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Member of the National League of Cities and the National Association of Counties

April 14, 2025

Chair Tobin and members of the Senate Education Committee, thank you for the opportunity to provide testimony today. It feels like an auspicious moment in time.

We want to acknowledge all the hard work that this body and its counterpart in the House have applied to the question of not just increasing State funding for public education, but seeking other improvements that would increase efficacy thereof.

Passage last week of an increase to the BSA of \$1,000 is a critical step forward, and back. If the Governor does veto HB 69 as indicated, we are left with school districts that remain underfunded. Maybe there is a veto override, and maybe there isn't, but the potential of the latter increases significantly the risks involved for Alaska's schools, and ultimately communities.

At the same time, there are clearly areas of compromise that were engendered by negotiations on HB 69. We hope that where agreement was fostered, it can be the foundation for next steps as part of this or future legislation.

SB 82, and its companion in the House, are starting points perhaps, which offer building blocks for legislation that may navigate a path for compromise as we move forward. This remains a priority for AML, since local governments fund about 50% of the State's public education obligation in municipal school districts, where the majority of students attend, and own and maintain 75% of schools in Alaska.

We have said before that we appreciate that the Governor, alongside House and Senate leadership, have prioritized addressing the challenges experienced by Alaska's public education system. We fully understand that both bodies need the votes to advance legislation that increases and inflation proofs the BSA, without threat of a gubernatorial veto. Clearly, the multiple sides involved must reach a compromise. We recognize that this involves careful negotiations between the Governor, and both majorities and minorities in the Legislature.

Please, for the sake of our students, families, communities, and businesses, let's continue to work toward negotiated solutions.

As we think about SB 82, note that AML members have voted to support a higher and inflation-proof BSA, and we agree that this is a different than and as important a discussion as accountability measures. Clearly, a starved system doesn't produce results that attract and retain Alaskans.

How do we know this is important? As an example, if Community Assistance were set back to its 1995 formula and inflation-proofed, the value would be around \$365 million, about 10 times

what it is today. Local governments know what doing less with less looks like, but unlike schools, they have the ability to increase revenues independent of the State.

SB 82 includes the need to address the moratorium on the school bond debt reimbursement program, but instead of extending that moratorium, we would argue that we should work together to develop a new way to address the maintenance deficit that the State's fiscal condition has resulted in. Extending the current school bond debt reimbursement program moratorium to 2030 hobbles local governments from partnering with the State to address school construction and major maintenance by removing a mutually beneficial tool, and increases competition between districts vying to access the grant program. We need a new way of developing a capital stack that effectively addresses the increasingly long list of needs.

With respect to the legislation's references to charter schools, we would only note that our position remains that where these include local contributions, approvals should happen locally. The contributions of local governments – taxpayers – should follow local decision-making. State decisions that mandate charter schools could require a vote by residents, for how they want their taxes applied. Also, following our perspectives on unfunded mandates, districts should be able to capture at least their actual accrued administrative costs.

AML supports funding that leads to reading proficiency and opposes unfunded mandates. This should be similarly true for all legislation that adds duties, curriculum, or activities for school districts. State-directed activities should come with state-provided resources. We think about the amazing effort that went into the Alaska Reads Act, and the compromise and negotiation required there – ensuring that funding flows to meet the additional requirements is part of the State's obligation.

We also want to highlight provisions from HB 69 that, perhaps, are worth pursuing:

- Ensuring that funding is sufficient to ensure appropriate maximum classroom sizes.
- Standards for some should apply to all, where public funding flows, as part of determining the accountability relative to State and local funding.
- Increasing the flexibility of the local contribution as it relates to meeting the needs of individual communities.

Finally, we want to highlight our interest in a Task Force on Education Funding, where local governments are prepared to contribute substantively to discussions of adequacy and equity.

AML is prepared to engage diligently in offering solutions or contributing perspectives that may not otherwise arise. Our goal is to encourage and continue the dialogue, and to move away from a fixed position to collaborative problem solving. Ultimately, AML's members have prioritized a State-funded system of public education that meets the needs of students, which contributes to improved conditions of our communities and economy.

## Michael Mason

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**From:** Billeen Carlson <billeenc@gmail.com>  
**Sent:** Monday, February 24, 2025 2:57 PM  
**To:** Senate Education; House Education; Senate Finance Committee; House Finance  
**Subject:** Regarding Governor Dunleavy's Education Reform Bill

I am writing to express my deep concerns regarding **Governor Dunleavy's proposed education reform legislation** and its disproportionate negative impact on **Indigenous, rural-remote, and Title I students**. While the bill introduces initiatives aimed at increasing educational options, its implementation risks deepening **existing inequities in Alaska's education system** rather than resolving them.

### Key Concerns with the Bill

#### 1. Expansion of Charter Schools and Open Enrollment Policies

- The bill allows municipalities, the University of Alaska, and the State School Board to authorize charter schools, diverting public school funding and resources away from already underfunded rural and Title I schools.
- Open enrollment policies favor students in urban areas who have access to transportation while leaving remote and rural students behind due to financial and geographic limitations.

#### 2. Increased Funding for Correspondence Programs

- Correspondence education expansion does not account for **Alaska's digital divide**—many students in remote villages lack internet access, making this solution **inaccessible to those most in need**.

#### 3. Teacher Retention Incentives

- While retention bonuses are necessary, they may **disproportionately favor urban schools** where recruitment challenges are less severe.
- This could **worsen the teacher shortage in rural and Indigenous communities**, where stable, qualified educators are most needed.

### A Call for Fair, Inclusive Reform

Rather than passing legislation that **favors urban and well-resourced schools** while leaving Alaska's most vulnerable students behind, we need an **education policy that prioritizes equity**. Any education reform in Alaska must:

- **Ensure equal access** to high-quality education for rural, remote, and Indigenous students.
- **Guarantee long-term funding** for tribally run schools rather than a **limited-scope pilot program**.
- **Invest in infrastructure improvements** for correspondence programs, ensuring **internet access and digital resources** are available to all students.
- **Prioritize rural teacher retention** with **targeted, sustainable incentives** that address the **unique challenges** of educators in these communities.

I urge you to **oppose this bill in its current form** and advocate for amendments that protect **all Alaska students, regardless of their geographic location or socioeconomic background**. Thank you for your time and dedication to ensuring a **fair, effective, and inclusive** education system for our state.

## Michael Mason

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**From:** Carol Carman <d29@mtaonline.net>  
**Sent:** Sunday, February 23, 2025 7:16 PM  
**To:** Senate Education  
**Subject:** SB 82

Hello Senate Education Committee,

I think it is rotten of you to cancel public testimony on this bill. It tells me you are not going to listen to anyone no matter what, since your desire is to shove your will down our throats. You censure those you don't want to hear. Your minds are made up to rob Alaskans to pay for a much larger government than we need. We don't need taxes and we don't need for you to continue stealing our PFD. Period.

Do you hate Alaskans?

Why are you so afraid of the Governor's bill? It is common sense to expect good outcomes in our classrooms. I'm a retired public school teacher, as is the Governor - and he has the additional experience as a school principal and superintendent. He understands education. You would do well to listen to him. I remember when teachers taught the basics and children excelled. What you are advocating is throwing money at a problem that requires good teaching rather than money.

Do you hate our children and grandchildren?

*Carol Carman*  
*D29 Secretary*  
[d29@mtaonline.net](mailto:d29@mtaonline.net)  
907-355-5915 (cell)  
[Facebook](#)

## Michael Mason

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**From:** Dan Hill <dphillram14@gmail.com>  
**Sent:** Tuesday, March 4, 2025 10:13 AM  
**To:** Senate Education  
**Subject:** SB82

This Bill is bad for our current school situation in Alaska as it favors Charter Schools over our regular schools. Let alone, the added expense of bussing.

One of the positives I've heard about Charter Schools is their so much better test scores. I have witnessed a student being kicked out of a charter school because his math test scores were too low. I call this a stacked deck on the part of the charter school.

We need to encourage better performance in our regular schools by hiring the cream of the crop, as we continue to lose our experienced teachers that can teach Johnny to read and do math without all the fancy i.e. expensive programs being pushed onto schools. To do this will require the State to go away from the current retirement system and reinstate a more tier 1 or 2 system as in days gone by. Health care is another big issue.

Let's not erode our current schools and future society by jumping on a passing fancy that is not going to ultimately work.

Having been in education in the State of Alaska, starting in 1971, I am concerned that we go in a good direction.



