
16

17 DATED: June 2, 2023.

18 TREG TAYLOR
19 ATTORNEY GENERAL

20 By: 

21 Margaret Paton Walsh
22 Assistant Attorney General
23 Alaska Bar No. 0411074
24 Laura Fox
25 Assistant Attorney General
26 Alaska Bar No. 0905015.

1 200 district-approved curricula sources covering the subjects of art, health, language
2 arts, math, music, science, social studies, technology, and more. A copy of that list as it
3 appeared on May 25, 2023, is attached to this affidavit as Exhibit A.¹

4
5 3. MSCC's list of approved curricula would allow a developer of a
6 student's correspondence study learning plan to easily identify appropriate resources.
7 The list has a drop-down box for each entry that notes advantages and disadvantages of
8 the curriculum, whether it is available in the MSCC Book Store, and, where available, a
9 link to the website for the curriculum. The list notes that some of the curricula are
10 "Religious: Non-Reimbursable." Out of over 200 curricula sources, five are public
11 entities while the rest are private businesses and organizations. The five public entities
12 are: (1) the University of Alaska system; (2) North Dakota (Online) Center for Distance
13 Education, a state-run program identifiable as public by its URL, statement, and "about
14 us" video;² (3) Indiana University, the public university system for the State of Indiana;
15 (4) University of Missouri, the public university system for the State of Missouri; and
16 (5) University of Nebraska – Lincoln, the flagship public university for the State of
17 Nebraska.
18

19
20 4. One option on Mat-Su Central's curricula list is GO Math. The
21 drop-down box has a link to GO Math's website. Following that link leads to the
22 GO Math program operated by textbook publisher Houghton Mifflin Harcourt. The
23
24

25 ¹ Also available online at <https://www.matsucentral.org/resources/curricula>.

26 ² Video available at <https://www.cde.nd.gov/about-us/introduction-video>.

1 website has information about GO Math, as well as options to sample or subscribe to the
2 product. GO Math is only one of many products available in Houghton Mifflin
3 Harcourt's catalogue. A collection of screenshots from Go Math's website is attached as
4 Exhibit B.

5
6 5. Another option on Mat-Su Central's curricula list is North Dakota
7 (Online) Center for Distance Education. North Dakota Center for Distance Education
8 (NDCDE) is a public agency that offers K-12 online classes and other educational
9 programs. I selected "High School," which opens a list of categories of classes offered. I
10 selected "Agriculture" and was provided a selection of relevant classes. I selected
11 Animal Science 1, an introductory course in animal husbandry, offered in conjunction
12 with the Nelson Academy of Agricultural Sciences. A syllabus for the course is also
13 available. A collection of screenshots from NDCDE's website is attached as Exhibit C.

14
15 6. Another option on Mat-Su Central's curricula list is Razzle Dazzle
16 Creative Writing. Razzle Dazzle Learning is the business name for Judith Darling, a
17 teacher in Texas, whose materials can be found on TPT (Teachers Pay Teachers), an
18 online marketplace where teachers can buy and sell curricula.³ From the list of available
19 lessons I selected "Creative Writing Lessons Middle School," which shows 38 available
20 products. I selected "Creative Writing Lesson Plan – START WITH THE END," a
21

22
23
24
25 ³ See store online at [https://www.teacherspayteachers.com/Store/Razzle-Dazzle-](https://www.teacherspayteachers.com/Store/Razzle-Dazzle-Learning)
26 Learning.

1 student-directed creative writing lesson, and viewed a preview of the lesson plan. A
2 collection of screenshots from Razzle Dazzle’s website is attached as Exhibit D.

3 7. The Mat-Su Central Correspondence School website also has a list
4 of over 300 community instructional partners and vendors covering the subjects of art,
5 health, language arts, math, music, science, social studies, technology, and more. That
6 list is attached as Exhibit E. The list includes a brief description of the vendor’s
7 offerings, a link to its website, and contact information. Only 16 vendors are public, and
8 the rest are private businesses and organizations. Of the 16 public vendors, 15 are part
9 of the University of Alaska system, and the other is iGrad, the Galena City School
10 District’s postsecondary Adult Learning program.
11

12 8. One of the private vendors on Mat-Su Central’s vendor list is the
13 Alaska Center for the Martial Arts. Opening the link to their website and navigating to
14 “programs,” and then to “kids martial arts” provides information, background, class
15 goals, FAQs, and a registration. More information can be found on their Facebook page.
16 According to these sources, Alaska Center for the Martial Arts is a multi-style martial
17 arts school. A collection of screenshots from Alaska Center for the Martial Arts’
18 website is attached as Exhibit F.
19

20 9. Another private vendor on Mat-Su Central’s vendor list is Alaska
21 Nautical School. Following the link to their website shows contact and other
22 information. Clicking on “class schedule” shows available upcoming classes. Other
23 information is available on their Facebook page. According to these sources, Alaska
24 Nautical School offers U.S. Coast Guard (USCG) approved programs for students
25
26

1 seeking to become USCG licensed marine professionals. A collection of screenshots
2 Alaska Nautical School's website is attached as Exhibit G.

3 10. Another private vendor on Mat-Su Central's vendor list is Aurora's
4 Cakery and Bakery. The list includes a brief description of the vendor's offerings and
5 contact information. More information is available on their Facebook page. According
6 to these sources, Aurora's Cakery and Bakery offers classes on-site at Mat-Su Central
7 and other locations. A collection of screenshots from Aurora's Cakery and Bakery's
8 website is attached as Exhibit H.

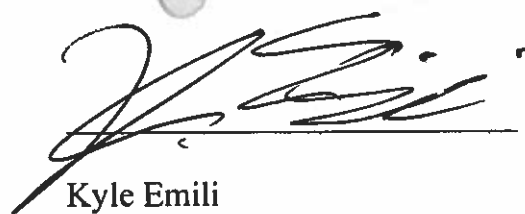
9 11. Another private vendor on Mat-Su Central's vendor list is Frontier
10 Tutoring. Following the link to their website shows the various tutoring services they
11 offer, primarily consisting of one-on-one SAT/ACT test prep. Navigating to the offer
12 for "FREE First Tutoring Session" leads to a page with more information about the
13 tutoring programs. A collection of screenshots from Frontier Tutoring's website is
14 attached as Exhibit I.

15 12. Another private vendor on Mat-Su Central's vendor list is Sonja's
16 Studio of Performing Arts. Following the link to their website shows upcoming events
17 and program information. Selecting the tab for "program information" provides more
18 detailed information about the programs they offer, including classes on dance,
19 tumbling, and music. A collection of screenshots from Sonja's Studio for the
20 Performing Arts' website is attached as Exhibit J.

21 13. The exhibits attached to this affidavit are true and correct copies
22 and screenshots of the websites I captured on May 25, 2023.

ATTORNEY GENERAL, STATE OF ALASKA
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Kyle Emili

SUBSCRIBED AND SWORN TO before me this 1st day of June, 2023.





Notary Public in and for Alaska
My Commission Expires: w/office



Curricula

[Request Curriculum Review](#)

All the options on this list have been reviewed and approved by a committee of teachers and parents. If you are interested in using a curriculum that is not on this list, please complete the curriculum review request on this page and connect with your advisor to make a plan.

In addition, MSC provides access to additional free and subscription resources, which you can find [HERE](#).

Search Curriculum

- Subject +
- Age Range +
- Method +
- Grading +

AGS	Staff Notes	Paper & Pencil	Comprehensive	High School	+
All About Reading	Staff Notes	Hands On	Comprehensive	Early Elementary, Upper Elementary	+
All About Spelling	Staff Notes	Paper & Pencil, Online	Comprehensive	Early Elementary, Upper Elementary	+
BYU	Staff Notes	Online, Paper & Pencil	Comprehensive	Middle School, High School	+
Barton	Staff Notes	Hands On	Supplemental	Early Elementary, Upper Elementary, Middle School	+
Book Shark	Staff Notes	Paper & Pencil	Comprehensive	Upper Elementary, Middle School	+
Easy Grammar	Staff Notes	Paper & Pencil	Supplemental	All Ages	+
Edgenuity	Staff Notes	Online	Comprehensive	Middle School, High School	+
Essentials In Writing/Literature	Staff Notes	Paper & Pencil, Online	Comprehensive	All Ages	+

Exploration Education	✓ Staff Notes	Hands On, Online	Comprehensive	Middle School, High School, Upper Elementary	+
GO Math	✓ Staff Notes	Paper & Pencil	Comprehensive	Early Elementary, Upper Elementary, Middle School	+
Handwriting Without Tears	✓ Staff Notes	Paper & Pencil	Comprehensive	Early Elementary, Upper Elementary	+
Horizons	✓ Staff Notes	Paper & Pencil	Comprehensive	Early Elementary	+
Institute For Excellence In Writing (IEW)	✓ Staff Notes	Online, Paper & Pencil	Comprehensive	All Ages	+
Learning Springs	✓ Staff Notes	Paper & Pencil	Comprehensive	High School, Middle School	+
Lightning Lit	✓ Staff Notes	Paper & Pencil	Comprehensive	Middle School, High School	+
Math U See	✓ Staff Notes	Paper & Pencil	Comprehensive	All Ages	+
North Dakota (Online)	✓ Staff Notes	Online	Comprehensive	High School	+
Novel-Ties	✓ Staff Notes	Paper & Pencil	Supplemental	Middle School, High School	+
Odysseyware	✓ Staff Notes	Online	Comprehensive	Middle School, High School	+
Passport	✓ Staff Notes	Paper & Pencil	Supplemental	Early Elementary, Upper Elementary	+
Power Homeschool (Acellus)	✓ Staff Notes	Online	Comprehensive	All Ages	+
Reading Streets	✓ Staff Notes	Paper & Pencil	Comprehensive	Early Elementary, Upper Elementary, Middle School	+
Ready Math	✓ Staff Notes	Paper & Pencil	Comprehensive	Early Elementary, Upper Elementary, Middle School	+
Saxon	✓ Staff Notes	Paper & Pencil	Comprehensive	All Ages	+

Sunday	✓ Staff Notes	Hands On	Comprehensive	Early Elementary	
Teaching Textbooks	✓ Staff Notes	Online, Paper & Pencil	Comprehensive	All Ages	+
Thinkwell	✓ Staff Notes	Online	Comprehensive	High School, Middle School	+
Time 4 Learning	✓ Staff Notes	Online	Comprehensive	Upper Elementary, Middle School	+
Write At Home	✓ Staff Notes	Online	Supplemental	High School, Middle School	+
A Noble Experiment		High School			+
AIM Academy		High School			+
Abeka		All Ages			+
Accelerated Christian Education (ACE)		Early Elementary, Upper Elementary, Middle School			+
Addison Wesley-Scott Foresman		All Ages			+
Adventures In Writing		All Ages			+
Alaska History Course		High School			+
Alaska Land In Motion		Early Elementary, Middle School, High School			+
Aleks		Early Elementary, Middle School, High School			+
Algebra I - IPass		Middle School			+
Alpha Omega		All Ages			+
American Education Publishing		Upper Elementary			+
Animated Hero Classics		Upper Elementary, Middle School			+
Apologia		All Ages			+

Artelier	Early Elementary, Upper Elementary, Middle School	+
Aunt Phil's Trunk	Early Elementary, Middle School, High School	+
Berean Builders	High School	+
Big Ideas Math	Comprehensive All Ages	+
Bob Jones	All Ages	+
Bravewriter	All Ages	+
Build Your Library	Middle School, High School	+
Calvert	Upper Elementary, Middle School, High School	+
Carson-Dellosa Publishing	Upper Elementary	+
Center For Lit	High School	+
Chalkdust Company	Early Elementary, Middle School, High School	+
Chicken Scratch Books	Supplemental High School, Middle School	+
Child Of The Redwoods	Supplemental Early Elementary, Upper Elementary	+
Christian Light Education	Upper Elementary, Middle School	+
Class Of 1	High School	+
Classical Conversations	Early Elementary, Middle School, High School	+
Classroom With A View	High School	+
Compass Learning	All Ages	+
Connecting Math Concepts (CMC)	Upper Elementary, Middle School	+

Core Curriculum	Early Elementary, Middle School, High School	
Core Learning	Early Elementary, Middle School, High School	+
Creating A Masterpiece	Upper Elementary, Middle School	+
Creative Teaching Press: The Learning Works	Upper Elementary, Middle School	+
Criterion Writing	Early Elementary, Middle School, High School	+
D'Nealian	Early Elementary, Upper Elementary, Middle School	+
Debra Bell	Online Comprehensive High School	+
Delta Education	Upper Elementary, Middle School	+
Denison	High School	+
Discovering Design With Chemistry	High School	+
EMC Paradigm Publishing	Early Elementary, Middle School, High School	+
Elements Of Mathematics - Foundations	Middle School, High School	+
Encore	Early Elementary, Middle School, High School	+
English For The Thoughtful Child	Upper Elementary, Middle School	+
Eureka	All Ages	+
Evan-Moor	Supplemental Early Elementary, Upper Elementary, Middle School	+
Everyday Math	Early Elementary, Upper Elementary	+
Excellence In Literature	High School	+
Experience Biology	High School	+

Film School 4 Teens	Online, Hands On High School, Middle School	
First Language Lessons(Peace Hill Press)	Early Elementary, Upper Elementary	+
Follet	Early Elementary, Middle School, High School	+
For Such A Time As This	High School	+
Frank Schaffer Publications: Skill For Scholars	Upper Elementary, Middle School	+
Geo Matters	Middle School, High School	+
Glencoe/McGraw-Hill	Early Elementary, Middle School, High School	+
Great Source	Early Elementary, Middle School, High School	+
HS4CC	High School	+
Harcourt Co.	Early Elementary, Middle School, High School	+
Higher Altitudes For Language Arts	High School	+
Holt	All Ages	+
Holt Rinehart & Winston	Middle School, High School	+
Hooked On Phonics	Early Elementary, Upper Elementary	+
Houghton Mifflin	Upper Elementary, Middle School	+
Icanlearnonline.Com	Middle School	+
Ignitia (Online Version Of Switched On Schoolhouse)	Early Elementary, Middle School, High School	+
Imagine Learning	Online Supplemental All Ages	+
Indiana University	High School	+

Institute For Excellence In Writing All Ages

Joy Hakim Middle School, High School

K-12 All Ages

Keas Middle School, High School

Key Curriculum Middle School, High School

Keystone National High School High School

Khan Academy Supplemental All Ages

Konos Early Elementary, Middle School, High School

Language Strategies Curriculum Middle School

Lexia All Ages

Lindamood-Bell All Ages

Live Education Early Elementary, Upper Elementary, Middle School

MacMillian/McGraw-Hill All Ages

Mark Kistler Online Art Academy Early Elementary, Middle School, High School

Marshall Cavendish Education Early Elementary, Upper Elementary, Middle School

Master Books All Ages

Math Mammoth Comprehensive Early Elementary, Upper Elementary, Middle School

Mavis Beacon Early Elementary, Middle School, High School

Mayron Cole Method Early Elementary, Upper Elementary, Middle School

McDougal-Littell	Early Elementary, Middle School, High School	
McGraw Hill	Early Elementary, Upper Elementary	+
Meet The Masters	All Ages	+
Memoria Press Online Academy	All Ages	+
Michael Clay Thompson	Early Elementary, Upper Elementary, Middle School	+
Moving Beyond The Page	Upper Elementary, Middle School	+
Mr. D Math	Online Middle School, High School	+
Mr. D Math (For English)	Online Supplemental High School, Middle School	+
Muzzy	Early Elementary, Upper Elementary	+
Mystery Of History	All Ages	+
Nicole The Math Lady	Online High School, Middle School, Upper Elementary	+
North Dakota Div. of Ind. Study (NDIS Or NDCDE)	Early Elementary, Middle School, High School	+
Notgrass History	Middle School, High School	+
Nystrom	Upper Elementary	+
Oak Meadow School	All Ages	+
Online G3	Middle School, High School	+
PAC (Paradigm Accelerated Curriculum)	High School	+
PCI Reading Program	Early Elementary, Upper Elementary	+
Pacemaker/Pearson	High School	+

Paradigm Publishing	High School	-
Peace Hill Press	Middle School, High School	+
Pearson	All Ages	+
Penn Foster	Middle School, High School	+
PowerGlide	All Ages	+
Prentice Hall	All Ages	+
Psychology: A Christian Perspective	Online High School	+
Raddish	Upper Elementary, Middle School	+
Ramsey Education	High School	+
Razzle Dazzle Creative Writing	All Ages	+
Reading Horizons	All Ages	+
Rightstart Math	All Ages	+
Rocket Phonics	Early Elementary, Upper Elementary	+
Ron Paul	All Ages	+
Rosetta Stone	All Ages	+
SRA	All Ages	+
Saxon Phonics	Early Elementary	+
Scholastic Inc.	All Ages	+
Schoolhouse Teachers	All Ages	+

Science Shepherd Early Elementary, Upper Elementary

Scott Foreman-Addison Wesley All Ages

Seton Home Study High School

Shormann Algebra Middle School, High School

Shurley English Early Elementary, Upper Elementary, Middle School

Silver Burdett Ginn All Ages

Singapore Math All Ages

Singapore Physics High School

Sonlight All Ages

Standard Deviants Middle School, High School

Steck-Vaughn Co. Middle School, High School

Story Of The World Middle School, Upper Elementary

Study.Com High School, Upper Elementary, Middle School

Suzuki Middle School, High School

Switched On Schoolhouse All Ages

Tapestry Of Grace All Ages

Teach Your Child To Read In 100 Easy Lesson All Ages

The Art Of Problem Solving Middle School, High School

The Four Pillars Of Geometry Supplemental High School

The Good And The Beautiful Early Elementary, Upper Elementary, Middle School

The Great Courses Supplemental High School +

The Joy Of Signing All Ages +

The Learning Company Early Elementary, Upper Elementary, Middle School +

The Mail Box Early Elementary, Upper Elementary +

The Ordinary Parent's Guide To Teaching Reading Early Elementary, Upper Elementary +

The Potter's School Middle School +

The Robinson Curriculum All Ages +

The Thinking Toolbox Upper Elementary, Middle School +

The Virtual School High School +

Thinkfast All Ages +

Thomson High School +

Total Health High School +

Trail Guide For Learning/Geo Matters Upper Elementary, Middle School +

UAA High School +

UCSMP High School +

University Of Missouri Center Of Indept. Study Early Elementary, Middle School, High School +

University Of Nebraska-Lincoln High School +

Unlock Math High School, Middle School +

V-Math	Early Elementary, Middle School, High School	+
Veritas Press	Upper Elementary	+
Video Text	Middle School, High School	+
Weekly Reader Publishing	Upper Elementary	+
Well Trained Mind Academy	Early Elementary, Middle School, High School	+
Williamsburg Academy	Middle School, High School	+
Winter Promise	Early Elementary, Middle School, High School	+
Write Source	Early Elementary, Middle School, High School	+
Writing Strands	Early Elementary, Middle School, High School	+
Writing With Ease (Peace Hill Press)	Early Elementary, Upper Elementary	+
Young Scientist's Club	Upper Elementary	+
Zaner Bloser	Early Elementary, Upper Elementary	+
Zometool System	Early Elementary, Middle School, High School	+
Zoo Phonics		+
IPass	Early Elementary, Middle School, High School	+



Throughout the Matanuska-Susitna Borough School District (MSBSD), we are living in the ancestral territory of the

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Dena'ina and Ahtna Peoples, and we offer our respect to their elders past and present. Mat-Su Central School (MSC) is committed to honoring the land, culture, and language of the Alaskan Native people and all Indigenous people.

