

**State Board of Education & Early Development**  
**Approved Minutes**  
**March 16, 2023**  
**Department of Education & Early Development**  
**395 Whittier Street**  
**Juneau, AK 99801**

**Thursday, March 16, 2023**

Chair Fields called the meeting to order at 8:32AM. Chair Fields was sworn in and reinstated by Acting Commissioner Teshner and roll call was taken, all present with Military Advisor Lt. Col. Fowley being excused. Member Hamilton gave an invocation to start the meeting. After the pledge of allegiance, Chair Fields read a statement from Susan McKenzie that stated she declined the position to serve as Commissioner. She will continue to serve as the Director of Innovation and Education Excellence and Heidi Teshner will continue the role as Acting Commissioner. The board amended their agenda to remove Item 13 and replace it with Item 13A, the Resolution to Preserve Opportunity for Student Athletes, while balancing competitive fairness, inclusion, and safety for all of them to compete; and added Item 13B an Executive Session. Member Van Diest motioned to adopt the amended agenda and Member Griffin seconded the motion. There was no discussion. The motion passed unanimously in a roll call vote. The board adopted the agenda for March 16, 2023. There were no potential conflicts of interest identified by board members at this meeting.

**Public Comment**

Public comment was opened at 8:38AM.

*Natalie Troy* – Natalie is a resident of Juneau and she moved there in August 2022. She currently works as the Public Education Fellow at the Alaska Council of School Administrators, but she is commenting as a private citizen. She wanted to comment on the agenda Item 3, specifically two aspect of the Alaska Reads Act. She wanted to comment on the effective date and the lack of the development of a literacy screener in Alaska native languages. Reading is a really critical goal for Alaska’s public schools, as you are all aware, and have put effort into the implementation of the Alaska Reads Act. However, the act, as it currently stands, is being implemented only around reading in English. The effective date of July 1, 2023 is really soon and that’s creating a really tight timeline for folks in the districts to be able to implement things well, to be able to hire for those new reading specialists and intervention positions, and to develop things like the summer school and all the other new aspects. She encourages the board to consider extending the effective date for at least some aspects of the bill to allow for the time and effort to really implement the act well. The second thing she wanted to comment on is within section 36 subsection 6 of the act. It says the Department will help develop the screener in any language. However, without the resources to do this, they currently have not seen any implementation of screeners in other languages, such as Yugtun, Tlingit, and any Alaska native languages. This could have a really chilling effect on immersion programs such as Ayaprun Elitnaurvik in Bethel, where students don’t have any exposure to English until I believe

around grade 3. These students are learning in their native language, in Yugtun, and it's a really important effort that deserves support. But with the way the Alaska Reads Act is currently being implemented, programs like that and programs like the Tlingit Culture, Language and Literacy at Harborview Elementary in Juneau are going to potentially see impacts on students who are learning to read and write in their native language, and I would just encourage the Department to put more resources towards those screeners and towards culturally responsive implementation of the Alaska Reads Act. Thank you for listening.

The Board held a short break: 8:42AM – 8:49AM. There was no more public comment.

Public comment closed at 8:49AM.

Code.org was next on the agenda and scheduled to provide a presentation but they had not yet arrived. Chair Fields moved the State Board of Education convene an Executive Session in accordance with the open meetings act AS 44.62.310(c)(2) to discuss personnel issues related to the appointment of a commissioner. An Executive Session is necessary so as not to prejudice the reputation and character of any person. Member Hamilton seconded the motion. The motion was passed unanimously in a roll call vote. There was no discussion.

At 9:58AM, Chair Fields moved to end Executive Session. The motion was seconded by Second Vice Chair Stockhausen. There was no discussion.

Chair Fields and the board discussed the Commissioner position and are happy to have Heidi Teshner remain as Acting Commissioner. They are happy with her leadership and support her. The board will come back in June and have more discussion about the position and Ms. Teshner's evaluation.