# GALENA CITY SCHOOL DISTRICT

PO BOX 299  
GALENA, ALASKA 99741  
PHONE (907) 318-6608  
FAX (907) 656-1368

**SUPERINTENDENT**  
Jason R. Johnson, Ed.D.

## Letter of Support, Interest, and Exploration Regarding SB82

February 21, 2025

Dear Senate Education Committee:

I am reaching out on behalf of the Galena City School District to express our support for key aspects of Senate Bill 82, while also suggesting further enhancements to benefit Alaska's education system. We believe that working together at all levels is crucial for improving educational outcomes in Alaska, affirming our commitment to the conviction that we achieve more together.

### Critical Areas:

- **Mobile Communication Devices in Schools:** We support the regulated use of mobile devices in schools as essential to minimize distractions and to optimize academic performance. While many districts have implemented effective policies, granting additional flexibility to accommodate local needs will further enhance our ability to leverage technology as a productive educational tool and to teach responsible usage at the same time.
- **Transportation Funding:** The proposed increase in transportation funding is vital, particularly for districts facing long commutes and high operational costs. While transportation funding has limited impact on our district, it truly is essential to address this area for districts across Alaska. Enhanced support for transportation is necessary for ensuring safe and reliable access to education, thereby improving attendance and student success.
- **Residential School Funding Increase:** We endorse increasing room-and-board stipend funding for residential schools to boost Career and Technical Education (CTE) programs that align with Alaska's workforce needs, providing students with essential skills for today's job market. We encourage the committee to review the Alaska Residential Schools Coalition literature, emailed to the committee on February 12, 2025, further explaining the fiscal needs of the programs.
- **Special Needs Factor Funding and CTE Multiplier for Correspondence Programs:** Increasing the Special Needs Factor and the CTE Multiplier recognizes the importance of equal support for correspondence school students with special needs and enhances CTE training opportunities for children within this educational model.

**Additional Recommendations:**

- **Early Education:** We advocate for full ADM funding for pre-kindergarten students within the Basic Student Allocation to support early cognitive, emotional, and social development, laying a strong foundation for future academic success.
- **Math Act:** Inspired by the Alaska Reads Act, we propose the formation of a working group to develop the Alaska Math Act, aiming to enhance mathematical competencies and to prepare students for competitive careers. In short, the Alaska Reads Act's targeted approach has proven effective (when combined with supports) and invaluable for improving students' language arts skills. Let's do the same for mathematics.
- **Basic Student Allocation (BSA):** An increase in the BSA is essential to adequately support educational resources, teacher salaries, and infrastructure improvements, ensuring high-quality education for all students.

As we face the challenges and opportunities ahead, we remain inspired by the potential of collaborative efforts, keeping pathways of communication open and dialogue flowing, to significantly enhance educational outcomes for all Alaskan youth. We appreciate the committee's dedication and resolve to build a stronger educational system. Thank you for your leadership, service, and continued partnership as we strive to empower the next generation of Alaskans.

Sincerely,

A handwritten signature in black ink that reads "Jason Johnson". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Jason R. Johnson, Ed.D.  
Superintendent  
Galena City School District  
[jason.johnson@galenanet.com](mailto:jason.johnson@galenanet.com)

## Michael Mason

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**From:** Holly Brooks <holly@hollybrooks.com>  
**Sent:** Wednesday, February 19, 2025 8:32 PM  
**To:** House Finance; House Education; Senate Education; senator.mia.costello@akleg.gov;  
Rep. Julie Coulombe; james@senatorkaufman.com  
**Subject:** Accountability & OUTCOMES for correspondence programs!

Dear Legislators,

I am writing to ask for some accountability for the roughly 47 millions dollars (nearly 1/2 of our current budget shortfall) we spend annually on correspondence education. Per the recent ADN article it's my understanding that only 14% of those students engage in testing. **HOW DO WE KNOW THEY ARE LEARNING ANYTHING?**

The argument *against* additional funding for public education is because "*we're lacking results and outcomes.*" This is a gross double standard! **I would love for the Governor and those who are proponents of *his* bill (and opponents of HB69) to report on OUTCOMES AND ACCOUNTABILITY FOR CORRESPONDENCE EDUCATION.** I have seen none.

Respectfully,  
Holly Brooks

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Holly Brooks (she/hers), OLY, LPC, PMH-C  
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### CONFIDENTIALITY STATEMENT:

Please note that email communication cannot be guaranteed to be secure. If you are choosing to send personal information via email, you thereby waive confidentiality of said information. Clients are discouraged from using email communication for purposes other than scheduling for this reason. Holly Brooks cannot be held responsible for ensuring the confidentiality and integrity of this email message. If you have received this email in error, please notify the sender immediately by return email and delete this communication and destroy all copies. Thank you.



## Michael Mason

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**From:** Julie Truskowski <jtruskowski1@gmail.com>  
**Sent:** Wednesday, February 19, 2025 11:54 AM  
**To:** Senate Education  
**Subject:** Increasing the BSA

Sen. Tobin and Members of the Senate Education Committee:

I am a retired public educator who devotes a significant amount of time and energy into volunteering with many organizations, including being the coordinator of the Anchorage School District middle school cross country ski races. This sport annually attracts around 500 students of all abilities and experience levels and is a cornerstone of winter sports in middle school.

I urge you to work across party lines to approve an increase to the BSA that is meaningful and lasting. School districts across the state are at a breaking point with no guaranteed funding and have had to cut deeply into staffing and programs to make ends meet. The Anchorage School District is putting all middle school sports on the chopping block for potential lack of funding. This would have a hugely negative impact on students at a critical point in their development. Participation in sports isn't always quantifiable in its benefits, but there are observable positive impacts: a sense of belonging, collaborating with teammates, pride in developing a new set of skills, problem solving, and practicing a growth mindset perspective. These skills, developed at practices and races, can translate into better performance in the classroom - better attention, better focus, better collaboration with peers, etc. Forcing districts to take away sports because of not fully funding the BSA is unacceptable. Not fully funding the BSA in order to provide a bigger PFD is simply wrong. Sacrificing children's futures for a bigger PFD? You can do better.

Again, I urge the Education Committee to work with the legislature to provide a fully funded BSA so that school districts can provide opportunities for students to be successful.

Thank you,  
Julie Truskowski  
8831 Solar Drive  
Anchorage, AK 99507

## Michael Mason

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**From:** Kendal Pike <kendalpike@gmail.com>  
**Sent:** Monday, March 3, 2025 10:15 AM  
**To:** Senate Education  
**Cc:** Stacey Pike; Brian P.; mike.t.kruse@gmail.com  
**Subject:** Support SB 82

Senate Education Committee Members,

I urge you to support SB 82. I am a mother of four young Alaskans and am very concerned about the quality of the public education in Alaska.

The latest NAEP scores for Alaska demonstrate that our public education system is in a state of crisis. We cannot continue to do the same things and expect different results. Our student deserve better than a 78% failure rate.

Students and parents deserve choices in education. As a mother of four children I can tell you no two children are the same and they need a nuanced education that fits their needs, strengths and natural abilities. Choices equal better outcomes.

Alaska needs great teachers, the proposal to give bonuses especially to rural areas, is critical. I have lived in Nome and the cost of living is much higher than Palmer. Educators that stay on these areas can get large bonuses to help them with the costs of Alaska and raising their families.

CTE is important to provide the more choices for students that have a special aptitude for hands on skills. We need CTE to train the trades professionals our economy needs and CTE is an expensive set of specialized programs and classes. These classes need more financial support.

Lastly, correspondence programs deserve equality. I find it offensive that Alaska treats 18% (23,000+) of our public student population as "less than" the other students. No one can speak with any amount of credibility on the subject of equality and equity in public education while supporting the suppression of a vast number of public school students. These students may have very different needs that require them to be home educated and should not be punished because special interests seek to destroy the programs or penalize students for needing that kind of education. Standing up for equity in public education means standing up for all learners.

I urge you to support SB 82, address the injustice of failing the Alaskan students and fight for equality for all Alaskan students, not just some.

