

Agenda

1. IV. Teck Alaska Update, re: Youth Leadership Program
Presenter: Verna Westlake & Michelle Woods, Teck Alaska
2. V. NWABSD Lobbyist Reports
Presenter: Reggie Joule, Christina Hess and John Walsh
3. VI. AASB Core Resolutions and Nominations
Presenter: Board Members
4. VIII. Board Discussion re: 2021-2022
 - Board Meeting Agenda Guideline
 - Board Meeting Dates
 - Board Retreat Date
 - Board Travel**Presenter:** Board Members
5. VIII. Board Committee Meeting Reports
Presenter: Board Members
6. IX. Fall 2021 Mitigation Plan Update
Presenter: Terri Walker, Superintendent
7. X. Advisory School Council Minutes
Presenter: Terri Walker, Superintendent
8. Executive Session
Presenter: Terri Walker, Superintendent

NWABSD YOUTH LEADERS

History

In 2008 NWABSD applied for and received the US Department of Education's Elementary and Secondary School Counseling Grant. The objective of the grant was to increase access of mental health services to students. Unlike other school districts that used their funds to invest in professional development for school staff, NWABSD invested into the personal development of their students. With the knowledge that most staff in the district are itinerant and short term, it was prudent to invest funds and training into students that have long term commitments to their schools and communities. This three-year grant project was the foundation for the creation and establishment the Youth Leaders program. At the completion of the 3-year grant cycle when federal funding ended, Teck donated a supplemental \$150,000 in 2010 to Youth Leaders. In 2011, Teck awarded \$1.25 million to operate the program for the next 5 years at \$250,000 per year. It is because of the partnership that we created "Ikaayutimaruat" (those willing to help). We moved from a grant project to a core curriculum in the district. We witnessed positive changes in individual students, in staff attitudes, and overall school climate. In addition to the improvement in schools, the teams have made positive impacts on their villages as they advocated for healthy and safe living.

Model

The Youth Leader Program model is based on the Comprehensive Health Education Foundation's Natural Helpers program. Youth Leaders are selected by their peers and are a cross section of students identified through an anonymous school wide survey. Ideally those chosen are representatives of all the social subgroups in the schools. They are invited to participate in the Youth Leaders program. If they accept, they are trained as Youth Leaders. The training consists of Retreat Training and ongoing training. The process continues indefinitely, with students selected each year as older students graduate and vacate a position.

Beyond participating in Retreat Training and ongoing training, students play a variety of roles as Youth Leaders. Among them: continuing to help their friends with their concerns and lending a sympathetic ear to students; recognizing when people have serious problems like depression, chemical dependency, and abuse - and referring them to trained helping resources; and working with members of their helping team to discuss issues and specific problems, providing accurate information, and becoming more involved with their school and community.

The program is sufficiently flexible to allow students to choose roles that are most comfortable for them and that are "natural". For the most part, Youth Leaders continue to do what they always do - quietly help their friends.

Students selected to be Youth Leaders and adult advisors attend a 4-day training session in a retreat setting. They receive accurate and current information and learn Helping Skills to use with their friends. Just as important, they begin to form a cohesive group from what was a collection of very diverse individuals. Among the topics addressed during the Retreat Training:

- Taking care of oneself and setting boundaries
- Working as a team
- Knowing when friends need help
- Expressing care and concern
- Recognizing situations which require professional helping resources
- Contacting available resources

The training also begins to focus Natural Helpers' attention on the problems that students in their school and communities consider the most important.

This curriculum has been reviewed By Michigan State University Professor Dr. Lisa Wexler, who is the leading expert in research and studies of Alaska Native Suicide Prevention and other issues affecting the people of Northwest Alaska. She is also responsible for working with the creator of the program conducting studies and examining the efficacy of the program which has resulted in the NWABSD Youth Leader program being deemed a Promising Practice in the United States Department of Education's Center of Approved Programs.

Cultural Considerations

The Inupiaq culture is significant in the region and therefore critical to effective instruction. We implement cultural values and lessons into our training of Youth Leaders and support school and community activities that encourage the learning and sustainability of the culture. Youth Leaders are taught that they are the "Elders" in their village (their schools). Like the Elders in the village, they have a responsibility to themselves, families, communities, and culture to strengthen their lives and future generations by living their cultural values. They are taught that: they possess immense power to change the negative aspects that affect their lives; the most effective ways to address bullying, individual student aggression, truancy, and teacher retention; to endorse positive and engaging activities and behaviors; best practices when addressing individual and community's trauma, and how to be part of the solution when problems arise.

Training

The retreat training is 4 days of nonstop activities for the Youth Leaders and their advisors. There is minimal lecture and maximum activities to reinforce the learning content. After teams arrive in Kotzebue from their villages, they register and complete pre-retreat surveys. The evening is spent with individual introductions, ground rules for the retreat, and icebreaker games. Social skills and successful strategies are a constant lesson that is taught throughout the retreat.

The second day is held off campus and students get their first look at their roles and responsibilities as Youth Leaders. The students are divided into smaller instructional groups for the roundtable and interactive lessons. In the evening, the students participate in team competitions of the Youth Leader Annual Olympics.

The third day is spent with additional instruction in topics related to their communities. The day focuses on what activities the Youth Leaders will be completing when they return to their villages. The last evening is spent in sharing/talking circles and a celebration of life.

Subject matters covered at the retreat include online safety, babysitting safety, child CPR, adult CPR, tobacco cessation, alcohol and substance abuse, injury prevention, home safety, Food Safety certification, Suicide Walk for Life, Grief and Postvention Walk, bullying, and healthy relationships.

On the last day, the students and advisors return to their villages, exhausted and at the same time excited to be part of the positive life that they know they can achieve for themselves and their communities.

During the retreat, the Youth Leader advisors receive additional training as they attend the messaging and instruction of the Youth Leaders curriculum with the students.

Trainers for the retreat include the founder of the program, veteran Youth Leader advisors, local resource professionals, and Alaska Police and Fire Chaplains. There is mental health support staff present throughout the retreat to address any individual student's and adult's issues that may arise.

Additional training is provided during monthly videoconferences, weekly site meetings, and outside training opportunities afforded to the team captains.

Following the retreat, Youth Leaders complete healthy activities and events in their villages. They conduct school and community announcements related to public health promotion activities during the month. Teams do additional activities based on the team's preferences and village/school needs.

Program Effectiveness

Data collection occurs at the beginning and end of the school year. Data comes from participant's surveys, school district records, the CDC's Youth Risk Behavior Survey and the School Climate and Connectedness Surveys, local and state law enforcement agencies, and regional health sources. The program coordinator is responsible for the collection of the data, the annual reporting, and the program's effectiveness. The last data collection occurred in 2015 and therefore we do not have accurate data for Youth Leader participants. Prior to 2015, we saw the following results from the Youth Leaders program: the elimination of student suicides; the reduction of bullying, aggressive behaviors, and disciplinary referrals; truancy reduction; increase in student/staff connectedness, increase in healthy behaviors and choices; and increase in community engagement. Individual Youth Leaders, Captains, and Advisors report monthly to ensure data accuracy and accountability.

Prior to 2015, data was collected for graduating Youth Leader participants which showed every year, the majority of graduating Youth Leaders advanced to vocational school or colleges, sought out and engaged in employment (including school district, local and regional resources), and a handful sought public office and tribal leadership positions.

The Youth Leader program addresses a multitude of issues confronting the region's young people. It's curriculum and the program design has proven to be successful in past years. In addition to individual Youth Leaders receiving performance awards, the district team has won the State of Alaska's Spirit of Youth Award. NWABSD Regional School Board, the only board in Alaska, to have won the prestigious Magna Award for innovative programs by the National Association of School Boards.

Finally, the Youth Leaders program provides NWABSD students: the connection between healthy adults and role models; the connection between other young people sharing the same values and desires; the opportunity to process life's challenges; and the knowledge, skills, and attitudes necessary for a successful future.

Report provided by Michelle Woods



Legislative Update

The third special session is just around the corner, starting Monday, August 16 at 2:00 p.m. In the special session call, Governor Dunleavy has included the following:

- HJR 6, SJR 5, or similar resolutions proposing amendments to the Constitution of the State of Alaska relating to an appropriation limit; and relating to the Constitutional Budget Reserve fund.
- HJR 7 or SJR 6, proposing amendments to the Constitution of the State of Alaska relating to the Alaska Permanent Fund, appropriations from the Alaska Permanent Fund, the Alaska Permanent Fund, and power cost equalization.
- An act or acts relating to measures to increase state revenues.

Absent from the call is any specific mention of an appropriations bill and the reverse sweep. These have left numerous accounts unfunded, including the Alaska Performance Scholarship Fund and the WWAMI program. The \$340 million Alaska Performance Scholarship fund provides \$6.4 million in needs-based grants and \$11.8 million in scholarships for high-achieving students. Funding for community assistance is reduced by \$12.4 million and only \$30.8 million for school bond debt reimbursement is currently funded. Additionally, funding for \$86.5 million in capital projects, many located in Mat-Su are now in limbo because of the failed reverse sweep. More information on the reverse sweep can be found at the Office of Management & Budget site which has [a PowerPoint](#) and handout on [the funds affected](#) by the sweep.

The special session call can be amended to include these items, or the legislature can call their own special session and set the agenda. Once the legislature gavels in, it has 5 days to override any budget vetoes. A budget veto override requires 45 votes in a joint session. Remember that the PFD was vetoed by Governor Dunleavy and is currently funded at \$0 dollars. Education received \$50.2 million in vetoes, including the following:

- \$21.6 million - Major Maintenance List
- \$7.8 million - Mt. Edgecumbe High School Repairs
- \$2.5 million - Pre-K Grants
- \$17.1 million - REAA/Small Municipal School District Fund (Half)
- \$109,200 - State System of Support, Education Associate II Position
- \$100,000 - Mt. Edgecumbe Aquatic Center Maintenance
- \$91,100 - Library Operations, Vacant Position
- \$635,900 - Library Operations, Statewide Online Library System
- \$86,900 - Museum Operations, Delete Vacant Positions

Attachment A = line-item vetoes.

There is chatter that if an appropriations bill is not added to the call, the legislature may quickly take up some of the budget vetoes, gavel out, and continue the work of the Fiscal Policy Working Group (FPWG). We are hearing that some of the vetoed education items will be considered as part of any veto override package, although mustering the needed votes will be a challenge.

FPWG has continued to meet several times a week. Many of the presentations have been presented before and cover Alaska's basic fiscal issues and possible solutions. However, this week things got a little more interesting with a presentation from Department of Revenue Commissioner Lucinda Mahoney. Representing the administration, Commissioner Mahoney outlined revenue options that Governor Dunleavy would consider to close the fiscal deficit presented by his proposed 50/50 plan. A quick reminder, the Governor wants to use 50 percent of the market value to pay for PFDs and 50 percent for government services. The Governor has also dropped his requested constitutional amendment that would require any tax to be approved by the voters.

The revenue options are as follows:

- A. Modify maximum sliding scale per barrel credit from \$8.00 to \$5.00
- B. Require Oil & Gas pass-through entities to pay Corporate Income Tax (CIT)
- C. Implement a broad-based sales tax in the range of 2 to 4 percent (Rep. Shower also presented on the same revenue option; both are using the states of South Dakota and Wyoming as examples)
- D. Establish legalized gambling in our State: internet gaming, lottery, and casinos (a bill is rumored to be in the drafting process)
- E. Modernize CIT statutes to include highly digitized businesses
- F. Generate revenues by monetizing our carbon offsets
- G. Increase motor fuel tax, excluding aviation (Sen. Bishop and Rep. Josephson have sponsored bills on this revenue measure)
- H. Use of Federal Funds for revenue replacement
- I. Draw from the ERA as a Bridge/Transition fund
- J. Other ideas from Legislature/Administration/Public

Many of these revenue measures already have the support of some legislators. The important thing is that for the first time Governor Dunleavy has supported some form of revenue generation measures. This action in and of itself is pretty monumental. Although there is not an agreed upon proposal that the legislature is planning to bring forward at the August special session, this is forward movement that can be built upon through the FPWG.

The items on the special session call are significant and it is unlikely that they can be adequately addressed in just thirty days. It is more likely that the legislature will try to address the immediate issues including the reverse sweep, funding of a PFD, and any possible budget veto overrides and then gavel out. Look for another special session this fall.

Power Cost Equalization

The lawsuit challenging the Dunleavy administration's reinterpretation of the Constitutional Budget Reserve's sweep rules to include the Power Cost Equalization program was recently heard in court. Several years ago, Governor Dunleavy rewrote the list of funds affected by the reverse sweep. The rewrite added the PCE endowment as a sweepable fund for the first time. That act, combined with the willingness of certain caucuses to use the reverse sweep as leverage for a larger Permanent Fund Dividend, has turned the PCE fund into the proverbial political football.

The judge in the recent case ruled that the PCE endowment is not part of the general fund and is not subject to the sweep. The judge further ruled that the administration is permanently enjoined from sweeping the PCE endowment fund into the CBR. This is a big victory for the PCE program! It was anticipated that the Governor would appeal the decision to the Alaska Supreme Court; however, he decided against it and has formally announced his intent to let the decision stand. The PCE program is funded and payments to users can now proceed. This decision also alleviates the political leverage that has been applied, mostly to rural legislators, the last several years over the PCE program. In fact, funding of the PCE program would have played a significant role in the upcoming session and would have been used as leverage to achieve votes on certain items. With the favorable resolution of the issue in court this leverage is now gone.

Funding and preservation of the PCE program and the endowment fund was one of the top three priorities of the Northwest Arctic Borough School Board. During the legislative session and throughout the special sessions, the NWABSB continued to raise the importance of the issue to legislative members and to exert pressure about the importance of the program to the region. Working with partners from around the State, one of the NWABSB's top priorities has been accomplished!

J&H Consulting will continue to keep you updated as the special session commences.

Reggie and Chris
J&H Consulting

**Office of Management and Budget
HB69 Veto Summary (\$ in Thousands)
July 1, 2021**

Item	Bill	Sec	Page	Line	Op/Cap/Sup	Item	Department	Component	UGF	DGF	Other	Federal	Total
1	69	1	3	27	Operating	Remove Non-Essential Subsidy for Public Broadcasting	DOA	Public Broadcasting Commission	(46.7)	-	-	-	(46.7)
2	69	1	3	29	Operating	Remove Non-Essential Subsidy for Public Broadcasting	DOA	Public Broadcasting - Radio	(2,036.6)	-	-	-	(2,036.6)
3	69	1	3	30	Operating	Remove Non-Essential Subsidy for Public Broadcasting	DOA	Public Broadcasting - T.V.	(633.3)	-	-	-	(633.3)
4	69	1	4	28	Operating	Named Recipient Grant for the Native Village of Napaimute for Kuskokwim Ice Road	DCCED	Community & Regional Affairs	(185.0)	-	-	-	(185.0)
5	69	1	4	28	Operating	General Fund Subsidy to Alaska Legal Services	DCCED	Community & Regional Affairs	(400.0)	-	-	-	(400.0)
6	69	1	6	29	Operating	Trade Promotion Funding	DCCED	Alaska Seafood Marketing Inst	-	-	-	(3,000.0)	(3,000.0)
7	69	1	10	28	Operating	Delete Education Associate II Position (05-1809) and Authority No Longer Needed	DEED	State System of Support	(109.2)	-	-	-	(109.2)
8	69	1	11	24	Operating	Remove Non-Essential Subsidy for Mt. Edgecumbe High School Aquatic Center	DEED	MEHS Facilities Maintenance	(100.0)	-	-	-	(100.0)
9	69	1	11	31	Operating	Delete Vacant Librarian I Position and Authority No Longer Needed	DEED	Library Operations	(91.9)	-	-	-	(91.9)
10	69	1	11	31	Operating	Continuation of Alaska's Statewide Online Library System	DEED	Library Operations	(635.9)	-	-	-	(635.9)
11	69	1	11	32	Operating	Remove UGF Authority for Two Microfilm/Imaging Operator II Positions with Interagency Receipts	DEED	Archives	(89.6)	-	-	-	(89.6)
12	69	1	11	33	Operating	Delete Vacant Positions and Authority No Longer Needed	DEED	Museum Operations	(86.9)	-	-	-	(86.9)
13	69	1	13	12	Operating	Reduce Prevention Account Authority to Align with Anticipated Revenue	DEC	Spill Prevention and Response	-	(411.3)	(21.6)	(29.8)	(462.7)
14	69	1	14	19	Operating	Reduce Funding for Crystal Lake and DIPAC Hatcheries	DFG	Sport Fisheries	-	-	(650.0)	-	(650.0)
15	69	1	17	20	Operating	Reduce Reimbursable Services Agreement with Division of Public Health Early Childhood Comprehensive Systems	DHSS	Children's Services Management	(81.3)	-	-	-	(81.3)
16	69	1	17	24	Operating	Alaska Tribal Child Welfare Compact	DHSS	Front Line Social Workers	(3,400.0)	-	-	-	(3,400.0)
17	69	1	17	24	Operating	Eliminate the Circles of Support Social Services Block Grant, Title IVB-I and Title IVB-II	DHSS	Front Line Social Workers	(206.4)	-	-	-	(206.4)
18	69	1	17	24	Operating	Case Carrying PSS Worker Retention Bonuses, One MH Clinician, Tuition Reimbursement and Other Retention Strategies	DHSS	Front Line Social Workers	(1,220.0)	-	-	-	(1,220.0)
19	69	1	18	9	Operating	Reduce Circles of Support Grant Program by Fifty Percent Utilizing Block and Title IVB I / II Grants	DHSS	Family Preservation	(22.4)	-	-	(264.1)	(286.5)
20	69	1	18	12	Operating	Eliminate the Circles of Support Social Services by Utilizing Block, Title IVB-I and Title IVB-II Grants	DHSS	Foster Care Special Need	(57.7)	-	-	-	(57.7)
21	69	1	18	25	Operating	Eliminate Positions Associated with the Step-Up Program	DHSS	McLaughlin Youth Center	(155.3)	-	(12.8)	-	(168.1)

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22	69	1	18	32	Operating	Delete Social Services Associate (06-3659) in Dillingham	DHSS	Probation Services	(118.6)	-	-	-	(118.6)
23	69	1	18	32	Operating	Delete Program Coordinator I (06-4510) in Fairbanks	DHSS	Probation Services	(67.2)	-	-	-	(67.2)
24	69	1	19	3	Operating	Reduce Early Intervention/Diversion Program to Align with Referrals	DHSS	Youth Courts	(88.2)	-	-	-	(88.2)
25	69	1	19	18	Operating	Delete Public Assistance Positions Due to Efficiencies	DHSS	Public Assistance Field Svcs	(858.2)	-	-	-	(858.2)
26	69	1	19	28	Operating	Public Health Nursing	DHSS	Nursing	(1,250.0)	-	-	-	(1,250.0)
27	69	1	20	18	Operating	Reduce Authority in General Relief/Temporary Assisted Living	DHSS	Genl Relief/Temp Assisted Living	(164.9)	-	-	-	(164.9)
28	69	1	20	27	Operating	Remove Positions (06-#217, 06-#218, 06-#219 and 06-#220) and Authority for the Commissioner's Office	DHSS	Commissioner's Office	(379.7)	-	-	(253.2)	(632.9)
29	69	1	21	27	Operating	Medicaid Program Reduction	DHSS	Medicaid Services	(17,500.0)	-	-	-	(17,500.0)
30	69	1	21	27	Operating	DSH For Qualifying Hospitals That Serve Medicaid and Uninsured Individuals	DHSS	Medicaid Services	-	-	-	(3,500.0)	(3,500.0)
31	69	1	25	31	Operating	Veto Contractual Funding	Law	Legal Contracts	(20.0)	-	-	-	(20.0)
32	69	1	26	23	Operating	Remove Civil Air Patrol Funding	DMVA	Civil Air Patrol	(250.0)	-	-	-	(250.0)
33	69	1	28	21	Operating	Remove GF/PR Authority and 6 Positions for Alaska Conservation Corps	DNR	Parks Management & Access	-	(200.0)	-	-	(200.0)
34	69	1	31	33	Operating	Remove Two Investigator Positions	DOR	Tax Division	(221.0)	-	-	-	(221.0)
35	69	1	32	3	Operating	Remove Over-Appropriation from Public School Trust Fund	DOR	Treasury Division	-	-	(639.8)	-	(639.8)
36	69	1	37	8	Operating	Central Maintenance Station	DOT&PF	Northern Highways & Aviation	(1,000.0)	-	-	-	(1,000.0)
37	69	1	37	8	Operating	Central Maintenance Station	DOT&PF	Northern Highways & Aviation	(1,190.5)	-	-	-	(1,190.5)
38	69	1	40	12	Operating	Legislator Per Diem	Legislature	Leg Salaries and Allowances	(1,995.0)	-	-	-	(1,995.0)
39	69	8	70	26	Capital	Alaska Travel Industry Association	DCCED		(10,000.0)	-	-	-	(10,000.0)
40	69	8	71	22	Capital	Major Maintenance Grant Fund for School Major Maintenance	DEED		(21,642.3)	-	-	-	(21,642.3)
41	69	8	71	24	Capital	Mt. Edgecumbe High School Repairs	DEED		(3,882.0)	(4,000.0)	-	-	(7,882.0)
42	69	8	73	30	Capital	Alaska Vocational Technical Center Upgrades	Labor		(12,500.0)	-	-	-	(12,500.0)

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43	69	8	75	10	Capital	National Historic Preservation Fund	DNR		(200.0)	-	-	-	(200.0)
44	69	8	76	18	Capital	Equinox Marathon Travel Completion - Signage, Restroom Construction	DNR		(1,400.0)	-	-	-	(1,400.0)
45	69	8	76	22	Capital	Denali State Park: Curry Ridge Trail to Kesugi Ridge - Trail Expansion and Trail Connections to Campgrounds	DNR		(1,000.0)	-	-	-	(1,000.0)
46	69	8	76	27	Capital	Denali State Park Hut System for Trails- Construction of Trail Huts Along 45-Mile Trail	DNR		(2,000.0)	-	-	-	(2,000.0)
47	69	8	76	32	Capital	Chugach State Park - Flattop Mountain Reroute; Replace Damage/Eroded Trail with Safer Trail	DNR		(1,100.0)	-	-	-	(1,100.0)
48	69	8	77	5	Capital	Comprehensive Wayfinding Connecting Anchorage's Entire Trail System	DNR		(2,000.0)	-	-	-	(2,000.0)
49	69	8	77	9	Capital	Antler Creek - New Parking Area and Restroom, Short Easy Loop Trail	DNR		(500.0)	-	-	-	(500.0)
50	69	8	77	12	Capital	McKinley Village/Mile 231, Pedestrian Bridge Over the Nenana River, New Parking, New Trails to North	DNR		(2,200.0)	-	-	-	(2,200.0)
51	69	8	77	17	Capital	Government Peak Recreation Area to Skeetawk Ski Area Connector Trail	DNR		(1,900.0)	-	-	-	(1,900.0)
52	69	8	77	20	Capital	Coastal Trail to Ship Creek- Connection Filling Gap Between Two Major Anchorage Trails	DNR		(800.0)	-	-	-	(800.0)
53	69	8	77	24	Capital	Turnagain Arm Trail Connection- Filling Gap in Trail System from Girdwood to Anchorage	DNR		(300.0)	-	-	-	(300.0)
54	69	8	79	26	Capital	Craig Harbor	DOT&PF		(4,400.0)	-	-	-	(4,400.0)
55	69	8	79	27	Capital	Municipal Harbor Facility Grant Fund	DOT&PF		(7,320.0)	-	-	-	(7,320.0)
56	69	8	95	32	Capital	Contingency (HD 1-40)	DOT&PF		-	-	-	(70,000.0)	(70,000.0)
57	69	8	95	33	Capital	Project Acceleration (HD 1-40)	DOT&PF		-	-	-	(150,000.0)	(150,000.0)
58	69	8	96	9	Capital	UAA Building Energy Performance Upgrades	University		(10,900.0)	-	-	-	(10,900.0)
59	69	8	96	11	Capital	Bartlett and Moore Hall Modernization: Restrooms and Sanitation Infrastructure	University		(18,650.0)	-	-	-	(18,650.0)
60	69	8	96	14	Capital	UAS Juneau Campus Roof and Fuel Tank Replacements	University		(1,000.0)	-	-	-	(1,000.0)
61	69	8	96	16	Capital	UAS Juneau Campus Safety Improvements and Regulatory Compliance	University		(1,000.0)	-	-	-	(1,000.0)
62	69	11	103	12	Capital Supp	Implement REAL ID in 100 Rural Communities with Three Teams and an Additional Mobile Unit	DOA		-	(308.0)	-	-	(308.0)
63	69	26	120	2	Operating Supp	Community Assistance Deposit to Reach a \$90 Million Fund Balance at the End of FY21	Fund Capitalization	Community Assistance Fund	(21,315.7)	-	-	-	(21,315.7)

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64	69	55(d)	138	17	Operating	Remove Incomplete Appropriation to the Permanent Fund Dividend	Permanent Fund	Permanent Fund Dividend Fund	(682,461.5)	-	-	-	(682,461.5)
65	69	55(f)	138	29	Operating	Remove Transfer from Earnings Reserve Account to Permanent Fund Principal	Permanent Fund	Additional Approps to Principal	-	-	-	-	-
66	69	59(d)	142	10	Operating	Remove Additional Authority for Pre-Kindergarten Grants (FY22-FY23)	DEED	Pre-Kindergarten Grants	(2,500.0)	-	-	-	(2,500.0)
67	69	64(k)	147	31	Operating	Reduce Multi-year (FY22-FY23) Alaska Marine Highway Appropriation	DOT&PF	Marine Vessel Operations	(8,477.1)	-	-	-	(8,477.1)
68	69	70(h)	156	5	Operating	Reduce Authority for the Community Assistance Program	Fund Capitalization	Community Assistance Fund	(17,605.2)	-	-	-	(17,605.2)
69	69	70(k)	156	17	Operating	FY2022 50% Deposit	Fund Capitalization	REAA School Fund	(17,119.0)	-	-	-	(17,119.0)
								Total Vetoes HB69	(888,834.3)	(4,919.3)	(1,324.2)	(227,047.1)	(1,122,124.9)

NABSD Legislative Report

Prepared by John Walsh, August 16, 2021

- The Alaska State Legislature convened this afternoon for the 3rd Special Session. A special session can continue for no more than thirty days but could adjourn earlier.
- Currently, the “call” set by the governor includes the following issue that can be considered by the legislature:
 - Resolutions proposing amendments to the Constitution of the State of Alaska relating to appropriation (spending) limits and relating to the Constitutional Budget Reserve Fund,
 - Resolutions proposing amendments to the Constitution of the State of Alaska relating to the Alaska Permanent Fund, appropriations from the Alaska Permanent Fund and power cost equalization, and
 - Act or acts relating to measures to increase state revenues
- Before the session began this afternoon, Governor Dunleavy held a press conference in which he stated that he “didn’t really think the state needs new revenues” suggesting instead that there is sufficient money in the Earnings Reserve Account of the Permanent Fund to make a “one-time” bridge funding withdrawal. He also reiterated that wanted the legislature to complete work and pass the necessary resolutions (outlined above) *before* he amends the “call” to include an appropriation bill and allow for the legislature to revisit the CBR reverse sweep issue.
- Following today’s session, Representative Louise Stutes, Speaker of the House, commented to the press that she did not believe that there were sufficient votes to pass any resolution to amend the Constitution (resolutions proposing constitutional amendments require 2/3 vote of House and Senate).
- Meanwhile, the Fiscal Policy Working Group has released their recommendations following a series of summer meetings and work sessions. I have attached their findings at the back of this report. It is not clear what happens next on the working group recommendations; as of tonight there are no hearings scheduled to discuss the recommendations (this could change).
- The legislature has five-days to consider taking any veto override action on bills acted upon by the governor since the legislature adjourned. The governor made substantial vetoes to HB69 - FY2022 operating/capital/supplemental budget and HB71 - FY2022 Mental Health budget. The Senate Finance Committee (SFIN) has scheduled a hearing on the vetoes for tomorrow 9am. Overriding budget vetoes requires $\frac{3}{4}$ vote of the legislature meeting in Joint Session. Included in the vetoes was \$682,000,000 for 2020 Permanent Fund Dividend. If the legislature is unable to override the vetoes, there would be no dividend unless or until the legislature passed and the governor signed a new authorization. To consider the matter in this special session, the governor would need to amend the “call” or following adjournment, call the legislature into a 4th Special Session. Documents for tomorrow’s SFIN meeting can be found here:
http://www.akleg.gov/basis/get_documents.asp?session=32&docid=57347

Background

On June 28, 2021, the Alaska Legislature [established](#) a bicameral, bipartisan working group for the purpose of “...developing policy recommendations that will provide fiscal certainty to Alaskans into the future through means of achieving a balanced budget and resolving the annual dispute over the Permanent Fund Dividend.”

The Fiscal Policy Working Group (FPWG) was composed of eight members, including two members from each legislative caucus:

- Senate Majority: Sens. Hoffman (co-facilitator), Hughes, Shower (alternate)
- Senate Minority: Sens. Kiehl, Kawasaki, Gray-Jackson (alternate)
- House Majority: Reps. Kreiss-Tomkins (co-facilitator), Schrage, Hopkins (alternate)
- House Minority: Reps. McCabe, Carpenter, Prax (alternate)

Process

Between public informational hearings and internal work sessions, the FPWG met as many as nine times in a week. Over the course of about a month (July 7-August 15), the FPWG spent approximately 71 total hours as a group in hearings or work sessions. Additionally, members engaged with each other by phone and text between meetings. Alternates served when members of their caucus were absent. Otherwise, alternates participated on an ad hoc basis.

The FPWG approached its work through a process that sought unanimous support — that is, all eight FPWG members aligned in thinking — for substantive decisions and recommendations. Non-unanimous recommendations are so noted.

Agree on what the problem is

Before even talking about solutions, we wanted to create a common definition of the problem: *What does our structural budget deficit look like, exactly?*

Different people have different answers because they use different assumptions. In order to talk about solutions in a productive way, we needed to use a common set of assumptions in order to create a common definition of the problem.

After a week of internal dialogue and engagement with the Administration and Legislative Finance Division, the FPWG unanimously adopted a set of fiscal assumptions that can be found [here](#).

Agree on what the parts of the solution are

After creating a common definition of the problem, the FPWG identified mathematically and politically necessary parts of a comprehensive solution. The FPWG unanimously agreed that the following were necessary parts of a comprehensive solution:

- Constitutional, single-account Permanent Fund structure with draws limited by POMV
- Constitutional certainty for the Permanent Fund Dividend (PFD)
- New POMV-based PFD formula
- Healthy capital budget
- New revenues
- Budget reductions
- Spending cap reform
- Several-year “transition period” with one-time fiscal measures
- Resilience to fiscal stress
- Constitutional Budget Reserve reform
- *Process*: a comprehensive solution must be negotiated and agreed to as whole, not be taken up one part at a time
- *Process*: at all times, keep in mind what can realistically pass the legislature — “the rule of 21 and 11,” and “the constitutional rule of 27 and 14” — being mindful of the diverse viewpoints within the legislature, as well as what can achieve public support, including for ratification of a constitutional amendment

Positions for each member on any single provision should be understood as agreement within the context of a comprehensive solution and not agreement on any one provision in the absence of a comprehensive solution.

Get more specific: Define the “solution strike zone”

Once the FPWG identified the principles of a solution, we got into dollars and cents detail.

Each FPWG member was tasked with modeling a balanced budget, with everyone working from the same fiscal assumptions. Legislative Finance Division staff facilitated the exercise with its in-house model, and “referee’d” any budget model that did not balance.

Unsurprisingly, FPWG members’ budget models reflected the diversity of their districts. But they all balanced. This exercise was the jumping off point to convert general ideas into more specific recommendations.

The FPWG did not endeavor to produce a prescriptive, dollar-specific, “comprehensive solution on a silver platter,” but rather to identify ranges and bounds that represented what the FPWG thought was a reasonable “solution strike zone” from which the full legislature could work.

Constitutional, single-account Permanent Fund structure with draws limited by POMV

The FPWG unanimously recommends restructuring the Permanent Fund to be a single, constitutionally-protected account with draws limited by the percent of the Permanent Fund’s market value (POMV). Consistent with current practice, the FPWG recommends using a five-year rolling average to calculate the POMV.

The FPWG recommends a draw of no more than 5% of POMV.

Constitutional certainty for the PFD

The FPWG unanimously believes constitutional certainty is needed to resolve the PFD question. The FPWG unanimously recommends considering two approaches:

- A constitutional amendment that requires the PFD be paid “as provided by law,” leaving the formula in statute, and effectively constitutionally guaranteeing the statutory formula.
- A constitutional amendment that constitutionalizes the PFD formula itself.

