

**ALASKA STATE LEGISLATURE
HOUSE EDUCATION STANDING COMMITTEE**

April 2, 2012

8:03 a.m.

MEMBERS PRESENT

Representative Alan Dick, Chair
Representative Lance Pruitt, Vice Chair
Representative Eric Feige
Representative Paul Seaton
Representative Peggy Wilson
Representative Sharon Cissna
Representative Scott Kawasaki

MEMBERS ABSENT

All members present

COMMITTEE CALENDAR

PRESENTATION: MAT-SU BOROUGH SCHOOL DISTRICT

- HEARD

SENATE BILL NO. 170

"An Act requiring vocational education counseling in public schools."

- MOVED OUT OF COMMITTEE

HOUSE BILL NO. 352

"An Act relating to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles."

- MOVED CSHB 352(EDC) OUT OF COMMITTEE

HOUSE BILL NO. 369

"An Act relating to student participation in sports."

- HEARD & HELD

CONFIRMATION HEARING(S):

University Board of Regents

- BILL HEARING POSTPONED TO 4/4/12

PREVIOUS COMMITTEE ACTION

BILL: SB 170

SHORT TITLE: VOCATIONAL ED. COUNSELING IN SCHOOLS

SPONSOR(S): SENATOR(S) THOMAS

01/20/12	(S)	READ THE FIRST TIME - REFERRALS
01/20/12	(S)	EDC, FIN
02/10/12	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
02/10/12	(S)	Scheduled But Not Heard
02/13/12	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
02/13/12	(S)	Scheduled But Not Heard
02/22/12	(S)	EDC RPT 4DP 1NR
02/22/12	(S)	DP: MEYER, THOMAS, FRENCH, DAVIS
02/22/12	(S)	NR: STEVENS
02/22/12	(S)	EDC AT 8:00 AM BELTZ 105 (TSBldg)
02/22/12	(S)	Moved SB 170 Out of Committee
02/22/12	(S)	MINUTE(EDC)
02/27/12	(S)	FIN AT 9:00 AM SENATE FINANCE 532
02/27/12	(S)	Heard & Held
02/27/12	(S)	MINUTE(FIN)
02/28/12	(S)	FIN AT 9:00 AM SENATE FINANCE 532
02/28/12	(S)	Moved SB 170 Out of Committee
02/28/12	(S)	MINUTE(FIN)
02/29/12	(S)	FIN RPT 6DP 1NR
02/29/12	(S)	DP: HOFFMAN, STEDMAN, THOMAS, EGAN, MCGUIRE, ELLIS
02/29/12	(S)	NR: OLSON
03/05/12	(S)	TRANSMITTED TO (H)
03/05/12	(S)	VERSION: SB 170
03/05/12	(H)	READ THE FIRST TIME - REFERRALS
03/05/12	(H)	EDC, FIN
03/26/12	(H)	EDC AT 8:00 AM CAPITOL 106
03/26/12	(H)	Heard & Held
03/26/12	(H)	MINUTE(EDC)
03/28/12	(H)	EDC AT 8:00 AM CAPITOL 106
03/28/12	(H)	-- MEETING CANCELED --
04/02/12	(H)	EDC AT 8:00 AM CAPITOL 106

BILL: HB 352

SHORT TITLE: RESOURCE DEVELOPMENT CURRICULUM

SPONSOR(S): REPRESENTATIVE(S) DICK

02/22/12	(H)	READ THE FIRST TIME - REFERRALS
02/22/12	(H)	EDC

03/30/12 (H) EDC AT 8:00 AM CAPITOL 106
03/30/12 (H) Heard & Held
03/30/12 (H) MINUTE(EDC)
04/02/12 (H) EDC AT 8:00 AM CAPITOL 106

BILL: HB 369

SHORT TITLE: STUDENT PARTICIPATION IN SPORTS

SPONSOR(S): FINANCE BY REQUEST

03/28/12 (H) READ THE FIRST TIME - REFERRALS
03/28/12 (H) EDC
04/02/12 (H) EDC AT 8:00 AM CAPITOL 106

WITNESS REGISTER

DEENA PARAMO, EdD, Superintendent
Matanuska-Susitna Borough School District (MSBSD)
Palmer, Alaska

POSITION STATEMENT: Provided a presentation on the Matanuska-Susitna Borough School District.

ANNETTE KREITZER, Staff
Representative Alan Dick
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Presented the proposed committee substitute (CS) for HB 352 on behalf of the sponsor.

FRED PARADY, Executive Director
Alaska Miners Association (AMA)
Barrow, Alaska

POSITION STATEMENT: Testified in support of HB 352.

MICHELLE BRUNNER, Executive Director
Alaska Resource Education (ARE)
Anchorage, Alaska

POSITION STATEMENT: Testified during the discussion of HB 352.

MARLEANNA HALL, Projects Coordinator
Resource Development Council (RDC)
Anchorage, Alaska

POSITION STATEMENT: Testified in support of HB 352.

JANICE DAW
Fairbanks, Alaska

POSITION STATEMENT: Testified in support of HB 352.

REPRESENTATIVE DAN SADDLER
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Presented HB 369.

ACTION NARRATIVE

[8:03:19 AM](#)

CHAIR ALAN DICK called the House Education Standing Committee meeting to order at 8:03 a.m. Representatives Feige, Seaton, P. Wilson, Kawasaki, and Dick were present at the call to order. Representatives Pruitt and Cissna arrived as the meeting was in progress.

Presentation: Mat-Su Borough School District

[8:03:43 AM](#)

CHAIR DICK announced that the first order of business would be a presentation by the superintendent of the Mat-Su Borough School District.

[8:04:16 AM](#)

DEENA PARAMO, EdD, Superintendent, Matanuska-Susitna Borough School District (MSBSD), introduced herself and stated this is an opportunity to share about the MSBSD's graduation and post-graduation studies.

Dr. PARAMO offered that the Matanuska-Susitna Borough School District (MSBSD) is located 35 miles north of Anchorage alongside the beautiful Matanuska and Susitna rivers and spans 25,000 square miles. She stated that the MSBSD is the largest employer in the borough, employing 2,500 people. She pointed out that last October the Matanuska-Susitna Borough (MSB) passed its largest school bond ever for \$214 million, which will provide six new school sites as well as maintenance and upgrades to existing buildings. She stated that the MSBSD educates 17,500 students. She reported the average increase in the past ten years has been 425 students per year or approximately one school per year based on the average elementary school size of approximately 450 students. She outlined that the program consists of 44 different schools, including six high schools, five middle schools, and six small community schools - ranging from 21 students to 49 students - six charter schools, and special mission schools - sometimes called optional schools, as

well as a Science, Technology, Engineering, and Mathematics (STEM) school, a career and technical high school - a full-scale four-year program focusing on the trades - and two home schools - one of which consists of 1,300 students [slides 1-2].