Thank you for your time and service,  
Kendal Kruse

## Michael Mason

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**From:** Stacey Pike <sapgolden@aol.com>  
**Sent:** Thursday, March 6, 2025 5:42 PM  
**To:** Senate Education  
**Cc:** Senate Education  
**Subject:** Re: Support SB 82

>  
> Senate Education Committee Members,  
>  
> I urge you to support SB 82. I am a mother of four young Alaskans and am very concerned about the quality of the public education in Alaska.  
>  
> The latest NAEP scores for Alaska demonstrate that our public education system is in a state of crisis. We cannot continue to do the same things and expect different results. Our student deserve better than a 78% failure rate.  
>  
> Students and parents deserve choices in education. As a mother of four children I can tell you no two children are the same and they need a nuanced education that fits their needs, strengths and natural abilities. Choices equal better outcomes.  
>  
> Alaska needs great teachers, the proposal to give bonuses especially to rural areas, is critical. I have lived in Nome and the cost of living is much higher than Palmer. Educators that stay on these areas can get large bonuses to help them with the costs of Alaska and raising their families.  
>  
> CTE is important to provide the more choices for students that have a special aptitude for hands on skills. We need CTE to train the trades professionals our economy needs and CTE is an expensive set of specialized programs and classes. These classes need more financial support.  
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>  
> I urge you to support SB 82, address the injustice of failing the Alaskan students and fight for equality for all Alaskan students, not just some.  
>  
> Thank you for your time and service,  
> Kendal Kruse

## Michael Mason

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**From:** Kimberly Klein <kimjklein@gmail.com>  
**Sent:** Tuesday, February 18, 2025 9:57 PM  
**To:** House Education; Senate Education; Rep. Julie Coulombe; Rep. Mia Costello; Sen. James Kaufman  
**Subject:** Fund our Schools! NOT JUST ONCE!

Dear Education Committee Members, Representative Coulombe, Representative Costello, and Senator Kaufman,

The Anchorage School District (ASD) is facing a financial crisis that will have a significant impact on our schools. With a deficit exceeding \$100 million, driven by more than a decade of flat state funding and rising inflation, our schools and the future of Alaska are at risk.

For years, ASD has been grappling with the effects of declining purchasing power. The current Base Student Allocation (BSA) of \$5,960 per student, when adjusted for inflation, is now equivalent to just over \$4,000. This means that despite our best efforts to manage costs and operate efficiently, we can no longer sustain the same level of services and programs.

While the Legislature has periodically allocated one-time funds to school districts, these funds often arrive too late—after critical hiring and budget decisions have already been made. Although there is a possibility that the legislature and governor could approve a one-time or permanent funding increase, the magnitude of inflationary pressures makes it highly unlikely that the District will be able to maintain current programs and services.

There is no substitute to a sustained and lasting boost to the ASD budget, as would be provided by a large and meaningful increase to the BSA. This is a necessity for the future of Alaska.

Thank you very much.

Kimberly Klein

**Please enter into the record my  
WRITTEN TESTIMONY**

**TO:**

Committee: SENATE EDUCATION

Date of Hearing:

03/03/25

**RE:**

Bill No./Subject

SB 82

Today's Date

March 3, 2025

The threat of schools closing in Homer is very concerning. McNeil Elementary School provides for children who live at the end of East End Road. If that school closes, first graders would have to ride a bus into Homer - probably a one hour ride one way. That would be a hardship. Working parents would have difficulty with correspondence school. Money seems to be the problem. I heard there is an additional \$50 million in the governor's budget to pay for another study to see if anyone can economically build a gas pipeline to the Alaska Gasline Development Commission. This is throwing more money into the black hole that will probably not result in a pipeline being built. Please cut that from the budget instead of scrimping on our children. Please fund education properly.

Signed

L. Ryterski

Printed Name

LILLY RYTERSKI

Representing (self/organization)

SELF

Community of Residence

HOMER



# LOWER YUKON SCHOOL DISTRICT

## Kusilvak Career Academy

CAREERS - CULTURE - LEADERSHIP

P.O. Box 32089 · Mountain Village, Alaska 99632

Phone: (907) 591-2411 Fax: (907) 591-2449

[www.loweryukon.org](http://www.loweryukon.org)



February 20, 2025

### RE: SB 82 Testimony

The Lower Yukon School District (LYSD) operates Kusilvak Career Academy (KCA) in Anchorage, a variable-term residential program that provides students with exceptional educational opportunities in career and technical education (CTE) pathways, as well as dual-credit college programs. KCA delivers a strong return on investment for the State of Alaska.

KCA offers students access to CTE courses in aviation (including drone technology), construction trades, driver's education, health sciences, culinary arts, cosmetology, and more. Additionally, students can participate in the Alaska Middle College School and the Alaska Native Science and Engineering Program Acceleration College dual-credit programs. These programs range from short-term introductory courses to semester-long programs that lead to professional certifications and licenses. Students gain the skills and credentials necessary to enter the workforce or pursue higher education upon graduation through these initiatives. Notably, students who have attended one or more sessions at KCA have demonstrated a 0% dropout rate over the past two years.

Despite KCA and other residential programs' critical role in preparing Alaska's youth for success, per-pupil monthly stipend funding under **Alaska Statute 14.16.200** has remained unchanged since Fiscal Year (FY) 2015. Inflation continues to diminish the purchasing power of this funding, making it increasingly challenging to maintain high-quality room and board services for students. While the legislature and governor provided one-time appropriations totaling **\$3,633,950** for FY23, FY24, and FY25, these funds are temporary. Without a statutory funding increase, residential schools will revert to FY15 stipend levels in FY26, placing additional strain on already limited resources.

In FY24, the cost of delivering room and board services at KCA was approximately **twice** the amount received from the statutory state stipend. Without an increase in funding, LYSD and other districts operating residential programs will continue to experience significant financial losses, limiting their ability to provide high-quality student support.

*CHILDREN FIRST*

Alakanuk Emmonak Hooper Bay Kotlik Marshall Mt. Village Pilot Station Russian Mission Scammon Bay Sheldon Point

As active **Alaska Residential Schools Coalition members**, LYSD and KCA strongly support an increase in residential school funding. Enhancing room-and-board stipends for residential schools is crucial to sustaining **Career and Technical Education (CTE) programs** that align with Alaska's workforce needs, equipping students with essential skills for today's job market.

We encourage the committee to review the **Alaska Residential Schools Coalition** literature (attached), which was emailed to the committee on **February 12, 2025**, detailing the fiscal needs of these programs. In support of this effort, we urge the **34th Alaska Legislature** to approve the proposed statutory funding update to **Alaska Statute 14.16.200(b)(2)** as follows:

- **(A) Southeast Region (Region I): \$2,460**
- **(B) Southcentral Region (Region II): \$2,400**
- **(C) Interior Region (Region III): \$2,904**
- **(D) Southwest Region (Region IV): \$3,018**
- **(E) Northern Remote Region (Region V): \$3,552**

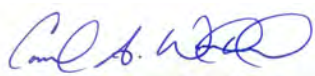
Additionally, while our **residential program operates in Southcentral Alaska**, our students travel into Anchorage from our District's **Southwest Region** location. Therefore, we request that residential funding be allocated **based on the district's home region** rather than the physical location of their residential program.

Investing in residential school funding ensures that young Alaskans—particularly those from rural and remote communities—have access to the educational and career opportunities they need to thrive. We appreciate your consideration and urge your support for **SB82** to secure the future of residential education in Alaska.

Sincerely,



John Hargis  
LYSD Superintendent



Conrad Woodhead  
LYSD CTE and Residential Director  
Kusilvak Career Academy



# RESIDENTIAL SCHOOL STIPEND

FOR CAREER, TECHNICAL, ADVANCED PLACEMENT & DUAL-CREDIT EDUCATION PROGRAMS

Alaska Residential Schools Coalition



## Alaska's residential school programs offer a great return on investment for the State of Alaska.

Alaska's residential schools deliver high-quality career and technical education (CTE) programs as well as collegiate-level coursework through Advanced Placement/dual-credit programming, providing students with course options necessary to earn the Alaska Performance Scholarship. Because of these critical offerings, hundreds of young Alaskans graduate from high school every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities.

Residential school stipend funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year. Recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25. Going into FY26, however, residential schools need a statutory funding increase. **Without a funding increase, the FY26 stipend funding amount will revert to statutory FY15 funding levels.**

While grateful for the FY23-FY25 one-time funding appropriations, school districts providing residential school programs continue to operate at a significant financial loss per student for room and board services.

During FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding). A statutory funding update is critically needed.

## CTE Program Industry Career Paths

- Aviation / Drones
- Applied Mechanics
- Business
- Construction Trades
- Cosmetology
- Culinary Arts
- Certified Nursing
- Driver's Education
- Education
- Entrepreneurship
- HAZWOPER Certification
- Health Science
- Hospitality / Tourism
- Media / IT
- Maritime / Natural Resources
- Tribal Governance

One-time FY23-25 appropriations totaling \$3,633,950



NO STATUTORY FUNDING INCREASE PER ALASKA STATUTE 14.16.200 SINCE THE 2014-2015 SCHOOL YEAR (FY15)





# Building Tomorrow's Workforce

NORTHWESTERN  
ALASKA CAREER  
AND TECHNICAL  
CENTER

**BSSD & NOME**



**LOWER YUKON**



**CHUGACH**



**LOWER KUSKOKWIM**



**GALENA CITY**



**NENANA CITY**



**NW ARCTIC BOROUGH**

Residential programs are particularly essential for students in rural and underserved areas who might not otherwise have access to quality CTE training. By creating these opportunities, we're not just building a skilled workforce, but also fostering hope and growth in communities across the State. Our collaboration has been a win-win: students gain meaningful, hands-on experience that aligns with industry needs, and we, in turn, benefit from a pipeline of capable, motivated individuals ready to contribute.