Mat-Su Central, under the authority and guidance of the MSBSD, was founded and functions under the belief that choice is an important and viable option in American public education. MSC is a trauma-sensitive school, and our programs are provided for those students and families who choose an alternative to the traditional neighborhood schools. These programs are organized around the needs of students and families.

We are proud to be fully accredited by Cognia and also one of the *Capturing Kids' Hearts National Showcase Schools*® for 2019-2020.

Find out more at:
- [Cognia](#)
- [Capturing Kids' Hearts](#)



Search Curriculum

Subject

- Art
- Health
- Language Arts
- Math
- Music
- Other
- Science
- Social Studies
- Technology
- World Language

Age Range

Method

- Hands On
- Online
- Paper & Pencil

Grading

Exploration Education Staff Notes Hands On, Online Comprehensive Middle School, High School, Upper Elementary

GO Math Staff Notes Paper & Pencil Comprehensive Early Elementary, Upper Elementary, Middle School

Ideal for a student who... wants to remain aligned with district curriculum.

Advantages

- Colorful, visually appealing to children
- Common core standards align to state testing
- Progression of 'I do, we do, you do'
- Extension problems and reading/writing emphasis good for high-level readers

Disadvantages

- Lack of spiral review
- Unconventional teaching methods, which can be confusing for parents
- Often spends too much time on quickly mastered content
- Can be tough for struggling readers/writers
- Lacks the online component usually available
- Certain skills may need to be supplemented with additional learning activities.

More Details

Available in MSC Book Store

<https://www.hmhco.com/programs/go-math>

Graded By Parent

Rigor Level: Average

Handwriting Without Tears Staff Notes Paper & Pencil Comprehensive Early Elementary, Upper Elementary

Horizons Staff Notes Paper & Pencil Comprehensive Early Elementary

Institute For Excellence In Writing (IEW) Staff Notes Online, Paper & Pencil Comprehensive All Ages

Learning Springs Staff Notes Paper & Pencil Comprehensive High School, Middle School

HMM GO MATH!™ K-6 Available in Spanish

Built for Teacher and Student Success

Go Math! for Grades K–6 combines trusted content, practice, and games with user-friendly tools aimed at guiding every learner toward mastery.

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The Tools to Engage Learners at All Levels

Learn how Go Math! boosts teacher and student success. [REQUEST INFO](#) [GET A SAMPLE](#) [SUBSCRIBE](#)



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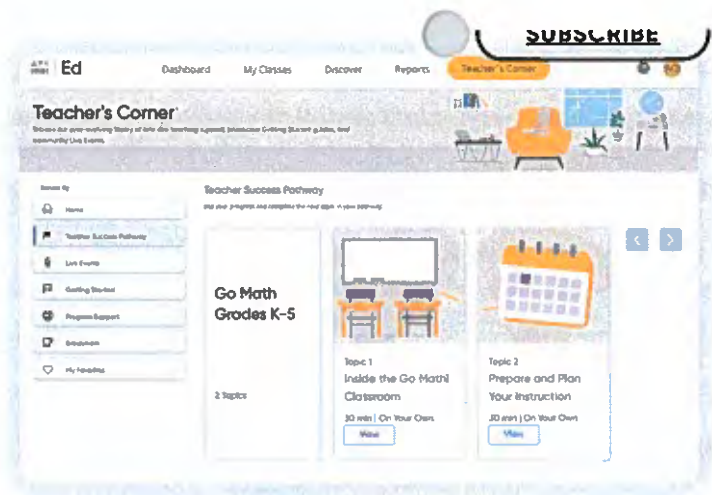
The Tools to Engage Learners at All Levels

Go Math! has provided trusted content for more than seven million students worldwide. Now we've incorporated more supports to ensure every teacher can feel confident teaching math. The program emphasizes ease of use, bringing together assessment, personalized and adaptive practice, and on-demand professional learning, on one manageable system.

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One Time-Saving Platform

Go Math! sets teachers up for success with a practical roadmap for daily lesson planning, assessment that automatically places students into personalized, adaptive practice, and access to rich professional development resources—all on a single platform.

Dynamic Personalization

Embedded ***Waggle*** ([/programs/waggle](https://programs/waggle)) activities, available in English and Spanish, deliver dynamic **personalized learning** ([/blog/what-is-personalized-learning-in-education](https://blog/what-is-personalized-learning-in-education)) based on students' ***HMH Growth Measure™*** ([/programs/hmh-growth-measure](https://programs/hmh-growth-measure)) scores.



Ready-to-Go Resources

Our Tabletop Flipchart enhances **small-group math instruction** ([/blog/math-small-group-instructional-strategies](https://blog/math-small-group-instructional-strategies)) with ready-made mini lessons for targeted skills support. Additionally, *Go Math!* offers abundant resources for centers, **differentiated math instruction** ([/blog/strategies-for-differentiated-](https://blog/strategies-for-differentiated-)

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Learn how *Go Math!* boosts teacher and student success.

SUBSCRIBE

math-instruction), and the Tier 2 and Tier 3 supports teachers know and trust.

Attention, Current *Go Math!* Customers

Our new and improved *Go Math!* curriculum for Grades K–6 has arrived and is ready to meet the demands of today's classrooms. Rest assured, we are still here to support teachers using the current version of the program.

[PROGRAM LOGIN \(HTTPS://WWW.HMHCO.COM/LOGIN\)](https://www.hmhco.com/login)

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STUDENT EXPERIENCE

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Authentic Learning Connections

Go Math! is designed using the proven **5E instructional model** (</blog/5e-instructional-model>), guiding students toward proficiency by building on their previous understanding of mathematical concepts. Embedded **formative math assessments** (</blog/math-formative-assessment-examples>) ensure students get the support they need.



Math Talk for Collaboration

Embedded Math Talk and collaborative activities encourage lively discourse. Students of all languages feel safe to participate in the math community. Math Talk, new Launch Lessons, Math Centers, and games offer fun opportunities for investigation and discussion.

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Learn how *Go Math!* boosts teacher and student success.

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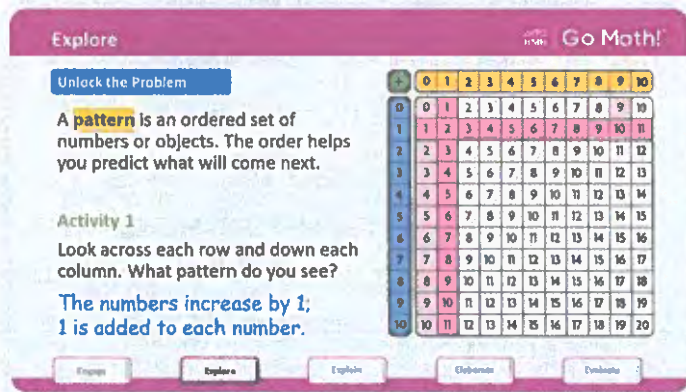
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Acceleration for Every Learner

Waggle goes beyond adaptive practice to complement daily lessons in supporting students at all proficiency levels with curated practice and learning activities that address individual skill gaps.



TEACHER EXPERIENCE



STREAMLINED INSTRUCTION

Customizable Lesson Presentations

Our streamlined lesson planning, which includes ready-made, editable Classroom Lesson Presentations, saves teachers hours of work.

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Learn how Go Math! boosts teacher and student success.

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WIDA-ALIGNED RESOURCES

Support for Multilingual Learners

Go Math! now includes extensive, WIDA-aligned supports for multilingual learners for every lesson, and additional proficiency-level support for pulled small-groups is available via the Tabletop Flipchart.

Planning for Instruction			
Language Support	Substantial (WIDA Level 1)*	Moderate (WIDA Levels 2 & 3)*	Light (WIDA Levels 4 & 5)*
Student's Use of Language	<ul style="list-style-type: none"> uses single words uses common short phrases heavily relies on visual supports and use of manipulatives 	<ul style="list-style-type: none"> uses single words uses some academic vocabulary relies on visual supports and use of manipulatives 	<ul style="list-style-type: none"> uses a variety of sentences uses academic vocabulary benefits from visual supports and manipulatives
Ways to Assess Understanding	<p>Listening: points to pictures, words, or phrases to answer questions</p> <p>Speaking: answers yes/no questions</p> <p>Reading: matches symbols to math terms and concepts</p> <p>Writing: draws a visual representation of a problem</p>	<p>Listening: matches, categorizes, or sequences information based on visuals</p> <p>Speaking: begins to explain reasoning, asks math questions, repeats explanations from peers</p> <p>Reading: identifies important information to solve a problem</p> <p>Writing: uses simple sentences and visual representations</p>	<p>Listening: draws conclusions and makes connections based on what they heard</p> <p>Speaking: explains and justifies concepts and solutions</p> <p>Reading: understands information in math contexts</p> <p>Writing: completes sentences using some academic vocabulary</p>



TEACHER SUCCESS PATHWAYS

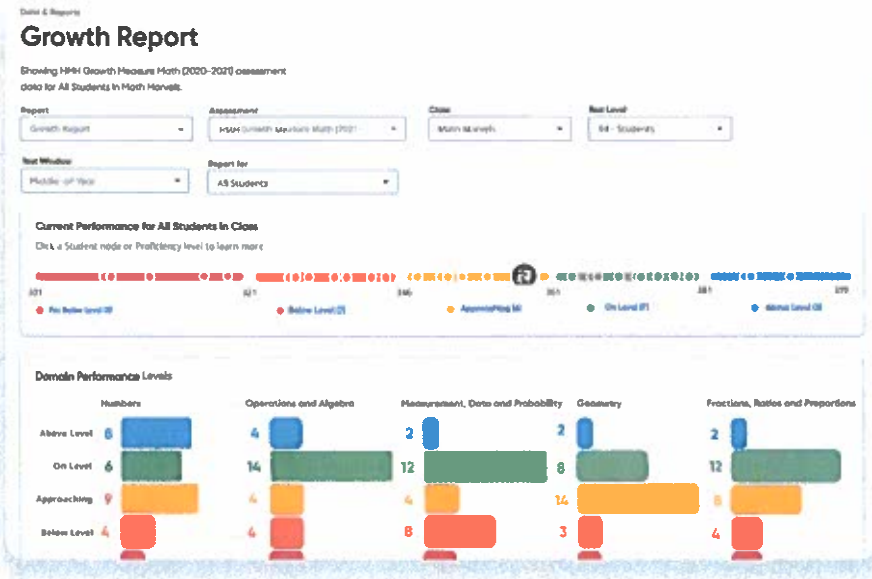
Unlimited Implementation Support

Embedded on-demand training and week-by-week planning guidance build teacher confidence in just 30 days, putting them on a clear pathway to success.

The Power of Connected Teaching and Learning

Ed, HMH's learning platform, offers a connected teaching experience for Go Math! where assessment informs personalized practice, and teachers get the support they need, when they need it—all on one seamless system.

Learn how Go Math! boosts teacher and student success. **Benchmark Assessment** **REQUEST INFO** **Personalized Skill** **Professional Learning** **GET A SAMPLE** **Exhibit B, Page 8 of 13** [HTTPS://LEARNING.HMHCO.COM/GO-MATH-DSE](https://learning.hmhco.com/go-math-dse) **SUBSCRIBE**



Benchmark Assessment

HMH Growth Measure's valid and reliable benchmark assessments can automatically place students into personalized, adaptive practice based on domain and grade-level readiness, and further provide teachers with timely insights into proficiency.

Learn how *Go Math!* boosts teacher and student success.

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7 Strategies for Teaching Math to English Language Learners

These ELL strategies for math instruction will help you with teaching math to English language learners and supporting math learning for multilingual students.

Richard Blankman
Shaped Editor

September 10, 2021

[READ MORE >](https://www.hmhco.com/blog/strategies-for-teaching-math-to-english-language-learners-ells)
([HTTPS://WWW.HMHCO.COM/BLOG/STRATEGIES-FOR-TEACHING-MATH-TO-ENGLISH-LANGUAGE-LEARNERS-ELLS](https://www.hmhco.com/blog/strategies-for-teaching-math-to-english-language-learners-ells))

Technology and Personalized Learning

Discover the benefits of technology and personalized learning in the classroom—and digital tools that can automate the personalized learning process.

Aoife Dempsey
Senior Vice President Product Management, HMH

April 01, 2022

[READ MORE >](https://www.hmhco.com/blog/personalized-learning-using-technology)
([HTTPS://WWW.HMHCO.COM/BLOG/PERSONALIZED-LEARNING-USING-TECHNOLOGY](https://www.hmhco.com/blog/personalized-learning-using-technology))

Teaching for Mathematical Knowledge for Teachers

To teach math well, teachers need a specialized type of knowledge called knowledge for teaching.

Dr. Sue Chapman
Professional Learning Consultant, HMH

May 13, 2022

[READ MORE >](https://www.hmhco.com/blog/knowledge-for-teaching)
([HTTPS://WWW.HMHCO.COM/BLOG/KNOWLEDGE-FOR-TEACHING](https://www.hmhco.com/blog/knowledge-for-teaching))

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HMH Go Math! (https://www.hmhco.com/programs/go-math)

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Social Studies (https://www.hmhco.com/classroom-solutions/social-studies)

Classroom Login (https://www.hmhco.com/login)

Intervention (https://www.hmhco.com/classroom-solutions/intervention)

Research Library (https://www.hmhco.com/research)

Supplemental (https://www.hmhco.com/classroom-solutions/supplemental)

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Have questions about HMH's acquisition of NWEA? We answer them here.

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The Tools to Engage Learners at All Levels

Learn how Go Math! boosts teacher and student success.

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cded.gov

An official website of the State of North Dakota

Language: English

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"Be Legendary"

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 North Dakota's Online School for Personalized Learning
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 Student
 User Guide
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COURSES
 How to Enroll
 High School
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 Credit Recovery
 Dual Credit
 Elementary School K-5

LOGIN
 Learning Login
 Where students access their courses.
[Learning Login](#)
 Store Login

High School

Categories



Aerospace



Agriculture



Art



Agriculture

Mode of Instruction
 Asynchronous

Completion Length
 140

Credit
 1/2 credit

Graduation Criteria
 CTE Course



MIS03: 01034 1/2 credit

Agribusiness I (HAG3061B)



MIS03: 01035 1/2 credit

Agribusiness II (HAG3062B)



MIS03: 01012 1/2 credit

Agricultural Careers (HAG2071B)



MIS03: 01043 1/2 credit

Agricultural Mechanics I (HAG1401B)



MIS03: 01043 1/2 credit

Agricultural Mechanics II (HAG1402B)



MIS03: 01061 1/2 credit

Animal Science I (HAG2371B)

Core/Elective Course

Animal Science I (HAG2371B)

Animal Science I is an introductory course in animal husbandry. This course will give the students general animal science skills. This course will provide the students with the basic education to successfully complete advanced animal science courses. It will discuss basic animal physiology, digestion, reproduction and genetics. It is highly recommended that Animal Science I be taken prior to the Veterinary Science, Equine Science and advanced Animal Science courses. Upon completion of this course, students will have excellent basic animal science skills that will lead to successful completion of upper level animal science courses.

Partner Alliance



This course offering is made possible through an alliance with ND CDE and the Nelson Academy of Agricultural Sciences.

Course Syllabus

This computer generated PDF syllabus provides an exact outline of all topics and assignments presented to the student.

North Dakota State Course Codes (MIS03)

This is a single semester (0.5 credit) course. The MIS03 code for this course is: 01061

Career Technical Education (CTE) Course

This course meets standards for the Career and Technical Education graduation requirement. [Click here for details.](#)

Course Duration and Extension

This course is designed to be completed in a 20 week semester. Students may extend the time for completion to 40 weeks by re-purchasing the course as a *Course Extension before the end of the 20 week enrollment.*

Computer Requirements for Online Courses

This is an online course. [Click here to view minimum computer requirements.](#) Phones, tablets, and other computing devices, while they may work for some NDCDE services, are not supported for submitting assignments, posting discussions, or taking assessments.

MIS03 Code: 01061

Mode of Instruction: Asynchronous

Course Maximum Completion Length: 140 Days (20 Weeks, 0 Days)

Course Syllabus: LMS Generated PDF File



Animal Science I (HAG2371B)

NDCDE Resources

Welcome: Start Here!

Discussion Board: Getting to Know You- Complete Before Unit 1 (Within First 10 Days of Class)

Course Overview, Grading, Projects- VERY IMPORTANT TO READ FIRST!!!

Personal Portfolio - Complete within first FIVE days of course

Supervised Agriculture Experience Project- SAE- Major Grade- READ ALL!!!

SAE Project Requirements- READ NOW!!!

