

**ALASKA STATE LEGISLATURE
JOINT MEETING
HOUSE EDUCATION STANDING COMMITTEE
SENATE EDUCATION STANDING COMMITTEE**

April 3, 2024
8:00 a.m.

MEMBERS PRESENT

HOUSE EDUCATION STANDING COMMITTEE

Representative Jamie Allard, Co-Chair
Representative Justin Ruffridge, Co-Chair
Representative Mike Prax
Representative CJ McCormick
Representative Tom McKay
Representative Rebecca Himschoot
Representative Andi Story

SENATE EDUCATION STANDING COMMITTEE

Senator Löki Tobin, Chair
Senator Gary Stevens, Vice Chair
Senator Jesse Bjorkman
Senator Jesse Kiehl
Senator Elvi Gray-Jackson

MEMBERS ABSENT

HOUSE EDUCATION STANDING COMMITTEE

All members present

SENATE EDUCATION STANDING COMMITTEE

All members present

COMMITTEE CALENDAR

PRESENTATION(S): ALASKA BOARD OF EDUCATION AND EARLY DEVELOPMENT

- HEARD

HOUSE BILL NO. 202

"An Act relating to the availability and administration of opioid overdose drugs in public schools."

- HEARD & HELD

HOUSE BILL NO. 230

"An Act repealing the limit on the number of years of out-of-state school experience that may be substituted for in-state experience in teacher salary scales."

- MOVED HB 230 OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: HB 202

SHORT TITLE: OPIOID OVERDOSE DRUGS IN SCHOOLS

SPONSOR(s): REPRESENTATIVE(s) D.JOHNSON

05/15/23 (H) READ THE FIRST TIME - REFERRALS
05/15/23 (H) EDC, HSS
04/03/24 (H) EDC AT 8:00 AM DAVIS 106

BILL: HB 230

SHORT TITLE: TEACHERS: OUT-OF-STATE EXPERIENCE;RETIRED

SPONSOR(s): REPRESENTATIVE(s) HIMSCHOOT

01/16/24 (H) PREFILE RELEASED 1/8/24
01/16/24 (H) READ THE FIRST TIME - REFERRALS
01/16/24 (H) EDC
02/07/24 (H) EDC AT 8:00 AM DAVIS 106
02/07/24 (H) Heard & Held
02/07/24 (H) MINUTE(EDC)
03/22/24 (H) EDC AT 8:00 AM DAVIS 106
03/22/24 (H) Heard & Held
03/22/24 (H) MINUTE(EDC)
04/03/24 (H) EDC AT 8:00 AM DAVIS 106

WITNESS REGISTER

DEENA BISHOP, Commissioner
Department of Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Answered questions during the State Board of Education Report to the Legislature presentation.

JAMES FIELDS, State Board Chair
Department of Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Co-presented a PowerPoint during the State Board of Education Report to the Legislature presentation.

SALLY STOCKHAUSEN, First Vice Chair
Department of Education & Early Development
Ketchikan, Alaska

POSITION STATEMENT: Co-presented a PowerPoint during the State Board of Education Report to the Legislature presentation.

KATHY MOFFIT, Director
Division of Innovation & Education Excellence
Department of Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Answered questions during the State Board of Education Report to the Legislature presentation.

CAROL BOATMAN, Director
Alyeska Reading Institute
Department of Education & Early Development
Anchorage, Alaska

POSITION STATEMENT: Answered questions during the State Board of Education Report to the Legislature presentation.

DEB RIDDLE, Operations Manager
Division of Innovation & Education Excellence, Department of
Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Answered questions during the State Board of Education Report to the Legislature presentation.

JOEL ISAAK, Deputy Commissioner
Tribal Compacting Committee
Department of Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Co-presented a PowerPoint during the State Board of Education Report to the Legislature presentation.

BARBARA TYNDALL, State Board Member
Department of Education & Early Development
Juneau, Alaska

POSITION STATEMENT: Co-presented a PowerPoint during the State Board of Education Report to the Legislature presentation.

REPRESENTATIVE DELENA JOHNSON
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: As prime sponsor, introduced HB 202.

SAVAYA BIEBER, Staff

Representative Delena Johnson
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Gave the sectional analysis for HB 202 on behalf of Representative D. Johnson, prime sponsor.