**Regina Qussauyaq Therchik, Workforce Shareholder  
Development Manager, Calista Corporation.**

Regional CTE initiatives are critical for supporting and retaining the next generation of Alaskans. These programs give rural students equitable access to high-quality, hands-on career training and workforce readiness education. Their staff, facilities, and partnerships nurture student success and open doors to a brighter future for young people across Alaska. We support strengthening CTE programs at Alaska's residential schools.

**Jenny Starrs, Program Manager, Renewable  
Energy Alaska Project's Alaska Network for  
Energy Education & Employment (ANEED).**

As the existing workforce starts to age out, it is important that the next generation of students start thinking about their future. Coastal Villages Region Fund supports advocacy efforts to secure more residential funding to support programs in developing the skills in students to be able to become a part of the workforce in various areas of employment.

**Florence Kargi, Regional Affairs Manager,  
Coastal Villages Region Fund.**

The training and support that these programs provide offer invaluable opportunities for students to gain skills directly applicable to their communities, empowering them with a sense of purpose and a sustainable future.

**James Hoelscher, Village Public Safety  
Operations Division Director,  
Department of Public Safety.**

**THE NEEDED STIPEND FUNDING  
INCREASE FOR ALASKA'S RESIDENTIAL  
SCHOOLS WILL ENABLE THE  
FOLLOWING OUTCOMES:**

**INCREASE THE  
NUMBER OF  
STUDENTS  
EARNING INDUSTRY  
CERTIFICATIONS**



**CONTINUE  
THE MANY  
PROGRAMMATIC  
OFFERINGS  
CURRENTLY  
GRANT FUNDED**

**INCREASE  
INTERNSHIPS &  
APPRENTICESHIPS  
FOR STUDENTS**



**HIRE MORE  
INDUSTRY  
EXPERTS TO  
TEACH/TRAIN  
STUDENTS**

**IMPROVE  
ALASKA'S  
GRADUATION  
RATE\***

**STABILIZE  
DELIVERY OF CURRENT  
STATE-FUNDED  
PROGRAMS**



**CONNECT STUDENTS  
TO ACADEMIC & CTE  
EXPLORATIONS,  
PROGRAMS, &  
CERTIFICATIONS  
OTHERWISE INACCESSIBLE**



\* Manhattan Strategy Group, American Institutes for Research, & National Dropout Prevention Center. (2016). Rural Dropout Prevention Project; Dropout Prevention in Rural America - Alaska. Retrieved from <https://dropoutprevention.org/>



January 24, 2025

Re: AS 14.16.200 State Funding for Districts Operating Residential Schools

Dear House Education Committee:

The Bering Strait School District (BSSD)/Nome City School District (NCSD), Chugach School District (CSD), Galena City School District (GCSD), Lower Kuskokwim School District (LKSD), Lower Yukon School District (LYSD), Nenana City School District (NCSD), and Northwest Arctic Borough School District (NWABSD) all operate residential school programs that richly benefit attending students and that offer a great return on investment for the State of Alaska.

These unique 24-7 schools deliver hundreds of short- and long-term career and technical education (CTE) courses in fields of study such as: applied mechanics, aviation (incl. drones), business/entrepreneurship, construction trades, cosmetology, culinary arts, driver's ed, health sciences, hospitality/tourism, maritime, media and information technology, natural resources/renewable energy, and tribal government. Residential school students have access to short-term introductory classes as well as multi-year programs leading to professional certifications and licenses. Because of Alaska's residential schools, hundreds of young Alaskans graduate from high school every year ready to enter the workforce, to enlist in the armed forces, or to pursue further education.

Residential school per-pupil monthly stipend funding per Alaska statute 14.16.200 has not increased since fiscal year (FY) 2015. Inflation continues to annually reduce the purchasing value of the 2015 statutorily fixed residential school stipend dollar amount. Recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25. Going into FY26, however, residential schools need a statutory funding increase. Without a funding increase, the FY26 stipend funding amount will revert to statutory FY15 funding levels.

While grateful for the FY23-FY25 one-time funding appropriations, our school districts continue to operate at a significant financial loss per student for room and board services. During FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding). A statutory funding update is critically needed.

The undersigned districts urge Alaska's 34<sup>th</sup> Legislature to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

Respectfully submitted,



Tammy Dodd  
BSSD Superintendent



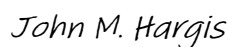
Andrew Anderson  
LKSD Superintendent



Jamie Burgess  
NCSD Superintendent



Ty Mase  
CSD Superintendent



John Hargis  
LYSD Superintendent



Terri Walker  
NWABSD Superintendent



Jason Johnson, Ed.D.  
GCSD Superintendent



Patrick Manning  
NCSD Superintendent

Enclosures: School Board Resolutions & Letter of Support

# Bering Strait School District

P.O. BOX 225 • UNALAKLEET, ALASKA • (907) 624-3611 • Fax 624-3099

Tammy Dodd, Superintendent  
907-624-4269 • [tdodd@bssd.org](mailto:tdodd@bssd.org)

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BREVIG MISSION • DIOMEDE • ELIM • GAMBELL • GOLOVIN • KOYUK • SAINT MICHAEL • SAVOONGA  
• SHAKTOOLIK • SHISHMAREF • STEBBINS • TELLER • UNALAKLEET • WALES • WHITE MOUNTAIN

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## RESOLUTION #24-02

### RESOLUTION Supporting a statutory funding increase to the residential school per-pupil monthly stipend

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/dual-credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,


### NOW, THEREFORE BE IT RESOLVED:

The Bering Strait School District Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

ADOPTED this 12th day of December, 2024 by the Bering Strait School District Board of Education.

  
Signature of Board Officer

  
Signature of Board Officer

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*BSSD Mission Statement: Achieving excellence by nurturing the whole student in a culturally based learning community that is safe and supportive.*



## CHUGACH SCHOOL DISTRICT

### RESOLUTION #24-04

#### RESOLUTION Supporting a statutory funding increase to the residential school per-pupil monthly stipend

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/dual-credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,

#### NOW, THEREFORE BE IT RESOLVED:

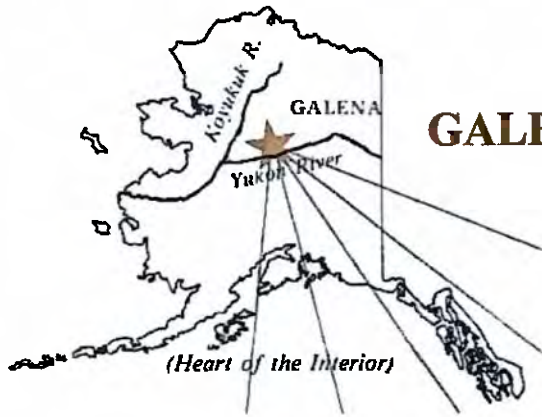
The Chugach School District Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

ADOPTED this 6<sup>th</sup> day of December, 2024 by the Chugach School District Board of Education.

  
Signature of Board Officer

  
Signature of Board Officer



## GALENA CITY SCHOOL DISTRICT

P.O. Box 299  
GALENA, ALASKA 99741  
PHONE (907) 318-6608  
FAX (907) 656-1368

**SUPERINTENDENT**  
Jason R. Johnson, Ed.D.

### RESOLUTION #24-02

#### **RESOLUTION Supporting a statutory funding increase to the residential school per-pupil monthly stipend**

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/dual-credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,


#### **NOW, THEREFORE BE IT RESOLVED:**

The Galena City School District Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

**ADOPTED** this 7<sup>th</sup> day of November, 2024 by the Galena City School District Board of Education.

  
\_\_\_\_\_  
Signature of Board Officer

  
\_\_\_\_\_  
Signature of Board Officer





*Lower Kuskokwim School District*  
*Resolution*



25-04

**RESOLUTION Supporting a Statutory Funding Increase to the  
Residential School per-Pupil Monthly Stipend**

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/Dual-Credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

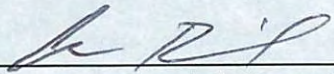
**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,

**NOW THEREFORE, LET IT BE RESOLVED** that the Lower Kuskokwim School Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):


- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.