New POMV-based PFD formula

While FPWG members have diverse perspectives on the PFD, the FPWG recommends that the legislature work towards a 50%-of-POMV-draw PFD formula as a part of a comprehensive solution.

Healthy capital budget

The FPWG recommends that any comprehensive solution assume \$210 million in capital budget spending — \$150M to match federal funding, supplemented by \$60M, which approximates 1% of the value of State of Alaska assets.

New revenues

The FPWG recommends the legislature consider additional annual revenues, working towards revenues on the order of \$500-\$775 million, as a part of a comprehensive solution.

Though the FPWG was not able to make a specific recommendation for type of revenue, the FPWG generally recommends adoption of a broad-based revenue measure, in addition to other revenue measures, as a part of a comprehensive solution.

Budget reductions

The FPWG recommends the legislature consider budget reductions below the FY23 baseline (\$4.503 billion), and work towards reductions in the \$25-\$200 million range over multiple years.

While specific budget reduction options were discussed, the FPWG believes that the greatest potential for reductions will be realized through structural and statutory reforms that maintain levels of service but improve efficiency.

Finally, the FPWG recommends an aggressive review of indirect expenditures, starting from Legislative Finance Division’s indirect expenditure report and recommendations.

Spending limits reform

The FPWG unanimously recommends that revising Alaska's spending limits be part of a comprehensive solution.

Several-year “transition period” with one-time fiscal measures

The FPWG unanimously believes one-time fiscal measures will be necessary as a part of a comprehensive solution, while other parts of the solution take full effect. Two different one-time fiscal measures were discussed, with some FPWG members favoring one approach, and some members favoring the other:

- One-time transfer (in excess of the annual POMV draw) from the Permanent Fund's Earnings Reserve Account to the Constitutional or Statutory Budget Reserve, to “bridge” budget deficits through the first few fiscal years after adoption of a comprehensive solution.
- A PFD “stairstep” that starts with a more modest PFD and steps up to the full PFD amount as provided under the new POMV-based PFD formula through the first few fiscal years after adoption of a comprehensive solution.

Resilience to fiscal stress

The FPWG unanimously recommends that whatever comprehensive solution the legislature passes must survive fiscal stress, specifically market volatility (impacting Permanent Fund earnings/POMV draw) and the varying price of oil.

Constitutional Budget Reserve reform

The FPWG unanimously recommends that any comprehensive solution adopted by the legislature maintain at least a \$500 million balance in the Constitutional Budget Reserve for cashflow management, with a substantial additional balance to absorb fiscal shocks and revenue volatility. To reflect these fiscal needs, the FPWG also recommends considering constitutional reform to the function and the purpose of the CBR as a part of a comprehensive solution, including the possibility of eliminating the sweep.

Conclusion

We hope our work and this report add value as the legislature considers these questions during a special session this year.

The FPWG believes the legislature must pass a comprehensive solution. FPWG members do not support addressing only one or two issues to the exclusion of others. The FPWG believes addressing these issues as a comprehensive solution solves not only a fiscal challenge but a political challenge as well.

Bradners'
Alaska Legislative Digest
- Special Bulletin

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(907) 440-6068 Fax: (907) 345-5683

No. 30/2021

August 18, 2021

Legislators set out fiscal, PFD guidelines *Stalemate over lack of appropriations bill from governor*

Note to our readers: We continue our updates on the special sessions in Juneau

The Legislature went back into special session on Aug. 16, its third this year, to try to reach agreement on the difficult Permanent Fund Dividend and fiscal issues. *New revenues – meaning taxes – will be a special topic, the most likely new taxes at this point being a state sales tax and changes to oil and gas taxes.* An obstacle that has developed is the governor's decision, so far, to introduce an appropriations bill that is needed to enact a PFD this year. Here we present a report outlining the situation, and goals, issued Aug. 16 by a special legislative working group.

Here's the background: On June 28, the Legislature established a bicameral, bipartisan working group for the purpose of developing policy recommendations that will provide fiscal certainty through means of achieving a balanced budget and resolving the annual dispute over the Permanent Fund Dividend. The Fiscal Policy Working Group (FPWG) was composed of eight members, including two members from each legislative caucus:

- Senate Majority: Sens. Hoffman (co-facilitator), Hughes, Shower (alternate)
- Senate Minority: Sens. Kiehl, Kawasaki, Gray-Jackson (alternate)
- House Majority: Reps. Kreiss-Tomkins (co-facilitator), Schrage, Hopkins (alternate)
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Between public informational hearings and internal work sessions, the FPWG met as many as nine times in a week. Over the course of about a month (July 7-August 15), the FPWG spent approximately 71 total hours as a group in hearings or work sessions. The FPWG approached its work through a process that sought unanimous support — that is, all eight FPWG members aligned in thinking — for substantive decisions and recommendations.

Before even talking about solutions, efforts were made to create a common definition of the problem: What does our structural budget deficit look like, exactly? In order to talk about solutions in a productive way, we needed to use a common set of assumptions in order to create a common definition of the problem. After a week of internal dialogue and engagement with the Administration and Legislative Finance Division, the FPWG unanimously adopted a set of fiscal assumptions developed with the assistance of the Legislative Finance Division.

- Continued on next page

First priority: Agree on what the problem is

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An initial goal was to agree on parts of the solution:

After creating a common definition of the problem, the FPWG identified mathematically and politically necessary parts of a comprehensive solution. The group unanimously agreed that the following were necessary parts of a comprehensive solution:

- Constitutional, single-account Permanent Fund structure with draws limited by POMV (Note: This means merging the presently unprotected Earnings Reserve Account with the Fund’s protected Principal.
- Constitutional certainty for Permanent Fund Dividend (Note: Putting the PFD into the Constitution)
- New POMV-based PFD formula (Note: a split of the POMV payment from the Permanent Fund)
- Healthy capital budget
- New revenues
- Budget reductions
- Spending cap reform
- Several-year “transition period” with one-time fiscal measures
- Resilience to fiscal stress
- Constitutional Budget Reserve reform
- Process: a comprehensive solution must be negotiated and agreed to as whole, not be taken up one part at a time
- Process: at all times, legislators should keep in mind what can realistically pass the Legislature — “the rule of 21 and 11,” (needed majorities) and “the constitutional rule of 27 and 14” — being mindful of the diverse views within the Legislature, as well as what can achieve public support for ratification of a constitutional amendment

Positions for each member on any single provision should be understood as agreement within the context of a comprehensive solution and not agreement on any one provision in the absence of a comprehensive solution.

Define the “solution strike zone”

Once the FPWG identified the principles of a solution, we got into dollars-and-cents detail: Each FPWG member was tasked with modeling a balanced budget, with everyone working from the same fiscal assumptions. Legislative Finance Division staff facilitated the exercise with its in-house model, and to “referee” any budget model that did not balance. Unsurprisingly, FPWG members’ budget models reflected the diversity of their districts. But they all balanced. This exercise was the jumping off point to convert general ideas into more specific recommendations. The FPWG did not endeavor to produce a prescriptive, dollar-specific, “comprehensive solution on a silver platter,” but rather to identify ranges and bounds that represented what the FPWG thought was a reasonable “solution strike zone” from which the full legislature could work.

The FPWG unanimously recommends restructuring the Permanent Fund to be a single, constitutionally-protected account with draws limited by the percent of the Permanent Fund’s market value (POMV). Consistent with current practice, the FPWG recommends using a five-year rolling average to calculate the POMV. The FPWG recommends a draw of no more than 5% of POMV.

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Constitutional, single-account Permanent Fund structure with draws limited by POMV

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Constitutional certainty for the PFD

The FPWG unanimously believes constitutional certainty is needed to resolve the PFD question. The FPWG unanimously recommends considering two approaches:

- A constitutional amendment that requires the PFD be paid “as provided by law,” leaving the formula in statute, and effectively constitutionally guaranteeing the statutory formula
- A constitutional amendment that constitutionalizes the PFD formula itself

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While FPWG members have diverse perspectives on the PFD, the FPWG recommends that the legislature work towards a 50%-of-POMV-draw PFD formula as a part of a comprehensive solution.

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The FPWG recommends that any comprehensive solution assume \$210 million in capital budget spending — \$150M to match federal funding, supplemented by \$60M, which approximates 1% of the value of State of Alaska assets.

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The FPWG recommends the legislature consider additional annual revenues, working towards revenues on the order of \$500-\$775 million, as a part of a comprehensive solution. Though the FPWG was not able to make a specific recommendation for type of revenue, the FPWG generally recommends adoption of a broad-based revenue measure, in addition to other revenue measures, as a part of a comprehensive solution.

Budget reductions

The FPWG recommends the legislature consider budget reductions below the FY23 baseline (\$4.503 billion), and work towards reductions in the \$25 million-\$200 million range over multiple years.

While specific budget reduction options were discussed, the FPWG believes that the greatest potential for reductions will be realized through structural and statutory reforms that maintain levels of service but improve efficiency. Finally, the FPWG recommends an aggressive review of indirect expenditures, starting from Legislative Finance Division’s indirect expenditure report and recommendations.

Spending limits reform

The FPWG unanimously recommends that revising Alaska’s spending limits be part of a comprehensive solution.

Several-year “transition period” with one-time fiscal measures

The FPWG unanimously believes one-time fiscal measures will be necessary as a part of a comprehensive solution, while other parts of the solution take full effect.

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Two different one-time fiscal measures were discussed, with some FPWG members favoring one approach, and some members favoring the other:

- One-time transfer (in excess of the annual POMV draw) from the Permanent Fund's Earnings Reserve Account to the Constitutional or Statutory Budget Reserve, to "bridge" budget deficits through the first few fiscal years after adoption of a comprehensive solution
- A PFD "stairstep" that starts with a more modest dividend and steps up to the full PFD amount as provided under the new POMV-based PFD formula (i.e. the 50-50 split) through the first few fiscal years after adoption of a comprehensive solution

Resilience to fiscal stress

The FPWG unanimously recommends that whatever comprehensive solution the Legislature passes must survive fiscal stress, specifically market volatility (impacting Permanent Fund earnings/POMV draw) and the varying price of oil.

Constitutional Budget Reserve reform

The FPWG unanimously recommends that any comprehensive solution adopted by the Legislature maintain at least a \$500 million balance in the Constitutional Budget Reserve for cashflow management, and with a substantial additional balance to absorb fiscal shocks and revenue volatility. To reflect these fiscal needs, the FPWG also recommends considering constitutional reform to the function and the purpose of the CBR as a part of a comprehensive solution, including the possibility of eliminating the "sweep" (a mechanism that transfers state reserve accounts to the CBR at the end of fiscal years).

Final thoughts from the FPWG:

The legislative panel report authors conclude: (We) believe the Legislature must pass a comprehensive solution. FPWG members do not support addressing only one or two issues to the exclusion of others. The FPWG believes addressing these issues as a comprehensive solution solves not only a fiscal challenge but a political challenge as well.

Our own conclusion:

The tension right now is Gov. Dunleavy's failure to introduce an appropriations bill that could be used by the Legislature for fiscal options other than the constitutional amendments proposed by the governor and listed by him on the agenda for the special session. The Legislature can act only on proposals Dunleavy has listed.

If the governor has not added an appropriation bill to the agenda by Thursday, Aug. 19 we're told the Legislature may either adjourn or switch to a "technical" session format where most legislators go home and a few remain to conduct technical floor sessions every three days, but with no actions, until the end of the 30-day special session. That would mean continued stalemate on these issues.

MEMORANDUM

TO: Regional School Board Members

DATE: August 24, 2021

NUMBER: VI. Worksession

FR: Office of the Superintendent

SUBJECT: AASB Core Resolutions & Nominations

NWABSD MEMO 22-011: AASB Core Resolutions requires formal Board action.

The Association of Alaska School Boards (AASB) is soliciting resolutions from local school boards for consideration at the annual AASB business meeting in Anchorage, November 4, 2021. The deadline to receive resolutions is October 5, 2021.

For the review of AASB's Core Resolutions, visit this link:

<https://aasb.org/call-for-resolutions-response-due-by-midnight-october-5-2021/>.

The administration recommends that the Board approve the AASB Core Resolutions as presented.

NWABSD MEMO 22-012: Nominations for the Association of Alaska School Boards (AASB) Board of Directors require formal Board action.

Each year, during the annual General Membership meeting of the AASB, an election is held to fill expired seats on the AASB Board of Directors.

The AASB is governed by Board of Directors comprising 15 members elected at large from throughout the state. To qualify for a seat on the Board as a director, a nominee shall be a member of a Board of Education which is in good standing with the Association. Nominations must be received by October 8, 2021.

The requirements were provided to the Board for review.

The administration recommends the Board nominate a Board member from Northwest Arctic Borough School District Board of Education to run for a term of office on the AASB Board of Directors.

NWABSD MEMO 22-013: Nominations for the Alaska School Boards (AASB) Carol Rose Governance Award require formal Board action.

Each year during the annual AASB General Membership meeting, the Carl Rose Governance Award is presented to one outstanding School Board member who exemplifies unselfish dedication to the cause of educational improvement. The award not only brings statewide recognition to a Board member whose service has been outstanding, but also is intended to inspire all School Board members to greater efforts on behalf of education. Nominations must be received by October 8, 2021.

The procedures for nominating a School Board Member were provided to the Board to review.

The administration recommends the Board nominate a Board member of the NWABSD Board of Education for the AASB Carl Rose Governance Award.

NWABSD MEMO 22-014: Nominations for the Association of Alaska School Boards (AASB), Outstanding School Board of the Year requires formal Board action.

Each year during the annual AASB General Membership meeting, an AASB Outstanding School Board of the Year Award is given. This award is designed to reflect the Board's involvement in Board Standards. In order to be eligible, a school board must be a member Board in good standing of AASB and have formally adopted Board Standards. The school board should self-nominate for this award. Nominations must be received by October 8, 2021.

The procedures for nominating a School Board were provided to the Board to review.

The administration recommends the Board nominate Northwest Arctic Borough School District Board of Education for the AASB School Board of the Year Award as presented.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: August 24, 2021

NUMBER: 22-011

FR: Office of the Superintendent

SUBJECT: Approval of Association
of Alaska School Boards
Core Resolutions

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

AASB Core Resolutions requires formal Board action.

ISSUE:

At issue is for the Board to review, propose and amend the AASB Core Resolutions.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Association of Alaska School Boards (AASB) is soliciting resolutions from local school boards for consideration at the annual AASB business meeting in Anchorage, November 4, 2021. The deadline to receive resolutions is October 5, 2021.

For the review of AASB's Core Resolutions, visit this link:

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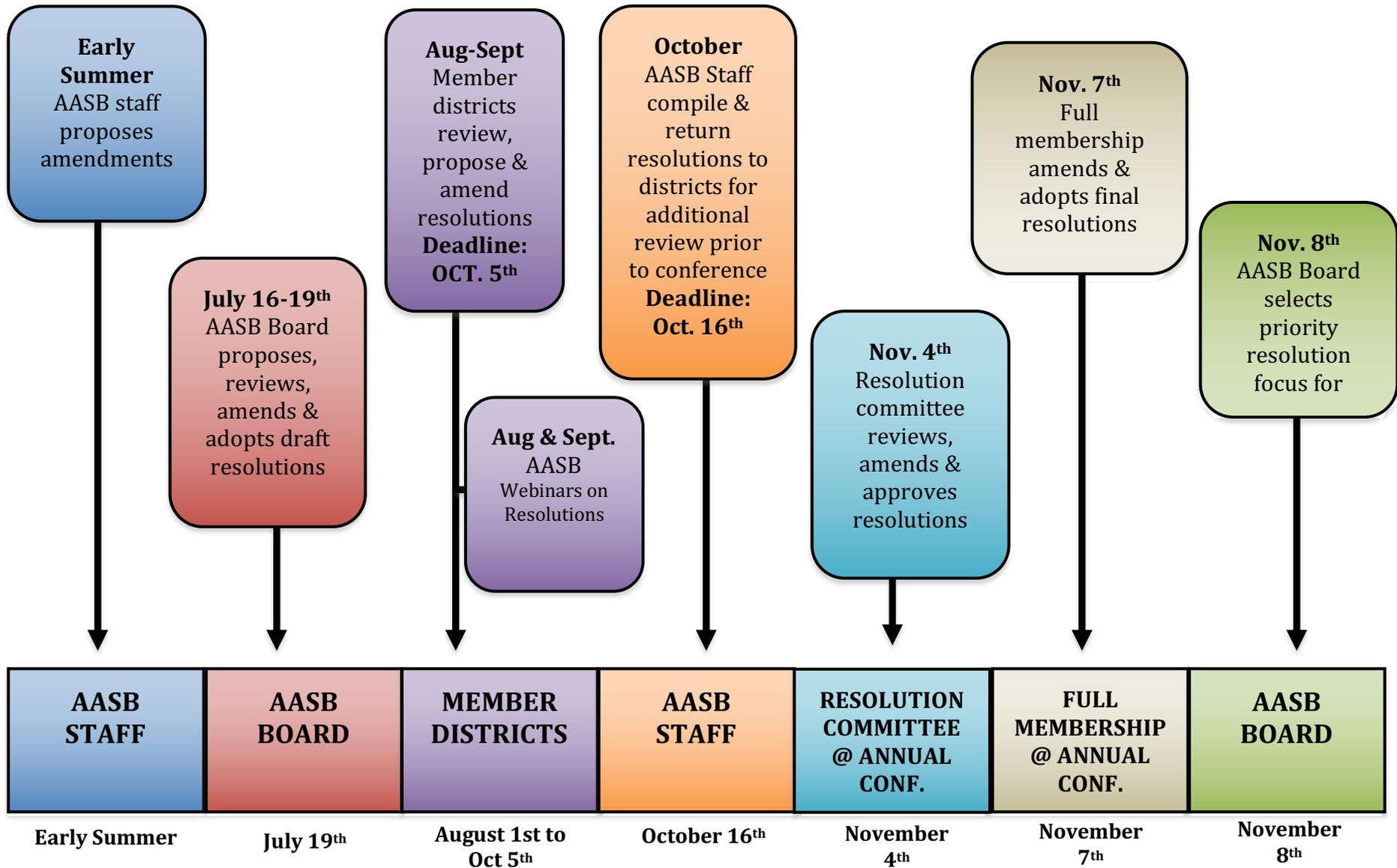
ALTERNATIVES:

1. Approve the AASB Core Resolutions as presented;
2. Amend AASB Core Resolutions and submit amendments;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends that the Board approve the AASB Core Resolutions as presented.

AASB 2021 Resolution Process & Timeline



NOTE: New or amended resolutions must be received by AASB thirty (30) days prior to the November Resolutions Committee meeting. (Submitted digitally only) Resolutions to be returned to districts via email or on the AASB website no later than twenty (20) days prior to the first business meeting of the annual conference.

AASB 2021 Resolution Process & Timeline



Who	When	What
AASB Staff	Early Summer	Staff proposes amendments and sunseting recommendations
Board of Directors	July 16-19, 2021	Review amendments, adopt draft resolutions
Member districts	August 1 to Oct 5, 2021	Review, propose & amend resolutions. Return to AASB by Oct. 5 th
AASB Staff	October 16, 2021	Compile amendments. Return to districts by Oct. 19 th
Resolution Committee	November 4, 2021	Review, amend & approve resolutions
Resolutions Committee Report	November 5, 2021	Submission to the first AASB business meeting
Resolutions from the floor	November 5, 2021 by 6:00 PM	Resolutions to be introduced from the floor at the Delegate Assembly
Full Membership	November 7, 2021	Resolutions amended & adopted
Board of Directors	November 8, 2021	Select priority resolution focus for 2021

Where We Stand

Resolutions of the Association of Alaska School Boards
 Scheduled to Sunset in November 2021

Number	Subject Area	Title	First adopted or last amended	Sunset Date	Staff Recommendation	Board Recommendation
1.8	Governance	Compulsory Attendance Law	2016	2021	Renew	Renew
2.3	Funding	Secure Rural Schools	2016	2021	Renew	Renew
2.9	Funding	Local Contribution in the School Funding Formula	2016	2021	Renew	Renew
2.15	Funding	Funding for School District-Operated Regional Boarding Home Programs	2016	2021	Renew	Renew
2.21	Funding	Reliable & Efficient Service by the Alaska Marine Highway System	2016	2021	Renew	Renew
2.22	Funding	Supporting Bypass Mail in Alaska	2016	2021	Renew	Renew
2.23	Funding	Funding For Schools By Establishing The Base Student Allocation in Advance	2016	2021	Renew	Renew
3.13	Child Advocacy	In Support of the Alaska Children's Trust	2016	2021	Renew	Renew

3.16	Child Advocacy	Revise Parental Permission Requirements for Questionnaires and Surveys Administered in Public Schools	2016	2021	Renew	Renew
5.14	Education Programs	Recognition of the True and Improving High School Graduation Rate	2016	2021	No recommendation	No recommendation
5.20	Education Programs	Supporting Easier Access to Charter School Programs	2016	2021	Renew	Renew
5.21	Education Programs	Supporting the Alaska Performance Scholarship Program	2016	2021	Renew	Renew
5.22	Education Programs	Supporting CTE Credits for the Alaska Performance Scholarship	2016	2021	Renew	Renew

AASB Resolution Submission Form

Section (Click the drop down arrow to select the section) : Governance

Resolution Number (staff generated) : 1.13

Title: LAND ACKNOWLEDGEMENT

Proposed Resolution, Amendment or Comment: (please write your new resolution, an amendment to an existing resolution or a comment concerning a resolution in this text box. Rationale for a new or amended resolution is on the next page.)

LAND ACKNOWLEDGEMENT

AASB honors and respects the Indigenous peoples of Alaska upon whose customary land all Alaskans live, work, play, and learn and encourage activities and practices that acknowledge and recognize the past and present stewardship of these lands.

AASB supports the following:

1. Having a Land Acknowledgment spoken, for all to hear, on a regular basis, including but not limited to its official meetings, conferences, celebrations, and gatherings.
2. Working with local Tribes to identify appropriate wording for a Land Acknowledgment.
3. Encouraging member School Boards to add a Land Acknowledgment before official meetings, conferences, celebrations, and gatherings, and to invite a tribal leader when available to welcome the event.

Rationale :

“A Land Acknowledgment is a formal statement recognizing the Indigenous people of a place. It is a public gesture of appreciation for the past and present Indigenous stewardship of the lands that we now occupy. Land Acknowledgment opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.” Anchorage Museum

A. Almost 20% of Alaska’s population identifies as American Indian or Alaska Native, by far the highest of any state.

B. A Land Acknowledgment opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.

C. Alaska Native Tribes and their descendants have lived and subsisted on Alaska’s lands and waters for thousands of years.

D. These lands and waters have been cared for through traditions passed from generation to generation.

Proposed by : Margo Bellamy

Date Submitted (M/D/YY) : June 24, 2021

AASB Resolution Submission Form

Section *(Click the drop down arrow to select the section) :*

Resolution Number (staff generated) :

Title:

Proposed Resolution, Amendment or Comment: (please write your new resolution, an amendment to an existing resolution or a comment concerning a resolution in this text box. Rationale for a new or amended resolution is on the next page.)

Rationale :

Proposed by :

Date Submitted (M/D/YY) :



association of
ALASKA
school boards

Where We Stand 2022

Working Draft #1

The resolutions and belief statements of the
Association of Alaska School Boards

Based on the final resolutions of
November 8, 2020

[Note: Sunsetting resolutions are highlighted in yellow]

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AASB Mission Statement

The mission of AASB is to advocate for children and youth by assisting school boards in providing quality public education, focused on student achievement, through effective local governance.

Belief Statements

Belief Statements are brief philosophical statements about issues the AASB membership believes to be true. They are distinguished from Resolutions in that they are longstanding, universally accepted statements that require no specific action yet underpin the beliefs of the association.

GOVERNANCE

B.1 LOCAL GOVERNANCE

Public education is the responsibility of the states and of the local school boards created by those states. This system of local school board governance is one of the purest examples of democracy in action today in that school boards, as locally elected representatives, are held accountable for public education by the public they serve as locally elected representatives. The mission of the Association of Alaska School Boards is to advocate for children and youth by assisting school boards in providing students with quality public education, focused on student achievement through effective local governance. *Amended 2003, 2007, 2009*

B.2 BINDING ARBITRATION

Binding arbitration removes decision making from locally elected school boards and puts it in the hands of an outside entity, and allows a third party to determine the salaries, benefits and working conditions of school district employees who bargain collectively. It is the elected school board's responsibility to weigh the consequences of decisions concerning management of school resources. The Association of Alaska School Boards opposes any legislation that provides for binding arbitration as the final step in collective bargaining.

B.3 ADVISORY BOARD TRAINING

State law requires the establishment of advisory school boards in REAA's and allows them in city and borough school districts. School boards have delegated authority and responsibility to those advisory school boards, and are encouraged to provide in-service opportunities and training to local advisory boards to help them become effective contributors to excellence in education in their communities.

B.4 SCHOOL BOARD MEMBER TRAINING

School board members are elected by their local school district citizens based on minimum statewide requirements of eligibility to vote and residency. They are responsible to the public for policy issues and budgets of millions of dollars and are coming under increasing

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public scrutiny. The Association of Alaska School Boards strongly encourages all school board members to avail themselves of training opportunities to increase their understanding of the issues confronting their district, to improve their ability to make the decisions required of them and to demonstrate their accountability to the public.

B.5 CLASS SIZE

AASB opposes any legislative mandating of class size or making class size a negotiable item of bargaining. The Alaska Supreme Court has held that class size is not a mandatory subject of collective bargaining. While school boards recognize the advantage of small class size, they must be able to use discretion when weighing the cost of reduced class sizes with other financial obligations and educational needs of a district. Making class size a mandatory subject of collective bargaining might make class size subject to grievance binding arbitration or otherwise diminish board control over staffing levels. Legislative mandates similarly infringe on the discretion of local decision-makers. *Amended 2009*

B.6 PLEDGE OF ALLEGIANCE

The Pledge of Allegiance is an important civics lesson, recited every day across the nation by school children. Each school district shall incorporate the Pledge of Allegiance to our nation's flag in a manner that it sees fit as a regular part of the district's activities, in compliance with AS 14.03.130. Every effort should be made to inform students of the true meaning of this pledge to deepen their interest and understanding of citizenship and civic responsibility in a democratic society. Additionally, in accordance with AS 14.03.130 school districts shall inform all affected persons at the school of their right not to participate in the pledge. *Adopted 2013 Amended 2015, 2018*

FUNDING

B.7 EDUCATIONAL PROGRAMS AND FUNDING AS TOP PRIORITY

Article VII, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all school age children. Public education is fundamental to democracy and economic advancement of the state and tribes. AASB calls upon the Governor and the Alaska Legislature to make early, sustainable, adequate and equitable funding a top priority for the exemplary education of our youth. *Amended 2003, 2005, 2006, 2008, 2017, 2018*

B.8 UNFUNDED MANDATES

Schools have been inundated with statutes, regulations and court decisions that require additional services without accompanying appropriations. With limited and decreasing resources due to significant revenue shortfalls, increasing costs, and expectations for services; unfunded mandates result in an overwhelming financial burden for school districts throughout our state. These mandates are invasive to the educational process, limiting local school boards in their flexibility and autonomy to appropriate funds within their district, thus negatively impacting their ability to govern local schools. AASB encourages all policy makers to consider the impact of their mandates and to take responsibility by fully funding or repealing them. *Amended 1999, 2015, 2016*

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B.9 MEETING SCHOOL FACILITY NEEDS FOR ALASKA STUDENTS

AASB believes that the Alaska State Legislature and the Governor must adequately fund the constitutionally mandated need for educationally appropriate school facilities and major school maintenance. *Amended 1998, 2002, 2006, 2009, 2014, 2015, 2016*

B.10 FUNDING FOR EARLY LEARNING PROGRAMS IN ALASKA

AASB supports legislation to add additional funding for the planning and programming of voluntary early learning and family support programs, including online programs, for all children from birth to school age as an important long-term investment in Alaska's future workforce and citizenry. *Adopted 2020*

CHILD ADVOCACY

Preamble

As community leaders committed to education and the equal opportunity for each child to achieve their potential, we act on behalf of all children for the good of the community; and we act on behalf of each child. We accept our responsibility and its challenge of finding viable and relevant solutions to the myriad of problems facing children today. We believe that while parents bear primary responsibility for the education of their children, it takes a whole community to educate a child. We encourage parents and guardians, the legislature, tribal governments, agencies, municipalities, organizations, businesses, communities, congregations, and extended families to willfully commit to the development of each child. Together we will identify and clearly articulate the needs of our children, and together we will implement effective solutions and achieve measurable results. Together, we will share in the rewards that an emotionally healthy, educated, and vital citizenry will contribute to the future of Alaska. To fulfill our role in the shared responsibility of educating children, we are resolved to pursue the following resolutions. *Amended 2002, 2006, 2007, 2009, 2011, 2012, 2019*

B.11 CHILD ADVOCACY MISSION STATEMENT

The advocacy role of school board members is to promote parental, public and social service commitment to the shared responsibility of educating all children and youth in public education while creating an environment that supports children to thrive and be empowered to choose a path to success in their future. *Amended 1998, 2019*

B.12 LANGUAGE, CULTURAL AND ETHNIC DIVERSITY

Alaska is a vast state and is populated by persons of diverse cultural, ethnic, and linguistic backgrounds. Our schools must promote an environment that respects and reflects the ethnic, linguistic and cultural identity of the student populations. AASB honors and celebrates those languages and cultures indigenous to Alaska, and supports those efforts that integrate indigenous languages and cultural knowledge into the delivery of academic programs. *Amended 1998, 2007, 2011, 2012, 2013, 2015, 2018*

B.13 INCREASE IN FAMILY AND PARENTAL INVOLVEMENT IN SCHOOLS & EDUCATIONAL PROGRAMS

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AASB believes, and research supports the belief, that one of the most important factors in student achievement is parental, family and guardian involvement in the educational process, both at home and in the schools. AASB feels that family involvement in the education of children is the highest priority and strongly encourages school districts to be proactive and engage families in a culturally responsive way. *Amended 2003, 2006, 2007, 2008, 2009, 2012*

B.14 SUPPORTING SOBRIETY AND SUBSTANCE USE PREVENTION

AASB acknowledges the multifaceted and generational complexities of Alaska's drug and alcohol history. AASB encourages our Board Members, school staff, students, parents and community members to help in overcoming our communities' affliction with alcohol and drugs. AASB supports efforts of schools and communities to become and remain free of alcohol and drug use through activities that: encourage the formation of sobriety groups in every Alaska community; encourage the practice of healthy lifestyles, values and activities; support existing groups working to promote sobriety; educate students on the consequences of their actions; and encourage and support sober role models. *Amended 2007, 2010, 2013, 2019*

B.15 PREVENTION/EARLY INTERVENTION

AASB believes in the prevention aspects of health and social service programs. Prevention is cost effective, both in dollars and in reducing human suffering. Many of the social and health problems we are experiencing now will only continue to grow if effective prevention/intervention programs are not in place. AASB supports early identification of and intervention for children at risk and inclusion of parents and guardians and community partners in prevention and intervention services in a culturally relevant way. *Amended 2002, 2006, 2008, 2019*

B.16 PROHIBITING PERSONS CONVICTED OF SEXUAL ABUSE FROM SERVING ON SCHOOL BOARDS

School board members should serve as role models for students and staff. AASB believes that persons convicted of sexual abuse should be legally prohibited from serving on school boards, REAA boards, and advisory school boards. *Amended 1998, 2007, 2008, 2013*

B.17 DECLARING CHILDREN THE TOP PRIORITY OF ALASKA

AASB believes children are the top priority of our state. This declaration extends to the safety, health, education and future of our children. *Adopted 2005, Amended 2006, 2008*

B.18 EQUITY IN EDUCATION

All children must have access to an educational program that meets their individual physical, academic, cultural, social and emotional needs. The Association of Alaska School Boards believes that the allocation of educational resources including access to technology and connectivity, must provide equity for every student regardless of their economic status, geographic location or the economies of scale. *Adopted 2016*

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B.19 ALASKA NATIVE TEACHER HIRE & RETENTION

Studies have shown that Native teachers have had a very positive effect on Native students. The hiring and retention of qualified Alaska Native teachers has long been supported by educational and Native organizations. AASB strongly urges school districts to recruit qualified Native teachers and administrators. Colleges and universities within the state are encouraged to more actively recruit Native students and to develop Indigenous certification programs designed to build on the strengths of indigenous pedagogies. Local school districts, with the help of the Alaska Department of Education and Early Development, are encouraged to provide leadership in developing programs to encourage Native students to choose education as a field of study, and to make every effort to foster the hiring and retention of Native teacher aides and teachers. *Amended 2010, 2011*

B. 20 QUALITY STAFF IMPROVES STUDENT LEARNING

High-quality, highly motivated, culturally responsive and innovative teachers, administrators and other staff are essential for successful student learning. *Amended 2015*

EDUCATION PROGRAMS

B.21 EARLY CHILDHOOD EDUCATION

All children should have rich learning opportunities during the formative early childhood years. The Association of Alaska School Boards therefore supports and encourages districts and/or communities to develop early childhood programs, which include parent and family involvement. *Amended 1998, 2007, 2012, 2015*

B.22 EDUCATIONAL IMPROVEMENT

AASB believes the elements of a quality educational improvement effort should address the following key areas:

- **Parental Involvement:** Should encourage a high degree of parental involvement in all aspects of their child's education; collaboration on societal issues outside schools that impact children's learning (schools and various agencies must collaboratively plan to provide services to children to effectively meet their needs); and accountability to the public to ensure the desired results: a "world class" education.
- **Community engagement:** Should involve many different sectors of the community in the schools to broaden the experience afforded students and promote the shared responsibility of adults in our communities in supporting Alaska's youth to achieve academic success, engage in positive, thriving behaviors, and reduce unhealthy behaviors and foster the growth of children who are grounded in their cultural identity.

