

NWABSD Worksession

Wednesday, September 20, 2023 9:00 AM

Microsoft Teams, 744 Third Ave., Kotzebue, AK 99752

| | | | |
|----|------------|---|--|
| 1. | 9:00 a.m. | I. Reports | |
| 2. | 10:00 a.m. | II. Discussion | |
| | | 2.A. Nominations for Board of Directors; AASB | |
| | | 2.B. Nominations for Board of Member of the Year; AASB | |
| | | 2.C. Nominations for Board of Year; AASB | |
| | | 2.D. Approval of Core Resolutions | |
| 3. | 11:00 a.m. | III. Student Performance Data | Presenter: Perrian Windhausen, Director of Student Services |
| 4. | 1:00 p.m. | IV. Multi-Tiered System of Supports (MTSS) Presentation | Presenter: Tracy Bell, Director of Curriculum |
| 5. | 2:00 p.m. | V. Board Budget Breakdown | Presenter: Margaret Hansen, Board President |
| 6. | 3:00 p.m. | VI. Action Item Review | Presenter: Terri Walker, Superintendent |
| 7. | | VII. Advisory School Council Minutes | Presenter: Terri Walker, Superintendent |
| 8. | | VIII. Board Committee Meeting Reports | Presenter: Board Members |



Boardsmanship Award Level Status

Every year the Association of Alaska School Boards AASB tracks school board members attendance and participation in training and development opportunities throughout the year, including AASB fly-ins, Academies, the Annual Conference, and participation in AASB district workshops. These points are accumulative throughout a board member's term. To assist districts considering submitting nominations for the Carl Rose Governance Award or the Outstanding School Board Award, AASB is providing the Boardsmanship Level status of each board member.

- Basic Boardsmanship: minimum of 30 points
- Experienced Boardsmanship: minimum of 70 points
- Master in Boardsmanship: minimum of 110 points

Northwest Arctic Borough School District

| | |
|--------------------|-------------|
| Margaret Hansen | Master |
| Tillie Ticket | Master |
| Marie Greene | Master |
| Lawrence Jones Sr. | Master |
| Joanne Harris | Master |
| Cindy Fields | Master |
| Shannon Melton | Basic |
| Alice Adams | Basic |
| Carol Schaeffer | Experienced |
| Millie Hawley | Master |
| Ellen Coffin | Basic |

[Outstanding School Board Nomination Form & Information](#)

[Carl Rose Governance Nomination Form & Information](#)

Nominations must be received by **October 13, 2023**. We understand how hard it is to choose from among so many deserving members in these categories and we congratulate you in advance for taking on this task!

1111 West 9th Street, Juneau, AK 99801

(907) 463-1660 aasb@aasb.org www.aasb.org



Remember to place this on your next school board meeting agenda to meet the October 13th submission deadline. Please note that all nominations require official board action.

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AASB Board of Directors Nominations

Nominations must be received by **October 19, 2023**

The Association of Alaska School Boards Board of Directors Nomination process has moved online. Paper applications will not be accepted. Nominations 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 Board 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/YxFfnpdxBjtM4XhK7>

Nominees must attend the AASB Annual Conference and deliver a 2 minute speech to the membership on Saturday November 11th, 2023. If elected, they must attend the AASB Board of Directors Meeting on Monday, November 13, 2023.

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.



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Carl Rose Governance Award

*Nominations must be received by **October 13, 2023***



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/rKzXiL5KaxAjfRLm6>

Outstanding School Board Award

*Nominations must be received by **October 13, 2023***

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 luncheon.

In order to be eligible, a school board:

- Must be a member board in good standing of AASB
- Must 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 that 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/AhJ8jj5FyhDodndL7>



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Where We Stand 2024

Working Draft #2

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

Based on the actions of the AASB Delegate Assembly

November 6, 2022

[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. Regional School boards have delegated authority and responsibility to those advisory school boards. Regional School Boards 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.

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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 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 "The Legislature shall by general law 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

BELIEF STATEMENTS

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*

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*

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

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 the science of addiction; 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 education, health, physical and psychological safety,, mental wellness, 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*

BELIEF STATEMENTS

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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. AASB supports sustainable, reliable and adequate State funding for early childhood education. *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:

- **Parent/Guardian Involvement:** Should encourage a high degree of caregiver involvement and engagement 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 students' experiences and promote the shared responsibility of adults in our communities to support Alaska's youth to achieve academic success, engage in positive behaviors, and foster the growth of children who are grounded in their cultural identity.
- **Student Standards:** Should include the development of educational programs using best practices including a variety of delivery methods to meet standards and

BELIEF STATEMENTS

identified competencies that meet the diverse educational and cultural needs of students and prepare them to be healthy, resilient, and productive citizens.

- Professional Standards: Should include the highest ethical and professional standards throughout the district.
- Learning Environment: Should include adequate and appropriate indoor / outdoor spaces, class sizes, 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. It also rests on students' deep understanding of accurate, representative histories from the local to the global level. This understanding includes a working knowledge of evolving governmental principles and structure, the importance of citizenship, and civic responsibility. These lessons should begin in preschool and spiral throughout the school years, including meaningful student government opportunities. Lessons should 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

Renewed 2022

(Sunset 2027)

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

Renewed 2022

(Sunset 2027)

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

Renewed 2022

(Sunset 2027)

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 or is enrolled in a GED or alternative program.

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.

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, 2022

Renewed 2021

(Sunset 2026)

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. AASB supports the creation of comprehensive family/guardian education in regard to truancy and the enforcement of truancy laws.

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
Renewed 2022
(Sunset 2027)*

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

“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

AASB honors and respect the Ancestral Lands on which 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.

Rationale:

- 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.

*Adopted 2021
(Sunset 2026)*

1.15 Opposing the REAA Reapportionment and Recasting of Seats for REAA's Impacted

AASB urges the division of elections, division of community and regional affairs, and the Alaska Department of Education and Early Development to consult with AASB and REAAs before the final reapportioning and recasting of school board member representation occurs.

Rational:

When school districts have invested time, effort, and money to send board members to professional development trainings, that investment is immediately lost if the affected board members can't finish their current terms before the reapportionment becoming effective.

The reapportionment will eliminate some board members that have just been re-elected to their respective seats that results in our current board members running against each other. It will also force some to have to run consecutive years just to stay on

*Adopted 2022
(Sunset 2027)*

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, 2022

(Sunset 2027)

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 inflation proof pre-K through 12th grade education funding by no less than the amount of \$860 for the 2023-2024 fiscal year.
- Increase funding to account for flat funding in past years.
- Recognition of the need to keep pupil-teacher ratios to a level in line with research-based best practices;
- Funded 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, 2022

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, 2021

Sunset 2026

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 ARTICLE 2 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, 2022

(Sunset 2027)

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 to ensure a safe and productive learning environment for all 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 liability/legal protections for teachers and advocates.
7. Placement of students and delivery of services.
8. Mediation between school districts and parents/guardians when disagreements develop over student placements and/or services
9. Reduction of excessive 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. Pre-School models other than Head Start are worthy of consideration to meet this need. 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, 2021

Sunset 2026

2.10 EDUCATION ENDOWMENT

AASB lends its full support to the establishment of an adequately funded and well-managed educational endowment as part of 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 one 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, 2022

(Sunset 2027)

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, 2022

(Sunset 2027)

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, 2022

(Sunset 2027)

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, rising fuel 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, 2021

Sunset 2026

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, 2022

(Sunset 2027)

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, 2021

Sunset 2026

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, 2021

Sunset 2026

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, 2021

Sunset 2026

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, 2022

(Sunset 2027)

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 a culturally-relevant and genuinely nutritional 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. Federal program requirements should be flexible enough to allow for alternative delivery mechanisms.

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 PRE- K TO GRADE TWELVE STUDENTS AND ADDRESS THE NEED FOR REMEDIATION

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

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.

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. ”

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 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, 2022

(Sunset 2023)

2.37 DISTRICT COST FACTOR

AASB urges the Alaska Department of Education & Early Development to 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.

AASB urges that impact aid not be reduced based on title ambiguity that exists in rural households.

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.

For one district 20 million dollars of the awarded impact aids fund had to be given to the State over a ten year period due to the state's auditing process of determining which households are eligible.

*Adopted 2014
Renewed 2019
(Sunset 2024)*

2.41 FUNDING FOR INTERNET SERVICES

AASB urges the Alaska Legislature and Federal Government to enact and fully fund equitable Internet services for rural schools and to extend those benefits to urban school districts as well, 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 students and staff have access to reasonably priced, high speed high bandwidth connectivity. 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.

Rationale. School Districts have been essentially flat funded since FY 2017. Flat funding means cuts as costs do not stay flat. 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 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 collaboratively 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)*

2.55 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.

Many districts in Alaska are continuing to experience increase in expenses as a result of the COVID-19 pandemic. The pandemic has also negatively impacted enrollment of several districts, making it even more difficult to maintain critical student educational services. Several municipalities who have been traditional strong fiscal partners for educating children in the districts face similar expense increases and tax revenue short falls related to the pandemic. Federal and State relief to date has not universally provided funding to address these additional costs, nor declines revenues

*Adopted 2020,
(Sunsets 2025)*

2.58 Teacher Education Loan Expansion

To amend Alaska State Statute A.S. 14.43.700 to retroactively include hub communities that are a gateway to other eligible rural communities, regardless of population, allowing educators in the area to be eligible for the Teacher Education Loan (TEL) Program.

Rationale: In order for a teacher to be eligible for the TEL Program's loan forgiveness they must agree to return to "rural" Alaska to teach for 4 years. AS 14.43.700 states, in relevant part, that "rural means a community with a population of 5,500 or less that is not connected by road or rail to Anchorage or Fairbanks." According to the 2010 Federal Census, Bethel's population is 6080. Therefore, Bethel does not technically meet the definition for a rural community in Alaska; and with increasing population trends, other regional hub communities do risk similar case despite the following facts:

- Hiring of local individuals to teach in local schools has long been a goal of rural school districts. LKSD has a future teacher candidate scholarship that, if coupled with the TEL Program, provides funding to enable local individuals to obtain education degrees and return to our region to teach.
- Teacher retention has been difficult all over the U.S. but has been a critical issue for all rural Alaska. In Bethel teacher retention has been particularly problematic. Funding, such as the TEL Program, would be extremely helpful in encouraging teachers to return home to the Bethel area.
- The population guidelines related to this statute have not been changed since its inception. Yet, according to the definition that applies to Medical Education Support (AS 14.43.510(i)) the definition for rural is the same as the TEL Program except the population restriction is set at a more reasonable 7,500.
- Bethel, like all other rural hub communities, is not connected to any other community by way of a conventional road. All travel and/or supplies must be by completed plane or barge. Because of this the cost of living in Bethel is quite high. Bethel is clearly a rural community.

*Adopted 2021
(Sunsets 2026)*

2.60 Power Cost Equalization

The Power Cost Equalization (PCE) Program was established by the state of Alaska in 1985 as one of part of a Statewide Energy Plan to reduce the electric rates paid by rural consumers to levels comparable to those paid by the consumers in Anchorage, Juneau, and Fairbanks.

The PCE program was established to assist rural residents at the same time state funds were used to construct major energy projects to assist more urban areas. Most urban and road connected communities benefit from major state-subsidized energy projects such as the Four Dam Pool, Bradley Lake, and the Alaska Intertie.

The State-funded PCE program provides a subsidy to rural electric utilities that pass on the savings to residents and municipal entities in the form of discounted electric utility bills.

"The Alaska Energy Authority (AEA), along with the Regulatory Commission of Alaska (RCA), administers the program that serves 82,000 Alaskans in 193 communities that are largely reliant on diesel fuel for power generation" (AEA's PCE Frequently Asked Questions).

The intent of the PCE program was to provide energy assistance to rural Alaskans with the assurance that rural residents would have a dependable and sustainable program for the foreseeable future.

Rationale: The Power Cost Equalization (PCE) program was created through an understanding between rural and urban lawmakers when the legislature agreed to fund the large dam projects to offset energy cost for the urban areas. PCE is the rural equivalent of the large dam projects since large dam projects weren't probable in rural Alaska. The PCE program provides equitable support for affordable energy and reduces the electric rates paid by rural consumers to levels comparable to consumers in urban areas that benefit from the large dam projects. High electric costs increases all other costs due to the "trickle-down" effect on everything. PCE helps families provide adequate setting to prepare students for learning.

*Adopted 2021
(Sunsets 2026)*

**2.61 FUNDING FOR SKILL PROFICIENCY AND CREDIT RECOVERY
RELATED TO COVID DISRUPTIONS**

AASB requests that the Alaska State Legislature increase the Base Student Allocation by 20% for the 2021-2022, 2022-2023, 2023-2024, and 2024-2025 school years to fund skill proficiency building and credit recovery for students in grades K-12. These funds shall be used for extended-day learning or summer intensive programs aimed at increasing proficiency in Reading or Math; or credit recovery in any subject required for a student to meet State of Alaska Graduation requirements.

Rationale: The disruptions caused by the Covid-19 pandemic have caused many Alaska children to fall behind in reading and math proficiency; but also in credits needed to graduate. Combined with the enormous budgetary strain faced by almost 20 years of flat funding, districts need additional resources to assist these students in meet standards and stay on-track for graduation. This request will allow districts to rely on stable funding to cope with the extra labor and programmatic demands needed to teach these students in extended learning and summer school programs outside the regular school offerings over the next 4 academic years; starting in the summer of 2022.

*Adopted 2021
(Sunsets 2026)*

2.62 SUPPORT FOR THE ADOPTION OF LEGISLATION FOR STATE-FUNDED VOLUNTARY EARLY CHILDHOOD (PRE-K) EDUCATION IN PUBLIC SCHOOL DISTRICTS

AASB urges the State of Alaska to transform public education by passing legislation that ensures funding for high quality, accessible, and voluntary pre-K public education. A high-quality public education is guided by learning standards; balances performance expectations across age-appropriate developmental domains; implements and monitors effective teaching and learning practices; and supports the professional development of highly qualified, sustainable staffing.

Rationale: School readiness starts in pre-Kindergarten aged students. The necessity of preparing children for school is never more important than now, and sustainable funding is necessary.

Respected research shows the importance of high-quality pre-K experiences for young children's cognitive, language, and social emotional development. Alaska's reading scores on state assessments are below students' abilities and expected outcomes. Pre-Kindergarten is proven to support language development and reading readiness, along with overall academic performance over time. Children who experienced high quality pre-K programs perform well throughout their school careers and further in life.

Scientific studies repeatedly show that effective early childhood education and support services benefit all groups of children and bring significant value to groups that could otherwise not afford it, thus improving equity in education for all. Additionally, early childhood education is of great value to all children and should be available to all on a voluntary basis because it provides a sound foundation for Kindergarten readiness and helps to develop skills, knowledge, personal competence, confidence, and a sense of social responsibility.

Furthermore, early education (pre-k) programming is a non-partisan policy proven to be one of the soundest educational investments the public can make, providing demonstrated, significant, long-term savings in the costs of special education, grade retention, welfare, and crime. When a community reaches high levels of educational attainment, it becomes a community that is less vulnerable to poverty, unemployment, and crime.

The reduced need for public spending on remedial education, criminal justice, and social support programs, in addition to citizens that are active and productive members of their communities, are key reasons why including pre-K funding within the K-12 system is a necessary investment in our children, our communities, and our state.

*Adopted 2021
(Sunsets 2026)*

2.63 Funding for Education and Transportation

AASB urges the Alaska Legislature and Administration to provide adequate funding to public education in the State of Alaska, to increase the Base Student Allocation to compensate for inflation, and increase the student transportation award to cover the true costs of student transportation.

Rational:

In addition to the ongoing stance supporting adequate education funding we feel its important to emphasize the costs of transportation and how these expenses have outpaced the state funding provided for this student service.

*Adopted 2022
(Sunsets 2027)*

2.64 Base Student Allocation Increase: Making Up for Lost Ground Due to Inflation

AASB urges the State of Alaska Legislature to increase the Base Student Allocation (BSA) as the BSA does not change automatically in response to inflation or any other factors, only by passing legislation that modifies the statute.

Rational: This resolution is to help support School Districts that have been flat funded since Fiscal Year 2016-2017. In the 32nd Legislature (2021-2022), HB 272 would increase the BSA in FY23 and again in FY24 allowing districts to address operational costs and plan to meet student need; and, HB 273 would proof against inflation beginning in FY25 for all future years.

When School Districts lose ground financially, schools with growing class sizes receive fewer critical services. The disruption caused to the delivery of education by the pandemic has resulted in a greater need for support services and interventions in schools in order to recover lost academic progress and re-establish student well-being. The statement, "Children are our most valuable natural resource," (Herbert Hoover, 31st U.S. President) has never been more pertinent to the discussion about current and future funding. While there is an opinion that increasing the BSA is the equivalent of "throwing money at a system that doesn't work", the recent introduction of the Reads Act establishes that the legislature sees the need for targeted interventions. But such initiatives cannot be integrated into schools unless the legislature acknowledges the ongoing cost of improving teacher/student ratios, professional development and required certifications for existing staff and facilities that can accommodate culturally responsive, differentiated classroom environments and appropriate interventions. Preventing the legislature from supporting much needed increases in base funding, in favor of a single limited or targeted intervention only, ignores the local solutions and resource needs of Alaska's unique communities and school district's that are rich in traditional knowledge and culture and must be supported to deliver place-based education programs in adequate facilities.

Public school funding consists of state aid, a required local contribution, and eligible federal impact aid (AS 14.17.410). The largest source of funding to Alaska's school districts is based on the state's foundation formula on a per-student basis for K-12. This foundation formula is calculated on an Adjusted Average Daily Membership (AADM) multiplied by the Base Student Allocation (BSA) to determine basic need. "Basic Need" is defined as the absolute minimum resources necessary to provide educational adequacy. With inflation rising 11.6% since 2017, according to the Alaska Consumer Price Index, school districts are operating with significantly less to cover programs that constantly increase, driven by inflation, changing markets, and automatic raises in salaries for teachers as experience is gained.

*Adopted 2022
(Sunsets 2027)*

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, 2022

(Sunset 2027)

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)

3.5 VIOLENCE (And Pornography) 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 parent/guardian 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.