SAE Examples! (Important Resource for your SAE Portfolio)

SAE Skill Sets (Important Resource for your SAE Portfolio)

QUIZ- SAE- Complete after reading all materials about the SAE Project

SAE Teacher Contact Assignment

Unit 1: Intro. to Animal Science- Animal Domestication, Nomenclature & Species (Chapters 1-3)

Download Textbook

1. Study Guide & Notes (Complete all items in this unit in order)
2. Chapters 1-3 Assignment
3. Taxonomy Basics
4. Taxonomy Video Assignment
5. Assignment- Unit 3 Taxonomy
6. Video: A Deeper Look into Breeds-Livestock Heritage Breeds
7. Heritage Breed Video Assignment
8. Unit 1 Crossword Puzzle- Read Instructions via Pencil Icon

Unit 2: Animal Protein, Meats, and Hormones/Meat Production (Chapter 4-6)

1. Study Guide & Notes: Chapters 4-6 (Complete all items in this Unit in order)
 2. Chapters 4-6 Assignment
 3. Aquaculture Video
 4. Aquaculture Video Assignment
 5. Meat Cuts Comparison Worksheet- Assignment
 6. Meat Cuts Comparison Assessment
- Beef Retail Cuts -- Use to learn the retail cuts. No assignment.
7. Beef Primal Cuts Game- Assignment
 8. Beef Retail Cuts Game- Assignment
 9. Synthetic Hormones and Meat Production Discussion Board

Unit 3: Other Animal Products- Milk, Eggs, and Wool (Chapters 7-8)

1. Study Guide & Notes: Chapters 7-8 (Complete all assignments in this Unit in order)

2. Chapters 7-8 Assignment
3. Video: The Art of Cheesemaking
4. Cheesemaking Video Assignment
5. Video: Why and How to Candle Your Eggs
6. Video Assignment: Why and How to Candle Your Eggs
7. Wool Grading Article
8. Animal Products Crossword Review

Unit 4: Animal Biology- Cells and Cell Functions (Chapters 9-11)

1. Study Guide & Notes: Chapters 9-11 (Complete all items in this Unit in order)
2. Chapters 9-11 Assignment
3. Animal Cell Video
4. Eukaryopolis Video Assignment
5. Animal Cell GAME- Assignment
6. Phases of Meiosis Video
7. Mitosis Video Creation- Assignment
8. Meiosis Game Review- Assignment
9. Unit 4: Animal Cells Crossword Puzzle

Unit 5: Anatomy & Physiology (Chapters 12-15)

1. Study Guide & Notes: Chapters 12-15 (Complete all assignments in this Unit in order)
2. Chapters 12-15 Assignment
3. Animal Systems Matching
4. Dairy Cattle Parts Game- Assignment
5. External Parts of Horse Game- Assignment
6. External Parts of the Sheep Game- Assignment
7. Chicken Anatomy Video- Watch and Prepare for Questions
8. Chicken Anatomy Video Assignment
9. Pig Skeletal System- Assignment

Unit 6: Animal Systems- Digestive and Hormone (Chapters 16-18)

1. Study Guide & Notes: Chapters 16-18 (Complete all items in this Unit in order)
2. Chapters 16-18 Assignment
4. Endocrine System Functions for Livestock Assignment
3. Ruminant Digestive System Model- Assignment
5. Cow Reproductive Hormones Video- Watch and Prepare for Questions
6. Cow Reproductive Hormone Video Assignment
7. Dairy Special- America's Heartland- Watch and Prepare for Assignment
8. America's Heartland Dairy Video Assignment- Complete and Submit

Unit 6 Crossword

Midterm: Animal Science I

2nd Portfolio: Midterm Portfolio – READ INSTRUCTIONS & COMPLETE NOW!

Unit 7: Reproduction and Fertilization (Chapters 19-21,36)

1. Study Guide & Notes: Chapters 19-21, 36 (Complete all items in this Unit in order)
2. Chapters 19-21, 36 Assignment
4. Video: Synchronizing Estrus, Heat Detection, & AI
5. Video Assignment- Synchronization of Estrus, Heat Detection, & AI
6. Video: Milk Matters, "Meet America's Dairy Farmers"
7. Video Assignment: Milk Matters
8. Farm Management Assignment

Unit 8: Genetics and Inheritance (Chapters 22-24)

1. Study Guide & Notes: Chapters 22-24 (Complete all assignments in this Unit in order)
2. Chapters 22-24 Assignment
3. DNA Structure and Replication Video
4. Video- Heredity: Crash Course Biology
5. Video Assignment- Heredity
6. Punnett Square Practice- Assignment
7. Baby Bunny Creation- Assignment
8. Unit 8 Genetics & Inheritance Crossword

Unit 9: Genetic Selection and Mutation (Chapters 25-26)

1. Study Guide & Notes: Chapters 25-26 (Complete all items in this Unit in order)
2. Chapters 25-26 Assignment
3. Video- Natural Selection
4. Natural Selection Video Assignment
5. Article- Mutation and Milk Yields in Dairy Cattle
6. Article Assignment: Mutation & Milk Yields in Dairy Cattle

Unit 10: Digestion and Nutrition Needs (Chapters 27-31)

1. Study Guide & Notes: Chapters 27-31 (Complete all items in Order)
2. Chapters 27-31 Assignment
3. Video: Types of Livestock Digestive Systems
4. Digestion Video Assignment
5. Digestion Story Assignment
6. Nutritional Information on Feed Labels
7. Functions, Deficiency Symptoms, and Signs of Minerals in Livestock- Assessment
8. Unit 10 Digestion/Nutrition Crossword

Unit 11: Animal Feed and Rations (Chapters 32-35)

1. Study Guide & Notes: Chapters 32-35 (Complete all items in this Unit in order)
2. Chapters 32-35 Assignment
3. Assignment: Feed Marketing Pamphlet
4. Video: Tips to make silage
5. Silage Video Assignment
6. Implant Cattle Properly Video
7. Hormone Implant Video Assignment
8. Pearson Square Help- PowerPoint
Balancing a Feed Ration Using the Pearson Square Method
9. Pearson Square Math Practice

Final SAE Project- TURN IN HERE

3rd Portfolio: FINAL Portfolio – READ ALL DIRECTIONS & COMPLETE NOW!

Final Exam: Animal Science I

NAASO Survey -- Submit a screen shot of the completed survey screen for credit.

End of Course Survey

End of Course Survey

masucentral.org/resources/curricula

Search Curriculum

Subject -

- Art
- Health
- Language Arts
- Math
- Music
- Other
- Science
- Social Studies
- Technology
- World Language

Age Range +

Method -

- Hands On
- Online
- Paper & Pencil

Psychology: A Christian Perspective Online High School

Raddish Upper Elementary, Middle School

Ramsey Education High School

Razzle Dazzle Creative Writing All Ages

More Details-

Reading Horizons All Ages

Rightstart Math All Ages

Rocket Phonics Early Elementary, Upper Elementary

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Search [All Grades] [All Subjects] [Q]



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Razzle Dazzle Learning's writing and language arts products were successfully designed and developed for teachers in regular classrooms, for parents of home school students, and for teachers in distance learning programs the world over.

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- Daily Dazzle Elementary
- Daily Dazzle Middle School
- Expository Writing Middle School
- FREE Creative and Expository Writing Lessons Middle School
- FREE DD A - E & J Lessons 1 - 8 Grades
- Interactive Writing Notebook and Lessons Middle School
- Poetry Middle School
- Reading Comprehension Middle School

GRADES

3rd 8th

Download a FREE DD A - E & J Lesson for grades 1 - 8. Includes lesson plans, writing prompts, and more.



Check out the Daily Dazzle Tool Box. It contains the rules approved in ALL the Daily Dazzle and is coordinated by page number to each of the Daily Dazzle Lessons.

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<p>DD D Dondled Ball Ringar Grade 7 - Lessons...</p> <p>\$46.00 \$29.00</p> <p>★★★★★ 73</p>	<p>Poetry Unit - Middle School 6 - 8 ...</p> <p>\$19.00</p> <p>★★★★★ 161</p>	<p>Creative Writing Designed To Turn Students On...</p> <p>\$66.00 \$59.50</p> <p>★★★★★ 16</p>	<p>Interactive Weekly Writing Journal Lessons...</p> <p>\$66.00 \$49.00</p> <p>★★★★★ 16</p>



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CUSTOM CATEGORIES

Creative Writing Lessons
Middle School

GRADES

- 4th 8th
- 5th 9th
- 6th 10th
- 7th

OTHER

- Not Grade Specific
- Homeschooler

SUBJECT

English Language Arts

PRICES

- Free
- Under \$5
- \$5 - \$10
- \$10 and up

TOP RESOURCE TYPES

- Activities
- Assessment
- Centers
- Independent Work Packet
- Lesson
- Printables
- Projects
- Worksheets

MY FEATURED ITEMS



DD D Bundled Bell Ringer Grade 7 - Lessons...

~~\$40.00~~ **\$29.00**
★★★★★ 72



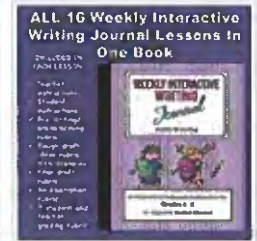
Poetry Unit - Middle School 6 - 8 ...

\$19.00
★★★★★ 263



Creative Writing Designed To Turn Students On...

~~\$135.00~~ **\$69.50**
★★★★★ 15



ALL 16 Weekly Interactive Writing Journal Lessons in One Book

~~\$80.00~~ **\$49.00**
★★★★★ not yet rated

MY PRODUCTS

sort by: Best Sellers view: [grid icon] [list icon]



HALLOWEEN HAUNTED HOUSE - CC NARRATIVE WRITING - GRADES 6 - 8

By Razzle Dazzle Learning

\$5.00
★★★★★ 54

This student directed Halloween narrative writing lesson is for grades 6 - 8. It allows students to independently write a narrative story about a haunted house that is real or imagined. Students will brainstorm idea...

Subjects: English Language Arts, Creative Writing, Writing-Essays
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Rubrics
CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

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HALLOWEEN INANIMATE OBJECT OBITUARY - CC Narrative Writing Lesson - Grades 6 - 8

By Razzle Dazzle Learning

\$5.00
★★★★★ 40

This student directed writing lesson for grades 6 - 8, puts a higher level thinking twist on learning how to write an obituary. Students love this assignment! Teaching It is fun too, especially since the grading...

Subjects: English Language Arts, Creative Writing, Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Rubrics
CCSS: W.6.3, W.6.3a, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3, W.7.3a...

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Creative Writing Lesson Plan - Survival in the Wilderness

By Razzle Dazzle Learning

\$5.00
★★★★★ 11


This STUDENT DIRECTED lesson plan may be used to integrate literature into writing about survival. It includes a critical question to prompt students and allows them to choose from a list, four items th...

Subjects: English Language Arts, Creative Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Lesson
CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

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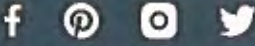
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Creative Writing Designed To Turn Students On To Writing Grades 4 - 8

Subjects: English Language Arts, Creative Writing, Writing
 Grades: Not Grade Specific
 Types: Worksheets, Graphic Organizers, Rubrics
 CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

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TEACHING CREATIVE WRITING

By Razzle Dazzle Learning

\$15.00

★★★★★ 6

This little book will explain how to systematically and effectively teach creative writing to children of all ages. There are rubrics, scoring guides, and many ideas and examples to make teaching and grading...

Subjects: English Language Arts, Creative Writing
 Grades: 5th, 6th, 7th, 8th, Homeschool
 Types: Teacher Manuals, Graphic Organizers, Rubrics

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Thanksgiving and Christmas Family Holiday Menu and Narrative CC Writing Lesson

By Razzle Dazzle Learning

\$5.00

★★★★★ 10

In this fun holiday writing lesson, 6 - 8-grade students will design a family menu after learning menu appropriate vocabulary. Then they will write a personal narrative describing their own family traditions, ...

Subjects: English Language Arts, Creative Writing, Vocabulary
 Grades: 6th, 7th, 8th, Homeschool
 Types: Worksheets, Graphic Organizers, Rubrics
 CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

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WISH LIST



Creative Writing Lesson Plan - How To Write In Paragraphs

By Razzle Dazzle Learning

\$5.00

★★★★★ 16

This STUDENT DIRECTED creative writing lesson plan teaches students how to break a story into paragraphs. The topic of the lesson is fruit, which is a topic every child has a bank of knowledge for. The Lesson...

Subjects: English Language Arts, Creative Writing
 Grades: 6th, 7th, 8th, Homeschool
 Types: Worksheets, Graphic Organizers, Lesson
 CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

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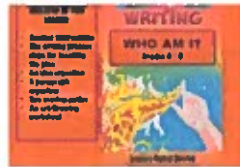


Creative Writing Lesson Plan - WHO AM I?!

By Razzle Dazzle Learning

\$5.00

★★★★★



This STUDENT DIRECTED creative writing lesson teaches students how to write a personal narrative and to organize their story into introduction, body, and conclusion. This lesson is particularly good fo...

★★★★★ 7

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Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Worksheets, Graphic Organizers, Lesson

CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...



Creative Writing - Your Own Personal Cartoon (Write a story and draw a cartoon)

\$5.00

By Razzle Dazzle Learning

★★★★★ 3

This STUDENT DIRECTED creative writing lesson asks students to write a story and then draw the story in cartoon form. It teaches students about using dialog boxes and the onomatopoeia. This lesson Plan is...

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WISH LIST

Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Worksheets, Graphic Organizers, Lesson

CCSS: W.6.4, W.6.5, W.6.6, W.6.10, W.7.4, W.7.5, W.7.6, W.7.10, W.8.4, W.8.5, W.8.6...



Creative Writing Lesson Plan - TALL Tales

\$5.00

By Razzle Dazzle Learning

★★★★★ 3

This STUDENT DIRECTED creative writing lesson allows students to have fun exaggerating by writing a tall tale. It is an excellent lesson in which to teach hyperbole. The Lesson Plan is student graded and...

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WISH LIST

Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Worksheets, Graphic Organizers, Lesson

CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...



Creative Writing Lesson Plan - START WITH THE END

\$5.00

By Razzle Dazzle Learning

★★★★★ 1

This STUDENT DIRECTED creative writing lesson asks students to use higher level thinking skills to make up the ending of the story and use it as the introduction. A completed example is included to show what...

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WISH LIST

Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Worksheets, Graphic Organizers, Lesson

CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...



Creative Writing Lesson Plan - THE PERFECT DAY

\$5.00

By Razzle Dazzle Learning

★★★★★ 1

This STUDENT DIRECTED creative writing lesson asks students to describe the perfect day for them. They can do whatever, go wherever, be with whomever, and however, they want to. It is a student favorite...

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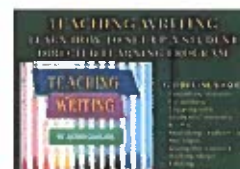
WISH LIST

Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Worksheets, Graphic Organizers, Lesson

CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...



Teaching Writing - Learn How To Set Up A Student Directed Learning Program

\$6.00

By Razzle Dazzle Learning

★★★★★ 10

LEARN HOW TO SET UP A WRITING PROGRAM THAT ENCOURAGES INDEPENDENT LEARNING. Teaching this way greatly decreases teachers'/parents' grading time and workload and allows students to...

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Subjects: English Language Arts, Creative Writing, Writing
Grades: 4th, 5th, 6th, 7th, 8th, 9th, 10th, Homeschool
Types: Teacher Manuals, Worksheets, Graphic Organizers

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Creative Writing Lesson Plan - SHIP WRECKED

By Razzle Dazzle Learning

This STUDENT DIRECTED creative writing lesson is an absolute favorite with students. They are asked to make basic life decisions concerning themselves and others when they find themselves...

Subjects: English Language Arts, Creative Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Lesson
CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

\$5.00
★★★★★ 7
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TEACHING WRITING - Expository

By Razzle Dazzle Learning

LEARN HOW TO SYSTEMATICALLY AND EFFECTIVELY TEACH EXPOSITORY WRITING TO CHILDREN. Including: 1. Providing reason for writing 2. Learning how to "Tap" into students' memory banks 3...

Subjects: English Language Arts, Writing-Expository
Grades: 6th, 7th, 8th, Homeschool
Types: Teacher Manuals, Worksheets, Rubrics

\$10.00
★★★★★ 5
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Creative Writing Lesson Plan - MY HERO

By Razzle Dazzle Learning

This STUDENT DIRECTED creative writing lesson plan teaches students to think about what they value and admire in a person and to reflect upon their own beliefs because they have to pick someone they...

Subjects: English Language Arts, Creative Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Lesson
CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

\$5.00
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Creative Writing Lesson Plan - PERSUASIVE ESSAY

By Razzle Dazzle Learning

This STUDENT DIRECTED creative writing lesson asks students to think of a personal problem and provide a solution that would correct the problem. This involves the student in thinking up the problem and a...

Subjects: English Language Arts, Creative Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Lesson
CCSS: W.6.4, W.6.5, W.6.6, W.6.10, W.7.4, W.7.5, W.7.6, W.7.10, W.8.4, W.8.5, W.8.6...

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★★★★★ 2
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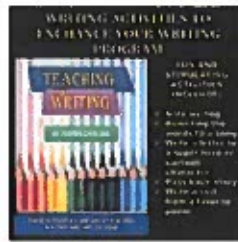
Creative Writing Lesson Plan - FUN WITH VOCABULARY

By Razzle Dazzle Learning

This STUDENT DIRECTED creative writing lesson incorporates the students' vocabulary words in a story encouraging the use of powerful and interesting words. (Word Choice) Students like listening to each...

Subjects: English Language Arts, Creative Writing
Grades: 6th, 7th, 8th, Homeschool
Types: Worksheets, Graphic Organizers, Lesson
CCSS: W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6, W.6.10, W.7.3...

\$5.00
★★★★★ 2
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[WISH LIST](#)



WRITING ACTIVITIES TO ENHANCE YOUR WRITING PROGRAM

By Razzle Dazzle Learning

\$4.00

★★★★★ 3

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[WISH LIST](#)

FUN AND STIMULATING ACTIVITIES THAT ENHANCE AND ADD PRACTICE TIME TO THE WRITING PROGRAM. Each activity has guidelines for teaching the activity. ACTIVITIES INCLUDE: 1. Note...