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- Student Standards: Should include the development of educational programs to meet high standards and identified competencies (they should be delivered by a variety of means that meet the diverse educational and cultural needs of students and prepare them to be contributing and productive citizens in a rapidly changing world).
- Professional Standards: Should include the highest standards of professionalism **that exemplifies high moral and ethical standards** by school employees throughout the district.
- Learning Environment: Should include adequate and appropriate space, furnishings, equipment, supplies and technology, and be reflective of the cultures of the community. *Amended 1998, 2010, 2011, 2015, 2016*

B.23 CIVIC RESPONSIBILITY

The strength of our democracy rests in large part on the success of our public schools in educating all students and creating a deep understanding of our democracy from the local to the national level. This understanding includes a working knowledge of evolving governmental principles and structure through the international level, and the importance of citizenship and civic responsibility, including meaningful student government experiences. These lessons should begin in preschool and continue through all the school years. Lessons should, in total, provide strong grounding for fully informed and involved citizenship. It is the duty of each generation to teach the next how democracy works. *Adopted 2008, Amended 2010, 2012, 2016*

GOVERNANCE

1.1 OPPOSING MANDATED SCHOOL DISTRICT OR LOCAL SCHOOL CONSOLIDATION

AASB is opposed to mandated school district or local school consolidation because it would greatly reduce local control for a significant number of school districts in Alaska.

Rationale. In 2004 the Alaska Local Boundary Commission (LBC) and Department of Education & Early Development (EED) completed a report, which suggests only marginal savings by consolidation of school districts. AASB continues to seek and engage in cooperative and shared service opportunities, thereby creating a significant savings of state tax dollars for all involved.

The concept of cooperation and shared services, as an alternative to mandated consolidation, ensures local autonomy and decision-making is preserved. AS.14.14.115 provides a grant program that encourages the sharing of services to recognize cost economies. Some communities and school districts have considered it viable to consolidate, and have done so through their own volition as a local decision. Others currently participate in shared administrative services, including purchasing and other business functions, and should be applauded and encouraged in their efforts to achieve efficiencies.

No evidence has been provided to support the proposition that significant savings or improved student learning would result from the indiscriminate combining of school districts or schools. Studies on school consolidation imply an imperceptible savings. Public perception may be different. School boards are encouraged to involve the public more thoroughly in efforts to explain their budget and to seek input throughout the budgeting process.

Adopted 1997, 2017

Amended 1999 & 2003, 2015, 2017

(Sunset 2022)

1.2 OPPOSITION TO MANDATED BOROUGH FORMATION

AASB continues to oppose mandatory formation of boroughs. A mandatory borough act reduces the current level of local responsibility and control by encouraging the elimination of small REAA districts and small city districts, creating an extra level of government with the associated costs.

Rationale. Local communities may differ in their values and the priorities associated with the delivery of educational services.

A mandatory borough act ignores the economic reality of the lack of an adequate tax base in some rural areas of the State. If the state wishes to require local communities to contribute financially, the legislature already has the statutory authority to implement a tax in the unorganized borough. Creating an additional level of local government may not produce the desired effect.

Adopted 1998

Amended 2001, 2003, 2016

(Sunset 2023)

1.3 MAINTAINING LOCAL CONTROL IN CHARTER SCHOOL FORMATION

AASB recognizes charter schools as a locally developed alternative to the standard education program. AASB urges the Department of Education & Early Development to work in partnership with local school districts in the formation of new charter schools. AASB supports charter schools as long as the local school board:

- a) Retains the sole authority to initiate the approval or rejection of the charter,
- b) Retains options to terminate the charter of any school that fails to meet criteria set forth in the charter or as otherwise specified by the local school board
- c) Maintains authority to require and enforce accountability, including determining the criteria, standards, or outcomes that will be used in establishing the charter;
- d) Ensures that a charter does not foster racial, social, religious or economic segregation or segregation of children with disabilities.

Rationale. Section 14.12.020 in Title 14 of the Alaska Education Laws states that a school district shall be operated under the management and control of a school board. HB 278, adopted in 2014, interjected the Department of Education & Early Development as an authorizing agency of charter schools whose formation was rejected at the local level.

Adopted 1997, 2017

Amended 1998, 1999, 2003, 2011, 2014, 2017

(Sunset 2022)

1.4 OPPOSE SCHOOL VOUCHERS

AASB is opposed to using public funds to finance private schools, parochial schools, or private home school/correspondence programs, whether through vouchers, tax credits, or individual K-12 savings accounts, or any other funding that would divert funds from public education.

Rationale. Public schools educate every child, regardless of race, ability, religion, economic circumstance, or special needs. Public schools, through their elected school boards, are directly accountable to the citizens of the community for the expenditure of public funds. Taxpayer-funded vouchers for private, parochial, or home school tuition and fees drain scarce resources from public classrooms and diminish revenues available for public schools. Vouchers may raise local taxes if state appropriation is insufficient.

The U.S. Supreme Court ruled in June 2002 that a voucher program in Ohio did not violate the U.S. Constitution. Referenda in other states have turned down vouchers. The Alaska Supreme Court has held that the following provision of the Alaska Constitution, a restriction independent of the U.S. Constitution, bars disbursement of public funds for the purchase of private or parochial education:

“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.”

(Alaska Constitution, Section 1. Public Education.)

In addition, voucher funding tied to students could not fully ensure students or taxpayers the benefits of accountability measures, like state mandated content and student performance standards, and could not satisfy other state and federal mandates under which public schools are required to operate, without invading the religious and other constitutional freedoms of private and parochial schools.

Adopted 2012, 2017

Amended 2013, 2014, 2015, 2017

(Sunset 2022)

1.5 CENTRALIZED TREASURY: DISTRIBUTION OF ALLOCATED FUNDS FOR SCHOOLS AND INTEREST EARNED

AASB urges the Legislature and local governing bodies to assure that all designated funds directed to school districts, including interest earning related thereto, must go to school districts without penalty, and that all interest on school district funds must accrue to the school district.

Rationale. Educational funds appropriated by State and local governments are appropriated for the purpose of public education. The efforts of local school districts should be to provide sound planning for future educational needs. Certain municipalities under centralized treasuries have retained state funds allocated to school districts. Some municipalities retain fund balances on school budget monies, and interest accrued on school funds are sometimes held by the municipalities. As it is unclear how interest on school funds are to be distributed, this action will make certain all moneys allocated and earned for schools are used to benefit children. Currently, with a municipal centralized treasury it is possible for school money to be used for things other than education. “Use it or lose it” is a disincentive to utilize educational funds in the most efficient and effective manner.

Adopted 1998.

Amended 2002, 2004, 2008

Renewed 2018

(Sunset 2023)

1.6 SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT

AASB supports the goals of the Every Student Succeeds Act and implementation of the state plan approved on May 16, 2018, in particular AASB supports the emphasis on reaffirming local school board authority over public education and limiting federal and state overreach. AASB urges Congress to fully fund the law and the state legislature to provide sufficient funds to implement and support the plan.

Rationale. State plans must have a statewide accountability system and support and improvement strategies. While the measure of Adequate Yearly Progress in the former law is no longer in effect, accountability systems within each state must cover all students and subgroups of students and include measures of interim academic progress. The accountability system should retain as much local control as possible.

Adopted 2006

Amended 2008, 2010, 2011, 2013, 2015, 2016, 2018

(Sunset 2023)

1.7 ACCOUNTABILITY AND ADVOCACY FOR STUDENTS OUTSIDE THE PUBLIC SCHOOL SYSTEM

AASB urges the Legislature to give State Department of Education and Early Development the authority and funding to register and track the achievement and academic growth of all school-age children throughout the state who are not enrolled in public schools or private schools that perform assessment substantially equivalent to that performed by the state. Parents of such students should be required to provide information regarding instruction of and progress of their children, to provide accountability that essential skills are being taught and learned. Public schools students are already accountable through statewide assessments.

Rationale. The goal is to ensure every child receives a quality education. Children receiving an education outside the public school system at home are not required to register or be accountable throughout their education. The State of Alaska has no compulsory law requiring some form of educational plan be filed with the state. Whether by not enrolling or by leaving the school systems of the state, no “safety nets” for students are in place to assure that all students are receiving the benefit and right of an education. No independent or objective testing is required for these students.

Though home schooling can be very effective for some, public schools often receive students who have fallen behind due to failed home schooling or the lack of schooling. Entry of these students into public education puts the receiving districts in a position of providing substantial remedial assistance, while subjecting the students to the same testing and evaluation standards as other students.

*Adopted 2000,
Amended 2001, 2003, 2006, 2008, 2010, 2014, 2015, 2016
(Sunset 2025)*

1.8 COMPULSORY ATTENDANCE AGE

Current state law requires compulsory school attendance from age 7-16. AASB supports changing the mandatory age for school attendance to be age 6 through 18 unless a student has graduated high school earlier.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Furthermore, research indicates that earlier education is beneficial. In fact, most children in Alaska are enrolled by the age of 6.

Most 7-year-old kids are in first or second grade. With the renewed emphasis on reading, writing, and mathematics skills in the first few years, skills on which the child will be assessed, children starting school late are at a big disadvantage.

Sixteen-year-olds are not ready to make the enormous decision to give up a high school education. Increasing the mandatory age to 18 helps ensure that students who have not yet graduated from high school and are too young to make the life-changing decision to forego basic education will stay in school and have more opportunities to meet performance standards. Mandatory attendance laws must be enforced, but the best way to keep students in school is to fund and provide education programs that engage students.

Adopted 2001

Amended 2002, 2003, 2004, 2005, 2006, 2009, 2014, 2016,

(Sunset 2021)

1.11 RECOGNITION OF CHRONIC ABSENTEEISM AND TRUANCY IN THE ROLE OF EDUCATION

AASB urges the Alaska Legislature, and the Department of Education and Early Development to support districts in meeting the state's compulsory attendance laws and improving educational services in Alaska.

Rationale: It is no longer enough simply to count how many students show up on average for school every day or to concentrate on truancy (unexcused absences). State policy and action can ensure that districts and schools use chronic absence data to trigger a timely response and collaborate with families and community partners to prevent children from missing so much school that they fall behind in their education. Where truancy only addresses unexcused absences, chronic absenteeism, by definition, flags any students who are missing more than 10% of school for any reason. A school district can have an average attendance rate of 90% with up to 30% of their students being chronically absent. When it comes to lost instructional time, an absence is an absence.

AS 14.30.030. Prevention and Reduction of Truancy. The governing body of a school district, including a regional educational attendance area (REAA), shall establish procedures to prevent and reduce truancy.

*Adopted 2017
(Sunset 2022)*

1.12 SUPPORTING LOCAL CONTROL FOR DETERMINING SCHOOL BOARD TERM LIMITS AND SECTIONAL REPRESENTATION

AASB supports the fundamental right of local control in determining the maximum length of service a school board member may serve (i.e., term limit). AASB supports and believes in the principle of local, self-determination in regard to length of service and school board member sectional representation within the boundaries of any school district.

Rationale: While the basic structure for school boards is well defined in Alaska statute (AS 14.08.041 and AS 14.12.030) the number of terms an elected school board member may serve is not prescribed by state law. In addition, Alaska statute defers decisions for sectional representation by school board members to local voters within either a Regional Education Attendance Area (REAA)(AS 14.08.051), borough, or city school district. The basic tenet of local, democratically elected control of governance for school districts has long been championed and advocated for by the Association of Alaska School Boards (AASB). Thus, AASB will continue to protect such principles and practices and resist any efforts to create statewide mandates that supersede local control.

*Adopted 2019
(Sunset 2024)*

1.13 LAND ACKNOWLEDGEMENT

AASB honors and respects the Indigenous peoples of Alaska whose customary land all Alaskans live, work, play, and learn and encourage activities and practices that acknowledge and recognize the past and present stewardship of these lands.

AASB supports the following:

1. Having a Land Acknowledgement spoken, for all to hear, on a regular basis, including but not limited to its official meetings, conferences, celebrations, and gatherings.
2. Working with local Tribes to identify appropriate wording for a Land Acknowledgement.
3. Encouraging member School Boards to add a Land Acknowledgement before official meetings, conferences, celebrations, and gatherings, and to invite a tribal leader when available to welcome the event.

Rationale:

“A Land Acknowledgement is a formal statement recognizing the Indigenous people of a place. It is a public gesture of appreciation for the past and present Indigenous stewardship of the lands that we now occupy. Land Acknowledgement opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.” Anchorage Museum

- A. Almost 20% of Alaska’s population identifies as American Indian or Alaska Native, by far the highest of any state.
- B. A Land Acknowledgment opens a space with gratefulness and respect for the contributions, innovations, and contemporary perspective of Indigenous peoples. It is an actionable statement that marks our collective movement towards decolonization and equity.
- C. Alaska Native Tribes and their descendants have lived and subsisted on Alaska’s lands and waters for thousands of years.
- D. These lands and waters have been cared for through traditions passed from generation to generation.

Proposed 2021

FUNDING**2.1 SUSTAINED, RELIABLE AND ADEQUATE STATE FISCAL PLAN AND EDUCATIONAL FUNDING FOR ALASKA'S STUDENTS THROUGH A NON-VOLATILE FUNDING SOURCE**

The sustainability, reliability and adequacy of Alaska's funding for public education are of highest concern to the Association of Alaska School Boards. AASB urges the Legislature to develop a state fiscal plan. This fiscal plan would provide a long-term approach to funding the costs of public education and other services upon which Alaska's students and their families depend. The plan should be strategic, sustainable and realistic, providing a framework for balancing budgets while adequately funding public education.

Rationale. The State of Alaska provides a wide range of services to a diverse population spread over a logistically complex area. A long-term plan that ensures reliability of funding for education and other state services that impact the delivery of education, regardless of variation in volatile resource markets, is needed to provide a stable business climate and to ensure the citizens of necessary services.

Adopted 2002

Amended 2004, 2015

Renewed 2017

(Sunset 2022)

2.2 URGING EARLY, ADEQUATE, EQUITABLE, AND PREDICTABLE FUNDING OF PUBLIC EDUCATION

AASB urges the State of Alaska to provide early, adequate, equitable, and predictable funding of public education. AASB believes that adequate funding should include the following:

- State funding of the TRS-PERS retirement liability;
- An increase to the Base Student Allocation to account for both inflation and adequate pre-K through 12th grade education;
- Recognition of the need to keep pupil-teacher ratios to a level in line with research-based best practices;
- Career and technical education.
- An early adoption timeline that allows school boards and district administration to effectively plan instruction and staffing for the upcoming school year.
- Programs and Initiatives focusing on Alaska Native languages and cultures.

AASB urges that in the years when the Alaska Legislature has not approved an education budget by April 1, the budget from the previous year shall be the legal minimum funding for the next fiscal year.

AASB urges the Legislature to review and recommend appropriate adjustments to AS.14.17.460, District Cost Factors, to ensure equity in school funding.

AASB urges the Legislature to provide stable forward funding that addresses inflation, including the use of an education endowment, to ensure funding predictability.

*Adopted 2014
Amended 2017
Renewed 2019
(Sunset 2024)*

2.3 SECURE RURAL SCHOOLS

AASB urges permanent reauthorization of the Secure Rural Schools and Community Self Determination Act (SRSCA) by the U.S. Congress as a key component of federal financial assistance to local governments and school districts in Alaska. This law recognizes the need for sustained funding to school districts that have non-taxable national forest lands within their boundaries.

Rationale. The Secure Rural Schools Act is critically important to 24 of Alaska's 54 school districts (44% of all districts), which have relied heavily on Secure Rural School funds to supplement local funding for education. Without positive action, 24 Alaska school districts and the communities encompassing these districts will lose \$18 million in revenue, resulting in significant community and district job loss, education program reductions, and major overall economic upheaval. In at least one single site school district, 25% or more of the district's revenue would be lost.

In 1908 Congress passed a law, which formed a compact with counties, boroughs and parishes in rural America where the National Forests are located. That compact stipulated that the Forest Service would share 25 percent of its revenues with local governments to support roads and schools. The program impacts our school districts and the welfare of our students in more than 600 rural counties as federal payments-in-lieu-of-taxes to jurisdictions with forestlands and reserves.

The uncertainty of whether the program will be continued from year-to-year is impacting local budget allocations for education funding. (In 2000, Congress passed the Secure Rural Schools and Community Self Determination Act to address the negative effects of declining federal receipts on local governments. Since 1908, the federal government has shared a portion of the revenues generated on public forestlands with local governments

It is imperative that this act is permanently reauthorized for the many national forested counties, boroughs and school districts that have little ability to generate local tax revenue to support schools and roads.

Adopted 2011

Amended 2012, 2014

Renewed 2016

(Sunset 2021)

2.4 ENCOURAGING THE LEGISLATURE TO FUND A GRANT PROGRAM FOR SCHOOL IMPROVEMENT STRATEGIES

AASB encourages the Alaska Legislature to provide grant funding for improvement of school performance as originally designed in AS 14.03.125, under the mechanism already detailed to support 14.03.125 in Alaska Administrative Code 33.200 through 4 AAC 33.290.

Rationale. The grant funding could be targeted on strategies that address low academic student performance, such as grants for early learning and pre-literacy programs, research-based targeted intervention programs, systemic initiatives, teacher retention programs and graduation rate improvement strategies.

A fund for the improvement of school performance, AS 14.03.125, was created by the Legislature in 1990, for grants by the Commissioner of Education & Early Development to school districts. It has never been funded by the Legislature. The settlement of 3AN-04-9756 CI, Kristine Moore et al. V. State of Alaska, established a fund for improving the performance of 40 schools in the state. The Legislature funded that agreement and a grant system for school improvement strategies.

Adopted 2012

Renewed 2017

(Sunset 2022)

2.5 AASB ADVOCACY ON INDIVIDUALS WITH DISABILITIES IN EDUCATION ACT (IDEA)

Following passage of the Individuals with Disabilities Education Improvement Act of 2004, AASB will monitor and advocate the following:

1. Increase in funding to fully fund the federal mandate.
2. Resolution of differential treatment and discipline for special education students.
3. Provision for adequate staffing/teacher preparation.
4. Establishment of post-secondary educational programs to train additional individuals as certified special education teachers and related services providers (i.e. school psychologists, physical therapists, and speech therapists).
5. Decrease in current high staff turnover.
6. Provision for teacher liability/legal protections for advocates.
7. Placement of students and delivery of services.
8. Mediation between school districts and parents when disagreements develop over student placements.
9. Reduction of massive required paperwork.

Rationale. AASB joins with the National School Boards Association in urging Congress to fairly and fully fund this federal mandate. IDEA was enacted in 1975 when the federal government committed to paying for each child with disabilities an amount equal to 40 percent of the national average cost of educating students with disabilities. According to the National School Boards Association, federal funding accounts for approximately 18% of the necessary funding. The remainder comes directly from the regular instructional program of local school districts. The total under-funding of IDEA was estimated at \$8.3 billion in fiscal year 2008.

Local school officials must be empowered to preserve a productive and safe learning environment free of undue disruption or violence. Consistent discipline requirements and procedures are the keys to a safe environment. Issues such as discipline and excessive paperwork are having a negative impact on educators; as a result fewer certified personnel are willing to teach in special education programs.

Adopted 2000

Amended 2001, 2002, 2003, 2004, 2005, 2005, 2009, 2012

Renewed 2015

(Sunset 2025)

2.6 FUNDING FOR EARLY LEARNING PROGRAMS IN ALASKA

AASB supports legislation to add additional funding for the planning and programming of voluntary early learning and family support programs, including online programs, for all children from birth to school age as an important long-term investment in Alaska's future workforce and citizenry.

Rationale. State and local performance standards set high expectations in mathematics, reading and writing for children age 5 through 7. Research indicates that earlier education is critical for many children to successfully reach those expectations. Even in communities that have Head Start programs, the program is usually unable to accommodate all children who qualify. Strict Headstart income requirements deprive many pre-schoolers who could benefit from the program. Appropriately housed early learning programs should be an integral part of district curriculum. Inclusion of early learning in a school has an impact on facilities planning and would be a wise use of state funds.

The state offers only very limited pilot funding for early-learning education. Many communities do not meet the qualifications for federal Head Start or early-learning funding and sources of present federal funding are uncertain. Most existing early-learning programs cannot afford certificated early-learning teachers. Programs such as Parents as Teachers and Best Beginnings can reap huge educational benefits for very little money.

Adopted 1998

Amended 2001, 2002, 2004, 2007, 2008, 2009, 2013, 2014, 2015

Renewed 2018

(Sunset 2023)

2.7 FUNDING FOR INTENSIVE NEEDS PRE-SCHOOL AND OTHER INTENSIVE NEEDS STUDENTS ENROLLING POST-COUNT DATE OR LEAVING A DISTRICT IN A SINGLE YEAR

AASB supports prorated funding for preschool students with intensive needs who turn three years old after the October count date, thereby becoming eligible for enrollment and enrolling in public school after state funding has become fixed. In addition, pro-rated funds must also be provided for all other intensive needs students enrolling after the count date. AASB also urges the Alaska Legislature to pass legislation that holds districts harmless when losing a large percentage of intensive needs students in a single count period.

Rationale. IDEA '97 requires that public schools enroll students with disabilities at age three. These students typically require not only special education services but also extensive related services (speech therapy, occupational therapy, physical therapy). Preschool students with disabilities whose third birthday falls after the October count date incur costs to the district that are not typical of other students enrolling after the count date. The district is required to provide all services identified by the IEP team. Currently, districts receive no funding for these costly services for those intensive-needs children who turn three years old after the state's October count date.

Other intensive-need students who move to a district after the October count date pose a similar financial challenge. The cost to provide federally mandated services to a single intensive needs child is many times the cost of services to a non-special needs child. Districts cannot be expected to absorb the costs of services for intensive needs children who first enroll after the count date under a budget that provides no funding to satisfy this federal requirement. Supplemental funding for post-count date intensive needs students is critical. At the same time, districts that have lost intensive needs students through transfers have already entered into binding contracts with staff and cannot easily avoid that continued cost.

Adopted 2003

Amended 2004, 2005, 2006, 2009, 2012, 2014

Renewed 2018

(Sunset 2023)

**2.8 FOLLOWING THE CAPITAL IMPROVEMENT PROJECT PRIORITY
LISTS FOR NON BONDED PROJECTS**

AASB supports following the priority lists for non-bonded projects as presented by the Department of Education and Early Development and providing funding with no adjustments, deletions, or additions that would not otherwise be of an emergency basis. AASB strongly encourages the legislature and administration to make significant progress on eliminating the statewide capital project and major maintenance backlog.

Rationale. The Capital Improvement Projects list goes through a very comprehensive prioritization process developed and implemented, based on need, by the Department of Education and Early Development. AASB encourages the Legislature to follow the prioritized lists and recognize that fluctuations in enrollment cause many districts to face varying economies of scale when maintaining educational facilities.

Adopted 2000,

Amended 2001, 2004, 2008, 2009, 2010, 2012, 2017

Renewed 2015

(Sunset 2025)

2.9 LOCAL CONTRIBUTION IN THE SCHOOL FUNDING FORMULA

AASB supports retaining in the school funding formula the local option of establishing a local contribution based on 45 percent of basic need for borough and municipal school districts.

Rationale. The current education funding formula was developed with statewide support for all school age children. It allows for a minimum local contribution of the lesser of 2.65 mills or 45% of basic need.

Adopted 2001

Amended 2004, 2005, 2012

Renewed 2016

(Sunset 2021)

2.10 EDUCATION ENDOWMENT

AASB lends its full support to the establishment of an adequately funded and well-managed educational endowment to help secure stable and full funding for education to be used for public elementary and secondary education.

Rationale. The funding of public K-12 education in our state is an annual appropriation from the General Fund and is subject to the shifting funding priorities of administrations and legislatures, and the variable level of state revenues. Budgetary cycles have increasingly failed to provide a stable and secure funding source for Alaskan students. An educational endowment will provide a proven, relatively secure, and dedicated fiscal resource to support future public education funding for our state, and allow long-range education planning with confidence in the availability of that resource.

Adopted 1997

Amended 1998, 1999, 2002, 2007, 2009, 2012, 2016

Renewed 2017

(Sunset 2022)

2.11 EDUCATIONAL TECHNOLOGY

Because of the global economy of which our youth are a part, AASB urges the state and federal governments:

- a) To strongly encourage state leadership by virtue of student rights to equitable educational opportunity to ensure all classrooms are provided affordable, adequate and equitable broadband access (low-latency terrestrial broadband Internet access) to the national and international information infrastructure.
- b) To implement appropriations or matching grants for instructional technology that would address hardware and software purchases, communication, infrastructure, curriculum expansion and training needs of students and staff,
- c) To fund continuation and expansion of Digital 1:1 efforts for districts and AASB's Consortium for Digital Learning.
- d) To join us in urging Congress to fully fund either the provisions of the Telecommunications Act of 1996 (E-rate program) or a robust educational technology substitute that protects the Universal Service Fund to help provide affordable telecommunications to rural areas.
- e) To assist schools in improving Internet connectivity by using new E-Rate subsidies for construction of low latency terrestrial broadband Internet delivery systems.

Rationale. Alaskan students are growing up in a digital age that is allowing access to all global markets. If our students are to thrive in this ever-increasing global economy, K-12 schools must have the tools and trained staff to provide the appropriate education. Currently, a number of schools have seen many of their technology purchases become obsolete, outdated, and inoperable. Teachers are unable to effectively integrate technology in the classrooms due to lack or inadequacy of equipment and/or training. Current school district budgets cannot provide adequate funds to meet existing or future instructional technology needs.

Equality in educational opportunity has always been a goal of the Association of Alaska School Boards. Future economic viability will not depend as much on physical presence, but rather the ability to import, transmit or convey ideas and information electronically. Today's globally competitive economy requires that all schools have access to modern technologies—Internet access, computers, distance learning—that can open new doors of educational opportunity for our school children. Appropriations by the Alaska Legislature in 2006 and 2008 have enabled about half of the state's school districts to pilot intensive digital learning for some of their students as members of the AASB Consortium for Digital Learning.

Adopted 1997

Amended 1998, 1999, 2001, 2004, 2006, 2008, 2010, 2011, 2012, 2013, 2015

Renewed 2017

(Sunset 2022)

2.12 SCHOOL CONSTRUCTION DEBT RETIREMENT FOR BONDED INDEBTEDNESS

AASB urges the Legislature and the administration to fully honor the statutory commitments for previously incurred and future bonded indebtedness reimbursement by appropriating all funds necessary to satisfy that commitment.

Rationale. Article 7, Sec. 1 of the Alaska State Constitution states that the Legislature shall establish and maintain a system of public schools open to all children. Under AS 14.11.100 the State of Alaska commits to repay school districts at set percentage rates for school construction bonded indebtedness in past years. Extending that program into the future helps meet school construction needs in areas of the state that are able to bond. Over the past years many regions of the State have bonded for school construction with the expectation that the State would honor its obligation.

Adopted 1997

Amended 1998, 2001, 2002, 2003, 2004, 2007, 2008, 2009, 2010, 2012, 2015, 2016

Renewed 2017

(Sunset 2022)

2.13 REVENUE SHARING

Municipalities play a large part in financing education and providing community services necessary to student learning. The Association of Alaska School Boards supports restored and increased funding for Municipal Revenue Sharing & Assistance. An increase in community support cannot substitute for necessary increases in direct education funding by the state.

Rationale. Support for this program is essential. Without revenue sharing, which was vetoed in 2003, communities were forced to raise taxes to meet the cost of state mandates. Passage of SB 72 in 2008 restored the program with \$60 million in general funds for distribution to communities annually over the next three years. As the level of state revenue collected under AS 43.55.011(g) fluctuates, payments to local governments may go up or down. Revenue sharing as a proportion of the state budget is near its historic low point. Statehood was premised on the notion that state-owned resources would generate tax or other revenue and that this money would be shared with local government because local government could not survive without it.

Adopted 1999

Amended 2000, 2001, 2004, 2007, 2008, 2009, 2010, 2012

Renewed 2019

(Sunset 2024)

2.14 PUPIL TRANSPORTATION

AASB urges the State of Alaska to adequately fund pupil transportation by increasing the transportation allocation to accurately reflect true costs, to avoid the use of operating fund dollars, and to provide funding for districts with increased transportation needs due to state legislated labor costs, special circumstances and/or student growth. Getting students safely to and from school is a vital part of public education.

Rationale. Passage of SB 182 in 2012 requires the Department of Education & Early Development to establish statewide standards for pupil transportation contracts and to enforce compliance with those standards in 2016. Passage of SB57 in 2013 increases pupil transportation funding at the rate of the Anchorage Consumer Price Index through November 2015, at which time the automatic increase is repealed.

Adopted 2000

Amended 2001, 2002, 2003, 2006, 2007, 2008, 2010, 2011, 2012, 2013, 2016

(Sunset 2025).

2.15 FUNDING FOR SCHOOL DISTRICT-OPERATED REGIONAL BOARDING HOME PROGRAMS

AASB supports providing adequate funding for locally controlled and operated, regional boarding high schools throughout the state.

Rationale. The number of students requesting enrollment at Mt. Edgecumbe School exceeds the space available. Legislation enacted in recent years has increased the state stipend paid for students at district operated boarding schools and expanded the authority for their operation statewide. Districts were also allowed to enter into contracts with Alaska Native corporations for operation of dormitory facilities.

Adopted 1996

Amended 1997, 2000, 2001, 2002, 2003, 2004, 2005, 2007, 2013, 2014

Renewed 2016

(Sunset 2021)

2.16 FUNDING FOR TRANSIENT STUDENTS IN SCHOOLS

The Association of Alaska School Boards supports development of a funding mechanism for compensating schools for students entering after the October count date without harming a school that loses a student for which it has already incurred costs.

Rationale. Each year, students throughout Alaska enroll in boarding and other schools around the state. Often, students leave schools immediately following the October count. These students generally return to their home districts. Other districts face large influx of military-dependent and resource development project students. The untimely arrival of students after the count date puts the receiving school districts at a financial disadvantage. Districts receiving students after the October count must bear the financial responsibility for educating these students without corresponding funds. Districts losing students after the count date have already committed themselves to legally binding contracts and cannot easily adjust spending levels to account for the loss of those students.

Adopted 2002

Amended 2003, 2008, 2009

Renewed 2017

(Sunset 2022)

2.17 INSURANCE COSTS

AASB strongly urges the Alaska State Legislature to thoroughly investigate, evaluate, and report on pooling arrangements or other funding as a way to mitigate increases in insurance costs for school districts. Districts must be permitted to individually decide to participate in pooling arrangements and other funding options favorable to their local situation. Districts should be enabled, but not required, to secure larger collaborative group medical service and group medical coverage, as well as value-based payment and procurement methods among public and private sector employees.

Rationale. Insurance costs are draining badly needed resources for the classrooms and will continue to do so unless steps are taken to mitigate these uncontrolled increases, which only add to the administrative overhead of all districts. The cost of health and liability coverage, in particular, has added to escalation of fixed costs faced by districts.

Adopted 2002

Amended 2003, 2006, 2007, 2013, 2014, 2016, 2019

(Sunsets 2024)

2.18 STATUTORY GROUNDS FOR REDUCTION IN FORCE

Every Alaska school board must be able to make responsible decisions about how to allocate district resources to provide a high-quality education program that meets the needs of students. The Association of Alaska School Boards supports clarification of the language in the law explicitly to allow the use of projections of enrollment, costs and revenues as valid bases upon which to develop a plan for reduction in force under AS 14.20.177. The Association also supports clarification of the law to recognize that school boards, acting in good faith, have discretion to decide when a reduction in force is necessary for the following year.

