

NEW RESOLUTIONS FOR CONSIDERATION

2.56 REQUEST THE LEGISLATURE FULLY FUND MANDATED EDUCATION REQUIREMENTS

The Association of Alaska School Boards urges the Alaska Legislature to provide funding and resources to effectively implement any mandate that requires students to learn any specific topic. AASB further urges the Alaska Legislature expand fiscal notes to include costs for school districts to fully implement mandated educational requirements.

Rationale. School Board members recognize the importance of ensuring students have a wide range of learning opportunities. There have been many examples of unfunded mandates that have been legislated. Alaska school districts face the additional costs of teacher training, additional costs for materials and for staffing to accomplish the mandate. Small school districts may not have the resources to meet the mandate requirement. Examples include the Alaska Reads act and HB27 requiring all students receive training in CPR.

2.57 REQUEST THE LEGISLATURE EVALUATE THE IMPACTS OF COVID ON STUDENTS

The Association of Alaska School Boards urges the Alaska Legislature to fully study the impacts of the COVID-19 pandemic on students and provide resources to school districts to bring them back up to grade level.

Rationale. School Districts across Alaska have noted learning loss in students both who were enrolled in and subsequently enrolled in schools after the COVID-19 pandemic. It is not known how the pandemic impacted learning and districts are inadequately funded to respond to this learning loss.

RESOLUTION AMENDMENT FOR CONSIDERATION

5.1 ADDRESSING ENGLISH LEARNER IDENTIFICATION OF INDIGENOUS STUDENTS

AASB requests that Alaska's federal delegation work with the U.S. Department of Education and, where necessary, Congress to identify and remove federal barriers that prevent states from adopting culturally and linguistically appropriate identification procedures for Indigenous students, while preserving services and protections for students who have demonstrated English-language development needs.

AASB requests that the Alaska Department of Education and Early Development review and strengthen its statewide English Learner identification and misidentification procedures for Alaska Native and American Indian students to ensure that the presence, use, study, or revitalization of an Indigenous language does not, without evidence that the language has significantly affected a student's English-language proficiency, result in unnecessary English Learner screening or identification.

AASB further requests that DEED establish a clear, uniform, and timely process by which a parent, school district, or receiving school district may request review and correction of an erroneous English Learner identification, including an identification made by a student's previous Alaska school district. Such process should specify the evidence to be considered, timelines for review, written notice of the determination to the family and district, correction of statewide student records when misidentification is found, and procedures necessary to prevent a corrected identification from following the student upon transfer.

AASB further requests that DEED provide statewide guidance and training distinguishing (1) a student who has been properly identified as an English Learner and must satisfy statewide exit criteria from (2) a student who was erroneously identified and therefore requires correction of the original identification rather than ordinary reclassification or exit. **Furthermore, AASB urges that the Language Observation Checklist (LOC-A) be required rather than optional in assessing and identifying students as English Learners.**

AASB requests our federal delegation to study laws around English Learner identification with the goal of reducing the over classification of indigenous students who have some measure of an Indigenous language spoken in their home as English Learners which has the negative effect of reducing educational opportunity.

Rationale. The current process and screening often results in children participating in immersion preschool programs, or with parents who are dedicated to language revitalization/ continuation within their homes being classified as English Learners, which may burden these children with unnecessary EL supports, programs and assessments.

Adopted 2023

(Sunsets 2028)