Subjects: English Language Arts, Creative Writing

Grades: 6th, 7th, 8th, Homeschool

Types: Activities

CCSS: CCRA.W.4, CCRA.W.5, CCRA.W.6, CCRA.W.10

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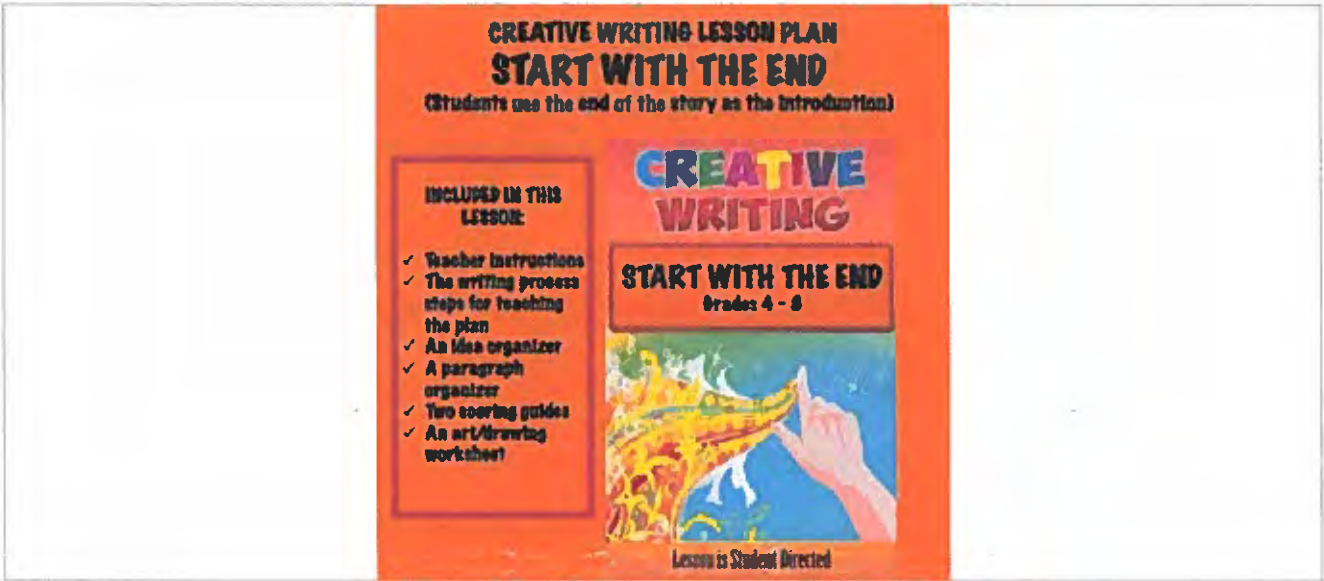
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Creative Writing Lesson Plan - START WITH THE END

★★★★★ 1 Rating



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GRADE LEVELS

6th - 8th, Homeschool

SUBJECTS

English Language Arts, Creative Writing

RESOURCE TYPE

Worksheets, Graphic Organizers, Lesson

STANDARDS

CCSS W.6.3 CCSS W.6.3a CCSS W.6.3b CCSS W.6.3c CCSS W.6.3d [show more](#)

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Description

This STUDENT DIRECTED creative writing lesson asks students to use higher level thinking skills to make up the ending of the story and use it as the introduction. A completed example is included to show what a story would look like.

This lesson Plan is student graded and includes:

1. Instructions on how to use the lesson plan
2. The writing process steps for teaching the plan
3. An Idea Organizer that taps into the student's personal bank of knowledge
4. A paragraph organizer that guides the students through writing the introduction, body, and conclusion
5. Two scoring guides (one includes the six traits of writing) so students know what the expectations are, how they will be evaluated, and allows them to grade their own papers before turning it in for the final teacher evaluation.
6. An art/drawing worksheet to go along with the lesson

K-12 Subject:

Total Pages

12 pages

Answer Key

N/A

Teaching Duration

1 Week

Report this resource to TPT

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Standards

[Log in](#) to see state-specific standards (only available in the US).

CCSS W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS W.6.3a

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS W.6.3b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS W.6.3c

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS W.6.3d

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

[Show more](#) 

Reviews

5/25/23, 2:28 PM

Creative Writing Lesson Plan - START WITH THE END Razzle Dazzle Learning

★★★★★ 5.0

Based on 1 reviews

All ratings ▾

Sort by: Most Relevant ▾



Laura D.

February 18, 2013

★★★★★ 5.0

Students Loved It!!

👍 Helpful



Razzle Dazzle Learning (TPT Seller)

February 18, 2013

Thanks for letting me know how your students felt about the lesson. Judith

Questions & Answers

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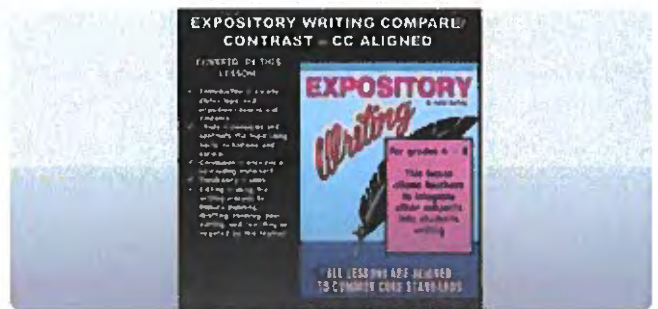


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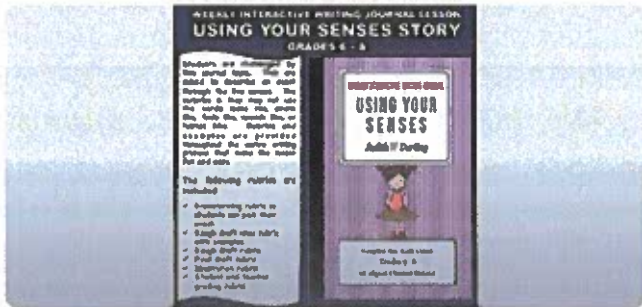


Exhibit D, Page 14 of 23

Interactive Weekly Writing Journal Lesson - My Amusement Park - CC Aligned

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★ 5.0 (7)



Interactive Weekly Writing Journal Lesson -Using Your Senses - CC Aligned

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★ 5.0 (2)

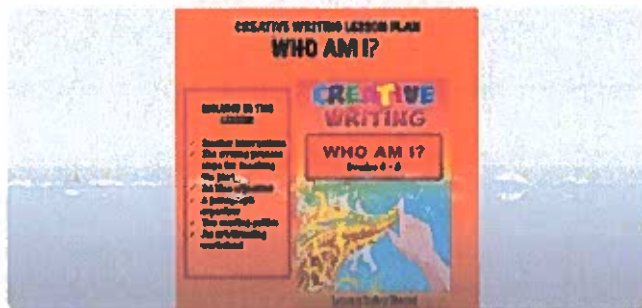
Creative Writing Lesson Plan - ONE GOOD THING \$5.00

★ 4.1 (2)



Interactive Weekly Writing Journal Lesson - New Rules - CC Aligned

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Creative Writing Lesson Plan - WHO AM I??

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★ 5.0 (7)



Creative Writing Lesson Plan - DESCRIBE A PICTURE (Descriptive Writing)

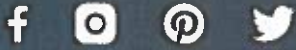
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★ 5.0 (3)



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Start With The End

Student objectives:

- To put the ending of a story at the beginning.
- To practice organization of details.
- To use all the elements of the writing process.

Starting a story with the ending forces students to think about their story in a different way. They make up the ending and use it as the introduction. The story can either go backwards from that point or then go forward to the very beginning and lead back up to the ending. This concept is very difficult for many students to understand initially, and requires more discussion and specific examples, which are provided.

1. Discuss the concept of starting a story from the ending.
2. Read the example story with the class so they understand the concept.
3. Give the following example of another story ending that could be made into a story.
 - a. Our famous dog was given a beautiful plaque, and a street in our town was named after her. We were so proud!
4. Discuss how to develop the story after writing the ending. A starter for the second paragraph could be.
 - a. Misty, our long nosed bloodhound, sniffed out the sent of the two lost children and found them sleeping under a tree. They had been playing in their back yard when...
5. Continue developing the example story with the class, so the students understand the concept. Once they see how a story can be written by starting with the end, they will be ready to write one of their own.
6. Give the students their own brainstorm story starter and help them with some ideas.
7. Write first draft.
8. Edit first draft.
9. Write second draft.
10. Edit second draft.
11. Write final draft in ink or on the computer.
12. Draw a picture from the story.
13. Attach a scoring guide to paper and critique story using the scoring guide.
14. Publish by sharing with class, friends, and parents.

To be able to teach writing effectively the instructor must set the example. If you are not strong in this area, the sheer fact that you are teaching it and practicing with the students will build up your confidence and make you and your students better writers.

Example of a Completed "Start With The End" Story

End of story as the introduction. You want to know what happened. Why did the fire truck come to a birthday party?

The Birthday Blaze

It was the best birthday party ever, even if the fire department had to send out the fire truck to put out the birthday blaze.

The day of the party started out like any other normal birthday party day. All of the guests were supposed to arrive by 5:00 in the afternoon so Mom and I did some last minute party favor shopping. We bought the ill-fated sparklers, then picked up the yummy looking chocolate chip ice cream cake from Baskin Robbins and hurried home to decorate the house.

Soon it was 5:00 and all twelve of my friends arrived. I was so excited because everyone I invited was able to come. Everyone brought bathing suits and we all jumped in the pool to swim and dive for an hour.

After we wore ourselves out swimming, Mom brought out large pizzas with lots of ranch dressing for pizza dunking. She had made onion dip and guacamole to go with chips, so we all sat around and gorged ourselves until we could hardly walk. It was so much fun!

Finally I got to open the presents and I was so excited with each gift. I got just what I wanted and everyone got to look at everything and play with them too. I was so happy.

We played a few more games and then out came the cake. Twelve candles were lit on top and I made a wish and blew every one of them out. It was just about the most delicious dessert any of us had ever eaten. In fact there was only a couple of pieces left and Mom put the cake in the freezer so I could have some the next day.

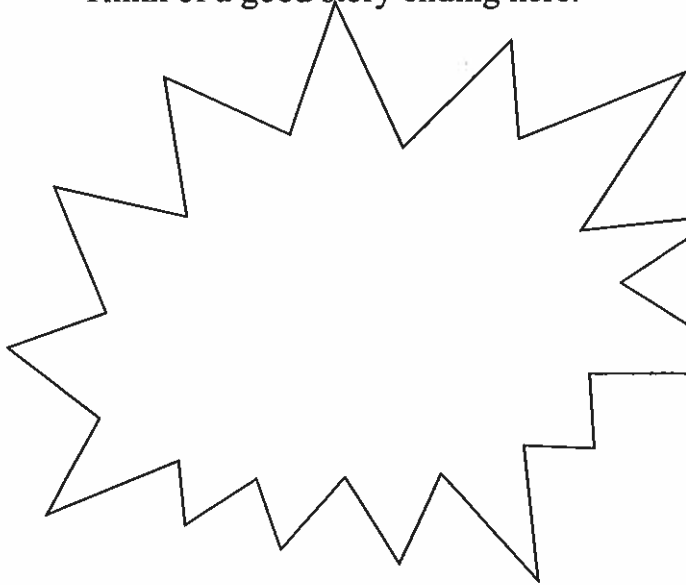
Next came the party favors. Each opened a bag and took out the sparklers. It was dark by this time and it seemed like the perfect ending to an awesome party to light them and run around on the lawn. We begged and Mom finally gave in. She went and got a lighter and soon we looked like lightening bugs running around the yard.

We all forgot about my little sister and she decided to light a sparkler of her own. She was hiding behind the trash can where all of the gift wrap had been stuffed, and when she turned on the lighter, it touched a piece of the paper and whoosh, the whole can went up in flames. She ran in terror and Mom called the fire department. They arrived in minutes and put the blaze out.

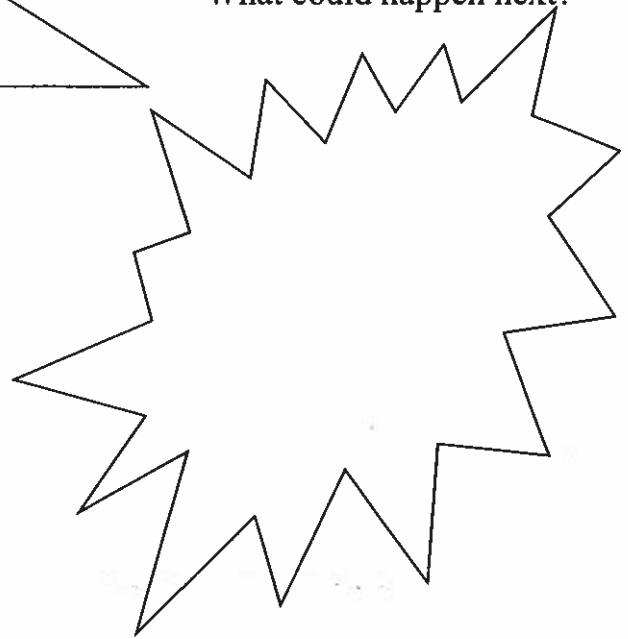
It definitely was a birthday to remember.

Start With the End Brainstorm Story Organizer

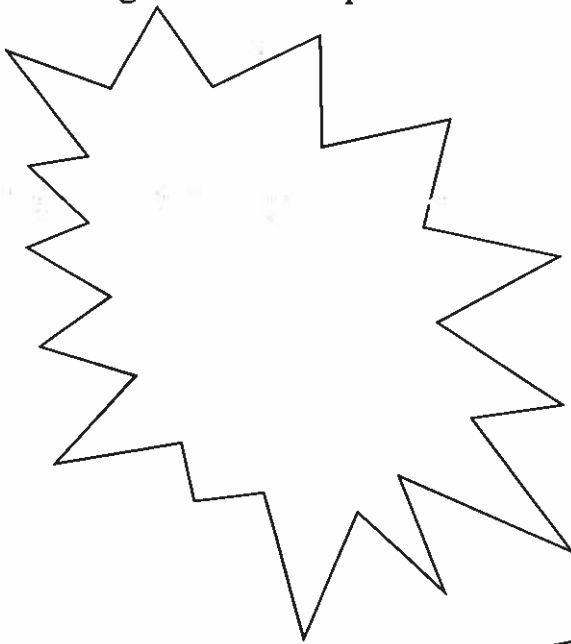
Think of a good story ending here.



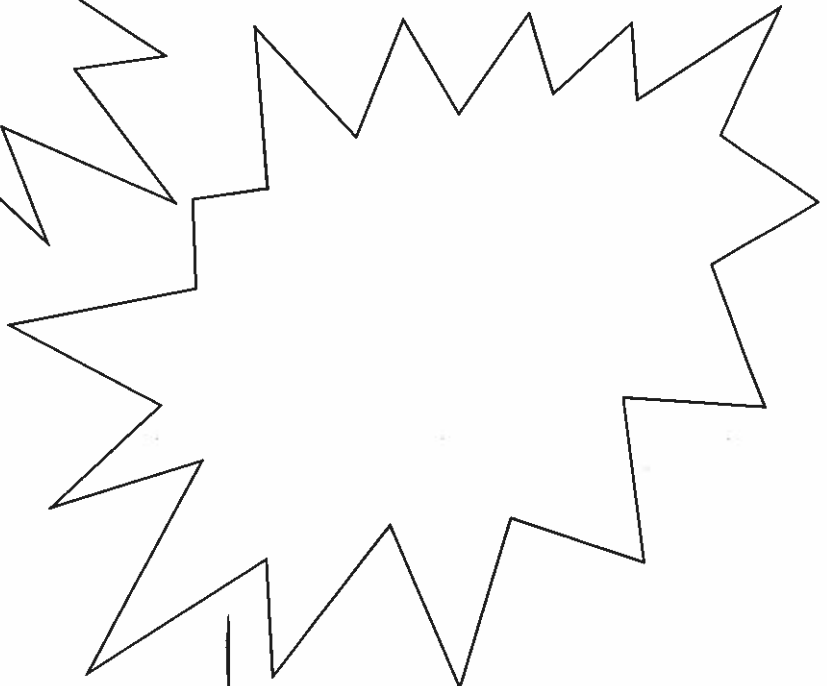
What could happen next?



Something else that led up to the end.



More details that led to the end.



Start With the End Paragraph Organizer

First Paragraph – Introduction: Start by writing the conclusion or ending.

Second Paragraph: Either continue going backwards from the ending or go to the beginning and start explaining what caused the ending.

Third Paragraph: More information or details about story.

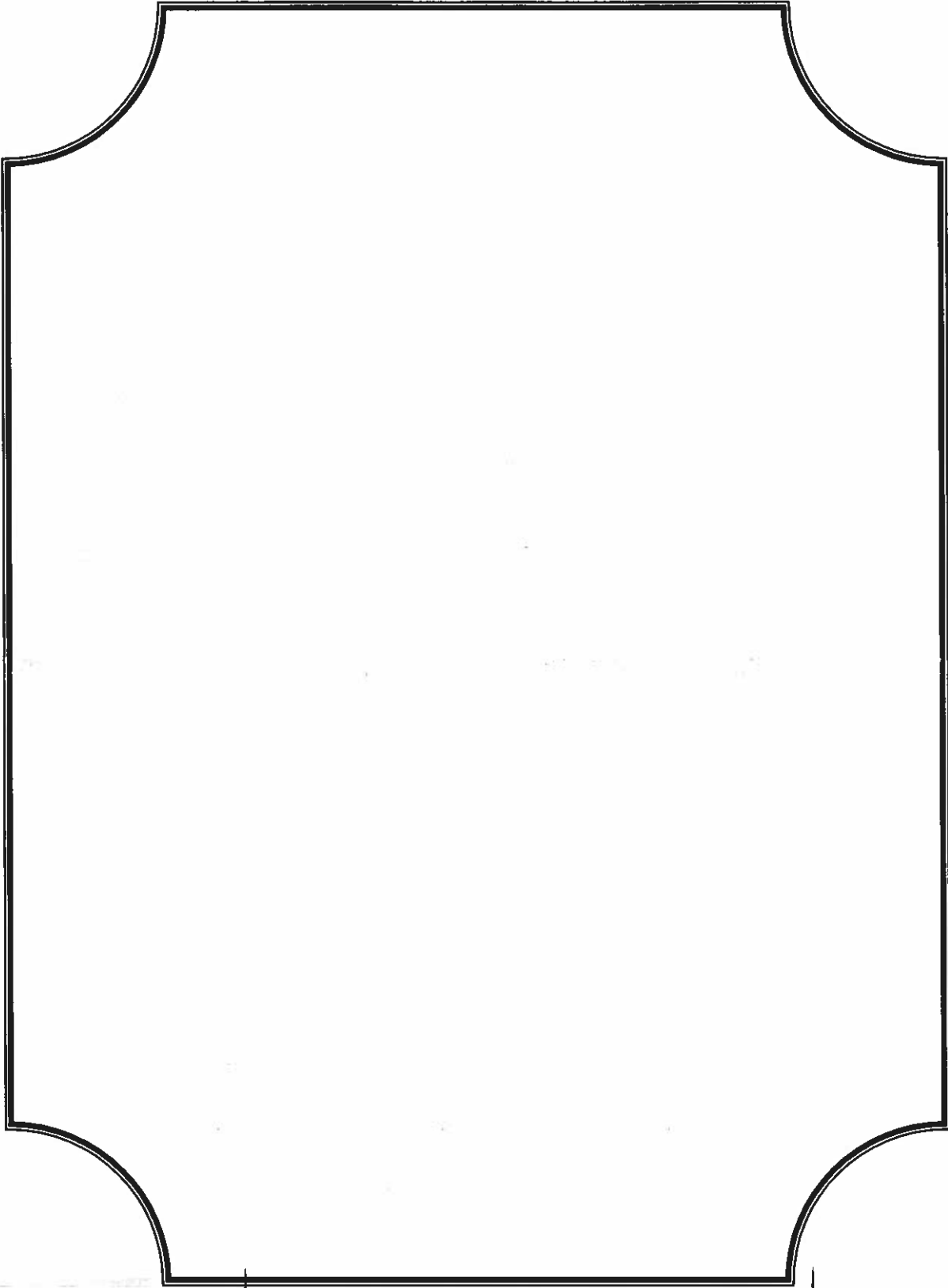
Fourth Paragraph: Continue with the story, breaking it into appropriate paragraphs.