Rationale. Under the current wording of AS 14.20.177, NEA-Alaska has argued and at least one Superior Court judge has ruled that reductions in enrollment or revenue must have already taken place in order to reduce staff. In addition, NEA-Alaska has argued and a Superior Court judge has ruled that a school board's judgment regarding the necessity of a reduction in force is not its to make; instead, a school district must prove that a reduction in force is necessary.

A school district's ability to respond quickly to a drop in enrollment or negative change in its financial picture is already significantly limited by the fact that mid-year layoffs of teaching staff are not permitted under AS 14.20.177. Neither is an increase in costs a basis for mid-year layoffs. However, school boards should be able to respond to both actual and projected declines in enrollment or funding by developing plans to reduce staff for the following year. School boards should also have the ability to reduce staff in the following year in response to costs increases that are not offset by increases in funding.

A school board's judgment that a reduction in force is necessary is the kind of policy decision that the public elects school boards to make.

Adopted 2003

Amended 2004, 2005, 2006, 2008, 2012, 2016

Renewed 2018

(Sunsets 2023)

2.19 LEGISLATIVE FINANCIAL RELIEF FOR ONGOING TRS AND PERS EMPLOYER RATE INCREASES

The Association of Alaska School Boards supports the cost-share formula requiring the state to pay 87.44 percent of employer costs under the Teachers' Retirement System and 78 percent of the costs under the Public Employees Retirement System. AASB endorses the use of state revenue or other state-managed funding sources to retire the unfunded liability of the public employee retirement systems without supplanting funds needed for the classroom.

AASB categorically rejects the State of Alaska Department of Law's recent determination that the State of Alaska does not have a legal obligation to assume the portion of the liabilities of the State managed Teacher's Retirement System and the Public Employees Retirement System. AASB expects the State of Alaska to 100% fund to constitutional obligation both TRS and PERS.

Rationale. The State of Alaska Division of Retirement & Benefits notified PERS and TRS employers on September 3, 2015 that the State of Alaska does not believe it has an obligation to assume the liabilities of the State managed Teacher's Retirement System and Public Employees Retirement system in connection with the implementation of Generally Accepted Accounting Standard (GASB) #68 – Accounting and Financial Reporting for Pensions.

The Association of Alaska School Boards believes that the State of Alaska has a long-standing obligation to continue to provide substantial and sustainable financial support of the TRS and PERS retirement systems to ensure that Alaska's school children will be well served by high quality teachers and support staff who know that the State of Alaska remains steadfast and unwavering its support of its teachers, support staff, and their pensions.

Districts simply do not have the capacity to handle the massive unfunded liability of the state's retirement programs. Financially healthy pension funds are an incentive to attracting and retaining high quality employees in the public sector.

Adopted 2003

Amended 2004, 2005, 2006, 2007, 2008, 2010, 2012, 2014, 2015, 2019

(Sunset 2024)

2.20 ENERGY COST RELIEF

AASB urges the Alaska State Legislature to take action to mitigate energy costs facing all school districts. The relief should be based on actual energy costs and be part of an overall program to address conservation of energy, development of alternative energy programs and deferred maintenance of public facilities and buildings.

Rationale. School districts incur energy costs for heating, electricity and transportation. In most districts off the road system, those costs can eat up 30 to 40 percent of operating budgets, diverting dollars from instruction. Even when the cost of fuel declines in urban areas, those savings seldom catch up to consumers in rural communities due to lack of a competitive energy market.

Possible relief measures should include initiating an Energy Cost Increase Factor in the foundation formula and/or providing supplemental funding in the year the cost is incurred, thereby putting funding back in the classroom.

Adopted 2005

Amended 2008, 2010, 2015 2019

(Sunset 2024)

2.21 RELIABLE AND EFFICIENT SERVICE BY THE ALASKA MARINE HIGHWAY SYSTEM

AASB urges the State of Alaska to provide or subsidize frequent, reliable, equitable and efficient ferry service to all Southeast, Southwest, and Southcentral communities served by the Alaska Marine Highway System and alternatives such as the Inter-Island Ferry Authority.

Rationale. School districts in Southeast and Southcentral Alaska depend on ferry access to provide transportation to and from other communities for numerous academic and athletic activities. The lack of frequent and dependable scheduled ferry service often makes it difficult or impossible to utilize the AMHS in school-sponsored trips. The only alternative for many of the communities served by the AMHS is to arrange travel by air, which markedly increases transportation costs and in some cases causes trips to be canceled entirely.

Adopted 2006

Amended 2007, 2008, 2012, 2013

Renewed 2016

(Sunset 2021)

2.22 SUPPORTING BYPASS MAIL IN ALASKA

AASB recognizes that the Bypass Mail program provides the only timely and economical way to move essential materials to rural Alaska and is critical to the health of the Alaskan economy. Bypass mail allows Alaska to receive the same universal service at universal rates enjoyed by the rest of the country. AASB strongly urges the US Congress to find ways to continue funding the bypass mail program in Alaska.

Rational: Federal law establishes mail as a basic and fundamental service and requires the Postal Service to “provide prompt, reliable, and efficient services to patrons in all areas and . . . render Postal Services to all communities.” Legislation proposed by Congress would unfairly single out Alaska, eliminating funding for bypass mail. Bypass mail represents a lifeline to Alaska communities, transporting food, essential medical supplies, educational materials and items critical to the life and safety of Alaskan residents.

Adopted 2011

Renewed 2016

(Sunset 2021)

2.23 FUNDING FOR SCHOOLS BY ESTABLISHING THE BASE STUDENT ALLOCATION IN ADVANCE

AASB supports funding for schools in advance. At a minimum, the Base Student Allocation (BSA) should be established at least one, and preferably three, years ahead to provide sufficient time for school districts to prepare and submit their budgets in a timely manner without spending unnecessary time and resources revising budgets based on legislative action after the local budget process has begun. The Education Fund, AS 14.17.300, must also be maintained and increased for this purpose.

Rationale. When state oil revenues are low the amount spent on education might decline, but local school districts would have a full fiscal year to prepare for the reduction in revenue if education funding is established at least a year in advance. Forward funding will provide fiscal stability for districts so they can make long-term decisions, reduce administrative cost and enable school districts to focus on student instruction rather than constant budget revisions.

While early funding of the education budget – i.e., a signed education funding bill within the first 30 days of the session – would also reduce the administrative burden on school districts, the legislature does not receive its revenue projections in time to accomplish that goal. Advance funding – establishing both the BSA and setting aside sufficient funds to cover it a full year in advance – would eliminate the pressure for passage of the education appropriation early in the legislative session.

Adopted 2006

Amended 2007, 2009, 2010, 2011, 2012, 201, 2015

Renewed 2016

(Sunset 2021)

2.24 RECONSTITUTION AND ACTIVE MANAGEMENT OF THE PUBLIC SCHOOL LAND TRUST AND PERMANENT FUND

AASB supports additional research into reconstitution of the Alaska Public School Land Trust, active management of the trust and working with Alaska Parent Teacher Associations and other educational stakeholders to establish a management board with broad stakeholder representation to that end.

Rationale. A promise was made to Alaska public school children on March 4, 1915, when “An Act to reserve lands to the Territory of Alaska for educational uses, and for other purposes,” (38 Stat. 1214, Public Law 63-330/Chapter 181, 63 Congress, Session 3) was approved by Congress and signed by President Woodrow Wilson. PL 63-330 requires when federal lands are surveyed, Sections 16 and 36 in each township shall be and were reserved for the support of common schools in Alaska.

Adopted 2007

Amended 2010, 2014

Renewed 2017

(Sunset 2022)

2.25 SUPPORTING EXCELLENCE IN SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATH INSTRUCTION

AASB recognizes and supports national efforts to increase the nation's scientific and engineering talent pool in Science, Technology, Engineering, Arts and Math (STEAM/STEM) fields. AASB urges the Governor and the Alaska State Legislature to establish a fund or provide grants to invest strategically in STEAM/STEM education, focusing on professional development, materials and equipment needed for active, hands-on learning for K-12 students in classrooms across the state.

Rationale. The Alaska Department of Education & Early Development has added science standards and testing requirements, and the Elementary and Secondary Education Act added this requirement in 2010. There is growing recognition that the U.S. must increase its commitment to science and math to retain its competitive advantage in the world. Students learn science best by actively engaging in the practice of science, and they develop cognitive skills needed to excel in science and math through the arts, especially music. Teachers need professional development and science resources to offer students outstanding hands-on, active learning opportunities in the sciences. Science classroom equipment and consumable supplies are unique and expensive. Skyrocketing energy costs and increasing operating costs consume school budgets, limiting the ability of districts to address long-deferred expenses such as science curriculum and equipment. Excellence in STEM fields is vital to Alaska's and the nation's long-term economic prospects.

Adopted 2008

Amended 2010, 2012, 2014, 2015

Renewed 2018

(Sunset 2023)

2.26 RECOMMENDING REVISIONS TO THE STEP-DOWN HOLD-HARMLESS CLAUSE FOR REDUCTIONS IN ADM AND NEW HOLD-HARMLESS CLAUSE TO ENCOURAGE SCHOOL SIZE EFFICIENCY

AASB recommends that the Alaska Legislature revise from 5 percent to 2.5 percent the hold-harmless threshold (AS14.17.450) for reductions in average daily membership. AASB also recommends that the Alaska Legislature adopt a new additional three-year hold-harmless provision for school districts who would otherwise lose state funding due to the consolidation of existing school facilities to increase efficiency.

Rationale. Passage of HB 273 by the 25th Alaska Legislature included a provision that if a school district's ADM adjusted for school size decreases by 5 percent or more from one fiscal year to the next, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease. The provision includes a step-down clause holding districts harmless for a portion of the ADM decrease during the next three fiscal years, if the 5 percent enrollment decline continues and none of the decline is attributable to a loss of students caused by a boundary change under AS 29.

Under AS14.17.250, school districts that experience enrollment declines of anywhere between 2 and 5 percent would be impacted severely because they would not qualify for the step-down provision.

Adopted 2008

Amended 2015, 2017

Renewed 2018

(Sunset 2023)

2.28 URGING THE STATE TO MITIGATE THE IMPACTS OF UNUSED OR UNDERUTILIZED FACILITY SPACE IN DISTRICTS

AASB urges the State of Alaska and work to relieve the financial impacts on school districts when reduced enrollment or budget constraints result in unused or underutilized school facilities. AASB urges mitigation of the burden posed by the underutilization or closure of facilities that still have operational costs associated with them.

Rationale. School districts report instances of excess facility infrastructure that were built before advent of state guidelines for construction or because of declining enrollment or both. In some cases, schools have been closed because ADM fell below 10. Excess space must be insured, operated and maintained regardless of whether the funds generated under the foundation formula are sufficient. Closed schools must be insured and should incur some operation and maintenance expenses to ensure that they will be usable if ADM should later warrant reopening them.

Adopted 2008

Amended 2014, 2016, 2018

(Sunset 2023)

2.29 URGING THE STATE TO CONDUCT AND FUND FACILITY CONDITION SURVEYS FOR DISTRICTS TO SUPPORT CIP REQUESTS FOR MAJOR MAINTENANCE AND FACILITY REPLACEMENT PROJECTS

AASB urges DEED to conduct facility conditions surveys for all districts in order to establish a uniform assessment of building conditions throughout the State. The Department of Education should conduct facility condition surveys every five years, on a rotating basis. The State administered facility conditions surveys should be accepted as complete and valid, including recommendations for the purposes of CIP requests by districts for major maintenance and facility replacement projects. Nothing shall preclude a district obtaining an independent evaluation of its facilities.

Rationale. The CIP process is a complex process that can be challenging for smaller districts who cannot afford dedicated experienced staff with the unique skillsets required to master the process. REAAs are reliant completely on the State for educational funding. This unique relationship with the State means that in order for REAAs to procure a facility conditions survey from a private entity (which is a requirement to increase their CIP ratings) they are literally using State funds to request State funds. Additionally, they are choosing to reallocate funds that could be used for instructional programs towards a State application process for facility upgrades and improvements. It makes sense for the State to provide resources to conduct facilities condition surveys for districts. This would enable the State to acquire a baseline survey of facilities and to establish a uniform listing of facility conditions. Having the State assume responsibility for this effort would provide the most efficient use of State funds.

Adopted 2008

Amended 2009, 2014, 2015, 2016

Renewed 2018

(Sunset 2023)

2.30 URGING THE ESTABLISHMENT OF A FUNDING POOL TO HELP FUND TRAVEL FOR STUDENTS TO ATTEND STATE-LEVEL COMPETITIONS

AASB recognizes that a comprehensive public education includes extracurricular activities such as sports and the arts. Involvement in interscholastic activities has been shown to increase academic achievement. As such, the opportunity for students to participate at state-level tournaments, festivals and competitions is an important component of a well-rounded education. Due to the ever increasing costs associated with travel and lodging for school districts to attend state-level competitions, AASB urges the Alaska School Activities Association, the Alaska Legislature and the Governor to work together to establish a funding pool to help school districts fund travel for students to attend state-level tournaments, festivals or competitions.

Rationale. Travel expenses to state-level tournaments and competitions are not normally budgeted by school districts. The preponderance of the burden to fund travel for extracurricular activities has fallen to parents and rural communities that are facing more difficult economic issues and fewer available dollars to support these opportunities. The ASAA and the state should help by establishing a funding mechanism to help students to attend state-level competitions.

In addition, the cost of student activities is significantly more expensive for school districts whose students live off the road system and even more for those schools not on the ferry system and distant from air transportation hubs. The state's appropriate funding to assure student access to the benefits of interscholastic activities should include funding to address access from remote rural schools.

Adopted 2009

Amended 2014, 2015

Renewed 2019

(Sunsets 2024)

2.31 URGING THE CONTINUATION OF FUNDING FOR CAREER AND TECHNICAL (VOCATIONAL) EDUCATION

AASB supports increased funding of Career and Technical (Vocational) Education through the foundation formula in AS 14.17.420 and funding for Alaska Construction Academies and regional training centers.

Rationale. Vocational, career tech, and trades offerings help engage students and provide an effective alternate platform for academic education. These courses along with the necessary equipment help middle and high school students learn about and focus on potential career paths to prepare them for post-secondary education and careers in our state.

Adopted 2009

Amended 2010, 2011, 2012, 2014, 2015, 2017, 2018

Renewed 2019

(Sunset 2024)

2.32 SUPPORTING STATE FUNDING FOR SCHOOL MEALS

AASB supports an adequate financial appropriation from the State and Federal Government to strengthen and expand the National School Lunch and Breakfast Program in Alaska and other local programs to be sure that school breakfast programs and a sustainable lunch may be available to all children at all schools throughout the state. Such funding must be accomplished without diverting funds that belong in the educational foundation formula.

Rationale. No child should go without breakfast or lunch. The lack of adequate nutrition affects the cognitive and behavioral development of children. Food insecurity, meaning a lack of access at all times to enough food for a healthy, active life, was reported among 15 percent of Alaska children, compared with 11 percent of Alaska adults, in a 2006 study (the Behavioral Risk Factor Surveillance Survey). The problem is more acute in rural Alaska, where nearly one child in four experienced food insecurity.

The National School Breakfast Program decreases food insecurity in children by providing five healthy meals a week. In Alaska schools, 40 percent of students qualify for free/reduced school meals; of these 45,000 students, 15 percent, or about 7,000 children, do not attend schools that offer a breakfast program. In all, more than 100 public schools in Alaska did not sponsor or offer the federal School Breakfast Program in the 2008-09 school year, due primarily to a lack of funding.

Adopted 2010

Amended 2015, 2018

Renewed 2015, 2020

(Sunset 2025)

2.33 SUPPORTING PARTIAL FOUNDATION FUNDING FOR SCHOOLS WITH SEVEN TO NINE STUDENTS FOR UP TO TWO YEARS

AASB urges the Alaska Legislature to provide funding for those schools that fall below the minimum number of students for up to two years before a district is not funded for that school. AASB supports a revision to AS 14.17.450 providing partial foundation funding for small, rural Alaskan schools with seven (7) to nine (9) students. These schools would be funded for up to two (2) years at the following percentage of the amount that would be funded if the school had ten (10) students:

Seven (7) students	= 70% funding
Eight (8) students	= 80% funding
Nine (9) students	= 90% funding

Rationale. The school is often the community center and heart of village life. Education is a constitutional right of all students in Alaska. The Education Clause of Alaska's Constitution (Article VII, Section 1) provides, in relevant part that the "legislature shall by general law establish and maintain a system of public schools open to all children of the State." In small communities, school enrollment often hovers around 10 students. Due to fluctuations in population, the number of students in these schools may drop below 10 one year, then increase above 10 the following year. While it is inefficient to have a school for a small number of students, it is equitable to each child to be schooled in the village of their home.

Unfortunately, with the current funding requirements of AS 14.17.450, schools receive no funding when the enrollment drops below 10 students, which most often results in the closure of the school. When school enrollment hovers around 10 students, no one can predict whether these schools will have ten children enrolled through the entire count period until the last day of that period.

Most of these students cannot commute to a neighboring school. Even considering closing a school creates an exodus of some families and discourages families considering moving to the community. Often, the school is a major community employer and a closure damages the community and any hope of economic viability. This proposal will allow small schools to operate with a partial budget for up to two years, allowing the school and community time to rebound from population fluctuations, rather than closing prematurely and leaving students without a school or teacher.

Adopted 2010

Amended 2014, 2018

Renewed 2015, 2020

(Sunset 2025)

2.34 FOCUS ON GRADE-LEVEL PROFICIENCY FOR KINDERGARTEN TO GRADE THREE STUDENTS

AASB supports and encourages additional legislative funding opportunities for intervention for K-3 students needing to make improvement to reach grade-level proficiency.

Rationale. The April 2011 report of the Alaska Advisory Task Force on Higher Education & Career Readiness stated in part: “Children who receive quality early education arrive at school ready to learn and perform better in school. They are less likely to need expensive special education interventions, and they are more likely to graduate from high school and to successfully enter the workforce. Research is clear that when students enter kindergarten, 40% of them on average are one to three years behind grade level, and too many of them stay behind throughout their school careers. Alaska can invest a relatively small amount in early childhood and innovative K-12 programs, or a vastly greater amount at the college level. Today’s third-grader can’t wait for, and our public treasury cannot afford, a remediation response that doesn’t begin until the 13th grade.”

Adopted 2011

Amended 2014, 2018

Renewed 2016

(Sunset 2023)

2.35 ADDRESSING THE NEED FOR REMEDIATION

AASB supports the goal of helping students complete high school with measurable and/or identifiable skills to enter the workforce or study at a postsecondary institution, without the need for remedial coursework.

AASB supports additional legislative funding opportunities for intervention for K-12 students needing to make improvement to reach grade-level proficiency.

Rationale. AASB believes that the keys to long-term student success include early childhood development and improved reading, writing, and math skills in K-3 students. Good data show that students who succeed in school become more productive citizens, enhancing their own lives and placing fewer demands on public services, from welfare to prisons. Interventions at every grade level are essential to achieving proficiency and creating a well-trained workforce.

Adopted 2011

Amended 2012, 2015, 2018

Renewed 2016

(Sunset 2023)

2.36 COMPREHENSIVE STATEWIDE ENERGY PLAN

AASB urges the Alaska State Legislature to work with the State Congressional Delegation and stakeholders to develop, fund and implement a comprehensive statewide energy plan that includes current energy sources, conservation of energy and development of alternative energy. The plan should address and fund development of energy efficiency in public facilities and buildings.

Rationale. The State of Alaska currently has no comprehensive statewide energy plan in effect. A comprehensive statewide energy plan would reduce costs to all, directly benefitting school districts and ultimately benefitting all citizens. High consumer energy prices deplete funding for other needs, especially in school districts, which are one of the state's largest consumers of energy. The legislature and administration have been generous with energy cost relief in recent years, which school districts appreciate. However, the relief is not addressing the problem of energy, only the symptom—high costs.

Adopted 2012

Amended 2015, 2018

Renewed 2017

(Sunset 2023)

2.37 DISTRICT COST FACTOR

AASB urges the Alaska Department of Education & Early Development comply with state statute AS 14.17.460 that requires regular review of District Cost Factors and development of recommendations for appropriate adjustments, to ensure equity in school funding since the current data being used to determine the District Cost Factors are over 10 years old. Elements in establishing District Cost Factors should include not only the true cost of goods and services but also the mix of goods required in all communities.

AASB further urges the Alaska Legislature provide funding for the required District Cost Factor review and update the cost factors, based upon the resulting DEED recommendations. In addition, AASB urges the Legislature to establish an appeals process related to the DEED recommendations and to include a one-year hold harmless and a phased step-down in the event a school district loses funds due to revisions in the Foundation Formula cost factors. Regular revision of the District Cost Factors is critical to equitable distribution of funding and to address ongoing disparities between districts.

Rationale. The Foundation Formula for K12 education recognizes the different costs of providing public education around the state. Changes to AS 14.17.460 enacted in 2008 established a five-year schedule of changes to the cost factors that were phased in completely in 2013. AS 14.17.460 (b) requires the department to monitor cost factors and to prepare recommendations for the Legislature to consider every other fiscal year.

Adopted 2013

Amended 2014, 2015

Renewed 2018

(Sunset 2023)

2.38 URGING THE STATE OF ALASKA TO FUND ALTERNATIVE MODES OF TRANSPORTATION FOR ALL DISTRICTS

AASB urges the Alaska Legislature to amend the pupil transportation statute (AS14.09.010) to provide equitable funding of transportation for all school districts.

Rationale. In school districts with diverse transportation needs due to the absence of a road system, student travel costs are varied and can be significantly high. State regulations at 4 AAC.27.990 (5) describe vehicles that can be used when a school bus cannot transport students. However, four school districts, Aleutians Region, Chugach, Hydaburg and Pribilof, are not currently eligible for pupil transportation funding because they were not receiving funding in 2003, when AS14.09.010 was amended.

Adopted 2013

Amended 2015

Renewed 2018

(Sunset 2023)

2.39 URGING A TRANSPARENT PROCESS WITH STAKEHOLDER INPUT AND PRIORITIZATION OF EQUITY CONCERNS IN STATE STUDIES

AASB urges the responsible agencies to conduct education studies in a transparent process with multiple opportunities for stakeholder input. The studies should use relevant Alaska data from all parts of our diverse state, promote educational best practices, benefit all students in an equitable manner providing an adequate education for all.

Rationale. HB 278 authorized four studies: a salary and benefits schedule for school districts, teacher tenure reform, statewide prototype school design and construction public education funding. The studies were completed in 2016 in the midst of a severe budget deficit and laid fallow. Stakeholder input was inconsistent and limited. Transparency of study designs and practices was not as forthright as many stakeholders and districts had hoped. Such studies, if used for the basis of statutory or budget changes, need to reflect the variety of unique needs and costs for each school as many rural districts have varying costs in hub or out-lying villages. Best practice is not always the cheapest practice to fund.

Adopted 2014

Amended 2016

Renewed 2019

(Sunset 2024)

2.40 SUPPORTING THE USE OF FEDERAL IMPACT AID BY AFFECTED DISTRICTS

AASB supports allowing affected districts to utilize all of the Federal Impact Aid which districts are eligible for without any deduction made by the State in calculations of state funding pursuant to AS 14.17. The State currently deducts up to 90 percent of the eligible funds for affected districts. The purpose of such Impact Aid funds is to assist school districts with the reduced revenue availability and increased expenditures that arise from qualifying federal activities and enrollment of qualified federally connected children.

Rationale. It is important that the Federal Impact Aid that affected districts are entitled to can be used for its intended purpose without further impacting the education of students. Federal impact aid is intended to flow to the district within which the aid is generated. The purpose of Impact Aid is, in general, to provide assistance to local school districts with qualifying numbers of children residing on Indian lands, at military bases, low-rent housing properties, or other Federal properties, and children who have parents in the uniformed services or employed on eligible Federal properties who do not live on Federal property. The intent of the aid is not only to provide funding for lands that might otherwise be taxable but also to provide revenue to the receiving district for the additional costs associated with the education of the students. For example, the cost of educating students on military land (public schools on military bases) results in uncontrollable utility costs with rates that are significantly higher than those schools that operate off of a military base. Also, military bases most often bring in an influx of students from various cultures and languages. The addition of these ELL students, and the transiency of military connected students, adds to the need for additional services from the local school district. This increase in utility costs and costs associated with servicing ELL students are not offset by the remaining 10 percent of the Federal Impact Aid that an affected district is allowed to use.

The State is not required by the Impact Aid laws to take into account Impact Aid in determining state aid for education. The federal law only allows a limited exception for a State to take into consideration Impact Aid in determining State Aid if it passes an equalization test (or disparity test). The State should not exercise this limited exception and, instead, should allow affected districts to receive the Impact Aid for which they qualify. In a similar manner, even though organized areas (city and borough school districts with a municipal tax base) are technically allowed to maintain up to 90 percent of their Federal Impact Aid, they are then penalized by the required local contribution as a substitute for part of the foundation funds allocated to each district.

*Adopted 2014
Renewed 2019
(Sunset 2024)*

2.41 FUNDING FOR INTERNET SERVICES

AASB urges the Alaska Legislature to enact and fully fund Internet services for rural schools as provided for in Senate bill 74 of the 31st legislature and to extend those benefits to urban school districts as well. Digital literacy is a fundamental skill in the 21st century. Equitable Internet access will allow all students to develop this skill.

Rationale. The lack of broadband Internet for rural schools continues to exacerbate program inequities for rural schools. AASB thanks the Legislature for including a provision in HB 278 for rural school districts to receive speeds up to 10 megabits. The Legislature did not provide the funding that would allow all eligible schools to have 10 megabits and did not include urban schools as eligible for the state-provided Internet benefits. HB 179 and SB 82, as proposed, would have also benefited urban districts. The Legislature should include the provisions for urban districts and fully fund the program.

*Adopted 2014,
Amended 2019
(Sunset 2024)*

2.42 FUNDING FOR STUDENTS WHO RETURN TO SCHOOL TO GET A DIPLOMA

AASB urges the Alaska Legislature to provide funding to school districts through the foundation formula for “overage” students to return to school to get credits to earn their diploma. Funding should include students through 21 years old.

Rationale. Students without a diploma are denied access to post secondary and employment opportunities including the military. Some students who did not pass the HSGQE lost hope of ever earning a diploma so dropped out of school. All students can now receive a diploma, whether they passed the former HSGQE or not. Districts are encouraged to recruit all students to return to school to earn credits and to receive a diploma if they so desire.

Adopted 2014

Amended 2015, 2019

(Sunset 2024)

2.44 URGING THE STATE OF ALASKA TO MAINTAIN THE 10 STUDENT MINIMUM ADM FOR SCHOOL FUNDING

AASB urges the Alaska Legislature to maintain the present minimum student count of ten (10) students as the minimum school size and base level of funding for a school building in the Public School Funding Program formula.

Rationale: Schools are the center of communities or neighborhoods. They provide a fundamental service to the public in the area that they serve. School boards and community members value their local schools and the educational opportunities provided to their children and youth. Small schools help to maintain the local cultural identities and historical perspectives of each community within the state of Alaska.

During the 2014-2015 school year, there were 65 schools identified with student counts between 10 and 24 students. If the minimum count were raised to 25, all of these schools would not be funded at the minimum level.

Under Article VII, Section 1 of the Alaska Constitution, the state has a duty to establish and maintain a system of public schools open to all children in the state. A legal opinion for the Citizens for the Educational Advancement of Alaska's Children notes that closing small schools would result in disparate treatment of children in two ways: "First, the overall amount of funding available and the educational resources available to provide these children with an adequate education will be reduced. Second, there will be dramatic disparities in the educational opportunities available to these students who will be deprived of the educational resources of the school environment, classroom supports, and a classroom teacher. The evidence-based scientific research supports the need for students to be educated with their peers in a classroom with a qualified teacher. The State will be unable to point to any scientific, research-based alternative as a substitute for educating children in a school with a qualified teacher and administrative support. Without such an alternative, the proposed legislation will violate the State Constitution."

*Adopted 2015
Renewed 2020
(Sunsets 2025).*

2.45 URGING THE LEGISLATURE TO ADDRESS INEQUITIES IN SCHOOL FUNDING

AASB urges the Alaska Legislature to address and fund inequities in school funding identified in a July 2015 report to the Legislative Budget & Audit Committee.

Rationale. A report for K-12 funding by Augenblick, Palaich & Associates, entitled “Review of Alaska’s School Funding Program,” recommends that the K-12 foundation formula program (AS 14) provide more opportunities for limited-income children and English language learners to ensure their academic progress. The consequences of an ever-growing gap between rich and poor can be improved with higher educational outcomes. More support to address achievement for Alaska Native students is critical to overcoming the challenges of the effects of oppression and restoring knowledge and culture of the first people of Alaska.

*Adopted 2015,
Amended 2018
Renewed 2020
(Sunset 2025).*

2.46 RESOURCES TO EFFECTIVELY IMPLEMENT THE ALASKA SAFE CHILDREN'S ACT

AASB urges the Legislature to provide resources to effectively implement the mandates of the Alaska Safe Children's Act (AS 14.30).

Rationale. School Board members recognize the importance of training to staff in protecting children and in educating children on healthy relationships and preventing child sexual abuse. With the passage of the Alaska Safe Children's Act many unfunded mandates were legislated. Just the mandated training for all certificated and classified staff in "restraint and seclusion" will take two days per staff. The cost will be thousands of dollars and a loss of academic instructional time with their students. A plan to examine all the costs of unfunded mandates and provide resources and time to make up for loss of instruction for children's learning is needed.

Adopted 2015

Renewed 2020

(Sunsets 2025).

2.47 LOCAL CONTROL OF SCHOOL FUNDING

AASB urges the Legislature to amend AS 14.03.260 (a) to specify that state pass-through mandates for funding of charter schools do not apply to municipal funding for education so that the required local contribution may be allocated by school boards as they see best in their districts.

Rationale. Each school district is unique in student enrollment, choices available to students in program and course offerings, and in operational costs. Locally elected school boards are best equipped to decide revenue allocations for their districts.

Adopted 2015

Renewed 2020

(Sunset 2025).

2.48 INCREASING THE FUND BALANCE CAP FOR SCHOOL DISTRICTS

AASB urges the Legislature to amend AS 14.17.505 (a) to increase to 15 percent or higher the cap on fund balances.

Rationale. The 10 percent cap on carryover budget balances has restricted school districts since 1998. Extra funds in excess of the 10 percent cap that are gained from realized efficiencies and effective budget management must be transferred back to the state. This can discourage conservative spending. In addition, school funding fluctuates unexpectedly with student count and government funding, creating potential cash flow problems.

*Adopted 2015
Amended 2020
(Sunset 2025).*

**2.50 INFLATION-PROOFED BASE STUDENT ALLOCATION (BSA)
INVESTMENTS**

AASB urges the State of Alaska to make inflation-proofed incremental investments to the BSA to make up for flat funding since FY 2011.

Rationale. School Districts have been essentially flat funded since FY 2011. Flat funding means cuts as costs do not stay flat. The state has been in a recession due to the declining cost of oil. At the same time children and youth need to be prepared to meet the needs of the growing work force and to be prepared to be engaged citizens. Education is a changing field. Strategic investments in science, career technology, and social-emotional learning are imperative. A modest increase to the Base Student Allocation, including a glide path to make catch up investment to the flat funding during Alaska's recession, is needed to be set for the next three years.

*Adopted 2018
(Sunsets 2023)*

2.51 FULLY FUNDING THE REAA RURAL CONSTRUCTION FUND AND BOND DEBT REIMBURSEMENT

AASB supports fully funding the REAA Rural Construction Fund and Bond Debt Reimbursement.

Rational: The State of Alaska is responsible for providing an adequate education for all Alaska-children and thus is responsible to fully fund the REAA Rural Construction and Bond Debt Reimbursement Fund in order to provide safe facilities to educate all Alaska students. A proactive approach to funding capital project applications will save result in future major maintenance costs in the future of facilities and infrastructure that has passed its design life.

*Adopted 2019
(Sunset 2024)*

2.52 SUPPORT THE UNIVERSITY OF ALASKA SYSTEM

AASB supports increased and adequate funding of the University of Alaska.

Rationale: The rationale for this resolution is to support adequate funding for the University of Alaska system. The University of Alaska system works corroboratively with K-12 education systems to offer dual credit opportunities; develops partnerships such as ANSEP; and prepares the future work force of Alaska. The University of Alaska system also supports and conducts research on issues important to Alaskans.

Adopted 2019

(Sunset 2024)

2.53 URGING THE STATE TO FUND AS 14.14.115, THE COOPERATIVE ARRANGEMENT GRANT PROGRAM TO EMPOWER DISTRICTS TO FIND GREATER EFFICIENCIES

AASB urges the state to recognize, encourage, and empower districts to do the necessary work to combine efforts and share resources for greater efficiency and effectiveness.

