

Subject: HB59
Date: Friday, April 25, 2025 11:16:36 AM

Dear Esteemed Elected Representatives,

I am writing to share my support for HB59.

As a lifelong Alaskan who currently resides in Juneau, I feel strongly that the Tribal Education Compacting effort will advance education opportunities and collaboration among tribal entities that will benefit all students in Alaska.

An Alaska Tribal Education Compact will serve the needs of tribes who do not have the capacity to develop their own strong education programs. It will assist in the sharing and connecting of ideas, opportunities, and resources, for education by tribe related entities. It will also fill an existing gap by creating a centralized opportunity for connection between tribes and other education-related providers, such as the University of Alaska so that the University system can remain responsive in meeting the needs of all entities that provide education opportunities in Alaska.

I have found the work of the Alaska Native Tribal Health Consortium to be inspiring and I'm proud of the work they've done to advance the health and well-being of Indigenous Alaskans. I have seen how this consortium has elevated services in Alaska that have in turn benefitted all Alaskans, and I believe the same would eventually occur in the field of education if a Tribal Education Compact is established.

I am a retired PreK-12 educator, and I now work in higher education with an educator preparation program in Alaska, and I am confident that the creation of an Alaska Tribal Education Compact is in the best interest of the children in Alaska.

Please don't hesitate to contact me if further perspective is sought.

Respectfully,

Christine Ermold, Ed.D.

From: [Susan A](#)
To: [House Tribal Affairs](#)
Subject: HB 59
Date: Thursday, February 13, 2025 8:29:47 AM

Public Testimony on HB 59: Demonstration State-Tribal Education Compacts

Chairperson, Members of the Committee,

My name is Susan Allmeroth, and I am here today in support of HB 59, with suggested amendments to strengthen its legal standing, ensure compliance with the Alaska Constitution, and protect both tribal sovereignty and state educational standards. This bill is a significant step toward recognizing the unique educational needs of Alaska Native students while fostering tribal self-governance in education. However, I believe a few targeted amendments would enhance its effectiveness and reduce potential legal challenges.

Reasons for Support

HB 59 is a promising initiative that acknowledges the value of tribal self-determination in education. By allowing Alaska's federally recognized tribes to enter into compacts with the state, the bill:

Respects Tribal Sovereignty – It gives tribes the opportunity to operate schools that integrate culturally relevant curriculum while maintaining public school funding.

Addresses Educational Inequities – Many rural Native students face systemic barriers in the current education system, and this bill offers an innovative solution tailored to their needs.

Enhances Local Control – The bill allows tribes to govern their schools, ensuring decision-making is responsive to local community needs.

However, to ensure its success, I propose several amendments to address legal and constitutional concerns while maintaining the intent of the bill.

Proposed Amendments & Fixes

1. Clarify the Scope of Tribal Sovereign Immunity Waivers

Issue: The bill requires an "express limited waiver" of tribal sovereign immunity (Sec. 2(b)(8)), which may discourage tribal participation or create legal uncertainty.

Suggested Fix:

Specify that the waiver is strictly limited to disputes arising under the compact and does not extend beyond education-related matters.

Include a clear dispute resolution mechanism, such as mediation or arbitration, before litigation.

Proposed Amendment Language:

"The waiver of sovereign immunity shall be narrowly limited to contractual disputes arising

directly from the administration of the compact and shall not extend to matters beyond educational governance. All disputes shall first be subject to mediation before any legal action is taken."

2. Strengthen State Oversight Without Undermining Tribal Authority

Issue: The bill exempts tribal schools from many state education statutes (Sec. 3(b)), which may conflict with Article VII, Section 1 of the Alaska Constitution, requiring state oversight of public education.

Suggested Fix:

Maintain flexibility for tribal schools while ensuring basic state education standards are met.

Require that tribal compact schools meet minimum state academic performance standards and participate in statewide assessments.

Proposed Amendment Language:

"A demonstration state-tribal education compact school shall remain exempt from state statutes applicable to school districts, except those pertaining to (1) minimum academic standards, (2) student performance reporting, and (3) teacher qualifications, as outlined in Sec. 3(d)."

3. Address Teacher Certification & Employment Standards

Issue: The bill allows the state to waive certification requirements for teachers in tribal schools (Sec. 3(d)), which may lead to concerns about educational quality and equal treatment of educators.