DR. PARAMO related that she shares return-on-investment information with local organizations and businesses. She said that a borough with educated students who all possess a high school diploma is better than one whose students are without diplomas. She pointed out that the business world understands this and that real estate advertising even lists the schools in their ads. She related the prison in the community has a low literacy rate. The MSBSD would like to ensure that students leave school as highly-functioning adults. Last year nearly 90 percent of their students passed the high school graduation qualifying exam (HSGQE). The graduation rate has increased in the past six years while the dropout rate has been reduced. She reported that the current graduation rate is at 70 percent and the dropout rate is at 3.3 percent, which means kids between those percentages are engaged in education. She also reported the MSBSD has outperformed the state's average on standardized tests [slides 3-4].

[8:11:23 AM](#)

DR. PARAMO continued to explain the early education investment return and the measures taken by the district to determine the success of the early development programs [slides 5-6]. Using the Mat-Su River as a metaphor, she described the educational flow to illustrate problems the MSBSD discovered. She asked members to pretend they were sitting on the banks of the Matanuska River and noticed babies floating down the river. As they rescued the babies, more babies were discovered floating down the river. Soon, participants sitting along the river would want to know why the babies were floating down the river in the first place. She likened this experience to the educational process the MSBSD took to discover that early education has been lacking. She related her understanding that the state has been considering preschools; however, since MSBSD is a larger district it has not qualified for any preschool opportunities. Further, the MSB has significant private industry involved in providing these services. She said the percentage of students scoring at their grade level and above for first through third grades has increased from 52-76, 51-74, and 50-76 percent, respectively [slides 5-6]. She said the improvements were related to health improvements and curriculum, with most of the improvement occurring during FY 2010-FY 2011.

She concluded comments on the slide by stating that the numbers are reduced in special education in kindergarten. but she anticipated it will trickle-up in the future.

DR. PARAMO stated that the MSBSD obtained grants to determine the outcomes for students, surveying students one year out in 2010, three years out in 2008, and finally the 2010 graduates [slide 7]. She pointed out the study is on the MSBSD's website which also provides information on demographics and the validity of the study. Nearly 1,000 students graduate each year. Students were mailed a card and were subsequently called to answer a survey consisting of approximately eight questions. The MSBSD worked with Alaska Research and Evaluation Services - a private company - but none of the MSBSD's employees were involved in conducting the survey.

8:16:45 AM

DR. PARAMO moved to a graph labeled "Education Results" to define the terms used in the graduate cohort, and the percentages of the outcome for each sub-group [slide 8]. The group of 40 percent respondents was highly reliable according to the students who graduated. She has worked for the MSBSD for 19 years and in education for 21 years. She provided information on the results, such that nearly 60 percent of their students enrolled in higher education. She pointed out that "higher education" was defined as two-to-four year college university and "career and technical" was defined as more than 90 days, but less than two years. "Short term" was defined as over 30 days and up to 90 days, and "no participation" meant students did not go into any type of education. The graduate cohort was also applied to a graph titled "Employment Results," and to the reported percentages [slide 9]. She reported that nearly 70 percent of their students choose some type of education after high school. In 2006, the MSBSD's goal was to track the number of graduates. She noted that 26 percent of the students in their fifth year are still engaged in education, whereas 20 percent have graduated. Another bar graph, titled "Employment & Education," tracked employment and education [slide 10]. She explained a "living wage earner" was defined as someone making more than \$60,000 - which is not a federal definition - but is one determined locally by consulting with banks. They discovered people could typically obtain a home loan relatively easily when they had an annual salary of \$60,000 to purchase an average-priced home - currently priced at \$240,000 in the Matanuska-Susitna Borough. She noted that most of the people earning a "living wage" right out of high school and five years

out were in the trades, such as welders and builders. She explained that "competitively employed" meant earning more than minimum wage and working more than 20 hours per week and "some other employment" was defined as any job providing minimum wage. She clarified that "not working" meant choosing not to work as opposed to being "unemployed." She reported that numerous students go on missions to complete community service. She related that "unemployed" meant people who were actively seeking employment. She stated that kids in the MSBSD typically work their way through university. She said one question asked was whether high school prepared them for higher education or for work. In 2006, 87 percent of the graduates answered they were prepared. In 2007 and 2008 over three-fourth of the students answered they were prepared for what they chose to do after graduation. She indicated that 77 percent of the graduates continue on to post-secondary education, including attending two-to-four year college, career and technical training, and short-term employment training. She concluded that five years after graduation, 59 percent of their students had gone on to higher education: 20 percent had graduated, 28 percent were still enrolled, and 11 percent had dropped out [slides 11-12].

[8:22:19 AM](#)

DR.PARAMO continued to read the "take away results" of the post-graduation survey, such that 59 percent of their graduates are competitively employed five years after high school, and of those, 14 percent are earning more than \$60,000 per year. She reported that 77 percent of the students feel high school prepared them or somewhat prepared them for school or work after graduation. Last year 87 percent said they felt prepared. She indicated the one area students did not feel prepared in was financial literacy. The Mat-Su Borough School board added a graduation requirement of one-half credit for civics and financial literacy due to this report [slide 13]. She highlighted that students typically are engaged in a lot of creative writing, but students indicated they would like to move more towards technical writing. Additionally, students would like to have more experience with distance learning since much on-the-job training is delivered electronically. The MSBSD has been working to prepare a blended model to allow students in the secondary schools to take math with one teacher, science with another, attend a cyber-class, then proceed to another high school class. She emphasized that it would no longer be an either/or situation for students since eLearning will be offered. The school board has been considering changing the requirements for freshman to require one semester of an

eLearning course, which she said would be a blended class. Finally, kids who left did so because they couldn't figure out the system. She said it wasn't about math or reading, but the online systems. The Alaska Middle College School, just approved by Commissioner Hanley, will consist of a partnership with the University of Alaska (UA) where students can earn an associate's degree in their junior and senior year and also receive a high school diploma at the same time. These students would be those who are ready for college-level courses.

[8:25:26 AM](#)

DR. PARAMO reported, in summary, that the school board has challenged her with twelve goals and 25 percent of her salary is based on achieving those goals - so her salary is performance based. She offered her belief the MSBSD's goals are really about innovation, renewing what she does, and determining whether it matches the kids of today, provides students choices of schools, and offers good customer service. The MSBSD's customers are the principals and school teachers. Additionally, her job requires her to streamline the process to allow teachers to teach. Finally, she identified the school's customers as the parents and students. She concluded her presentation by stating the MSBSD's mission, which is to prepare students for success.