Rationale. There are great models of collaborative work between districts across the state. These efforts require extensive work and cooperation between school boards and district personnel. There is already a statute in place for this purpose but it has not been funded, and requests for support under 14.14.115 have been denied. A proper appropriation of funds for this purpose will encourage and increase these efforts between districts.

*Adopted 2019
(Sunset 2024)*

2.54 USE OF FY20 STUDENT ADJUSTED AVERAGE DAILY MEMBERSHIP DATA TO HOLD DISTRICT'S HARMLESS IN LOSS OF STUDENT ENROLLMENT RELATED TO COVID-19 DURING THE FY21 AND FY22 SCHOOL YEAR

AASB requests the Alaska Legislature use of the FY20 Adjusted Average Daily Membership (AADM) data in determining the amount of state aid under the Foundation Funding Formula for FY2021 and FY2022 when individual school districts are adversely impacted.

This should also include the boarding stipend for variable-term residential schools.

Rationale: The success of students in Alaska is dependent on families, community members, school staff, and the School Board, along with supportive organizations and entities.

A broad goal of school districts is to prepare and support students for opportunities beyond high school that inspire an interest in life-long learning.

Equitable public education available to all students, without exception, is foundational to our democracy and is required by the state constitution.

School districts prepare and submit to DEED a student count estimate by November 5th for the ensuing fiscal year upon which computations are made to estimate the amount of state aid districts are eligible under AS 14.17.400.

Student count estimates are used each year by the State of Alaska as the basis for state aid to school districts through the Foundation Funding Formula.

State aid under the Foundation Funding Formula is based on a 20-day student count period ending the fourth Friday in October and is made known to districts by January of the current fiscal year.

The State of Alaska's operating budget (HB 205) was signed into law on May 18, 2020 and included funding for the Foundation Funding Formula based on student count estimates.

School districts are required to submit their budgets for each fiscal year to DEED by July 15th of the current fiscal year.

In response to the COVID-19 global pandemic, school districts have developed approaches to schooling that are responsive to various levels of community viral spread and provide a framework that allows for continuity of teaching and learning during the 2020-2021 School Year under multiple risk scenarios.

District approaches provide in-person, remote, and correspondence/home school options for families to consider, including a shift to online or remote learning when community health circumstances warrant.

During FY21, school districts may experience a significant loss in Foundation Funding Formula revenue based on families temporarily enrolling their children in local or statewide correspondence programs and potentially returning to the District following the October count period.

The potential funding instability increases the complexity in planning efforts likely to impact district's ability to provide instructional and operational services amid the pandemic.

*Adopted 2020
(Sunset 2025)*

2.55 URGING DEDICATED FUNDING OUTSIDE THE FOUNDATION FUNDING FORMULA

AASB requests the Alaska Legislature to establish dedicated funding outside the Foundation Funding Formula for the express purpose of supporting school districts in hiring health professionals, including school nurses, counselors, social services managers, and mental health professionals, to support the health and well-being of Alaska's students.

Rationale: The credentialed school nurse, with specialized medical background, academic preparation and professional skill, is especially qualified to strengthen the educational process through improvement of the health status of students and to develop and provide leadership for the school's comprehensive health program; and

Chronic illnesses among children in Alaska have been increasing and obesity has been identified as a major health concern in our state and nation, and the incidence among children has been increasing at a rapid rate; and virtually all of Alaska's public schools have students with asthma, those with the need for emergency injections for severe allergies or migraine headaches, and those with children who need blood glucose monitoring and/or insulin injections at school, in addition to other health-related concerns.

Under Section 504 of the Federal Rehabilitation Act of 1973, students with disabilities have the right to receive a free appropriate public education, which includes reasonable accommodations required for the management of chronic medical conditions, of which numerous children in public school classrooms in Alaska have that require special nursing procedures or monitoring; and

In Alaska, the student to credentialed school nurse ratio far exceeds the U.S. Department of Health and Human Services recommendation of 750:1 in regular student populations and 100:1 in special needs student populations; and

The Alaska Department of Health & Social Services cites that school nurses support student success by providing health promotion, disease prevention and management, health care assessment, intervention, and follow-up for all children within the school setting; and

School attendance is linked to academic success and graduation rates, and a higher nurse to student ratio is associated with better attendance rates; and students with a full-time school nurse have about half the student illness- or injury-related early releases as students from a school where no school nurse is present.

*Adopted 2020,
(Sunsets 2025)*

2.56 FUNDING FOR COVID-19 RELATED EXPENSES FOR EDUCATION

AASB supports all efforts on the part of the Alaska Legislature and the Federal Government to provide additional funding allocated directly to K-12 school districts to meet the needs of districts created by the COVID-19 pandemic.

Rationale: While school districts received some additional funding for COVID-19 related expenses in April of 2020 through the CARES Act, the scope of these expenses was difficult to predict and, in many cases, exceeded the allotted funds. Needs such as adequate ventilation for buildings, personal protective equipment, increased food service costs, costs for supporting internet connectivity for students, etc. are critical to allow schools to operate in a safe fashion for students.

*Adopted 2020,
(Sunsets 2025)*

2.57 ADDRESSING EQUITY ISSUES WITH INTERNET ACCESS AND CONNECTIVITY

AASB requests efforts of the Alaska Legislature and Federal Government to support increasing infrastructure for internet access to rural and underserved communities through more efficient e-rate access for remote learning, public-private partnerships, state-wide consortiums, etc., ensuring that all children have access to reasonably priced, high speed high bandwidth connectivity.

Rationale: It is increasingly evident that student access to internet outside of the school day has a significant impact on student achievement and success. Many remote communities have limited infrastructure for connectivity, preventing students from utilizing a variety of internet-based resources for homework, virtual learning opportunities, etc., while students in urban and suburban areas can access richer supplemental educational experiences. Students residing in these remote communities are primarily children of color, whose families lack the resources to access a sufficient amount of bandwidth to support educational needs of their children.

*Adopted 2020,
(Sunsets 2025)*

CHILD ADVOCACY**3.1 DECLARING CHILDREN OF ALASKA OUR MOST VALUABLE RESOURCE AND THEIR HEALTH, SAFETY, WELFARE, AND EDUCATION IS OF PARAMOUNT IMPORTANCE**

AASB understands that the children are our most valuable resource and encourages the Alaska Legislature and the Governor to declare that our children are our most valuable resource and to further declare that their mental and physical health, safety, welfare, and highest standard of education is of paramount importance.

Rationale. A declaration of this kind by the state would lend support to prevention and protective services, for all education needs and for a long-range fiscal plan for state government services. One way to draw attention to the importance of children as our most valuable resource would be to support and promote designation of a National Kids Day on August 3 of each year.

Adopted 2004

Amended 2011, 2016, 2018,

Renew 2019

(Sunset 2024)

3.2 PROMOTING STUDENT SUCCESS THROUGH SOCIAL AND EMOTIONAL LEARNING AND POSITIVE YOUTH DEVELOPMENT AND SUPPORT

AASB encourages each neighborhood, faith community, civic organization, community, school district, tribal entity and state agency to review the research in order to advocate, create and sustain programs of social and emotional learning and other initiatives that build assets in Alaska's children and teens, provide positive adult role models and support, and incorporate culturally responsive awareness.

Rationale. Research shows that effective schools, families, faith communities, and all adults in our communities can contribute to the positive development of youth. The difference between troubled teens and those leading healthy, productive, and positive lives, is strongly affected by the presence of what is labeled “developmental assets®.” These assets are additive, meaning that the more a young person has, the better. Forty of these assets were identified – 20 exist in the student's environment and 20 belong in the head and heart of every child. These developmental assets serve as building blocks for human development in a young person's life and are developed through positive relationships with adults.

Research shows that the more assets students have the less likely they are to use drugs and alcohol, the less likely they are to be sexually active, to be depressed or have suicidal thoughts, to fail in school, and to exhibit antisocial or violent behavior. The more assets children have the more likely they are to succeed in school, to be involved in their community and to exhibit empathic and caring behaviors.

Research also shows that promoting social and emotional learning leads to reduced violence and aggression among children, higher academic achievement and an improved ability to function both in school and in the workplace. Schools that create socially and emotionally sound learning and working environments and that help students and staff develop greater social and emotional competence, in turn help ensure positive short- and long-term academic and personal outcomes for students and higher levels of teaching and work satisfaction for staff.

Adopted 1997

Amended 1998, 2002, 2003, 2006, 2007, 2008, 2009

Renewed 2017

(Sunset 2022)

3.3 FETAL ALCOHOL AND DRUG EXPOSED STUDENTS

AASB recognizes the impact of Fetal Alcohol Spectrum Disorder (FASD) and strongly recommends efforts to raise awareness of the need for prevention and appropriate intervention. AASB requests that the Alaska Legislature provide and improve effective programs and services aimed at the prevention, diagnosis and treatment of children with FASD within our state, and to allocate adequate funding to the appropriate agencies necessary to provide parent and guardian training, school staff training, paraprofessional and specialized educational services, including transportation necessary to serve children with FASD and/or who have suffered from prenatal exposure to illicit drugs. Further, AASB urges all Alaska post-secondary institutions to include FASD intervention education in their teacher preparation and paraprofessional programs.

Rationale. Prevention is the best long-term approach. The public must be educated that the use of alcohol/drugs during pregnancy may severely affect and damage children. The child who has been prenatally exposed to drugs and/or alcohol is at risk for developmental, behavioral, psychosocial and learning problems. Alaska's public schools must provide educational services to all children regardless of developmental impairment. Although Alaska has one of the highest incidence rates of children born with FASD, not all communities have the ability to diagnose this disease. Not all children with FASD meet the criteria for Special Education Programs. It is estimated that for every child born with true fetal alcohol syndrome, 10 are born with developmental delay in the context of prenatal alcohol exposure and are difficult to identify.

Children with FASD often require special instructional strategies and materials. The educational identification and service of children with Fetal Alcohol Spectrum Disorder is extremely expensive. Funding support for education of children with disabilities is already barely sufficient to meet the needs of those children currently identified.

Adopted 1997

Amended 1998, 2000, 2002, 2003, 2004, 2006, 2009, 2010, 2011, 2018

Renewed 2017

(Sunset 2023)

3.4 PREVENTING ACCESS TO PORNOGRAPHY ON THE INTERNET

AASB supports efforts to prevent children's access to pornography on the Internet. AASB supports efforts to provide parents with the necessary information about the influence of the Internet in order to assist them in their decisions concerning all Internet access for their child. AASB also supports self-regulation in the industry encouraging providers of pornography to post rating labels and "black-out" pages requiring adult verification before access is granted.

Rationale. Pornography is highly prevalent on the Internet. The Internet allows access to material all over the world with very little regulation. Innocent searches for class or personal information can occasionally lead into pornography. With rating systems in place that would post a rating scale upon a search using an Internet search engine and voluntary "black-out" with adult verification; children's access to inappropriate material will be limited.

Adopted 1997

Amended 2002, 2004, 2007, 2008, 2009

Renewed 2017

(Sunset 2022)

3.5 VIOLENCE IN ELECTRONIC MEDIA AND ENTERTAINMENT

AASB supports efforts encouraging and challenging the media, entertainment and advertising industries to develop more positive content for both children and adults that demonstrate nonviolent solutions to problems and respect for human life. AASB supports efforts to provide parents with the necessary information about the influence of media in order to assist them in their decisions concerning all of its influences upon their children. AASB also supports self-regulation within the industry by asking them to post rating labels on all videos and video games rented or sold by video merchants or loaned by public libraries, and prohibiting children under age of 17 from renting R-or X-rated videos, M-rated video games or attending R-or X-rated movies without parental permission.

Rationale. It is estimated that children who regularly watch television are exposed through news and entertainment programming to tens of thousands of violent assaults and deaths by the time they reach adulthood.

Analysis of multiple victim school shootings (Anchorage Daily News, June 21, 1998) indicates a commonality of these four factors: obsession with violent pop culture, a child who felt inferior or picked on (probably suicidal), easy access to guns, and ample warning signs. Reducing the violence will not eliminate the threat, but will work in conjunction with efforts directed at addressing the other three factors.

Adopted 1997,

Amended 1998, 1999, 2001, 2003, 2004, 2005, 2007

Renewed 2017

(Sunset 2022)

3.6 OPIATES, INHALANTS, ALCOHOL, TOBACCO, E-CIGARETTES/ELECTRONIC DELIVERY SYSTEMS, METHAMPHETAMINES, MARIJUANA, DESIGNER DRUGS AND ANY ILLICIT SUBSTANCE USE

AASB calls upon the Legislature of the State of Alaska to support local communities, parents and students in their strength-based education, prevention and treatment efforts to combat opiates, inhalants, alcohol, tobacco, e-cigarettes/electronic delivery systems, methamphetamines, marijuana, designer drugs and other illicit substances and to provide effective law enforcement to ensure laws pertaining to controlled substances are enforced. AASB also requests the State of Alaska make adequate funds available for community-based and residential efforts to address effective substance use and abuse treatment programs for children, young people and their families.

Additionally, AASB supports regulations or modifications to the marijuana statute to counter potential negative impacts on Alaska youth that develops a clear and simple process for a community to implement local option laws. AASB also recommends allocating appropriately the tax revenue from marijuana sales, production and businesses to support education, prevention, and treatment programs regarding substance use and abuse, which are relevant and aligned to local community and cultural values.

Rationale: Drug-related problems, including opiate use, inhalants, alcohol, tobacco, methamphetamines and other drug abuse, are a major debilitating influence on the lives of the youth of Alaska. The abuse and prevalence of opioids has created a statewide emergency declared by Governor Walker in 2017. These addictions have been proven to be the primary contributing factor in the alarming number of dropouts, fatal overdoses and youth suicides in the State of Alaska. Community-based prevention and intervention efforts are proving effective in combating drug-related problems. The treatment of children and young people is very different from the treatment of adults for substance abuse. Communities need adequate funds for effective substance abuse prevention and treatment programs.

The current requirement by the state that substance abuse treatment programs by “evidenced-based” is often challenging for indigenous populations, as the content is often not relevant or culturally appropriate. Numerous studies have shown that culturally relevant programs are more effective and have more positive outcomes for participants.

Adopted 1997, 2017

Amended 1998, 1999, 2001, 2005, 2006, 2007, 2008, 2013, 2014, 2018, 2019

(Sunsets 2024)

3.7 COOPERATION AMONG SERVICE PROVIDERS SERVING CHILDREN

AASB supports information sharing within Federal Rights to Privacy requirements (FERPA, HIPAA, 42CFR) to ensure that children are able to come to school each day ready to learn, and to enable agencies to develop a cooperative treatment plan that involves appropriate school personnel.

Rationale. Children who receive services from social service agencies are already experiencing disruption in their lives. This disruption frequently makes it difficult for them to concentrate on their schoolwork. These students need to have educational skills to succeed in the world. Yet decisions are frequently made about the life of these children that do not take into account their educational needs.

When children are receiving services from multiple agencies, one agency will frequently have information that may be crucial to the service delivery of another agency and/or the child is receiving duplicating and sometime conflicting services from more than one agency. Addressing the needs of the whole child requires an improved delivery system, which is comprehensive, collaborative, child and family centered, and focused on prevention.

Adopted 2000

Amended 2001, 2002, 2005, 2007, 2008, 2011, 2017

Renewed 2020

(Sunset 2025)

3.8 SUICIDE PREVENTION, EDUCATION AND TREATMENT EFFORTS

AASB requests the State of Alaska to provide funding for statewide suicide prevention, education, and treatment efforts coordinated among various entities including peer helper programs, mental health centers, and local and state agencies. Initiatives should include a statewide program to bring professional mental health counselors on-site to visit schools as well as support school-based counseling programs.

Further, AASB urges school districts, tribal entities, and appropriate agencies and communities to engage in responding to this serious and ongoing challenge, through the implementation of protective factors, ensuring culturally relevant strategies.

Rationale. The Center for Disease Control and Prevention reports that suicide is the second leading cause of death among young people 15 -19 years of age, (following unintentional injuries). The rate of teenage suicide in Alaska is much greater than the national average.

Suicide is often precipitated by depression, substance abuse, harassment and intimidation and separation from a significant other. Coordinated efforts among all agencies will be better able to present programs, which address mental health, coping skills in response to stress, substance abuse, employment, and healthy relationships.

The number one protective factor in preventing youth suicide in Alaska natives is to ensure that the person has a strong sense of who they are and that their identity is reflected in the systems with which they interact. A focus on ensuring that each child's school is a place where their cultural identity is affirmed and celebrated is an important step in lowering the suicide rate in Alaska Native youth.

Currently, many Alaskan communities participate in the Community-Based Suicide Prevention Program which allows each community to determine and implement the kind of project it believes is most likely to reduce self-destructive behavior.

Adopted 1997, 2017

Amended 1998, 1999, 2002, 2005, 2006, 2007, 2010, 2015, 2019

(Sunsets 2024)

3.9 SAFE, CARING AND CONNECTED SCHOOLS

AASB recognizes the importance of positive school climate, building positive relationships, and student connectedness to school as powerful influences on student academic success and on reducing youth risk behaviors and urges the Legislature and state agencies to join AASB in supporting school district efforts to improve school climate and increase student connectedness to school. AASB supports efforts to provide a school environment that is free from weapons, harassment, bullying and intimidation in any form, violence, drugs (including alcohol and tobacco), and other factors that threaten the safety of students and staff while acknowledging that schools have not historically been safe for all students.

Rationale. It is common sense that when students feel safe and welcome in school where their identity is honored and are encouraged to learn, their attendance increases as well as their academic achievement. Research shows the clear association of school climate and student connectedness with positive academic outcomes and with reduced risk behavior and increased safety. AASB's School Climate and Connectedness Survey has provided a tool for districts to measure climate and connectedness factors. The survey also has provided Alaska data that aligns with national research.

Adopted 1997, 2017

Amended 1998, 1999, 2001, 2002, 2008, 2009, 2014, 2015, 2018

Renewed 2017

(Sunsets 2023)

3.10 SUPPORT OF STATE FUNDING FOR STUDENT HEALTH SERVICES IN ALASKA

AASB strongly urges the Administration and the Legislature to provide funding for school-based student health services.

Rationale. School nurses and other student health services are vitally important supports for student well-being and academic success.

Adopted 1998,

Amended 2002, 2004, 2007, 2008, 2011

Renewed 2018

(Sunsets 2023)

3.11 HIV/AIDS AND OTHER SEXUALLY TRANSMITTED INFECTIONS (STI) EDUCATION

AASB supports providing effective HIV/AIDS and other Sexually Transmitted Infections (STI) education programs for students and parents, and training for certified and classified school staff. AASB supports an effective and comprehensive education effort that focuses on reducing risk by emphasizing abstinence, healthy decision making and refusal skills. Such instruction should also include the use of barrier methods. An effective way to do this is to bring together a broad consensus of the community in order to develop and implement the district's HIV/AIDS curriculum on preventing HIV/AIDS and other STIs.

Rationale. The impact of all Sexually Transmitted Infections s can be devastating. For instance, the dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. Health education should emphasize the consequences of contracting STIs, many of which are life-long. The instructions should not lull teens into careless and risky behavior.

Adopted 1997, 2017

Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009, 2018

Renewed 2017

(Sunsets 2023)

**3.12 EDUCATION OF STUDENTS IN RESPONSIBLE BEHAVIORS
RELATING TO HUMAN SEXUALITY**

AASB encourages responsible behaviors relating to human sexuality by supporting programs that promote abstinence, develop healthy decision-making skills, teach refusal skills and promote prevention of pregnancy and sexually transmitted diseases.

Rationale. The Youth Risk Behavior Study of 2017 indicates a steady percentage of the number of students who reported that they had sexual intercourse at least once, approximately 37%. Since 2011 about 37 percent of high school students reported having had sexual intercourse. Overall, there has not been a continued decrease in early sexual activity nor the use of condoms to prevent sexually transmitted infections or pregnancies. This suggests a lack of effective education pertaining to responsible sexual behaviors.

Research presented by the Search Institute and their “Building Assets in Youth” model has determined that a teen’s belief “in the importance of abstaining from sexual activity and his/her willingness to postpone sexual activity” is significant to their personal and academic development.

Adopted 1997

Amended 1998, 2001, 2002, 2004, 2007, 2008

Renewed 2017

(Sunsets 2022)

3.13 IN SUPPORT OF THE ALASKA CHILDREN'S TRUST

AASB fully supports the work of the Alaska Children's Trust and urges all member school boards to promote the Trust and its efforts to address the tragic consequences of abuse, neglect, violence, and crime experienced by too many of Alaska's children. AASB urges the Legislature to support and increase the Children's Trust Endowment.

Rationale. The Alaska Children's Trust was established by the Legislature in 1988 with the mandate to promote initiatives that strengthen families and serve dependent children. The Trust has since been transferred to a private, non-profit organization, and the Alaska Community Foundation manages its funds.

The goal of the Children's Trust is to promote and provide opportunities so that Alaska's children can grow to responsible and productive adulthood. The Children's Trust will fund local programs that meet the needs and challenges of Alaska's families and children with innovative, efficient and effective services.

Adopted 1996

Amended 1997, 1999, 2001, 2002, 2003, 2015,

Renewed 2016

(Sunsets 2021)

3.14 INCREASED SUPPORT OF ALASKA HEAD START PROGRAMS

Alaska Head Start programs and services are a partnership between federal, state and community-level entities. The Association of Alaska School Boards supports and urges the Congress of the United States, the President, the Alaska Legislature, and the Governor to provide sufficient and consistent funding to make Head Start, Early Infant Learning available to all eligible young Alaskans, regardless of the number of children in the program.

Rationale. Project Head Start has had a beneficial impact on the academic, physical, social, and emotional development of impoverished pre-school students and their families throughout Alaska and the United States since its inception in the 1960's.

Children at-risk who have benefited from a quality early childhood program spend 1.3 years less in some form of special education placement. They have been shown to score higher on such school readiness measures as verbal achievement, perceptual reasoning and social competence than other low-income children attending either another preschool or no preschool.

Head Start has immediate positive effects on children's socio-emotional development, including self-esteem, achievement, motivation and social behavior. Parents involved in Head Start have been shown to participate more in activities, including transition, than non-Head Start parents.

Within Alaska, 16 Head Start grantee agencies serve approximately 3,000 children and their families in 100 communities. A large number of eligible Alaskan children (estimated to be nearly 76%) remain unserved, due to lack of sufficient funding.

Adopted 1997, 2017

Amended 1998, 1999, 2000, 2001, 2002, 2006, 2009, 2010

Renewed 2017

(Sunsets 2022)

3.15 SUPPORTING THE SAFE AND DRUG-FREE SCHOOLS AND COMMUNITIES ACT

AASB urges the U.S. Congress to continue funding for the Safe and Drug-Free Schools and Communities Act at levels adequate to support effective education, counseling and prevention efforts. The Association recommends that such valuable new initiatives as preventing violence in the schools be funded through separate appropriation.

Rationale. The Safe and Drug-Free Schools and Communities Act authorized federal appropriations to state and local education agencies to devise programming to provide drug use education, counseling, and abuse prevention services for America's young people. Programs funded through the Act are currently providing valuable services and will be needed for the foreseeable future.

Although violence in the schools is a serious issue and developing programs to combat it is an appropriate federal responsibility, any diversion of resources from the Safe and Drug-Free Schools and Communities Act would cripple important drug education, counseling and abuse prevention programs that are only taking root and becoming effective.

Adopted 1997, 2017

Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009,

Renewed 2017

(Sunsets 2022)

3.16 REVISE PARENTAL PERMISSION REQUIREMENTS FOR QUESTIONNAIRES AND SURVEYS ADMINISTERED IN PUBLIC SCHOOLS

AASB supports modifying the requirements for parental or legal guardian permission for a student to participate in a questionnaire or survey administered in a public school to make it easier for school districts to obtain the necessary permission.

Rationale. The passage of HB 44 in 2015 included an amendment requiring affirmative parental permission for most any questionnaire or survey of students by school districts. This prohibition makes it very difficult for school administrators to gather information crucial to identifying and addressing problems affecting students, from drug and alcohol use to bullying and other intimidation.

Adopted 2001,

Amended 2007, 2009, 2015

Renewed 2016

(Sunsets 2021)

3.17 STUDENT WELLNESS

Good physical and mental health of children is essential if they are to take full advantage of the educational services offered by their school. AASB urges students, parents, educators, guardians, community groups, tribal entities and state and local agencies to collaborate on collective ways to ensure all children are prepared to learn through healthy eating habits, physical activity, social emotional learning awareness and access to adequate housing and health care including mental health. Due to the federally mandated Child Nutrition Act, funding to school districts should be increased to support adequate school services and programs to address those mandates. Specific school-based measures to reduce child obesity issues should include increased funding and support for traditional foods for school districts.

Rationale. AASB recognizes child wellness is also determined by circumstances outside the school, from the availability of good nutrition and physical activity to the ability of each family to provide housing and health care for their members. Obesity is a growing health threat to all generations of Alaskans; it increases the risks of chronic diseases and conditions such as heart disease, liver failure, diabetes, stroke, hypertension, some cancers and premature death. Therefore, community-based collaboration is essential for long-term success.

*Adopted 2005,
Amended 2006, 2008, 2009, 2015, 2018, 2020
(Sunsets 2025).*

3.18 PROMOTING AWARENESS OF THE IMPORTANCE OF EARLY CHILDHOOD BRAIN DEVELOPMENT

AASB encourages legislative recognition that brain development in 0-3 year-old children critically impacts educational success. Inadequate brain development in the very early years is impossible to overcome and poses a huge and costly challenge for school districts. AASB supports efforts to inform parents and families about promoting healthy brain development in their very young children and to provide related resources that support early brain development efforts. AASB further urges legislators to fund early learning programs.

Rationale. Success in education is largely dependent on the degree of brain development achieved from birth to age 3. Age appropriate, culturally relevant and native language supported resources need to be made available for families to stimulate proper brain development in order to increase children's learning potential. Various public and private agencies, including school districts, should encourage collaborative efforts to provide information and effective, research-based resources to parents and guardians of very young children. The benefits of wise investment in young children will be substantial, and the consequences of poor investments costly.

*Adopted 2005,
Amended 2011, 2013, 2015
Renewed 2020
(Sunsets 2025)*

3.19 SCHOOL ACTIVITY AND STATEWIDE TESTING SCHEDULES IN RELATION TO MAJOR RELIGIOUS HOLIDAYS AND CULTURAL ACTIVITIES

In advocating for the respect of cultural differences and in recognition of increasing diversity, AASB encourages the State of Alaska, school districts and the Alaska School Activities Association to schedule major school-sanctioned activities and statewide testing on days that do not conflict with major religious holidays and cultural activities.

Rationale. As of this time, Christmas and Easter do not have major sporting events or other activities for students scheduled for these holidays. In its advocacy role, AASB can influence ASAA, individual school boards and the Department of Education & Early Development to refrain from scheduling student activities, sporting events and statewide testing the Jewish High Holy Days (Yom Kippur and Rosh Hashanah), holidays associated with Islam (Eid, the end of Ramadan), Russian Orthodox Christmas and Easter and other major holidays of our communities' faith organizations.

Adopted 2007, 2017

Amended 2009, 2011

Renewed 2017

(Sunsets 2022)

3.20 INTERVENTIONS AND SANCTIONS THAT REDUCE LOSS OF CREDIT

AASB supports amending AS 14.30.171 to allow school district personnel to reduce or mitigate suspensions or expulsions based on attendance and participation in appropriate interventions.

Rationale. SB 48, an act relating to recommending or refusing psychotropic drugs or certain types of evaluations or treatments for children, was adopted by the legislature in 2006. It does not currently allow school district administration to reduce the number of days for suspensions or expulsions, if there is a program or evaluation in place. The loss of credit and loss of intervention programs negatively impact communities.

*Adopted 2007, 2017
(Sunsets 2022)*

3.21 SUPPORTING EXPANSION OF HEALTH INSURANCE COVERAGE TO SCHOOL-AGE CHILDREN AND THEIR FAMILIES

AASB endorses the expansion of health insurance coverage to school-age Alaska children and their families. The provision of medical benefits to these children and their families ensures more students will be able to remain healthy, focus on school and grow into productive adults.

Rationale. The federal Affordable Care Act authorized states to expand Medicaid to target lower-income families with the promise of federal funding to underwrite much of the extra expense. The State of Alaska joined many other states in taking advantage of this expanded program in 2016.

*Adopted 2010,
Amended 2011, 2016, 2019
(Sunsets 2024)*

3.22 STUDENT PARTICIPATION IN INTERSCHOLASTIC ACTIVITIES

AASB urges the Alaska School Activities Association, the Department of Education & Early Development and the Alaska Legislature to provide clear rules and appropriate funding to assure that all students participating in interscholastic activities adhere to the standards set forth by the state and local school districts.

Rationale. AASB believes it is in the interest of all students to adhere to consistent rules regarding transfers, academic requirements for participation, state testing, accreditation, and funding mechanisms.

*Adopted 2012,
Amended 2014
Renewed 2017
(Sunsets 2022)*

3.23 SUPPORT OF FULL STATE FUNDING FOR PUBLIC HEALTH REQUIREMENTS

AASB strongly urges the Administration and the Legislature to continue to sufficiently fund the Public Health Nurse Program, community health aides/practitioners and other immunization programs so that necessary and required immunizations and health screenings can be provided free of charge for all disadvantaged children and youth.

Rationale. Children are not allowed to attend school without all mandatory immunizations. Charging for these immunizations can create an insurmountable barrier for disadvantaged youth and children, as well as creating an increased severity of social and health problems caused by the rise of preventable infections and missed education opportunities due to missed immunizations. In addition, early health screenings performed by public health nurses identify health, developmental and/or other factors that may interfere with a child's learning, growth and development.

“Public Health Nurses serve populations that are marginalized by society and address differences in health status that are unnecessary, avoidable, and unjust.” – Association of State and Territorial Directors of Nursing, “Report on a Public Health Nurse to Population Ratio” October 2008

“As science and medicine continue to evolve, so does our ability -- and public health responsibility -- to prevent disease. The results of some of these advancements are new vaccines. The current U.S. vaccination schedule for children between birth and six years old recommends immunizations for at least 15 different diseases that may cause significant health problems and even death. Although this number may seem like a lot, it's important to know each and every disease has the potential to quickly reappear if vaccination rates drop.” – New York Department of Health website
www.health.ny.gov/prevention

*Adopted 2012,
Amended 2013,
Renewed 2017
(Sunsets 2022)*

3.24 TOBACCO FREE SCHOOLS

AASB supports and advocates for a comprehensive tobacco-free school policy in all districts around the state that promotes general health and welfare for students and all individuals in the school environment. This includes all school properties and contractors in the schools, which protects future generations from tobacco use and exposure and reinforces tobacco-free norms and attitudes.

Rationale. The 2015 Youth Risk Behavior Study data showed the following about tobacco and nicotine products:

- 11 percent of Alaska high school students are current smokers (smoked at least once in the past 30 days);
- 21 percent of high school students say they currently use either combustible tobacco products, including cigarettes and cigars, or smokeless tobacco;
- About 18 percent of teens report current use of e-cigarettes.

Schools are often a vital and central gathering place for the entire community, hosting sporting events, dances, funerals, potlucks, health fairs, concerts, community lunches, etc. The image of older youth and adults using tobacco influences younger children to try and start using, or older youth can serve as positive role models. Communication is necessary to enforce a comprehensive tobacco-free policy.

Tobacco use is an addictive disease and not merely a discipline matter. Teens should be provided options for treatment; and yet a 2012 survey by the State of Alaska found only a dozen Alaska school districts with progressive consequences regarding tobacco violations. A comprehensive tobacco free policy (see AASB BP 3513.3 and 5131.62) includes all students, staff, visitors and the general public.

*Adopted 2012,
Amended 2013, 2015
Renewed 2017
(Sunsets 2022)*

**3.25 SUPPORTING SEX ABUSE AWARENESS AND PREVENTION
EDUCATION**

AASB supports the expansion and funding of age-appropriate sexual abuse and assault awareness and prevention education in grades K through 12. Passage of the Alaska Safe Children's Act of 2015 offers momentum towards this goal. The law requires schools to offer education to make children and youth aware of sexual abuse and assault, as well as dating violence and healthy relationships.

AASB also supports the prohibition of students being exempted from this education by parents/guardians, except under exceptional circumstances.

Rationale. Child abuse in Alaska is a chronic problem that spans generations. In 2013, the Office of Children's Services received nearly 2,300 allegations of child sexual abuse involving more than 1,800 unique victims. More than 800 of these cases resulted in criminal charges. While the Alaska Network on Domestic Violence and Sexual Assault offers programs that provide outreach and education presentations in schools, upon request, resources are not sufficient to address the problem. If granted support for curriculum development and materials, schools could supplement the awareness and prevention effort.