Suggested Fix:

Allow alternative certification pathways while ensuring teachers have relevant qualifications.

Require tribal schools to develop a certification framework in consultation with the Department of Education and Early Development (DEED).

Proposed Amendment Language:

"The state Board of Education and Early Development may approve alternative certification pathways for teachers in tribal schools, provided they meet competency standards established in consultation with DEED and the tribal governing body."

4. Ensure Compliance with Public School Funding Rules

Issue: The bill allows state and federal funds to be allocated to tribal compact schools (Sec. 5), but it lacks specific financial accountability measures.

Suggested Fix:

Require independent financial audits of compact schools to ensure transparency in funding use.

Clarify that state funding cannot be used for religious instruction, per the Establishment Clause and Alaska Constitution, Article VII, Section 1.

Proposed Amendment Language:

"All funds allocated to a demonstration state-tribal education compact school shall be subject to independent financial audits and state reporting requirements to ensure transparency and compliance with public education funding laws."

Strengthening Legislative Oversight Further

Issue:

HB 59 grants the Commissioner of Education sole authority to negotiate, approve, and oversee state-tribal education compacts (Sec. 2(a)), with limited direct legislative oversight. This concentrates too much authority within the Executive Branch, reducing the Legislature's role in public education policy.

Proposed Amendment:

Amend Sec. 2(a) to require legislative review and approval before a compact is finalized:

New Language for Sec. 2(a):

"The Commissioner of Education and Early Development is authorized to enter into demonstration state-tribal education compacts with participating tribes, subject to legislative review and approval. A finalized compact must be submitted to the Legislature for review no later than 30 days before its effective date. If the Legislature does not disapprove the compact within 30 days, it shall be deemed approved."

Why This Matters:

- 1.Ensures the Legislature maintains oversight over public education policy.
- 2.Provides a check on executive authority to prevent unilateral decision-making.
- 3.Allows lawmakers to assess the financial and policy impacts of each compact.

Establishing an Independent Appeals Board for Compact Disputes

Issue:

Under Sec. 5(d), the Department of Education and Early Development (DEED) has exclusive authority to withhold funding or enforce compact terms. However, there is no independent appeals process if a tribal school disagrees with a state decision.

Proposed Amendment:

Create a State-Tribal Education Compact Review Board to handle disputes between the state and tribal compact schools.

New Section (to be added as Sec. 5(e)):

*"A State-Tribal Education Compact Review Board is established to hear and resolve disputes regarding the enforcement, funding, or termination of a demonstration state-tribal education compact. The board shall consist of five members:

One representative appointed by the Governor;

One representative appointed by the Legislature (joint appointment by House and Senate leadership);

One representative appointed by the Alaska Federation of Natives;

One legal expert in Alaska Native law, appointed by the Chief Justice of the Alaska Supreme Court;

One educator with experience in tribal education, appointed by the State Board of Education.

The board shall have the authority to review funding decisions, investigate compact violations, and issue binding decisions on disputes between the Department of Education and Early Development and a participating tribe."*

Why This Matters:

1. Provides an impartial dispute resolution process, reducing reliance on state agencies.
2. Ensures tribal schools have a fair process to contest funding decisions.
3. Reduces unilateral executive enforcement by including multiple stakeholders.

Ensuring Judicial Review of Compact Disputes

Issue:

Sec. 2(b)(8) includes a limited waiver of tribal sovereign immunity, but it does not clearly establish whether Alaska state courts have jurisdiction over compact-related disputes. This could create legal uncertainty and limit a school's ability to challenge unfair enforcement.

Proposed Amendment:

Amend Sec. 2(b)(8) to explicitly allow judicial review of compact disputes.

New Language for Sec. 2(b)(8):

"The express limited waiver of tribal sovereign immunity for services provided under the compact shall apply solely to disputes arising under the compact. Any dispute not resolved through the State-Tribal Education Compact Review Board may be appealed to the Alaska Superior Court, which shall have jurisdiction over such disputes."

Why This Matters:

1. Clarifies that courts have the authority to hear compact-related disputes.
2. Ensures tribal schools have access to legal recourse beyond state agency decisions.
3. Protects against potential executive overreach in compact enforcement.