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 1998, 1999, 2001, 2003, 2004, 2005, 2007
Renewed 2017, 2022
(Sunset 2027)*

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, the importance of consent, 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.

Young people often receive confusing and conflicting information about relationships and sex, as they make the transition from childhood to adulthood. This has led to an increasing demand from young people for reliable information, which prepares them for a safe, productive and fulfilling life. When delivered well, Sexual Education responds to this demand, empowering young people to make informed decisions about relationships and sexuality.

Adopted 1997

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

Renewed 2017, 2022

(Sunsets 2027)

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, 2021

Sunsets 2026

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, 2022

(Sunsets 2027)

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, 2022

(Sunsets 2027)

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, 2021

Sunsets 2026

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, 2022

(Sunsets 2027)

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,
Renewed 2017, 2022
(Sunsets 2027)*

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, 2022
(Sunsets 2027)*

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, 2022
(Sunsets 2027)*

**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 AFFIRMING PRACTICES

AASB urges its member districts to implement and educate families and the greater community on trauma-informed and culturally affirming 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
Renewed 2022
(Sunsets 2027)*

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. 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.

Adopted 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)

EDUCATION PROGRAMS CORE RESOLUTIONS

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)*

EDUCATION PROGRAMS CORE RESOLUTIONS

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)

EDUCATION PROGRAMS CORE RESOLUTIONS

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, student loan forgiveness, student loan assumption, competitive retirement benefits, student loan 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)

EDUCATION PROGRAMS CORE RESOLUTIONS

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)

EDUCATION PROGRAMS CORE RESOLUTIONS

4.8 RELATING TO HEALTH CARE COSTS AND MEDICAL INSURANCE

AASB calls upon the Governor, the Legislature and Congress to assist school districts to address the cost of health care in Alaska in ways 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, 2021

(Sunsets 2023).

EDUCATION PROGRAMS CORE RESOLUTIONS

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)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

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).*

EDUCATION PROGRAMS CORE RESOLUTIONS

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)

EDUCATION PROGRAMS CORE RESOLUTIONS

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)*

EDUCATION PROGRAMS CORE RESOLUTIONS

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, 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)

EDUCATION PROGRAMS CORE RESOLUTIONS

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 CORE RESOLUTIONS

4.18 ESTABLISHING A NEW TEACHER INCENTIVE PROGRAM FOR ALASKA

AASB requests that the Alaska State Legislature establish and fund a New Teacher Incentive Program for the purpose of attracting and retaining new teachers to Alaska school districts. A sample incentive program that could include the following:

1. The requirement that a participant be a graduate from an approved teacher certification program meeting the requirements of initial certification for the State of Alaska; or
2. Meet the requirements of 14.20.022 (Subject-matter expert limited teacher certificate) and be currently enrolled in a Teacher Certification Program of no less than 12 credit hours per year directly related to the graduation requirements for a Teaching degree, certificate, or endorsement qualifying the person for a Professional Teacher Certificate or Second Initial Teacher Certificate; and
3. Have all eligible Federal student loans consolidated with a loan program that qualifies for Teacher Loan Forgiveness (FFEL) as long as that program or any substantively similar program exists; and
4. The student must make minimum payments as required to maintain eligibility for Teacher Loan Forgiveness (FFEL); shall be provided
5. A one-time relocation bonus to the new teacher and his/her family of \$10,000 to the district in which they are hired; and
6. A student loan forgiveness payment of the lesser of 10% or \$15,000 directly to their student loan servicer upon completion of each of their first five years of teaching in the same district; and
7. Provide a student loan forgiveness payment directly to the loan servicer of the lesser of 10% or \$10,000 directly to their student loan servicer upon completion of each of their sixth, seventh, eighth, ninth, and 10th years teaching in Alaska, and
8. Payoff all remaining student loans, public or private, not to exceed \$25,000 total, after the eleventh year teaching in Alaska and after the employee provides evidence that he has applied for Teacher Loan Forgiveness and met all application requirements; and
9. Providing a retention bonus of \$3,000 per year, through year 10, for any qualified teacher not receiving a student loan forgiveness payment in the program; and
10. Provide an additional retention bonus of \$5,000 per year for any teacher certified or endorsed in a Math or Science Subject, or in Special Education, in addition to any loan forgiveness payments or any other bonus.
11. Fund the program as a state Grant through DEED for \$10 million per year (\$150 million total over 15 years) with preference for State of Alaska Residents, graduates from Alaska Colleges and Universities, and members of Alaskan Federally-Recognized Tribes and Alaska Native Corporations.

Rationale. In 2020, the Bureau of Labor Statistics reported, unadjusted to cost-of-living, that Alaska was #9 in median teacher pay (Elementary Teachers, excluding Special

EDUCATION PROGRAMS **CORE RESOLUTIONS**

Education). For Comparison, California was #1, Washington State was #10, and Oregon was #12 (<https://www.bls.gov/oes/current/oes252021.htm#st>). Secondary teacher pay was substantively similar.

Alaska has always had challenges recruiting and retaining teachers. But as other states catch-up to and pass Alaska, it will be even harder. Alaska will likely see the impacts first in the REAA and other rural communities who have always experienced teacher shortages. The recruitment and retention of students needs to be addressed before we reach a point of crisis as Alaska teachers retire with an inadequate pipeline of new teachers to replace them.

In 2021, 83% of students had student loans and the average student loan debt at graduation was \$36,140. This historic high represents an opportunity for Alaska to capture students who want to teach, are attracted to Alaska, and have a troubling amount of debt to pay-off. Additionally, by linking the first 5-years of teaching to an rural district, the benefits are targeted to benefit the rural districts first. This will enhance the ability of rural districts to recruit and retain new teachers longer, develop teachers more culturally aware and experienced with Native Alaskan cultures and communities, and eventually help all Alaska districts recruit and retain experienced Alaskan teachers. This program also has reasonable cost controls. With the average student loan debt of \$36,140, this program will be a loan payoff acceleration program rather than loan forgiveness program. This is because the program requires participants to enroll in a qualified Teacher Loan Forgiveness Program and maintain minimum required payments to the lender. Therefore, these payments are in addition to student payment and not replacing student payments. This will also allow more new teachers to participate in the program over the next 15 years. However, it will also attract and retain students with extraordinary student loan debt that would have otherwise left the profession for higher potential earnings.

Finally, this program is built to give preference to REAA Teachers, Alaska Residents, Alaska college graduates, and Alaska Natives. These preferences helps those districts most at risk of recruiting and retaining new teachers but also focuses on groups most likely to remain in Alaska for their entire career. This should maximize the effectiveness of overall teacher retention in the state of Alaska.

*Adopted 2021
(Sunsets 2026)*

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 (i.e. career-exploration coordinator, transition specialist, job coach), insurance, and workman’s compensation costs.

There are a large number of students in rural villages who 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 (DEED) 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 opportunities for all students.

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

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 DEED.

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)

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 indigenous languages, including adequate funding for programs that can support Alaska Native Indigenous language instruction. AASB recognizes that in order for students to become proficient in indigenous languages, we must also encourage parent engagement in the language learning process.

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, 2021

Renewed 2017, 2022

(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)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

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, 2022

(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. Additionally, the number of districts with Indigenous language immersion classrooms is increasing.

Adopted 2007

Amended 2015

Renewed 2017, 2022

(Sunsets 2027)

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)

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, that aligns with individual districts' enrollment policies and/or deadlines.

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. This will 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 and 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, 2021

Renewed 2019

(Sunsets 2024)

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.15 SUPPORTING ASSESSMENTS TO MEASURE PROGRESS

AASB supports state funding to provide the full cost of equipment, technicians, 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. 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, 2022

(Sunsets 2027)

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, 2022

(Sunsets 2027)

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 for 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).*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.20 SUPPORTING RANDOM OR WEIGHTED LOTTERIES FOR 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

Renewed 2021

(Sunsets 2026)

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 its latest report..

Adopted 2016

Renewed 2021

(Sunsets 2026).

EDUCATION PROGRAMS **CORE RESOLUTIONS**

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

Renewed 2021

(Sunsets 2026)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.23 SUPPORTING INNOVATION, COLLABORATION, AND TRIBAL COMPACTING 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. AASB supports the creation of tribal compacting as a public education option for the students of Alaska. AASB wishes to serve as a voice for school boards and a resource for tribes and agencies as this process proceeds **as requested. AASB recognizes, respects and honors the inherent sovereignty of Alaska’s tribal governments, as defined by federal law.**

Rationale: The current education system in Alaska does not serve all students equitably and many of our youth do not reach their full potential. **AASB recognizes the federal government and State of Alaska acknowledges Tribes as sovereign government.** As an ardent supporter of local control of public education, AASB recognizes and acknowledges that tribal compacting is a form of local control.

While local school boards and their districts will not be directly involved as an entity within the negotiated compact among the State of Alaska, the Federal Government, and a tribe, school boards must remain informed and aware of the process and results. AASB can keep member districts informed on compacting issues and provide comments when appropriate and requested. AASB has a long history and extensive experience with school system governance that could be useful. AASB also desires to become better educated about tribal governance systems and develop a clearer understanding of how it may serve tribal compacted schools in the future.

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’s 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
Renewed 2022
(Sunsets 2027)*

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)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.26 REQUEST FOR AN ALASKA DEED GRADUATION SUCCESS PROGRAM FOR STUDENTS AGES 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, aged 19-21.

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

Renewed 2022

(Sunsets 2027)

EDUCATION PROGRAMS CORE RESOLUTIONS

5.27 IN SUPPORT OF ARTS EDUCATION

AASB supports a systemic and rigorous arts education for all students. AASB 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 of 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.

**5.28 SUPPORTING THE PRESERVATION AND RESTORATION OF ALASKA
NATIVE INDIGENOUS LANGUAGES**

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: 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.

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)*

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 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 to ensure an accurate, relevant, 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 that the Alaska Legislature support the production of a printed and/or digital 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)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.33 RESTORING THE ALASKA LEARNING NETWORK (AKLN)

AASB requests that the Alaska State Legislature re-establish the Alaska Learning Network (AKLN) and fund it to the FY 2017 funding level plus inflation, at a minimum, for the purpose of allowing districts to share course offerings and provide individual students with opportunities to take courses not offered or accessible at their school.

Rationale: Many districts have been forced to reduce class offerings. This has impacted all subjects, but especially electives in the areas of Social Studies, Foreign Language, and Art. The consolidation of course offerings also creates issues for individual students who may need to take specific courses but cannot due to a scheduling conflict in their school.

Allowing districts to share courses can improve the efficiency of education delivery across districts and expand public education course opportunities for students.

*Adopted 2021
(Sunsets 2026)*

EDUCATION PROGRAMS **CORE RESOLUTIONS**

5.34 SUPPORT FOR ESSA PRIORITIES

AASB supports racial and socioeconomic equity in education, raising the levels of achievement of all students, particularly those at the lower levels of performance, and eliminating the racial and socioeconomic predictability and disproportionality of achievement. AASB fully supports the proposed priorities for American History and Civics programs authorized by ESSA, including culturally responsive teaching and teaching about institutional and systemic racism.

RATIONALE

AASB supports school districts that aim to identify and address disparities among cohorts of students and identify district roles in erasing them. AASB acknowledges that the historic and persistent achievement gap between ethnic and socioeconomic subgroups of students is unacceptable, and also acknowledges the fact that responsibilities for disparities among young people rest with adults, and that districts must address and overcome inequities including institutional racism to provide all students with the support and opportunity to succeed.

Because authentic multicultural education is grounded in the lives of students; draws on the voices of those being studied; critically supports students' identities; critiques curriculum content; invites students to engage in real issues; and explores how social and economic institutions have contributed to inequality (Wayne Au, 2009); it provides a path for success for all students.

The State of Alaska Board of Education adopted the Alaska Standards for Culturally Responsive Schools in 1998. 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 2021
(Sunsets 2026)*

EDUCATION PROGRAMS CORE RESOLUTIONS

5.35 Creating Comprehensive Support for Families and Students to Navigate College and Career Training Opportunities

AASB encourages the creation of comprehensive family and student-centered navigation supports and systems to help all students access college and career training opportunities that will help meet the State’s current and future workforce needs and launch students into success after high school.

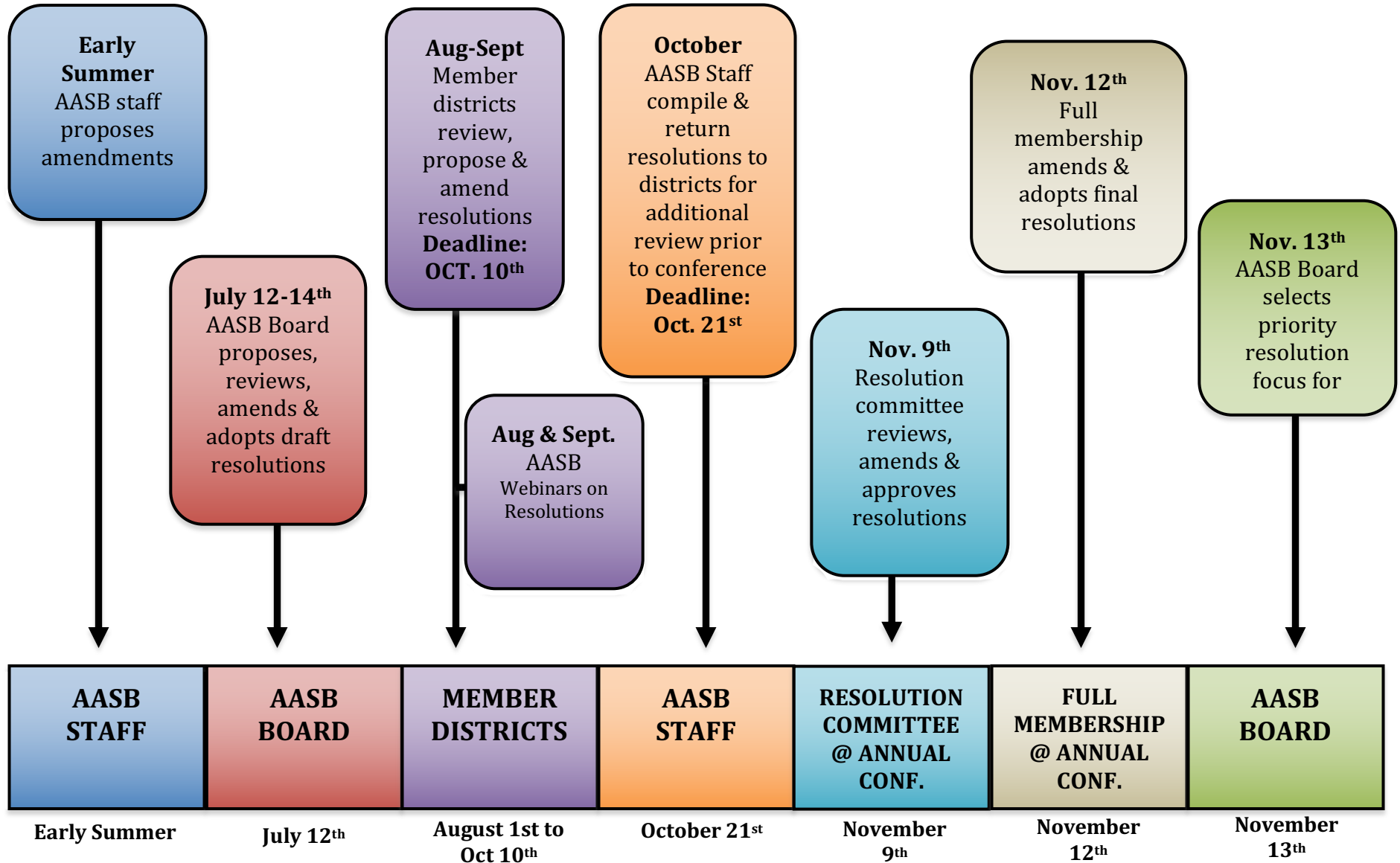
Rationale: Alaska’s workforce needs are growing, but many recent high school graduates are not pursuing the postsecondary education needed to be prepared to fill job openings and important community roles. Research shows that helping students understand their motivation and passion can help youth prepare for and engage in the workforce.

Pilot programs in Alaska that provide personal navigation support with dedicated, well-trained, and supported career guides have demonstrated a significant increase in the percentage of high school graduates who pursued some type of degree, certification, or military training. Also, participants in these pilot programs in Alaska completed the FAFSA at rates that, if applied statewide, could grant Alaskan students access to an additional \$15 million or more in federal aid each year.

Alaska’s best opportunity to meet the workforce needs of tomorrow is to help Alaskan students connect with the postsecondary opportunities they need to be ready.