**Professional Development Session: 10:00AM – 12:00PM**

### **Work Session**

#### **Agenda Item 3 - Alaska Reads Act Implementation**

Dr. Deena Bishop, Education Policy Advisor, from the Governor's Office, thanked the board and expressed that their work is appreciated. She and Susan McKenzie, Director of the Division of Innovation and Education Excellence presented an update on the Alaska Reads Act. Dr. Bishop explained that this year's symposium will target the practice of the science of reading. She also explained that she has heard the feedback and concern from constituents that this is an unfunded mandate and this is not a good place to start; rather, the Alaska Reads Act is tremendous support, and on the districts and educators side is an adjustment of priorities to ensure that every child in Alaska reads by the 3<sup>rd</sup> grade which meets the strategic priorities of the State Board.

Director McKenzie provided updates to the Alaska Reads Act and details on the alignment between the Alaska Reads Act and the Alaska Strategic Reading Plan, outlining the number of

components, components competed, and participation rates. Director McKenzie also gave a summary of her 40 years of work experience in education. The Alaska Reads Act is a product of the department's Alaska's Education Challenge, with a number one priority of all students will read at grade level by the end of the third grade. Alaska's Education Challenge, the Alaska Reads Act, and the Alaska Strategic Reading Plan are all aligned to support students to be proficient readers. She reviewed the four components of the act: 1) Early Education and Parents as Teachers; 2) Department Reading Program; 3) District Reading Intervention; and 4) Virtual Education. Requirements include reporting and data collection, and educator preparation. The Early Education and Parents as Teachers, the Department Reading Program, and the Virtual Education Consortium are voluntary programs. The Alaska Reads Act has an effective date of 7/1/2023; however, the Virtual Education Consortium component has an effective date of 7/1/2024. The District Reading Intervention component is required. All K-3 schools will use a literacy screener. If a student is still having deficiencies after intervention, a conversation will be initiated with the parents regarding grade promotion and the ultimate decision is up to the parents. There are over 60 components within Alaska's Strategic Reading Plan, and all are aligned to the science of reading and to support districts in improving reading in the state. Within the Professional Development strategy of the Alaska's Strategic Reading Plan (ASRP) there are 23 components and 14 have been completed with over 3,800 participants. The Evidence-Based Materials strategy of the ASRP has nine components and six have been completed with over 82,000 participants. The Early Learning strategy within the ASRP has five components and two are completed with over 6,000 participants. The Frameworks for Success strategy within the ASRP has 10 components, two are completed and there are over 55,000 participants. The Science of Reading Resources, Data and Communication strategy has 15 components, six are completed and affects all districts. The Teacher Preparation strategy has six components, and one is completed and affects most educators.

Dr. Bishop gave a presentation on the Teacher Preparation component of the Alaska Reads Act. She reiterated everyone is working to build capacity, and that people are not working in silos. The Alyeska Reading Academy and Institute is a reading program opportunity whose purpose is 1) to provide high quality reading instruction aligned with the Science of Reading to K-3 students in a model school setting (lab classrooms); and 2) to provide a highly effective school setting showcasing evidence-based instruction embedded within the Science of Reading to serve as a model for professional development in the state of Alaska. This will be in Anchorage and looking to provide in other areas as well. Students would enroll in this academy but continue to remain enrolled in their own district. This is just added support and supports the department's mission, an excellent education for every student every day. The academy will support K-3 grade reading, math, and other subjects and will serve the most underserved students by assessments. The academy is focused on supporting individual districts as well as individual teachers. Other considerations include evaluations and partnerships, and having the department be more of a supportive entity to teachers and districts, in addition to their current capacity as a compliance and professional development entity.

Director McKenzie explained that they have been searching hard for literacy screeners in other languages. They are in communication with the University of Oregon who have a great reputation. There are no details yet, but she is hoping for a partnership.

Member Griffin appreciated Dr. Bishop's emphasis on the Alaska Reads Act being an unfunded mandate and there is a better way to look at that. He asked if Director McKenzie could fill in the board on the statistics about the Alaska Reads Act being properly funded. Director McKenzie replied that she wanted to highlight all the initiatives, which cost millions of dollars, that department has already developed to support districts.

Second Vice Chair Stockhausen wanted to thank Director McKenzie and the whole team for all their amazing amount of work. She wanted clarification that all of the reading trainings are also offered to paraprofessionals as well as teachers. Director McKenzie responded that they are offered to everyone, and teachers that are not K-3.