Conclusion

HB 59 is a historic step forward for tribal education in Alaska, but without proper oversight, it could shift too much power to the Executive Branch at the expense of legislative and judicial checks. By adopting these amendments, the Legislature can:

- 1.Ensure fair oversight of state-tribal education compacts.
2. Provide due process for tribal schools in disputes with the state.
- 3.Maintain separation of powers and prevent excessive executive authority.
- 4.Protect tribal sovereignty while ensuring legal clarity.
- 5.Uphold state constitutional obligations while allowing educational innovation.
- 6.Strengthen oversight and accountability while respecting tribal governance.

By adopting these amendments, we can ensure that tribal compact schools operate successfully while withstanding legal scrutiny. I urge the Legislature to pass HB 59 with these modifications to create a strong, sustainable, and equitable framework for tribal education in Alaska.

Thank you for your time and consideration. I welcome any questions.

Susan Allmeroth
Two Rivers
Myself

If you wish to increase tribal sovereignty in case the Department of Education is abolished you could consider the following Amendments as further solutions:

Proposed Amendments to HB 59 – Strengthening Tribal Sovereignty in Education

Amendments to HB 59 to Increase Tribal Sovereignty in Education

Introduction

House Bill 59 represents a critical step toward tribal self-determination in education, but as written, it maintains significant state control over tribal compact schools. The following amendments aim to enhance tribal sovereignty by reducing state oversight, ensuring direct funding, and allowing greater tribal control over education policy.

Amendment 1: Protect Tribal Sovereign Immunity

Original Language (Sec. 2(b)(8))

“Express limited waiver of tribal sovereign immunity for the services provided under the compact.”

Proposed Amendment:

Strike Section 2(b)(8) entirely or replace it with:

“Nothing in this Act shall be construed as a waiver of tribal sovereign immunity, except as necessary for compliance with funding requirements. Any waiver must be narrowly tailored to apply solely to disputes related to financial accountability.”

Rationale:

- 1.Prevents the state from overreaching into tribal education governance.
- 2.Ensures tribes retain their sovereign legal protections.

Amendment 2: Allow Tribes to Receive Direct Federal Education Funding

Original Language (Sec. 5(c))

“For purposes of application for and receipt of federal aid to education, a demonstration state-tribal education compact school constitutes a local educational agency.”

Proposed Amendment:

Replace Sec. 5(c) with:

“A demonstration state-tribal education compact school may apply for and receive federal education funding directly, without requiring state approval or oversight.”

Rationale:

- 1.Empowers tribes to control their own education funding.
- 2.Reduces dependency on state appropriations.

Amendment 3: Grant Tribes Full Authority Over Teacher Certification

Original Language (Sec. 3(d)(1))

“The state Board of Education and Early Development may waive the requirements of AS 14.20.020(b) or 14.20.022(b) to allow an individual with specialized knowledge relevant to the tribe to obtain a teacher certificate or subject-matter expert limited teacher certificate.”

Proposed Amendment:

Replace Sec. 3(d)(1) with:

“A demonstration state-tribal education compact school may establish its own teacher certification requirements, independent of the state Board of Education, to ensure alignment with tribal educational and cultural needs.”

Rationale:

- [1.Gives](#) tribes full control over hiring and teacher qualifications.
- 2.Allows for culturally relevant education and instruction.

Amendment 4: Remove State Approval Requirement for Tribal Compact Schools

Original Language (Sec. 2(a))

“The commissioner of education and early development is authorized to enter into demonstration state-tribal education compacts with participating tribes.”

Proposed Amendment:

Replace Sec. 2(a) with:

“A federally recognized tribe may establish a demonstration state-tribal education compact school without requiring approval from the Commissioner of Education, provided the school meets federal and tribal education standards.”

Rationale:

1. Eliminates state gatekeeping over tribal schools.
2. Allows tribes to open schools based on their needs, not state approval.

Conclusion: Advancing True Tribal Self-Determination

These amendments align with tribal sovereignty principles while maintaining an effective education system. By removing unnecessary state oversight, allowing direct funding, and granting full control over staffing and governance, HB 59 can become a true model of tribal self-determination in education.

If the Legislature adopts these amendments it would respect tribal sovereignty and create a system where tribes lead their own education future. I would still support.



