



Anchorage School District

Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

March 1, 2018

Dear Senator Stevens,

I am writing on behalf of Anchorage School District's Title VI Indian Education Program, and the 10,250 Native students we serve in support of HB 102 and SB 75. We ask that you please schedule HB 102 for a hearing in front of the Senate Education Committee.

The loss of language has dire implications for the students and the families we work with in the Anchorage School District. Many of our Alaska Native students struggle academically, socially, and emotionally as they encounter challenges in our western educational system that doesn't support their indigenous cultural identities. Language is a key conduit for cultural identity development and most of our students are growing up in an English-speaking world that cuts them off from traditions, elders, and other cultural connections. A study in Canada found that for indigenous youth, learning a heritage language supported not just academic achievement but also better mental and physical health outcomes, including a dramatic decrease in suicide rates as reported by Shirley Fontaine's March 30, 2012 report to the Assembly of First Nations, "First Nations Languages and Improving Student Outcomes".

Revitalizing Alaskan Native languages is a key strategy to supporting our students, and immersion programs are the most effective and efficient (in terms of time and resources) ways for students to gain fluency in a new language. One of the largest barriers to implementing successful immersion programs is the shortage of certified teachers who speak Alaskan Native languages. This bill removes this barrier by allowing school districts to hire qualified teachers who may not possess a teaching certificate. An additional benefit of this bill, includes more community members would be able to work in schools which can have profound and far reaching benefits for students who otherwise are taught by teachers who might not understand local customs and values.

Anchorage School District and our language partners: Cook Inlet Headstart, the Alaska Native Heritage Center and Cook Inlet Early Headstart are very concerned about the sustainability of our current language programs and building the capacity of each organization to serve more children, while expanding services to older students due to the lack of certificated language teachers. Adding components to address the shortage,

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President
Starr Marsett, Vice President Elisa Snelling, Treasurer
Kathleen Plunkett, Clerk Bettye Davis

Dave Dontley
Andy Holleman

Superintendent Dr. Deena Bishop

and at the same time enhancing our ability to engage and empower our community is a win-win for everyone...especially our children.

The last fluent speakers of all 20 Alaska Native languages, official languages of our state, will be lost by the end of this century if we don't act swiftly to address language loss. We have no time to lose and this bill enables us to hire talented Native language teachers to impart their knowledge to the next generation before it is too late.

HB 102 is an important bill that we urge you to support on behalf of educators and youth around the state.

Sincerely,

Doreen E. Brown



Alaska Native Language Preservation and Advisory Council

March 14, 2018

Rep. Jonathan Kreiss-Tomkins
State Capitol Building, Room 411
Juneau, Alaska 99801

Dear Representative Kreiss-Tomkins,

The Alaska Native Language Preservation & Advisory Council strongly supports the passage of HB 102 / SB 75, improving the opportunities for high-quality instruction in languages other than English and limited teacher certificates. Particularly for language immersion education, the most qualified instructors may not have an Alaskan teacher certificate. Nonetheless, fifty years of academic research supports the value of language immersion education in 1) increasing students' fluency in English and the immersion languages, 2) increasing students' educational scores in mathematics, science, and social studies, and 3) increasing students' IQs.

Alaska Native Languages are in a state of crisis, and dedicating time and resources towards a teacher certification process will help develop future teachers. This bill allows school boards to request limited teacher certification for individuals who otherwise have demonstrated their competency at teaching through a language other than English.

With the urgent need for more language immersion schools in Alaska—and particularly for Alaska Native language immersion schools—Alaska needs the flexibility that this legislation will provide if we are to put the quality of our children's education first.