Adopted 2014

Amended 2015, 2018

Renewed 2019

(Sunsets 2024)

3.26 SUPPORTING THE ADOPTION OF TRAUMA-INFORMED AND CULTURALLY RELEVANT PRACTICES

AASB urges its member districts to implement and educate families and the greater community on trauma-informed and culturally relevant practices, disciplinary policies, interactions and environments. The Association of Alaska School Boards understands the importance of meeting the needs of students who have experienced childhood trauma to improve student achievement and reduce behavioral deficits for all Alaskan students.

Rationale: Research shows that six of ten Alaskan students have experienced at least one traumatic childhood event before graduating. These students require a supportive environment to heal and achieve academic and social success – supports that several other states and Alaskan districts have successfully implemented. These childhood traumas, if not properly addressed, can lead to heart disease, obesity, liver and kidney disease, depression, substance abuse, suicidality, early death and numerous other serious health concerns. When students are punished or shamed for behaviors that result from their exposure to trauma, this can lead to increased risk of dropping out of school and worse job prospects. Our schools have an opportunity to help students heal and grow after traumatic experiences, but only with modifications to the current school climates, practices, and policies. Additionally, actions and activities that may be necessary to help traumatized students will benefit all students socially, emotionally, and academically.

The Association of Alaska School Boards understands the importance of meeting the needs of students who have experienced childhood trauma. As Alaskans experience adverse childhood experiences (ACEs) at rates higher than the national average, and as there are racial disparities in ACEs and the negative outcomes of ACEs in Alaska, AASB urges its member districts to implement trauma-informed and culturally relevant practices, disciplinary policies, interactions and environments.

*Adopted 2017
(Sunsets 2022)*

3.27 SUPPORT FOR THE TREATMENT OF ABUSE OF OPIATES

AASB advocates for appropriate legislative funding for opiate abuse treatment. AASB strongly supports both increasing resources for medication-assisted treatment within primary care as well as access to developmentally appropriate substance use disorder counseling in community settings, which may include schools.

Rationale: According to the most recent data from the Alaska Youth Risk Behavior Survey (2017) 15 percent of students in a traditional high school setting had used prescription opiates in a way not prescribed by their doctor with 7 percent reporting that they had done so in the last 30 days. The numbers from non-traditional high school are much higher, with 37.4 percent of students admitting use of prescription opiates in a way not prescribed by their doctor and 19.8 percent in the past 30 days (2015).

On February 14, 2017, Governor Bill Walker declared the opioid overdose epidemic a public health disaster emergency. In that declaration he cited statistics showing that in 2012 Alaska's prescription opioid overdose death rate was more than double the rate in the rest of the United States and the rate of heroin-associated overdose death rate was 50 percent higher than the national rate. The declaration also states that from 2009 to 2015 the number of heroin-associated deaths in the state more than quadrupled. The Alaska Legislature has extended the public health disaster declaration to February 14, 2018.

The American Academy of Pediatrics reports that the rate of nonmedical use of opioid medication by adolescents (aged 12-17) more than doubled between 1991-2012, and the rates of opioid use disorders, including heroin addiction, and fatal opioid overdoses increased in parallel.

Nationally, drug overdoses kill an estimated 142 Americans a day, more than the number of gun homicides and car crashes combined, with 2/3 of those overdoses linked to opioids, according to the Center for Disease Control.

AASB recognizes the rapid increase of opioid abuse among the student population in Alaska, following a trend in the general population in the state, constitutes a public health epidemic.

AASB also recognizes the positive steps the Alaska Legislature has taken to combat opioid overdoses and regulate the dispensing of opioid medication prescriptions. AASB advocates for legislative funding for opiate treatment options for 1) Students experiencing addiction and 2) Students who are being impacted by those who have an addiction. In many Alaska communities, treatment options are limited by professional expertise and the expense of treatment. The American Academy of Pediatrics advocates for increasing resources to improve access to medication-assisted treatment of opioid-addicted adolescents and young adults. This recommendation includes both increasing resources for medication-assisted treatment within primary care and access to developmentally appropriate substance use disorder counseling in community settings.

AASB calls on member districts to take into account the highly addictive nature of these drugs in implementing discipline and intervention programs and to recognize the need for a collaborative, multiagency approach to get a student in crisis the help they need.

Adopted 2017
Amended 2019
(Sunsets 2024)

3.28 EDUCATION ON THE DANGERS OF TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, MARIJUANA USE AND SECONDHAND SMOKE

AASB encourages the Alaska Legislature to provide education awareness funding for publications and educational awareness opportunities on the danger of secondhand smoke in regards to tobacco, electronic nicotine delivery systems, and marijuana use.

Rationale: In a recent study performed by the University of California San Francisco, the conclusion was drawn that one minute of exposure to secondhand smoke (SHS) from marijuana diminishes blood vessel function to the same extent as tobacco, but the harmful cardiovascular effects last three times longer.

The researchers (July 27, 2016, issue of the *Journal of the American Heart Association*,) found that rats exposed to marijuana SHS experienced a more than 50 percent reduction in FMD (flow-mediated dilation,) similar to the reduction in artery function seen in both rats and humans exposed to tobacco smoke in previous studies. As with tobacco, the reduction occurred after just one minute of exposure to SHS from marijuana. However, while rats exposed for one minute to tobacco SHS recover within 30 minutes – an observation that was reproduced in the new study – one minute of exposure to marijuana SHS (Secondhand Smoke) still significantly affected FMD 90 minutes after the initial exposure.

Studies have also demonstrated that exposure to tobacco smoke in childhood is associated with negative health consequences in childhood (including an increased risk for viral infection, asthma, cognitive deficits, and behavioral issues) and also with an increased risk of disease in adulthood.

Adopted 2017

Amended 2018, 2019

(Sunsets 2024)

Research Links:

<https://www.ucsf.edu/news/2016/07/403721/one-minute-second-hand-marijuana-smoke-impairs-cardiovascular-function>

<https://drugabuse.com/lets-clear-the-air-about-secondhand-marijuana-smoke/>

<http://jaha.ahajournals.org/content/5/8/e004004>

3.29 PROMOTING STUDENT TRANSPORTATION SAFETY PROGRAMS

AASB recognizes that our children are "Alaska's Most Valuable Resource." Accidental and preventable deaths caused by unsafe transportation practices have been plaguing the state, especially in rural school districts. AASB urges local school districts to adopt Student Transportation Safety Standards such as, but not limited to:

- Helmet use on ATV or snowmachines
- Lifejacket use on boats
- Appropriate use of seat belts and car seats
- Weather appropriate clothing for all modes of transportation
- Student choice to travel, or not, depending on weather circumstances

School districts should also consider safe travel practices and the adoption of standards for students traveling by any mode of transportation, to or from school activities.

Rationale: AASB's core resolutions currently address tobacco use, drug use, FAS, online porn and violence, HIV, sexual abuse, and suicide prevention. Addressing helmet and life jacket use, along with ground and air travel safety measures, would seem to coincide with these topics above, taking it one step further in protecting our students.

*Adopted 2017,
Amended 2018
(Sunsets 2023)*

3.30 SAFE AND INCLUSIVE LEARNING ENVIRONMENTS FOR LGBTQ+ STUDENTS

AASB encourages member districts, state agencies, and other decision-makers to support policies and practices that ensure safe and inclusive learning environments for LGBTQ+ students. Specific strategies may include enumerating sexual orientation and gender identity and expression in policies relating to harassment and bullying, supporting training for educators and other school professionals on the experiences of transgender and gender nonconforming students, incorporating gender-neutral language and practices into school programs and norms, and updating health education curricula to incorporate age-appropriate, medically accurate, and culturally sensitive information on LGBTQ+ issues. AASB supports districts in their efforts to protect the health and dignity of all children and youth, including transgender and nonbinary students, and to ensure equal access to educational programs.

Rationale: AASB recognizes the criticality of positive school climate on student academic success and has long held that every child deserves to go to school excited to learn in a safe and nurturing environment, without fear of bullying, violence, or discrimination.

Lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ+) students are more likely than their peers to be bullied, physically assaulted and feel unsafe in school because of their real or perceived sexual orientation or gender identity. In addition, LGBTQ+ students report higher rates of isolation, depression, and suicidal ideations or attempts than their peers.

Harassment and bullying policies that specifically enumerate sexual orientation, gender identity and gender expression have been shown to be associated with decreased incidents of harassment relating to sexual orientation, increased reporting of students feeling safe at school, and increased teacher/staff intervention in harassment. AASB encourages member districts, agencies, community partners, and all decision-makers to develop and enact policies and practices that protect the health, safety, and dignity of LGBTQ+ students.

Additional:

The legal landscape defining protected classes from discrimination is evolving. Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 prohibit discrimination on the basis of sex. On June 15, 2020, the US Supreme Court held that discrimination on the basis of an individual's status as gay or transgender constitutes sex discrimination within the meaning of Title VII of the Civil Right Act (*Bostock v. Clayton County*). On June 16, 2021, the US Department of Education Office for Civil Rights issued a Notice of Interpretation affirming that discrimination against LGBTQ+ individuals is discrimination on the basis of sex under Title IX. State laws and local policies across the country are often contradictory and are changing based on court outcomes.

Proposed 2021

PERSONNEL**4.1 SUPPORTS FOR STAFF DEVELOPMENT**

AASB supports funded opportunities and sufficient resources for quality and relevant staff preparation and demonstrably effective continuing development in both urban and rural settings for those educating Alaska's public school students. This includes, but is not limited to:

- Professional development for teachers to implement the Alaska State Standards;
- Pre-service: State training programs through postsecondary and other institutions;
- Expanding Department of Education & Early Development packaged training programs for all school districts to use in providing consistent mandated training to employees and in meeting the requirements of the (Every Student Succeeds Act 2015) Elementary and Secondary Education Act;
- Developing resources to allow the sharing and implementation of best educational practices;
- Quality in-service programs at the local district level;
- Necessary training for paraprofessionals and special needs educators.
- Promote local mentors to foster the enculturation of teachers/administrators.
- Cultural orientation and ongoing training in local language, culture and history.

Rationale. The greatest factor affecting the ability of the state's students to master Alaska's student performance standards is the quality of the teacher who delivers instruction to the student. Compounding this critical concern is the shortage of qualified teachers, administrators and paraprofessionals. Issues such as teacher, administrator and paraprofessional recruitment, distribution, preparation, and in-service continue to impact the supply and retention of qualified staff. In addition, teachers who work with indigenous students too often lack knowledge about the nuances of living in Alaska, particularly rural Alaska. While the state has recently increased efforts to attract teachers and staff from both conventional and non-traditional sources and to more effectively prepare teachers, the promise of these efforts has yet to reach most school districts.

Explicitly listing the need for both orientation and continued professional development in the areas of culture, language, and history will help districts focus on this key need for success. Teachers who understand the culture of the area in which they serve feel more connected to their students and community, provide more appropriate and culturally responsive instruction, and tend to remain in their teaching assignments longer.

Adopted 2002

Amended 2004, 2010, 2012, 2013, 2015, 2016, 2018, 2019

(Sunsets 2024)

4.3 ALASKA STATEWIDE EDUCATOR MENTORING

AASB applauds the willingness of veteran educators to serve as mentors to Alaska's teachers, administrators, and paraprofessionals. AASB urges the Alaska Legislature to provide adequate and permanent funding to continue professional staff mentoring. Mentors should also be trained to support new teachers to address implementation of the Alaska Cultural Standards, which are critical in ensuring our State's diverse population of students have access to culturally relevant instruction.

Rationale. Surveys have shown that far too many teachers and principals leave the profession within their first five years out of frustration or lack of success. Mentors who serve to provide advice and support during these critical early years are a proven remedy to this dropout phenomenon. A focus on developing culturally competent teachers will ensure teachers in rural districts develop strong relationships with their students and communities, reducing feelings of isolation, burnout and discouragement.

These points are taken from the Educators Rising Standards published by the National Education Association.

- “The imperative to cultivate a new generation of diverse, skilled practitioners is at the root of all hopes for a more equitable and competitive future for our country. Research has long indicated that, among school factors, nothing influences student achievement more than the effectiveness of one's teacher.” (ERS Introduction)

Alaska should invest money in mentoring programs to ensure that they exist into the future, when federal funds may not be available.

*Adopted 2005,
Amended 2008, 2010, 2012, 2014, 2015, 2018,
Amended 2020
(Sunsets 2023)*

4.4 SPECIAL EDUCATION AND RELATED SERVICES TRAINING

The Association of Alaska School Boards promotes the establishment and expansion of postsecondary educational programs to train additional individuals as certified special education teachers and the initiation of programs to train related services providers (e.g. school psychologists, physical therapists, and speech therapists) within our state university system.

Academic programs to train some special education-related service providers are not currently available within Alaska. Therefore, AASB endorses providing financial support to Alaska residents who must attend professional certification programs outside the state. This support should be limited to those professionals committed to providing services to children in Alaska public schools. In addition, AASB supports the continuation of using alternative ways towards special education certification.

Rationale. The Individuals with Disabilities Education Act Amendments of 1997 (IDEA-97) mandates appropriate educational services be provided to all certified special education students; the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.381 identifies the role of “the State (to) undertake (activities) to ensure an adequate supply of qualified personnel including special education and related services personnel...necessary to carry out the purposes of this part;” and, the Assistance to States for the Education of Children with Disabilities (34 C.F.R. Part 300), Section 300.382 identifies the role of “Each State plan (to) include a description of the procedures and activities the State will under take to ensure that all personnel necessary to carry out this part are appropriately and adequately trained...to include a system for continuing education of regular and special education and related service personnel to meet the needs of children with disabilities.”

School districts throughout the State of Alaska are having difficulty meeting the educational requirements of our special needs students due to a significant shortage of certified special education personnel. Furthermore, the University of Alaska has limited special education and related services professional preparation program opportunities available to individuals aspiring to become certified special education or related service professionals.

Adopted 1998

Amended 1999, 2000, 2010, 2011

Renewed 2018

(Sunsets 2023)

4.5 ADDRESSING THE TEACHER, SPECIALIST AND ADMINISTRATOR SHORTAGE

The Association of Alaska School Boards urges the Alaska State Legislature, Alaska State Board of Education, and Teacher Education Programs in Alaska's universities to address the severe shortage of teachers, specialists, and administrators in the State of Alaska. Suggested strategies may include:

- Incentives (salary bonuses, loan forgiveness, loan assumption, competitive retirement benefits, interest rate reduction, etc.);
- State supported marketing and licensure assistance to recruit teachers;
- Flexibility in certification requirements and reciprocity;
- Alternative routes to teacher certification;
- Improved access to technology including bandwidth and knowledgeable staff;
- Increasing availability and/or quality of teacher housing, including state subsidized teacher housing
- Mentoring programs for new teachers and administrators;
- Streamline the rehire of retired teachers and administrators;
- Professional support/development.
- Eliminate redundant or unnecessary paperwork.
- Increasing awareness about the lives and communities of Alaska's children.
- A defined benefit retirement system
- Utilize research on system supports that promote teacher retention.
- Train more Alaska students as educators
- Seek training opportunities for staff and high school students to increase the pool of qualified staff who are representative of the diverse population they teach.

Rationale. It has been painfully demonstrated that a severe shortage of teachers, specialists, and administrators is being experienced in the school districts in every region of Alaska. Attracting and retaining quality teachers has become a critical issue facing school districts as they work to improve education in Alaska's public schools.

A teacher's job satisfaction is gauged by a number of factors, including a sense of accomplishment, professional support, decent living conditions, and adequate compensation/benefits. The degree to which Alaska meets these needs is a statement of the value we place on our educators.

Adopted 1999

*Amended 2000, 2001, 2005, 2008, 2010, 2011, 2013, 2015, 2017, 2018, 2019, 2020
(Sunsets 2025)*

4.6 REPEAL THE SOCIAL SECURITY GOVERNMENT PENSION OFFSET AND WINDFALL ELIMINATION PROVISION FOR PUBLIC EDUCATORS

AASB supports the elimination of two little known amendments to the Social Security Act that unfairly penalize certain public employees by reducing earned retirement benefits. They are the Government Pension Offset (GPO) and the Windfall Elimination Provision (WEP).

Rationale. The Government Pension Offset and Windfall Elimination Provision unfairly reduce the Social Security rights of at least one-third of America's education workforce, including Alaskans enrolled in either the Teacher's Retirement System or the Public Employees Retirement System.

In 1977, Congress began treating government pensions, such as those earned by educators, as Social Security benefits. The Government Pension Offset (GPO) reduces an individual's Social Security survivor benefits (available to a person whose deceased spouse had earned Social Security benefits) by an amount equal to two-thirds of his/her public pension.

In 1983, Congress enacted the Windfall Elimination Provision (WEP). It changes the formula used to figure benefit amounts – reducing an individual's own Social Security benefits (earned while working in a job covered by Social Security). For example, a teacher taught 17 years in one state, then moved to a different state and taught another 14 years. According to the Social Security Administration, she earned monthly benefits of \$540 per month for her contributions paid into the Social Security system while she worked in the first state. Because public employees in the second state do not participate in the Social Security system, her actual monthly benefits will be cut \$196 due to the (WEP). She will receive \$344 per month from Social Security instead of the \$540 she earned.

Congress further tightened the law in 2004 through passage of PL 108-203, which eliminated the “last day covered employment exemption” to the government offset provision. The law requires that the last 60 months of a person's government employment be covered by Social Security and the pension system in order to avoid reduction under the GPO.

The impact of the penalty is exacerbated with the change in TRS and PRS from defined benefit to defined contribution.

Adopted 2002, 2017

Amended 2007, 2013, 2019

(Sunsets 2024)

4.7 RELATING TO DEFINED BENEFIT RETIREMENT

AASB supports establishment of a defined benefit retirement program that improves the hiring and retention of highly qualified and effective staff.

Rationale. Secure retirement benefits are important for recruiting the best personnel to Alaska schools. Without competitive work benefits, it has become increasingly difficult to retain and recruit teachers, administrators and support staff. Districts are investing significant dollars to train staff to deliver world-class instruction and want to retain this knowledge in state to the advantage of our students.

Adopted 2005

Amended 2008, 2010, 2013, 2016, 2019

(Sunsets 2024)

4.8 RELATING TO HEALTH CARE COSTS AND MEDICAL INSURANCE

The effects of federal health care legislation on school districts are not yet fully understood. AASB calls upon the Governor, the Legislature and Congress to eliminate any unintended consequences harmful to school districts and to continue to look for ways to address the cost of health care in Alaska that are not detrimental to districts while providing district options.

Rationale. In Alaska more approximately 96,000 residents have no medical insurance, and the price of treatment is increasing. In the U.S. 44 million people have no health insurance. The uninsured drive costs up for everyone. For school districts in Alaska health care costs for current and retired employees is a growing problem. In many districts these costs add up to more than 10 percent of the budget. This growing budget category mitigates a districts' ability to directly impact student achievement through classroom focused expenditures.

Adopted 2005

Amended 2010, 201, 2013, 2018

(Sunsets 2023).

4.11 ALTERNATIVE PATHWAYS TO CERTIFY EFFECTIVE TEACHERS

AASB encourages the Department of Education & Early Development to develop alternative pathways for certifying teachers (a) to qualify vocational/career technology teachers to provide core academic credit; and (b) to recognize an indigenous teacher certification track that will use Native/indigenous knowledge systems and pedagogy as a base for training teachers able to more effectively teach Native students. The alternative pathways should be created with participation from both urban and rural districts.

Rationale: With the passing and implementation of the federal Every Student Succeeds Act (ESSA), the requirement for “highly qualified” teachers has been eliminated but the need for “highly effective” teachers remains. Rural school staffing patterns cannot support one teacher for each subject, let alone for each area within a discipline. In schools where one or two teachers must handle the entire secondary program, it is critically important that districts and school systems be able to utilize effective instructors that may have come through alternative pathways of certification. Alaska faces a severe shortage of Native teachers and a dearth of culturally appropriate pathways to teacher certification for teachers of any ethnicity. Research shows that Native teachers have a positive effect on and a better record of engaging Native students. The Alaska Department of Education and Early Development and Alaska colleges and universities should develop programs to support Native/indigenous teachers to become certified.

Adopted 2008

Amended 2010, 2011, 2013, 2017, 2018

(Sunsets 2023)

4.12 TEACHER ENDORSEMENTS CHANGE NOTIFICATION

AASB urges the Alaska Department of Education & Early Development to require adequate notice to school districts before teachers change their endorsements.

Rationale. Teachers assigned in April or May to teach a specific class, e.g. special education, in the fall may now drop that endorsement to their licenses before classes begin in August. Written notice to districts is required but may not be verified. The lack of adequate notice to school districts can leave schools and students without essential instructional resources. The restrictions of tenure add an additional consequence since a teacher may no longer be certified for an available position.

*Adopted 2010,
Amended 2011 Renewed 2015,2020
(Sunsets 2025).*

4.13 CONTINUE TO STRENGTHEN TRAINING REQUIREMENTS FOR SUPERINTENDENTS AND SUPERINTENDENT/PRINCIPALS

AASB urges the University of Alaska to continue to strengthen its curriculum and program for the education of school superintendents and superintendent/principals in order to produce more applicants who are qualified in all aspects of district administration. The curriculum and training should include:

- Extensive focus on school finance, budget development and administration; school facilities planning, design, construction and financing;
- Curriculum and instruction;
- School law;
- School board relations and policy development;
- Strategies for improving student achievement;
- Public relations and effective communications, including the judicious use of technology and social media;
- Human resources, including the recruitment, orientation, professional development and evaluation of school personnel;
- Labor relations, including collective bargaining and the administration of collective bargaining agreements.
- Cultural awareness, knowledge, and understanding of Alaska Native cultures
- Awareness, knowledge, and understanding of other cultures
- Organizational Change Management Theory
- Equity, inclusiveness and cultural responsiveness

Rationale. School districts are complex public institutions that require highly qualified leadership. There is a limited pool of these individuals that needs to be expanded.

Adopted 2013

Amended 2018, 2019

(Sunsets 2024)

4.15 URGING THE STATE OF ALASKA TO REMOVE A SUBSTANTIAL ROADBLOCK TO HIRING TEMPORARY SCHOOL SUPERINTENDENTS

AASB urges the Alaska Division of Retirement and Benefits to promulgate a rule, regulation, policy, directive or other binding determination to allow school districts to hire superintendents on a defined temporary basis without forfeiting their retirement status and without becoming active members of the Teachers Retirement System (TRS). AASB believes such relief to be in the best interest of the State of Alaska, individual school districts and parents, staff and students in affected districts. AASB believes that an adequate definition of “temporary” would include the remainder of the school year in which the superintendent is hired and up to one full school year following.

Rationale. Current state law in Alaska Statute 14.25.220 (19) and (29) specifies that “temporary” superintendents are not eligible to be active members of TRS. Yet, there is no regulation, policy, directive or other binding determination by TRS as to the terms and duration of a “temporary” superintendent.

The recruitment and selection of a superintendent by a school board is one of its most important duties and requires a thoughtful, deliberate, fair and public process. When an unanticipated vacancy occurs mid-year, the pool of potential replacements is often very limited. While school districts and the State of Alaska work on strategies to increase the pool of qualified superintendent candidates, the best immediate solution is to define the terms and duration of a temporary superintendent so that retired superintendents can re-enter the workforce to assist school districts when needed without being required to forfeit their retirement for the period of their new employment.

*Adopted 2014
Renewed 2019
(Sunsets 2024)*

4.16 SUPPORTING EFFECTIVE, CULTURALLY-INTEGRATED PEDAGOGY IN ALASKA

AASB urges the Alaska Department of Education and Early Development (DEED) to support and provide regionally implemented immersive cultural training and programs through: a) Alaska Studies and Cross-Cultural Communication professional development courses, ~~and~~ b) the development of local mentor programs for teacher enculturation, and c) consultation with Alaska Native entities. Furthermore, AASB urges DEED to provide for the development of regionally and locally relevant elementary and secondary curriculum, which includes Alaska's history from the Alaska Native perspective. AASB also urges the University of Alaska College of Education (COE) to support local teacher preparation programs that grow our own teachers as well as supporting regional campuses in offering regionally-relevant Alaska Studies and Cross-Cultural Communication courses.

Rationale: The Alaska Association of Schools Boards recognizes the fact that Alaska's public schools need to provide an equitable and relevant education to all students that prioritizes social justice and advocacy. AASB recognizes the predictability of disparity in achievement based on race or ethnicity.

The first long-range goal (2015-2018) of AASB is to:

"...empower boards to increase the academic success of Alaska Native students and increase graduation rates of Alaska Native students who are grounded in their cultural identity with the ability to successfully pursue their goals".

AASB strives to deliberately act to eliminate such gaps, policies, practices and structures that perpetuate inequities based on race and support the elimination of the factors that predict disparity. AASB recognizes that systemic changes in formal schooling need to occur in order for achievement to increase and recognizes the need for equitable delivery of education revolving around giving every student what he or she needs to achieve success (Bylaws Article 2, Section 6 and Policy 100).

AASB supports and encourages the creation of culturally responsive learning environments that support high expectations and academic achievement for learners from all racial groups. AASB supports funded opportunities and sufficient resources for quality and relevant staff including administrators (AASB 2017 Resolutions 4.1, 4.13). AASB currently collaborates with initiatives such as the Alaska Education Challenge, the newly-structured University of Alaska College of Education; the First Alaskans Institute Education Council, the Educators Rising Standards, and the Inuit Circumpolar Conference on Education in accomplishing equitable and relevant education in Alaska.

Adopted July 2017

Amended 2018

(Sunsets 2023)

4.17 ADDRESSING THE PARAPROFESSIONAL SHORTAGE

In light of the statewide shortage of paraprofessionals, the Association of Alaska School Boards encourages and urges the Alaska State Legislature and Board of Education to enact legislation and programs to fully fund the recruitment, retention, training, and development of paraprofessionals. Suggested strategies may include:

- Marketing programs aimed at recruiting and retaining paraprofessional talent;
- Development/Mentoring programs;
- Increased allocation for paraprofessionals in the funding model;
- Incentives and assistance to encourage paraprofessionals to become teachers.

Rationale. Paraprofessionals, including education support staff, bring immeasurable value to the classroom. Students with disabilities and those who need additional instruction require extra attention in order to help them understand the lesson. Paraprofessionals help teachers save valuable class time by working with these students and helping them keep pace with their peers. Without the added help, these students will fall behind. Paraprofessionals also help teachers with other classroom tasks, as well as additional tasks throughout schools such as before/after school, recess, and lunch supervision.

A shortage of paraprofessionals is being experienced in every region of Alaska, but especially in rural and remote rural districts. Recruiting and retaining quality paraprofessionals is a critical issue facing school districts as they work to improve education in Alaska's public schools. Retaining paraprofessionals will depend on a number of factors, including a sense of importance, professional support, development opportunities, and adequate compensation/benefits. The degree to which Alaska meets these factors is a statement of the value we place on our paraprofessionals.

*Adopted 2018
(Sunsets 2023)*

EDUCATION PROGRAMS

5.1 CAREER-EXPLORATION PROGRAMS

The Association of Alaska School Boards strongly supports adequate and equitable funding for career and technical education, career technical student organizations, and, starting at the preschool and elementary level, career-exploration activities, while ensuring resources to satisfy needs and requirements of all academic programs.

Rationale. Both the U.S. Department of Education and the Alaska Department of Education & Early Development have endorsed and encouraged districts to implement career-exploration programs starting at the elementary level.

The implementation of career-exploration programs inevitably results in additional expenses that are not part of the standard budget schedules of school districts. Increased costs include, but are not limited to: purchase of equipment and materials related to occupations, transportation for students between schools and workplaces, training for staff members, release time for staff members, new staff positions (career-exploration coordinator, transition specialist, job coach), insurance and workman's compensation costs.

There are a large number of students in rural villages that do not complete high school or job training programs. There is a need to provide programs like the Rural Student Vocational Program (RSVP), which was eliminated in 1998, or innovative regional residency centers to enhance opportunities for these students. At the same time, career-exploration programs must integrate and ensure basic academic achievement.

Adopted 1998

Amended 1999, 2002, 2008, 2010, 2012

Renewed 2018

(Sunsets 2023)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.2 CURRICULUM EXPANSION VIA DISTANCE DELIVERY

AASB urges the Alaska Department of Education & Early Development (EED) and other entities to support, coordinate and encourage Alaska sourced distance delivered education programs for students and teachers in partnership with local districts using existing facilities whenever possible, and supports funding for the purchase and installation of distance delivery equipment. AASB strongly supports the increased development of the state's Internet infrastructure to support distance delivery, thus providing equitable educational opportunity for all students.

Rationale. All school districts need to have the capability to offer a variety of courses for all students, including the remedial student, vocational student, the student who left school without graduating, and the college bound student.

In order to take classes otherwise not available, students who attend small high schools must leave their community or take correspondence classes. There are examples in the state of success in delivering such courses utilizing technology. Many districts in the state are exploring the use of current technology in the form of distance delivery. Programs that are currently being offered in local districts could be utilized by other districts in state, or substituted for purchased programs now in use, with funding and support provided by EED.

Expanding distance delivery could also help meet the needs of providing effective and experienced teachers and paraprofessionals.

Adopted 2000

Amended 2001, 2002, 2003, 2006, 2007, 2008, 2009, 2010, 2014, 2016, 2017

Renewed 2015, 2020

(Sunsets 2025)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.3 ALASKA NATIVE INDIGENOUS LANGUAGE PROGRAM DEVELOPMENT

AASB supports state funding for staff training, program development and materials preparation to promote Alaska Native Indigenous language instruction for those districts that desire Alaska Native Indigenous language programs. AASB also urges Congress to clarify the Elementary and Secondary Education Act (ESEA) to bring it into compliance with the Native American Languages Act and to support opportunities for American Indian, Alaska Native, Native Hawaiian, and Pacific Islander students to retain and use Native American languages, including adequate funding for programs that can support Alaska Native Indigenous language instruction.

Rationale. The heritage languages of the Indigenous Peoples of the United States have become endangered. The extinction of languages would further erode the rich heritage of the Indigenous Peoples of the United States. The technology exists to provide satellite language instruction in the Native tongues to communities throughout the United States. If we as a nation do not respond to this need to preserve this rich linguistic heritage, these languages will become extinct. Financial support from the government for the preservation of Native languages would enable the use of a technology that has helped speed the loss of indigenous languages to reverse that trend. In today's modern world technology and global issues make it necessary for our children to become proficient in English. Learning English, however, should not be at the expense of indigenous language programs.

Adopted 1997

Amended 1998, 1999, 2004, 2008, 2010, 2018

Renewed 2017

(Sunset 2023)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.4 COMMUNITY SCHOOL PROGRAMS

AASB recommends that a new Community Schools Act be enacted and the state explore independent funding status for Alaska's Community School programs.

Rationale. AASB recognizes that *Community School Programs* extend the concept of public education beyond the traditional K-12 program of "schooling" and views everyone in the community as both teacher and learner. Tight budgets and state demands for strict accountability have placed community schools programs in competition with district academic priorities.

Adopted 2000

Amended 2001, 2004, 2008, 2009, 2019

(Sunsets 2024)

5.6 ENCOURAGING CIVIC EDUCATION IN SCHOOL DISTRICTS

AASB encourages member districts to develop well-articulated curriculum for civic education (in all contexts, including municipal, tribal, state, federal and global) for students and provide effective teaching strategies for civic instruction, including promoting meaningful student government opportunities and civic engagement at all levels.

Rationale. In HCR 6, the 25th Alaska Legislature noted that residents place a high priority on meaningful civic learning in our schools, and “it is the responsibility of each generation of Americans to teach the next generation how democracy works.” Again in the 29th Alaska Legislature, this same topic was the focus of a legislative task force. Both Legislative committee reports and recommendation note the critical significance of civics education as a basis for sustaining our democracy.

While some schools in Alaska have developed excellent civics education curriculum, the legislature declared “there has been a steady decline in the attention paid to advancing civic learning opportunities, locally, statewide and nationally.” AASB believes that civics content can be integrated into reading, writing and math instruction without diminishing attention to tested subjects. AASB believes civics education should be a matter for local districts, rather than a statewide mandate.

Adopted 2007

Amended 2008, 2009, 2010, 2016, 2020

Renewed 2017

(Sunsets 2025)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.7 REQUESTING THE ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT TO PROVIDE STANDARDS-BASED ASSESSMENTS IN ALASKA NATIVE INDIGENOUS LANGUAGES

AASB requests the state to provide standardized assessments in the Alaska Native indigenous languages, as requested by the individual districts.

Rationale. Students who have a strong first language in their ethnic group perform better academically. Students who learn English as a second language with a strong first language do better academically on standardized tests. Culturally responsive curriculum that uses the local language and cultural knowledge provides the foundation for the rest of the curriculum and implements the goals of the State of Alaska’s Cultural Standards, as well as the State of Alaska Content and Performance Standards.