Alaska Native Sisterhood
Glacier Valley Camp 70
P.O. Box 20212
Juneau, Alaska 99802

April 7, 2025

House Tribal Affairs Committee
Alaska State Legislature
State Capitol – RM 126
Juneau, AK 99801

2024-2025
ANS Camp 70
Officers

Alicia Maryott
President

Patricia Walker
*1st Vice-
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Maridon Boario
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Beth Weigel
Sgt.-at-Arms

Jackie Daily
Andrea Cesar
Beverly Russell
Camp Council

Re: Support for House Bill 59 – State-Tribal Education Compacting

Dear Madam Chair Dibert and Members of the House Tribal Affairs Committee,

On behalf of the Alaska Native Sisterhood Camp 70, I am writing in strong support of House Bill 59, which would authorize the establishment of State-Tribal Education Compacts in Alaska. This bill represents an important opportunity to honor tribal sovereignty, invest in our children, and reshape public education to reflect the rich cultures and values of Alaska Native communities.

For decades, Alaska tribes have compacted successfully in areas like health care and child welfare. Education should be no exception. HB 59 provides a path for tribes to operate public schools that are grounded in local priorities, governed with community oversight, and guided by traditional knowledge and cultural relevance. These are not private or charter schools—they are public institutions that will follow the same funding and accountability structures as other schools, while centering Indigenous voices and leadership.

Alaska Native students represent nearly 30% of our state's K-12 population. Yet the current system continues to fall short in meeting their educational needs. State-Tribal Education Compacting is a way forward to ensure students see themselves reflected in their curriculum, are taught in their languages, and are supported by educators who understand their histories and strengths.

The pilot program proposed under HB 59 builds on years of collaboration between the Department of Education and Early Development, Alaska Native organizations, and tribal governments. It is the result of thoughtful research, consultation, and commitment. It is time to take the next step.

I urge you to support House Bill 59 and affirm the State of Alaska's commitment to educational equity, tribal self-determination, and the future of our youth.

Gunalchéesh for your leadership and service to our communities.

Respectfully,

A handwritten signature in black ink, appearing to read 'Alicia Maryott'.

Alicia Maryott, President
ans70president@gmail.com



Representative Dibert, Chair
House Tribal Affairs Committee
Alaska State Legislature
State Capitol
Juneau, AK 99801

RE: Support for HB 59 – State Tribal Education Compacts

Dear Chair Dibert and Members of the House Tribal Affairs Committee:

On behalf of the Association of Alaska School Boards (AASB), we write to express our strong support for House Bill 59, which would establish a pilot program for State-Tribal Education Compact (STEC) schools in Alaska.

AASB represents over 330 locally elected school board members across Alaska and is committed to supporting quality public education through effective local governance, educational parity, and culturally responsive, student-centered learning. HB 59 reflects these values and aligns with two resolutions adopted by AASB's membership: Resolution 1.14, *Supporting Tribal Government and Tribal Schools*, and Resolution 5.23, *Supporting Tribal Compacting to Improve Student Achievement for All Alaskan Students*.

This important legislation reflects a thoughtful, collaborative effort between the State of Alaska and five tribal governments, who worked for over eight months in meaningful consultation to co-develop the compacting framework for this demonstration project. As a limited pilot program for five tribes, HB 59 allows the state to test new models of public education that are community-designed, culturally grounded, and locally governed.

STEC schools will be public schools, ***open to all students***, accountable to state standards, and funded through the state's existing foundation formula. AASB has long supported culturally responsive and community-driven education, and this bill represents a way to advance those practices in partnership with tribal governments.

From AASB's perspective, HB 59 also supports:

- Local control by empowering tribal communities to shape education systems aligned with their governance structures, values, and priorities;
- Educational innovation provides curriculum, assessment, and staffing flexibility to improve the opportunity to address student needs.

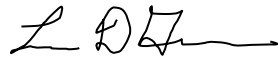
- Student achievement by creating culturally affirming learning environments proven to boost engagement and performance;
- Cross-sector collaboration involving state and tribal governments, educators, school boards, and families in co-designing stronger systems for all students.

We believe HB 59 is an important step toward fulfilling Alaska's constitutional commitment to public education—one that is inclusive, responsive, and transformative.

We urge the committee to advance HB 59 and encourage the Legislature to pass this bill, thereby supporting the ongoing development of inclusive, effective, and community-driven public education systems.

Thank you for your leadership and your commitment to student success across Alaska.