*Adopted 2022
(Sunsets 2027)*

AASB 2023 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 2023 Resolution Process & Timeline



| Who | When | What |
|------------------------------|------------------------------|--|
| AASB Staff | Early Summer | Staff proposes amendments and sunseting recommendations |
| Board of Directors | July 12-14, 2023 | Review amendments, adopt draft resolutions |
| Member districts | August 1 to Oct 10, 2023 | Review, propose & amend resolutions. Return to AASB by Oct. 10 th |
| AASB Staff | October 21, 2023 | Compile amendments. Return to districts by Oct. 21 st |
| Resolution Committee | November 9, 2023 | Review, amend & approve resolutions |
| Resolutions Committee Report | November 10, 2023 | Submission to the first AASB business meeting |
| Resolutions from the floor | November 10, 2023 by 6:00 PM | Resolutions to be introduced from the floor at the Delegate Assembly |
| Full Membership | November 12, 2023 | Resolutions amended & adopted |
| Board of Directors | November 13, 2023 | Select priority resolution focus for 2024 |

Where We Stand
 Resolutions of the Association of Alaska School Boards
 Scheduled to Sunset in November 2022

| Number | Subject Area | Title | First adopted or last amended | Sunset Date | Staff Recommendation | Board Recommendation |
|--------|--------------|---|-------------------------------|-------------|----------------------|----------------------|
| 1.2 | Governance | Opposition To Mandated Borough Formation | 2016 | 2023 | Continue | Continue |
| 1.5 | Governance | Centralized Treasury: Distribution of Allocated Funds for Schools and Interest Earned | 2018 | 2023 | Continue | Continue |
| 1.6 | Governance | School Improvement & Student Achievement | 2018 | 2023 | Continue | Continue |
| 2.6 | Funding | <i>(Move to Beliefs)</i> Funding Standareds Based Early Learning Programs in Alaska | 2018 | 2023 | Continue | Continue |
| 2.7 | Funding | Funding for Intensive Needs Pre-School and Other Intensive Needs Students Enrolling Post-Count Date | 2018 | 2023 | Continue | Continue |
| 2.18 | Funding | Statutory Grounds For Reduction in Force | 2018 | 2023 | Continue | Continue |
| 2.25 | Funding | Supporting Excellence in Science, Technology, Engineering and Math Instruction | 2018 | 2023 | Continue | Continue |
| 2.26 | Funding | Urging Adequate, Equitable and Predicable Funding | 2018 | 2023 | Continue | Continue |
| 2.28 | Funding | Urging the State to take an Inventory of Excess Facility Space in Districts | 2018 | 2023 | Continue | Continue |
| 2.29 | Funding | Urging The State To Conduct And Fund Facility Condition Surveys (et al) | 2018 | 2023 | Continue | Continue |
| 2.34 | Funding | Focus on Grade-level Proficiency for K-3rd Grade Students | 2016 | 2023 | Continue | Continue |
| 2.35 | Funding | Addressing the Need for Remediation | 2016 | 2023 | Continue | Continue |
| 2.36 | Funding | Comprehensive Statewide Energy Plan | 2017 | 2023 | Continue | Continue |

Where We Stand

Resolutions of the Association of Alaska School Boards

Scheduled to Sunset in November 2022

| | | | | | | |
|------|-------------------|--|------|------|----------|----------|
| 2.37 | Funding | District Cost Factor | 2018 | 2023 | Continue | Continue |
| 2.38 | Funding | Urging the State of Alaska to Fund Alternative Modes of Transportation for all Districts | 2018 | 2023 | Continue | Continue |
| 2.50 | Funding | Inflation-proofed Base Student Allocation (BSA) Investments | 2018 | 2023 | Continue | Continue |
| 3.3 | Child Advocacy | Fetal Alcohol and Drug Exposed Students | 2017 | 2023 | Continue | Continue |
| 3.9 | Child Advocacy | Safe, Caring and Connected Schools | 2017 | 2023 | Continue | Continue |
| 3.10 | Child Advocacy | Support of State Funding for Student Health Services in Alaska | 2018 | 2023 | Continue | Continue |
| 3.11 | Child Advocacy | HIV/AIDS and Other Sexually Transmitted Infection (STI) Education | 2017 | 2023 | Continue | Continue |
| 3.29 | Child Advocacy | Promoting Student Transportation Safety Programs | 2018 | 2023 | Continue | Continue |
| 4.3 | Personnel | Alaska Statewide Educator Mentoring | 2020 | 2023 | Continue | Continue |
| 4.4 | Personnel | Special Education and Related Services Training | 2018 | 2023 | Continue | Continue |
| 4.8 | Personnel | Relating to Health Care Costs and Medical Insurance | 2021 | 2023 | Continue | Continue |
| 4.11 | Personnel | Alternative Pathways to Certify Effective Teachers | 2018 | 2023 | Continue | Continue |
| 4.16 | Personnel | Supporting Effective, Culturally-Integrated Pedagogy in Alaska | 2018 | 2023 | Continue | Continue |
| 4.17 | Personnel | Addressing the Paraprofessional Shortage | 2018 | 2023 | Continue | Continue |
| 5.1 | Education Program | Career-Exploration Programs | 2018 | 2023 | Continue | Continue |
| 5.3 | Education Program | Alaska Native Indigenous Language Program Development | 2021 | 2023 | Continue | Continue |
| 5.8 | Education Program | Supporting Regional Career and Technical Education Centers | 2018 | 2023 | Continue | Continue |

Where We Stand

Resolutions of the Association of Alaska School Boards

Scheduled to Sunset in November 2022

| | | | | | | |
|------|-------------------|--|------|------|----------|----------|
| 5.9 | Education Program | Urging flexibility in testing requirements to support indigenous language programs | 2018 | 2023 | Continue | Continue |
| 5.10 | Education Program | Supporting universal access to education for Alaska's 3 and 4 year old learners | 2018 | 2023 | Continue | Continue |
| 5.11 | Education Program | Encouraging districts to adopt Standards for Parent/Family Involvement Programs | 2018 | 2023 | Continue | Continue |
| 5.27 | Education Program | In support of Arts Education | 2018 | 2023 | Continue | Continue |
| 5.28 | Education Program | Supporting the Preservation and Restoration of Alaska Native Indigenous Languages | 2018 | 2023 | Continue | Continue |

Student Growth Summary Report

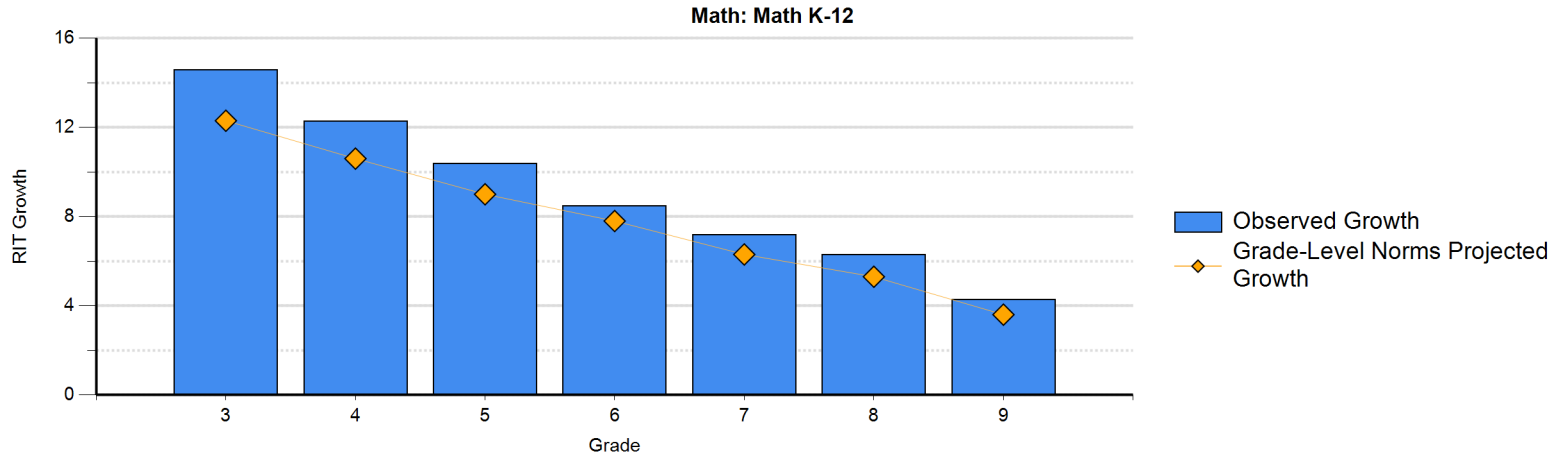
Aggregate by Network

Term: Spring 2022-2023
Network: Alaska DEED

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
 End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Math: Math K-12

| Grade (Spring 2023) | Total Number of Growth Events‡ | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 3 | 7420 | 181.7 | 15.9 | 13 | 196.4 | 17.0 | 24 | 14.6 | 0.1 | 12.3 | 1.14 | 87 | 7420 | 4287 | 58 | 57 |
| 4 | 7387 | 193.9 | 16.5 | 20 | 206.1 | 17.0 | 27 | 12.3 | 0.1 | 10.6 | 0.80 | 79 | 7387 | 4186 | 57 | 55 |
| 5 | 7430 | 203.1 | 17.4 | 21 | 213.5 | 17.5 | 26 | 10.4 | 0.1 | 9.0 | 0.58 | 72 | 7430 | 4057 | 55 | 53 |
| 6 | 7080 | 209.2 | 16.7 | 24 | 217.7 | 16.4 | 27 | 8.5 | 0.1 | 7.8 | 0.31 | 62 | 7080 | 3833 | 54 | 49 |
| 7 | 6715 | 215.4 | 17.8 | 29 | 222.5 | 17.4 | 32 | 7.2 | 0.1 | 6.3 | 0.38 | 65 | 6715 | 3693 | 55 | 53 |
| 8 | 6466 | 219.9 | 18.5 | 30 | 226.2 | 17.7 | 34 | 6.3 | 0.1 | 5.3 | 0.41 | 66 | 6466 | 3772 | 58 | 56 |
| 9 | 4810 | 224.6 | 19.1 | 43 | 228.8 | 16.3 | 45 | 4.3 | 0.1 | 3.6 | 0.31 | 62 | 4810 | 2697 | 56 | 55 |



Explanatory Notes: ‡ Total Number of Growth Events provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Grade-Level Norms section, which uses the values from each student's school of record.



Student Growth Summary Report

Aggregate by Network

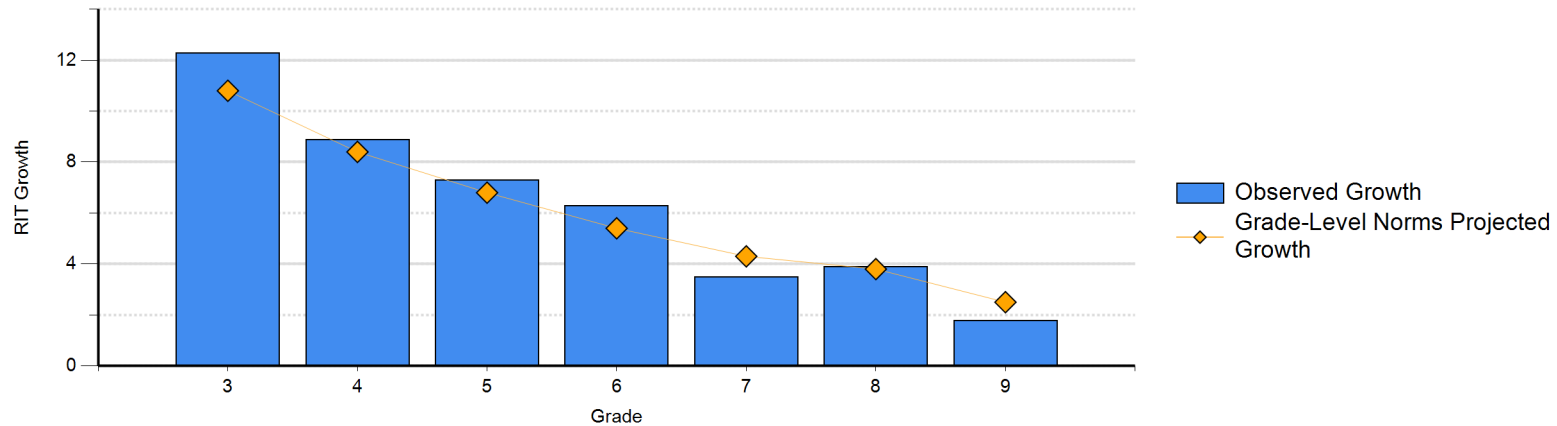
Term: Spring 2022-2023
Network: Alaska DEED

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
 End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

| Grade (Spring 2023) | Total Number of Growth Events‡ | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 3 | 7326 | 180.6 | 19.1 | 20 | 192.9 | 13.1 | 28 | 12.3 | 0.1 | 10.8 | 0.72 | 77 | 7326 | 3864 | 53 | 51 |
| 4 | 7337 | 192.1 | 18.6 | 26 | 201.0 | 13.0 | 30 | 8.9 | 0.1 | 8.4 | 0.23 | 59 | 7337 | 3577 | 49 | 46 |
| 5 | 7407 | 199.7 | 18.5 | 25 | 207.0 | 13.9 | 29 | 7.3 | 0.1 | 6.8 | 0.28 | 61 | 7407 | 3680 | 50 | 47 |
| 6 | 6957 | 206.7 | 17.4 | 31 | 213.0 | 12.9 | 37 | 6.3 | 0.1 | 5.4 | 0.52 | 70 | 6957 | 3664 | 53 | 50 |
| 7 | 6675 | 210.7 | 17.7 | 31 | 214.2 | 13.5 | 28 | 3.5 | 0.1 | 4.3 | -0.46 | 32 | 6675 | 2955 | 44 | 42 |
| 8 | 6528 | 214.1 | 17.7 | 31 | 217.9 | 12.9 | 31 | 3.9 | 0.1 | 3.8 | -0.02 | 49 | 6528 | 3133 | 48 | 45 |
| 9 | 5503 | 218.3 | 17.3 | 48 | 220.1 | 12.0 | 44 | 1.8 | 0.1 | 2.5 | -0.37 | 36 | 5503 | 2449 | 45 | 44 |

Language Arts: Reading



Explanatory Notes: ‡ Total Number of Growth Events provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Grade-Level Norms section, which uses the values from each student's school of record.



Student Growth Summary Report

Aggregate by Network

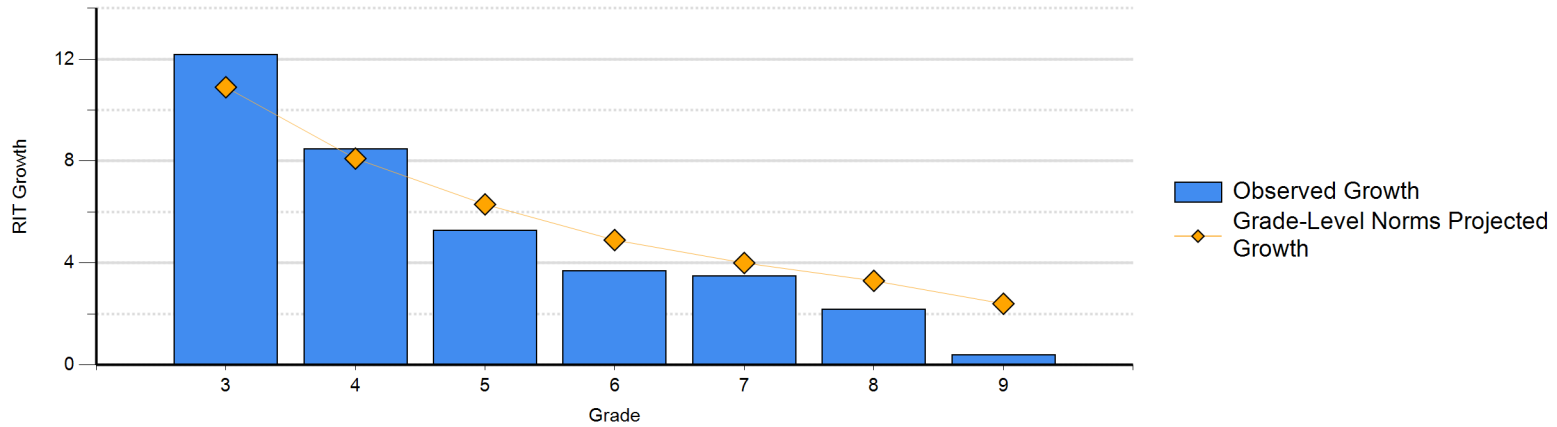
Term: Spring 2022-2023
Network: Alaska DEED

Norms Reference Data: 2020 Norms
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
 End - 32 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts: Language Usage

| Grade (Spring 2023) | Total Number of Growth Events‡ | Comparison Periods | | | | | | | | Growth Evaluated Against | | | | | | |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
| | | Fall 2022 | | | Spring 2023 | | | Growth | | Grade-Level Norms | | | Student Norms | | | |
| | | Mean RIT Score | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile | Observed Growth | Observed Growth SE | Projected School Growth | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| 3 | 2985 | 179.3 | 17.7 | 10 | 191.5 | 13.0 | 15 | 12.2 | 0.2 | 10.9 | 0.66 | 74 | 2985 | 1574 | 53 | 50 |
| 4 | 3270 | 190.8 | 17.9 | 16 | 199.4 | 13.1 | 19 | 8.5 | 0.2 | 8.1 | 0.30 | 62 | 3270 | 1610 | 49 | 46 |
| 5 | 3263 | 199.0 | 17.2 | 21 | 204.3 | 13.5 | 17 | 5.3 | 0.2 | 6.3 | -0.60 | 27 | 3263 | 1397 | 43 | 39 |
| 6 | 3080 | 203.7 | 16.8 | 18 | 207.4 | 12.8 | 14 | 3.7 | 0.2 | 4.9 | -0.85 | 20 | 3080 | 1274 | 41 | 38 |
| 7 | 3176 | 208.0 | 17.2 | 25 | 211.4 | 13.2 | 22 | 3.5 | 0.2 | 4.0 | -0.45 | 33 | 3176 | 1416 | 45 | 41 |
| 8 | 3128 | 212.5 | 16.0 | 33 | 214.7 | 12.3 | 27 | 2.2 | 0.2 | 3.3 | -0.77 | 22 | 3128 | 1315 | 42 | 39 |
| 9 | 2523 | 215.5 | 16.2 | 44 | 215.9 | 13.4 | 33 | 0.4 | 0.2 | 2.4 | -1.39 | 8 | 2523 | 989 | 39 | 38 |

Language Arts: Language Usage



Explanatory Notes: ‡ Total Number of Growth Events provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Grade-Level Norms section, which uses the values from each student's school of record.