Fifth Paragraph – Conclusion: Finish the story by referring to the introduction in some way. See example.

Start With the End Picture

Name: _____

Date: _____



Creative Writing Scoring Guide I

Name _____ Date _____

Assignment _____

1.	Written in specified format (Name, date, title, etc.) <u>1 – no formatting</u> <u>2 – some formatting</u> <u>3 – mostly formatted</u> <u>4 – formatted perfectly</u>	1 – 4pts	_____	Student	_____	Instructor
2.	Length of story is 1 page or more <u>1 – story less than half page</u> <u>2 – half a page</u> <u>3 – more than half page</u> <u>4 – full page or more</u>	1 – 4pts	_____	Student	_____	Instructor
3.	Clear introduction, body, and conclusion <u>1 – no paragraphs</u> <u>2 – at least one</u> <u>3 – all three, but not interesting</u> <u>4 – all interesting/informative</u>	1 – 4pts	_____	Student	_____	Instructor
4.	Paper is neat and legible (readable) <u>1 – not able to read story</u> <u>2 – story somewhat neat</u> <u>3 – story mostly neat & readable</u> <u>4 – totally neat</u>	1 – 4pts	_____	Student	_____	Instructor
5.	Thought was put into conventions – spelling, grammar, paragraphing, capitalization, punctuation <u>1 – no conventions</u> <u>2 – a few conventions</u> <u>3 – most conventions correct</u> <u>4 – correct conventions</u>	1 – 4pts	_____	Student	_____	Instructor
6.	Rough drafts are attached	4pts	_____	Student	_____	Instructor
7.	Rough draft signed by peer editor*	4pts	_____	Student	_____	Instructor
Total		5 – 28pts	_____	Student	_____	Instructor

Final Grade: 25-28=A 21-24=B 17-20=C 13-16=D 5-12=F

Comments _____

***Peer editor's responsibilities:** Read the rough drafts and suggest areas that can be improved. Write suggestions in a colored pen or pencil and discuss improvements with the author. When you have finished, sign your name on the rough draft.

Scoring Rubric for Six Traits of Writing

NAME _____ DATE _____

ASSIGNMENT _____

1. Rough draft/drafts are attached	4pts		
		Student	Instructor
2. Rough drafts signed by peer editor*	4pts		
		Student	Instructor
3. Written in specified format	1 – 4pts		
4 – formatted perfectly 3 – mostly formatted 2 – some formatting 1 – almost no formatting		Student	Instructor
4. Paper is at least one page in length	1 – 4pts		
4 – full page or more 3 – more than half a page 2 – half page 1 – less than half a page		Student	Instructor
5. <u>Organization</u> : includes introduction, body, & closing	1 – 4pts		
4 – excellent organization, easy to read 3 – good organization 2 – some organization 1 – very little organization		Student	Instructor
6. <u>Ideas/content</u> : has a clear purpose & makes a point	1 – 4pts		
4 – excellent, clear purpose, relevant anecdotes and details 3 – purpose is reasonably clear, good details 2 – evidence of some purpose, leaves reader with questions 1 – no clear sense of purpose, unsure of topic, unclear information		Student	Instructor
7. <u>Voice</u> : paper reflects writer’s thoughts and feelings	1 – 4pts		
4 – very expressive and sincere 3 – expressive and mostly sincere 2 – somewhat expressive, sincere but not passionate 1 – writing is flat and uninteresting without any point of view		Student	Instructor
8. <u>Word choice</u> : uses powerful and interesting vocabulary	1 – 4pts		
4 – excellent, interesting, and accurate vocabulary 3 – correct word choices, somewhat colorful vocabulary 2 – some correct word choices, uninteresting vocabulary 1 – limited vocabulary, words incorrectly used		Student	Instructor
9. <u>Fluency</u> : sentences flow, are clear, and vary in length	1 – 4pts		
4 – excellent flow, very clear and varied in length 3 – good flow, mostly clear and varied in length 2 – choppy, a few sentences vary in length 1 – difficult to read, sentences begin same way, no flow		Student	Instructor
10. <u>Conventions</u> : thought was put into paragraphing, spelling, grammar, punctuation, and capitalization	1 – 4pts		
4 – conventions are correct 3 – most conventions correct 2 – a few conventions are correct 1 – very little evidence of conventions		Student	Instructor
Total	8 – 40pts		
		Student	Instructor

Final Grade: 36-40=A 31-35=B 26-30=C 21-25=D 8-20=F

Comments: _____

***Peer editor’s responsibilities:** Read the rough draft and suggest areas that can be improved. Write suggestions in a colored pen or pencil, and discuss improvements with the author. When you have finished, sign the rough draft.

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Gena Chastain
Activities and Community Liaison
(907) 352-7457

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Alaska On The Map By JT Direct Pay All Ages

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Birch Grove Studios Direct Pay All Ages

Born Light Direct Pay

Bricks Kids 'N Gears Direct Pay All Ages

Denali Gymnastics Direct Pay All Ages

Fireside Books Direct Pay All Ages

Gail Moses Art Studio Direct Pay All Ages

Jay's TaeKwonDo Direct Pay All Ages

Kellog Field School/ Spring Creek Farms Or Louise's Farm School Direct Pay All Ages

LIVE Online Math Direct Pay Middle School, High School

Manny's Drivers Education Direct Pay High School

Mat-Su Learn And Inspire, LLC Direct Pay Early Elementary, Upper Elementary

New Day Learning Services Direct Pay All Ages

Northern Industrial Training Direct Pay Middle School, High School

Onward And Upward Direct Pay High School

Primal Martial Arts Direct Pay All Ages

Sonja's Studio Of Performing Arts Direct Pay All Ages

Sports Center- Grizzly Family Fitness Direct Pay All Ages

Sylvan Learning Center Direct Pay All Ages

Turning Leaf Literacy Direct Pay All Ages

Tutoring By Aurora Direct Pay All Ages

Wasilla Music And Dance Center Direct Pay All Ages

Wilderness Emergency Medical Education Direct Pay High School

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A Head Of Time Design Academy High School

AR Workshop All Ages

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Abate Of Anchorage Inc. High School

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Alaska 907 Learning Early Elementary

Alaska Academy Of Rock All Ages

Alaska Athletics All Ages

Alaska Bible College High School

Alaska Career College High School

Alaska Childrens Choir All Ages

Alaska Christian College High School

Alaska Club All Ages

Alaska Dance Theater All Ages

Alaska Driving Academy High School

Alaska Education Curriculums Middle School, High School

Alaska Floats And Skis @ AK8, LLC High School

Alaska Gear Up All Ages

Alaska Horse Ranch, LLC Upper Elementary, Middle School, High School

Alaska Music And Arts LLC All Ages

Alaska Nautical School

Alaska Pacific University High School

Alaska Rock Gym All Ages

Alaska Safe Driver Academy High School

Alaska School Of Music All Ages

Alaska Technical Center High School

All About Dance All Ages

All Starr Farms All Ages

All Stitched Up All Ages

Alpine Music Studios All Ages

Alyeska Resort All Ages

Amazing Grace Academy All Ages

Amundsen Educational Center High School

Anchor Lutheran School All Ages

Anchorage Gymnastics Assn All Ages

Anchorage Junior Academy Early Elementary, Upper Elementary, Middle School

Annabels Books All Ages

Antonio Loffredo All Ages

Arctic Farms Middle School, High School

Arctic Gymnastics LLC All Ages

Art Cafe Or Glass Art By Barb Early Elementary

Artfully Detailed Early Elementary

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Aurora Equine Therapy/ Alaska Unique Overcoming Risk & Adversity All Ages

Aurora Kids All Ages

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Bear Paw Archery All Ages

Behind The Bit All Ages

Bell Creek Agility & Obedience LLC All Ages

Bespoke Broomworks Early Elementary

Blue River Aviation High School

Blumenkonig Studio All Ages

Borealis Studios All Ages

Brett Memorial Ice Arena All Ages

Bristol Bay Campus - UAF

Bristol Bay Campus – UAF High School

Brush And Glaze Learning Studio All Ages

Building A Musical Home/ Mat-Su Kids Chorus All Ages

C Power 4 Learning Middle School, High School

Cara's Classroom Early Elementary, Upper Elementary

Central School All Ages

Challenge Alaska All Ages

Challenge To Achieve Middle School, High School

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Chickaloon Native Village Early Elementary, Upper Elementary, Middle School

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Elevate Basketball Skills Early Elementary

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Everything In Spanish High School

Excel Gymnastics All Ages

Fearless Fitness Upper Elementary, Middle School, High School

Fiddlin' Annie Music All Ages

Finding Your Future Middle School, High School

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Forstner Education Services Middle School, High School

Fox & Kit (Ppds) All Ages

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Galena City School District Postsecondary Adult Programs High School

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Grace Academy All Ages

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Greatland Youth Chorus Early Elementary, Upper Elementary, Middle School

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All Ages

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Kuskokwim Campus - UAF High School

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Lessons Unlimited Upper Elementary, Middle School, High School

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Linda's Music Lesson Upper Elementary, Middle School, High School, Early Elementary

Lisa Boyles, M. Ed., Tutoring Early Elementary, Upper Elementary, Middle School

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Love 2 Create In AK Early Elementary

Lovely Pua Virtual School Counseling Services, LLC Early Elementary

Lucky 2 Shoes Equestrians All Ages

Lund Learning Legacy Early Elementary, Upper Elementary, Middle School

Make Yourself LLC Upper Elementary, Middle School, High School

Manifold Education Services All Ages

Marina's Happy Music All Ages

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Mat-Su Math All Ages

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Matanuska Outdoor Institute Middle School, High School

Matanuska Valley Sportsmen Inc. Upper Elementary, Middle School, High School

Matanuska-Susitna College – UAA High School

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Menard Sports Center

All Ages

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Suzuki Music/ Margaret Turner Early Elementary

Swim Alaska All Ages

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Valley School Of Music All Ages

Valley Tutoring Services Upper Elementary

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Wholy Living Upper Elementary, Middle School, High School

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Yu'hop Studio Upper Elementary, Middle School, High School

Yuut Elitnaurviat - The People's Learning Center High School



Throughout the Matanuska-Susitna Borough School District (MSBSD), we are living in the ancestral territory of the Dena'ina and Ahtna Peoples, and we offer our respect to their elders past and present. Mat-Su Central School (MSC) is committed to honoring the land, culture, and language of the Alaskan Native people and all Indigenous people.

Mat-Su Central, under the authority and guidance of the MSBSD, was founded and functions under the belief that choice is an important and viable option in American public education. MSC is a trauma-sensitive school, and our programs are provided for those students and families who choose an alternative to the traditional neighborhood schools. These programs are organized around the needs of students and families.

We are proud to be fully accredited by Cognia and also one of the Capturing Kids' Hearts National Showcase Schools* for 2019-2020.

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AV-STEM Alaska Direct Pay Middle School, High School

Alaska Center For The Martial Arts Direct Pay All Ages

We offer training classes in five different styles of martial arts. We also offer daytime homeschooling classes. Our professional, certified instructors provide a positive environment for students to increase his or her self-confidence, fitness, respect, discipline, focus and social skills in a fun, high-energy class. Tang Soo Do, Seibukan Jujutsu, Muay Thai, Enshin Itto-ryu BJJ and Basic Brazilian Jiu-Jitsu

Wilson and Thornton
<http://www.akmartialarts.com>
admin@akmartialarts.com
907-376-9966
WASILLA

Alaska On The Map By JT Direct Pay All Ages

All About Learning Direct Pay Early Elementary, Upper Elementary

Aurora's Cakery And Bakery Direct Pay All Ages



Reach your full potential with Alaska Center for the Martial Arts!

Get started today with our EXCLUSIVE offer!
Request more information today to find out how you or your child can start training!



GET STARTED TODAY

ACCESS OUR SCHEDULE & EXCLUSIVE WEB SPECIAL

Secure your spot and get started today with our EXCLUSIVE offer!

Full Name*

Email*

Phone*

Select a Program*

GET STARTED TODAY

By opting into the web form above you are providing consent for Alaska Center for the Martial Arts to send you periodic text messages. Standard rates may apply. You can reply HELP at anytime or learn more. You may opt-out anytime by replying STOP.

SELECT A PROGRAM

KID'S MARTIAL ARTS

Give your kids the lifelong gifts of personal success, confidence, discipline, and self-defense!

[VIEW PROGRAM →](#)

TEEN'S MARTIAL ARTS

Instead of giving into the moodiness and attitude, take them to our martial arts school instead!

[VIEW PROGRAM →](#)



ADULT MARTIAL ARTS

Martial arts classes are fun, empowering, and provide a great workout for adults.

[VIEW PROGRAM →](#)



MUAY THAI

Get in the best shape of your life with our Muay Thai classes. Fitness goes to a new level with full-body workouts that build muscle and improve flexibility.

[VIEW PROGRAM →](#)

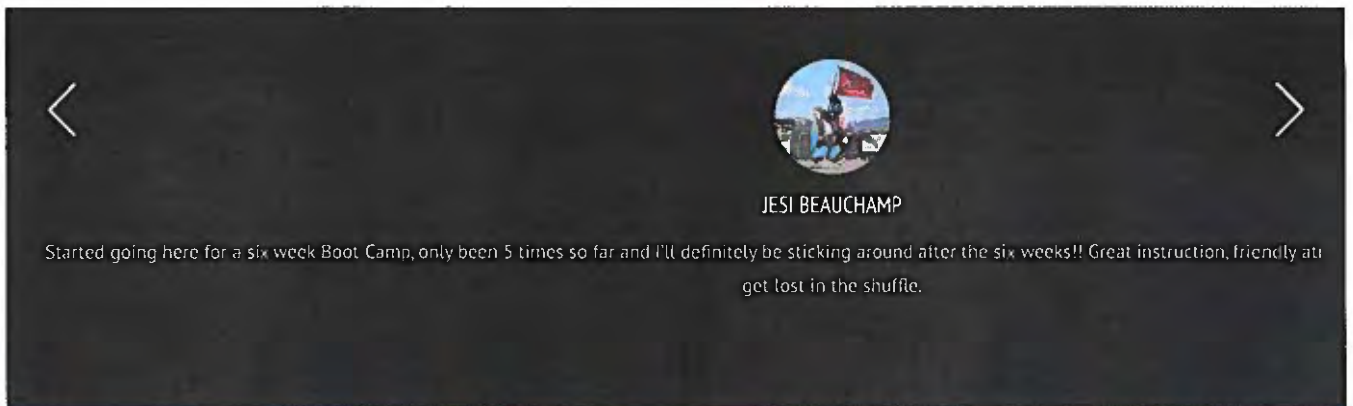


BUILD CHARACTER AND LEADERSHIP QUALITIES

DISCIPLINE & CONFIDENCE!

Martial arts classes benefit growing children far beyond the dojo and in many real-world scenarios. Our structured classes are meant to help develop coordination, physical fitness, mental strength, as well as gain valuable social skills. Through positive reinforcement, we can bring out the best in your children to help them succeed in life.

[VIEW OUR KID'S MARTIAL ARTS PROGRAM](#)



JESI BEAUCHAMP

Started going here for a six week Boot Camp, only been 5 times so far and I'll definitely be sticking around after the six weeks!! Great instruction, friendly and get lost in the shuffle.





GET FIT WHILE LEARNING MARTIAL ARTS

IMPROVE FLEXIBILITY, BALANCE, AND STRENGTH



Learn self-defense, build confidence, and get in the best shape of your lives! Martial arts has tons of physical, mental and social benefits, suitable for anyone and everyone. Become part of something positive and learn new skills from trained martial arts professionals. It's easy to get started—Enroll in martial arts classes today!

[VIEW OUR ADULT MARTIAL ARTS PROGRAM](#)



We are a multi-style martial arts school with emphasis on traditional values of hard work, respect, and honor.

Wasilla, AK
845 North Randalls Way Wasilla, AK 99654
📞 907-576-9966
✉ appts@akmartialarts.com
📍

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Fitness & Martial Arts Websites by

WHILE MAKING SURE THEY HAVE A TON OF FUN

Give Your Kids the Lifelong Gifts of Personal Success, Confidence, Discipline and Self-Defense

Martial arts classes normally makes you think of self-defense, being strong, fit and safe. The truth is, it's all that and WAY more!

ACCESS OUR SCHEDULE & EXCLUSIVE WEB SPECIAL

Secure your spot and get started today with our EXCLUSIVE offer!