Dr. Bishop wrapped up and thanked the board for the opportunity and emphasized that this is a coordination effort to support outward.

Student Advisor Cothron expressed her excitement and support for the Alaska Reads Act. She explained her own struggles with reading growing up and thinks that if there was something like the Alaska Reads Act available when she was younger that it might have helped her to have had that support to recognize that she had problems with reading, and then to do something about it.

Student Advisor-Elect Myers has questions about funding. He wants to ensure that every single district will have access to the necessary funds to make sure that they are able to fully fund this, on top of everything else they are doing, or is this expected to be a reprioritization of taking funds away from other parts of the budget and putting that into reading? Dr. Bishop replied that while the base student allocation (BSA) has not increased since 2014 or 2016, district funding has increased. The BSA allows for more flexibility and it's easier to plan with forward-funding. But there has never been a time that school districts have not received additional funding and she wanted to make that clear. She's asking districts to take their reading program and professional development budgets and redirect towards the Alaska Reads Act. Director McKenzie added that because this is a common question, that districts are already doing many of the components that the Alaska Reads Act calls for.

Student Advisor-Elect Myers recognizes that districts are facing large deficits so he is wondering if there are other resources available through this that can help every single district. Director McKenzie highlighted the supports that the department is offering, and not just financial and professional development, but other supports that take time and energy to put together.

Chair Fields said that they will do whatever they can to support student education with the funds they are given, whether it be through the Governor or the Legislature. He thanked Dr. Bishop for her policy work.

The board convened for lunch at 1:00 and reconvened at 1:36.

#### **Agenda Item 4 - School Construction and Major Maintenance List**

The board is being asked to approve the final annual list of capital projects eligible for funding under the School Construction and Major Maintenance (SC/MM) Grant Funds. Acting Commissioner Teshner provided a bit of background. The lists were developed by the School Facilities team in the fall. There is an annual review of the lists. The department cannot grant any funds to any project on the list without board approval. The Bond Reimbursement and Grant Review Committee did review and approve the lists at their December meeting and recommended the State Board approve as well. The department received 118 applications from 29 districts. 84 applications were scored by a team of three and 34 applications elected to use their prior scores from the prior year. There were four ineligible projects.

Joe Willhoite, Facilities Manager, and Lori Weed from School Finance Specialist were available to provide more information and answer questions.

Member Griffin pointed out that there are repeat projects from the prior year and it looks like the top projects didn't get funded. He asked how much was funded last year. Mr. Willhoite said about \$37 million. Member Griffin recognized that there is half a billion dollars in requests, and we get \$37 million. He mentioned that many of the projects are in rural areas. He wanted to know if they have any other funding source for capital projects other than the SC/MM grants. Mr. Willhoite said that is the extent of the funds. Member Griffin wanted to know if the top project could be funded in any other way besides a grant from the Legislature. Mr. Willhoite explained that currently the only process is to receive funding through the Capital Improvement Program (CIP) process. The Debt Reimbursement Program is on a moratorium until 2025 for those districts who have that option. Member Griffin asked how many schools need SC/MM funding. Ms. Weed responded that she didn't have that number and would get back to the board.

Member Griffin asked questions about how much the state has in (school) building assets. Ms. Weed responded that the state has about \$9-\$10 billion worth of school facility assets as insured values of the state. It would cost about \$100 million to keep the facilities maintained at the optimum industry standard level. Mr. Willhoite further explained that there is preventative maintenance funded by the districts that is on-going and a requirement for qualifying for the CIP process.

Member Griffin asked if the department could address CIP projects that are on the school closure list. Mr. Willhoite explained that it was all about the timing. The projects were included on the CIP list prior to the schools being put on the closure list. Ms. Weed explained that even though there are schools on the closure list, since they are also on the CIP list, they will be eligible for reimbursement, as that is what is stated in statute/regulation.

Member Griffin wanted to know why the CIP process is so much more expensive than the private sector. Mr. Willhoite said that expenses have gone up due to COVID, and that very few people want to bid on a public project because of tediousness and the paperwork that is involved. Many factors are involved in the high costs, including labor and the remoteness of Alaska.