2

SEPTEMBER

Administer K-3 Literacy Screeners

AK READS ACT

All K-3 students assessed in early literacy skills using DEED approved screeners, including dyslexia screeners for any students well-below benchmark

ARI

Provide support to teachers/leaders on calibrating mClass and additional diagnostic assessments for student-specific areas of concern and train-the-trainer for mClass

4

END-OCTOBER

Implement IRIPs & Monitor Progress

AK READS ACT

- Implement IRIPs
- Ongoing: Progress monitoring students
- Ongoing: Provide additional reading instruction before/after school for well-below benchmark students
- Ongoing: Provide parents with a monthly progress monitoring update

ARI

- Launch High-Impact Tutoring Model targeting students with identified reading deficiencies
- Provide PD opportunities for teachers, paraprofessionals, and leaders:
 - Implementation of targeted reading instruction
 - Monitoring student progress
 - Analyzing data/adjusting interventions
- Provide support in communicating effectively with parents/guardians

6

APRIL-MAY

Assessments, Screeners & Grade Progression Meetings

AK READS ACT

- Administer literacy screeners, analyze data and review progress
- Administer state assessments
- Conduct grade progression meetings
- Develop Summer Reading Plans for eligible students

ARI

- Support teachers/staff
 - Analyze data & conduct effective parent meetings
 - Develop summer reading plans

1

AUGUST

Implement K-3 MTSS Plans AK READS ACT

K-3 MTSS Plans include:

- Universal Instruction (Tier I)
- Targeted Intervention (Tier II)
- Intensive Intervention (Tier III)
- PD & Strategies: Support students' reading development at home with resources and/or training for parents/guardians

ARI

Collaborate with districts to ensure a comprehensive plan is implemented and aligns with AK Reads Act requirements & the Science of Reading (SoR)

1

3

MID-OCTOBER

Develop IRIPs & Conduct Parent Meetings

AK READS ACT

- Schools will develop Individual Reading Improvement Plans (IRIPs) for all students below and far below benchmark
 - Outside-of-school tutoring for students below and well-below benchmark
- Notify parents/guardians of a student's reading deficiency & conduct parent meetings to review/revise IRIPs

ARI

- Provide support:
 - Interpreting literacy screener and diagnostic data
 - Developing targeted interventions and IRIPs (with parent/guardians)
 - Conducting effective parent meetings

3

5

DEC-JANUARY

Screeners & Parent Meetings

AK READS ACT

- Administer literacy screeners, analyze data, review progress
- Notify parents of continued reading deficiency
 - Revise IRIPs
- Develop an IRIP for students newly identified with reading deficits as indicated on screener

ARI

- Continued support with calibration of mClass, data analysis, and implementation of effective interventions
- Provide support in effective parent meetings

5

7

JUNE-JULY

Summer Reading Plans

AK READS ACT

- Students advancing to 4th grade on a grade progression waiver must complete 20 hours of individual reading intervention
- Students below proficient in K-3 may participate in Summer School

ARI

- Provide individual tutoring to students on a summer reading plan for any student below proficient
- Support staff & parents in implementing summer reading plans

7

Subject: Confirmation - AK READS District Intervention Plan
Date: Friday, September 1, 2023 at 2:08:26 PM Alaska Daylight Time
From: Smartsheet Forms
To: Tracy Bell

You don't often get email from forms@app.smartsheet.com. [Learn why this is important](#)

[EXTERNAL EMAIL - CAUTION]: Do not open unexpected attachments or links.

Thank you for submitting your entry. A copy is included below for your records.

AK READS District Intervention Plan

DISTRICT NAME: Northwest Arctic Borough School District

DISTRICT ADDRESS: PO Box 51, Kotzebue AK 99752

DISTRICT PHONE NUMBER: 907-442-1800

SCHOOL YEAR: 2023-2024

SUPERINTENDENT NAME: Terri Walker

CHECK HERE IF CHANGES HAVE OCCURRED FROM PREVIOUS YEAR SUBMISSION OF DISTRICT INTERVENTION PLAN OR THIS IS A NEW PLAN



HOW MANY ELEMENTARY SCHOOLS IN SCHOOL DISTRICT: 12

THE NAME OF EACH ELEMENTARY SCHOOL: Ambler School, Buckland School, Deering School, June Nelson Elementary School, Kiana School, Kisimġiuqtuq School, Kobuk School, Napaaqtugmiut School, Aqqaluk Noorvik School, Davis-Ramoth Memorial School, Shungnak School, NWABSD Homeschool

DOES THIS DISTRICT INTERVENTION PLAN INCLUDE EACH SCHOOL IN YOUR DISTRICT? Yes

IF NOT- NAME THE SCHOOLS THIS DISTRICT INTERVENTION PLAN INCLUDES:

DISTRICT REPRESENTATIVE ACCOUNTABLE FOR PLAN: Tracy Bell

TITLE OF REPRESENTATIVE: Director of Curriculum and Instruction

EMAIL OF REPRESENTATIVE: tbell@nwarctic.org

PHONE NUMBER OF REPRESENTATIVE: 907-442-1838

Name of Core Program: Into Reading (HMH)

Year Published: 2020

Duration: 90-99 minutes

Do not have an adopted Core Program (Check):

Check here if 1st grade is different than Kindergarten:

Check here if 2nd grade is different than 1st Grade:

Check here if 3rd grade is different than 2nd Grade:

Please enter any clarifying comments needed for Tier I: Universal Instruction:

1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components; K-1; ECRI (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m) 2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m) 4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction (<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

ECRI Research:

Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Rigorous evaluations have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).

Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).

Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant,

accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).

The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Smith, J. L. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H. & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal*, 116(4), 549-573. doi:10.1086/686249

Baker, S. K., Smolkowski, K., Chaparro, E. A., Smith, J. L. M. & Fien, H. (2015). Using regression discontinuity to test the impact of a tier 2 reading intervention in first grade. *Journal of Research on Educational Effectiveness*, 8(2), 218-244. doi: 10.1080/19345747.2014.909548

Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, Advanced online publication. doi: 10.1177/0022219414521664

Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J. L. M., & Baker, S. K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230. doi: 10.1177/0731948712472186

5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

ECRI Tier I (Preteach & Reteach) Into Reading Tier II Skill Based Interventions

Frequency:

3 days a week

Group Size:

4 to 5, 5 to 6, 6+ students

Duration:

20-24 minutes

Check here if 1st grade is different than



Kindergarten:

Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier II:

Targeted Intervention:

1. Into Reading (HMH) is the adopted core reading program for K-6 at NWABSD. Within the 90-99m time frame, Tier 1 focuses will be structured daily around the following components; K-1; ECRI (30m) Into Reading Phonological Awareness (10m), Phonics (15m), Spelling (10m), Vocabulary (15m), Shared Reading (15m)
2-3; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)
4-5; Phonics/Morphology (20m), Spelling (10m), Guided/Shared Reading (30m), Vocabulary (20m)

Using the model that if 80% of students need a skill, it is considered a Tier I focus, teachers will differentiate and scaffold grade-level instruction accordingly.

2. Writing is a separate 30m block. NWABSD has adopted Step Up to Writing and Handwriting without Tears as our writing and handwriting programs.

3. Students also receive 30m of Iñupiaq Language Instruction provided by a Certified Iñupiaq Instructor. This connects students to their culture and is in alignment with NWABSD School Board priorities.

4. Enhanced Core Reading Instruction
(<https://ctlmarketplace.uoregon.edu/product/enhanced-core-reading-instruction>) instruction is a board adopted supplement to core instruction for all students in grades K-2.

ECRI Research:

Research on Enhanced Core Reading Instruction was reviewed by the National Center on Intensive Intervention (NCII). The research received a rating of "convincing evidence" in the areas of participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Rigorous evaluations have demonstrated statistically significant and substantive impacts on the reading achievement of at-risk readers in first grade (Fien et al., 2014; Smith et al., 2016).

Enhanced Core Reading Instruction has a positive effect on Tier 1 teachers' quality of explicit instruction and the accuracy of group practice opportunities (Nelson-Walker et al., 2013).

Enhanced Core Reading Instruction closes the gap for at-risk readers. First-grade, Tier 2 students receiving Enhanced Core Reading Instruction had statistically-significant, accelerated growth for Tier-2, first-grade Enhanced Core Reading Instruction students on measures of word reading, reading comprehension and a comprehensive measure of reading achievement, compared to Tier 2 students who received un-enhanced core instruction (Baker, Smolkowski, Chaparro, Smith & Fien, 2015).

The research version of the program was the focus of a study reviewed by the National Center on Intensive Intervention (NCII). NCII rated the study as having "convincing evidence" regarding participants, research design, fidelity of implementation, targeted outcome measures and broad outcome measures.

Smith, J. L. M., Nelson, N. J., Smolkowski, K., Baker, S. K., Fien, H. & Kosty, D. (2016). Examining the efficacy of a multitiered intervention for at-risk readers in grade 1. *Elementary School Journal*, 116(4), 549-573. doi:10.1086/686249

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Fien, H., Smith, J., Smolkowski, K., Baker, S. K., Nelson, N. J., & Chaparro, E. (2014). An examination of the efficacy of a multi-tiered intervention on early reading outcomes for first grade students at risk for reading difficulties. *Journal of Learning Disabilities*, Advanced online publication. doi: 10.1177/0022219414521664

Nelson-Walker, N. J., Fien, H., Kosty, D. B., Smolkowski, K., Smith, J. L. M., & Baker, S. K. (2013). Evaluating the effects of a systematic intervention on first grade teachers' explicit reading instruction. *Learning Disabilities Quarterly*, 36(4), 215-230. doi: 10.1177/0731948712472186

5. Principals and Data Leads will be provided support on NWABSD's MTSS Procedures, Embrace Documentation, and scheduling formats. This support will be

Names of Intervention program(s):

Enhanced Core Reading Instruction (ECRI) Intensifications, mClass Skill Based Interventions

Frequency:

5 days a week

Group Size:

2 to 3, 3 to 4

Duration:

30-34 minutes

Check here if 1st grade is different than Kindergarten:



Check here if 2nd grade is different than 1st grade:



Check here if 3rd grade is different than 2nd grade:



Please enter any clarifying comments needed for Tier III: Intensive Instruction:

1. Tier III (intensive support) will target 5% of both the highest achieving students and foundationally low students (specific, skill based needs) in each grade-level. ***NWABSD Tiers will not be focused on delivery methods, instead its focused on the skills kids need in the most efficient delivery method to account for staff shortages, professional development levels, and absenteeism.

2. Teachers will be provided support to utilize mClass Intervention platform to provide differentiated, skill-specific instructional support to students performing with in Tier III range.

3. "The Tier 1 Foundational Skills Enhancement materials provide classroom teachers with the same 150 ready-to-use daily foundational skills lessons. Teachers may use these lessons with their whole class or in small group... teachers increase the likelihood of success for their students." ECRI 2022 NWABSD will focus the Tier I Foundational Skills Enhancements to reteach to Tier III students.

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-student-workbook.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-guide.pdf>

<https://improvingliteracy.org/sites/improvingliteracy2.uoregon.edu/files/asset/intensification-teacher-flip-charts.pdf>

Note: Heggerty Phonological Awareness or Bridge the Gap (K-5) is being considered as a intervention and supplement to provide a deeper dive of phonological awareness skills and change in delivery structure.

"NWABSD Wordplay" This program will satisfy the additional 30m required of Tier III instruction for outside the school day. Sites will determine the scheduling format of this program (before school, after school, etc) in collaboration with the Curriculum Department. A consideration of materials for this program is the mClass Boost Digital Reading Platform and/or Aligned Reading Leveled Reading for decoding practice. This program will be managed collaboratively between a Certified K-3 Reading Teacher and Instructional Paraprofessional.

Name of District Adopted Literacy Screener:

mCLASS with DIBELS 8th Edition

List district diagnostic tools used:

Into Reading Diagnostic Assessment, CORE Phonics Inventory

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Schedule of Progress Monitoring:

2 weeks

Frequency of Decisions per Tier:

4 weeks

Reading-Related Professional Development:

4 full days

Choose the Types of Professional Development:

Reading Instruction, Assessment Literacy, Intervention Strategies, Science of Reading

Stakeholder Engagement:

AK Reads Act specific mailing and radio campaign will provide quarterly support materials to all households in the NWAB region to provide proactive, just in time materials in the mail with relevant resources to access support.

AK Read Act forum will be hosted for each NWABSD stakeholder group focused on NWABSD's Read Act Plan. This will happen at the start of the new school year. Stakeholder events include: NWABSD New Teacher Inservice, Principal Inservice, All Staff

**Home Supports
for Early Literacy
Development
Plan:**

Inservice, NWABSD Board Meeting, Site ASC meetings, and Open Houses.

1. Parent engagement facebook posts have been scheduled throughout the summer to support parents with simple literacy support tips for at-home.
2. Schools will host a back-to-school open house to establish school-home connections. Parents will receive "Today a Reader, Tomorrow a Leader" as a resource.
3. NWABSD LIT Staff Development will travel to each site once per quarter to facilitate parent-engagement activities and literacy distribution activities. Parents will be provided with "Just In Time" information clear instruction on grade-level skills needed for their children and literacy development tips for at-home as well as resources available.

**Parent
Notification Letter** 
Template:

**Student
Individual
Reading Plan** 
Template:

**Waiver for
Literacy Screener** 
(If applicable):

File Attachments

 **FY24_IRIP_StudentTemplate.pdf** (522k)

 **FY24_IRIP_ParentNotification.docx** (1225k)

Board Budget Summary

FY 24

Board Stipends

| | Stipend | Days | | | | |
|---|-----------|------|---|---|---------------------|---------------------------|
| 4 Regular meetings in person | \$ 250.00 | 11 | 4 | 2 | \$ 22,000.00 | 5 regular meetings 27,500 |
| 4 Regular meetings via Teams | \$ 250.00 | 11 | 4 | 2 | \$ 22,000.00 | 3 virtual 16,500 |
| Board Retreat combined with October meet | \$ 250.00 | 9 | | 3 | \$ 6,750.00 | 11 members 8,250 |
| AASB Annual Conference November 4-7 | \$ 250.00 | 10 | | 4 | \$ 10,000.00 | 9 members 9000 |
| <u>4 special meetings (Incl other board misc tr</u> | \$ 250.00 | 11 | 3 | 1 | \$ 8,250.00 | 11,000 |
| AASB 2 member regular mtgs | \$ 250.00 | 2 | 4 | | \$ 2,000.00 | 1 member 2,000 |
| President-NWALT, CWT, ATC | \$ 250.00 | 3 | 4 | | \$ 3,000.00 | 3,000.00 |
| Lobbying & other meetings | \$ 250.00 | 5 | 4 | 1 | \$ 5,000.00 | 5,000 |
| TOTAL | | | | | \$ 79,000.00 | 82250 |

Benefits

| | | | | | | |
|------------------|--------------|-----|--|--|----------------------|--------------|
| Health Insurance | \$ 27,000.00 | 10 | | | \$ 270,000.00 | ##### |
| Other Benefits | \$ 79,000.00 | 13% | | | \$ 9,898.70 | 10693 |
| TOTAL | | | | | \$ 279,898.70 | ##### |

Professional & Technical Services

| | | | | | | |
|---|--|--|--|--|----------------------|----------------|
| Misc. Serv and training, AASB Inservice | | | | | \$ 25,000.00 | 25,000 |
| Lobbyists | | | | | \$ 89,500.00 | 89500 |
| Strategic Planning | | | | | \$ 11,000.00 | |
| TOTAL | | | | | \$ 125,500.00 | 114,500 |

Travel & Perdiem

| | | | | | | |
|--|-------------|----|---|---|---------------------|----------------------------|
| Regular meeting Airfare - 5 members | \$ 2,241.00 | 4 | | | \$ 9,044.00 | 6 board x5 mtg: 2475 12375 |
| Regualr meeting Hotel - \$239.00 a night | \$ 1,195.00 | 4 | 3 | | \$ 14,240.00 | 1434 21,510 |
| Regular meeting Perdiem-\$80.00 | \$ 80.00 | 5 | 4 | 3 | \$ 4,800.00 | 7200 |
| | | | | | \$ 28,084.00 | 41085 |
| Annual AASB Airfare \$300.00 | \$ 300.00 | 9 | | | \$ 2,400.00 | 9 305 r/t 2745 |
| Annual AASB Village to OTZ | | | | | \$ 1,216.00 | 2475 |
| Annual AASB Hotel \$225.00 | \$ 225.00 | 9 | 4 | | \$ 8,100.00 | 8100 |
| Annual AASB Car-actual costs | | | | | \$ 637.23 | 650 |
| AASB Perdiem | \$ 80.00 | 9 | 4 | | \$ 3,440.00 | 3,440 |
| | | | | | \$ 15,793.23 | 17410 |
| <u>AASB Quarterly Trainings-Mtg Fees</u> | \$ 250.00 | 11 | 2 | 1 | \$ 5,500.00 | 2 trng 11,000 |
| AASB travel | \$ 330.00 | 11 | | 1 | \$ 3,630.00 | 7260 |
| Village to OTZ | | | | | \$ 2,241.00 | 4950 |
| AASB hotel @250.00 | \$ 250.00 | 11 | 1 | 3 | \$ 8,250.00 | 8250 |
| AASB Perdiem | \$ 80.00 | 11 | 1 | 2 | \$ 1,760.00 | 2640 |
| | | | | | \$ 21,381.00 | 34,100 |
| 1 National Conference-Travel | \$ 1,000.00 | 11 | | | \$ 11,000.00 | 750 r/t 8250 |
| Village to OTZ | | | | | \$ 2,231.00 | 2475 |
| Hotel @250.00 | \$ 250.00 | 11 | | 3 | \$ 8,250.00 | 8250 |
| Perdiem | \$ 80.00 | 11 | | 3 | \$ 2,640.00 | 2640 |
| | | | | | \$ 24,121.00 | 21615 |
| TOTAL | | | | | \$ 89,379.23 | 591,653 |

Miscellaneous Exp

| | | | | | | |
|---|--------------|--|--|--|---------------------|-------|
| Supplies, media and frt for Board & Board n | \$ 7,229.07 | | | | \$ 7,229.07 | 5000 |
| CEACC membership and aasb fees | \$ 38,500.00 | | | | \$ 38,500.00 | 38500 |
| Joint ASC meeting supplies (Teams meetin | \$ 5,000.00 | | | | \$ 5,000.00 | 43500 |
| TOTAL | | | | | \$ 50,729.07 | |

| | | | | | | |
|--------------------|--|--|--|--|-----------------------|----------------|
| Grand Total | | | | | \$ 624,507.00 | 635,153 |
| FY22 Budget | | | | | \$ 606,507.00 | |
| Balance | | | | | \$ (18,000.00) | |

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-037

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to BP 3260,
Business and Non-
Instructional Operations,
Material Fees; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to BP 3260, Business and Non-Instructional Operations, Material Fees and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to BP 3260, Business and Non-Instructional Operations, Material Fees.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading to the proposed revisions to BP 3260, Business and Non-Instructional Operations, Material Fees as presented and open for public comments;
2. Do not approve first reading to the proposed revisions to BP 1312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading to the proposed revisions to BP 3260, Business and Non-Instructional Operations, Material Fees as presented and open for public comments.