FREE BONUS! 4 Tips on Building Your Child's Confidence

Full Name*

Email*

Phone*

GET STARTED TODAY

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A FEW WORDS FROM
LOGAN THORNTON

I'm Logan Thornton, Chief Instructor here at Alaska Center for the Martial Arts.

As a martial arts instructor with extensive experience training kids, there is nothing better than seeing them grow firsthand.

But more important than the martial arts skills they learn... is the personal skills they develop and carry for life.

Because martial arts is so much more than just kicking and punching, and getting the next colorful belt.

It's about developing confidence, discipline, character, focus and respect.

With every class we teach, your kids are growing in mind, body and character.

That's because martial arts provides instant positive feedback. Through learning to focus on the core moves, they develop discipline and respect. They can instantly see and feel a difference, making them destined to build confidence, self-awareness and self-respect.

And of course it's a ton of FUN!

That's why I love teaching martial arts to kids in this community, and why I know your kids are going to LOVE training

So please have a look below to find out exactly how your kids can benefit from our fun martial arts classes.



Thanks!

DOES YOUR CHILD HAVE ANY OF THESE CHALLENGES?

They are great kids but they just don't listen, often being told to do something a hundred times before they actually do anything.

They're bright and intelligent, yet have trouble paying attention at home, in school or in any important situation, even being classified as an "ADD" or "ADHD" child.

They are simply shy and lack the confidence and self-esteem needed to live up to their full potential.



LUCKILY THERE IS A COMPREHENSIVE SOLUTION...

THE DIFFICULTIES OF RAISING CHILDREN ARE NEAR ENDLESS

There really is a safe, natural and extremely effective way to take charge and positively impact every aspect of your child's life. It doesn't take medicine, therapy, harsh actions, or cajoling your kids to change their behavior. Instead, it is teaching your kids self-discipline, hard work, confidence, and respect. This done in a way that empowers them while also teaching them humility, and promoting health and fitness... all at the same time.

Sounds like a wonder cure doesn't it?

But there really is something that does all that. And that's the power of martial arts classes.

YOUR CHILD WILL GROW WITH EVERY CLASS!

Children are like sponges. They absorb things quickly and easily - far more easily than we do as adults. In fact, parents can sometimes see a difference in their kids after just one martial arts class. Each additional class they attend increases their knowledge and growth.

Not only are they getting healthier as they learn martial arts, they're also learning the value of self-discipline and respect. When you enroll your child in a martial arts class, you're giving them much more than the physical skills we teach. You're giving them the opportunity to thrive.



LIFELONG CHARACTER AND SUCCESS TRAITS

Your kids' everyday friends aren't the main concern anymore when it comes to character development. Now you have to worry about all the negative and harmful influences that the internet can introduce into your children's lives.

The true benefit of our classes are the character and success traits that are developed through martial arts training.

Through learning the skills and techniques of martial arts, to the guidance and inspiration of our instructors and the positive social interaction with their fellow classmates, your kids will develop a whole list of skills.



Exhibit F, Page 7 of 9

FITNESS DISGUISED



Face it. Between the foods we eat and the constant sitting and staring into screens and devices, many kids aren't getting enough regular exercise.

Our martial arts classes for kids are full exercise routines disguised as a boatload of fun! That's because they are jam packed with activities, games and drills that are all designed to disguise the repetition of training.

Of course it's important for your kids to exercise and wear themselves out - they stay healthy, sleep well, and develop their minds and bodies. But just as important, our classes will help develop at a young age the physical habits they need to grow into healthy adults.



SELF-DEFENSE FROM PREDATORS AND BULLIES

We never want our kids to have to use these skills in modern life, but every good parent still wants their kids to be safe.

That's why our martial arts training is very serious about teaching your kids the skills needed for self-protection in any circumstance, from the neighborhood bully to a stranger on the street (and so much more).

But knowing how to defend oneself is only half the battle. Our classes teach your child the respect and self-discipline needed to diffuse a situation without violence whenever possible - as well as the knowledge to know when force is the only way to safety.



TONS OF F-U-N !!

We never forget... kids are kids and they deserve to have some fun!

We can't guarantee that their normal school teachers are making learning an enjoyable experience, but we DO guarantee that your kid will have a blast in our martial arts classes.

It really is a challenge to design a class that keeps children focused on learning, respect, and discipline while still having fun... but our classes are created just for that. They are so full of ideas, activities, and games that your kids will never get bored or stagnate.

It's also a fantastic and healthy environment for them (and you) to make friends with other like-minded students. It really is a place where laughter, cheer and happiness abound.



SHARON AUBREY



I love that ACMA teaches more than the physical aspect of martial arts. They teach integrity, self-confidence, respect, and many other wonderful, moral values. My son went from being continually bruised and bullied to confident in defending himself when the need arises. It has improved his outlook on life for the better and given him the mental and physical tools necessary to reduce the amount of abuse he and other children suffered locally from bullies looking for vulnerable targets. I deeply appreciate the staff's abilities and wisdom at ACMA!

ACCESS OUR SCHEDULE & EXCLUSIVE WEB SPECIAL

Secure your spot and get started today with our EXCLUSIVE offer!

FREE BONUS! 4 Tips on Building Your Child's Confidence

Full Name*
Email*
Phone*
GET STARTED TODAY

By opting into the web form above you are providing consent for Alaska Center for the Martial Arts to send you periodic text messages. Standard rates may apply. You can reply HELP at anytime or learn more. You may opt out anytime by replying STOP.



FAQS

My child is out of control. Can martial arts help?

What skills will my child learn to help themselves do better in school?



I don't want my child getting into fights. Won't martial arts make them want to fight?

My child isn't physically coordinated. Will they get hurt?



Can martial arts help my child have faith in their abilities?

My child hates sports - won't they hate martial arts too?



MORE BENEFITS

When kids respect themselves, they also learn to respect others.

Kids learn how to stand up for themselves with confidence and authority.

Martial arts classes get kids off the couch into a setting where they can learn their bodies' capabilities.

In our school, kids need to memorize movements and learn to perform them in sequence, a skill that translates to the classroom.

ACCESS OUR SCHEDULE & EXCLUSIVE WEB SPECIAL

Secure your spot and get started today with our EXCLUSIVE offer!

GET STARTED TODAY



We are a multi-style martial arts school with emphasis on traditional values of hard work, respect, and honor.

Wasilla, AK

865 North Parkhill Way, Wasilla, AK 99654

907.476.9566

AKMARTIALARTS.COM



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Alaska Horse Ranch, LLC	Upper Elementary, Middle School, High School	+
Alaska Music And Arts LLC	All Ages	+
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John Johnson		
http://www.aknauticaltraining.com		
ants@mtaonline.net		
907-232-1792		
ANCHORAGE		
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Alaska Rock Gym	All Ages	+
Alaska Safe Driver Academy	High School	+
Alaska School Of Music	All Ages	+
Alaska Technical Center	High School	+



[HOME](#) [REQUIREMENTS](#) [CLASS SCHEDULE](#) [More](#)



Captain John Johnson

Director

ALWAYS THE LOWEST PRICES IN ALASKA

THIS SCHOOL IS AMERICAN INDIAN OWNED AND OPERATED. ALL OF OUR COURSES ARE APPROVED BY THE U.S. COAST GUARD. WE FURNISH ALL BOOKS AND SUPPLIES. WE ALSO FURNISH A COAST GUARD APPLICATION PACKET IN CLASS AND WE WILL HELP YOU FILL IT OUT!! YOU DO NOT NEED TO GO TO THE COAST GUARD OFFICE. YOU CAN SUBMIT YOUR APPLICATION BY MAIL!!

[CLASS SCHEDULE](#)

[DIRECTIONS](#)

CLASS BEGINS AT 8 AM EACH DAY !!

- NO HIDDEN FEES !!**
- NO BOOKS TO BUY !!**
- NO CHARTS OR CHART TOOLS TO BUY !!**
- NO TESTING FEES !!**
- NO INSURANCE TO BUY !!**
- FREE NOTARIZING FOR OUR STUDENTS !!**
- FREE CAREER CONSULTING !!**
- FREE APPLICATION ASSISTANCE !!**
- CONTACT US ANYTIME - EVENINGS, WEEKENDS AND HOLIDAYS !!**

[HOME](#) [REQUIREMENTS](#) [CLASS SCHEDULE](#) [More](#)

Captain John W. Johnson is the director and one of the instructors for the school. He has been in the maritime industry since 1966 as a Commercial Fisherman and Merchant Mariner. Capt. Johnson currently holds a USCG License as Master, Oceans, 1600 GT. This school was founded by Capt. Johnson in 1996. All of our instructors hold a Coast Guard

Exhibit G, Page 2 of 4





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Check back here for scheduling or call for more information.

**100GT Master's (6Pack)
ROUPV**

**OUPV
FA/CPR**

Upgrade from 100GT to 200GT

Time zone: (GMT-09:00) < May 2023 > Today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1 First Day of ...	2	3	4	5 Cinco de Mayo	6
7	8	9	10	11	12	13
14 Mother's Day	15 100GT 6Pack/...	16	17	18	19	20 100GT ROUP...

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- Language Arts
- Math
- Music
- Other
- Physical Education
- Science
- Social Studies
- Technology
- World Language
- Age Range +
- Pay Option +

Alaska Center For The Martial Arts	✓ Direct Pay	All Ages	+
Alaska On The Map By JT	✓ Direct Pay	All Ages	+
All About Learning	✓ Direct Pay	Early Elementary, Upper Elementary	+
Aurora's Cakery And Bakery	✓ Direct Pay	All Ages	-
<p>Offering various classes on-site at Mat Su Central, such as (but not limited to) Doll Cakes Building/Decorating, Buttercream/Fondant Tiered Cake Building/Decorating, Cake Pops Building/Decorating, Hot Chocolate Bombs Building/Decorating, Cupcakes - Different filling/piping techniques and more. We also offer higher difficulty decorating and baking classes at the Menard Center Commercial Kitchen.</p> <p> Tiffany Copeland aurorascakeryandbakery@gmail.com (912) 409-5997 WASILLA</p>			
Birch Grove Studios	✓ Direct Pay	All Ages	+
Born Light	✓ Direct Pay		+
Bricks Kids 'N Gears	✓ Direct Pay	All Ages	+
Denali Gymnastics	✓ Direct Pay	All Ages	+
Fireside Books	✓ Direct Pay	All Ages	+

Instructional Partners

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Forest Wilson Guitarist Early Elementary

Forstner Education Services Middle School, High School

Fox & Kit (Ppds) All Ages

Frontier Tutoring Early Elementary

Frontier Tutoring is how Alaskans achieve their college admissions goals. Founded in 2008 by UAA students, Frontier tutoring today is the largest Alaska-based test prep and tutoring brand, serving students from our center in Anchorage. Through our academic tutoring, SAT/ACT prep, and college admissions consulting programs, we are singularly positioned to empower our students to succeed at every stage of their journey from middle and high school to the college of their choice. Frontier Tutoring programs are differentiated by our leading approach, leading instructors, and leading results: Frontier Tutoring is the only company in Alaska to require our SAT/ACT instructors to achieve 99th percentile credentials, transparently report our students' SAT/ACT score improvement performance, and post real-time, unfiltered customer feedback on our website for all of our programs. Frontier Tutoring combines our national caliber programs and college admissions expertise with the highly individualized, responsive instruction and service available only from an Alaska-based provider. Our vision is to become Alaska's largest, most respected, most effective educational services company.

<http://www.frontiertutoring.com>

info@frontiertutoring.com

(907) 268-4233

ANCHORAGE

Galena City School District Postsecondary Adult Programs High School

Gates Music All Ages

German Language Center All Ages

Grace Academy All Ages



907-268-4233



COVID-19 Information: All programs are now available for either in-person or online delivery. [Learn more](#) about our policies for in-person operations.

We help Alaska students improve their grades, SAT®/ACT® scores, and college applications.

See [500+ reviews](#) from Alaska customers



How Can We Help You Succeed?



Academic Tutoring

- **FREE** [First Tutoring Session](#)
- [Math, Science & English Tutoring](#)



SAT®/ACT® Prep

- **FREE** [Practice SAT/ACT](#)
- **FREE** [SAT/ACT Webinars](#)
- [Premium SAT/ACT Prep](#)



College Admissions

- **FREE** [North to My Future \(College Admissions Strategy Session\)](#)
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📞 907-268-4233



FIRST SESSION FREE

Get better grades in your math or English class.

Work with an expert, Anchorage-based Tutoring Specialist.

One-on-one tutoring | In person or online | Pre-Algebra through AP Calculus



Free 1-Hour Trial Session, No Commitment



Before starting with Frontier Tutoring, my son had a D average in Algebra. He just finished Algebra II with an A on his final!

-Christiane S., parent of Lucas S. | Algebra II | Grace Christian School (Anchorage)

Our Experience Counts¹

1,139

math and English tutoring students served from West, South, Service, Dimond, and other Anchorage schools

21,776

hours of tutoring delivered to Anchorage students

9.6/10

average likelihood to recommend our tutoring, based on [500+ reviews](#)

What We Offer

Subjects

- **Math:** Pre-Algebra, Algebra I, Geometry, Geometry II, Pre-Calculus, and AP Calculus AB/BC
 - **English:** Middle and high school English
- [SAT/ACT prep](#) is a separate program*

Location

In person, online, or both

- In person at our Anchorage office (500 E. Tudor Rd., Suite 100, Anchorage, AK 99503)
- Online via Zoom

One-on-One

- Work with the same expert Tutoring Specialist every session
- Get the benefit of our full attention with one-on-one tutoring, [unlike Sylvan](#)
- Group tutoring available by request

Free 1-Hour Trial Session, No Commitment



My son's grade went up by several letter grades. The weekly sessions helped him answer questions and gain confidence. Though never "excited" to go to tutoring, he seemed to actually enjoy it.

-Phil S., parent of Kiran S. | AP Calculus AB | West Anchorage High School

Getting Started

1

Sign-Up Form

Complete a short, 2-minute form to tell about your student's background and needs. Select a time for your coordination call (or, if you need help immediately, call us after submitting the sign-up form).

2

Coordination Call

During this 10-minute call, we'll ask about your student's needs and goals. We'll also schedule your first session, often as early as the same day or next day.

3

Free First Session

Experience the quality of our tutoring with a free 1-hour session. We ask the parent to join for the final 5 minutes to debrief and establish an ongoing meeting schedule.

4

Get Results

Every session, we'll use your student's homework, tests, and curriculum to make progress toward their goals. Parents receive a report recapping each session with action items.

Free 1-Hour Trial Session, No Commitment



My son was super happy after each session and seemed to regain the joy in doing math that he had lost when he was so frustrated. I also appreciated how responsive and honest Frontier Tutoring has been regarding how much help my son needed.

-Teryl E., parent of Camden E. | AP Calculus BC | West Anchorage High School

Expert Tutoring Specialists

Our expert, Anchorage-based Tutoring Specialists undergo a competitive selection process followed by rigorous training and qualification. Your student will work with the same Tutoring Specialist every session, meaning one person will get to know them and how they learn.



Ben Edwards



2,956 hours tutoring math through calculus at Frontier Tutoring¹



B.S. Mathematics, UAA



Daniel Hoffman



632 hours tutoring math through calculus at Frontier Tutoring¹



B.S. Mathematics & Mechanical Engineering, M.A. Teaching, UAA



Sam Wong



477 hours tutoring English at Frontier Tutoring¹



B.A. Emotional-Linguistic Articulation, UMass Amherst

Free 1-Hour Trial Session, No Commitment



My daughter says her tutor is **very helpful and nice to work with.**

-John L., parent of Jasmin L. | AP Calculus AB | Service High School (Anchorage)

Pricing



First Session Free

Your first 1-hour session is free of charge. During the coordination call, we'll answer your pricing questions. After the first session, pay monthly to save, or pay as you go.



Pay Monthly and Save...

Hourly Equivalent Rates:

- 1 hour per week: \$89/hour
- 2 hours per week: \$84/hour
- 3 hours per week: \$79/hour
- 4 hours per week: \$74/hour

[Learn more](#) about our monthly payment option



...Or Pay as You Go

\$99/hour
(compare to [Sylvan](#))

Credit card (or [charter school account](#)) charged after each session



Our son's grades increased, and he started feeling capable again in math. Even just one month made a huge difference in turning things around.

-Jennifer W., parent of Gabriel W. | **Precalculus** | **West Anchorage High School**

Free 1-Hour Trial Session, No Commitment

FAQs

Signing Up & First Session

- + How quickly can I start?
- + What happens during the first session?
- + What should my student bring to the first session?
- + Do I need to place a credit card on file to schedule my free first session?
- + Is the parent required to attend the first session?

Tutoring

- + How often should my student meet with a Tutoring Specialist?
- + What happens during tutoring sessions?
- + Are your Tutoring Specialists background checked?

Billing

- + How does your pricing work?
- + Do you bill charter schools for payment?
- + What is your cancellation policy?

¹Total through January 1, 2023.

AP is a registered trademark of The College Board, which neither endorses, nor was involved in the production of, this program.

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Become An Instructional Partner

- Onward And Upward** ✓ Direct Pay High School
- Primal Martial Arts** ✓ Direct Pay All Ages
- Sonja's Studio Of Performing Arts** ✓ Direct Pay All Ages
Class instruction for dance, cheer and tumbling.
👤 Sonja Babcock
🌐 <http://www.sonjasstudioak.com>
✉ sonjasstudioak@gmail.com
☎ (907) 357-3933
📍 WASHILLA
- Sports Center- Grizzly Family Fitness** ✓ Direct Pay All Ages
- Sylvan Learning Center** ✓ Direct Pay All Ages
- Turning Leaf Literacy** ✓ Direct Pay All Ages
- Tutoring By Aurora** ✓ Direct Pay All Ages
- Wasilla Music And Dance Center** ✓ Direct Pay All Ages
- Wilderness Emergency Medical Education** ✓ Direct Pay High School

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SUMMER SESSION
JUNE 6 - AUG 5

SONJA'S STUDIO OF PERFORMING ARTS

LET'S GLOW CRAZY!