Member Griffin asked about the Abbott Loop Elementary School project. This project is ranked 38 and thinks the school will most likely be closing. He asked about the bond measure approved to address fire suppression and sprinklers and wanted to know more details. Ms. Weed clarified that it was a reimbursement project and if the school closes and is demolished that those funds/that project would be reevaluated.

Member Hamilton had questions on a particular school project in his area and wondered what the status was since it used to be on the CIP list and it's no longer listed. Mr. Willhoite mentioned the numerous issues, including finding a site, for the delay and said that there continues to be forward progress. Acting Commissioner Teshner clarified that they are not on the list because the funds have already been appropriated and the school is working on finding matching funds.

Ms. Weed clarified that the Newtok project is to relocate from an eroding site, and the community is also relocating. It also includes some phased demolition of the existing school site. It is not just a replacement school scope and it includes a bit of infrastructure as well. There was additional discussion and clarification about the funding scope of the project and the expense of the project. There was more discussion on why it is so expensive to build in Alaska, especially rural Alaska, and that this particular project is on a fast-track timeline and almost an emergency situation due to the rapid deterioration of the location. There was additional discussion and clarification about the application process.

Member Griffin asked who is the leading authority that gets to apply for CIP list placement. Ms. Weed explained that the Bond Reimbursement and Grant Review Committee has the authority to set up the CIP application. There was no further discussion.

#### **Agenda Item 5. Legislative and Budget Update**

Acting Commissioner Teshner introduced Special Assistant to the Commissioner and Legislative Liaison, Laurel Shoop, and Administrative Services Director, Sabrina Javier. Director Javier went over the FY2024 budget amendments and FY2023 supplementals currently being considered. She gave a review of the activity that has happened since January and highlighted important items. The department's FY2023 supplemental items total \$508,100 and include multiple funding sources. The Professional Teaching Practices Commission has a supplemental to address an increase in administrative hearings. The Alaska State Council on the Arts has a supplemental of increased Federal Receipt authority for their national endowment grant. There is additional funding for the WWAMI contractual increase with the University of Washington's School of Medicine. The supplemental budget also includes a transfer of funds from the unexpended capital project from the State Library, Archives and Museum facility construction

to the Lemon Creek Correctional Center for stabilization and repairs. The FY2024 amendments include open-ended Federal Receipt authority, additional funding for the Alaska Native Science and Engineering Program, the Alaska Resource Education, career and technical incentive grants, and the Alyeska Reading Academy and Institute. To date the total department FY2024 budget with amendments totals \$1,666,535,800 and 283 full-time employees. There were no questions.

Ms. Shoop provided an overview of legislative dates and timelines, and the number of department presentations to the legislature. She mentioned that education funding continues to be a main topic of interest. House Bill 65 would increase the base student allocation (BSA) by \$1,250 and increase from \$5,960 to \$7,210. Senate Bill 52 would increase the BSA by \$1,000 to \$6,960. Additionally, in FY2025 there would be \$345 added to the BSA, increasing it to \$7,308. A CPI adjustment would also be applied in FY2026 and onward. Other bills the department is tracking include a teacher incentive pay bill (HB106 and SB97) and a parent's rights and education transparency bill (HB105 and SB96). There were no questions.

#### **Agenda Item 6A - Highland Academy Charter School**

Acting Commissioner Teshner informed the board that they are being asked to approve the application of the Highland Academy Charter School for a ten-year period. Deb Riddle, Division Operations Manager with the Division of Innovation and Education Excellence introduced Amelia Johnson, the principal. Ms. Johnson provided the board with the overview of the charter school including their learning programs. They are seeking their second charter renewal. Their focus includes college and career preparedness, service learning, and financial literacy. They strive to move forward with continuous improvement and believe their goals are aligned with the district and upcoming state initiatives. Every student is in an advisory, which is unique to Highland Academy.

Member Van Diest wanted to address their AK STAR math scores from 2021/2022, recognizing there is room for improvement. Ms. Johnson replied that they have identified the need for some students needing additional support and giving them extra time to complete their work under the guidance of math teachers.

Member Van Diest asked a follow up to address the English Language Arts scores and Ms. Johnson replied they are applying the same methods and giving students more time to review or dive deeper into content and try to target and intervene.