BP 3260 MATERIAL FEES

The School Board will make every effort to provide the ~~instructional equipment, books and materials~~ resources needed to maintain the desired instructional program so that teachers, students, and parents/guardians do not feel compelled to provide such items and school fund raising activities are minimized. The sale of ~~any~~ school supplies or materials must be authorized by the Superintendent or designee ~~, or the Board~~.

Fees may be charged for materials used for individual student projects.

(cf. 1321 - Soliciting Funds from and by Students)

Adopted: February 25, 1994

Reviewed: (Date of Review)

Revised: (Date of Revision)

Commented [JC1]: This update provides stylistic edits to the Board's material fees program.

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-038

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to 3400,
Business and Non-
Instructional Operations,
Management of District
Assets/Accounts; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to 3400, Business and Non-Instructional Operations, Management of District Assets/Accounts and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to 3400, Business and Non-Instructional Operations, Management of District Assets/Accounts.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading to the proposed revisions to 3400, Business and Non-Instructional Operations, Management of District Assets/Accounts as presented and open for public comments;
2. Do not approve first reading to the proposed revisions to BP 1312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading to the proposed revisions to 3400, Business and Non-Instructional Operations, Management of District Assets/Accounts as presented and open for public comments.

BP 3400 MANAGEMENT OF DISTRICT ASSETS/ACCOUNTS

Commented [JC1]: This update provides stylistic edits to the management of district accounts policy.

Note: 4 AAC 06.120 lists state adopted basic guides for public school accounting systems and the annual audit and requires that districts implement procedures consistent with these guides.

Accounting Systems

The Superintendent or designee shall provide ongoing internal accounting controls and a means for the accounting of ~~income revenue~~ and expenditures as outlined in the adopted budget.

(cf. 3440 - Inventories)

Audits

Note: A.S. 14.14.050 requires an audit by October 1 of each year. The School Board is not required to provide for an audit if an audit is conducted pursuant to A.S. 29.35.110.

The Board shall provide for an annual audit of **all** district accounts by **an independent** public accountant who has no personal interest in district fiscal affairs. The audit shall be conducted in accordance with the requirements of **federal and** state regulations.

Note: Pursuant to A.S. 14.17.505, if the state department's review of the district's audit finds that the district's unreserved portion of its school operating fund year-end balance exceeds 10% of its expenditures for that year, the amount greater than 10% is deducted from state foundation aid for the current year.

Legal Reference:

ALASKA STATUTES

[14.08.111](#) Duties (Regional school boards)

[14.14.050](#) Annual Audit

[14.14.060](#) Relationship between borough school district and borough

[14.14.065](#) Relationship between city school district and city

[14.17.082](#) Fund balance in school operating fund

ALASKA ADMINISTRATIVE CODE

[4 AAC 06.120](#) Accounting and audit manuals, charts of accounts, code descriptions

[4 AAC 06.121](#) Annual financial reporting requirements

[4 AAC 09.130](#) School district audit

[4 AAC 09.160](#) Fund balance

Adopted: February 25, 1994

Reviewed: (Date Reviewed)

Revised: (Date of Revision)

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-039

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to 3470,
Business and Non-
Instructional Operations,
Fund Balance
Classification; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to 3470, Business and Non-Instructional Operations, Fund Balance Classification and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to 3470, Business and Non-Instructional Operations, Fund Balance Classification.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading to the proposed revisions to 3470, Business and Non-Instructional Operations, Fund Balance Classification as presented and open for public comments;
2. Do not approve first reading to the proposed revisions to BP 1312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading to the proposed revisions to 3470, Business and Non-Instructional Operations, Fund Balance Classification as presented and open for public comments.

BP 3470 FUND BALANCE CLASSIFICATION

Note: This policy is consistent with the requirements of the Government Accounting Standards Board (GASB) Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions. The policy allows a school board to have greater control over the district's fund balances by addressing the order of spending.

Neither this policy nor GASB Statement No. 54 preclude the calculation required to be made in the Auditor's Report on Fund Balance Compliance as required by 4 AAC 06.121(5)(A).

~~Neither this policy nor GASB Statement No. 54 preclude the calculation required to be made in the Auditor's Report on Fund Balance Compliance as required by 4 AAC 06.121(5)(A).~~

The Board desires to establish a fund balance classification policy tailored to the needs of the School District in a manner consistent with governmental accounting standards. As provided for in Governmental Accounting Standards Board (GASB) Statement No. 54, the Board identifies the order of spending unrestricted resources applying the highest level of classification of fund balance, while honoring constraints on the specific purposes for which amounts in those fund balances can be spent.

It is the responsibility of the Superintendent or designee to make recommendations to the Board regarding fund balance designations. Formal Board action is required to establish, modify, and/or rescind a committed fund balance amount.

Fund Balance Classifications

Fund balances will be classified as follows:

- A. Nonspendable fund balance - The non-spendable fund balance classification includes amounts that cannot be spent because they are either: (a) not in spendable form; ~~or, or~~ (b) legally or contractually required to be maintained intact. This includes items not expected to be converted to cash, including inventories, prepaid expenses, supplies, and long-term receivables, and the principal of a permanent fund.
- B. Restricted fund balance - The restricted fund balance classification is utilized when constraints (restrictions) placed on the use of resources are either: (a) externally imposed by creditors, grantors, contributors, or governmental laws or regulations; ~~or, or~~ (b) imposed by law through constitutional provisions or enabling legislation. This includes "categorical balances."
- C. Committed Fund Balance - The committed fund balance classification reflects amounts that can only be used for specific purposes determined by formal action of the Board. Commitments may be removed or changed by formal Board action. This classification also includes contractual obligations to the extent that existing

Commented [JC1]: This update clarifies the definition of the committed fund balance and assigned fund balance. It also adds reference to the DEED Uniform Chart of Accounts.

resources in the fund have been specifically committed for use in satisfying those contractual requirements. Any remaining excess fund balance in a special revenue or capital projects fund at fiscal ~~year-end~~year-end shall be a committed fund balance and designated for the intended purpose of that special revenue or capital project fund. Such fund balances shall be carried over to the ensuing fiscal year as Committed Fund Balance.

- D. Assigned Fund Balance - The assigned fund balance classification reflects amounts intended to be used by the district for specific purposes. Intent can be expressed by the Board or by the Superintendent, having been designated such authority. In governmental funds other than the general fund, assigned fund balance represents the amount that is not restricted or committed. ~~Thus, the assigned fund balance classification is the residual classification for the special revenue, debt service, capital projects and/or permanent funds (unless that amount is negative, which requires classification as unassigned fund balance).~~
- E. Unassigned Fund Balance - The unassigned fund balance classification is the residual classification for the general fund and includes all amounts not contained in the other classifications. Positive unassigned amounts will be reported only in the general fund. If another governmental fund, other than the general fund, has a fund balance deficit, then it will be reported as a negative amount in the unassigned classification of that fund.

Spending Prioritization

The order of spending regarding the restricted and unrestricted fund balances, when an expenditure is incurred for which both restricted and unrestricted fund balance is available, should first reduce restricted fund balance and then unrestricted fund balance. The order of spending regarding unrestricted fund balance is that committed amounts should be reduced first, followed by the assigned amounts, and then the unassigned amounts when expenditures are incurred for purposes for which amounts in any of those unrestricted fund balance classifications could be used.

The Board authorizes the Superintendent to assign amounts to a specific purpose in compliance with GASB 54. An unassigned fund balance should also be reported in the order of spending unrestricted resources, but is not restricted or committed.

Legal Reference:
DEED Uniform Chart of Accounts

Adopted: July 26, 2012

Reviewed: (Date of Review)

Revised: (Date of Revision)

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-040

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to 3550,
Business and Non-
Instructional Operations,
Food Service; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to 3550, Business and Non-Instructional Operations, Food Service and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to 3550, Business and Non-Instructional Operations, Food Service.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading to the proposed revisions to 3550, Business and Non-Instructional Operations, Food Service as presented and open for public comments;
2. Do not approve first reading to the proposed revisions to BP 1312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading to the proposed revisions to 3550, Business and Non-Instructional Operations, Food Service as presented and open for public comments.

BP 3550 FOOD SERVICE

Note: The following optional policy may be revised to reflect district philosophy and needs.

The School Board recognizes that students need adequate, nourishing food in order to grow, ~~and~~ learn, and to give a good foundation for their future physical well-being. The Board may provide for a food service program based on regular lunch service ~~and including such~~, other snack, and breakfast programs as the needs of the students and the financial capacity of the district permit. The Board recognizes that ~~the breakfast, lunch, and other nutrition programs are~~ is an important complement to the nutritional responsibilities of parents/guardians.

The Board believes that:

1. Foods and beverages available on school premises should contribute to the nutritional well-being of students and meet the nutritional criteria of the ~~National School Lunch and Breakfast Programs and current U.S. Dietary Guidelines for Americans; applicable child nutrition program operating in the District. Nutrition programs must comply with applicable state and federal law.~~
- ~~2. Foods can help students and families to feel comfortable in the school. To further this, Foods and beverages available should be considered as carefully as other educational support materials as they can serve to build cultural connectedness for students. The District may include cultural and subsistence foods if available and shall~~can be served in compliance with school safety and nutritional program guidelines. ~~The District will include subsistence foods as a part of the nutritional and dietary guidelines for Americans.~~
- ~~2-3. _____~~
- ~~3. Foods and beverages available should be considered as carefully as other educational support materials and can serve to build cultural connectedness for students.~~
4. Foods and beverages should be prepared in ways which will appeal to students while retaining nutritive quality.
5. To further Alaskan values, food and beverages should be prepared and served in ways that reduce waste.
6. Food should be served in quantities appropriate to the needs of students at their age level and served in as pleasant and relaxed an atmosphere as possible, with adequate time for students to eat ~~and travel to and from the cafeteria.~~
7. Schools are encouraged to assess common eating habits and eating times to establish appropriate meal and snack times.
8. Foods grown in the ~~S~~state provide nutritional, environmental, and economic benefits and should be utilized in the district's food service program to the extent feasible.
9. The District and its schools will have food safety plans and written guidance for procuring, receiving, and preparing subsistence foods harvested and donated to the school.

Commented [JC1]: This update includes language to recognize various dietary guidelines that may apply to different districts. It also updated nutrition terminology. Finally, it updates language authorizing the use of independent contractors to perform food services.

~~10. The District will include subsistence foods within food pyramids as a part of the nutritional and dietary guidelines for Americans.~~

Note: Effective January 14, 2010, the U.S. Department of Agriculture requires schools participating in the National School Lunch and Breakfast Programs to develop a written food safety program for the preparation and serving of school meals. The goal is to prevent and reduce the risk of food-borne illness among students. Schools are required to utilize the "hazard analysis and critical control point (HACCP) system" when developing their food safety programs. A written safety program must be in place for each food preparation and service facility that prepares and serves meals under the federal breakfast or lunch programs.

The Superintendent or designee will oversee the development of a written food safety program for each food preparation and serving facility in the district, as required by law. Foods and beverages will be stored, prepared, and served in accordance with food safety regulations in order to prevent or reduce the risk of food-borne illness ~~among students.~~

Note: Effective July 1, 2015, federal regulations of the Department of Agriculture, Food and Nutrition Service, require that certain food service personnel meet minimum professional standards. More specifically, school nutrition program directors who are responsible for management of the day-to-day food service operations for all schools in the district must meet minimum educational qualifications as a condition of hire. The qualifications vary depending upon the student enrollment (size) of the district. The qualification requirements are applicable to the hire of new directors only; current directors employed prior to the July 1, 2015 effective date are grandfathered. In addition, the new regulations require minimum continuing education and training requirements for all student nutrition staff, including school nutrition program directors, school nutrition program managers who are responsible for day-to-day operations of food service for a particular school, and other personnel who work an average of at least 20 hours per week. The hours of continuing education/training varies depending upon the position held by the individual.

Qualified and trained food service personnel are critical to a healthy and safe food service program. The Superintendent or designee shall hire qualified personnel ~~and/or an independent contractor~~, taking into consideration professional standards required by law, and will ~~provide-ensure that~~ continuing education and training ~~is provided to food service personnel~~ in compliance with ~~applicable state and~~ federal standards.

(cf. 4131 – Staff Development)

The School Board intends that, insofar as possible, the school food services program shall be self-supporting and may include foods from school gardens, greenhouses and farms. The Board shall review and approve ~~of~~ menu prices. Program financial reports shall be presented regularly for inspection by the Board.

(cf. 3554 – Other Food Sales)

(cf. 5040 – Student Nutrition and Physical Activity)

(cf. 6163.4 – School Gardens, Greenhouses and Farms)

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210, 220, and 235](#) National School Lunch Program and
Breakfast Program

Federal Register

Professional Standards for State and Local School Nutrition Programs
Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, Vol.
80, No. 40 and No. 88 (2015)

Revised: August 25, 2020

Adopted: February 25, 1994

Reviewed: (Date of Review)

Revision: (Date of Revision)

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-041

FR: Office of the Superintendent

SUBJECT: Approval of Proposed
Revisions to 3554,
Business and Non-
Instructional Operations,
Other Food Sales; First
Reading

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Board policy revisions require Board approval.

ISSUE:

At issue is to approve the first reading of the proposed revisions to 3554, Business and Non-Instructional Operations, Other Food Sales and open for public comments.

BACKGROUND AND/OR PERTINENT INFORMATION:

The Superintendent/designee presents drafts or suggestions for board policy revisions when changes in law occur or when specific need occurs. Policy revisions shall normally be given two readings prior to adoption by the Board. This is the first reading of the proposed revisions to 3554, Business and Non-Instructional Operations, Other Food Sales.

The Board Policy Committee reviewed the proposed changes, recommends approval and to open for public comments.

ALTERNATIVES:

1. Approve the first reading to the proposed revisions to 3554, Business and Non-Instructional Operations, Other Food Sales as presented and open for public comments;
2. Do not approve first reading to the proposed revisions to BP 1312 as presented;
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends the Board approve the first reading to the proposed revisions to 3554, Business and Non-Instructional Operations, Other Food Sales as presented and open for public comments.

BP 3554 OTHER FOOD SALES

Commented [JC1]: This update makes the food sale policy inclusive of all District programs.

The Board believes that all food available at school should contribute to the development of sound nutritional habits and should reflect concern for the health and well-being of our students.

(cf. 5040 - Student Nutrition and Physical Activity)

During School Day

Between the hours of 12:00 a.m. and 30 minutes after the conclusion of the instructional day, the Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales meet the requirements National School Lunch Program Act, Nutrition Standards for All Foods Sold in Schools, also known as Smart Snacks in School, or other District programs, do not impair the food service's ability to be financially sound, and observe appropriate sanitation and safety procedures.

(cf. 5040 - Student Nutrition and Physical Fitness)

Outside of School Day

From 30 minutes after the conclusion of the instructional day until 12:00 a.m. the Superintendent or designee may permit food and beverage sales by student or adult entities or organizations provided that these sales comply with state and federal regulations and observe appropriate sanitation and safety procedures.

(cf. 1321 - Solicitations of Funds from and by Students)

Legal Reference:

UNITED STATES CODE

Richard B. Russell National School Lunch Act, [42 U.S.C. 1751-1769j](#)

Child Nutrition Act of 1996, [42 U.S.C. 1771-1793](#)

CODE OF FEDERAL REGULATIONS

[7 C.F.R. Parts 210](#) and [220](#), National School Lunch Program and Breakfast Program

Federal Register

Nutrition Standards for All Foods Sold in Schools ("Smart Snacks in School"), Vol. 78, No. 125, Part II, Department of Agriculture (2013)

Adopted: February 25, 1994

Reviewed: (Date of Review)

Revised: January 27, 2015, (Date of Revision)

Northwest Arctic Borough School District

MEMORANDUM

TO: NWABSD Board of Education

DATE: September 20, 2023

NUMBER: 24-042

FR: Office of the Superintendent

SUBJECT: Approval of Human Resources

ABSTRACT:

Each month various Human Resources actions occur which require Board action or cognizance.

ISSUE:

At issue is the approval of Human Resources actions.

BACKGROUND AND/OR PERTINENT INFORMATION:

On a monthly basis the administration recommends Board approval of new certified/classified hires, position reclassifications, and new or revised job descriptions. In addition, the administration informs the Board of resignations, transfers, and terminations throughout the district.

ALTERNATIVES:

1. Approve the Human Resources actions as presented;
2. Disapprove the Human Resources actions as presented;
3. Take no final action.

ADMINISTRATION RECOMMENDATION:

The administration recommends the Board approve the Human Resources actions as presented.