[8:26:53 AM](#)

REPRESENTATIVE CISSNA noted the "career ladder" concept followed by the Mat-Su district was initially implemented in the 1990s and ties education with jobs. She asked about the advancements and lessons learned over time and what is occurring today.

DR. PARAMO responded that archives are helpful. Also, career-based programs are good, but the MSBSD still has schools that exist in a centralized means.

[8:29:48 AM](#)

REPRESENTATIVE KAWASAKI asked about the literacy program, changes in the curriculum, whether class size or other considerations were also changed, and how the MSBSD utilizes the private-sector pre-Kindergarten.

DR. PARAMO said the district has several pre-Kindergarten programs based on grants through the American Indian Alaska Native student grants and partners with private pre-Kindergarten programs and offer free professional development to advise

schools about what kids will need to know for kindergarten. Additionally, they provide the preschool participants who attend their training with information and curriculum to help them prepare students entering school. Although they have always had the standards, the MSBSD also decided to examine how teaching was being done and to focus on what is done during the time spent with children. Thus it wouldn't just be the span of time spent reading, but the movement and direct instruction that would occur during the time. She summarized that their focus has been on what teachers teach and how they teach it. She related that in 2007 the MSB funded 16 additional positions for literacy coaches. She indicated the literacy coaches taught teachers the skills they needed to teach the pre-Kindergarten classes. She pointed out that the district moved to a more explicit program rather than a holistic program.

[8:32:08 AM](#)

REPRESENTATIVE P. WILSON asked whether it would make a difference to change the focus of teacher programs at the university level so the university teaches them how to teach.

DR. PARAMO suggested that it's more of what is happening in school and what schools are charged to do. She added that the MSBSD has had a close relationship with the University of Alaska (UA) - although it hasn't always been that way. She stated that the MSBSD provides feedback and teachers are held accountable to teach the methods prescribed in their schools. She said sometimes that matches and sometimes it doesn't, but the MSBSD works closely with the teachers and has seen improvements.

[8:33:01 AM](#)

CHAIR DICK remarked at how well the MSBSD is doing as compared to some other areas. He said that the committee needs to find out what they are doing so it can be applied to other places.

SB 170-VOCATIONAL ED. COUNSELING IN SCHOOLS

[8:33:23 AM](#)

CHAIR DICK announced that the next order of business would be SENATE BILL NO. 170, "An Act requiring vocational education counseling in public schools."

[8:33:33 AM](#)

REPRESENTATIVE PRUITT moved to report SB 170 out of committee with individual recommendations and the accompanying fiscal notes. There being no objection SB 170 was reported from the House Education Standing Committee.

HB 352-RESOURCE DEVELOPMENT CURRICULUM

[8:34:13 AM](#)

CHAIR DICK announced that the next order of business would be HOUSE BILL NO. 352, "An Act relating to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles."

[8:34:29 AM](#)

REPRESENTATIVE PRUITT moved to adopt the proposed committee substitute (CS) for HB 352, labeled 27-LS1409\M, Mischel, 3/30/12, as the working document.

REPRESENTATIVE SEATON objected for the purpose of discussion.

[8:34:34 AM](#)

ANNETTE KREITZER, Staff, Representative Alan Dick, Alaska State Legislature, provided an explanation of the proposed committee substitute (CS) for HB 352, Version M. She explained that the statute being amended is entitled "environmental education." She outlined the changes in the proposed committee substitute. She stated that discussions of language on page 1, line 6, of the original bill included considering basing the curriculum development and textbook selection on these constitutional principles. She referred to page 1 of Version M and indicated that "and textbook selection" has been removed from the aforementioned language and from the title.

MS. KREITZER said discussions about including a similar requirement for the University of Alaska (UA) were held, noting the legislature delegated a lot of its authority to the Board of Regents (BOR). She indicated this language appears in the BOR's powers and duties and responsibilities on page 2, lines 9-19 of Version M, which essentially parallels the language on page 1 for public schools.

[8:36:05 AM](#)

REPRESENTATIVE SEATON removed his objection. There being no further objection, Version M was before the committee.

[8:36:37 AM](#)

CHAIR DICK opened public testimony.

[8:37:03 AM](#)

FRED PARADY, Executive Director, Alaska Miners Association (AMA), paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

The Alaska Miners Association is a non-profit membership organization established in 1939 to represent the mining industry in Alaska, making us one of the oldest trade associations in the state. The AMA is comprised of more than 1,400 individual prospectors, geologists and engineers, vendors, suction dredge miners, small family mines, junior mining companies, and major mining companies. Our members look for and produce gold, silver, platinum, diamonds, lead, zinc, copper, coal, limestone, sand and gravel, crushed stone, armor rock, and other materials. Our members live and work throughout the state.

Let's turn to the bill before you, HB352, which is relates to public school curriculum and textbook restrictions based on science, resource development, and sustained yield principles.

MR. PARADY stated it is really straightforward and continued reading, as follows [original punctuation provided]:

Alaska State Constitution Section 2. General Authority

"The legislature shall provide for the utilization, development, and conservation of all natural resources belonging to the State, including land and waters, for the maximum benefit of its people".

More than most other states, Alaska has educators who come from various backgrounds who may be unfamiliar with Alaska's constitutional directives regarding State resources.

MR. PARADY stated he has served for the past four years as the chief operating officer of the North Slope Borough School District (NSBSD); however, he is not representing them today. He pointed out that the turnover among the 172 teachers and hiring from out-of-state job fairs was intense. More than other states, Alaska has educators who come from various backgrounds and places so many educators may be unfamiliar with Alaska's constitution. He continued reading his prepared statement, as follows [original punctuation provided]:

The purpose of this bill is to clearly state that the curriculum in local schools supports the intent of the Constitution.

Educational materials must give parity to the viewpoint of use and development as well as conservation of all natural resources. Educational materials should recognize that the economic well-being of the State is totally dependent upon careful, sustainable resource development.

The Alaska Miners Association firmly supports the sponsors efforts to bring balance to the teaching of natural resource issues in the context of Alaska's founding fathers and our constitution.

8:40:00 AM

MICHELLE BRUNNER, Executive Director, Alaska Resource Education (ARE), paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

I'm here to testify today with regards to HB 352. Alaska Resource Education (formerly AMEREF) is a partnership between the State of Alaska Department of Education and private industry. We are a non-profit organization that focuses on educating students and teachers about Alaska's natural resources using our Alaska Resource Kit and Curriculum. The Alaska Resource Kit contains a standards-based, science focused interdisciplinary set of curriculum, activities, and support materials providing K-12 students with information about Alaska's mineral, energy, oil & gas, and forest resources. We deliver our curriculum to educators through our "Rock & Roll

around Alaska" course - a 500 level, 1 credit course offered through the University system. We also educate students through our Minor Miner and Energy Einstein programs. Our kit materials include:

A 40 sample Alaska rocks and minerals set complete with oil and gold, DVD's, cd's, posters, maps, books, a Sitka spruce cross-section and other educational materials on Alaska's resources.