Member Griffin wanted to know what the facilities arrangement is with the Anchorage School District (ASD) since they are sharing space. Ms. Johnson replied the set-up works great and they sub-lease through ASD.

Member Griffin asked if they have been looking at any other facilities to expand their program. Ms. Johnson said they have been looking but they are not at that point yet. They are finding that their current location is ideal.

Member Griffin asked what they pay for rent. Ms. Johnson replied \$580,000. There were no further questions.

#### **Agenda Item 6B – Frontier Charter School**

Acting Commissioner Teshner informed the board that they are being asked to approve the application of the Frontier Charter School for a ten-year period and introduced the principal Gerald Finkler. Mr. Finkler introduced a few of his staff and provided an overview of Frontier Charter School. They are the only Anchorage School District school where the principal was allowed to hire a school psychologist. Since COVID they have seen an increase in students with IEPs and they are well positioned to provide the additional help. They are becoming a Purple Star School this year.

Member Griffin asked how they differentiate their product from Family Partnership Charter School. Mr. Finkler replied that the primary difference is that their parents are traditional homeschool families and all they wanted to do was homeschool, and many of the Family Partnership families have their kids enrolled in private schools. They don't have any students that are enrolled in private school. Their current charter does not allow part-time enrollment. Their new application does allow for part-time enrollment and for students to attend private schools.

Member Griffin asked what they are offering parents for allotments and asked if they were the same across all grades. Mr. Finkler said no, they offer \$3,000 for K-6; \$3,100 for 7-8 grades; \$4,000 for high school.

Member Griffin asked what is their participation rate. Mr. Finkler replied that during COVID, participation rates dropped. In the past only students who committed to participate in state testing were enrolled and they had a participation rate of 95%. Now parents can keep their students from testing. They continue to tell parents the benefit of testing and promote assessments. Participation rates are slowly climbing and recovering from the COVID drop.

Member Griffin asked about the Alaska Reads Act, the challenges they have identified and their solutions. Mr. Finkler replied he had help on keeping up with what's going on and they will pretty much follow what the Anchorage School District is doing. In the spring, the parents will pilot the new program and it will roll out in the fall. There were no further questions.

#### **Agenda Item 7. State Tribal Education Compact Demonstration, Tribal Partners, Award Selection**

Acting Commissioner Teshner introduced Joel Isaak, Director of Tribal Affairs. Mr. Isaak provided details on the American Rescue Plan Act (ARPA) Competitive Grant application process. There are five applicants: Central Council Tlingit Haida, Inupiat Community of the Arctic Slope, Ketchikan Indian Community, King Island Native Community, and Knik Tribe. There were seven people who reviewed the applications. The lowest average score was 97 and the highest average was 99. The review committee determined that all five applicants met the diverse representation priorities, which are geographic diversity, methodological approaches,



school size and community size. The department recommends that all five applications be awarded. Every applicant is operating education of some sort.

Member Van Diest asked what the stipulations are on the grant funding. Mr. Isaak replied that they fall under the ARPA and Alaska's Education Challenge provisions, so anything that's allowable under those programs. Lobbying is not allowable. Main type of expenses include strategic planning, attorney fees, and traveling expenses.

Member Van Diest asked how they will know if it succeeds, objectively and subjectively. Mr. Isaak said the short answer is that there will be an end report. If there is no report, they did not succeed. Larger success will result in circling back and consulting with the tribes and ensuring the report is representative of their voices.

Member Van Diest expressed that her fear is that this is a one-year project and there are so many things trying to be accomplished within the applications. Chair Fields clarified that this is just a report for the Legislature. Acting Commissioner Teshner further clarified that the report may include draft legislation if the Administration chooses to do so, and that legislation would need to follow the legislative process, which would be in the Spring 2024. Mr. Isaak explained that they are crafting a pathway to the Legislature and that is the scope of this work.

Second Vice Chair Stockhausen thanked Joel for all his work on the process.

Member Van Diest requested that the board be given updates about the process. Acting Commissioner Teshner said that it could definitely be added to the meetings moving forward.

Student Advisor-Elect Myers wanted clarification that what they are doing is approving the five tribe applications for developing a report, or plan, on what they would do in the creation of tribal compacting school. Mr. Isaak confirmed and explained the process and timeline for creating a compact school.