SUMMER RECITAL 2023
AUG - 5TH
@ THE GLENN MASSAY THEATER

MS GAIL'S
JUNE SESSIONS

KIDS ART CAMP

10-11:30 AGES 5-8
11:30-2 AGES 8 & UP

JUNE 6-8 Wearable Art (shrink art, bleach dye & tie dye) Students bring white & dark t shirt supply fee \$2.00
June 13-15 Watercolor painting
June 20-22 Acrylic Painting
June 27-29 Polymer Clay
Unless otherwise noted Supply fees are \$15 for each class

10-11:30 SESSION \$70
11:30-2 SESSION \$115

It students can only attend one day pre-approval is available for most projects. Call the front desk for more information!

REGISTER OR MORE INFO:
907-357-3413
SONJASSTUDIOAK@GMAIL.COM

SONJA'S STUDIO OF PERFORMING ARTS

Sonja's Studio of Performing Arts

Pinkalicious
Summer camp!

July 11th-13th	2:30 - 5:00pm	Ages 3-5 yrs	Cost: \$100
----------------	---------------	--------------	-------------

Non-refundable registration fee of \$35.00 due upon sign up. This will be subtracted from your total cost.

Join us Tue, Wed and Thurs for a fun filled 3 day summer camp where we will have a great time doing crafts, reading the Pinkalicious books, eating fun games, free play.

Let's Chat!

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UNDER THE SEA

1 DAY SUMMER CAMP!

MONDAY, JUNE 19TH
\$50.00 PER CHILD.
NON-REFUNDABLE REGISTRATION FEE OF 120.00 (WILL COME OUT OF TOTAL CAMP COST)

Crafts & activities, dance class, free play, fun snack time, story time, games and more!

AGES 3-5: 9:30AM-12:30PM
AGES 5-8: 1:00PM-4:00PM

Please dress in clothes you can move in, and bring a water bottle with your name on it!



TUMBLING

SPECIAL OFFER Private Lessons

BUY 4 LESSONS & GET 5TH FREE!

SUMMER ONLY

MS LENA PRIVATE LESSONS
TRAVELERS & VISITORS ONLY - TRAVELERS ONLY \$100

(MUST BE PRE-SCHEDULED AND PARENT PRESENT)

ASK FOR MORE INFO

CLASS PREP

Sonja's Studio

- HYDRATE** Students work hard in class. Please bring a water bottle to class!
- DRESS CODE** Classroom dress code is important for multiple reasons. Please dress for class.
- CLASS TIME** Class time is limited, try to be on time. Please use the restroom before class.

Thank you!

Sonja's Studio of Performing Arts, LLC

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Sonja's Studio of Performing Arts, LLC

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Class Descriptions



Ballet

Ballet is the foundation of dance. Ballet develops discipline, body posture, placement, and flexibility, along with coordination, grace, and poise. Emphasis is placed on technique with proper rotation and correct line of the body. Proper behavior is strictly enforced. Placement based on teacher invitation or level progression.

Conservatory Ballet

The Conservatory Program is designed for ballet students who demonstrate the technical ability and work ethic to achieve a high level of study, execution and performance in classical ballet.

Pointe

Pointe is designed for our ballet dancers wishing to continue development and performance in ballet. By invitation only.

Clogging

Clogging is a dance performed, done in time with the music to the downbeat characterized by heavy stamping with the feet.

Creative Movement

A combined dance and tumbling class that focuses on teaching 3-5 year olds how to follow instructions, listen and take turns in group exercise. Students will enjoy keeping their busy bodies wiggling and giggling as they are introduced to basic dance and tumble skills. The student must be potty trained and is able to say goodbye to mommy and daddy at the classroom door.

Parent Tot

A class for 18 months to 3 year olds. Students will enjoy keeping their busy bodies wiggling and giggling with the help of a parent as they are introduced to basic dance and tumble skills. One parent to tot ratio. 45 minute class.

Competition Teams

Exhibit J, Page 5 of 8 [Let's Chat!](#)

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Contemporary is a form of dance in which dancers express their feelings, learn music interpretation through sustained extensions and expressive emotion. Contemporary is a type of dance that relies on a direct relationship between lyrics of various songs/poems and specific dance movements.

Modern

A free, expressive style of dancing started in the early 20th century as a reaction to classical ballet.

Enliven Dance

A Dance Company for adults continuing dance training. Must be accomplished in Ballet. Audition only. Founded in 2013 by Sonja Babcock, sponsored by Sonja's Studio, Directed by Pam Burlingame.

Hip Hop

Hip Hop is a freestyle form of jazz dance which is performed to urban music. Emphasis is placed on teaching the students basic jazz steps, while incorporating "street" dance style for the hip hop flair.

Jazz

Jazz is rhythmic stylized dance. It is a vigorous freestyle form of dance that is designed to increase body control and coordination. Ballet class is strongly encouraged to be taken in unison with jazz class.

Tap

Tap is a form of dance in which the feet create rhythmic sounds. This form of dance develops a strong sense of rhythm, timing, coordination and agility. Emphasis is not only placed on teaching new steps, but creating combinations, challenging the student to create a sense of presentation and style.



AK Pride Cheerleading

Cheerleading will cover jumps, stunts, motions, tumbling, cheers and chants with an emphasis on basic motion technique.

Exhibit J, Page 6 of 8

Sonja's Studio of Performing Arts, LLC

HOME RECITALS PROGRAM INFORMATION EDUCATION ABOUT US CLINICS FUN STUFF COVID-19

seamlessly blends dance and acrobatics), and its use of acrobatics in a dance context.

Tumbling

Learn fundamental tumbling skills in a fun and friendly class. Basic and high level tumbling skills are taught using drills and lead ups to every skill. The classes are organized according to level and age of student.



A+ Academy

A supplemental homeschool half day program for qualifying Kindergarten and First Grade students. Linking arts and academics together. Includes academics, art, music, tumbling and dance. Only 12 students in the class. Homeschool can be billed.

Giggletime Preschool

A two or three day hands on creative arts program for ages 3 - 5. Students will enjoy art, music, dance, tumbling and daily education basics. Prerequisite: The student must be potty trained and is able to say goodbye to mommy and daddy at the classroom door.



Musical Theater

Exhibit J, Page 7 of 8

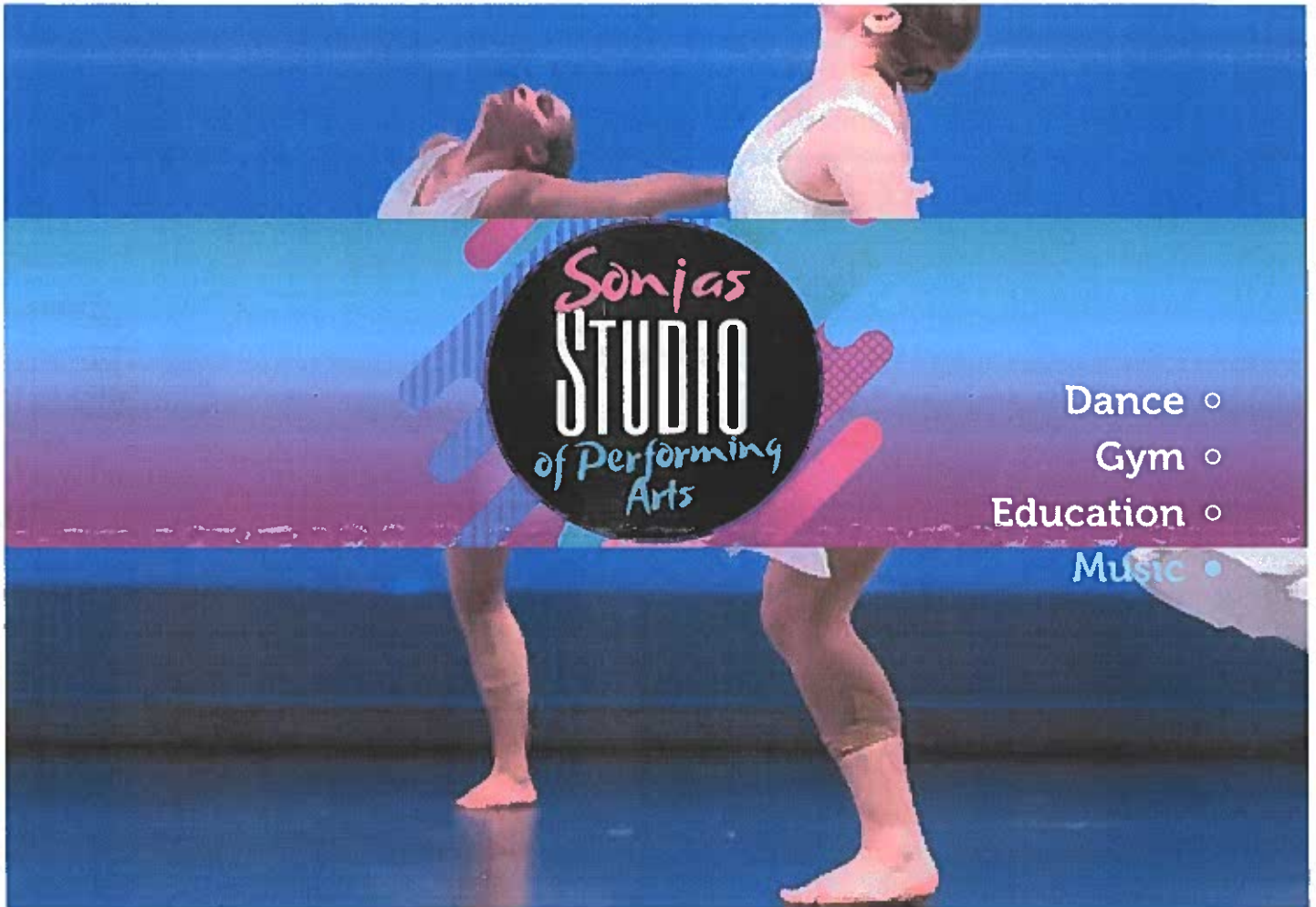
Sonja's Studio of Performing Arts, LLC

[HOME](#) [RECITALS](#) [PROGRAM INFORMATION](#) [EDUCATION](#) [ABOUT US](#) [CLINICS](#) [FUN STUFF](#) [COVID-19](#)

Students will take private lessons to advance their knowledge of the piano. Beginners or advanced students are welcome.

Voice

Designed for all ages, our voice coach will bring out your strengths & build your vocal confidence.





Alaska Senate Joint Resolution 9

SENATOR MIKE DUNLEAVY

MARCH 13, 2013

Issue

- ▶ Alaska State Constitution prohibits public funds going to private or religious educational service providers
- ▶ Over the decades public/private partnerships have expanded to meet the needs of a diverse population through the purchase of educational services from service providers
- ▶ These partnerships and associated practices could be construed to be unconstitutional
- ▶ Issue of constitutionality can only be determined by the courts, or we can change our constitutional language to align with our practices

Alaska's Constitution

▶ Article 7, Section 1

- ▶ The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. **No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.**

▶ Article 9, Section 6

- ▶ No tax shall be levied, or appropriation of public money made, or public property transferred, nor shall the public credit be used, except for a public purpose.



SJR9 “What does it do?”

- ▶ If resolution does not pass both bodies, it dies
- ▶ If resolution is passed by 2/3 majority of each body, it goes on the ballot as a ballot proposition for a constitutional amendment in the 2014 general election
- ▶ If constitutional amendment passes by a majority of the voters, constitutional language is replaced and added to the constitution
 - ▶ If passed by the voters, allows current practices and current private/public partnerships to continue to serve Alaskans
- ▶ If constitutional amendment does not get approved by the voters, it dies

History of Alaska Education

- ▶ 20 years from 1867 to 1884
 - ▶ US government provided no education
 - ▶ Provided by mission societies of American churches, Russian Orthodox schools, Alaska Commercial Company on Pribilof Islands, and Sitka city
- ▶ 9 years from 1885 to 1894
 - ▶ US Bureau Education maintained some public schools
 - ▶ "Contract Schools" with Catholic, Episcopal, Methodist, Moravian, etc.
 - ▶ Government support withdrawn in 1894
- ▶ 1900 to 1905 established dual system of education (federal and territorial); more or less until 1965
 - ▶ Territorial system including local school districts in incorporated towns
 - ▶ Federal system of schools outside incorporated towns, primarily for Natives

Alaska School Models (historical)

Borough/City
Schools

Faith-Based
Schools

State-
Operated BIA
Schools
(boarding)

Family Home
Schools

Mission
Schools

Correspondence
Schools

Private
Schools

Public Education System

Alaska DEED

Today

Borough/City Schools

REAA Schools

Correspondence-Home Schools

Charter Schools

Boarding Schools

Village Schools

Neighborhood Schools

Boarding Schools

Charter Schools

Correspondence-Home Schools

Public Education System

Alaska DEED

Borough/City Schools

REAA Schools

Correspondence-Home Schools

Charter Schools

Boarding Schools

Village Schools

Neighborhood Schools

Boarding Schools

Charter Schools

Correspondence-Home Schools

Private Schools



Public Education System

Alaska DEED

US Dept of Education

Borough/City Schools

REAA Schools

Public-Private partnerships

Correspondence-Home Schools

Charter Schools

Boarding Schools

Village Schools

Neighborhood Schools

Boarding Schools

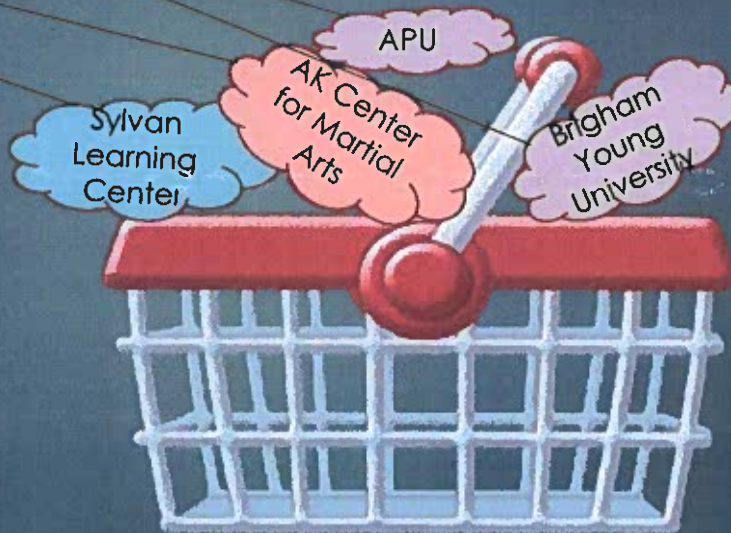
Charter Schools

Correspondence-Home Schools

Private Schools

Public-Private Partnerships

Correspondence-
Home School
Individual Learning
Plan (ILP)



Are the following constitutional?

- ▶ Can a 15-year-old student use public education funds to purchase courses through an allotment (voucher, scholarship, tuition, etc.) process from a public university to support their educational plan?
- ▶ ...from a private religious university?

▶ Can a 19-year-old do the same?

- ▶ Can a 12-year-old student purchase a distance-delivered course in math from a national online educational service provider to support their public education learning plan?
- ▶ ...can the same 12-year-old purchase a Latin course from a private religious school to support their public education learning plan?

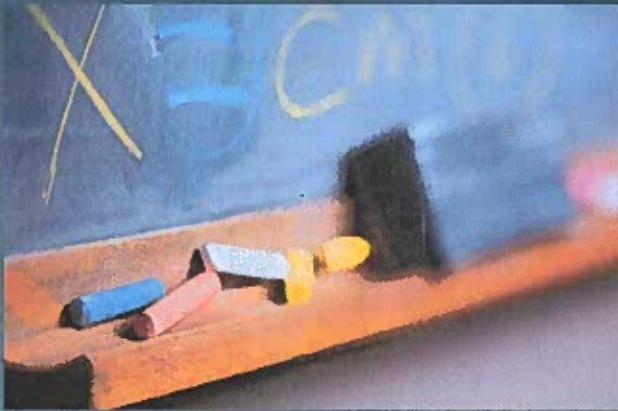
In Violation?



Examples

- ▶ A+ In-Home Tutoring
- ▶ Alaska Center for the Martial Arts
- ▶ Alaska Engineering Academies
- ▶ Alaska Learning Labs
- ▶ Alaska Pacific University
- ▶ Brain Hurricane, LLC
- ▶ Challenger Learning Center of Alaska
- ▶ Math Savvy Institute
- ▶ Northern Industrial Training
- ▶ Sylvan Learning Center
- ▶ Southeast Alaska Guide Association
- ▶ Turning Leaf Literacy Center

Charter Schools



- ▶ Charter School Act of 1995
 - ▶ Initial law allowed for 30 schools
 - ▶ In 2001, this was raised to 60 schools
 - ▶ In 2010, the limit of 60 charter schools was amended to NO LIMIT
 - ▶ Today there are 4617 students in charters in 13 Alaskan communities
- ▶ Ten years ago, charter schools were 2.9% of all Alaska public schools; today, charters are 5.3% of all public schools

Correspondence Schools

- ▶ Alaska Centralized Correspondence Study Program
 - ▶ Established in 1938 for rural Alaska
 - ▶ 1975 expanded to all K-12 students in Alaska
 - ▶ Enrollment quadrupled in next 13 years
 - ▶ Actually airdropped materials to rural students
- ▶ Today, there are **11,153** students in 27 correspondence schools in 26 communities in Alaska



IDEA



- ▶ Interior Distance Education of Alaska
 - ▶ Statewide homeschool program (part of Galena City School District)
 - ▶ Started in 1997 – enrolled 1157 students first year
 - ▶ Today 3400 students in nearly every community/village of Alaska



What SJR9 DOES NOT do

- ▶ It does not create a voucher program
- ▶ It does not transfer public funds to private/religious schools
- ▶ It does not DO ANYTHING in and by itself

What about...?

- ▶ The focus for some has been on vouchers
- ▶ The focus for some has been potential loss of public funding to our system
- ▶ The focus for some has been on private or religious schools
- ▶ The focus for me has been the constitutionality of what we are currently doing, and if and how we can expand our public/private partnerships

If you amend the constitution....

- ▶doesn't it create vouchers?
- ▶does it fund private and religious schools?
- ▶can it create a religious school?

Changing the constitution

- ▶ Issue

- ▶ Do existing and potential public/private partnerships using public educational funding violate the constitution?