PASSED THIS 10TH DAY OF DECEMBER, 2024

  
\_\_\_\_\_  
Clarence Daniel, Board President

12/10/2024  
Date

  
\_\_\_\_\_  
Andrew Anderson, Superintendent of Schools

12/10/2024  
Date



# LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 · Mountain Village, Alaska 99632

Phone: (907) 591-2411

[www.lysd.org](http://www.lysd.org)

**George Smith**  
Chairman

**John Hargis**  
Superintendent

## Resolution: Supporting a statutory funding increase to the residential school per-pupil monthly stipend

### Resolution No. 02-2025

WHEREAS Alaska's residential school programs provide high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement and dual-credit opportunities;

WHEREAS Alaska's residential school programs graduate hundreds of young Alaskans annually, preparing them to enter the workforce, enlist in the armed forces, or pursue post-secondary education;

WHEREAS funding for residential schools, as outlined in Alaska statute 14.16.200, has remained unchanged since the 2014-2015 (FY15) school year;

WHEREAS, recognizing the need for additional resources, the legislature and governor approved one-time appropriations totaling \$3,633,950 for FY23, FY24, and FY25;

WHEREAS, in FY24, the cost of providing room and board services was approximately \$12,750 per student, which is double the revenue provided by the statutory state stipend;

WHEREAS, without a funding adjustment, the per-pupil monthly stipend for FY26, intended to cover room and board expenses, will revert to the FY15 funding levels;<sup>66</sup>

NOW, THEREFORE, BE IT RESOLVED:

The Lower Yukon School District Board of Education strongly urges the legislature and the governor to amend Alaska statute 14.16.200(b)(2) as follows:

- Southeast Region (Region I): \$2,460
- Southcentral Region (Region II): \$2,400
- Interior Region (Region III): \$2,904
- Southwest Region (Region IV): \$3,018
- Northern Remote Region (Region V): \$3,552

Adopted by the LYSD Regional School Board on January 14, 2025.





# LOWER YUKON SCHOOL DISTRICT

P.O. Box 32089 · Mountain Village, Alaska 99632

Phone: (907) 591-2411

[www.lysd.org](http://www.lysd.org)

**George Smith**  
Chairman

**John Hargis**  
Superintendent

ATTEST:

A handwritten signature in black ink, appearing to read "George Smith".

Regional School Board Chair, George Smith

A handwritten signature in black ink, appearing to read "John Hargis".

John Hargis, Superintendent

# NENANA CITY SCHOOL DISTRICT

Phone: (907) 832-5464

Fax: (907) 832-5625



P.O. BOX 00010

Nenana, AK 99760

## RESOLUTION #24-02

### RESOLUTION Supporting a statutory funding increase to the residential school per-pupil monthly stipend

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/dual-credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,

### NOW, THEREFORE BE IT RESOLVED:

The Nenana City School District Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

ADOPTED this 4th day of December, 2024 by the Nenana City School District Board of Education.

  
Signature of Board Officer

  
Signature of Board Officer

### Mission Statement

The Nenana City School District will provide an innovative education through the utilization of tools and techniques that engage students in relevant activities that promote personalized learning, problem-solving, engaged citizenship, and teamwork.



## 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

### RESOLUTION 25-003

#### **A RESOLUTION OF THE NORTHWEST ARCTIC BOROUGH SCHOOL DISTRICT (NWABSD) IN SUPPORT OF A STATUTORY FUNDING INCREASE TO THE RESIDENTIAL SCHOOL PER-PUPIL MONTHLY STIPEND**

**WHEREAS**, Alaska's residential school programs deliver high-quality career and technical education (CTE) programs of study as well as collegiate-level coursework through Advanced Placement/dual-credit programming,

**WHEREAS**, Alaska's residential school programs graduate hundreds of young Alaskans every year ready to enter the workforce, to enlist in the armed forces, or to enroll in post-secondary education opportunities,

**WHEREAS**, residential school funding per current Alaska statute 14.16.200 has remained flat since the 2014-2015 (FY15) school year,

**WHEREAS**, recognizing the need for additional funding, the legislature and the governor provided one-time appropriations totaling \$3,633,950 over FY23, FY24, and FY25,

**WHEREAS**, during FY24, the cost of delivering room and board services was approximately \$12,750 per student (double the revenue from statutory state stipend funding), and

**WHEREAS**, without a funding increase, the FY26 per-pupil monthly stipend funding amount intended to cover room and board expenses will revert to statutory FY15 funding levels,

**NOW, THEREFORE BE IT RESOLVED:** that the NWABSD Board of Education urges the legislature and the governor to support the following update to Alaska statute 14.16.200(b)(2):

- (A) for the Southeast Region (Region I), \$2,460;
- (B) for the Southcentral Region (Region II), \$2,400;
- (C) for the Interior Region (Region III), \$2,904;
- (D) for the Southwest Region (Region IV), \$3,018;
- (E) for the Northern Remote Region (Region V), \$3,552.

**ADOPTED**, January 22, 2025, at a duly convened special meeting of the Northwest Arctic Borough School District Board of Education, a quorum was present and voted.

#### **ATTEST:**

A handwritten signature in black ink that reads "Margaret Hansen".

Margaret Hansen,  
President, NWABSD Board of Education

A handwritten signature in black ink that reads "Tillie Ticket".

Tillie Ticket,  
Secretary, NWABSD Board of Education

**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.



# Nome Public Schools

P.O. Box 131 • Nome, Alaska • 99762  
(907) 443-2231 • Fax 443-5144

Jamie Burgess, Superintendent  
jburgess@nomeschools.org  
(907)-443-6191

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Monday, December 9, 2024

Dear House Education Committee:

I write this letter in support of an increase to the residential school funding stipend for Alaska public school districts in statute for the FY26 funding amount.

While Nome Public Schools (NPS) does not directly receive residential school funding, we partner with the Bering Strait School District (BSSD) to operate NACTEC – the Northwest Arctic Career and Technical Education Center. Residential funding is a crucial part of the operating budget for the program, which serves both NPS and BSSD students in providing career and technical education opportunities in areas which are key workforce needs for both the Bering Strait/NW Alaska regions and the state entire, including aviation, heavy equipment operations, driver's education, construction, welding, maritime and many more. While the main focus of the program is providing these opportunities for secondary students, NACTEC has also provided STEM programming for students in Pre-K through Grade 5 for both districts through an ANEED grant.

These regional residential CTE programs provide education which would not otherwise be available for students in our rural, remote regions, and allow us to grow the local professionals we need to service the needs of our city and the surrounding villages and provide employment opportunities for many of our residents. The loss of programs such as NACTEC or any downsizing related to reduced funding would directly contribute to declining economic conditions in our region, one of the most remote and economically disadvantaged in our state. We are grateful that past legislatures have seen fit to provide one-time funding appropriations; however, a statutory fund update would help ensure the long-term viability and growth of these vital programs.

I strongly urge you to support this needed update for all of our residential programs across our great state.

Respectfully,

Jamie S. Burgess, M.Ed.  
Superintendent, Nome Public Schools



## Michael Mason

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**From:** Mareth Griffith <magpiemareth@gmail.com>  
**Sent:** Saturday, March 1, 2025 8:21 PM  
**To:** Senate Education  
**Subject:** Supporting an increase in the BSA

Dear Members of the Senate Education Committee,

I am writing to voice my support for fully funding public education here in Alaska, and my hope that you will support the passage of a minimum \$1000 increase to the Base Student Allocation. I understand that Alaska is currently facing a budget shortfall, however it is not acceptable to cover that shortfall by shortchanging Alaska's students and families - they are literally the future of our state, our communities, and our workforce.

In the twenty years I have lived in Seward, I have seen our local schools year by year lose things like our school music program, art classes, as well as teachers who have chosen to leave the community due to budget decisions continually threatening their jobs. An increase in the base student allocation is long-overdue, and would go a long way to addressing the loss of programs and teachers. In order to pay for this, I would ask the committee members to take an 'all-of-the-above' approach towards identifying revenue - increasing the amounts of the Permanent Fund draw that supports the state budget, taxing medium to large S corporations (effectively putting Hillcorp on the same playing field as other oil corporations), or even an income tax. We've skated by for years on the residuals from boom oil production, but we're coming up hard against the limits of what that can still fund.

At stake with these funding decisions are things like the continued existence of the Moose Pass School. This small K-5 school is the hub of a small rural community, and serving a population of students who have no other nearby schools. The school, with a current enrollment of 17, is well over the minimum of ten students required for a school to exist in our community. Yet it is currently at the top of the Kenai Peninsula Borough's list of schools to close due to shortfalls in their budget.