**Human Resources
September 2023**

I. The administration recommends approval of the following action items:

- a) Certified new hires FY24
- b) Classified new hires FY24

a) The administration recommends approval of the following FY24 Certified New Hires:

| LOCATION&DATE | NAME | POSITION |
|-----------------------|--------------------|---------------|
| <u>JNES</u> | | |
| 08/2023 | Jerry Hayes | PreK Teacher |
| <u>KMHS</u> | | |
| 09/2023 | Alyosha Monson | Teacher HS/SS |
| 09/2023 | Michael Sanchez | Teacher CTE |
| <u>KOBUK</u> | | |
| 09/2023 | Roland Posada | Teacher LA/SS |
| 08/2023 | Jacqueline McManus | Teacher K/1/2 |
| <u>NOORVIK</u> | | |
| 07/2023 | Michael Zibell | Principal |

b) The administration recommends approval of the following FY24 Classified New Hires:

| LOCATION&DATE | NAME | POSITION |
|---------------------------|------------------|----------------------|
| <u>DO</u> | | |
| 09/2023 | Qutan Lambert | HR Assistant Officer |
| <u>MAINTENANCE</u> | | |
| 08/2023 | Vernon Nelson | Journ. Carpenter |
| <u>DEERING</u> | | |
| 08/2023 | James Cleveland | SPED Aide |
| 08/2023 | Samuel Gavin | Bilingual Instructor |
| <u>JNES</u> | | |
| 08/2023 | Tiffany Garoutte | SPED Aide |
| 08/2023 | Chaylen Goodrow | SPED Aide |
| <u>Selawik</u> | | |
| 08/2023 | Sarah Black Ruis | SPED Aide |
| 08/2023 | Kathy Riley | Instructional Aide |

II The administration reports the following non-action items:

- a. Classified Resignations
- b. Certified Transfers
- c. Certified Open Positions
- d. Classified Open Positions

a) The administration reports on the following classified resignations:

| LOCATION & DATE | NAME | POSITION |
|------------------|-----------------|---------------------|
| <u>DO</u> | | |
| 09/2023 | April Jorgensen | HR Asst. Officer |
| 10/2023 | Jazmine Camp | Executive Assistant |

b) The administration reports on the following certified transfer requests:

| <u>LOCATION&DATE</u> | <u>NAME</u> | <u>POSITION</u> |
|----------------------------------|-----------------|------------------|
| <u>JNES</u> 08/2023 | Katie Hansen | Teacher 5 |
| <u>SELAWIK</u> 09/2023 | Chelsea Goodwin | Dean of Students |
| 09/2023 | Jacob Ray | Teacher 2 |

c) The administration reports on the following certified openings:

LOCATION&POSITION

DO

2 Reading Specialist
Staff Development Specialist

KMHS

2 Teachers

AMBLER

1 Teacher

KOBUK

1 Teachers

BUCKLAND

3 Teachers

NOATAK

4 Teachers

JNES

1 Teachers

NOORVIK

3 Teachers

KIANA

1 Teacher

SHUNGNAK

1 Teacher

KIVALINA

2 Teachers

SELAWIK

1 Teachers

d) The administration reports on the following classified openings:

LOCATION&POSITION

ATC

Dorm Attendant
Secretary

KIANA

Title I Aide

KOBUK

SpEd Aide

STAR OF THE NORTH

2 Dorm Attendants

DO

Executive Assistant

SELAWIK

Bilingual Instructor

BUCKLAND

SPED Aide

KIVALINA

2 Bus Drivers
Maintenance

MAINTENANCE

Journeyman Elect.
Maintenance Kotz
Mechanic
Journeyman Plumber
Journeyman Carpenter
Heating Controls Technician

JNES

Migrant Aide
Bus Driver

KMHS

Migrant Ed Aide

Addendum
Human Resources
September 2023

I. The administration recommends approval of the following action items:

- a) Certified new hires FY24
- b) Classified new hires FY24

a) The administration recommends approval of the following FY24 Certified New Hires:

| LOCATION&DATE | NAME | POSITION |
|---------------|------|----------|
|---------------|------|----------|

JNES

| | | |
|---------|-------------|--------------|
| 08/2023 | Jerry Hayes | PreK Teacher |
|---------|-------------|--------------|

KMHS

| | | |
|---------|-----------------|---------------|
| 09/2023 | Alyosha Monson | Teacher HS/SS |
| 09/2023 | Michael Sanchez | Teacher CTE |

KOBUK

| | | |
|---------|--------------------|---------------|
| 09/2023 | Roland Posada | Teacher LA/SS |
| 08/2023 | Jacqueline McManus | Teacher K/1/2 |

NOORVIK

| | | |
|---------|----------------|-----------|
| 07/2023 | Michael Zibell | Principal |
|---------|----------------|-----------|

b) The administration recommends approval of the following FY24 Classified New Hires:

| LOCATION&DATE | NAME | POSITION |
|---------------|------|----------|
|---------------|------|----------|

DO

| | | |
|---------|---------------|----------------------|
| 09/2023 | Qutan Lambert | HR Assistant Officer |
|---------|---------------|----------------------|

MAINTENANCE

| | | |
|---------|---------------|------------------|
| 08/2023 | Vernon Nelson | Journ. Carpenter |
|---------|---------------|------------------|

DEERING

| | | |
|---------|-----------------|----------------------|
| 08/2023 | James Cleveland | SPED Aide |
| 08/2023 | Samuel Gavin | Bilingual Instructor |

JNES

| | | |
|---------|------------------|-----------|
| 08/2023 | Tiffany Garoutte | SPED Aide |
| 08/2023 | Chaylen Goodrow | SPED Aide |

Selawik

| | | |
|---------|------------------|--------------------|
| 08/2023 | Sarah Black Ruis | SPED Aide |
| 08/2023 | Kathy Riley | Instructional Aide |

ATC

| | | |
|---------|------------------|---------------------|
| 09/2023 | Alejandro Vargas | Culinary Instructor |
|---------|------------------|---------------------|

II The administration reports the following non-action items:

- a. Classified Resignations
- b. Certified Transfers
- c. Certified Open Positions
- d. Classified Open Positions

a) The administration reports on the following classified resignations:

| LOCATION & DATE | NAME | POSITION |
|-----------------|------|----------|
|-----------------|------|----------|

DO

09/2023
10/2023

April Jorgensen
Jazmine Camp

HR Asst. Officer
Executive Assistant

b) The administration reports on the following certified transfer requests:

| LOCATION&DATE | NAME | POSITION |
|----------------------------------|-----------------|------------------|
| <u>JNES</u> 08/2023 | Katie Hansen | Teacher 5 |
| <u>SELAWIK</u> 09/2023 | Chelsea Goodwin | Dean of Students |
| 09/2023 | Jacob Ray | Teacher 2 |

c) The administration reports on the following certified openings:

LOCATION&POSITION

DO

2 Reading Specialist
Staff Development Specialist

KMHS

2 Teachers

AMBLER

1 Teacher

KOBUK

1 Teachers

BUCKLAND

3 Teachers

NOATAK

4 Teachers

JNES

1 Teachers

NOORVIK

3 Teachers

KIANA

1 Teacher

SHUNGNAK

1 Teacher

KIVALINA

2 Teachers

SELAWIK

1 Teachers

d) The administration reports on the following classified openings:

LOCATION&POSITION

ATC

Dorm Attendant
Secretary

KIANA

Title I Aide

KOBUK

SpEd Aide

STAR OF THE NORTH

2 Dorm Attendants

DO

Executive Assistant

SELAWIK

Bilingual Instructor

BUCKLAND

SPED Aide

KIVALINA

2 Bus Drivers
Maintenance

MAINTENANCE

Journeyman Elect.
Maintenance Kotz
Mechanic
Journeyman Plumber
Journeyman Carpenter
Heating Controls Technician

JNES

Migrant Aide
Bus Driver

KMHS

Migrant Ed Aide

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-043

FR: Office of the Superintendent

SUBJECT: Adoption of Board Self-
Improvement Plan

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

It is recommended that Adoption of the Board Self-Improvement Plan be a formal Board action.

ISSUE:

At issue is to adopt the Board Self-Improvement Plan.

BACKGROUND AND/OR PERTINENT INFORMATION:

In accordance with Board Bylaw 9400, the Board completed an annual self-evaluation that was facilitated by the Alaska Association of School Boards (AASB) at a Board worksession on August 28th, 2023. AASB submitted a report with a self-improvement plan and recommended that the Board formally adopt the plan.

ALTERNATIVES:

1. Adopt Board Self-Improvement plan as presented;
2. Do not adopt Board Self-Improvement plan as presented;
3. Take no final action.



Northwest Arctic Borough School District

Monday August 28, 2023

School Board Workshop

Report Out

Provided by:



Timi C Tullis and Katie Oliver
AASB Board Development Team

Attendees:

Margaret Hansen, President

Carol Schaeffer, Vice-President

Marie Greene, Treasurer

Tillie Ticket, Secretary (virtually)

Alice Adams, Board Member

Ellen Coffin, Board Member

Shannon Melton, Board Member (virtually)

Joanne Harris, Board Members (virtually)

Cindy Fields, Board Member (a.m. virtually)

Terri Walker, Superintendent

** Board members in attendance earn **5 Boardsmanship Points**, which are applied towards their level in AASB's Carl Rose Leadership Awards Program.*

Facilitators:

Timi C Tullis and Katie Oliver, AASB Board Development Team

Workshop Report Out:

Follow-up:

- AASB will send the Board Orientation guide document to Margaret, Jasmine, & Terri
- Jasmine could connect Board Members representing villages with the village principals so they can share the ASC meeting calendar, thus facilitating Regional Board Member attendance at ASC meetings

Opening Activity:

What do you want to get out of today (Board responses):

- To learn how to work together as a team
- Inspire all of us
- Would like to see unity within the board, work together, inform each other and be open
- Improve for our children, be supportive
- Get to know each other more
- Get a clearer understanding of role as a board member and to see more progress on goals
- Understanding
- Trust and inspire
- Reach a consensus on the why
- Get to know board members better, build relationships, develop a better understanding of how to serve you

What do you want to get out of today (staff responses):

- Honest reflection that results in actionable outcomes to improve our educational systems
- Hear about board priorities
- Listen, learn, find out about the goals of the district



- Learn about the goals for us
- How can I help with board improvements

Notes as we work through the Self-Assessment

- We should include in every board meeting some highlights of student achievement or student voice
- My words and questions at a board meeting are my own
- It's good to disagree, disagree with respect
- In order to have mutual trust and respect, we have to be trustworthy; are we trustworthy and respectful to one another
- Conduct should follow mutual trust and respect;
- How do I help my fellow board members trust me; what have I done to build relationships with fellow board members
- Board members wear different hats and are able to distinguish their roles and act in the interest of the boards and organizations they serve; Board members are good at focusing on district matters
- Difficult to work together as a team when half the team is not here
- Board has improved in listening to one another and listening for understanding
- The Supt is always available to us, her door is always open
- Supt checks in with board members and makes individual interactions with all
- Strategic calendaring - we should calendar and structure our meetings to make good use of staff time and address priorities
- Directors took the lead on presenting to the board on Strategic Planning process. Strategic planning process is inclusive
- Have we allocated funds to help our Superintendent with plan goals
- We need data based on our own curriculum; focusing on our area; Highlight cultural knowledge
- The Board keeps the public informed through regular newsletters, reports, and contact with the media
 - Can't just rely on one way - there has to be multiple ways
 - Community Forums,
 - ASCs - policy development
 - Newsletters, Radio
 - Facebook
 - Local bulletin boards
 - VHF

What are the major strengths of the board

- Combination of experienced board members and new board members
- Working together with respect
- One voice



- We work hard on advocacy
- We are Student-focused
- We have compassion for students

What are the key issues

- Involvement and public input
- Board Member roles & responsibilities

How can the board improve?

- Board meeting schedules (balance staff work loads)
- Community relations (have follow-up and closure on concerns)
- Commit time to be prepared for meetings
- Board packs readily available in a timely manner

Effective

- Board training & Development (webinars, teams, on-site trainers)
- Implement student government to communicate Board updates
- It's ok to agree to disagree!
- Budget for travel - villages represented
- Work sessions or meetings in villages

Review of the Board Self-Improvement Expectations for 2022 - 2023

CONTINUE TO FOCUS ON POLICY REVIEW AND POLICY WORK. INCLUDE BP 1312 ON COMPLAINTS.

- The Board has made good progress in this area and currently has strong staff support. Intends to continue to focus board work on Policy review.

More emphasis on student achievement and student data. Not just test scores but other areas of success.

- Made some progress, but still a need
- Data: Discipline and Suspension, Attendance, Graduation Rates, ask the Admin to identify what student data metrics they think are the most important for the board to track.



Connect with all the sites we represent. Engage with families, showcase volunteers and what we put the \$ towards. Work with ASCs.

- Can the Board see the schedule of meetings for the ASCs. Have Jasmine connect village board members with the principals of those schools so they can learn about the ASC meetings.

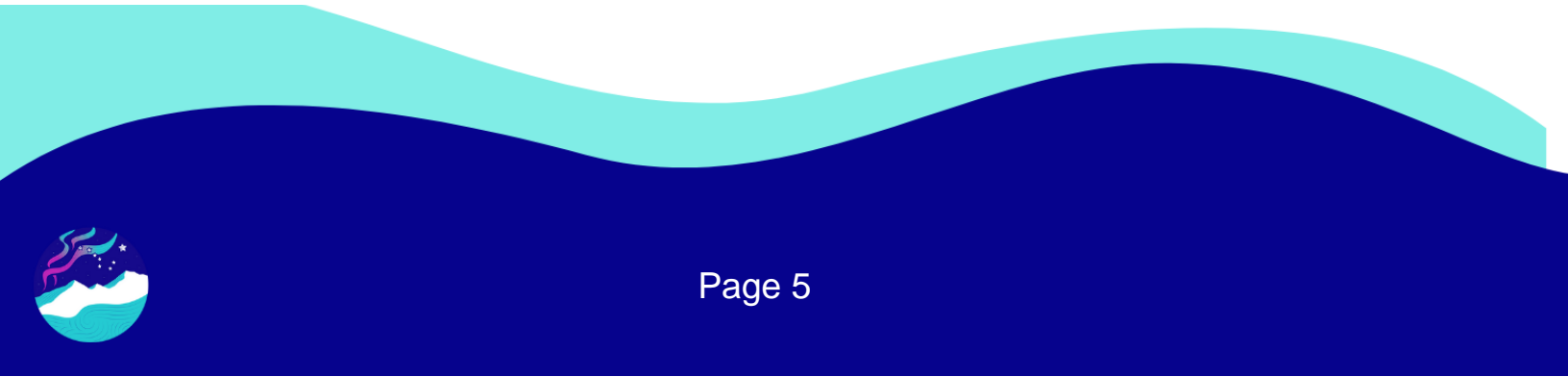
Focus on board professional development and creative cost-effective ways to grow as a board.

Ensure that we get materials according to our policy (10 days in advance). Also fix glitches with board book and agenda prep.

- What is the sweet spot for materials being presented to the board in advance of a meetings?

Board Self Improvement Plan for NWABSD
Regional Board 2023 - 2024

| Task | Who will champion this moving forward |
|---|--|
| Orientation: Understanding Board Member Roles and Responsibilities | Ellen |
| Ad-Hoc Committees for Outreach/Engagement | Margaret |
| Communications / Advocacy | Tillie (?) |
| Board Comprehension of Student Data (AK Reads Act) | Marie |
| Board Member Training Opportunities - a schedule in advance would help Board Members plan their schedules - Creating a Professional Development Plan for the Board | Jasmine |
| Check in periodically on board self-improvement plan goals | Margaret |
| Continue work on Board Policies | Bunny |



MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-044

FR: Office of the Superintendent

SUBJECT: Nominations for Board of
Directors; AASB

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.

AASB will have 5 three-year seats and 1 one-year seat open for this election cycle. The AASB Board is made up of 15 school board members who govern the Association for the benefit of all the member districts. Consider nominating a member of your school board for this vital role. **Nominees must attend the AASB Annual Conference and deliver a 2-minute speech to the membership on Saturday, November 11th, 2023. If elected, they must attend the AASB Board of Directors Meeting on Monday, November 13, 2023.**

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 as presented;
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.

AASB Board of Directors Nominations

Nominations must be received by **October 19, 2023**

The Association of Alaska School Boards Board of Directors Nomination process has moved online. Paper applications will not be accepted. Nominations 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 Board 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/YxFfnpdxBjtM4XhK7>

Nominees must attend the AASB Annual Conference and deliver a 2 minute speech to the membership on Saturday November 11th, 2023. If elected, they must attend the AASB Board of Directors Meeting on Monday, November 13, 2023.

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.

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-045

FR: Office of the Superintendent

SUBJECT: Nominations for Board
Member of the Year;
AASB

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:

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

Nominations must be received by October 13, 2023.

ALTERNATIVES:

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

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-046

FR: Office of the Superintendent

SUBJECT: Nomination for
Outstanding School
Board of the Year; AASB

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Nominations for the Association of Alaska School Board's (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:

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 luncheon.

In order to be eligible, a school board:

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

Nominations must be received by October 13, 2023.

ALTERNATIVES:

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

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-047

FR: Office of the Superintendent

SUBJECT: Approval of Core
Resolutions; AASB

STRATEGIC PLAN/BOARD GOAL:

Improve Stakeholder Communication.

ABSTRACT:

Association of Alaska School Boards (AASB) Core Resolutions requires formal Board action.

ISSUE:

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

BACKGROUND AND/OR PERTINENT INFORMATION:

AASB is soliciting resolutions, resolution amendments and comments from local school boards for consideration at the 2023 Annual Conference on Nov. 9-12th at the Hilton Hotel in Anchorage, AK. These resolutions guide our association for the coming year beginning November 13, 2023. They also guide our advocacy and positions during the upcoming legislative session.

ALTERNATIVES:

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

MEMORANDUM

TO: NWABSD Board of Education
Members

DATE: September 20, 2023

NUMBER: 24-048

FR: Office of the Superintendent

SUBJECT: Approval of MOA,
Drake Construction Inc.

ABSTRACT:

Board approval is required to expend \$50,000.00 and higher.

ISSUE:

At issue is the Noatak teacher housing lift station, and the raw sewage it is dumping out onto the ground due to the collapse of the entire system. Due to not being able to get a barge into Noatak, Drake will need to fly a HERC in with the equipment needed to repair the station.

BACKGROUND AND/OR PERTINENT INFORMATION:

Drake construction has flown out and assessed the lift station, they have concluded it needs to be completely re done and reengineered. DEC has been informed of the situation by community members, Maniilaq and the city of Noatak are wanting to shut down the water so no one can flush anymore sewage.

ALTERNATIVES:

1. Approve the administrations request to pay Drake Construction Inc. an amount not to exceed \$344,600.00 to perform the necessary fix and reengineering of the teacher housing lift station.
2. Disapprove the administrations request to pay Drake Construction Inc. an amount not to exceed \$344,600.00 to perform the necessary fix and reengineering of the teacher housing lift station.
3. Take no final action.

ADMINISTRATION'S RECOMMENDATION:

The administration recommends board approval of the administrations request to pay Drake construction Inc. \$344,600.00 to perform the repairs needed to fix the lift station for teacher housing.



**CONSTRUCTION | MARINE |
AGGREGATE**

Office: 907.442.3512 • Fax: 907.442.2604

P.O. Box 338, Kotzebue, AK 99752

www.drakeconstruction.net

Northwest Arctic Borough School District

September 19, 2023

PO Box 51

Kotzebue, Alaska 99752

Attention: Brandon Blackham

RE: Noatak LS Repair

Hello Mr. Blackham-

Thank you for reaching out for a quote for our services. The following scope and quote are based on the information gathered from the site visit to Noatak and information/pictures provided by you.

Scope 1: Provide all labor, equipment, transportation, and materials to repair the sewer lift station serving teacher housing in Noatak, AK.