Sincerely,

Annette Evans Smith
ANLPAC Chair

Sen. Donald Olson
(Inupiaq)

Annette Evans Smith, Chair (Athabaskan,
Alutiiq, Yup'ik)

X'unei Lance Twitchell, Vice Chair
(Tlingit, Haida, Yup'ik, Sami)

April Counciller,
Vice-Chair (Alutiiq)

Bernadette Yaayuk
Alvanna-Stimpfle (Inupiaq)

Walkie Charles
(Yup'ik)

Planning for the survival and revitalization of Alaska Native languages for all Alaskans

March 31, 2018

Representative Jonathan Kriess-Tomkins
State Capital 411
Juneau, AK 99801

Dear Representative Kriess-Tomkins:

I am writing to support HB 102. As an Alaska Native myself, I see our language is slowly dying and those that know it well enough to teach it and pass it down are usually not in the position to attend higher education to receive a BA in teaching in order to obtain a teaching license. For these individuals who have the capabilities of teaching another language than English to be able to get their limited teaching certificates would greatly help the survival of our native languages.

I see this as something that we should all try to push for to keep our languages thriving, but to do that we need the help of those who are fluent in other languages and to give them the opportunity to teach just that language in schools. HB 102 would help to give those who can the opportunity to help teach others the language they know.

I strongly believe that HB 102 would greatly benefit our State and our people. I would like to give my full support to HB 102. Thank you for your time and consideration on this Bill.

Sincerely,

A handwritten signature in black ink, appearing to read 'April Pelkey', written in a cursive style.

April Pelkey
PO Box 106
Akutan, AK 99553
adpelkey@alaska.edu

ANCHORAGE SCHOOL DISTRICT
ASDR 2016-2017-17

RESOLUTION IN SUPPORT OF WORLD LANGUAGE AND ALASKA NATIVE
LANGUAGE IMMERSION PROGRAMS

WHEREAS, the ASD's mission is to educate all students for success in life, including preparing students for a diverse and multilingual global community;

WHEREAS, the ASD currently has approximately 2,500 students in grades K-12 enrolled in a language immersion program (in Chinese, German, Japanese, Russian, or Spanish);

WHEREAS, approximately an additional 5,500 ASD middle and high school students are enrolled in a world language course, levels I through Advanced Placement (AP) (including ASL, Chinese, French, German, Japanese, Latin, Russian, or Spanish);

WHEREAS, ASD strongly supports world language instruction and language immersion education, and supports efforts that will result in more quality language immersion education programs in the district and the state;

WHEREAS, ASD continuously struggles to find qualified teachers for its world languages and immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements;

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors

WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers would make districts, including ASD, more able to offer and expand high-quality and highly-sought-after language immersion programs;

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow ASD to hire qualified native speakers of non-English languages that it currently struggles to hire;

NOW, THEREFORE, be it resolved, that ASD supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in world and Alaska Native language immersion programs;

PASSED AND APPROVED this 20th day of March 2017.

ANCHORAGE SCHOOL BOARD


Tam Agosti-Gisler, President

Kameron Perez-Verdila
Starr Marsett
Bettye Davis

Pat Higgins
Kathleen Plunkett
Elisa Snelling


Dr. Deena Bishop, Superintendent



**KULANUI O
HAWAI'I MA HILO**

Ka Haka 'Ula O Ke'elikōlani
College of Hawaiian Language

<http://www.olelo.hawaii.edu/luhok/>

**MOKUNA
PAPAHAŌ KĀLA'I'IKE**
Academic Studies Division

Muapuka
Undergraduate Program

Mulipuka
Graduate Program

Kula Ma'ili Oia
Laboratory School

Kahuawāwā
Indigenous Teacher Education Program

**MOKUNA
HALE KUAMO'O**
Hawaiian Language Center Division

I Iō oikaika Kumu
Hawaiian Medium Teacher Development

Hō'omohia'a Ha'awina
Lawe'awe Pāpaho & Ke'eka'a'Ike
Curriculum Development
Media and Telecommunication Services