Student Advisor-Elect Myers asked if the standards of success for the program and for the report be developed over time in the negotiations of what success looks like in the future or is that already a predisposed idea of what success looks like before going into negotiations. Mr. Isaak explained that benchmarks will be developed by the tribal partners to be included in the report.

The board then heard from each selected tribe and asked questions of each of them.

### **Agenda Item 8a – Limited Teacher Certificates**

Acting Commissioner Teshner introduced Sondra Meredith, Administrator for Teacher Education and Certification. Ms. Meredith walked through the regulations drafted in response to House Bill 19. The regulations will allow teachers that are in language immersion schools more flexibility in their certification. The certificate will be district-sponsored.

Second Vice Chair Stockhausen asked if this will be like a Type M certificate where the district has to reapply every couple years to sponsor. Ms. Meredith answered that since it is a district-sponsored certificate it will be up to the district to continue to sponsor the individual unless the individual rolls into another certificate. There will be an initial first year when the district can evaluate the individual and then they signal the department to continue the certificate for another five years and will be renewable after that period.

Member Van Diest asked what happens if the individual changes districts. Ms. Meredith replied that just like with the Type M, the 'new' district would need to notify the department to change the sponsorship.

Student Advisor-Elect Myers wanted clarification that what they would be approving is allowing an increase in the amount of limited certificates that districts can give out. Ms. Meredith confirmed that yes, this is the case and explained the different certificate options. There were no further questions.

#### **Agenda Item 8b – Out of State Teacher Reciprocity**

Acting Commissioner Teshner again introduced Sondra Meredith, Administrator for Teacher Education and Certification, to go over the regulation. The regulations make slight changes by honoring out of state certificates to offer a quicker path to licensure. The regulations also no longer require additional testing requirements. Provisional licenses or student teaching authorizations will not be accepted. They are teachers with at least two years of experience who will qualify for this pathway. The regulation also expedites military spouse applications.

Member Van Diest asked if the out of state teachers need to take Alaska Studies and culturally responsive classwork. Ms. Meredith replied that yes, that provisions is still there and provided a timeline for that. There were no further questions.

#### **Business Meeting**

#### **Agenda Item 9 – Approve School Construction & Major Maintenance Grant Fund Project List**

Member Griffin motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development approve the department's FY2024 final School Construction Grant Fund and Major Maintenance Grant Fund priority lists. Chair Fields asked if there was any discussion. Member Griffin expressed his concern about the unfunded capital projects and about potentially taking away from classroom operations. He indicated that he would like the board to address their priorities sometime in the future. There was no further discussion. The motion passed unanimously in a roll call vote.

#### **Agenda Item 10a – Approve Highland Academy Charter School Renewal**

Member Hamilton motioned and Member Erickson seconded the following motion: I move the State Board of Education and Early Development approve the renewal application of Highland Academy Charter School for a period of 10 years. Chair Fields asked if there was any discussion. Member Van Diest expressed concerns over low testing scores and because of that requested

to abstain from the vote because she did not want to vote no as she believes they have a good thing going. Chair Fields explained that Member Van Diest could amend the motion and provided options. Members discussed assessment scores and comparing them. Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, explained that due to still being in the development process for the assessment that it is difficult to clearly articulate whether or not those scores will be reflective over time. She said that the department could provide some comparison numbers to the board. Member Griffin is not in favor of holding up the approval of the charter school. Chair Fields recommended that Member Van Diest to either vote yes or no or amend the motion but abstaining implies there is something else at hand. There was no further discussion. The motion passed unanimously in a roll call vote.

#### **Agenda Item 10b – Approve Frontier Charter School**

Member Erickson motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development approve the renewal application of Frontier Charter School for a period of 10 years. Chair Fields asked if there was any discussion. Member Griffin spoke in favor of the program. There was no further discussion. The motion passed unanimously in a roll call vote.