In the last 3 years we have had 333 teachers take our Rock & Roll around Alaska course, we've distributed 640 Alaska Resource Kits to school districts across Alaska, our education director has visited 116 classrooms and 172 students have participated in our Minor Miner and Energy Einstein programs statewide. I would invite you to visit our website www.akresource.org to see firsthand a video from students about "what minerals mean to me".

[8:42:10 AM](#)

MS. BRUNNER continued to read from a prepared statement, as follows [original punctuation provided]:

We are interested in this legislation because ARE is consistently providing resource education on a daily basis throughout Alaska. The strength of ARE's program is that it is a partnership between the private and public sectors. Our experience in the classroom is that our educational system is saturated with environmental and conservation education that does not follow Alaska's constitutional principles. The idea of HB352 would assist in adding balance to the classroom and to Alaska's future employees and policymakers.

With regard to HB352, our board has not had time to review the legislation and has not taken official action specifically regarding HB352, but the overall concept I believe ARE would support. We would suggest that as you think about how to provide a science based curriculum based on Alaska's constitutional principles that you consider utilization of existing curriculum that meets this criteria.

[8:43:37 AM](#)

MARLEANNA HALL, Projects Coordinator, Resource Development Council, paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

In brief, RDC is a statewide business association with members in forestry, oil and gas, mining, tourism, fishing, all 12 Native regional corporations, and many others. Our mission is to grow Alaska through responsible resource development.

First, thank you to Representative Dick for introducing HB 352 - an Act regarding Resource Development Curriculum in Alaska's schools.

RDC recognizes Section 8.1 of the Alaska State Constitution, reading, "It is the policy of the State to encourage the settlement of its land and the development of its resources by making them available for maximum use consistent with the public interest."

RDC supports programs educating students on Alaska's natural resources, and specifically on the responsible development of our resources. It is a policy of RDC to support programs, including Alaska Resource Education, to educate students and the general public on responsible resource development activities in Alaska.

[8:44:35 AM](#)

MS. HALL continued to read from her prepared statement, which read, as follows [original punctuation provided]:

You've already heard about ARE this morning, so I will not repeat details about their mission to educate students about Alaska's natural resources.

The State of Alaska partners with Alaska Resource Education, formerly AMEREF, which is an education non-profit whose mission is to educate students about Alaska's natural resources. ARE offers educators across the state Resource Education Kits containing nearly \$300 worth of materials to help provide students and teachers with balanced information about Alaska's rich heritage of mineral, energy, and forest resources.

These non-biased kits have been accepted by all 53 school districts, and are available at no cost to teachers. In addition, a free training is offered, when available, so that teachers are able to correctly utilize the materials in the kits.

I would like to note, it is somewhat appalling that incorporating resource development in the curriculum isn't mandated while conservation education is. Alaska's education curriculum should include educating our students on activities related to and the responsible development of our natural resources. Future generations of Alaskans should have access to a firm foundation of our constitutional principals that guide our state, including multiple-use of resources and land along side conservation education. Thank you again Representative Dick for recognizing this shortcoming in Alaska's curriculum, and for proposing HB 352, which will help provide more balance in educational curriculum in our public schools. In addition to my comments today, RDC will submit a formal letter of support.

[8:45:44 AM](#)

REPRESENTATIVE CISSNA referred page 2, line 18, of Version M, and read, "**(B) scientific principles, without bias and without regard to personal opinion;**." She indicated this language applies to science only. but she offered her belief the specific language should apply to each one of these principles. She related a scenario in which a person with a small share of a company developing a mine would have a bias. She surmised that early Alaskans developed their own sustained yield principles and did not take more than they needed; however, currently, the state has observed "fishing out" of whole fishing industries, such as crabs and other seafood or overfishing that has resulted in small halibut. She suggested teachers should look at teaching everything in their schools in a balanced and non-prejudiced way and these principles should apply more broadly to the teaching practices.

CHAIR DICK agreed it was something to consider, but he was unsure of how to add her concept to this bill.

REPRESENTATIVE KAWASAKI stated that the current section of [AS 14.30.380] dealing with education already addresses this by

indicating the need to balance resource development and conservation.

[8:49:24 AM](#)

REPRESENTATIVE CISSNA referred to page 2, lines 18-19 and suggested removing "without bias and without regard to personal opinion behind the scientific principles." She remarked that teachers should be teaching everything without bias and without regard to personal opinion. She further remarked that isolating the requirement to "scientific principles" alone sounds "a little spooky" to her.

CHAIR DICK pointed out that legislature must be careful to avoid unintended consequences. At the same time the intent of the bill is to allow parity with respect to conservation in overall teaching concepts. He stated that "uses" refers to traditional uses by the First Nations people in Alaska. In essence, the intent of the bill was not intended to micromanage, but to speak to the larger picture.

REPRESENTATIVE KAWASAKI reiterated that the current section of [AS 14.30.380] pertaining to education addresses this by indicating the need to balance resource development and conservation.

[8:52:00 AM](#)

JANICE DAW, asked to point out overlap between HB 352 and a CAPSIS proposal currently being discussed in the finance committee on Alaska's learning adaptation production as it relates to the state constitution.

CHAIR DICK restated that the focus of the bill is to achieve parity in curriculum taught in schools that reflects [Alaska's] Constitution.

MS. DAW agreed that she favored integrated curriculum that uses the framework of the Alaska Constitution - Article 8 that defines sustained yield natural resource management for the purpose of maintaining, promoting, and using those resources. She stated that has been the current framework used in the school system for the last two years. She highlighted the importance of using curriculum to teach the biological basis of forest resources and to use a hands-on approach so students learn how to make things. Further, students should learn how to do experiments so they can get wrapped in as participants in

natural resource management. She explained how a project beginning with a tree would be presented so students will learn to become stewards, noting that first, the tree is harvested. Next, students become involved in making things out of the tree and learn how to sell the products at market. Finally, discussions are held on the sustained yield principles and sustainable forest management.

CHAIR DICK indicated that he is becoming familiar with her work, which is directly in line with the bill's concept.

MS. DAW offered to provide further information to the committee on the current CAPSIS project.

CHAIR DICK offered to distribute materials to committee members.