KE'ENA HO'OKELE KOLEKE
Administrative Office

**200 W. KĀWILI STREET,
HILO, HAWAI'I 96720-4091
KELEPONA (Phone):(808) 932-7360
KELEPA'I (Fax):(808) 932-7409**

**KE KULA'O
NĀWAHĪOKALANĪ'ŌPU'U**
Hawaiian Medium Laboratory School

**16-120 'ŌPOKAHA'IA ST, SUITE 1
KEA'AU, HAWAI'I 96749
KELEPONA (Phone) (808) 982-4260
KELEPA'I (Fax) (808) 966-7821**

He Mea Hāi Ma Ka Pāpaho
Kaulike Me Ke Pāi Laemihana

**An Equal Opportunity/
Affirmative Action Institution**

April 12, 2017

To Legislators To Whom It May Concern

Alaska State Capitol
Juneau, AK 99801

Aloha Members of the Alaska Legislature,

I write in support of legislation to facilitate Alaska Native language medium schooling such as House Bill 102.

My name is Dr. William H. Wilson. I am the senior faculty member of the Hawai'i state Hawaiian Language College, which is located on the Hilo campus of the University of Hawai'i. Our college is somewhat similar to the Alaska Native Language Center at the University of Alaska, Fairbanks, but was established quite a few years after the ANLC.

My academic background is in historical and applied linguistics, language revitalization, and indigenous languages in education. My wife, Dr. Kauanoe Kamanā, and I raised our two children totally in Hawaiian at home and educated them totally through Hawaiian immersion from preschool to grade 12. Upon high school graduation, they both went on to college and graduated - one from our own University of Hawai'i and one from Loyola Marymount University in Los Angeles. Both today have successful careers in business and both continue to use Hawaiian as their regular language of conversation with each other and with us.

I begin with the above details to provide some personal evidence that education through endangered indigenous languages can be highly successful both in terms of maintaining a precious indigenous heritage of a state and in terms of academic and economic outcomes. Furthermore, those successes can be accomplished - indeed in my experience are best accomplished - through innovative mobilization of community resources in the manner called for in House Bill 102.

My own children are atypical in that their parents are university professors. Approximately 70% of the other Native Hawaiian children educated with them were from "free and reduced lunch" backgrounds. Over 95% were Native Hawaiian, generally a particularly low performing population in state schools. Nearly 100% of the teachers in our children's school were themselves Native Hawaiian and many were either uncertified or teaching at a grade level or in a subject level for which they had not been certified. We were working together, however, as a community in educating the children. First graduating students

in 1999, the school they attended, Nāwahītokalani'ōpu'u (Nāwahī), has never had a dropout and through the years over 85% of graduates have gone directly on to college.

While we are very proud of our children's school, similar results are being produced in the 8 other Hawaiian immersion sites (or sets of classes in an English medium school) that have reached through to the senior high school level. A portion of those sites teach partially through English beginning in middle school and others like Nāwahī are taught totally through Hawaiian right through to the senior year. All sites are similar to Nāwahī, however, in the high proportion of students from lower economic backgrounds and in their enrollments being close to 100% Native Hawaiian. Recently the state published information that 20% of the teachers in schools teaching through Hawaiian statewide are uncertified compared to 4% uncertified teachers in the schools taught through English. Yet, outcomes relative to high school graduation and college attendance directly out of high school are higher in the schools taught through Hawaiian than in schools taught through English.

The statistics are as follows: Relative to "On Time High School Graduation," students in Hawaiian Immersion Schools currently graduate at a rate 8% points higher than Native Hawaiians in English medium schools (86% vs. 78%) and also 3% points higher than the rate for non-Native Hawaiian students in English medium schools (86% vs. 83%.) Relative to "Immediate Enrollment Into College", students from Hawaiian Immersion Schools currently enroll directly into college at a rate 15% points higher than other Native Hawaiians who have graduated from high school (61% vs. 46%) and at a rate 21% higher than lower income Native Hawaiian graduates as a whole (61% vs. 40%).