Sincerely,

A handwritten signature in black ink, appearing to read 'L. Garrison', with a stylized flourish at the end.

Lon Garrison
Executive Director
Association of Alaska School Boards

1.14 TRIBAL GOVERNMENT AND TRIBAL SCHOOLS

AASB supports the development of Tribal Schools through the state compacting process which have true autonomy separate from their local public school district. AASB recognizes the sovereignty of tribal governments and that the local, impacted tribe(s) should determine how tribal schools should be governed and operated, which includes teacher qualifications, student standards, assessment requirements, curriculum, etc.

Rationale. Many of the current requirements for public schools under Alaska statutes and regulations and the Alaska Department of Education and Early Development can perpetuate the harm imposed on Alaska Native children by the westernized school system. Tribal compacting is a step in the right direction to return self-determination to Alaska Native tribes for the education of their children, but independent autonomy for many aspects of curriculum, instruction and assessment must be allowed to truly recognize the rights of Alaska Native tribes to self-govern. This will support the ability of tribal schools to revitalize Indigenous languages and fully incorporate culture into every aspect of schooling without imposition of Western expectations and bureaucracy.

Adopted 2023

(Sunsets 2028)

Association of Alaska School Boards

5.23 SUPPORTING TRIBAL COMPACTING TO IMPROVE STUDENT ACHIEVEMENT FOR ALL ALASKAN STUDENTS

AASB urges stakeholders to be innovative in their thinking and to support efforts to collaboratively change practices and address barriers to implement new ways of teaching and learning in culturally responsive and affirming ways. AASB strongly supports the State Tribal Education Compacting Tribal Partnerships grant program and the model being developed under this grant program and Senate Bill 34 by DEED, AFN, and its tribal government partners as a public education option for the students of Alaska. Furthermore, AASB strongly encourages the state to adopt changes to [Title 14 of the Alaska Statutes](#) to allow for tribal sovereignty and autonomy over State Tribal Education Compacting Schools and issues such as teacher and staff certification, curriculum and student assessment. AASB wishes to serve as a voice for school boards and a resource for tribes and agencies as this process proceeds as requested. AASB recognizes, respects and honors the inherent sovereignty of Alaska's tribal governments, as defined by federal law.

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

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

Only through collaboration, partnership, and the willingness to be innovative can we hope to transform education to serve all students. Innovation and transformative change will take effort and participation by all stakeholders, such as in the Alaska Department of Education and Early Development's "Alaska's Education Challenge." It will require all levels of policymakers and stakeholders (*Alaska State Legislature, Governor, Municipalities, Tribal entities, School Board members, Superintendent Association, NEA, education groups, families, and others*) working towards a clear, well-articulated goal of providing an excellent education for every child every day, to truly fulfill the expectations of our constitutionally mandated education system.

Adopted 2017

Renewed 2022

(Sunsets 2027)

Association of Alaska School Boards

Testimony to the House Tribal Affairs Committee
April 24, 2025

For the record, my name is Reid Magdanz. I wear a variety of hats at home, so I want to be clear that I speak only on behalf of myself today.

Madam Chair and members of the House Tribal Affairs Committee, thank you for the opportunity to provide testimony today in support of HB 59, relating to state-tribal education compact schools.

First, a little about me. I'm a lifelong Alaskan and a product of Alaska's public school system, a graduate of Kotzebue High school. I was raised in Kotzebue and live there today. I've followed this process of tribal compacting since it was first discussed as part of Alaska's Education Challenge, including by attending some of the public events DEED has hosted over the years.

I want to focus my testimony on a topic that has been much discussed in the Legislature in recent years: student achievement. To me, HB 59 represents the best shot currently before the legislature to make meaningful, lasting gains in student achievement.

Why do I say that? For one, the words of Alaskans themselves. Every study I've looked at, and there are a lot, going back decades! that asked Alaska community members, elders, and teachers about how to improve student outcomes have said basically the same thing: make the schools reflect the students and the community. Connect what happens outside of school to what is happening in the school. And research shows that when you do that, student outcomes improve.