8:56:55 AM

CHAIR DICK, after first determining no one else wished to testify, closed public testimony on HB 352.

8:57:02 AM

REPRESENTATIVE SEATON expressed concern with the bill. He said he has not received any comments from his district that environmental education should be drastically changed or limited. He referred to current AS 14.30.380, which read:

The board shall encourage each school board to initiate and conduct a program of environmental education for kindergarten through grade 12. The program should include, but is not limited to, education regarding the need to balance resource development with environmental safeguards, the dependence of the state on resource development, and the opportunity for pollution prevention, waste reduction, and recycling. A school board may implement environmental education as a part of regular classroom studies.

REPRESENTATIVE SEATON emphasized that the current statute requires balance in teaching and must consider resource development in all aspects including pollution prevention, waste reduction and recycling. He expressed concern that HB 352 would modify this language to indicate that in developing a curriculum a school district shall base its curriculum on - indicating his concern is focused on (1)(B) - the principle of "utilization and

development of all nonrenewable resources in addition to encouragement of balancing resource development and conservation" He emphasized this is his biggest concern since it would represent a total shift. The change would require the curriculum, as developed, to be based on utilization and development of all nonrenewable resources. He related his understanding that resource development of minerals and timber raises resource development issues, but much of what happens in environmental education is to consider what is important and happening in today's world. He pointed out five students at the Homer High school developed a program for waste reduction including recyclables. These students were given national recognition for developing waste reduction. He provided an anecdote noting one Southeast legislator encourages paper use since it supports timber production in Southeast Alaska. He pointed out that the language in subparagraph (B) relates to utilization and development of all nonrenewable resources. He recalled a previous presentation by the community of St. Mary's, in which the environmental curriculum was based on the local usage of moose hunting, fishing, Beluga whale hunting, and seal hunting. He envisioned a mine proposed at the headwaters. Under the bill, the curriculum would be required to be based on the utilization and development of all nonrenewable resources.

REPRESENTATIVE SEATON envisioned one or two people could oppose the curriculum and point to the aforementioned language. If nonrenewable resources were in the area, the curriculum must be based on the utilization and development of those nonrenewable resources. Additionally, classes in his legislative district currently appear to be proactive and highly competitive in the areas of resource development and environmental education. He reiterated that students in his district have won awards for their work in this area. He emphasized that the bill would change environmental education. Lastly, dynamic teaching stems from opinion and this bill may jeopardize teaching in the classroom - whether it is for global warming or acidification of oceans - since those types of classes may not base an environmental educational curriculum on the development of those resources. He maintained his concern for unintended consequences of the bill.

[9:04:39 AM](#)

REPRESENTATIVE P. WILSON disagreed. She offered her belief that it is important to teach to both sides of the issue and that is what HB 352 stipulates. She surmised that everyone is interested in conservation. She emphasized that understanding

resource development and how it dovetails with conservation is important. She expressed concern that the university lobbies for funding, but at the same time does not want the state to use its natural resources. She concluded by noting that Alaska is different from other states.

REPRESENTATIVE SEATON agreed, noting that AS 14.30.380 so indicates; however, this bill would require the school district to base its curriculum on utilization and development of all nonrenewable resources in addition to encouraging balancing resource development with conservation. He concluded that the bill changes environmental education to resource development education although it could be balanced with conservation. Therefore, the standard is changed from environmental education to resource development education.

[9:07:08 AM](#)

REPRESENTATIVE FEIGE agreed with Representative P. Wilson, in that it is important to teach both sides of every issue since to do otherwise does not truly provide education. He pointed out that the state is concerned about conservation and resource development and the permitting process takes that into account. He suggested that HB 352 would not restrict environmental teaching. He emphasized students must receive instruction on both sides of any issue in order to receive a better education. In doing so, students will be more competent to make their own decisions based on a balanced presentation of the subject matter. He offered his support for the bill.

[9:08:34 AM](#)

REPRESENTATIVE KAWASAKI declared that he has read Article 8. He expressed concern that the existing K-12 programs don't teach more diversity. He offered his belief that this bill would change the existing language. He indicated that currently the language requires a program should include, but is not limited to the need to balance resource development and environmental safeguards. He said, "I think it's fair. I think it does show - not necessarily two sides - but a lot of gray area in between." He highlighted that students should graduate from K-12, middle school, and high school with an education that encourages critical thinking. He suggested that if these students later hear of a mining project that they would not immediately support or oppose it, but will take it one step at a time. He pointed out one reason he objects to HB 352 is that the language tends to weaken the constitutional principles. He

read the general authority under Article 8 of Alaska's Constitution, which reads:"... shall provide for the utilization, development, and conservation of all natural resources belonging to the State," He offered his belief that conservation has been relegated to the fourth tier. Further, he pointed out that Section 4 relates to sustained yield, and reads, "Fish, forests, wildlife, grasslands, and all other replenishable resources belonging to the State shall be utilized, developed, and maintained on the sustained yield principle," Finally, the bill changes that wording to create an entirely different thought pattern. Certainly, students should understand the tenets of the Alaska Constitution, Article 8, and think critically, but this bill falls short, he stated.

[9:11:31 AM](#)

REPRESENTATIVE CISSNA indicated that Alaska's Constitution begins with the people of the state and this is why our government exists. She read the title, "An Act establishing curriculum restrictions based on science, resource development" However, what appears to be missing is human development, which is a huge problem in Alaska. She said that students need to know that human resource development is important and understand they prosper when resource development is intertwined with the environment they live in. Further, she pointed out the reason for schools is to show them multiple ways for development - not necessarily of the natural environment - so it might be development of tourism, graphics, or writing skills. She would like the resources to be human, which, she opined, is the critical component.

[9:13:55 AM](#)

CHAIR DICK agreed; however, Article 8 doesn't refer to students. He acknowledged that students are the primary resource, but they are not renewable or non-renewable resources, which is what is being addressed by the bill. He referred to "utilization" and the major component of that is subsistence utilization. The intent of this bill was to acknowledge the traditional and contemporary utilization of resources by the First Nations' people.

[9:15:01 AM](#)

REPRESENTATIVE PRUITT offered his support for HB 352. He highlighted that the bill does address the environmental

safeguards; however, it is important to hold the discussion on the utilization and maintenance of our renewable and nonrenewable resources. He offered his belief that the bill balances those aspects. He emphasized that tomorrow's leaders must understand the impact of the renewable and nonrenewable resources on our livelihoods, including the jobs and money natural resources bring to the state. Additionally, Representative P. Wilson touched on the concept that when "x" takes place in our school system or when a program is implemented it must be clear. Further, he mentioned he serves on the Fiscal Policy Committee and that the committee is trying to determine whether Alaskans truly understand where the money in the state comes from and where it goes to get that conversation started. He stressed that this bill provides a fuller understanding of how Alaska's economic wealth originates while balancing the conservation aspects of resource development. He pointed out that a recent study suggests that most kids are not focused on protecting the environment as previous generations have been focused on the environment. He agreed conservation should be included in education. Finally, he offered his support for HB 352 because it balances conservation and resource development. He reiterated his support for the bill.