While I do not have official statistics, it is a widespread observation that students in Hawaiian Immersion have special strengths in overall "wellness". That is, they are well adjusted, polite, in better health, contributors to society and are statistically less likely to engage in risky behaviors. To give an example from this year's senior class at Nāwahī, both the division-one offensive and defensive football players of the year for our county of 190,800 people were from Nāwahī.

The Hawaiian language revitalization movement that produced these results began small, with handfuls of students in private language nest preschools. These preschools were taught by second language learners and fluent speakers, none of whom had state licensure. What the teachers had was knowledge of the language, knowledge of the culture, ability to connect with students, and a passion to share what they knew from a values base that had assured survival and success among Native Hawaiians for countless generations before.

From these roots, our Hawaiian-language education system slowly grew. We moved first into kindergarten and then added a grade a year through elementary school. We then moved on to middle school and through high school. We relied on the teachers that we were able to find — some licensed, many not. But we parents persisted in pursuing Hawaiian language education for their children and we saw good educational results. The movement spread from our community to others statewide and new sites continue to open.

Our preschools began first as community initiatives that were modeled in part on Hawai'i immigrant language schools and partly on New Zealand Māori language nests. During the development of our schools we discovered that legal provisions allowing immigrant language schools to hire teachers without certification did not apply to the non-foreign Hawaiian language. Indeed, we also discovered that an earlier system of government education through the Hawaiian language was closed down by law in 1896. That legislation barring use of Hawaiian as a medium of education was still on the books when we began our efforts in the early 1980s.

We decided to go to the legislature for relief. The state education establishment was opposed to our request, but after three years of lobbying, the legislature produced two bills. One bill completely exempted preschools taught through Hawaiian from any required licensures of teachers, a regulation parallel to what already existed for foreign language schools. Through the second bill, passed that same year 1986, the state legislature lifted the legal barrier to use of Hawaiian as a medium of education in the public schools. As a result, in 1987 we were able to matriculate our older children from the language nest preschool into the state school system as a special class - or stream - in a mainstream English school. We added the next grade in 1989 and grew grade by grade from there, graduating the first seniors in 1999. Our son was in the first graduating class. Eventually enrollment became large enough to establish Nāwahī as a separate school site.

The Hawai'i State Legislature has been a strong supporter since those initial bills. Legislative support has paved the way for further development of education through Hawaiian. Our teacher licensing law includes a variety of provisions accounting for the unique status of Hawaiian language immersion teachers. We have a special set of certifications for Hawaiian immersion that allow teachers to teach K-12 because the immersion sites are small and teachers need to teach at multiple levels. The law includes a provision for special support for teachers who teach in Hawaiian immersion programs and for those who teach on Ni'ihau (an isolated island where everyone speaks Hawaiian), allowing extra time as they work toward certification.

We have been very fortunate in Hawai'i to have a supportive legislature. The mainstream educational establishment of our state including the State Department of Education, while highly concerned for the academic progress for Native Hawaiians, was actually initially opposed to Hawaiian immersion. Even today the educational mainstream in our state continues a tendency to follow practices and models that emanate from large national educational organizations based in the contiguous forty-eight states. This is why our legislators, grounded in the distinctiveness of our state and its communities, have been the ones providing leadership in opening up this Hawaiian immersion pathway. The legislature did not support Hawaiian immersion without us providing evidence that other countries had successfully implemented what we were advocating, but, they did open up opportunities that would not have existed for us if the legislature had listened primarily to those from the educational mainstream who opposed Hawaiian immersion initiatives based on there being no such model within standard national educational practice in the contiguous forty-eight states.

In providing a legal pathway for Hawaiian immersion, our state legislature has greatly benefited Native Hawaiian communities and the state as a whole. I am very grateful for their groundbreaking support and the outcomes for my own family as well as the larger population of our state. I see many parallels in what the Alaska State Legislature is doing with House Bill 102. I commend your work in supporting Alaska Native communities that are seeking to grow Alaska Native language immersion education. I wish you all the success in your endeavors and would be happy to help in any way where experiences here and some of the research of our College might be useful.