My family has roots in the Moose Pass area going back the last four decades. My cousins all attended Moose Pass School and my niece and nephew are both current students there. The school has been operational for nearly a century (the first school opened here in 1928), and is in fact the second-oldest school in the entire Kenai Peninsula Borough. Some of the current students reside as far away as Mile 36 of the Seward Highway. Google Maps estimates the drive time from there to Seward Elementary, where the Moose Pass students would be sent, to be 40 minutes - which does not take into account bus stops, or winter weather, both of which would easily stretch the commute to close to an hour, twice a day! Speaking of winter weather, the highway from Moose Pass to Seward crosses several avalanche paths. Slides, which happen with some frequency during the winter, could either prevent the students from getting to school in Seward, or strand them in Seward and away from their parents and families.

The school is also a crucial part of making Moose Pass a community that can support and attract families. In Alaska, especially on the eastern side of the Kenai Peninsula, there has long been difficulties in striking a balance between making our communities welcoming for tourism and making them welcoming for residents, families, and workers. I cannot imagine a worse turn-off for a family or young

couple looking to move into the area than learning that their children will need to be bussed to a different community a half hour away in order to attend school.

I hope that you will consider communities like Moose Pass, and support fully funding Alaskan children's education and future by increasing the BSA.

Respectfully,  
Mareth E. Griffith  
32715 Wizard Ave (PO Box 1914)  
Seward AK 99664  
907-268-8911

## Michael Mason

---

**From:** Mike Illg <ignipar@aol.com>  
**Sent:** Monday, March 3, 2025 3:03 PM  
**To:** Senate Education  
**Subject:** SB82- Increase BSA

Greetings Honorable members of the Alaska Senate Education Committee,

As a father of the student in the Alaska public school system within the Kenai Peninsula Borough School District, I strongly urge and request your support for SB82 that addresses the students BSA. This corresponds with HB 69 which I also fully support.

The need for additional funding for public education is long overdue and we simply cannot afford not to keep up with inflation. We need to stop the systematic "strangling" of public education by claiming are schools are doing so terribly and yet we still produce some incredible young adults who are working and thriving in our state. I know of at least 10 former Homer High students who are now medical doctors...5 of which are in Homer right now. We have even more successful business people, city and borough employees, elected officials and even the current commissioner of the Department of Revenue is a graduate of Homer High school....all publicly funded institutions! Somebody paid for their quality public education to prepare them for the world therefore current and future Alaska kids deserve the same too.

Please support SB82!

Thanks,

Mike Illg  
Homer, Alaska

## **Michael Mason**

---

**From:** Patrick Manning <pmanning@nenanalynx.org>  
**Sent:** Thursday, February 20, 2025 2:39 PM  
**To:** Senate Education  
**Subject:** SB 82 Testimony

### **Nenana City School District Statement on Senate Bill 82**

To the Members of the Committee,

On behalf of the Nenana City School District, we appreciate the opportunity to express our support for key aspects of Senate Bill 82. This legislation presents meaningful steps forward for Alaska's education system, and we believe that with additional enhancements, it can have an even greater impact on students across the state. Collaboration at all levels is essential to ensuring strong educational outcomes, and we are committed to working together to provide the best possible opportunities for our students.

### **Areas of Support and Suggested Enhancements**

#### **Mobile Device Use in Schools**

We support structured policies regarding mobile devices in schools to help reduce distractions and improve student engagement. While many districts have already established effective guidelines, providing local flexibility ensures that technology can be used as a beneficial tool in education.

#### **Increased Transportation Funding**

Reliable transportation is essential for student access to education, particularly in districts where travel distances are long and operational expenses are high. We strongly support increased funding to ensure safe and consistent transportation for all students, which directly impacts attendance and academic success.

#### **Expanded Residential School Funding**

Additional funding for residential schools will strengthen career and technical education (CTE) programs, aligning them with Alaska's workforce demands. Enhancing these opportunities prepares students with valuable skills for post-graduation success.

#### **Support for Special Education and CTE in Correspondence Programs**

We endorse increasing funding for special education services and boosting the CTE multiplier for correspondence programs. These measures will provide much-needed resources for students with diverse learning needs while also expanding career training opportunities.

### **Additional Recommendations**

#### **Investment in Early Education**

We advocate for full per-student funding for pre-kindergarten programs under the Basic Student Allocation (BSA). Early learning opportunities are critical in building foundational academic and social skills, setting students up for long-term success.

#### **Increase to the Basic Student Allocation (BSA)**

A meaningful increase to the BSA is necessary to address rising costs, support teachers, and ensure students have access to high-quality resources and facilities. Adequate funding is fundamental to sustaining a strong education system.



## **Legislative Engagement in Education**

We encourage the establishment of an annual requirement for all state legislators to participate in the Alaska Education Summit, hosted by the Department of Education and Early Development (DEED). Ongoing dialogue between policymakers and educators is essential to addressing the evolving challenges within our schools.

## **Conclusion**

As we work together to improve education in Alaska, we recognize the importance of thoughtful policy decisions that support students, educators, and communities. We appreciate the committee's dedication to strengthening our schools and urge you to consider these recommendations as part of Senate Bill 82. Thank you for your leadership and commitment to Alaska's students.

Sincerely,

Patrick Manning  
Superintendent  
Nenana City School District  
(907) 832-5464 | [pmanning@nenanalynx.org](mailto:pmanning@nenanalynx.org)  
[nenanalynx.org](http://nenanalynx.org) | Skype: james\_patrick\_manning  
PO Box 10, Nenana, AK 99760



To: Alaska Senate Education Committee

From: Jude Schwalbach, Senior Policy Analyst, Reason Foundation

Date: February 20, 2025

My name is Jude Schwalbach, and I'm a senior education policy analyst with Reason Foundation, a national 501c(3) nonprofit policy research organization. I'm testifying on [Alaska Senate Bill \(SB\) 82](#).

Alaska S.B. 82 would make it easier for students to find a public school that best fits their needs. The legislation would let students attend public schools outside their assigned school district or residentially assigned school area if space is available. Moreover, the proposal would make public schools free to all students regardless of where they live by banning public schools from charging fees to transfer students. The proposal includes an excellent district-level transparency provision, requiring districts to post their available capacity by grade level on their websites so parents and students can see potential options. It also would require the Alaska Department of Education & Early Development to collect key open enrollment data annually, including the number of approved transfer applicants, the number of public school students denied transfers, and the reasons for their denials. If codified, Alaska would be the [10th state](#) to adopt both strong cross- and within-district open enrollment laws allowing students to attend the public school best for them.

Overall, it's a strong bill since Alaska's students could attend any public school with open seats regardless of where they live for free. It also would implement good transparency provisions at the state and district levels.

However, S.B. 82 can still be strengthened. As written, the proposal doesn't stop school districts from discriminating against applicants based on their abilities or disabilities. A 2023 report from [Wisconsin's](#) open enrollment program showed that transfer applicants with disabilities were rejected by public schools at higher rates than their peers. The bill should include language that prohibits districts from discriminating against applicants based on their abilities or disabilities.

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Moreover, the proposal could do more to make the open enrollment process more transparent for parents and lawmakers. In particular, school districts should also be required to post their open enrollment policies and procedures on their websites so applicants' families know when, where, and how to apply. Additionally, the Alaska Department of Education & Early Development should be required to publish the open enrollment data collected in Section 1(a)(C)(ii) in an annual report on its website. This creates a one-stop shop that puts school districts' open enrollment practices at the fingertips of families and policymakers.

Lastly, Section 1(a)(C)(v) could be strengthened by ensuring that the appeals process for rejected applicants is neutral. Under this process, school districts should be required to inform denied applicants in writing of the reasons for their denials, and rejected applicants should be able to appeal their denial to an entity other than the rejecting district, such as the Alaska Department of Education & Early Development.

Strong open enrollment laws ensure that students can attend public schools that are the right fit. For example, students in [Arizona](#), [Florida](#), and [Texas](#) use these programs to enroll in [A or B-rated school districts](#). Other students use open enrollment for a variety of reasons, including to [escape bullying](#), access [Advanced Placement \(AP\) courses](#), specialized learning models, [smaller class sizes](#), and shorten [commutes](#).

K-12 open enrollment is popular and widely used in a diverse group of states with laws that empower students and families. For example, [28% of Colorado students](#) and [9% of Florida students](#) in public schools use open enrollment to attend schools that are the right fit.

Research, including a nonpartisan California Legislative Analyst's Office [2016](#) report and a 2023 [Reason Foundation study](#), both show that the competitive effects of open enrollment encourage public school districts to improve for all students. In a 2023 [EdChoice report](#), public school district administrators in Arizona, North Carolina, Indiana, and Florida stated that open enrollment encouraged them to innovate by creating new and improving existing programs to attract and retain students.

According to national polling released by Morning Consult and [EdChoice](#) in January 2025, open enrollment is supported by 75% of school parents. It also enjoys bipartisan public support: 81% of Democrats and 71% of Republicans favor allowing families to attend schools across district lines.