[9:18:11 AM](#)

REPRESENTATIVE KAWASAKI noted the subsistence aspect was mentioned. He recalled that one of [Alaska's] constitutional principles was also discussed. He asked whether that meant a rural subsistence priority or preference. He said it is written in the Alaska Constitution, but is a gray area; however, this committee just brought it up.

CHAIR DICK assured members that HB 352 has nothing to do with a rural subsistence priority, but it has everything to do with people becoming aware of the broad spectrum of uses and needs within the state.

[9:18:49 AM](#)

REPRESENTATIVE CISSNA expressed concern with the bill since human resources is not mentioned. She offered that Alaska's primary wealth has been received from multi-national global corporations. She pointed out that renewable energy is an issue and diesel fuel is a political issue. She prefers to focus on fostering jobs in the community, which means energy development in each community. She emphasized the need to consider the

people of the state so they can become economically viable, just as the constitution begins with the people. She offered her belief that his bill could change that by putting in a bias.

CHAIR DICK asked whether an amendment is being offered.

[9:21:55 AM](#)

REPRESENTATIVE CISSNA moved to adopt Conceptual Amendment 1. She stated that the title, and throughout the bill should include human resource; and on page 2, line 1, remove "without bias and without regard to personal opinion." She referred to page 2, line 16 to remove language"

REPRESENTATIVE PRUITT interjected to raise an objection. He said he objected to removing scientific principles from the bill.

CHAIR DICK asked Representative Cissna to restate her motion.

[9:23:54 AM](#)

REPRESENTATIVE CISSNA moved to adopt Conceptual Amendment 1, on page 1, line 1, to read, "human and" resource development.

REPRESENTATIVE PRUITT maintained his objection.

REPRESENTATIVE KAWASAKI commented that he was unsure whether Conceptual Amendment 1 fits in this bill. He said he would also probably object to it.

CHAIR DICK commented that he thinks it is an excellent thought, but this bill is not the place for it.

[9:24:56 AM](#)

A roll call vote was taken. Representatives Cissna and Kawasaki voted in favor of Conceptual Amendment 1. Representatives Seaton, Feige, Pruitt, P. Wilson, and Dick voted against it. Therefore, Conceptual Amendment 1 failed by a vote of 2-5.

[9:25:42 AM](#)

REPRESENTATIVE CISSNA moved to adopt Amendment 2, on page 2, line 1 to remove on page 2, line 1, to remove "without bias and without regard to personal opinion"; and on page 2, line 18 to remove "without bias and without regard to personal opinion."

REPRESENTATIVE PRUITT maintained his objection.

[9:26:33 AM](#)

REPRESENTATIVE SEATON characterized the language as very problematic. He offered his belief that nothing in science is without bias or personal opinion. This language would basically ensure that arguments would ensue, such that someone would accuse someone else of bias based on science especially since scientists rarely agree. Scientific principles means data should support it, but he did not think this language would be helpful to the discussion.

[9:28:01 AM](#)

REPRESENTATIVE PRUITT described personal college experiences. He had one professor who could speak to the arguments for and against an issue, and another who could not, in fact, the latter professor called anyone who opposed his view an idiot. He offered his belief that a person could speak about issues without being biased. He said it is up to the legislature to ensure that the issues are fully discussed. Further, students can also develop critical thinking to think on their own. He objected to Amendment 2 since the language "unbiased" is important.

[9:29:02 AM](#)

CHAIR DICK highlighted that when controversial issues are discussed that the authority must first present one view and then another view without bias.

REPRESENTATIVE KAWASAKI said at one point in time the world was considered flat and bias existed on both sides of that debate. He suggested that Amendment 2 is problematic.

REPRESENTATIVE SEATON related his understanding that the bill is not about discussions in education in the classrooms, but rather the bill speaks to the development of the curriculum. He was unsure how curriculum could be developed based on science alone.

REPRESENTATIVE FEIGE related his understanding that HB 352 is about the balanced delivery of resource education. He offered his belief that science is almost universally accepted since it undergoes the process of peer review. He emphasized that it is important to leave "without bias and without regard to personal

opinion" in the statute to ensure it is more likely that both sides of a particularly contentious issue will be delivered to the student and to maintain a balanced education.

REPRESENTATIVE P. WILSON reiterated the importance of having this type of language in statute in order to guide students. She recalled educators used to teach students to memorize material and now teachers teach to think.

[9:31:49 AM](#)

A roll call vote was taken. Representatives Cissna and Seaton voted in favor of Amendment 2. Representatives Pruitt, Kawasaki, P. Wilson, Feige, and Dick voted against it. Therefore, Amendment 2 failed by a vote of 2-5.

[9:32:27 AM](#)

REPRESENTATIVE KAWASAKI moved to adopt Conceptual Amendment 3, on page 1, line 9 of Section 1 to insert "renewable" after "all" and on page 1, line 11 delete "and other renewable resources". He read subparagraph (A), which would then read:

(A) utilization, maintenance, and sustained yield of all renewable natural resources belonging to the state, including fish, forests, wildlife, land, water; and

CHAIR DICK objected for the purpose of discussion.

[9:33:02 AM](#)

REPRESENTATIVE KAWASAKI explained that the bill is about teaching a constitutional principle, however, the bill diminishes the language in Alaska's Constitution. Conceptual Amendment 3 would mirror Article 8, Section 4 under the sustained yield principles and add in part of the general authority granted in Article 8, Section 2 under natural resources. He pointed out that since the amendment is conceptual it would also apply to Section 2 under the Board of Regents' duties.

[9:34:00 AM](#)

REPRESENTATIVE P. WILSON asked whether Amendment 3 would change [subparagraph] (A), but not [subparagraph] (B), which pertains

to nonrenewable resources. She stated she would vote against Conceptual Amendment 3.

REPRESENTATIVE KAWASAKI responded that he will also propose a second amendment to address subparagraph (B), so only the order is being changed. Conceptual Amendment 3 would apply specifically to the sustained yield principle and the language is almost identical to Article 8, Section 4, of the constitution; however it is a little different.

REPRESENTATIVE FEIGE said he did not see any reason to change the language.

REPRESENTATIVE PRUITT suggested that the point has already been addressed and he, too, did not see any reason to change the language.