A handwritten signature in cursive script, reading "Dr. William H. Wilson".

Dr. William H. Wilson
Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language
University of Hawai'i at Hilo

**Kodiak Archipelago Rural Regional Leadership Forum
Resolution 2018-07**

A RESOLUTION IN SUPPORT OF ALASKA HOUSE BILL 102

WHEREAS, the Kodiak Archipelago Rural Regional Leadership Forum (the Forum) is a consortium of community, municipal, tribal, Alaska Native corporation and other leaders who support the sustainability of the coastal communities of Akhiok, Karluk, Larsen Bay, Old Harbor, Ouzinkie and Port Lions, and

WHEREAS, approximately over 90% of students in our region's rural schools are Alaska Native or of Alaska Native descent,

WHEREAS, efforts to revitalize the Alutiiq language in the region have been ongoing for the past twenty or more years and the member communities of the Forum strongly support language revitalization efforts in the region,

Whereas, member communities of the Forum strongly support language immersion efforts that result in more quality language immersion education programs in the Kodiak Island Borough School District (KIBSD) and the state,

Whereas, the KIBSD has a shortage of teachers that possess the required level of language proficiency and are also able to fulfill the state's teacher certification requirements, and Alaska's current certification laws contribute to continued difficulties in hiring quality language immersion instructors, and

Whereas, our region's Elders are often our most valuable resource in transference of the Alutiiq language, and

Whereas, expanding the scope of the Type M and Type I limited teacher certificates, as proposed in HB 102, would allow the KIBSD to hire qualified Alutiiq speakers as immersion teachers, and

Whereas, providing school districts greater flexibility in the hiring of language immersion teachers would give districts including the KIBSD, more flexibility to offer and expand high-quality and highly-sought after language immersion programs, and

Now Therefore Be It Resolved that the Kodiak Archipelago Rural Regional Leadership Forum supports legislation such as HB 102 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

PASSED THIS 26th day of January 2018 by the 63 rural community, municipal, tribal and Alaska Native corporation leaders participating in the Kodiak Archipelago Rural Regional Leadership Forum.

IN WITNESS THEREOF:



Roberta Townsend Vennel, Forum Facilitator

Koniag-KANA Regional Roundtable

Resolution in Support of Alaska Native Language Immersion Programs

WHEREAS, The Koniag-KANA Regional Roundtable is a group whose membership is comprised of representatives of the Koniag Regional Native Corporation, the Kodiak Area Native Association, and each ANCSA corporation and Tribal entity on Kodiak Island; and

WHEREAS, Efforts to revitalize the Alutiiq language in the region have been ongoing for the past twenty or more years; and

WHEREAS, Approximately 20% of students in the Kodiak Island Borough School District (KIBSD) are Alaska Native and over 90% in some of the rural communities; and

WHEREAS, The Koniag-KANA Regional Roundtable strongly supports language immersion education and supports efforts that will result in more quality language immersion education programs in the KIBSD and the state; and

WHEREAS, The KIBSD has a shortage of teachers for expansion of immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements; and

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors; and

WHEREAS, Providing school districts greater flexibility in the hiring of language immersion teachers would give districts, including the KIBSD, more flexibility to offer and expand high-quality and highly-sought after language immersion programs; and

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow the KIBSD to hire qualified Alutiiq speakers; and

NOW THEREFORE BE IT RESOLVED that the Koniag-KANA Regional Roundtable supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

DATED this 17th day of April, 2017

ATTESTED by:



**Andy Teuber
President & CEO
Kodiak Area Native Association**



**Tom Panamaroff
Regional & Legislative Affairs Executive
Koniag, Inc.**



OFFICE OF THE SUPERINTENDENT

March 7, 2017

Legislature of the State of Alaska
30th Legislature – First Regular Session

Dear Committee Members:

I am writing as the Superintendent of the Matanuska-Susitna Borough School District in support of HB 102 "An Act relating to instruction in a language other than English; and relating to limited teacher certificates." The Mat-Su Borough School District values its immersion program and this legislation will assist the district in recruiting, hiring, and retaining the teachers needed for this program.