Adopted 2007

Amended 2015

Renewed 2017

(Sunsets 2022)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.8 SUPPORTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

AASB supports funding regional career and technical education centers, both new and pre-existing, to support the goals of public education. Centers could establish partnerships with the private sector to help fund training programs leading to employment of students in a broad range of careers. This funding should also include monies for student housing.

Rationale. The existing system of funding vocational education has failed to provide appropriate vocational training opportunities in schools across the state.

Adopted 2008

Amended 2009, 2012

Renewed 2018

(Sunsets 2023)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.9 URGING FLEXIBILITY IN TESTING TO SUPPORT INDIGENOUS LANGUAGE PROGRAMS

AASB urges the Alaska Legislature to join with school districts in opposing those aspects of the Elementary and Secondary Education Act (ESEA) that are detrimental to rural, largely Alaska Native school districts, including testing programs that inaccurately assess Alaska Native and rural Alaska students. In addition, AASB urges the state to reexamine its own testing programs with regard to these issues.

Rationale. The current ESEA reauthorization process is an opportunity to improve the existing law. Since 2001, ESEA has lacked the flexibility needed to support English Language Learners in indigenous communities. ELL programs disadvantage indigenous communities that wish to perpetuate their values, culture and traditions in their public schools through their language. ELL mandates inaccurately assess Alaska Native students and inadvertently affect language programs negatively.

Adopted 2008

Amended 2010, 2014, 2015

Renewed 2018

(Sunsets 2023)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

**5.10 SUPPORTING UNIVERSAL ACCESS TO EDUCATION FOR ALASKA’S
3- AND 4-YEAR-OLD LEARNERS**

AASB strongly supports full implementation and funding of a voluntary education program for every 3- and 4-year-old child in Alaska.

Rationale. The foundation of cognition is established early in childhood, and research clearly demonstrates the efficacy of educational programming for 3- and 4-year-olds. Access to these programs is important for every child in Alaska.

Adopted 2008

Amended 2010, 2012

Renewed 2018

(Sunsets 2023)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.11 ENCOURAGING DISTRICTS TO ADOPT STANDARDS FOR PARENT/FAMILY INVOLVEMENT PROGRAMS

AASB encourages the Alaska Legislature to provide funding for district efforts to develop, implement and regularly evaluate their parent involvement programs using, as models, the Alaska Standards for Culturally Responsive Schools and the National Standards for Parent/Family Involvement Programs.

Rationale. The National Standards are supported by the National School Boards Association and more than 40 other national education, health and parent involvement groups and developed by National PTA in cooperation with education and parent involvement professionals.

AASB has affirmed the importance of parent involvement in Belief Statements B.11, B.17 and B.18. The Elementary and Secondary Education Act (ESEA) also recognizes the significance of and requires effective parent involvement programs that incorporate the six National Standards for Parent/Family Involvement Programs, including communicating, parenting, student learning, volunteering, school decision-making and advocacy and collaborating with the community to engage parents, provide parents with clearly and timely information about ESEA and develop effective advocates.

Adopted 2008

Amended 2010, 2012, 2013, 2014

Renewed 2018

(Sunsets 2023)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.12 URGING CONTINUATION OF THE ALASKA NATIVE EDUCATION ACT

AASB urges Congress and the President to support continuation of the Alaska Native Educational Equity, Support and Assistance Act as a critical way of engaging families and communities to more effectively support student success and align school and community efforts to create safe, healthy, culturally responsive and opportunity-rich environments.

Rationale. Since its adoption in 2002 as Title 7 of the Elementary and Secondary Education Act (NCLB), the Alaska Native Education Act has provided supplemental benefits to Alaska school districts and Alaska Native students. Congress recognized then that too many Alaska Native children enter and leave the school system with serious educational handicaps, including low test scores and high dropout rates. The Alaska Native Education Act was enacted and funded to address these problems through improved curricula, better teaching practices, family literacy programs, cultural exchanges, community engagement programs and career preparation activities.

The Alaska Initiative for Community Engagement is a statewide initiative that effectively enlists families, school boards, districts, schools, educators, Alaska native organizations, businesses, community organizations, artists and arts organizations, faith communities, and young people themselves in improving the academic and social outcomes for youth. The success of this investment in Alaska Native students is evident in a 2009 report by the American Institutes for Research. The report on the impact of the Alaska Initiative for Community Engagement (Alaska ICE), which is funded through the Alaska Native Education Act, shows positive changes, especially for Native students, in schools and communities supported by Alaska ICE, including an increased level of expectations of Native students, improvements in school climate, increased levels of adult support for youth in the community, significantly reduced risk behaviors (including vandalism, fights, alcohol and drug use) and higher proficiency rates on statewide academic assessments.

Adopted 2009

Amended 2010, 2015, 2016

Renewed 2019

(Sunsets 2024)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.13 RELATING TO POSTSECONDARY CLASSES FOR SECONDARY STUDENTS

AASB believes that students, who are enrolled in state-funded institutions offering dual credit college post secondary CTE classes, should have the cost funded by the state.

Rationale. State law encourages students to take college credits or vocational school credits at the expense of their school districts. It is in the interest of the state to help students maintain interest in school and advance toward a college degree or vocational education certificate. Some high school students want to take college or vocational courses prior to high school graduation. Reasons vary, but oftentimes students may be ready for a greater challenge than what is currently being offered at their high school, or may wish to “try out” classes that increase college readiness before committing to a degree program. Some students seek more advanced career and technical training than what may be offered in their district. A limiting factor for many students is cost. The cost for this post-secondary education should not *be required to* be borne by school districts. Therefore, it is reasonable to ask the state to fund these courses.

Adopted 2009

Amended 2010, 2014

Renewed 2019

(Sunsets 2024)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.14 URGING THE LEGISLATURE TO RECOGNIZE THE TRUE AND IMPROVING RATE OF ALASKA HIGH SCHOOL GRADUATION

AASB encourages the Alaska Legislature to recognize that the graduation rate for Alaska high school students has steadily improved since 2005.

Rationale. The Department of Education & Early Development calculates that 76 percent of students in the class of 2016 graduated within four years, and nearly 81 percent within five years.

Adopted 2011

Amended 2012, 2014, 2016

(Sunsets 2021)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.15 SUPPORTING ASSESSMENTS TO MEASURE PROGRESS

AASB supports state funding to provide the full cost of equipment, technicians, and network upgrades and the broadband connectivity necessary to meet current and future mandated assessments and life-cycle replacement of hardware, software, and related technology.

Rationale. MAP and other assessments are used to adjust and monitor instruction and provide a data point on how a district or child performs. AASB recognizes the fact that assessments are only a snap shot of an individual at a point in time and may not be an accurate reflection of progress in learning. Students need more than one type of assessment to be reflective of academic progress. Some students are affected by text anxiety, others by cultural factors, and some test better in performance evaluations instead of pen and paper. The current network capabilities of school districts should be considered in the implementation of assessments. State funding should be provided to cover the full cost of equipment, computer technicians and network upgrades to meet any mandated assessments as well as life-cycle replacement.

Adopted 2015

Amended 2016

Renewed 2020

(Sunsets 2025).

EDUCATION PROGRAMS CORE RESOLUTIONS

5.16 SUPPORT OF PUBLIC SCHOOL LIBRARY DEVELOPMENT GRANT PROGRAM

AASB strongly supports the Public School Library Development Grant Program and the State Board of Education and Early Development adopted regulations pertaining to Alaska State Statute 14.56.360-375, providing for annual funding for strong broadly based school library collections in support of school curriculum offerings.

Rationale. Research indicates that reading for enjoyment is important for children's education success (OECD 202); schools with new collections in their libraries have higher test scores (Illinois 2005); and student achievement is higher in schools that house larger collections of traditional print resources as well as online resources (Pennsylvania 2000).

*Adopted 2012
Renewed 2017
(Sunsets 2022)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.17 URGING THE LEGISLATURE TO CHANGE ALASKA STATE STATUTE 14.07.030 TO ALLOW FOR ELEMENTARY AGE STUDENTS WHO HAVE BEEN DISPLACED DUE TO A SCHOOL CLOSING TO BE ELIGIBLE FOR THE STATE BOARDING HOME PROGRAM.

AASB urges the Alaska Legislature to change the language of state statute AS 14.07.030 by removing the specific “secondary” student eligibility criteria to allow elementary age students who have been displaced from a community when a local school has been closed due to enrollment below 10 students to be eligible for state funding through the State Boarding Home Program. A change to this Statute will allow the Department of Education and Early Development to make necessary changes to regulation to address the needs of these displaced elementary age students.

Rationale. Many small schools in rural Alaska have been forced to close due to student enrollments falling below the state-funding minimum of 10 students. Students who remain in these villages are required to seek out and secure other educational opportunities including moving to another community in the region that continues to have a school.

The Alaska Department of Education and Early Development’s boarding home program allows school districts to receive reimbursement for the stipend paid to boarding home parents of students that qualify for the program. The state has clear definitions about the eligibility of students that qualify for the boarding home program in 4 ACC 09.050.

Currently to meet the state’s eligibility requirements, a student must “be a secondary student who does not have daily access to a high school by being transported a reasonable distance.”

The boarding home program currently provides a stipend to host parents to assist with the costs related to the education and housing of a boarding home student. The boarding home program also provides or reimburses the cost of transportation for one-round trip airfare from the student’s home village to the in-district village in which they are attending high school.

With the closure of rural small schools, needs have arisen for parents of elementary age students to seek out alternative educational placements for their children. Presently, students from closed elementary schools whose families have remained in their home community have enrolled students in another community’s elementary school, but those students do not qualify for the State Boarding Home Program. This causes an added financial burden on both the parent(s) and the host family to meet the student’s travel, food and lodging needs.

*Adopted 2012
Renewed 2017
(Sunsets 2022)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.19 SUPPORTING AUTHENTIC ASSESSMENTS

AASB strongly supports districts that are undertaking efforts to develop and implement authentic assessments and asks that the state recognize these as legitimate alternative ways of accurately assessing student learning.

Rationale. An authentic assessment is defined as “an assessment composed of performance tasks and activities designed to simulate or replicate important real-world challenges” wherein students are asked “to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables.” (Wiggins and McTighe, 2005). State and federally mandated assessments do not take into account the “distinctive social organizations, linguistic patterns, cognitive styles, motivations and values of the local community.” (Demmert, et al, 2006) severely limiting the ways in which Native students in particular demonstrate learning. The creation of district level authentic assessments directly tied to pedagogy compatible with Native epistemological philosophies provides for a wider repertoire of assessments by which students validate learning. By supporting the efforts to districts to develop authentic assessments, AASB can facilitate the empowerment of boards to increase the academic success and increase the graduation rates of all students, including Alaska Native students who are grounded in their cultural identity, with the ability to successfully pursue their goals.

*Adopted 2015
Renewed 2020
(Sunsets 2025).*

5.20 SUPPORTING EASIER ACCESS TO CHARTER SCHOOL PROGRAMS

AASB urges the Legislature to authorize a change in statute regarding the charter school(s) lottery process, to allow use of either a random lottery or weighted lottery for low academically performing and/or low-income students, when approved by the local school board and/or Alaska Board of Education.

Rationale. Current law allows charter school applicants and districts to target low academically performing students in their enrollment outreach. However, when implementing the lottery, state statute requires a random lottery. This can be in conflict with the goal of serving a larger percentage of low academic performing students or a larger percentage of low socio-economic students. This statute change may allow districts to implement a weighted lottery for low academically performing or low-income students to serve students they feel will most benefit in a charter school(s). Typically students of higher socio-economic families apply to charter schools, so a random lottery will be highly unlikely to reach the target group of students desired.

Adopted 2016
(Sunsets 2021)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.21 SUPPORTING THE ALASKA PERFORMANCE SCHOLARSHIP (APS)

AASB urges support for the Alaska Performance Scholarship for our high school students.

Rationale. APS has been successful in that more of our high school students are taking a rigorous course load in order to be eligible for the scholarship and after entering college take fewer remedial, or developmental, coursework, according to statistics compiled by the Alaska Postsecondary Commission. The recipients of APS also accumulated credits at a faster pace than non-recipients and were nearly twice as likely to continue their college attendance, the commission reported in 2016.

Adopted 2016
(Sunsets 2021)

5.22 SUPPORTING CTE CREDITS FOR THE ALASKA PERFORMANCE SCHOLARSHIP

AASB urges support to allow students to substitute up to two units of Career Technical Education (CTE) classes to count as requirements towards the two to four year college awards levels for the Alaska Performance Scholarship.

Rationale. Career technical education classes are often not selected due to the fact that they do not count toward the APS award if planning to go to two to four year colleges in our State. CTE classes only count towards our technical schools. CTE classes are desired by many students in exploring careers and options and are relevant and engaging in keeping students in high school.

Adopted 2016
(Sunsets 2021)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.23 SUPPORTING INNOVATION AND COLLABORATION TO IMPROVE STUDENT ACHIEVEMENT FOR ALL ALASKAN STUDENTS

AASB urges stakeholders to be innovative in their thinking and to support efforts to collaboratively change practices and address barriers to implement new ways of teaching and learning in culturally responsive ways.

Rationale: The current education system in Alaska does not serve all students equitably and many of our youth do not reach their full potential. Only through collaboration, partnership, and the willingness to be innovative can we hope to transform education to serve all students. Innovation and transformative change will take effort and participation by all stakeholders, such as in the Alaska Department of Education and Early Development’s “Alaska Education Challenge”. It will require all levels of policymakers and stakeholders (*State Legislature, Governor, Municipalities, Tribal entities, School Board members, Superintendent Association, NEA, education groups, families, and others*) working towards a clear, well articulated goal of providing an excellent education for every child every day, to truly fulfill the expectations of our constitutionally mandated education system.

*Adopted 2017
(Sunsets 2022)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.24 RECOGNIZING THE VALUABLE EDUCATIONAL OPPORTUNITIES THE ANNUAL ELDERS & YOUTH CONFERENCE AND AFN CONVENTION PROVIDES STUDENTS

The Association of Alaska School Board supports school boards recognizing the annual Elders & Youth Conference and the Alaska Federation of Native (AFN) Convention as valuable and educational opportunities for Alaska's youth, and students should be encouraged and supported to participate in these events.

Rationale: The First Alaskans Institute Elders & Youth Conference is the largest statewide convening of Alaska Native Elders and Youth, representing all Alaska Native culture and language groups. The purpose of the conference is to connect Elders and youth for cultural learning and knowledge transmission, to bring people together to form and nurture statewide relationships, empower the voice of participants as leaders, and put forward solutions to challenges faced by the participants and their home communities in order to enhance, strengthen, and perpetuate the unique spirits and identities of Alaska Native peoples. When school districts penalize youth, who attend the annual Elders & Youth conference and AFN Convention by counting their participation against the student's maximum allowable absences, it hinders students' abilities to participate in these important conversations. Students should be encouraged, rather than discouraged, to participate in the Elders and Youth Conference and AFN Convention.

*Adopted 2017,
Amended 2019
(Sunsets 2024)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.25 EDUCATION OF GIFTED AND TALENTED STUDENTS

AASB supports strong gifted and talented programs in the state's elementary and secondary schools. AASB recognizes that gifted and talented students comprise a subset of learners who need additional challenges and strategies for involvement in the classroom or risk underachievement. While the Department of Education and Early Development requires a district education program for gifted children to be in place for Alaska school districts, there is a limited accountability and no funding allocated to ensure the success of the program. This constitutes an unfunded mandate on school districts.

Rationale: Alaska Administrative Code 4 AAC 52.800 mandates that each school district will administer an appropriate educational program for gifted children enrolled in its schools. The program must have a process to develop a student-learning plan for each identified gifted student. The student-learning plan is to incorporate the participation of teachers, parents and the student. These plans will by their nature require additional resources or time for their creation and execution. However, no consideration for the additional time, training or resources is calculated into district funding. This de-emphasis of the importance identifying and engaging gifted and talented students can mean that these programs are given a minimum amount of consideration and students who fall into this category continue to be at risk of classroom underachievement and dropout.

*Adopted 201,
Amended 2019
(Sunsets 2024)*

5.26 REQUEST FOR AN ALASKA DEED GRADUATION SUCCESS PROGRAM FOR STUDENTS 19-21

AASB strongly urges legislative action for Alaska Department of Education to take a systematic approach to dropout recovery by expanding the funding for one additional year to school districts serving eligible students.

Rationale: It is the responsibility of the State of Alaska to provide for the education of its students in a manner that enables them to be college and career-ready upon graduation and the State of Alaska has one of the highest student dropout rates in the country. Alaska's high school dropouts face fewer prospects for employment, significantly lower earning potential, higher rates of incarceration, and are far more likely to rely on public assistance than high school graduates. Failure to fully educate the next generation of workers and leaders has substantial long-term consequences for our shared economic well-being. The State of Alaska needs a systemic approach to address dropout recovery and to re-engage students who have already left school. The State of Alaska needs to implement active dropout recovery efforts to include identification, outreach, support, and alternative pathways to graduation. Re-enrolling in a traditional high school is always an option, the majority of returning students now request alternative education high schools or programs allowing for individualization and flexible scheduling.

*Adopted 2017
(Sunsets 2022)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.27 IN SUPPORT OF ARTS EDUCATION

AASB supports a systemic and rigorous arts education for all students, and urges member districts and education agencies to prioritize artistic literacy, and implement sequential, standards-based arts curriculum, employ arts specialists whenever possible, and provide professional development in arts disciplines and arts integration for educators. AASB encourages member districts and education agencies to leverage the expertise and resources of community partners in order to improve access, equity, and quality of arts education for all students.

Rationale. The Every Student Succeeds Act (ESSA) recognizes the arts in the definition a “well-rounded and comprehensive education that all American students deserve,” including arts disciplines as subject areas eligible for Title I funds and other federal resources administered by state and local education agencies. A robust arts education teaches youth the skills necessary to succeed in life including problem-solving, creative thinking, self-discipline, and public speaking. The US Department of Education’s ten-year review of Arts in Education-funded programs finds that “students in arts programming had better attendance, fewer disciplinary issues, and improved on-task behavior relative to comparison students,”(1) and data from the College Board showed that in 2015, students who took four years of arts and music classes while in high school scored an average of 92 points higher on their SATs than students who took only one-half year or less (2).

The Alaska State Board of Education adopted the Alaska Arts Standards in 2016, which were followed by grade-level performance standards developed by Alaskan educators in Music, Visual Arts, Dance, Theatre, and Media Arts. Importantly, school districts around Alaska are pioneering creative and collaborative approaches to arts integration as a teaching strategy, culturally relevant arts teaching practices, and arts learning for educators. Arts teaching and learning strategies that integrate local and regional artistic traditions and Alaska Native cultural practices can positively impact student achievement. These state initiatives for arts education development and implementation are critical to efforts to better meet the needs of Alaska students.

*Adopted 2018
(Sunsets 2023)*

- 1) U.S. Department of Education. (2012). *Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program.* (p. 13)
- 2) The College Board. *2015 College-Bound Seniors: Total Group Profile Report.*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.28 SUPPORTING THE PRESERVATION AND RESTORATION OF ALASKA NATIVE INDIGENOUS LANGUAGES

As stated in Belief Statement B.11, AASB honors and celebrates the rich cultural, ethnic and linguistic heritage of Alaska Native people and supports the preservation and restoration of indigenous languages across the state. In recognition of the linguistic emergency for the twenty-one surviving Alaska Native Indigenous languages declared on September 23, 2018 in Administrative Order No. 300, AASB urges support from the Alaska Legislature, the Alaska Department of Education and Early Development and all accredited higher education systems.

AASB urges the Alaska Legislature to support local school districts in their efforts to integrate Alaska Native Indigenous languages across all age levels through additional, targeted funding allocations. This funding will support the development of curriculum, as well as the training, certification and hiring of qualified, fluent Alaska Native Indigenous language educators.

AASB urges the Alaska Department of Education and Early Development to review its policies regarding requirements to provide support and encouragement to Alaska Indigenous Natives to seek Type M Certificates, and form community partnerships in the developmental process for Type M Portable certification in Alaska Native Indigenous languages.

AASB encourages all accredited higher education systems to reinvigorate and expand its programs in all Alaska Native Indigenous languages. These programs are instrumental in the preservation of our state's indigenous languages.

Rationale: Alaska Native Indigenous languages have been lost over many years of English-only instruction in our schools. It is incumbent upon our school systems to help restore this loss. The addition of targeted funding for schools in response to this emergency is critical in restoring and stopping the loss of Alaska Native Indigenous languages.

In many regions of the state, the most qualified instructor candidates for Alaska Native Indigenous languages are often elders and are barred from full teacher certification due to a lack of instruction in areas such as upper level mathematics and English, areas that are irrelevant to the subject matter. When the speakers of a language possessing the greatest knowledge of its vocabulary and most understanding of its nuances are barred from becoming instructors by regulations created for instruction in another language, it is appropriate to review and update those regulations.

University programs, such as the Alaska Native Language Center, are critical in the preparation of language instructors and supporting the development of curriculum and program.

*Adopted 2018
(Sunsets 2023)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.29 URGING A STATEWIDE ANNUAL ALASKA INDIGENOUS LANGUAGE CONFERENCE

AASB urges the Governor of Alaska, the State Legislature and the State Board of Education to provide an annual Alaska Indigenous Language Conference that will benefit the indigenous Alaskan languages.

Rationale: The State of Alaska signed House Bill 216, October 23, 2014, twenty Alaska Native languages as official languages for the State of Alaska. The Governor of Alaska, September 23, 2018 declared an emergency for Alaska Native languages. Alaska Indigenous Language instructional staff do not have a venue where they can interact and collaborate with fellow language and cultural Instructors from across the State. An Alaska Indigenous Language Statewide Conference would provide that opportunity.

*Adopted 2018,
Amended 2020
(Sunsets 2025)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.30 REQUESTING A THOROUGH ANALYSIS OF THE STATEWIDE TESTING AND ACCOUNTABILITY SYSTEM

AASB calls upon the State of Alaska to undertake a thorough analysis of the statewide testing and accountability system, for results and relevant factors to ensure an accurate and authentic assessment of student learning.

Rationale: While assessments are a critical component of the teaching and learning process both to inform instruction and to ascertain student levels of skill and knowledge, it is imperative the information be accurate, authentic, and relevant. Given the statewide assessment scores are used to label students and rank schools, and are referenced in budget discussions, it is critical the information be correct and not misinterpreted. The community is an important voice in advocating for sound accountability.

*Adopted 2019
(Sunset 2024)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.31 ALASKA STANDARDS FOR CULTURALLY RESPONSIVE SCHOOLS

AASB supports the implementation of the Alaska Standards for Culturally Responsive Schools.

Rationale: The State of Alaska Board of Education adopted the ASCRS in 1998. Cultural standards serve as a complement to content standards. Content standards stipulate what students should know and be able to do, cultural standards provide guidance on how to engage students in learning through the local culture. We recognize all forms of knowledge, ways of knowing, and world views as equally valid, adaptable, and complementary to one another in mutually beneficial ways. These cultural standards are not intended to be inclusive, exclusive, or conclusive, and should be reviewed and adapted to fit local needs. (<https://education.alaska.gov/standards/cultural>)

A firm grounding in the culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally responsive educators, curriculum and schools. (p2, ASCRS)

*Adopted 2020
(Sunsets 2025)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.32 ALASKA HISTORY TEXTBOOK

AASB requests the Alaska Legislature to support the production of a textbook on the history of Alaska, co-authored by western and Alaska Native scholars, for statewide use in public schools.

Rationale: High school graduation from public schools in Alaska currently requires successful completion of a 1/2 credit (one semester) course in Alaska history, which students may satisfy by demonstrating mastery of the state standards. While the state standards describe the required content of the course, source materials are left to the discretion of the teachers and students. A standard textbook that presents the western and Alaska Native perspectives on an equal footing would serve to promote a more deeply shared understanding of the salient events and interactions that affected the development and influenced the multiple cultures of our state. This would foster mutual understanding across our diverse cultures and strengthen civic engagement across the state.

*Adopted 2020
(Sunsets 2025)*

AASB Resolution Template *Note - This template is for planning purposes only. Submissions must be done online at <https://forms.gle/4gc1aMRr9sAAQZHD6>

Section *(Click the drop down arrow to select the section) :*

Title:

Proposed Resolution, Amendment or Comment: (please write your new resolution, an amendment to an existing resolution or a comment concerning a resolution in this text box. Rationale for a new or amended resolution is on the next page.)

Rationale :

Proposed by :

Date Submitted (M/D/YY) :

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: August 24, 2021

NUMBER: 22-012

FR: Office of the Superintendent

SUBJECT: Nominations for Board of
Directors; Association of
Alaska School Boards

STRATEGIC PLAN/BOARD GOAL:

Improve stakeholder communication.

ABSTRACT:

Nominations for the Association of Alaska School Boards (AASB) Board of Directors require formal Board action.

ISSUE:

At issue is for the Board to nominate a candidate for the AASB Board of Directors.

BACKGROUND AND/OR PERTINENT INFORMATION:

Each year, during the annual General Membership meeting of the AASB, an election is held to fill expired seats on the AASB Board of Directors.

The AASB is governed by Board of Directors comprising 15 members elected at large from throughout the state. To qualify for a seat on the Board as a director, a nominee shall be a member of a Board of Education which is in good standing with the Association. Nominations must be received by October 8, 2021.

The requirements were provided to the Board for review.

ALTERNATIVES:

1. Nominate a Board member from Northwest Arctic Borough School District Board of Education to run for a term of office on the AASB Board of Directors;
2. Nominate a Board member from another district to run for a term of office on the AASB Board of Directors;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board nominate a Board member from Northwest Arctic Borough School District Board of Education to run for a term of office on the AASB Board of Directors.

AASB Board of Directors Nominations

Nominations must be received by **October 8, 2021**

The Association of Alaska School Boards Board of Directors Nomination process has moved online. Paper applications will not be accepted. Nominations also require formal action by the member's school board, as the local school board is expected to cover the cost of travel to the Annual Conference which allows members to attend the post-conference regular meeting of the board, as well as travel and lodging to the spring meeting (March or April) in conjunction with the Spring Fly-in. To submit nominations for the Board of Directors, please complete the online form here:

<https://forms.gle/7FPwDYrTTKEt2gch9>

Nominees must attend an orientation breakfast on Thursday, November 4th in order to sign up for their interview with the Nominations Committee, and if elected, must attend the AASB Board of Directors Meeting on Monday November 8, 2021.

Written Statement

The nominee should also provide a written statement detailing their views on:

1. The appropriate role of the AASB
2. Three major issues facing AASB in the near future
3. How AASB could better serve school boards
4. Ways AASB can help school boards meet Board Standards.

If the nominee is selected by the Nominating Committee, this statement will be made available for the General Membership at the Annual Conference.

Have this statement in .pdf format ready to upload when completing the nomination form online.

Board of Directors Job Description and Code of Ethics

Job Description

Constitutional Responsibilities

The Board of Directors establishes policies to supervise, control and direct the business of AASB within the limits of, and consistent with, the Resolutions and Beliefs, and Constitution and Bylaws approved by the Delegate Assembly. Within these limits, the Board of Directors:

- Actively promotes the purposes of the Association;
- Interprets AASB's Constitution and Bylaws;
- Adopts such policies, rules, and regulations for the conduct of its business as it shall deem advisable;
- Employs and annually evaluates the Executive Director;
- Adopts and periodically adjusts the Association's budget;
- Provides oversight for the operation of the Legal Assistance Fund and AASB Scholarship Fund;
- Proposes changes to the dues structure to the general membership;
- Sets/approves/adopts the amount AASB will charge for all meetings, services and materials.

Corporate Responsibilities

In the exercise of its corporate responsibilities, the Board of Directors adopts and maintains a Board Policy Manual which sets forth procedures and guidelines for the Board's operations and Director's participation in AASB activities. In order to accomplish the overall mission of the Board of Directors and to achieve its corporate objectives, each member of the Board has several kinds of individual responsibilities. Members should:

- prepare well for each Board meeting, through full and careful study of the agenda and its support materials, other relevant materials and through discussion of agenda items, where appropriate, with school board association staff members, fellow school board members, and others as desired in the formulation of preliminary personal views on each topic in advance of the Board meeting. These judgments are to serve as a base point for further discussion in the meeting;
- attend the entire board meeting by arranging travel schedules in advance to permit on-time arrival and staying through the full meeting;
- participate effectively in the Board meeting by ensuring that the concerns formulated in the preparation stage are heard by the whole Board. Each Director is expected to retain an open mind until all the facts and view points on issues are before the Board. Conclusions on action items are sought that are believed to be in the best interests of AASB. And, once a decision is made, the director is expected to support such Board conclusions, even when one may have some reservations about them;

- evaluate and follow-up on the actions taken in the Board meeting, by keeping track (through published AASB reporting documents) of how the actions of the Board are being implemented in the short- and long-run, and bringing up any concerns with the President, Executive Director or Board of Directors, as appropriate;

- establish two-way communication through the Board Liaison Network and with their respective school boards to explain and discuss actions taken by the Board of Directors, and;

- provide personal liaison to the member boards through the Board Liaison Network or caucus leadership, or in such other ways as are determined by the President or Board of Directors;

- fulfill responsibilities of any collateral assignment as an AASB committee member or AASB appointed representative to other agency committees or task forces in accordance with the purpose of the committee or the nature of the representation on behalf of AASB and consistent with the precepts of preparation, attendance, participation and evaluation set forth above, and;

- participate actively in the legislative activities of AASB, in the most effective manner, to be jointly decided with the Executive Director, and;

- diligently participate in the annual evaluation of the Executive Director by completing the evaluation instrument and returning it to the designated officer in a timely manner, participating fully and constructively in the Board's evaluation discussion, and assisting in setting professional performance goals for the Executive Director, and;

- accept occasional public speaking assignments such as chairing caucuses and introducing speakers at meetings and giving reports as appropriate before the Board or general membership, and;

- acknowledge and abide by the AASB Board of Directors Job Description and Code of Ethics.

Additionally, the Board Member serves as an Ambassador of the Association. As such, each member of the Board functions as a representative of AASB to member school districts and the general public. Each Director must assume responsibility for explaining AASB's programs, the basis for governance decisions, AASB's vision for the future as described in the AASB's Long Range plan, and AASB's missions and goals, together with the action plans approved by the Board to realize that vision and attain those missions and goals.

Finally, the Board member serves as an advocate for AASB both at home and at the state level. Each member of the Board is part of the governance team selected by the AASB general membership. He or she is expected to be a vigorous, knowledgeable and articulate advocate of AASB and its programs, as approved by the Board of Directors, so that the value of

membership in AASB can be made fully and clearly known in the district from which the Director comes, as well as to all other school boards around the state. As a result of this advocacy, the attitudes, opinions and conclusions about AASB, formulated by school board members around the state, can be made with full understanding of all the facts that Directors can make available.

Code of Ethics

As a member of the Association of Alaska School Boards Board of Directors I will strive to improve public education, and to that end I will:

- Attend all three regularly scheduled AASB board meetings and other teleconference meetings, insofar as possible, and become informed concerning the issues to be considered at those meetings;

- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held board meetings;

- Render all decisions based on the available facts and my independent judgment, and refuse to surrender that judgment to individuals or special interest groups;

- Encourage the free expression of opinion by all board members, and seek systematic communications between the board and member school boards;

- Work with other AASB board members to establish effective board policies and to delegate authority for the administration of the association to the Executive Director;

- Communicate to other AASB board members, and the Executive Director, expressions of member and public reaction to AASB resolutions, policies and programs;

- Inform myself about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by my state and national school boards association;

- Support the employment of those persons best qualified to serve as association staff, and insist on a regular and impartial evaluation of all staff;

- Avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain;

- Remember always that my first and greatest concern must be the educational welfare of the students attending the public schools.

My signature below indicates that I have read and agree to abide by the AASB Board of Directors Job Description and Code of Ethics.

Name _____

Date _____

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: August 24, 2021

NUMBER: 22-013

FR: Office of the Superintendent

SUBJECT: Nominations for
Association of Alaska
School Boards, Carl
Rose Governance Award

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Nominations for the Alaska School Boards (AASB) Carol Rose Governance Award require formal Board action.

ISSUE:

At issue is to nominate a School Board Member for the AASB Carl Rose Governance Award.

BACKGROUND AND/OR PERTINENT INFORMATION:

Each year during the annual AASB General Membership meeting, the Carl Rose Governance Award is presented to one outstanding School Board member who exemplifies unselfish dedication to the cause of educational improvement. The award not only brings statewide recognition to a Board member whose service has been outstanding, but also is intended to inspire all School Board members to greater efforts on behalf of education. Nominations must be received by October 8, 2021.

The procedures for nominating a School Board Member were provided to the Board to review.

ALTERNATIVES:

1. Take from the table and nominate a Board member of the NWABSD Board of Education for the AASB Carl Rose Governance Award;
2. Nominate a Board member from another member district for the AASB Carl Rose Governance Award;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board nominate a Board member of the NWABSD Board of Education for the AASB Carl Rose Governance Award.