REPRESENTATIVE KAWASAKI pointed out that Conceptual Amendment 3 mirrors the language in Alaska's Constitution. He said if the goal is to teach a constitutional principle and adopt policy that says that scientific and resource development curriculum ought to be based on the sustained yield principle, then the wording should mirror Alaska's Constitution - which is exactly what Conceptual Amendment 3 does.

The committee took an at-ease from 9:35 a.m. to 9:36 a.m.

9:36:30 AM

A roll call vote was taken. Representatives Cissna, Kawasaki, and Seaton voted in favor of Conceptual Amendment 3. Representatives Feige, Pruitt, Wilson, and Dick voted against it. Therefore, Conceptual Amendment 3 failed by a vote of 3-4.

9:37:10 AM

REPRESENTATIVE KAWASAKI made a motion to adopt Conceptual Amendment 4, on page 1, line 12, [subparagraph (B)] would read, "utilization, development, and conservation of all natural resources;" and to delete on line 13, "in addition to encouragement of balancing resource development and" so line 14 would read, "including land and water for the maximum benefit of its people."

REPRESENTATIVE KAWASAKI then clarified Conceptual Amendment 4 subparagraph (B), which read, "utilization, development, and conservation of all natural resources including land and water

for the maximum benefit of its people;" He stated that Conceptual Amendment 4 would also include a conceptual conforming amendment on page 2, lines 15-17.

REPRESENTATIVE PRUITT objected for the purpose of discussion.

[9:38:18 AM](#)

REPRESENTATIVE KAWASAKI maintained that the specific language of [Alaska's] Constitution would be appropriate to consider as inclusive to the bill. He explained that the language under Article 8, Section 2 indicates that the state should provide for the utilization, development, and conservation of all natural resources - belonging to the state was omitted - including land and water for the maximum benefit of its people. He emphasized that it is very clearly stated in [Alaska's] Constitution and if the committee is adopting a constitutional principle it should follow the original language.

[9:38:52 AM](#)

REPRESENTATIVE PRUITT stated that [Alaska's] Constitution is a guideline and the legislature writes statutes that expand on the constitution. He offered his belief that if this language needs to change that AS 14.30.380 should be changed, as well. He emphasized that this bill expands on the basic framework, which is appropriate. He stated that Conceptual Amendment 4 would neuter the language in the bill. Finally, he urged members to stick with the language in the bill, which he characterized as good language.

REPRESENTATIVE P. WILSON stressed that Conceptual Amendment 4 would take out the balance in the bill. She acknowledged that some areas of [resource development] have been done very well, but others have not fared so well. She spoke against Conceptual Amendment 4.

[9:40:01 AM](#)

REPRESENTATIVE CISSNA stated her support for Conceptual Amendment 4, since it comes from [Alaska's] Constitution. She elaborated on the development of the constitution, which looks at all areas of the state and provides balance.

REPRESENTATIVE SEATON stated his opposition to Conceptual Amendment 4. He said that the bill would amend AS 14.30.380, which relates to environmental education. He suggested that

going to utilization, development, and conservation of all resources may further change the entire section of statutes.

REPRESENTATIVE KAWASAKI responded that [Alaska's] Constitution is the supreme law of the land. He highlighted that this statute speaks to the constitutional principles in this specific curriculum. He offered his belief that interpreting [Alaska's] Constitution and placing it into general law is not appropriate in this context.

REPRESENTATIVE FEIGE related that [Section 1] contains two subparagraphs. One relates to renewable resources and the other relates to nonrenewable resources. He said, "It's not our job to rewrite the constitution. It's our job to translate the constitution into reality so I oppose the amendment."

[9:42:50 AM](#)

A roll call vote was taken. Representatives Cissna and Kawasaki voted in favor of Conceptual Amendment 4. Representatives Seaton, Feige, Pruitt, P. Wilson, and Dick voted against it. Therefore, Conceptual Amendment 4 failed by a vote of 2-5.

[9:43:33 AM](#)

REPRESENTATIVE SEATON suggested that the bill title would need to be changed, based on the new language proposed in the CS. It should be titled, "resource development education" because that is what the committee has said. The bill speaks to utilization, maintenance, and sustained yield, or utilization and development of all nonrenewable resources, which can be balanced with some environmental or conservation principles. He maintained the bill changes the entire first section of AS 14.30.380 to resource development education in the classrooms instead of environmental education in the classrooms. He said he would not be supporting the bill, but did not wish to hold it in committee.

[9:44:38 AM](#)

REPRESENTATIVE KAWASAKI offered his belief that it is judiciary's role and responsibility to interpret [Alaska's] Constitution and not the legislature's role to do so. He stressed that this bill changes [Alaska's] constitution by placing the watered down language in statute. He highlighted that kids should be taught balanced education so they can make

good, critical decisions; however, he also will not oppose moving the bill.

CHAIR DICK pointed out that Legislative Legal wrote the bill so he assumes the bill drafter is familiar with all the issues.

[9:45:36 AM](#)

REPRESENTATIVE PRUITT moved to report the proposed committee substitute (CS) for HB 352, labeled 27-LS1409\M, Mischel, 3/30/12, out of committee with individual recommendations and the accompanying zero fiscal note.

REPRESENTATIVE CISSNA objected.

[9:45:45 AM](#)

A roll call vote was taken. Representatives Pruitt, Kawasaki, P. Wilson, Seaton, Feige, and Dick voted in favor of reporting the proposed committee substitute for HB 352, labeled 27-LS1409\M, Mischel, 3/30/12, out of committee. Representative Cissna voted against it. Therefore, the CSHB 352(EDC) was reported out of the House Education Standing Committee by a vote of 6-1.

The committee took an at-ease from 9:45 a.m. to 9:47 a.m.

HB 369-STUDENT PARTICIPATION IN SPORTS

[9:47:33 AM](#)

CHAIR DICK announced that the final order of business would be HOUSE BILL NO. 369, "An Act relating to student participation in sports."

[9:47:42 AM](#)

REPRESENTATIVE DAN SADDLER, Alaska State Legislature, presented HB 369, paraphrasing from a prepared statement, which read as follows [original punctuation provided]:

There is significant research showing that students who play high school sports simply do better: they're healthier, they get better grades, they attend and graduate at higher rates, they learn important life lessons ... the benefits go on and on.

So it's important to encourage all Alaska high-school students to play sports, and to do so safely, whether they're enrolled in traditional public schools, or in the increasing range of innovative, alternative educational programs, including home schools.

HB 369 has two main goals. The first, in Section 1, is to strengthen provisions in last year's legislation to protect student athletes against concussions. The second, in section 2, is to clarify how students can participate in high school athletics, if not enrolled in a public school.