Successful language immersion schools require teachers who are fluent in a Native or foreign language. HB 102 would give Districts the flexibility in hiring for immersion schools that currently exists through Type M certificates for Career and Technical Education. Securing fully certified teachers is always a priority however, there is not always a sufficient candidate pool of certified teachers who are also fluent in the necessary language.

Immersion schools have proven to produce positive academic results for students. HB 102 would benefit school districts by giving them the flexibility needed to hire the best possible instructors for immersion schools.

Sincerely,

Gene Stone
Superintendent

NATIVE VILLAGE OF PORT LIONS

RESOLUTION NO. 2017-10R

**A RESOLUTION OF THE NATIVE VILLAGE OF PORT LIONS TRADITIONAL TRIBAL COUNCIL
IN SUPPORT OF ALASKA NATIVE LANGUAGE IMMERSION PROGRAMS.**

WHEREAS, the Native Village of Port Lions is a federally recognized Indian Tribe as defined in Section 3(c) of the Alaska Native Claims Settlement Act, as amended; and

WHEREAS, the Port Lions Traditional Tribal Council is the governing body of the Native Village of Port Lions; and

WHEREAS, the Native Village of Port Lions has consistently implemented and operated successful membership and community services since its formal inception in August, 1978; and

WHEREAS, the Port Lions Traditional Tribal Council agrees with the Recommendations of the Alaska Native Language Preservation and Advisory Council in their 2016 Report to the Governor where they strongly urged "the Alaska legislature to adopt HB 157 in support of language immersion schools and for training for Alaska Native language teachers in a framework that leads to teacher certification," and

WHEREAS, HB 102 is the 2017 version of the bill wherein it is described as, "An Act relating to instruction in a language other than English; and relating to limited teacher certificates," and

WHEREAS, SB 75 is the Senate companion of the proposed legislation; and

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors; and

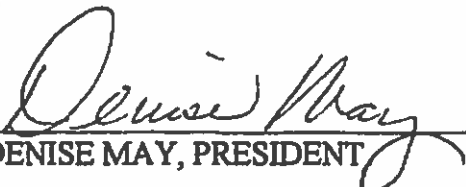
WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers, would give districts, including Port Lions School, more flexibility to offer and expand high-quality and highly-sought-after language immersion programs; and

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow districts to hire qualified native speakers of Indigenous languages that are a struggle to hire;

NOW THEREFORE BE IT RESOLVED, that the Native Village of Port Lions Traditional Tribal Council supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in the Alaska Native language immersion programs.

CERTIFICATION:

We, the undersigned officers of the Port Lions Traditional Tribal Council, do hereby certify that the foregoing Resolution was duly adopted on the twenty-ninth day of April, 2017, with a quorum present and 4 votes for, 0 votes against, and 0 abstaining.


DENISE MAY, PRESIDENT


NANCY NELSON, COUNCIL MEMBER



NOME PUBLIC SCHOOLS
P.O. Box 131
Nome, Alaska 99762
Phone (907) 443-2231 / Fax (907) 443-5144

RESOLUTION 2017-001

RESOLUTION IN SUPPORT OF ALASKA NATIVE LANGUAGE IMMERSION PROGRAMS

WHEREAS, NPS's mission is that in active partnership with families and the community, we educate and inspires students to become successful and responsible global citizens in an environment that represents our rich cultural diversities and local traditions;

WHEREAS, NPS currently has approximately 700 students enrolled in grades K-12 and over 80% of whom are Alaska Native heritage;

WHEREAS, a majority of our students receive an exposure to Inupiaq and Yu'pik language instruction;