DJ TYSON, Director of Communications
Volunteers of America Alaska
Anchorage, Alaska

POSITION STATEMENT: Testified in support of HB 202.

ACTION NARRATIVE

[8:00:21 AM](#)

CO-CHAIR JUSTIN RUFFRIDGE called the joint meeting of the House and Senate Education Standing Committees to order at 8:00 a.m. Representatives McKay, Himschoot, Allard, and Ruffridge and Senators Tobin, Stevens, Kiehl, and Gray-Jackson were present at the call to order. Representatives Prax, McCormick, and Story and Senator Bjorkman arrived as the meeting was in progress.

[Co-Chair Ruffridge passed the gavel to Senator Tobin.]

PRESENTATION(S): Alaska Board of Education and Early Development

[8:02:15 AM](#)

CHAIR TOBIN announced that the first order of business would be the Alaska Board of Education and Early Development presentation.

[8:02:30 AM](#)

DEENA BISHOP, Commissioner, Department of Education & Early Development (DEED), informed the committees that she would not be presenting but was available to answer questions during the presentation.

[8:03:27 AM](#)

JAMES FIELDS, State Board Chair, Department of Education & Early Development, co-presented a PowerPoint, titled "State Board of Education: Report to the Legislature," [hard copy included in the committee packet]. He shared slide 2, titled "Mission, Vision, and Purpose," then proceeded to slide 3, titled

"Alaska's Education Challenge," which read as follows [original punctuation provided]:

Five Shared Strategic Priorities:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities and tribes.

[8:06:53 AM](#)

MR. FIELDS moved to slide 4, titled "State Board of Education (SBOE): Alaska Education Challenge and Board Committees." He stated that the board took proactive steps by forming and operationalizing five working committees to advance the goals outlined in the shared strategic priorities and that he would be providing a brief update on each committee. He continued to slide 5, titled "Reading Committee," which read as follows [original punctuation provided]:

Mission: Support all students to read at grade level by the end of third grade.

Focus Areas and Updates:

Implementing the Alaska Reads Act

- Provide teacher professional development in the Science of Reading
 - Implement the Early Literacy Screener
 - Develop process and hire DEED Reading Specialists

[8:07:47 AM](#)

SALLY STOCKHAUSEN, First Vice Chair, Department of Education & Early Development, joined the presentation and expounded on each bullet point on slide 5. She opined that the Alaska READS Act has been significant, and she expressed her hope that teachers get used to the extra work because it is "the right work." She added that feedback from teachers has been that they are appreciative of the training.

[8:11:30 AM](#)

REPRESENTATIVE STORY acknowledged the hard work of teaching staff. She inquired about data points and accountability measures that the board may be using. In addition, she asked about the full time equivalent (FTE) being provided for districts and what the board could be doing to make sure more districts qualify.

[8:13:53 AM](#)

KATHY MOFFIT, Director, Division of Innovation & Education Excellence, Department of Education & Early Development, explained that there is a lot of record keeping in place as far as teachers and their attainment of the Alaska Science of Reading coursework, and she added that 80 percent of teachers have had this training. Statute requires that teachers in the K-3 arena need the coursework, and she affirmed that DEED monitors this closely.

REPRESENTATIVE STORY suggested that it would be helpful to see the data. She asked what the qualifications are for reading specialists and whether the positions are being filled.

MS. MOFFIT responded that currently, there is a cohort that DEED is working on, and ideally each district would have one. She said there are 24 in the cohort, and in addition, there is an academic support team of "reading specialists" that do not have the same qualifications but understand school needs and are there for support.

[8:17:29 AM](#)

REPRESENTATIVE STORY inquired about the qualifications of reading specialists. She then referred to quality preschool programs and asked what the department is doing for districts to qualify for what she referred to as an important component.

COMMISSIONER BISHOP replied that there have been seminars to provide the data and information needed. She further explained that the Alaska READS Act, related to "head start processes, had a very expansive list to qualify.

REPRESENTATIVE STORY emphasized it is important that the state board is keeping track and helping to close the achievement gap.

[8:19:15 AM](#)

SENATOR STEVENS commented that there is a relationship between the Board of Regents and the State Board of Education, and he stated that he would appreciate hearing that graduates from the University of Alaska System (UA) know how to teach reading.