For another, my own personal experience in a rural Alaska high school. I know the kids I went to school with. I knew them in school; I still know many of them now. Some were "high performers," doing well on tests and behaving well in school, many were not. What has motivated me to pay attention to education policy is that most of those who struggled in school didn't struggle from lack of brains, or even lack of quality teachers. What I observed was lack of motivation — why does this matter? — and lack of community — the sense that for too many students, what happened in their classrooms was a separate world from what happened in their families and their villages. Tribal compacting holds more promise than any effort I've seen recently to change this reality.

Last, I support my statement that this bill represents one of our best efforts at improving student outcomes because of demonstrated success. We have a tribal school here in Kotzebue. It's an Iñupiaq immersion school, teaching a curriculum grounded in the local culture with all-local teachers. It has operated for over 20 years. The students that come out of that school are celebrated not just for their Iñupiaq language and cultural skills, but for the way they model respectful behavior and leadership. That's the promise of tribal compacting — to produce students, and future leaders, who are not just skilled academically but model the best of our next generation.

This bill is the product of real discussions between communities, educators, tribes and the state. It strikes the right balance of maintaining the state's constitutional responsibility for public education while giving tribes a real shot to do something meaningfully different, with the possibility of meaningfully better outcomes for our students.

Thank you for your time, and I urge your support for HB59. If there are any questions about my testimony, I will do my best to answer.

Public Comment in Support of HB 59

Thank you for the opportunity to speak today. My name is Nancy Douglas, and I'm a resident of Sitka. I'd like to voice my strong support for House Bill 59, which would establish a pilot program for State-Tribal Education Compact Schools in Alaska.

I bring more than 20 years of experience in Alaska's public education system, with a deep commitment to culturally responsive teaching and the preservation of Tlingit language and culture. For a decade, I served as Cultural Director for the Sitka School District, where I led the development of a K–12 Tlingit cultural curriculum, coordinated district-wide cultural programming, and supported ongoing professional development for educators. Prior to that, I co-founded the Tlingit Culture, Language, and Literacy Program in the Juneau School District, in collaboration with Sealaska Heritage Institute. Together, we created the first culturally based classrooms in Juneau, developed curriculum, engaged elders and culture bearers, and built systems for tutor training and parent involvement.

Throughout my career, I've worked in partnership with educators, tribal organizations, and communities to create learning environments grounded in Native knowledge, values, and identity. I've seen firsthand the transformative impact of this approach. In the first decade of the TLL program, K–1 Native and non-Native students consistently outperformed their peers on state assessments, had higher attendance rates, and demonstrated strong family engagement.

House Bill 59 offers a bold and necessary step toward community-led, culturally grounded public education. It builds on Alaska's successful legacy of compacting in health and child welfare, and extends that same promise to our public schools. These compact schools would receive the same public funding and meet the same standards—but they would be governed by tribes, who know their children and communities best.

I respectfully urge the **House Tribal Affairs Committee** to advance this bill.

Alaska students deserve schools that reflect **the local community, cultures, and values**—and **HB 59** is a meaningful step toward that goal.

Gunalchéesh

Nancy Douglas
416 Lake St
Sitka, AK 99835

From:

■

Subject:

Support for HB 59, State-Tribal Education Compacting

Date:

Wednesday, April 23, 2025 11:55:27 AM

Dear Chair Dibert and Members of the House Tribal Affairs Committee,

I am writing to express my strong support for House Bill 59, which would establish a pilot program for State-Tribal Education Compact schools in Alaska.

I have been involved in Alaska's education system since my children first entered preschool in 1982, in a variety of capacities, including classroom volunteer, elected school board member, and member of the State Board of Education. I remain committed to a strong public education system in Alaska for all children. Our current system has fallen short for many children in spite of decades of well-intentioned and concerted efforts to do better.

I fully support this collaborative effort between the State of Alaska and five tribal governments to test out a new model for public education that is grounded in local priorities, governed with community oversight, and guided by traditional knowledge and cultural relevance.

I applaud the thorough process of collaboration and consultation to develop the compacting framework for this demonstration project. For decades, Alaska tribes have compacted successfully in areas like health care and child welfare. I think extending this opportunity to public education will strengthen our public education system for all students.

I urge the Committee to support HB 59 and encourage the Legislature to pass this bill and to affirm the State of Alaska's commitment to educational equity, tribal self-determination, and the success of Alaska's youth.

Thank you for your leadership and commitment to student success across Alaska.

Sincerely,

Sally Rue
7083 Hendrickson Rd
Juneau, AK 99801