This is why open enrollment bills signed into law in Idaho, Montana, and West Virginia during the 2023 legislative sessions enjoyed [significant bipartisan support](#) through the legislative process.

Adopting a robust open enrollment policy in Alaska would help ensure that public schools are available to all students and empower families to find public schools that are the right fit

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## Michael Mason

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**From:** Sean Campbell <SCampbell@KPBSD.k12.ak.us>  
**Sent:** Monday, March 3, 2025 2:24 PM  
**To:** Senate Education  
**Subject:** SB 82 Input

Good afternoon Senators,

I wanted to reach out this afternoon to provide input on SB 82. I appreciate what the bill includes to support transportation and a component that addresses the impact of cell phones on our young people. There are a number of components that I do not think will impact our students and our schools in a positive fashion though. Notably, since Governor Dunleavy introduced the idea of teacher bonuses, I have not heard from one teacher that they agree with this idea. Unfortunately, it will not have a long range impact as teachers can potentially simply take their bonus and leave the state. I would suggest returning to a defined benefit retirement; this is what teachers have said they would appreciate and would influence their long range planning and commitment to schools. I am concerned that allowing the DEED Board of Education to authorize charter schools is unnecessary as there is already a check on local school districts approving or not approving charter schools at the state level. The Governor's proposal for this is not even supported by those who wrote the study that he refers to. Finally, I am deeply concerned with adding funding for homeschooling when we presently have little to no oversight of homeschooling. If we are going to allocate public funds to homeschooling, then homeschool students should be held accountable in the same fashion as students who attend brick and mortar schools. We must report our testing data and work very hard to ensure that all of our students participate while the percentage of homeschool students completing state tests is paltry at best. For all of these reasons, I urge you to not advance SB 82.

Kind Regards,

Sean Campbell  
Paul Banks Elementary School Principal  
907-226-1801

## Michael Mason

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**From:** Sharla Erickson <sharlamaee@gmail.com>  
**Sent:** Saturday, February 22, 2025 11:26 PM  
**To:** Senate Education  
**Subject:** SB82 shenanigans

Why did you cancel Fridays public testimony on SB82? This is totally against policy and looks pretty shady to me and my network of family and friends and neighbors. There shouldn't be ANY additional funding for education when student enrollment is dropping and data shows Alaska is near the bottom for student reading and math scores after funding has increased in past years. No funding until scores improve!

Why Gov Dunleavy is even putting funds in a bill is beyond me.

You all voted yourselves a significant pay raise last year, so don't touch our PFD or add taxes until you cut the budget! And that means no additional funding for education. Zippo. Cut some administrative positions that were added in the last few years and get back to the 3 R's in the classroom instead of all the progressive crap being taught in school.

Reschedule public testimony now before any vote is taken!

Sharla Erickson

Wasilla, AK

Sent from my iPhone

## Michael Mason

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**From:** Susan A <susanallmeroth@gmail.com>  
**Sent:** Friday, February 21, 2025 1:21 PM  
**To:** Senate Education  
**Subject:** Public Testimony on Funding for Charter Schools and the Associated Risks to Housing Affordability SB82

### Public Testimony on Funding for Charter Schools and the Associated Risks to Housing Affordability SB82

I am submitting this public testimony to address critical concerns regarding the proposed bill SB 82, which involves the establishment of charter schools and the funding methods being discussed, particularly the implications on local property taxes, housing affordability, and broader community impacts.

#### The Lack of Affordable Housing Solutions:

The introduction of charter schools, while potentially beneficial for educational choice, may lead to unintended consequences for local housing markets. Research indicates that the establishment of charter schools can drive up local property values and potentially lead to gentrification, causing displacement of low-income families. In particular, studies from the Education Research Alliance for New Orleans suggest that charter schools can influence local housing markets by altering residential sorting patterns and increasing property values in neighborhoods that were previously affordable (Education Research Alliance).

Furthermore, a study published in Shelterforce highlights that in gentrifying neighborhoods, the introduction of charter schools is often correlated with increased property values, which can push out existing residents. This can exacerbate affordability issues and contribute to a housing crisis (Shelterforce).

#### Inflating Property Values Is Not a Solution:

Raising property values through charter school establishment is not a long-term solution to the issues facing low-income communities. In fact, inflating property values can lead to gentrification, where long-time residents, often from marginalized groups, are forced out of neighborhoods due to rising rents and property taxes. Research, such as that cited in Financial Times, shows that once charter schools are established in low-income areas, real estate markets respond by raising property prices, which disproportionately affects renters and low-income homeowners (Financial Times).

Inflating property values without proper regulation and protections does not create sustainable or equitable opportunities for families. For many, this means that even as they may gain access to charter schools, they lose their homes or find themselves unable to afford the rising costs of living in neighborhoods once considered affordable. This pattern perpetuates inequity and economic displacement, undermining the positive potential of charter schools.

#### Charter Schools and Property Values:

Studies from around the country also support the observation that the creation of charter schools can lead to higher property values and rents in neighborhoods, which may not necessarily benefit current residents. Although the promise of improved schools might seem attractive, it often inflates the value of surrounding real estate, making it difficult for low-income families to remain in their homes.

A Financial Times article discusses how the introduction of international schools in certain areas has added pressure to the local housing market, driving up prices and affecting renters' abilities to afford homes. This effect is particularly concerning for those who have lived in communities for generations and are suddenly facing unaffordable housing options due to rising property values (Financial Times).

#### Legal and Constitutional Issues:

**Separation of Church and State:** Charter schools, particularly those with religious affiliations or that may have ties to religious organizations, could raise significant concerns related to the Establishment Clause of the First Amendment, which prohibits government actions that favor one religion over another. The involvement of religious institutions in the operation or funding of charter schools could violate the separation of church and state, especially if public funds are used to support schools that may have religious curricula or teachings. This raises the issue of whether public resources should be used for schools with potentially sectarian activities.

**Equal Protection Violations:** Charter schools can create unequal educational opportunities for students, particularly if certain schools prioritize wealthier or more privileged students over those from marginalized communities. This could violate the Equal Protection Clause of the Fourteenth Amendment, which mandates that no state shall deny any person equal protection under the law. If charter schools lead to segregated schools, with higher-income families benefiting disproportionately from charter schools, this could be seen as unconstitutional.

**Funding Disparities and Public Accountability:** Charter schools often receive public funding but are not subject to the same level of oversight and regulation as traditional public schools. This raises the question of whether using public funds for charter schools violates the principle of public accountability, as required by state constitutions and federal law. Some states' constitutions explicitly mandate that public funds be used solely for public education, and the allocation of taxpayer dollars to charter schools, especially when they are not held to the same standards as traditional public schools, could be challenged as a violation of these constitutional provisions.

**Impact on Local Control and Public Education:** The expansion of charter schools can undermine local control over public education, a concept that has been enshrined in many state constitutions. Charter schools, by diverting funds away from traditional public schools, can weaken the ability of local school districts to effectively govern and fund their educational systems. This could raise constitutional questions about the right of local communities to maintain control over their public education systems and whether the establishment of charter schools infringes upon that right.

**Unfunded Mandates:** Charter schools often operate with different funding mechanisms, sometimes leading to disparities in the amount of funding that is available for both charter and traditional public schools. If the establishment of charter schools forces local governments to allocate funding to charter schools without corresponding funding for traditional public schools, it could be viewed as an unfunded mandate. This is a constitutional issue because it violates the principle that government actions should



be accompanied by sufficient funding to meet new obligations, particularly when it creates disparities between different educational institutions within the same jurisdiction.

**Civil Rights Implications:** Displacement of low-income families due to gentrification, as a result of charter school expansion, could violate civil rights protections, particularly the Fair Housing Act, which prohibits discrimination in housing. If the increase in property values leads to the disproportionate displacement of minority or low-income families, it may constitute a form of discrimination, undermining their right to access affordable housing and perpetuating racial and economic segregation.

#### Additional Concerns:

- 1. Lack of Protection for Low-Income Renters:** While charter schools may present an opportunity for educational improvement, they often do so at the expense of low-income renters who are at risk of displacement due to the increase in property values. Without sufficient rent control or tenant protections, these families can be priced out of their homes, exacerbating housing instability in vulnerable communities.
- 2. Negative Effects on Neighborhood Demographics:** The establishment of charter schools can shift neighborhood demographics in ways that leave out historically marginalized groups, leading to social and cultural displacement. Gentrification fueled by the rise in property values caused by charter schools can result in the homogenization of communities, erasing the unique identity of neighborhoods, and pushing out long-time residents who cannot afford the new market prices.
- 3. Market Distortion:** Charter schools often attract higher-income families seeking educational opportunities, which leads to the distortion of the local housing market. This influx of wealthier residents can lead to increased demand for housing, raising rents and property values that price out the existing, lower-income residents.
- 4. Strain on Public Services and Infrastructure:** As charter schools expand, local governments may need to divert public resources and tax dollars to support these schools. If these resources are reallocated from public housing or services that benefit low-income families, the very populations that charter schools seek to help could be left in worse situations, with less access to affordable housing and community support.
- 5. Risk of Disproportionate Impact on Communities of Color:** Communities of color, particularly Black and Latino communities, are disproportionately affected by the gentrification that charter schools may induce. Research has shown that the introduction of charter schools can exacerbate racial segregation, as wealthier, predominantly white families are attracted to neighborhoods with newly established charter schools, pushing out historically marginalized racial and ethnic groups.