[8:19:54 AM](#)

CO-CHAIR RUFFRIDGE drew attention to the board action taken to create the Alyeska Reading Institute (ARI) and noted that it was not in the report. He asked why the board approved it and what the goals are in relation to the Alaska READS Act.

MS. STOCKHAUSEN responded that the board is excited to provide support all throughout the state and not just the urban hub. The intent of the program is to train the teachers to be strong teachers of reading, she said.

[8:21:57 AM](#)

CAROL BOATMAN, Director, Alyeska Reading Institute, Department of Education & Early Development, said ARI is supporting districts with "Tier 2" implementation and has trained over 1,000 teachers. Superintendents have been provided with competitive grants for summer school, she explained, and currently 140 students across the state are being tutored by 12 teachers who are working with them five days per week.

CHAIR TOBIN requested additional comments from the state board on how ARI would be supported in the future.

[8:24:01 AM](#)

REPRESENTATIVE HIMSCHOOT asked whether districts needed additional support for tutoring for summer school for individual reading improvement plans (IRIP), and what was different about the Alaska READS Act that would require more support.

MS. STOCKHAUSEN replied that IRIP has a targeted intervention for a child's needs and, in addition, each IRIP has a certain number of parent contacts to keep up with data points along the way to see if the child is responding to intervention. The number of people needed to conduct IRIPs and the time to make parent contacts is a heavy lift for teachers, she explained, and teachers know it is the right work, but they are not used to using the data to that level for targeted reading intervention. It is a mind shift change with much follow-up involved, she said.

8:27:05 AM

CO-CHAIR ALLARD followed up on Senator Steven's previous comment on teachers being adequately trained to teach children how to read. She questioned what DEED would do to make sure teachers have the training before being hired or what would be done after.

COMMISSIONER BISHOP responded that that is key, and the state board monitors the K-3 program at University of Alaska Anchorage (UAA). She referred to a program known as a "reading bootcamp" where teachers could be sent to get the skills needed to start and be supported along the way. She noted the program was not just for teachers but also for aides.

CO-CHAIR ALLARD asked whether UAA was still an accredited university for teachers to get certified.

COMMISSIONER BISHOP confirmed that teachers have been granted provisional accreditation and a K-3 program at this time.

CHAIR TOBIN asked to be provided with a list of opportunities and conferences available for additional learning.

8:29:27 AM

SENATOR KIEHL questioned the head of the department and asked whether a mission had been settled on for the Alaska READS Act, which he noted came up last year in the budget.

MR. FIELDS said that as far as he was aware, it had not been discussed recently but it was meant to be a tutoring program for teachers and paraprofessionals. As for the future, there were conversations of a satellite school for underprivileged students.

[8:31:49 AM](#)

CHAIR TOBIN noted the time and that the report needed to be brief.

[8:32:08 AM](#)

MR. FIELDS returned to the PowerPoint on slide 6, titled "Culturally-Relevant Career and Technical Education Committee," which read as follows [original punctuation provided]:

Mission: Support school districts and workforce partners to cultivate the potential in our students by integrating rigorous classroom instruction with relevant work-based experiences that inspire, guide and empower them for post-secondary training, college and careers.

Focus Areas and Updates: Promote Awareness of CRCTE Programs Across the State

- Establish a formal SBOE CRCTE Recognition Program
- Engage with CRCTE programs, staff and advocacy across the state
- Promote awareness of CRCTE programs

MR. FIELDS noted that Ms. Riddle could join the discussion and expand on the report.

[8:32:23 AM](#)

DEB RIDDLE, Operations Manager, Division of Innovation & Education Excellence, Department of Education & Early Development, joined the conversation and summarized the content shown on slide 6. She stressed that the board has very much embraced the strategy, and the words were approved by the June board meeting and presented to the districts at a professional development conference that takes place each September.

[8:34:25 AM](#)

REPRESENTATIVE STORY noted her concern that when the state board put together a plan, "culturally relevant education" had become lost, and she would like to know what happened to this piece of education.

MR. FIELDS replied that discussions about the piece not getting lost came up during the last board meeting, and it is a continuing discussion whether there should be a separate committee for it. He informed the committee that the next section of the report featured the Tribal Compacting Committee, and he introduced Mr. Isaak.