Scope to include the following: mobilize equipment and personnel to Noatak, move existing pump house structure, excavate pump barrel and remove, excavate, dewater and regrade force main piping and the gravity sewer main as needed, prepare connections to existing LS barrel, excavate existing base material and add 8" of foamboard to insulate base bottom, set barrel at proper elevation, reconnect the piping to LS barrel, insulate exterior of barrel, backfill and compact all to prepare for pump house structure, set pump house structure on new foundation/floor system (by others), demobilize personnel and equipment.

Lump Sum Not to Exceed (NTE) for Scope 1:

\$344,600.00 USD

Exclusions: Any Sales Tax, if applicable; any bonding, any gravel not specified, any electrical work, any contaminated soils work, any testing or any permits, site survey or layout, any hauling/export/disposal of any materials.

***Reasonable housing to be provided in Noatak by NWABSD for up to 4 DCI employees for the duration of construction/repairs.



***Contingent upon use of the NWABSD loader as needed for repair project.

Work to be performed on a mutually agreed schedule.

Thank you for the opportunity to provide this quote. Please let us know if you would like to proceed.

Michael Cain

Michael Cain

VP Operations



Board Meeting



August 30th, 2023

Wednesday 12:00 p.m.

Maryland White

NO QUORUM



Shungnak Gym



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

ADVISORY SCHOOL COUNCIL (ASC)

Shungnak AGENDA

August 30, 2023,

At 12:00pm

2023-2024

1. Roll Call: Genevieve Norris, Maynard Woods
2. Moment of Silence:
3. Introduction of Guests:
4. Approval of minutes:
5. Public Comments:
6. Correspondence:
7. Report for Councils:
8. Principal Reports: ASC reports to have no meeting until after the elections in October 2023. due to no quorum.
- 9.
10. Items for Advisory School Council Consideration:
 - a. Board Policy Revisions and/or New Policies.
 - b. Old Business:
 - c. New Business: Swearing the new ASC members.
11. Public Comments:
12. Time and Place of Next Meeting:
13. Adjournment:

Time and place of next meeting;

BP 8321

The Advisory School Council may not hold executive sessions.

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.



Board Meeting

September 12th, 2023

Tuesday, 12:00 p.m.

NO QUORUM

Due to October Elections to be over.

Shungnak Gym

Manfred Weber



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

ADVISORY SCHOOL COUNCIL (ASC)

Shungnak AGENDA

September 12, 2023,

At 12:00pm

2023-2024

1. Roll Call: Genevieve Norris, Maynard Woods
2. Moment of Silence:
3. Introduction of Guests:
4. Approval of minutes:
5. Public Comments:
6. Correspondence:
7. Report for Councils:
8. Principal Reports: ASC reports to have no meeting until after the elections in October 2023, due to no quorum.
- 9.
10. Items for Advisory School Council Consideration:
 - a. Board Policy Revisions and/or New Policies.
 - b. Old Business:
 - c. New Business: Swearing the new ASC members.
11. Public Comments:
12. Time and Place of Next Meeting:
13. Adjournment:

Time and place of next meeting;

BP 8321

The Advisory School Council may not hold executive sessions.

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.



DEERING SCHOOL

PO BOX 36009 • Deering, Alaska 99736 • (907) 363-2121

Advisory School Council
Minutes
September 5, 2022, 7pm

I. Call meeting to order: **NO QUORUM**

II. Roll Call

| | | |
|-----|-------------------|-------------------|
| ___ | Delores Iyatunguk | Term: Seat A 2025 |
| ___ | Melinda Barr | Term: Seat B 2022 |
| ___ | | Term: Seat C 2024 |
| ___ | Denise Iyatunguk | Term: Seat D 2023 |
| ___ | Kevin Moto | Term: Seat E 2025 |

III. Moment of Silence:

IV. Approval of Agenda:

V. Introduction of Guests/Staff members:

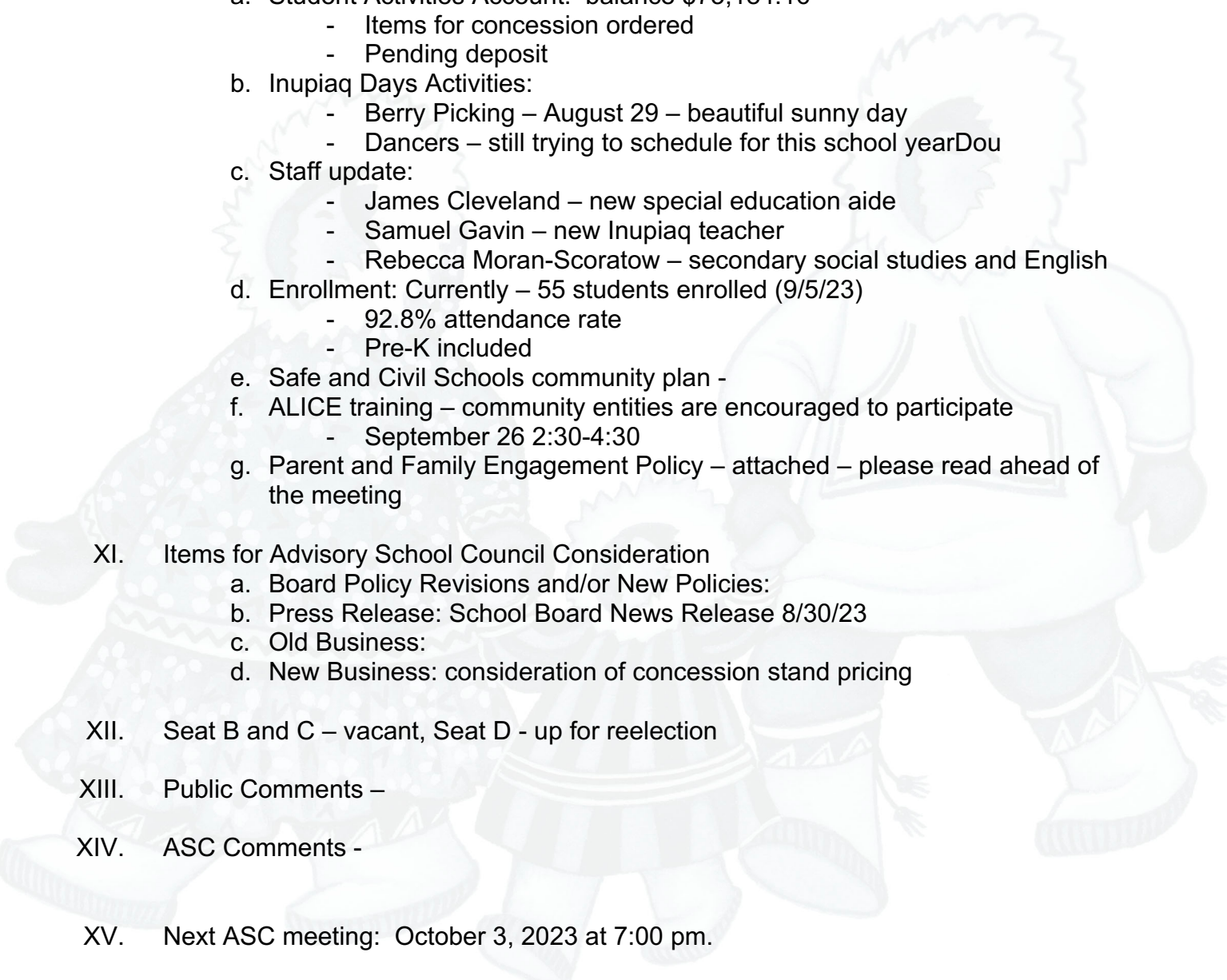
VI. Approval of Minutes: April 4, 2023

VII. Public Comments:

VIII. Report of Councils:

- Youth leaders –
- Cross-Country –

IX. Correspondence: none

- 
- X. Principal's report:
- a. Student Activities Account: balance \$73,184.16
 - Items for concession ordered
 - Pending deposit
 - b. Inupiaq Days Activities:
 - Berry Picking – August 29 – beautiful sunny day
 - Dancers – still trying to schedule for this school year
 - c. Staff update:
 - James Cleveland – new special education aide
 - Samuel Gavin – new Inupiaq teacher
 - Rebecca Moran-Scoratow – secondary social studies and English
 - d. Enrollment: Currently – 55 students enrolled (9/5/23)
 - 92.8% attendance rate
 - Pre-K included
 - e. Safe and Civil Schools community plan -
 - f. ALICE training – community entities are encouraged to participate
 - September 26 2:30-4:30
 - g. Parent and Family Engagement Policy – attached – please read ahead of the meeting
- XI. Items for Advisory School Council Consideration
- a. Board Policy Revisions and/or New Policies:
 - b. Press Release: School Board News Release 8/30/23
 - c. Old Business:
 - d. New Business: consideration of concession stand pricing
- XII. Seat B and C – vacant, Seat D - up for reelection
- XIII. Public Comments –
- XIV. ASC Comments -
- XV. Next ASC meeting: October 3, 2023 at 7:00 pm.
- XVI. Upcoming Events:
- XVII. Adjourn:

BP 8321 The Advisory School Council may not hold executive sessions.



STAR OF THE NORTHWEST
MAGNET SCHOOL



**Kotzebue Schools
Advisory School Council
Wednesday, September 6th, 2023
6:00 PM KMHS Library or Via Teams / Call in Audio**

1. Calling of meeting to Order, Roll Call
6:09pm

2. Establishment of Quorum

Jade Hill
Paula Octuck
Kris Rose
Ray Troyer

Bree Swanson asked for an excusal due to travel.
Nina Lie, Victoria Ferguson were absent.

3. Pledge of Allegiance/Moment of Silence
Pledge was done and moment of silence was observed

4. Approval of the Agenda
Jade moved to approve as presented. Kris Rose seconded. Passed unanimously.

5. Introduction of Guests

Gary Perkins, Faith Jurs, Scott Lafavere, Terri Walker, Karl Kowalski, Ivy Shelton, Casieus Brown

6. Correspondence
No correspondence was received or reported.

7. Reports

- a. Principal Reports: KMHS, JNES, STAR of the Northwest Magnet School/ATC
Faith Jurs began the reports with the JNES report. She talked about attendance and enrollment was 90% and 305. She introduced new staff members and talked about vacancies. She talked about JNES goals for 2024 and presented it in her report. She highlighted her Fun Friday cultural activities for JNES. She also presented information on the Alaska Reads Act and the effects it will have on our community.
Kris Rose asked about the test score baseline. Jurs stated that it would be fall time test scores which will be taking place soon.
Kris Rose asked if the testing is the same as MAPS. It was reported that it was different than MAPS but it will be on the iPad. She stated that it would be one on one testing with the student and teacher and the tests are much quicker.

Jade Hill is enrollment seems lower. Faith stated that its actually increased and been lower since COVID.

Perkins did the report for KMHS and stated information on attendance and enrollment. He gave a list of school events occurring. He reported on his staffing changes occurring and introduced new teachers. He talked about laptops and student roll out. He reported that lockers continue to be worked on to get opened for the students. Perkins wants to schedule an open house based on teachers getting situated and he also wanted ASC feedback as the date.

Ivy Shelton asked about the music club being instrumental or vocal. Perkins reported that the staff member interested wanted an instrumental club.

Kris Rose asked about the cell phone policy for the year. Perkins talked about that the staff team is talking about the use policy. He stated that what he has conveyed so far is that if the teacher has asked to put the cell away, then it's problem solved, but if it's a conintuing problem, then it becomes taken away. If the student does not surrender it, admin would be taking it as a disciplinary issue.

Karl Kowalski talked about the hallway monitoring and kids being out in the hallways and that it is less then a problem.

Paula asked about vacancies at KMHS. Perkins talked about having just 2 vacancies right now and Mrs. Troyer has helped to cover all schedules at this point.

Paula asked if the middle school being separated by grade levels. Mr Brown stated that the groups are by grade level and each grade is separated in 2 groups.

Jade asked about the middle school electives and covering the kids spending extra time in the gym. Perkins talked about starting a reading class for the kids so that it would cut the time in the gym.

Ray Troyer asked about the Magnet school bus. Karl reported that the van has been fixed and will start running. He talked about creating a daily schedule for the van for students taking classes at ATC and KMHS.

Karl Kowalski reported for ATC and Starr Magnet reports. He talked about the Senator and secretary visit to the new coffee shop. He talked about increasing classes throughout the year including summer. He talked about the increased communication between the GED program and homeschool programs. He reported about new staff. He reported about grants and funding for his short courses. He stated that there are 28 students enrolled with 2 more. He went in to detail about a couple different upcoming courses that they hope to offer.

Kris Rose talked about that he likes all of the report and likes the space use at the ATC building.

Paula talked about the homeschool program and the importance of keeping those kids involved in the activities of the school.

b. Activity Reports: KMHS & JNES

Scott completed the JNES activities report. He reported that running started. Wrestling positions will be posted soon to get that program started. He stated that some of the classes have had field trips like berry picking.

Paula asked if we are having a fall carnival. Faith stated that she would look in to it.

KMHS activities report was completed by Perkins. He stated that coaching positions were filled but have some openings. He talked about potential clubs to begin. He has been requesting an activities balance to begin postings for positions.

Jade asked about other clubs and sponsors like National honor society and class sponsors. We also talked about getting the District to give our activities accounts so that positions could get posted asap.

Paula offered help whenever possible because the community is used to certain things but we also like change..but to use our community when they need ideas.

Mr. Brown asked about donations from the community and organizations.

- c. Discussion Items: Requesting funds from the City of Kotzebue

8. Action Items: Facility use agreements
 - JNES – Child Evangeline Fellowship use of the MPR,
 - KiC – Annual Meeting – cafeteria October 26 from 4-9pm
 - Maniilaq Health Fair, Sept 8th 12-6pm
 - NANA -Cafeteria Oct 3 3pm-9pm
 - Team Hollywood – September 25 & 26
 - ELF – cafeteria – October 5

Administration reported that none of the dates would conflict with student activities.

Kris Rose moved to approve all of the FUA as a block but noted that to change the Maniilaq request. Jade Hill seconded the motion. Motion passed unanimously.
9. Items for ASC Consideration
 - a. Board Policy Revisions and/or new policies
 - b. Old Business
 - c. New Business
10. Public Comments

No Public Comments were received.
11. Date for Next Meeting

October 17th is tentatively set.
12. Council Comments

Jade started by welcoming the new staff. She stated to use the ASC as a communication tool for the community.

Kris Rose was excited about local teachers. He heard many things last year this time and seems pretty quiet which is a good thing. He liked that we're off to a good start. WE're here to help as ASC members.

Ray Troyer thanked everyone for their reports and apologized for not being in person. Was able to meet the staff and appreciated their work.

Paula was happy with the start. She stated that kids like to be respected and need expectations and feel like they can trust their staff. Consistency is important. Staff wasn't serious about being in the school last year so the students weren't. She's excited about this school year and the strong programs. Thanks for the hard work.
13. Approval of Meeting Minutes

Minutes were reviewed by Kris and Paula. Kris motioned to approve the minutes. Ray second. The minutes were unanimously approved.

14. Adjournment – 7:52pm

BP 8321 The Advisory School Committee may not hold executive sessions.

| ASC Members 2023-24 | | | |
|----------------------------|-------------|-------------------|-------------|
| Bree Swanson | Seat A 2025 | Victoria Ferguson | Seat E 2024 |
| Jade Hill | Seat B 2024 | Ray Troyer | Seat F 2025 |
| Nina Lie | Seat C 2023 | Paula Octuck | Seat G 2023 |
| Kristofer Rose | Seat D 2024 | | |

September ASC Meeting
Principal's Report – Faith Jurs

Enrollment – 305 (153 m and 152f)
Staff – 37 (18 classified staff and 17 certified staff)
Attendance rate – 90% for the first two weeks of school

New Staff:

Vice Principal – Scott Lefebvre

PreK - Damaris Martinez and Jerry Hayes

2nd Grade – Molly Lincoln

4th Grade – Miranda Eakin, Edilyn Medina, Remia Luspo

5th Grade – Nicole Pugh

Special Ed and Instructional Aides – Victoria Ferguson, Cheylin Goodro, Tiffany Garoutte,
We have two sped aide positions and an instructional aide position open.

Goals for FY24

- 95% of JNES students will improve their DIBELS composite score by one proficiency level or more by May, 2024. **AK Reads Act**
- We will go from 90% attendance rate to 95% attendance rate by the end of the first semester
- We will go from 5% meeting or exceeding the daily writing fluency targets to 80% or above by May! Everybody writes every day.
- Build strong teams at JNES because strong teams make a strong school
- Strengthen our Inupiaq Language and Culture Program





Fun Fridays at JNES

On Tuesday-Thursday our Inupiaq teachers work on teaching the Inupiaq language. On Fridays the Inupiaq teachers take over the PE schedule and they plan a cultural activity in the gym for each grade level. Last Friday they learned a new Inupiaq dance about flying in an airplane. While they are working with the whole grade level, the classroom teachers from that grade meet with me to discuss our progress on our school goals. Fun Fridays help us with two of our school goals, strengthening our Inupiaq program and creating strong teams and the kids love it!

June 2022 The Alaska Reads Act

What is the Alaska Reads Act?

In June 2022, Governor Mike Dunleavy signed the Alaska Reads Act into law, creating four new programs to support early literacy.

- Department Reading Program
- District Reading Intervention
- Early Education Programs/Parents as Teachers
- Virtual Education Consortium

The new programs of the Alaska Reads Act, together with Department efforts previously underway, are both incorporated into Alaska's Strategic Reading Plan, and align with Alaska's Education Challenge #1: Support all students to read at grade level by the end of third grade.

INDIVIDUAL READING IMPROVEMENT PLAN (IRIP)

The Alaska Reads Act requires districts and schools to set in motion procedures to identify and support students who demonstrate challenges with early reading. These include early and frequent screening, parental notification, the design of an Individualized Reading Improvement Plan (IRIP), and supplemental reading intervention services. This supportive plan is designed to describe the processes by which struggling students are identified and the targeted system of supports that will accelerate literacy development. The creation and implementation of the plan should, above all, consider the unique strengths and needs of the individual student it is designed to support.

What Should You Know as a Parent?