First, section one. HB 15, passed last year, requires high school athletes who might have gotten a concussion to be examined by a qualified medical person, and declared "OK to play," before they could rejoin the game. The model bill language underlying this law required that provider had to be "certified" to approve a student's return to the game. As Alaska has no provisions for such certification, this language is unnecessary, and HB 369 deletes from the law.

[9:49:04 AM](#)

REPRESENTATIVE SADDLER continued to read from a prepared statement, which read as follows [original punctuation provided]:

The bill also expands the laws anti-concussion protections from covering not just games, but also practices, which can be just as vigorous as games.

Second, section 2. Many Alaska families chose to teach their children at home, or in other alternative schools. (I have been quite impressed by the dedication of parents, and the quality of education they provide their children.) But different districts have different rules on how such students can play in sports at their local high school. And there can be confusion within a district.

The issue came to a head in my district last year, when a school employee mistakenly -- and negligently -- cleared a home-schooled student to play on the Chugiak High football team. When the error was

discovered, the team had to forfeit three games, and their chance to compete in state championship playoffs.

The team members showed a lot of class in accepting this injustice, and then going on to win their last several games of the season. But this unfortunate episode pointed out the need for section 2:

Section 2 provides that a student enrolled in an alternative education program, who is otherwise eligible to play in his or her local high school, can do so:

It respects local school districts by ensuring such students meet district eligibility rules.

It requires students to document their eligibility: by providing transcripts, proof of enrollment, proof of medical fitness, and disciplinary records.

It prevents students from "team-shopping: They can only play for the school they otherwise would have attended, and they are barred from switching schools within a year.

In conclusion: HB 369 is a good bill that will help more young Alaskans enjoy the benefits of high school athletics, and it helps make it safer for them to do so.

[9:51:01 AM](#)

REPRESENTATIVE PRUITT related some concern was previously expressed about the documents required. He asked whether the requirements would be a barrier.

REPRESENTATIVE SADDLER stated that currently student athletes must verify their eligibility requirements - public and home schooled students - and this bill would require parents and students to present to the school complete records that would impinge on the student's eligibility. He acknowledged that although it may take some time, it is necessary to verify the student's eligibility. He did not think it would be difficult to administer at the school level.

[9:52:03 AM](#)

REPRESENTATIVE SEATON referred to the eligibility section, and asked what would occur when a student left the public school to be home schooled if the reason for the departure was that his or her grades were insufficient to participate in sports. He related his understanding that there isn't any requirement for home schooled students to show scores on an intermediate basis until the high school graduation qualifying exam (HSGQE) in grade 12. He asked whether this bill would provide a loophole for those students.

REPRESENTATIVE SADDLER related his understanding that his concern is that someone attending a public school without sufficient grades would withdraw and enroll in sports at a public school.

REPRESENTATIVE SEATON agreed. He suggested that a home schooled student would not be required to meet the same qualifications for participation in the interscholastic activities.

REPRESENTATIVE SADDLER reviewed the requirements. He stated that the bill would require students to provide their academic transcripts, which would indicate a withdraw notice and would also show either a pass or fail for classes. He referred to page 2, line 30, which would require a student so enrolled to be on track to graduate. He was uncertain as to the documentation. He further explained that the student must take five credits a year as a freshman, sophomore or junior and at least four credits as a senior. Seniors must also take the exit exam, but he could not elaborate on how the student would document his or her progress from week-to-week or month-to-month in order to participate in interscholastic athletics.

REPRESENTATIVE SEATON asked to have further information on home schooled student requirements and eligibility status.

REPRESENTATIVE SADDLER answered one parent will testify who is familiar with the requirements.

[9:55:15 AM](#)

CHAIR DICK stated support for homeschool participation and pointed out how these programs save state dollars. He asked whether any additional costs would be incurred by the school district for any homeschooled or alternative school students' participation.

REPRESENTATIVE SADDLER reviewed the costs that would be involved. He offered that the Anchorage School District requires students participating in sports to pay a student activity fee to cover the costs. He pointed out that the uniforms, footballs, locker room, and field are provided - and have already been funded. He reported activity fees of \$195 for gymnastics, swimming, and diving; activity fees of \$185 for flag football, volleyball, and cross country; and activity fees of \$175 for tennis, cross country and other sports. He agreed students must pay fees to participate and home schooled students would be required to pay the fees.

[9:57:10 AM](#)

REPRESENTATIVE KAWASAKI referred to Section 2, of HB 369, and asked whether a student who lives outside of an area could participate in sports not offered by his or her school. He elaborated that one reason to do so is that perhaps the student's school doesn't offer hockey. He asked whether the student would be eligible to play.

REPRESENTATIVE SADDLER referred to page 2, line 23, which would limit this to a student's home attendance area. He suggested it might be possible to get a zone exemption. He stated that if the local school didn't offer hockey the student would not be able to play.

[9:59:04 AM](#)

REPRESENTATIVE SEATON recalled the changes in the Alaska School Activities Association's (ASAA) rules, and asked whether the description in the bill includes the current ASAA regulations. He pointed out that the ASAA regulations have been changed within the last two years to allow participation in team sports not offered in the student's primary school. He said he wanted to avoid an unintended consequence of the bill having a more restrictive rule than allowed by the ASAA.

[10:00:29 AM](#)

REPRESENTATIVE SADDLER referred to language on page 2, line 4, and said proposed Section 2 would address his issue. Proposed AS 14.30.365 (a), read, as follows:

A student who is enrolled full time in an alternative education program that is located entirely in the state and that does not offer interscholastic sports

is eligible to participate in any interscholastic sports program available in the public school that the student would be eligible,

REPRESENTATIVE SADDLER noted the qualifier is that the alternative education program does not offer the sport. He deferred to ASAG to more fully address the question.

[10:01:15 AM](#)

REPRESENTATIVE SEATON referred to page 2, lines 15-17 of HB 369. He asked whether paragraph (3) would limit participation if a student participates in basketball at one school, but hockey is offered at a different school. He asked whether the student would be able to participate in hockey.

REPRESENTATIVE SADDLER deferred to the experts to answer.

[10:02:03 AM](#)

REPRESENTATIVE P. WILSON referred to Section 1, and expressed her concern for the removal of the word "certified." She said it would be important to have verification that the person making an assessment on an injury has training to assess a student's health status after a possible concussion.

REPRESENTATIVE SADDLER responded that "qualified person" does mean a health care provider who is licensed in the state. He indicated that "certified" was removed since Alaska does not have a certifying body in the state.

[HB 369 was held over.]

[10:03:49 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 10:03 a.m.