Carl Rose Governance Award

Nominations must be received
by **October 8, 2021**



The AASB Board of Directors honored Carl Rose in 2013 by naming the organization's leadership training program for school members for him after his retirement. Rose was the Executive Director of AASB from 1987 until 2013. During those 26 years, he participated in every major education debate and reform in K-12 education, and reshaped AASB into a full-service, statewide, non-profit organization whose motto is "Advocates for Alaska's Youth."

The Carl Rose Governance Award is presented to an outstanding school board member each year at the AASB Annual Conference. The individual receiving the Carl Rose Governance Award is recognized for their: commitment, dedication, and accomplishments as a locally elected school board member. Board members can be nominated by their school board and superintendent for consideration of this award. Selection is done by the AASB Awards Committee. This award is presented at the annual conference awards banquet

In order to be eligible, a nominee:

- Must have served on their local board for at least four consecutive years
- Must serve on a member board in good standing of AASB

The nominations process has moved online. Paper applications will not be accepted. Please complete the online form here:

<https://forms.gle/N8UYmxJSZXM3Pvwj9>

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: August 24, 2021

NUMBER: 22-014

FR: Office of the Superintendent

SUBJECT: Nomination for
Outstanding School
Board of the Year;
Association of Alaska
School Boards

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Nominations for the Association of Alaska School Boards (AASB), Outstanding School Board of the Year requires formal Board action.

ISSUE:

At issue is to nominate a School Board for the AASB, Outstanding School Board of the Year.

BACKGROUND AND/OR PERTINENT INFORMATION:

Each year during the annual AASB General Membership meeting, an AASB Outstanding School Board of the Year Award is given. This award is designed to reflect the Board's involvement in Board Standards. In order to be eligible, a school board must be a member Board in good standing of AASB and have formally adopted Board Standards. The school board should self-nominate for this award. Nominations must be received by October 8, 2021.

The procedures for nominating a School Board were provided to the Board to review.

ALTERNATIVES:

1. Nominate Northwest Arctic Borough School District Board of Education for the AASB Outstanding School Board of the Year Award;
2. Nominate a Board from another member district for the AASB Outstanding School Board of the Year Award;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board nominate Northwest Arctic Borough School District Board of Education for the AASB School Board of the Year Award as presented.

Outstanding School Board Award

Nominations must be received by **October 8, 2021**

The Outstanding School Board Award is designed to reflect and honor a school board's involvement in Board Standards. School Boards should self-nominate for this award. Selection is done by the AASB Awards Committee. This award is presented at the annual conference awards banquet and is the culminating event of the evening.

In order to be eligible, a school board:

- Must be a member board in good standing of AASB
- Have formally adopted Board Standards

Criteria considered by the Awards committee include the following:

- Community Engagement (10 points)
- Level of AASB Professional Development Program (5 points)
- Demonstrated Evidence of Leadership as Measured Against AASB School Board Standards (25 points)
- Participation in State and National Activities (10 points)
- Evidence of Growth in Student Achievement (15 points)
 - While completing the online form, you will have the opportunity to upload supporting information showing the board has identified student achievement as a priority in its goals or strategic plan. This may include copies of the District Report Card, or other measurements documenting growth in student achievement. Uploads must be in .pdf format, and a limit of 5 documents can be uploaded.

The nominations process has moved online. Paper applications will not be accepted. Please complete the online form here:

<https://forms.gle/MNaoDeCb51FgU83L6>

MEMORANDUM

TO: Regional School
Board Members

DATE: August 24, 2021

NUMBER: IV. Worksession

FR: Office of the Superintendent

SUBJECT: Board Meeting/Retreat
Dates

- Draft Board Meeting Agenda Guideline (Attachment #1)
- Proposed Board Meeting Dates for 2021-2022 (Attachment #2)
- Proposed Special Board Meeting date (*after elections*):
 - October 14, 2021 at 1:30 p.m.
- Proposed Board Retreat dates (*after elections*):
 - October 15 – 17, 2021

October 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

www.a-printable-calendar.com

- Board travel: AASB Calendar of Events (Attachment #3)



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

Ambler · Buckland · Deering · Kiana · Kivalina · Kobuk · Kotzebue · Noatak · Noorvik · Selawik · Shungnak
 PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

2021-2022 AGENDA GUIDELINE

DATE	ROUTINE AGENDA ITEMS
August	<ul style="list-style-type: none"> • Approval of Annual Agenda Guideline • Approval of Annual Board of Education Goals • Nominations for Board of Directors; AASB • Nominations for Board Member of the Year; AASB • Nominations for Board of the Year; AASB • Approval of Core Resolutions; AASB • Approval of Six-Year Capital Improvement Plan • Strategic Plan Review (<i>update every 3 months</i>) • Monthly: Human Resources and Contracts
September	<ul style="list-style-type: none"> • Board Retreat Planning • District-Wide Inservice Presentation
October, Special Meeting (after elections)	<ul style="list-style-type: none"> • Seating of New Board of Education Members • Organization of the Board of Education Officers
October (after Special Meeting)	<ul style="list-style-type: none"> • Board Retreat
November	<ul style="list-style-type: none"> • Approval of Annual Audit • Budget Revision Presentation • Report Card to the Public • Curriculum Review • Strategic Plan Review (<i>update every 3 months</i>) • Monthly: Human Resources and Contracts
January	<ul style="list-style-type: none"> • Review of Indian Policy and Procedures
February	<ul style="list-style-type: none"> • Approval of Superintendent's Contract • Annual Budget Hearing (<i>before regular meeting</i>) • Budget Presentation to the Board • Strategic Plan Review (<i>update every 3 months</i>) • Monthly: Human Resources and Contracts
April	<ul style="list-style-type: none"> • Approval of Budget Proposal (<i>due to the Borough May 1</i>) • Approval of Site Calendars (<i>every three years</i>) • Selection of June Nelson Scholarship Recipients • Selection of Student Board Representative and Alternate • Curriculum Committee Reports and Recommendations • Math Committee Report • Board Self-Evaluation • Superintendent's Evaluation • Teacher Recruitment/Retention Report • Strategic Plan Review (<i>update every 3 months</i>) • Monthly: Human Resources and Contracts

Approved date:



NWABSD Board of Education Board Meeting Dates August 2021 – June 2022

- August 23, 2021:** Committee Meetings
August 24, 2021: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- September 27, 2021:** Committee Meetings
September 28, 2021: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- October 14, 2021:** Special Board Meeting at 1:30 p.m. (*after elections*)
- Swear in Board Members
 - Reorganization of the Board
- October 15-17:** Board Retreat in Kotzebue
- November 4-7, 2021:** AASB Annual Conference – Anchorage Hilton
Anchorage, AK
- November 29, 2021:** Committee Meetings
November 30, 2021: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- January 24, 2022:** Committee Meetings
January 25, 2022: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- February 10 & 11, 2022:** Lobbying in Juneau (*2 days prior to the Fly-In*)
February 12-15, 2022: AASB Legislative Fly-In
- February 21, 2022:** Committee Meetings
February 22, 2022: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- March 28, 2022:** Committee Meetings
March 29, 2022: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- April 25, 2022:** Committee Meetings
April 26, 2021: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting
- June 06, 2022:** Committee Meetings
June 07, 2022: 8:30 a.m. and 1:30 p.m. Board Worksession
4:00 p.m. Regular Board Meeting

The Northwest Arctic Borough School District Board of Education meets on the last Tuesday of every month, unless otherwise determined by the Board. The meeting is open to the public. Meetings are generally held in the Boardroom of the District Office on Third Street in Kotzebue. If the date and/or location are changed, the public will be so advised. All Board meetings are recorded for public record.

Approved date:



AASB Calendar 2021-2022

- 2021 -

JANUARY

- 18 School Climate & Connectedness Survey (SCCS) Opens
- 26 Stronger Together: Linking Learning to Family, Community and Place (webinar)
- 28 First-Term Board Member Webinar Series begins

FEBRUARY

- 6-7 AASB Virtual Leadership & Legislative Academy and Youth Advocacy Institute
- 10 NSBA Equity Online Symposium (Virtual)

MARCH

- 19-20 AASB Board of Directors Spring Meeting (Virtual)
- 20-21 Spring Boardmanship & Legislative Academy (Virtual)
- 26 School Climate & Connectedness Survey (SCCS) Closes

APRIL

- 10-12 NSBA 2021 Annual Conference & Exposition (Virtual)

JUNE

- 8-10 NSBA Advocacy Institute Online

JULY

- 16-18 AASB Board of Directors Summer Meeting – Anchorage Dimond Center
- 13-14 NSBA Equity Symposium/Safety Summit

SEPTEMBER

- 18-19 Fall Boardmanship Academy – The Lakefront, Anchorage

OCTOBER

- TBA Maintenance Employee Conference – Anchorage
- 8-9 Charter School Academy – Anchorage

NOVEMBER

- 4-7 AASB Annual Conference – Anchorage Hilton
- 8 AASB Board of Directors Meeting – Anchorage Hilton



AASB Calendar 2021-2022

DECEMBER

- 9-10 AASB Executive Administrative Assistants Training – Captain Cook, Anchorage
10-11 AASB School Law & Equity Academy – Captain Cook, Anchorage

- 2022 -

JANUARY

- 17 School Climate & Connectedness Survey Opens
18 First-Term Board Member Webinar: Welcome to the Board & AASB Board Standards
22 NSBA Equity Symposium
25 First-Term Board Member Webinar: School Law Basics

FEBRUARY

- 1 First-Term Board Member Webinar: Conducting Effective Meetings & Roberts Rules of Order Basics
8 First-Term Board Member Webinar: The Superintendent – Building a Relationship
22 First-Term Board Member Webinar: School Finance with an Expert!
12-15 AASB Leadership Academy & Legislative Fly-In – Juneau

MARCH

- 1 First-Term Board Member Webinar: The Board & the Budget
8 First-Term Board Member Webinar: Board Policy – Development and Governance
15 First-Term Board Member Webinar: Working with Your Board
19-22 Spring Boardmanship & Legislative Fly-In – Juneau
26 School Climate & Connectedness Survey (SCCS) Closes
29 First-Term Board Member Webinar: Working with Your Community

APRIL

- 1 School Climate & Connectedness Survey Closes
5 First-Term Board Member Webinar: Holding Your Meetings Remotely
2-4 NSBA 2022 Annual Conference & Exposition – San Diego, Ca

JULY

- 15-18 AASB Board of Directors Summer Meeting

SEPTEMBER

- 17-18 Fall Boardmanship Academy – Fairbanks



OCTOBER

22-23 NSBA Equity Symposium West – Oklahoma City, Ok

NOVEMBER

3-6 AASB Annual Conference – Captain Cook, Anchorage

DECEMBER

8-9 Executive Administrative Assistants Training – Anchorage

9-10 School Law & Equity Academy – Anchorage



NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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PO Box 51 · Kotzebue, Alaska 99752 · Phone (907) 442-1800

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

American Rescue Plan (ARP) Act MITIGATION PLAN

Last Updated: August 12, 2021

MISSION: To provide a learning environment that inspires and challenges students and employees to excel
VISION: To graduate all students with the knowledge, skills, and attitudes necessary for a successful future



Contact Information

District Information

Name of District: Northwest Arctic Borough School District

District Point of Contact Name: Scott Lefebvre, Assistant Superintendent

Address (Street, City, State, Zip): 776 Third Avenue, Kotzebue, Alaska 99752

Phone: 907-442-1804 Email: slefebvre@nwarctic.org

Assurance Agreement for ARP Act Mitigation Plan

The district assures either:

- a) It will, within 30 days of receiving ARP ESSER funds, develop and make publicly available on the district's website a mitigation plan for the safe return and/or continuation of in-person instruction and continuity of services as required in section 2001(i)(1) of the ARP and in the U.S. Department of Education's [Interim Final Requirements](#), **or**
- b) It developed and made publicly available on the district's website such a mitigation plan that meets statutory requirements before the enactment of the ARP Act that meets - federal requirements. (The ARP Act was enacted on March 11, 2021)

The district assures that:

- a) It will periodically review and revise its mitigation plan, as appropriate, no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023); and
- b) It will seek public input, and take such input into account, on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the mitigation plan.

Before making the mitigation plan publicly available, the district **must seek public comment on the mitigation plan** and take such comments into account in the development of the plan.

Name of Superintendent: Terri Walker

Signature: 

Date: 8/12/21



Mitigation Plan

Plan Components

Districts must implement, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff. Describe the extent to which the district adopted policies and a description of such policies on each of the strategies listed below:

1. [Masks](#)

Mask use is universally required (i.e., required regardless of vaccination status) in the schools while students are present. Reasons for this include:

- Having a student population that is not yet eligible for vaccination (e.g., schools with grades Kindergarten - 6th).
- Lacking a system to monitor the vaccine status of students and/or teachers and staff.
- Awareness of low vaccination uptake within the student, family, or teacher/staff population or within the communities.

Unvaccinated people are always required to use well-fitting face masks consistently and correctly in all designated School District facilities and while outdoors in a group.

Vaccinated people may forego wearing a mask in the school facilities when no students are present unless there is a high level of community transmission.

During times of a high level of community transmission, consistent and correct use of well-fitting face masks will be required by all people in all designated School District facilities and while outdoors in a group.

Exceptions for those with disabilities will be determined in accordance with Federal disability law.

The district will continue to follow updated guidance provided by the CDC on the use of masks in school settings.

2. [Physical distancing \(e.g., including use of cohorts/pods\)](#)

Maximum physical distancing will be maintained. Desk shields will be required for individual student workspaces and eating areas. Several [studies](#) from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other prevention strategies, such as the use of masks.

No whole-school events are allowed at this time. Gatherings of students that include multiple grades and/or classes may occur provided students are physically distanced by no less than 3 feet.



The District will continue to follow updated guidance provided by the CDC on physical distancing.

3. [Handwashing and respiratory etiquette](#)

Schools will monitor and reinforce handwashing and [respiratory etiquette](#) (covering coughs and sneezes) and provide adequate handwashing supplies. Schools will:

- Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds.
- Remind everyone in the facility [to wash hands frequently](#) and assist young children with handwashing.
- Make hand sanitizer available.

The District will help students and staff understand that handwashing and respiratory etiquette should continue beyond the pandemic to prevent other infections.

The District will continue to follow updated guidance provided by the CDC on handwashing and respiratory etiquette.

4. [Cleaning and maintaining healthy facilities, including improving ventilation](#)

High-touch surfaces will be cleaned routinely. Desks, tables, and desk shields will be cleaned in between each use of different students.

Air filters across the district are being replaced with air filters ranging between Merv 8-13. Fresh air intake has been increased from 10% intake into buildings to 50% intake.

Exhaust fans will be used in kitchens and restrooms.

During times of a high level of community transmission, all designated NWABSD facilities will be closed to the public unless an appointment has been made.

The District will continue to follow updated guidance provided by the CDC on cleaning and maintaining healthy facilities, including improving ventilation.

5. [Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments](#)

School principals and District staff will cooperate with regional health provider requests to support contact tracing efforts to the extent allowable by privacy laws. Confidentiality will be provided regarding persons diagnosed with or exposed to COVID – 19.

School staff will communicate with regional health providers regarding any positive cases and will proactively communicate with staff and families of any close contact exposure suspected to occur within the school setting.

- A parent letter will be sent home with the suspected exposed student(s) to include information on testing, monitoring for symptoms, quarantining after exposure, and when to return to school



- a) Unvaccinated staff and students with COVID-19 exposure are instructed to stay home from school for 7 days after the exposure.
 - b) Close contacts should test between 3-5 days and then a second time after 7 days.
 - c) Staff and students may return to school on the 8th day after two negative test results
 - d) Vaccinated staff and students must monitor for symptoms and test between 3-5 days after suspected exposure and may remain attending school fully masked throughout this time
- Exposed areas of the school will be closed and disinfected
 - Exposures in a school will be supported case-by-case and will not automatically cause a school to change operational zones

School risk operational zones are determined on an individual school basis in coordination with Maniilaq Health, local village leaders, and NWABSD Administration. The NWABSD has two operational zones: Green Low-Risk Operational Zone and Red High-Risk Operational Zone.

Factors for changing risk operational zones include:

1. The level of case impact to the community,
2. The level of community transmission,
3. The level of community compliance to current mandates,
4. Vaccination coverage,
5. Availability of staff, and
6. Other.

The District will continue to work closely with Maniilaq Health Center and Maniilaq Public Health officials to update protocols as necessary. The District will continue to follow updated guidance provided by the CDC on contact tracing.

[6. Diagnostic and screening testing](#)

School staff will advise staff and students who exhibit symptoms to stay home. Students and staff who develop symptoms at school will be placed in an isolation area until transportation can be arranged, or medical attention can be provided. The District will refer staff and students who exhibit symptoms for diagnostic testing at the local clinic.

Student-athletes will be required to present a negative molecular COVID test prior to travel and competitions. School principals or designee will work with local clinics to arrange times for testing of athletes within 24 hours of travel or competition.

Staff traveling outside of the Northwest Arctic Borough region must complete the District [Travel Form](#) and follow all Federal, State, and Local mandates. In addition, staff must test immediately upon return to the region and again on day 3 after returning to the region. Staff may return to work after showing the day 1 negative COVID-19 test results to their supervisor. Staff must remain fully masked until day 3 negative test results are received and shown to their supervisor. Staff may return to normal site mitigation after day 3 negative



results. All staff must show proof of negative COVID-19 diagnostic tests to their supervisor upon receiving the results and attempting to return to work. Any staff member, regardless of vaccination status, returning to the region from travel and refusing to take a diagnostic COVID-19 test may return to work after 14 days.

Screening through antigen testing will be provided at all schools in the Fall of 2021. School principals will develop a screening schedule for staff and student populations. When a community is experiencing moderate to high transmission, screening will occur more frequently. Prior to testing with antigen tests, the District will receive a CLIA waiver and report test results following State reporting requirements. Staff will receive training on proper reporting.

Informed consent will be obtained prior to testing from the individual (adult) or parent (student). Informed consent requires disclosure, understanding, and free choice, and is necessary for teachers, staff (who are employees of a school) and students' families, to act independently and make choices according to their values, goals, and preferences.

Students or staff receiving a positive antigen test result will be referred to the local clinic for diagnostic testing and appropriate care.

The District will continue to follow updated guidance provided by the CDC on diagnostic testing and screening.

[7. Efforts to provide vaccinations to educators, other staff, and students, if eligible](#)

The District will work with Maniilaq Health Services to support vaccination efforts for staff and students when eligible. The District will use its communication tools and facilities, when appropriate, to help support and accommodate vaccination efforts.

The District will continue to follow updated guidance provided by the CDC on vaccination efforts.

[8. Appropriate accommodations for children with disabilities with respect to the health and safety policies](#)

Schools will make individualized determinations as required by Federal disability laws to determine if an exception to mask requirements is necessary and appropriate. Additional determinations will be made on a case-by-case basis in compliance with Federal disability laws.

Continuity of Services

The District will ensure continuity of services including, but not limited to, services to address students' academic needs, as well as the social, emotional, mental health, and other needs of students and staff (e.g., student health and food service).

The District strives to provide full-time in-person learning and believes that the mitigation strategies above help provide this opportunity. The District will no longer offer a remote learning



option when in-person learning is provided. For families who do not want in-person learning for their child, the District continues to offer a homeschool program.

If there is an outbreak in a community or school, or local and regional COVID task force or emergency operations officials advise that schools not operate in person, the District has the ability and resources to offer off-line remote learning. Every student has a personal device (iPad or laptop) to receive assignments. Microsoft Teams (video and phone connections) along with downloaded instructional videos provides an environment for classroom instruction. Canvas content can be downloaded for use when the internet is not available. Microsoft One-Note provides a sync-able platform for assessments and submission of student work. Support for social, emotional, mental health will continue to be provided through Social Emotional Learning (SEL) instructional curriculum offered over the same platforms, with additional support provided by school counselors.

Meal services will continue with scheduled pick-up for families and students when a school operational zone changes to remote learning (Red/At-Risk) due to COVID-19 community transmission rates.

Periodic Review

The District will periodically review and revise its mitigation plan, as appropriate, including a description of how the district will seek public input and take such input into account on (1) whether revisions are necessary and, if so, (2) the proposed revisions to the plan. Important Note: The district must review its mitigation plan no less frequently than every six months for the duration of the ARP ESSER grant period (i.e., through September 30, 2023).

The District will provide stakeholder feedback opportunities prior to December and May of each semester through the following means:

- Parent Forums to answer questions and gain feedback
- Community Leadership Meetings to meet with tribal and municipal officials from each community
- Meetings with regional emergency operations officials
- Updated surveys for families and students

Kiana School
Advisory School Council
Meeting Minutes – 3/10/21 Approved on 8/18/21 ASC Meeting

1. Call to Order:
Meeting was called to order by Chairman Delores Barr at 12:10 p.m.
2. Roll Call:
Present: Delores Barr, Viola Barr, Teresa Stalker
Absent: Ely Cyrus, Naomi Chappel
3. Moment of Silence/Pledge of Allegiance:
Observed and Pledge of Allegiance said in English.
4. Introduction of Guests:
None.
5. Approval of Agenda:
MOTION: Viola Barr made a motion to approve the agenda; seconded by Teresa Stalker.
6. Public Comments:
None.
7. Approval of 2/10/21 ASC Minutes.
Tabled until the next meeting. ASC members did not get copies of the minutes before this meeting.
8. Correspondence:
9. Report from Councils:
Delores Barr: KTC regular council meeting was held last night. Made revisions to the COVID mandates. We are slowly opening up; relaxing on some of the restrictions. Travel into the community is open to all tribal members provided that they meet the requirements of a negative test and their results are available to see. Vaccinated people can travel, can go on vacation now. Upon arrival with a negative test, they are exempt from quarantine. Not vaccinated they are still on hunker-down and travel only for medical reasons. Children with family members working at Red Dog are not required to quarantine because we have protocol to wear masks at all times. Inter-village travel from neighboring villages: People can call to get approval to come into town, if they can provide getting their vaccinations or a negative test; provided we do not have positives tests reported.
10. Principal's Report:
 - a. Basketball season, regionals: Basketball teams have been traveling. There has been

minimum contact with the community. Students staying at the school are not allowed out; in addition to our basketball players. Two games are played on Saturday with lunch in between one game is played; eat lunch that the second game is played. The basketball team then goes home. The girls basketball team leaves next Sunday or Monday to attend the 1A region tournament, and should be home Tuesday or Wednesday, depending on the outcome. There are 3 girls basketball teams: Kiana, Noorvik and Buckland. Teams will come home when they are out of the tournament. Boys tournament starts on Wednesday which will last through Friday or Saturday. Soon as a team is out of the tournament, they return home. All students are not allowed to leave the school and will not be able to order food. Delores informed the Board that they students will not have to quarantine when they come home as they will be isolated at the school while down there.

b. Graduation:

Graduation is scheduled for 5/3/21, Monday. There was two choices on how to handle Graduation. Video and 1 student at a time with total of 20 family members in attendance. The seniors selected video in the gym which will take approximately 20 minutes per student, with 8 graduating which will start at 1:00 p.m. Once that student is done, he/she will exit the gym then the other graduate and their family will enter the gym. Cakes will be cut up and sent home with the family.

c. Current COVID mandates:

There are two items on the vaccination. People that are vaccinated are free to travel for non-critical/non-essential reasons if doing so complies with State and local emergency orders and regulations. Someone that is not vaccinated in the Borough has to quarantine for 10 days and can get out with a negative test after 7 days.

10. ASC member comments:

Delores informed the board that Kivalina and Buckland has rapid-test machines due to their high covid cases. Maniilaq is working on getting rapid-test machines for every village.

Viola Barr: The Principal stated that some of our family members might not be able to Attend my grandson's graduation as we are only allowed 20 family members. Is there a way to increase this number? We have a big family.

Delores Barr: Delores informed the board that there is a limit of 10 people in a room at one time and the Kiana School should write a letter to the Native Village of Kiana Board to get approval on the number of family members that can attend the graduation.

Delores also recommend that each Senior list their family members that will be attending the graduation and include this information in the request letter to the Native Village of Kiana board members.

Teresa Stalker: No comment.

Delores Barr: Thank you principal and staff for all your work and having this meeting today.
Thank you for your work.

11. Schedule Next Meeting.

Arlene to email the board and text Viola to see what date the meeting should be held.

13. Adjournment:

MOTION: Teresa Stalker made a motion to adjourn the meeting; seconded by Viola Barr.
Meeting adjourned at 12:45 p.m.

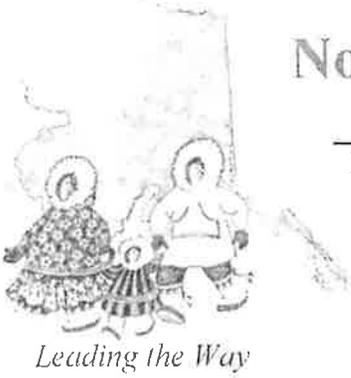
ASC

BOARD MEETING

MAY 05, 2021

WEDNESDAY 12:00 P.M.

SHUNGNAK GYM



Northwest Arctic Borough School District

“Educating Our Children to Lead Successful Lives”

P.O. Box 51 • Kotzebue, Alaska, 99752 • Phone (907) 442-3472 • Fax (907) 442-2392

Agenda Shungnak Advisory School Council

May 5, 2021

12:00pm

1. **Call to Order:**
2. **Pledge of Allegiance/Moment of Silence:**
3. **Roll Call/Approval of Absentees: Franklin-** Genevieve Norris, Edward Douglas, Brennon Sun, Evelyn Woods, Maynard Woods (excused)
4. **Moment of Silence:** Genevieve Norris
5. **Guests Speakers: Franklin-** None at this time.
6. **Approval of Minutes: Genevieve-** approval of minutes for March 24, 2021. This is funny, my comment from when the boys were going to state. They hunted down the grizzlies, Noorvik Bears, and Noatak Lynx, and I know Kiana Lynx we would have hunted them down too. Approval of the minutes motioned made by Evelyn Woods, Brennon Sun Second.
7. **Public Comments/Correspondence: Genevieve-** Any public comments or correspondence. Franklin None.
8. **Report for Council: Franklin-** none at this time madam chair.
9. **Principal’s Report: Franklin** – Principal report at 12:14pm, I can integrate all the new business into that, it would make it easier madam chair, board, rather than going back and forth. **Genevieve-** we can do that, but where. **Franklin-** Principal’s report. I can integrate all the new business. **Franklin-** Winter Bear was with our YL’s. We watched a film on a life of an Elder that was based on Sydney Huntington, it talked about preventing suicide and any person from hurting themselves. We did have that region wide with the assistance from our Assistant Superintended. Sports, basketball went well. Kids did as well as they could. We ended up with Region 1A Sportsmanship Award at the state overall. Kobuk got a plaque and we got a plaque. We are also thanking our IRA so much. Kathy, Ms. Evelyn, Aretha, we can thank you enough. There was a lot of donations, but it was the support that we were watching. Even the kids were saying: “wow, we’ve never been supported this way. **Evelyn Woods** – First time ever we’ve ever been to state. **Franklin-** Yes ma’am. **Evelyn Woods** – everyone was so happy for them. **Franklin-** with that, we will be having a difficult time next year filling a team. A bunch of our kids are planning to attend Mt. Edgecumbe and somewhere else because they want to be on a full team. Next year we will see the make-up of the teams in all the sports areas. Our academics are high here, but our sports are not, whether it’s because of technology or phones. **Franklin-** moving on to Covid-19 mandates. We have done a

Evelyn Woods
Maynard Woods

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wonderful on safety school wide and village wide. I will always thank our regional school board and our Assistant Superintendent and Superintendent. But I also thank our IRA and Elders and the task force for keeping our village safe. It could have gone rampant, but it didn't, and I thank you for that. Summer School, that happens next week. **Evelyn Woods-** so there's going to be one. **Franklin-** Yes, summer school starts on the 12th and runs through the 22 or 25. It is for Migrant student's; however, we are also putting in 2 weeks of credit recovery so those kids that need a credit can take summer school for those 2 weeks. The hours are from 10am-2pm for students and 9am-3pm for teachers. So, we have told those high schoolers that need to be here, they need to come. **Evelyn Woods-** summer school is only for high school. **Franklin-** No, only credit recovery. The migrant Ed is for all the ages from kindergarten to 12 grade. We have 47 kids that can attend. We are hoping parents can help us get those students out of bed and get them to school. **Genevieve Norris** – let me get the summer school dates, May 12 through the 22nd. **Franklin-** Yes, intensive summer school and for the high school. We want our students to graduate. Summer reading program- it is on our website; parents can go online and register. Students have already taken books home from our Migrant Ed department as well. Teacher appreciation week is this week. We are appreciating all our teachers' site wide, district wide and state. Giving them a little gift. Superintendent and regional school board sent them little candies and some notes. Kindergarten promotion and 8th grade promotion-is virtual. We got it all filmed and waiting on our USB drives to come in so we can send them out to the households. This was due to Covid-19. Graduation was last Saturday, it went quickly, 22 minutes. It was quick, family and friends were here, Keon was our only graduate this year. Hopefully next year we will have 5 or 6. Hopefully we will all be in the gym watching our kids graduate. **Franklin-** ASC meetings, here's a question: Do you like having ASC meeting monthly or quarterly? How would you like to have our ASC meetings? This year we only had 5 meetings out of 9 because of quarantining and COVID19, sickness. **Evelyn Woods-** Maybe now we can do them monthly, now that everyone is vaccinated. **Genevieve Norris-** I think we can now get back to hopefully regular for the coming year. I would like to keep up with once a month. **Franklin-** we are trying to get other entities to come and join us to talk about the same concerns and have a plan. **Genevieve-** maybe quarterly we can do it with other organizations. That would be good to get everyone well informed. **Franklin-** so when we get back in August, we will have a meeting in September and one in August. Because we can host them here quarterly and have a feast and talk and have a positive plan. Last thing on this list. School closing, kids are out from in person learning on Friday. School is officially out from remote learning on Monday. We will be bringing out lunches and we are out for the summer until mid-August. We have one day until we check out the teachers for the year. Any questions about school closing? **Genevieve Norris-** Who will be teaching summer school? **Franklin-** you have David Shelton, Ivy Shelton, Andie and Ms. Dawn Davis. Because Andie wanted me to tell you she wanted those girls in summer school because Josie's going to graduate she said. That's why those credits are so important for those girls and

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they need to be here. Those older kids like working with David and Andie because they can get their work done quickly and get their credits. We will be locking up and boarding up. We will have a couple of people living in the teacher housing. For security reasons. We already know it's going to happen. We can only prevent certain things. Eddie will probably live in my house for the summer. We had a discussion with the troopers and they know our expectations with the schools. The other thing is we are working with the IRA about the oil spill. My last report is, you all have seen this school and everything, the school needs to be painted inside. When was the last time this school was painted on the inside? **Edward Douglas**-Early 2000's. **Franklin**-early 2000's, look at our gym walls. We will be taking everything down from the walls and with your authority and input, and advice we can ask the district office if they can come in during the summer and paint because it needs to be painted. **Genevieve Norris**- It's been a while, but you know what, compared to the other schools our school is up. I've seen some of the schools and especially the bathrooms their bad. So yeah, it'll really bring it up, good, it needs painted. **Franklin**- We put aside \$3k to \$4k from pop sales to buy the kids their Fall gear, like we always do when they come back. Sweatshirt and shirt for the whole town as well. We want our kids to always have the best, village and parent too. That's all I have to say. One more thing I forgot. The Superintendent Terri Walker and Regional School Board President Margaret Hansen will be here tomorrow. They want to have a meeting with the council, IRA, City and everybody about the budget. It can be at 11 or 1 o'clock. It'll be an hour maybe. This is very important! To our whole region and students' future. Our Superintendent Walker and Mrs. Margaret Hansen follows our district-wide strategic plan to ensure the budget is balanced and Goal 1 student instruction is very high on their list. This is going to affect the whole region and it affects each site. Please pass the word around. Both are on the morning Bering plane. Hopefully we can have it at 11 o'clock so people can attend. She wants you to express your thoughts and have dialogue. Reminder Superintendent Walker has monthly community teleconference that is an open forum please pass the alone to everyone. Because if we have to cut basketball, they have to cut it, or if they have to cut something else, they have to cut it. She will explain it all tomorrow. Both have been to Selawik, Kivalina, Noorvik, Kotzebue and now they're coming up with the invite from the ASC and IRA. Everybody can come. We will look at the capacity of how many can be in the gym. If we can have 25 attend that would be wonderful.

10. New business: See Principal's report

11. ASC Comments and Concerns: None

12. Next Meeting: **Genevieve**-Next meeting will be sometime in September 2021.

13. Meeting Adjourn: **Genevieve**-Motion to adjourn, **Edward Douglas** makes motion to

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