WHEREAS, NPS strongly supports language immersion education, and supports efforts that will result in more quality language immersion education programs in the district and the state;

WHEREAS, NPS has a shortage in our region of teachers for any expansion of immersion programs that possess the required level of language proficiency and who are also able to fulfill the state's teacher certification requirements;

WHEREAS, Alaska's current teacher certification laws contribute to the difficulty school districts have in hiring quality language immersion instructors;

WHEREAS, providing school districts greater flexibility in the hiring of language immersion teachers, would give districts, including NPS, more flexibility to offer and expand high-quality and highly-sought-after language immersion programs;

WHEREAS, expanding the scope of the existing Type M and Type I limited teacher certificates, as proposed in HB 102 and SB 75, would allow NPS to hire qualified native speakers of Indigenous languages that are a struggle to hire;

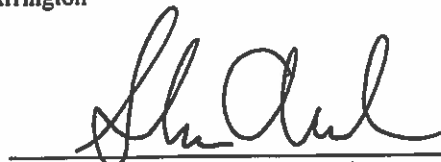
NOW, THEREFORE, BE IT RESOLVED the Nome Public Schools Board of Education supports legislation such as HB 102 and SB 75 that will provide greater flexibility for school districts to fill teaching positions in Alaska Native language immersion programs.

PASSED AND APPROVED this 11th day of April 2017.


Dr. Barb Amarok, President

Jennifer Reader
Brandy Arrington

Nancy Mendenhall


Shawn Arnold, Superintendent

NORTH SLOPE BOROUGH SCHOOL DISTRICT



Nunamiut Wolves Amaqqut

Nunamiut School
P.O. Box 21029
Anaktuvuk Pass, Alaska 99721
(907) 661-3226
FAX (907) 661-6215

Atkasuk Eagles Tinmiapait

Meade River School
P.O. Box 91030
Atkasuk, Alaska 99791
(907) 633-6315
FAX (907) 633-6215

Barrow Whalers Aqviqtuqit

Barrow High School
P.O. Box 960
Barrow, Alaska 99723
(907) 852-8950
FAX (907) 852-8969

HMS Wolves Amaqqut

Eben Hopson, Sr., Memorial
Middle School
P.O. Box 509
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(907) 852-3880
FAX (907) 852-7794

Arctic Foxes Tigiqanniat

Fred Ipalook Elementary School
P.O. Box 450
Barrow, Alaska 99723
(907) 852-4711
FAX (907) 852-4713

Kiita Snowy Owls Ukpiit

Kiita Learning Community
P.O. Box 169
Barrow, Alaska 99723
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FAX (907) 852-4334

Kaveolook Rams Imnait

Harold Kaveolook School
P.O. Box 20
Uktovik, Alaska 99747
(907) 640-6626
FAX (907) 640-6718

Vuiqsut Trappers Naniqiaqtuqit

Trapper School
P.O. Box 89167
Vuiqsut, Alaska 99789
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FAX (907) 480-6621

Tikigaa Harpooners Kapuqtit

Tikigaa School
P.O. Box 148
Point Hope, Alaska 99766
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FAX (907) 368-2770

Kali Qavviit

Kali School
P.O. Box 59077
Point Lay, Alaska 99759
(907) 833-2311
FAX (907) 833-2315

Alak Huskies

Alak School
P.O. Box 10
Wainwright, Alaska 99782
(907) 763-2541
FAX (907) 763-2565

RESOLUTION 17-08

SUPPORTING HB 102 AND SB 75

WHEREAS, the North Slope Borough School District Board of Education agrees with the Recommendations of the Alaska Native Language Preservation & Advisory Council in their 2016 Report to the Governor where they strongly urged "the Alaska Legislature to adopt HB 157 in support of language immersion schools and for training for Alaska Native language teachers in a framework that leads to teacher certification," and