- Best practice states kindergarten through third grade students be assessed every year for their reading level proficiency three times per school year. The first assessment will be given in the fall. The literacy screener is a short (5-7 minutes) assessment.
- The literacy screener is meant to help the teacher determine learning needs.
- The IRIP is a collaboration between your child's school team and you. Together, you will work with your child to find where your child needs support and create a plan to support your child. The plan will include:
 - 1) extra instruction or support in areas of need
 - 2) ongoing progress checks
 - 3) at home reading support
 - 4) Your child may be encouraged to participate in a summer reading program.
- The IRIP will be implemented within 30 days of identification.

Extra support in your child's individualized reading improvement plan will occur in small group or one-on-one instruction during the school day. Your child should not miss regular reading instruction.



The Individual Reading Improvement Plan (IRIP) is a tool designed to document a variety of information such as the student's level of reading proficiency, the evidence-based interventions that will be used to help the student improve, diagnostic data, and ideas for home support.

While the IRIP serves as the primary documentation tool to demonstrate compliance with the requirements of the law, the process of creating an IRIP should be driven by student need. The IRIP presents an opportunity to implement a thoughtful and coordinated effort to increase literacy growth. The success of the IRIP lies not in compliance nor documentation, but in the collaborative analysis of how to improve instruction for the students most in need.

In addition to being student-centered, an IRIP has the greatest capacity for success when it is viewed as a process rather than a product. Though the IRIP serves as written documentation, it is only one step in supporting students. Identifying areas of need, providing appropriate instruction with appropriate materials and resources, providing evidence-based interventions, and monitoring progress are all critical components of the process.

The IRIP process should be grounded in the effective use of data. The IRIP is a document that contains results of screeners and other diagnostic tools. As such, it provides an opportunity to pair evidence-based interventions to the areas of need identified by those assessments. The IRIP should reflect the ongoing use of data in the decision-making process as the student gains increasing levels of reading proficiency.

***Attendance is a great predictor of academic success.
Please ensure that your child is in school whenever possible.***

COMMUNICATION

The IRIP presents an opportunity to both share the results of the screener as well as to define the essential components of early reading:

Phonemic awareness: the knowledge that written and spoken words are made up of phonemes, or smaller parts; phonemic awareness provides a foundation for being able to read and spell

Phonics: also known as the alphabetic principle, an understanding of the relationship between written letters and the sounds they are associated with in the spoken language

Vocabulary: the ability to recognize and understand a wide range of words; explicit and systematic vocabulary instruction

Reading fluency: the ability to read quickly and with ease; fluency also includes the ability to interpret emotions in the text and use the voice accordingly to represent them, or to use the voice to emphasize words.

Comprehension: the ability to understand a text





KOTZEBUE MIDDLE/HIGH SCHOOL

PO BOX 264 • Kotzebue, Alaska 99752 • (907) 442-1875

PRINCIPAL REPORT

Attendance Rate

84.37%

Enrollment

346

Events (September)

| Volleyball | |
|---------------|--|
| Sep 1/2 | OFF: Labor Day |
| Sep 8/9 | Nome (+JV) @ Nome |
| Sep 15/16 | Nome, Sitka Triangular Nome JV (HOME) |
| Sep 22/23 | Barrow, Bethel Triangular @ Barrow |
| Sep 29-30 | Open |
| Cross Country | |
| Sep 8 | Kotzebue Invitational (MS & |
| Sep 15 | MS @ Buckland Invitational |

NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT

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Will be rolled out once schoolwide expectations are complete for middle & high school. Locker access times will be set.

Open House:

KMHS Open House will tentatively be held the week of September 18th through 22nd, pending feedback from ASC.

ANSEP

High School ANSEP students visited Anchorage the first week of school.

Middle School ANSEP

Students must complete an online form as well as a paper form by September 16, 2023.

WHO SHOULD APPLY?

NWABSD **students currently in grade 6, 7, or 8**, who:

- Are interested in STEM
- Have at least a B average in science and mathematics courses
- Have not attended a previous ANSEP Middle School Academy on the UAA campus
- Are on track (or have the ability to get on track) to complete Algebra 1 before entering high school

[Middle School ANSEP Application](#)

New Sports/Clubs

Administration field interest from faculty and staff about starting up new extracurricular activities. Team members have offered their support to provide the following activities for students:

- High School Music Club
- Esports

Karl Kowalski, Director of ATC/STAR, reports on the following:

Summer at the Alaska Technical Center was quite busy. We hosted several programs in June including ANSEP Stem Ready June 9-13 and the University of Alaska Upward Bound T3 program June 5-10. The Borough held it regional emergency planning meeting at ATC June 27-28.

The Alaska Technical Center began classes early this year. We held two welding workshops during the month of July with 6 participants. We also held a DOT Flaggers training course with another 7 participants.



ATC held Barista Training August 1-4 with 6 trainees. All six trainees completed and are currently working at Kuupiaqtuġvik@ATC. We began on August 2nd with a soft opening as people began to hear we were training. We are now open full-time 7:00 am – 2:00 pm Monday – Saturday.



On August 14, ATC hosted regional leadership meetings with Senator Sullivan and Secretary of Transportation.

Welcome to Kotzebue & The Alaska Technical Center



Meeting Room 170



Staffing:

ATC ADMINISTRATION

Karl Kowalski, Director
Ivy Shelton, Assistant Director
Joe Groves, Principal NW Arctic

Homeschool

FACULTY AND STAFF

Lori Jorgensen, Registrar
Eugene Wilkerson, Recruiter
Matt Cooper, ATC/STAR Student Advisor
VACANT, Secretary

ADULT EDUCATION

China Kantner, Instructor

CULINARY ARTS

Chef Alejandro Vargas

CONSTRUCTION TRADES

Charles Keeter, Instructor

HEALTH OCCUPATIONS

Jay Panlilio, Instructor

PROCESS TECHNOLOGY

Merle Green

READISTAR

CAREER & TECHNICAL EDUCATION/

Clay Beck, Instructor
Marc Tumaneng, Instructor

DORMITORY

Mary Keeter, STAR Dorm Parent
Mary Nauska, ATC Dorm Attendant
Vacant, Attendant
Varies – NMS Custodian

Grant Funding:

State labor grants are down this year. ATC did not receive STEP funding this year. In FY23, the Legislature added one-time funding to STEP for which ATC received \$300,000. The legislature did NOT add additional funding to STEP in FY24 and ATC was NOT an awardee in FY24. This reduction will impact our ability to contract with 3rd party trainers. ATC continues to seek partnerships for additional course sponsorships.

TVEP funding remained steady with an award of \$1,252,700. These funds support several positions at ATC including Registrar, Recruiter, Health Occupations Instructor, ATC Adult dorm operations, as well as contractual funding for outside training including CDL, Heavy Equipment, Toyo and Boiler repair, and supplemental welding classes.

Alaska Construction Academy Funding is down this year again due a lack of supplemental funding from the legislature. ATC received \$153,385 all of which supports salary and benefits of the full-time construction trades instructor who, in addition, teaches welding, HAZWOPER, and flagger courses.

Adult Basic Education. ATC's Adult education grant increased slightly providing funding for a full-time instructor as well as funds for travel and supplies. ATC received \$153,970

Fall Schedule:

ATC Fulltime Programs

| | |
|------------------------------------|----------------------|
| Construction Trades | Begins Aug 22 |
| Culinary Arts | Begins Aug 22 |
| Certified Nursing Assistant | Begins Aug 22 |

2023-2024 ATC Short Course Schedule

| | |
|--|-----------------------|
| Women-Only Welding | Jul 10 – Jul 14 |
| Intro to Welding for Anyone | Jul 17 – Jul 21 |
| Flagger Class | Jul 24 – Jul 25 |
| Intro to Hydroponics | Aug 7-Aug 11 |
| Heavy Equipment Operator | Sep 11-22 Kotzebue |
| Heavy Equipment Operator Practicum, Testing, Certification | Sep 25- Oct 13 Palmer |
| Toyo Stove Repair | Oct 2 – 6 |
| Boiler and Furnace Repair | Oct 2 – 6 |
| CDL Training | Oct 2 – 13 Kotzebue |
| Toyo Stove Repair | Oct 9 – 13 |
| Boiler and Furnace Repair | Oct 9 – 13 |
| CDL Practicum, Testing, Certification | Oct 16-27 Palmer |
| HAZWOPER 40 hour | Nov 6-10 |

STAR of the Northwest Magnet School:

We are currently at an enrollment of 28 full-time students with 2 coming from Russian Mission in the Bethel region. We are excited to start the year with Dorm parents. Mary Keeter, who began last spring as dorm parent, will continue this year. Mary brings a warm caring personality to the dorm with consistency in expectations.

23-24 ReadiSTAR schedule:



| | |
|-----------------------|---------------|
| Buckland/Deering | 08/28 – 09/08 |
| Noatak | 09/11 – 09/22 |
| Kivalina | 09/25 -10/06 |
| Noorvik/Kiana | 10/09 – 10/20 |
| Ambler/Shungnak/Kobuk | 10/23 – 11/03 |
| Selawik | 11/06 – 11/17 |
| OPEN | 11/27 – 10/08 |
| Kotzebue | 01/08 – 01/19 |
| Noatak | 01/22 – 02/02 |
| Kivalina | 02/05 – 02/16 |
| Noorvik/Kiana | 02/19 – 03/01 |
| Kotzebue Exploratory | 03/04 – 03/08 |
| Ambler/Shungnak/Kobuk | 03/18 – 03/29 |
| Buckland/Deering | 04/01 – 04/12 |
| Selawik | 04/15 – 04/26 |
| Driver's Testing | 04/29- 05/10 |



KOTZEBUE MIDDLE/HIGH SCHOOL

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Kotzebue Middle High School Student Activities Update for September

Accounts

Student Activities Account Balance: Awaiting Balances

We've have requested our student activities and sports account balances, so that EDCs may be advertised for this year.

New employees have expressed interest in coaching/sponsoring an Esports team and a high school music club.

Student Activities

Cross Country

Head Coach Isaac Peacock

Volleyball

Head Coach Jacqueline Labial

Vol. Assistant Coach Zaina McConnell

Boys' Basketball

Head Coach Fritz Westlake

Head Girls' Basketball

Head Coach Jade Hill

Wrestling

Head Coach Isaac Peacock

Native Youth Olympics

Head Coach Isaac Peacock

Other potential EDCs Based on Past & Current Student & Faculty Interest

| | |
|---------------------------------|----|
| Battle of the Books | \$ |
| Spelling Bee | \$ |
| Senior Class Advisor | \$ |
| Girl's Middle School Basketball | \$ |
| Boy's Middle School Basketball | \$ |

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Driver's Education Training



Drivers Education

The Alaska Technical Center is committed to quality driver's education training. We have been in business in Kotzebue since 1981. We have found that a majority of employers in our region and the state require potential employees to have a valid driver's license. In an effort to meet that work force demand, ATC offers driver's education training.

Designed to teach a new driver the skills needed to successfully pass a Class D road exam.

Length of Program: 8 Weeks

Format of Program:

- Classroom/Theory
- Defensive Driving - 30 Hours - taught over 5, 6-hour days or a semester depending on option chosen.
- ALIVE@25 - 4 Hours
- Practical Instruction - Behind the wheel training scheduled to fit student and instructor availability

Enrollment Requirements:

- 14 years or older - however, a student cannot test unless he/she is over the age of 16 and has held a permit for more than 6 months
- Parental Consent
- State Photo ID
- Certifications & Qualifications:
- Class D Driving Test (if a student is over the age of 16 and has held a permit for more than 6 months)
- Alive@25
- Certificate of Completion

Program Description:

This program is designed for novice drivers, and provides the knowledge and skills necessary to become a defensive driver and successfully pass a Class D road exam. This course includes both 30 hours of classroom defensive driving instruction and 12 hours of behind the wheel instruction.

Students must also log a minimum of 32 hours of practice driving time with a licensed driver outside of scheduled class time including 15 hours of observation time, be 16 years of age or older, and have held their class D permit for a minimum of 6 months. Students that meet these requirements are eligible to take their class D road exam at the end of the program.

Breakdown

- Triple A Student Manual
- Alive@25 Student Manual
- DMV Driver's Manual
- Classroom and road instruction

Modules Trained

- Basic Vehicle Controls
- Rules of the Road
- Personal Factors Influencing Operator Performance
- Defensive Driving
- Managing Space
- Driving at Night
- Vehicle Readiness
- Risk Reducing Strategies
- Alive@25
- Vision and Perception
- Basic Maneuvering
- Vehicle Functions and Malfunctions, and Collision Reporting

Total Cost: \$900

Defensive Driving: Educate and Defend Yourself

It is a good idea to educate yourself with new technology; ABS brakes, airbags, and proper use of seat belts. Educating also means being aware of changing laws and becoming knowledgeable of current laws. We will educate and teach you the tools to defend yourself. Many auto insurance companies grant discounts to individuals who have completed defensive driving.

Instructional Permit Prep Training – up to 35 hours (tuition is \$450.00, DMV testing fees are extra)

ATC's Instructional Permit training covers all the information you need to know from the Alaska Division of Motor Vehicles (DMV) manual. In addition to covering the rules and regulations involved with driving in Alaska, the course helps you identify and understand road signs, signals, and traffic management that you may encounter on roads outside the region. With small class sizes, group learning, and numerous practice tests to help you prepare, our permit class can help you whether you've never taken the DMV Written test before or had challenges in the past.

Hands-on Behind-the-Wheel Training– up to 35 hours (tuition is \$450.00, DMV fees are extra)

Instruction is provided in our dual controlled vehicle, one-on-one with a State-certified instructor.

Our behind the wheel training will teach you the necessary skills not only to drive in a rural area, but to feel confident in high-traffic urban areas as well. Our training covers defensive traffic maneuvers, teaching the student how to drive from point A to point B smoothly and efficiently while assuring that they have a space-cushion around them and an escape route at all times.

- Introduction to vehicle
- Starting and stopping, fast and slow
- Right turns, left turns
- Changing Lanes
- Parallel Parking
- Backing straight, around corner
- Emergency Stops
- Hill Starts
- Three-point turns

Introduction to Hydroponics

Time: 1 weeks. Date:TBD

Teacher: VH Hydroponics

Growing hydroponically (or in other words "without soil") is an incredibly productive modern farming technique. By using a substrate and a nutrient enriched solution, you're able to produce healthy, flavorful plants, in a highly controlled way and with much less water than traditional agriculture. As concern over water availability and sustainability grow, hydroponics has become an increasingly popular growing technique for new farmers (urban and rural)!

Just about anything can grow hydroponically if you know what you're doing. The goal of this course is to teach you exactly how to start and run a successful hydroponic farm. In order to grow hydroponically, you must learn to monitor and control system factors like EC, pH, source water quality, temperature, filtration, sanitation, sterilization, and plant needs – all of which will be covered in this course!

In this course, students will:

- Discover the origins of hydroponics
- Learn about all hydroponic system types
- Hydroponic nutrient management
- Hydroponic system layouts and plumbing
- The best crops for hydroponics

After completing this course, students should be able to:

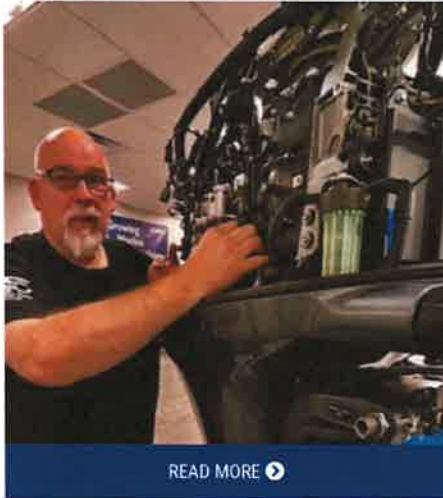
1. Describe the basic processes of hydroponic crop growth.
2. Explain similarities and differences between soil-based and soilless plant production.
3. Identify the major features of different styles of hydroponic production systems.
4. Evaluate the effectiveness of different methods of pursuing hydroponic crop production.
5. Assemble small, experimental hydroponic systems for use in school lunch program.

Project:

As part of this class, students will assemble and plant a small-scale indoor hydroponics unit and grow vegetables for school consumption.



Spotlight:



Student spotlight: Charles Keeter

🕒 August 15, 2023 | 👤 Vicki Heisser

This summer, Charles Keeter participated in the PWSC's Small Engines for Teachers program, which led to his current endeavor: the Yamaha and AMEC train-the-trainer course. These classes ignited his enthusiasm as they focused on the AMEC program, designed to equip people with the essential skills for shipbuilding, vessel repair, maintenance, port operations, and vessel maneuvers. The ultimate aim is to prepare Alaskans for careers in these critical fields.

Charles recently completed his train-the-trainer certification for outboard motor repair. ATC looks forward to being able to add outboard service and repair to our list of possible courses.

Beginning of the year activities:

STAR students had the opportunity to participate in the harvest of a musk ox with Cyrus Harris, Maniilaq. One of the great things about living in our region is you never know what the day-to-day life can bring. Earlier today the Star of the Northwest Magnet School students were lucky enough in taking part in the harvesting of a young bull Musk Ox. The Musk Ox was put down after it wandered into town and became a safety issue with young children nearby. Bruising on parts of the body suggested that it was most likely run off by the dominant male of its group.

Thanks to Cyrus Naungaq Harris from Maniilaq Hunter Support and Natural Resources for allowing the students to get hands on with harvesting of the young bull.

Students were not only able to help with the harvesting and transporting of the meat, but learned the process of harvesting so that no meat goes to waste. Every student was given the chance to get hands on and help transport the meat to the Sigluaq-meaning in Inupiaq underground ice cellar or cold storage. Along with helping of hanging the meat the students were given an inside look of how the food is processed. Students left feeling with hearts of fullness knowing our elders are given the opportunity to eat native rich foods.



STAR ended week one by participating in the Mosquito Half-Marathon here in Kotzebue. The goal was for each STAR to challenge her or himself to push beyond what they imaged they could do.

An all STAR showing produced amazing results. Each and every STAR went farther than they thought they could and several finished the entire 13 miles earning medals

1st Place Mario Greist, 2nd place Adam Jones, 3rd place Thomas Pungalik. Girls: 1st Place Irene Ramoth and Hannah Snell. Dorm Mom, Mary Keeter, placed 1st in her age group and yours truly pulled off a second place.

Students learned to push through mental barriers, support each other, and endure bad weather. I am truly proud of our STARS.



