

(New) 1.10 URGING THE NATIONAL SCHOOL BOARDS ASSOCIATION (NSBA) TO CREATE A DESIGNATED SEAT ON THE NSBA BOARD OF DIRECTORS FOR A MEMBER OF THE NATIONAL AMERICAN INDIAN/ALASKA NATIVE COUNCIL OF SCHOOL BOARD MEMBERS.

The Association of Alaska School Boards strongly encourages the National School Boards Association (NSBA) Delegate Assembly to create a designated voting seat on the NSBA board of directors for a member of the National American Indian/Alaska Native Council of School Board Members.

Rationale: Students of every ethnicity need advocates at the policymaker level. Approximately 644,000 American Indians and Alaska Natives attend public schools and make up 1.2% of America's student population. In Alaska 30,645 native students attend public schools and make up 23% of the student population. Approximately 90% of American Indians and Alaska Natives attend public schools. The National Center for Education Statistics data indicates that AIAN students score at or near the bottom on standardized tests in mathematics and language arts and are disproportionately assigned to special education and have a higher absenteeism rate. The Association of Alaska School Boards believes the time has come to create a seat on the NSBA Board of directors designated to represent America's First People in order to give appropriate attention to one of public education's lowest performing sub-groups, American Indians and Alaska Natives and to further NSBA's commitment to equity.

(AASB approved resolution, July 2017)

3.26 (New) SUPPORTING THE ADOPTION OF TRAUMA-INFORMED AND CULTURALLY RELEVANT PRACTICES TO IMPROVE STUDENT ACHIEVEMENT AND REDUCE BEHAVIORAL DEFICITS FOR ALL ALASKAN STUDENTS

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.

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.

Proposed by: Cordova School District

Date Submitted (M/D/YY): 10/4/17

3.27(New) ABUSE OF OPIATES

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 addicted 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.

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.

Submitted by: Kodiak Island Borough School District

3.28 (NEW) THE DANGERS OF TOBACCO USE AND SECONDHAND SMOKE

With the recent legalization of marijuana for personal use, AASB encourages the Alaska Legislature to provide adult education awareness funding for publications and educational awareness opportunities on the danger of secondhand smoke in regards to 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.

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>

Submitted by: Kuspuk School District

4.16 (New) SUPPORTING EFFECTIVE PEDAGOGY IN ALASKA

AASB urges the Alaska Department of Education and Early Development (DEED) to support regionally-implemented immersive cultural training and programs through Alaska Studies and Cross Cultural Communication professional development courses. 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.

Proposed by: AASB BOD

Date Submitted (M/D/YY): 7/23/17

4.16 (New and Amended) SUPPORTING EFFECTIVE PEDAGOGY IN ALASKA

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Proposed by: Delta/Greely School District

Date Submitted (M/D/YY): 9/18/17

5.23 (New) 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.

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.

Proposed by: AASB Board of Directors

Date Submitted (M/D/YY): 7/23/17

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

The Association of Alaska School Board supports recognizing the annual Elders & Youth Conference and the Alaska Federation of Native (AFN) Convention as valuable and education opportunities for Alaska's youth, and that students should not be penalized for their participation 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.

Proposed by: Aleutians East Borough School District

Date Submitted: 9/25/17

5.25 (NEW) EDUCATION OF GIFTED AND TALENTED STUDENTS

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. AASB supports strong and supported gifted and talented programs in the state's elementary and secondary schools

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.

Proposed by: Kodiak Island Borough School District

Date Submitted (M/D/YY): 10/11/17

5.26 (NEW) 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.

Proposed By: Yukon-Koyukuk School District

Submitted: 10/11/17