WHEREAS, HB 102 is the 2017 version of the bill wherein it is described as, "An Act relating to instruction in a language other than English; and relating to limited teacher certificates," and

WHEREAS, SB 75 is the Senate companion of the proposed legislation; and

WHEREAS, part of the NSBSD Strategic Plan directly addresses the development of local teachers; and

WHEREAS, the NSBSD Board of Education has long desired to establish mechanisms by which to allow for immersion programs in schools where qualified teachers are available;

NOW THEREFORE BE IT RESOLVED that the North Slope Borough School District Board of Education strongly supports the passage of HB 102 and SB 75 so as to offer Alaska schools additional options for developing Alaska Native language immersion programs and training for Alaska Native language teachers.

IN OFFICIAL RECOGNITION WHEREOF, the Members of the School Board have hereunto subscribed their names this 31st day of March, 2017.


Qaiyaan Harcharek, President
NSBSD Board of Education


Roxanne Brower, Clerk
NSBSD Board of Education



To the Alaska State Legislature,

We are writing in support of House Bill 102.

Rilke Schule German School of Arts and Sciences is an award-winning German language immersion program in Anchorage with more than 485 students. In fact, a few years ago, the American Association of Teachers of German designated our school as a German Center of Excellence.

Access to native fluency within the academic setting is of upmost importance for any language immersion program. We believe that one of several contributing factors in our school's success has been the ability to offer native fluency in our classrooms.

Language immersion teaching comes with many challenges, but it is especially difficult in Alaska, under the current legislation, to find high quality, qualified language educators. This current system puts immersion programs like ours at risk because it severely limits the pool of educators that we may employ.

HB 102 would positively affect the language immersion education setting all across our state by relaxing these restrictions and widening the pool of qualified applicants eligible to teach in Alaska's specialized language schools.

We support the passage of House Bill 102, and would be more than happy to provide additional information and commentary about the positive impact it would have on the students and families of Rilke Schule.

Sincerely,

Christopher Barr
Principal
Rilke Schule German School of Arts and Sciences
(907) 742-7455

Jason Storter
Academic Policy Committee Chair
Rilke Schule German School of Arts and Sciences
(907) 230-5387

From: Anne Fuller <fernleafgt@yahoo.com>
Sent: Tuesday, April 03, 2018 9:35 PM
To: Senate Education
Subject: Please vote to approve HB 102

Please heed the Alaska Native Language Preservation and Advisory Council.

I am writing to support the limited teacher certificate for language immersion teachers.

The educational system needs to change from the one that produces good factory line workers and Dickensian clerks (adding columns of figures all day every day). Bilingual people are well educated. Help bring indigenous languages into the classrooms of our state.

The proposed law has been considered by people more active than I in the teaching of languages to children. I do know that children benefit from situations that honor their families and their own experiences, and that the languages of our land matter.

Thank you

Anne Fuller
Juneau Alaska

From: Pete Schaeffer <schaeffer546@yahoo.com>
Sent: Wednesday, April 04, 2018 9:17 AM
To: Senate Education
Subject: Support for HB102

Dear Senate Education Committee-

This email is asking for support for HB102, which is important to Native Language Teachers and our efforts to keep our Inupiaq language alive.

Our Community of Kotzebue created a very small Tribal Immersion School, Nikaitchuat Iilisagviat, twenty years ago to attempt to revitalize the Inupiaq language. In the twenty years since the start of our school, several of our original Teachers have passed away, and taken their language skills with them.

Creating a way to ease the way Teachers of our Native languages are able to be certified is long overdue, as respect for others different is what HB102 is mostly about. As we experienced in our Tribal Immersion school, which accepts preschool and early elementary students of ALL races, the need for certified Native Language teachers is a core need as our school moves on into the future.

We respectfully ask that the Senate Education Committee supports HB102, and recommends to the full Senate for its' passage.

Thank you.

Pete and Polly Schaeffer

Partners with parents in founding Nikaitchuat Iilisagviat