- ▶ Solutions

- ▶ Do nothing and continue practices and hope such practices are constitutional and do not get challenged in court
- ▶ Ask Alaskans if they wish to amend their constitution to maintain and expand current public/private educational partnerships

Let The People Decide

- ▶ Let the people of Alaska decide this issue
- ▶ By voting to move this issue to the ballot, you allow them to make a decision that will impact them and their families directly
- ▶ Let them decide if they wish to change their constitution to continue practices many of them have benefited from or ...
 - ▶ ...let them decide to not change their constitution if they so choose, but let THEM, the people of Alaska decide, the people whom the constitution belongs to regarding THEIR public education system

DON'T DENY THE PEOPLE OF ALASKA THEIR VOICE TO WEIGH IN ON THIS VERY IMPORTANT ISSUE.

LEGAL SERVICES

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

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

MEMORANDUM

March 18, 2014

SUBJECT: Constitutional questions -- CSSSSB 100(EDC)
(Work Order No. 28-LS0425H)

TO: Senator Berta Gardner
Attn: TJ Presley

FROM: Jean M. Mischel
Legislative Counsel

You have asked about the constitutionality of sec. 2 of CSSSSB 100(EDC) that provides for student learning plans and student allotments of public school funds for students attending public correspondence study programs.¹ CSSSSB 100(EDC) also exempts some students enrolled in a public correspondence study program from state oversight, including the use of student allotments, if the program is otherwise consistent with express provisions in the bill, when a student is proficient or advanced on statewide assessments.

My opinion to you on this topic dated February 6, 2014, is largely unchanged. The bill raises constitutional issues under both art. I, sec. 4 and art. VII, sec. 1 of the Constitution of the State of Alaska. Although the committee substitute added the word "approval" at page 3, line 28, the word "nonsectarian" at page 4, line 19, the word "public" at page 4, line 20, and the requirement that textbooks, services, and other materials meet certain standards at page 4, lines 24 - 29, the bill continues to heavily rely on the parent, a correspondence teacher, and the district to ensure the constitutionality of the use of state funds before the money is spent.

The addition of the modifier "nonsectarian" to the purchase of materials and services from a religious organization by a parent using public funds at page 4, line 19 of the bill allows for the possibility of the purchase of nondenominational religious materials and services with public money in violation of art. I, sec. 4, Constitution of the State of Alaska, which provides that "no law shall be made respecting an establishment of religion, or prohibiting the free exercise thereof."

¹ Currently, state regulations provide for student fund accounts for correspondence students under 4 AAC 33.421 and 4 AAC 33.422 that are not expressly authorized by statute and that expressly provide for state oversight, as further discussed in this opinion.

In addition, the express authorization at page 4, line 20 of the bill for parents to use public money to purchase nonsectarian services and materials from a *public, private, or religious organization* raises the possibility of violating art. VII, sec. 1, Constitution of the State of Alaska, which prohibits the use of public money for the direct benefit of a *private or religious educational institution*. If parents use public funds to directly benefit a private or religious institution, the expenditure violates the constitutional prohibition. In my opinion, the use of "organization" rather than "institution" provides no meaningful limitation on using public money for the direct benefit of a private or religious school.

While the Alaska Supreme Court has not yet decided a case involving student allotments such as those proposed in this bill, it is unlikely that a court review would be limited to individual expenditures or even district-wide expenditures when reviewing expenditures under the third prong of the *Sheldon Jackson* test, which considers the magnitude of the benefit.² Removal of the department from its traditional oversight function for some students may interfere with the state's ability to ensure that no constitutional violation exists. A correspondence teacher, and even a single school district, is not in a good position to make that determination.

Indeed, a departmental audit in the past decade resulted in the additional controls over expenditures of public funds by parents and districts in regulations that the bill seeks to overturn. A subsequent Attorney General Opinion on the constitutionality of those regulations (provided previously)³ advised that the regulations were appropriate constitutional safeguards over public money. CSSSSB 100(EDC) nullifies an unspecified number of those same regulations for proficient and advanced students, including the regulatory requirement that a student must take at least 50 percent of the student's coursework in core courses under 4 AAC 33.426 and that parents may only contract with a tutor for a student in certain subjects and requires that the instruction is not provided by a private or sectarian educational institution under 4 AAC 33.421(h).

² In *Sheldon Jackson*, the Court established a three-part test under art. VII, sec. 1, Constitution of the State of Alaska, for determining the validity of public programs that provide economic benefit to private schools. First, the Court looked at the breadth of the class to which the economic benefits are directed. Second, the Court looked at how the public money is to be used; i.e., whether the benefit to the private school is incidental to education (as with fire and police protection) or whether it amounts to direct aid to education (as with tuition and books). Third, the Court looked at the magnitude of the benefit to private and religious schools.

³ Op. Att'y Gen. 663-05-0233 (September 20, 2005) (addressing an audit of district approved expenditures by parents of correspondence students and advising on the constitutionality of the enforcement actions and the restrictions on expenditures in the regulations). The opinion also offered "constitutional guidance" to "define the boundaries of religious involvement in public school curricula" that included significant monitoring and oversight by the department, as discussed in my previous opinion.

Senator Berta Gardner
March 18, 2014
Page 3

If all or a significant amount of statewide correspondence funds under CSSSSB 100(EDC) are routinely paid to a religious or other private educational institution, as authorized under the bill, it is possible that the Alaska Supreme Court would find this to be a "direct benefit" to the educational institutions involved and therefore constitutionally prohibited.

If, however, the private and religious organizations authorized to receive public money under the bill are not educational institutions, art. VII, sec. 1, Constitution of the State of Alaska, is not implicated unless the expenditure results in sectarian control over the program. In addition, a court may find the allotment to be an "indirect" benefit, as the United States Supreme Court has described, for first amendment purposes, for secular (a different concept than nonsectarian) materials and equipment used by a religious school in *Mitchell v. Helms*, 530 U.S. 793 (2000). However, because the bill removes statewide oversight over the expenditures for some students, the tracking and cumulative benefit of those expenditures may be difficult to determine. Nothing in the bill requires parents to document the expenditures.

The bill therefore leaves open the possibility of prohibited types of expenditures for religious instruction, sectarian control of a correspondence study program, or a direct benefit to a private or religious school, if otherwise consistent with a student's learning plan, in violation of art. VII, sec. 1 and art. I, sec. 4 of the Constitution of the State of Alaska. The question of whether the student allotments paid to a private educational or religious institution amount to either a direct benefit or religious entanglement by the state is difficult to answer without a full understanding of the purpose or the nature of the recipient organizations.

The United States Supreme Court has upheld, for first amendment purposes, the concept of vouchers and the concept of providing public funds for attendance at religious schools only if the funding is closely monitored and not used for a religious curriculum. CSSSSB 100(EDC) does not provide for monitoring of expenditures. On the contrary, for a student who is proficient or advanced, monitoring and other regulatory control over a student are expressly prohibited.

If I may be of further assistance, please advise.

JMM:Ind
14-126.Ind

LEGAL SERVICES

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MEMORANDUM

February 6, 2014

SUBJECT: Public education stipend for online course provided by religious secondary school (Work Order No. 28-LS1395)

TO: Senator Berta Gardner
Attn: Thomas Presley

FROM: Jean M. Mischel
Legislative Counsel 

You have asked whether the provision of a stipend using public education funds to a student enrolled in the Alaska Family Partnership Charter school, a public correspondence school, to pay for an online course through Brigham Young University, a private religious educational institution, violates art. VII, sec. 1 of the Constitution of the State of Alaska.¹ The Alaska Supreme Court must ultimately interpret and apply the Constitution of the State of Alaska. I am unaware of a challenge on constitutional grounds to the expenditures you describe. A court would review the factual details of the expenditure to determine whether the money provided a "direct benefit" to a "religious or other private educational institution" or established a school under sectarian control to the extent prohibited under art. VII, sec. 1.

The department has previously authorized correspondence program stipends, called "student fund accounts" in regulations at 4 AAC 33.421 and 4 AAC 33.422.² Those regulations expressly require public correspondence programs that are charter schools to comply with AS 14.03.090, which prohibits advocacy of sectarian or denominational doctrine, and with AS 14.18.060, which prohibits the use of materials that discriminate on the basis of sex under 4 AAC 33.421(b). In addition, 4 AAC 33.421(g) prohibits the provision of money by a correspondence study program for "religious, partisan, sectarian, or denominational textbooks or other curriculum materials."

Art. VII, sec. 1 of the Constitution of the State of Alaska provides:

Public Education. The legislature shall by general law establish and maintain a system of public schools open to all children of the State, and

¹ Other constitutional provisions may be implicated by the practice but this memorandum is limited to your specific question pertaining to the art. VII implications.

² Similarly, SB 100, introduced this session, provides for "student allotments" with few restrictions on expenditures of public money, but expressly limits state oversight when a student is proficient. The student accounts currently authorized in regulation have no express statutory authority.

may provide for other public educational institutions. Schools and institutions so established shall be free from sectarian control. No money shall be paid from public funds for the direct benefit of any religious or other private educational institution.

The Alaska Supreme Court, in *Sheldon Jackson v. State of Alaska*, 599 P.2d 127 (Alaska 1979), found tuition grants for private colleges to be a violation of art. VII, sec. 1 of the Constitution of the State of Alaska. The state tuition assistance program under review in the *Sheldon Jackson* case provided money to a student for the difference in the cost of private and public college tuition under an agreement to pay the money to a private college for tuition. Rejecting the proposition that the constitutional prohibition on the use of public funds did not apply to postsecondary institutions and that the tuition grant program then under scrutiny was not a direct benefit, the Supreme Court found that the payment of subsidies in the form of grants to only private college students was unconstitutional.

In that case, the Court established a three-part test for determining the validity of public programs that provide economic benefit to private schools. First, the Court looked at the breadth of the class to which the economic benefits are directed. Second, the Court looked at how the public money is to be used; i.e., whether the benefit to the private school is incidental to education (as with fire and police protection) or whether it amounts to direct aid to education (as with tuition and books). Third, the Court looked at the magnitude of the benefit to private education.

The Court struck down the state's tuition assistance program as violative of all three parts of the test. The class that the tuition assistance program benefitted consisted entirely of private schools, the funds were to be used directly for educational purposes (tuition), the benefit conferred on these schools was quite substantial, and the fact that the money was actually paid directly to the students, not the schools, did not mitigate the fact that the students were required to turn the money directly over to the private schools.

The Alaska Supreme Court left open the question of the constitutionality of a tuition scholarship or grant that did not provide for direct incentives to attend a private school as in *Sheldon Jackson*. The Court then stated:

First, the class primarily benefitted by the tuition grant program consists only of private colleges and their students. Though the appellants characterize the statute as merely equalizing the positions of private and public university students, effectively the chief beneficiaries are the private colleges themselves. Unlike a statute that provides comparable dollar subsidies to all students, Alaska's tuition grant program is not neutral, inasmuch as the only incentive it creates is the incentive to enroll in a private college.

Id. at 131.

Senator Berta Gardner
February 6, 2014
Page 3

The state, the district, and the charter school are all constrained by art. VII, sec. 1, and by the Alaska Supreme Court's interpretation of that section. Since Brigham Young University is a private or religious "educational institution," the inquiry is limited, under art. VII, sec. 1 of the Constitution of the State of Alaska, to whether the funding provided through correspondence program stipends to students constitutes a "direct benefit" to Brigham Young University. Unlike the description of the phrase by some commentators, "direct benefit" is not discerned simply by identifying who initially receives the public money, in this case, the student. The inquiry must go further under both Alaska Supreme Court and United States Supreme Court precedent. Obviously, if the money is required to be paid to a private or religious school, as in *Sheldon Jackson*, the benefit to the private or religious school would be a direct benefit if of sufficient magnitude. In *Sheldon Jackson*, the invalidation of the public funding scheme, paid through the student, resulted in the closure of that school for financial reasons.

Under the first prong of the test in *Sheldon Jackson*, the family charter school program allowing for student stipends in the context of the state regulations, may be construed to be neutral as lacking any incentive to select a religious or private institution over public schools for course offerings. It does not appear to be a requirement that a student agree to pay public stipends directly to a private college or school, but rather a student is free to select any school or program that provides relevant courses. In contrast, *Sheldon Jackson* involved a tuition grant program that was not neutral inasmuch as the only incentive it created, as noted by the Alaska Supreme Court, was the incentive to enroll in a private college.

Under the second prong of the *Sheldon Jackson* test, however, the benefit from the stipend is likely to be construed as an educational, not an incidental one, since it is used for tuition.

Under the third prong, a court would also look at the magnitude of the state money to a private educational institution and determine whether the stipend payments confer a "benefit" that is of constitutional significance. Here, a court may consider the amount of money flowing to Brigham Young University from the charter program, the size of the charter program, and other relevant factors. The rate of selection by the stipend recipients of private school courses over public may also be considered.

I cannot predict with any certainty the outcome of a constitutional challenge to the stipends provided by the charter school you describe. However, the neutrality and apparent equal availability of the stipend for purchase of relevant distance delivery courses from both public and private schools, the option being left to the individual student, and the stated public purpose for the program (particularly for courses that are not offered by the local public school), may support a court finding that the program is a constitutionally appropriate use of public funds under art. VII, sec. 1.

If I may be of further assistance, please advise.

JMM:ray
14-043.ray

**IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE**

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EDWARD ALEXANDER, JOSH)
ANDREWS, SHELBY BECK)
ANDREWS, & CAREY)
CARPENTER,)

Plaintiff,)

v.)

ACTING COMMISSIONER HEIDI)
TESHNER, in her official capacity,)
STATE OF ALASKA,)
DEPARTMENT OF EDUCATION &)
EARLY DEVELOPMENT,)

Defendants,)

v.)

ANDREA MOCERI, THERESA)
BROOKS, and BRANDY)
PENNINGTON.)

Intervenors.)

Case No. 3AN-23-04309 CI

**[PROPOSED] ORDER GRANTING DEFENDANTS' CROSS-MOTION FOR
SUMMARY JUDGMENT**

IT IS ORDERED that having reviewed the parties' briefing on cross-motions for summary judgment, the Court hereby GRANTS the defendants' motion. The plaintiffs have failed to make out a claim that the challenged statutes are facially unconstitutional and the defendant is therefore entitled to summary judgment on the facial challenge. The defendant is also entitled to summary judgment on the plaintiffs' as-applied challenge, because they have not sued the school districts who implement the

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correspondence school programs, and the Commissioner of the Department of Education and Early Development is not the proper defendant for any as-applied challenged. Therefore, the Court grants summary judgment to the defendant on all claims.

DATED _____, 20____, at _____, Alaska.

The Honorable Adolf Zeman
Superior Court Judge

**IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE**

EDWARD ALEXANDER; JOSH)
ANDREWS; SHELBY BECK ANDREWS;)
and CAREY CARPENTER,)

Plaintiffs,)

v.)

ACTING COMMISSIONER HEIDI)
TESHNER, in her official capacity, State)
of Alaska, Department of Education and)
Early Development,)

Defendant,)

v.)

Case No. 3AN-23-04309CI

ANDREA MOCERI, THERESA BROOKS,)
and BRANDY PENNINGTON.)

Intervenors.)

**UNOPPOSED MOTION FOR LEAVE TO FILE
OVERLENGTH RESPONSE TO PLAINTIFFS'
OPPOSITION TO MOTION TO DISMISS AND
CROSS-MOTION FOR SUMMARY JUDGMENT**

The defendant, Acting Commissioner of the Department of Education and Early Development, Heidi Teshner, moves the Court for leave to file an overlength response to the plaintiffs' opposition to her motion to dismiss. In response to the motion to dismiss, the plaintiffs have cross-moved for summary judgment, filing a fifty-page memorandum in support. The defendant has tried to keep her reply/opposition/cross-motion for summary judgment as concise as possible, but the memorandum is currently

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28 pages long. The plaintiffs and intervenors have indicated that they do not oppose this motion.

DATED: June 2, 2023.

TREG TAYLOR
ATTORNEY GENERAL

By: 

Margaret Paton Walsh
Assistant Attorney General
Alaska Bar No. 0411074
Laura Fox
Assistant Attorney General
Alaska Bar No. 0905015.

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

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EDWARD ALEXANDER, JOSH)
ANDREWS, SHELBY BECK)
ANDREWS, & CAREY)
CARPENTER,)

Plaintiff,)

v.)

ACTING COMMISSIONER HEIDI)
TESHNER, in her official capacity,)
STATE OF ALASKA,)
DEPARTMENT OF EDUCATION &)
EARLY DEVELOPMENT,)

Defendants,)

v.)

ANDREA MOCERI, THERESA)
BROOKS, and BRANDY)
PENNINGTON.)

Intervenors.)

Case No. 3AN-23-04309 CI

**[PROPOSED] ORDER GRANTING UNOPPOSED MOTION FOR LEAVE TO
FILE OVERLENGTH RESPONSE**

IT IS ORDERED that having reviewed the Defendants' unopposed motion for
leave to file an overlength response to the plaintiffs' cross-motion for summary
judgment, the Court hereby GRANTS the motion. The defendants' memorandum is
accepted as filed.

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DATED _____, 20__, at _____, Alaska.

The Honorable Adolf Zeman
Superior Court Judge

IN THE SUPERIOR COURT FOR THE STATE OF ALASKA
THIRD JUDICIAL DISTRICT AT ANCHORAGE

EDWARD ALEXANDER, JOSH)
ANDREWS, SHELBY BECK)
ANDREWS, & CAREY CARPENTER,)

Plaintiff,)

v.)

ACTING COMMISSIONER HEIDI)
TESHNER, in her official capacity,)
STATE OF ALASKA, DEPARTMENT)
OF EDUCATION & EARLY)
DEVELOPMENT,)

Defendants,)

v.)

ANDREA MOCERI, THERESA)
BROOKS, and BRANDY)
PENNINGTON.)

Intervenors.)

Case No. 3AN-23-04309 CI

CERTIFICATE OF SERVICE

I certify that on June 2, 2023, true and correct copies of the **State's Reply, Opposition, and Cross-Motion for Summary Judgement, Affidavit of Kyle Emili, Exhibits A-M, [Proposed] Order Granting Defendants' Cross-Motion for Summary Judgement, Unopposed Motion for Leave to File Overlength Response to Plaintiffs' Opposition to Motion to Dismiss and Cross-Motion for Summary Judgement, [Proposed] Order Granting Unopposed Motion for Leave to File**

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