#### **Agenda Item 11 – Approve Tribal Applications for State Tribal Education Compact Demonstration**

Member Van Diest motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development select Central Council Tlingit & Haida Indian Tribes of Alaska, Inupiat Community of the Arctic Slope, Ketchikan Indian Community, King Island Native Community, and Knik Tribe as the State-Tribal Education Compact Demonstration Tribal Partners and grant awardees to begin the negotiation process for state-tribal education compacting and demonstration state-tribal education compact schools. Member Hamilton said that he was impressed with the application scores and it will be interesting to see future applications. Member Erickson was also pleased with the application results. Member Erickson asked Mr. Isaak if the King Island/Solomon was one entity or is Solomon joining King Island. Mr. Isaak replied that King Island is the fiscal agent and applied on behalf of Solomon. Member Erickson asked if that precluded another entity from joining later. Mr. Isaak responded that the application was not set up that way. If all tribes agreed, the new member could potential be in the room, but the grant would not cover their costs and there would still only be one negotiator. There was no further discussion. The motion passed unanimously in a roll call vote.

#### **Agenda Item 12a– Approve Limited Teacher Certificates Regulations**

Member Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the repeal and readoption of 4 AAC 12.388 Limited world language immersion teacher certificate, and corresponding updates to 4 AAC 12.397(e) (Mandatory training requirements) and 4 AAC 12.405 (Renewal of certificates). There was no discussion. The motion passed unanimously in a roll call vote.

### **Agenda Item 12b– Approve Out of State Teacher Reciprocity**

Member Griffin motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development adopt the amendment of 4 AAC.12.305 Teacher certificate (initial, professional, master) and 4 AAC 12.900 Definitions. There was no discussion. The motion passed unanimously in a roll call vote.

### **Agenda Item 13– Resolution (not on printed agenda)**

Second Vice Chair Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the proposed resolution supporting the preservation of the opportunity for student athletes while balancing competitive fairness, inclusion, and safety for all to compete. Chair Fields asked if there was any discussion. Member Van Diest provided a presentation on the resolution set forth by the board. She introduced the resolution. She read the resolution which states:

Whereas participation interscholastic athletics is a valuable part of the education experience for all students; and, whereas policies governing sports should be based on sound medical knowledge and scientific validity; and, whereas the medical privacy of all students should be preserved; and, whereas policies governing sports should be objective, workable and practicable and should be written, available and equally enforced; and, whereas the State of Alaska education regulations govern interscholastic activities through 4 AAC 06.115 are authorizing Alaska School Activities School Association to administer and promote interscholastic activities effectively, economically and fairly; and, whereas the separation of girls and boys in sports is relative to competitive fairness and promotion of broad and equal participation; and, whereas equal opportunity is determined by the United States Department of Health and Human Services, which considers whether the selection of sport and levels of competition effectively accommodates interests and abilities of both sexes; and, whereas Alaska School Athletic Association (ASAA) has historically governed, promoted and adjusted competition classes on the basis of safety and fairness and competition; and, whereas as puberty, biological male athletes generally gain physiological advantages, such as larger skeletal structure, greater muscle mass and strength, less body fat, greater bone density, larger hearts, and greater oxygen carrying capacity; and, whereas medical prescribed hormone treatment for the purpose of gender transition is not a best practice recommendation for children under the age of 16; and, whereas transgender student athletes should have opportunity to participate in sports; and, whereas the integrity of high school girls sports should be preserved; and, whereas the values of competitive fairness, inclusion, and safety are not congruent and at time in conflict. Now, therefore, be it resolved that the Alaska State Board of Education and Early Development supports the passage of regulations proposed by the Alaska Department of Education and Early Development, and reviewed by the people of Alaska, to prioritize competitive fairness and safety on the playing field while allowing all students to participate in activities to ensure the ongoing support of students in athletic competitions Alaska education regulations should 1) provide a girls division with participation based on a student sex at birth; 2) provide a division for students who identify with either sex or gender; and, 3) provide a process for appeal for all students. Be it further resolved Alaska State Board of Education and Early Development supports ASAA with addressing the above athletic competition divisions in its Bylaws for FY2024; and be it further resolved that a copy of this resolution shall be

transmitted to all Alaska school districts, to all members of ASA Board of Directors, and to the House and Senate legislatures representing the families of our state.

After Member Van Diest read the resolution, she provided a testimony of her reasoning and her position. The statement included medical information with regards to gender development during puberty and statistical information with regards gender-specific athletic performances.