#### Potential Solutions:

**Affordable Housing Initiatives:** We urge policymakers to include provisions for affordable housing development alongside charter school expansion. This can include affordable housing mandates, inclusionary zoning, and support for low-income housing tax credits to prevent displacement.

**Community Land Trusts:** Community land trusts can be an effective way to preserve land for affordable housing purposes, ensuring that rising property values do not lead to gentrification. These trusts can provide long-term protection against the displacement of low-income residents.

**Rent Control Measures:** In areas where charter schools are established, rent control policies could help protect tenants from skyrocketing rents driven by increased demand for housing. This could provide a necessary safeguard for low-income families and individuals.

**Equitable School Enrollment Policies:** Charter schools should consider policies that prioritize local residents and promote socioeconomic diversity in their student bodies. This would ensure that local communities benefit from the school's presence without contributing to demographic changes that lead to displacement.

**Community Engagement:** Local residents should be directly involved in the planning and decision-making processes regarding charter schools. This involvement will help ensure that the schools serve the interests of existing communities and that policies are in place to mitigate potential negative impacts.

#### Conclusion:

In conclusion, while charter schools can offer important educational opportunities, it is essential that we recognize and address the potential negative effects they may have on local housing markets. Without adequate protections in place, charter school expansion could inadvertently lead to higher property values and displacement, exacerbating existing housing crises. We urge lawmakers to carefully consider the full range of impacts—both educational and economic—before moving forward with policies that could harm vulnerable populations.

Inflating property values and gentrifying local areas as a result of charter schools is not a sustainable or fair solution. By ensuring affordable housing policies are implemented alongside the development of charter schools, we can protect local communities and ensure that all residents benefit from improvements in education without being displaced.

I ask that the proposed bill be amended to include provisions that address affordable housing, rent control, and community engagement to ensure that both the educational benefits of charter schools and the stability of our housing markets are maintained.

Thank you for your time and consideration.

Susan Allmeroth  
Two Rivers  
Myself

## Michael Mason

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**From:** wendy hubbard <whubbard820@gmail.com>  
**Sent:** Monday, March 3, 2025 12:17 AM  
**To:** Senate Education  
**Subject:** Moose pass school/seward middle

Imagine this.. you have 5 kids.. ages ranging from 5-13. All 5 are at risk of losing their schools.. 4/5 Are so young.. and potentially being forced to function from 5:30 (just to make sure they're ready to catch the bus at 6 to make it on-time) am-3pm.. (when their normal wake time is 8am because their current amazing school doesn't start until 9am) and then if they are lucky, they take a cat nap on their ride home on the bus. But when they get home they have homework, so they get maybe 2-3 hours with their family a day until the weekend. To which I'd assume they're so exhausted, they just want to rest.. I can't imagine doing this to children.. especially a kindergartner, 2nd, and 4th grader.

That's just one issue we face with the possibility of these schools closing. Not to mention the 13 year old having to be in a HIGHSCHOOL that she and her classmates won't even FIT INTO (they aren't even the biggest classes to come either!). We need moose pass school. We need Seward middle. Because I want to spend more than 2 hours a day with my kids.. because I don't want my 11 and 13 year old to be in a highschool when they're supposed to be in a middle school..

there is so much more I could say.. so many more reasons we need these schools to stay open.. but these are the big ones for me. My children deserve more than a couple hours a day off school and away from the bus and time to spend with their families... and my children shouldn't have to be squeezed into a highschool that would be busting at the seams if we tried to put anymore children into it. Please. Please. Please. Keep our schools open.

## Michael Mason

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**From:** Willow Hetrick <willowhetrick@gmail.com>  
**Sent:** Sunday, March 2, 2025 10:31 AM  
**To:** Senate Education  
**Subject:** W. Hetrick Ltr to School Board re Moose Pass School  
**Attachments:** W Hetrick Ltr to School Board re Moose Pass School.pdf

Good morning. I hope this email finds you well. I have attached a letter regarding the future of Moose Pass School, a place of deep historical and educational significance to our community. As a proud graduate of Moose Pass School, I wanted to share the vital role this institution has played in shaping generations of students and fostering a close-knit community.

The letter outlines the school's rich history, its lasting impact on families in our area, and the devastating consequences its closure would bring to our rural community. I urge the Board to consider the broader implications of this decision and explore ways to preserve this invaluable institution.

Thank you for your time and consideration. I would welcome the opportunity to discuss this further and look forward to your response.

-Willow Hetrick  
907-330-9085



Yukon Koyukuk School District  
4762 Old Airport Way  
Fairbanks, AK 99709

Kerry Boyd  
Superintendent  
kboyd@yksd.com

Telephone: (907) 374-9400  
Fax: (907) 374-9440

Dear Senate Education Chair Tobin and Members of the Committee,

My name is Kerry Boyd and I represent the Yukon-Koyukuk School District (YKSD), which serves 10 rural, remote fly-in schools with 335 students and operates six statewide offices supporting Raven Homeschool—a school serving over 3,500+ students. Our district strategically works to provide equitable educational opportunities across 65,000 square miles of vast geographic areas. I am in support of SB 82, particularly regarding its provisions for special education funding for homeschool and career and technical education (CTE), teacher retention, and school choice.

#### Special Education: Supporting Raven Homeschool Students

- **Special Needs Factor/Funding:** Raven Homeschool provides special education services to over 450 students in its statewide homeschool program, despite not receiving funding through the standard special education formula. We recruit special education providers on a regular basis to maintain services for students needing additional support.

In fact, since the October count, Raven has gained approximately 70 special education students. Increasing the special needs factor provides well needed funding for support and educational programs.

#### Teacher Retention Bonuses: Ensuring Stability in Our Classrooms

- **Addressing Turnover:** Teacher retention remains a critical challenge, particularly in our small, remote settings where recruitment is challenging, and vacancies can persist.
- **Incentive Impact:** Proposed retention bonuses of \$5,000 to \$15,000 will help attract and maintain qualified educators in our rural communities. The AK Teacher Recruitment and Retention Committee provided the recommendation after surveying educators through a lengthy process. I have also informally surveyed the YKSD teachers and have heard support for the bonuses. I realize there are differing perspectives on this idea, so possibly the Teacher Recruitment and Retention Committee could review how the bonuses are implemented to ensure resources are maximized.

#### Career & Technical Education Multiplier (CTE):

- Currently YKSD is and has been writing grants to maintain its Fairbanks Regional Based CTE Facility. Homeschool students should have equal access to CTE no matter where they live. Including CTE in the

homeschool formula will enhance the educational opportunities across the state. Many homeschool families are excited about YKSD having its own CTE program.

- Economic Lifeline: For many of our students, particularly those in rural areas, CTE offers a direct pathway to well-paying jobs without the need to leave their communities.

#### School Choice: Expanding Educational Opportunities

- Growing Demand: With nearly 4000 students enrolled through Raven Homeschool and around 20% of Alaska's students enrolled in correspondence/homeschool programs, families are actively seeking flexible and personalized educational options.
- YKSD has received many requests to open a charter school or to expand its homeschool program in a hybrid model.
- YKSD is currently considering how we can best meet the needs of our students in new and creative way. With the busy lifestyles of families and individual needs of students, it is essential to continue to grow with the times.

#### Transportation: Meeting the Unique Needs of Remote Communities

- Acknowledging Unique Challenges: While YKSD's transportation needs may not compare to those of larger urban districts, the challenges we face in remote and fly-in communities are significant. We only have a few buses, but they are expensive to operate and maintain.

SB 82 represents a crucial investment in Alaska's students, educators, and families. For YKSD, these provisions will strengthen our ability to serve our students enrolled in our rural schools and homeschool students, support our dedicated teachers, and provide pathways to economic opportunity through CTE. Thank you for your consideration with SB82.

Sincerely,



Kerry Boyd, Yukon Koyukuk School District  
4762 Old Airport Way  
Fairbanks, Alaska 99709  
907-374-9416