Member Erickson recognized some technical changes that needed to happen within the resolution language. Would also need to specify any exceptions like cheerleading, and suggested that if the board is going to provide support information then not to include Member Van Diest's testimony that details body sizes since these are not only different between genders, but between races as well. He asked if the resolution had to go to public comment and Chair Fields said that it is a non-binding resolution. Member Erickson asked what would be done if there was a pre-pubescent student who had an issue with this and Chair Fields answered that the proposed appeal process would take care of that.

Member Griffin elaborated on his perspective that the resolution is the general idea of fairness.

Member Hamilton suggested amendments, one to add middle and high school girls sports in the whereas section of integrity of high school girls sports should be preserved. Another amendment would be to the medical privacy whereas and doesn't think that should exclude any parent or guardian participation in that. He suggests keeping the existing wording and adding with the exception of parents and guardians. Or strike the language altogether.

There was additional discussion about other possible exemptions, like wrestling.

Chair Fields believes this resolution is a safety issue.

Second Vice Chair Stockhausen likes that the resolution is inclusive of all students and agrees that it's a safety issue.

Member Hamilton emphasizes that the appeal process must be included in the resolution.

Member Hamilton moved to amend that middle and high school girl sports should be preserved and to strike the third whereas. Member Griffin seconded the motion. There was no discussion on the amendment. The motion to amend the resolution passed unanimously in a roll call vote.

There was no additional discussion on the original motion for the resolution. The motion to adopt the resolution passed with six yays and Student Advisor Cothron abstained from the vote in a roll call vote.

#### **Agenda Item 14 – Standing Reports**

Acting Commissioner Teshner asked the board if there were any questions on the standing division reports.

Member Van Diest was encouraged to hear about work on the updated literacy grant referenced in the IEE report. She thanked the Library for continuing with the pictured format. She appreciated the update on the newly acquired Archives items. She asked the Finance team if the \$750,000 went to Mt. Edgecumbe and Director Javier replied that it did. She thanked Superintendent Suzzuk Huntington for the impressive Mt. Edgecumbe updates.

Member Erickson asked Finance if the tribal issues got figured out. Acting Commissioner Teshner clarified that he's referring to the U.S. Coast Guard land sale and the department is still working with the Sitka Tribe of Alaska to finalize that process.

### **Agenda Item 15 – Commissioner's Report**

Acting Commissioner Teshner provided dates and times of upcoming activities and meetings.

### **Board Comments**

Member Van Diest appreciated the three-day intensive training and opportunity to be on the same page during the executive session. Happy to finally have an idea of what the Tribal Compacting looks like. She thanked Heidi for continuing to be Acting Commissioner.

Student Advisor-Elect Myers thanked Student Advisor Cothron for her mentorship and the presenters for the information and answering his questions.

Member Erickson appreciated the complexities of the education system and is amazed there are such talented people in so many places. He's excited to have Deputy Commissioner, Lacey Sanders, back and Heid leading, and they will miss Student Advisor Cothron.

Student Advisor Cothron expressed that it's been a privilege to serve on the board and has learned a lot in the last three days. She is super excited about the Alaska Reads Act and the opportunities it will provide, and the Tribal Compacting moving forward. She thanked the staff and the board and everyone else who participated. She congratulated Felix and encouraged him to keep asking questions.

Member Griffin thanked the Library for hosting. He thanked the staff for all their work and he is excited for the Alaska Reads Act. He thanked the Tribal Compacting participants. He appreciates the student participation as well.

Member Hamilton thanked Student Advisor Cothron for investing in the State education system. He learned a lot from the first Alaskans. He invited everyone to Kenai for the June 7-8 meeting. He thanked the Library for hosting. And he thanked Director McKenzie for the decision she made that was important to her.

Second Vice Chair Stockhausen appreciates the meetings and sees a lot of hope and dedication. She is excited to see where we are going.

Chair Fields appreciates the roles each member serves. Thanked Mr. Isaak for his efforts on the Tribal Compacting. He thanked Student Advisor Cothron and the DEED staff. He recognized that they are there for the students of Alaska and to help them be successful and safe.

The meeting adjourned at 4:39PM.