[8:36:07 AM](#)

JOEL ISAAK, Deputy Commissioner, Tribal Compacting Committee, Department of Education & Early Development, continued the presentation on slide 7, titled "Tribal Compacting Committee Pilot: Transformation in Action," which read as follows [original punctuation provided]:

Premise: Public schools that are open to all students and funded through public dollars.

Mechanism: Government-to-Government agreement (State-Tribe) to establish Tribally Compacted Public-School Districts for the purposes of Tribal self-governance and a funding mechanism that integrates with the Department of Education and Early Development.

Operation: Teachers that are certified through a Tribal training process that the Department of Education and Early Development verifies to issue state licenses for Tribally Compacted Public School Teachers.

Accountability: Background checks, audits and assessments are required under the State Board of Education for the purposes of state-wide regulation.

Evaluation: Tribes provide annual progress reports and DEED provides a summary alongside the Tribal progress report to the legislature.

[8:38:41 AM](#)

CO-CHAIR ALLARD commented that she liked the program and asked if the pilot program were successful, whether it could be opened up to charter and correspondence schools across the state.

MR. ISAAK replied that there are different mechanisms and the premise for compacting lies within the tribal self-determination

piece. In addition, he pointed out that the correspondence piece in the report addressed that component.

CO-CHAIR ALLARD asked Mr. Isaak if he would agree or disagree that if there were parental involvement at the local level that works for a tribal compact, then it could work across the whole state.

MR. ISAAK agreed that parental involvement and trusted adults are very important and critical pieces of education.

[8:40:45 AM](#)

SENATOR STEVENS expressed concern about the relationship between tribally compacted public school districts and local school districts and whether it would create numerous additional school districts.

MR. ISAAK responded that the tribes in the tribally compacted public school districts would have local control and the same level of ability and shared programs and services. He added there are incentives in Title 14 when districts work together to reduce overhead by economy of scale. He affirmed that these would be additional school districts but how they carry out different things like the use of building space and accounting was something that existing districts must work on to create more efficiency.

[8:42:39 AM](#)

CHAIR TOBIN referenced Nome, Alaska, and asked whether there would be additional recommendations from the department about not destabilizing existing public schools with dollars as students go to the tribal compacted school.

MR. ISAAK responded that conversations in consultation with the districts and tribes located in Nome recognized that additional funds were something that was up to the legislature to appropriate.

SENATOR TOBIN said she looked forward to future conversations on the topic.

[8:44:52 AM](#)

MS. STOCKHAUSEN rejoined the presentation on slide 8, titled "Effective Educators Committee," which read as follows [original punctuation provided]:

Mission: In order to grow and attract effective educators, we will remove barriers and increase articulated pathways that will meet the immediate and future demands of the State's historic teacher retention and recruitment demands.

Focus Areas and Updates:

Remove Barriers to Certification

- Changed teacher certification statutory changes
- Develop paraprofessional certification improvements

Create Paraprofessional Pathways and Alternatives to Certification

- Develop a teacher apprenticeship framework

MS. STOCKHAUSEN gave additional examples of how the certificates work for those who have not finished their degrees and how districts keep them involved.

[8:49:01 AM](#)

CO-CHAIR ALLARD asked Ms. Stockhausen whether she would be involved with the decision making on requirements and cutting teachers, and whether the department has looked at "military to teacher recruiting."

MS. STOCKHAUSEN offered her belief that the decision to cut teachers lies in local control and the department does not have a part in it. She added that she was not familiar with "green to teach" for post-military personnel but commented that "it would be great."

[8:50:42 AM](#)

COMMISSIONER BISHOP added that there is a military compact for certification for families that come to Alaska, and it is a compact that identifies reciprocity.

[8:51:04 AM](#)

REPRESENTATIVE HIMSCHOOT said that she did not see anything on the slide in reference to retirement and asked Ms. Stockhausen

whether anything is being done by her committee to address Alaska's retirement system, or whether she saw it as a barrier.

MS. STOCKHAUSEN replied that was something that came up during the teacher retention study in the report, but the department focused on what could be taken care of immediately. She agreed it was a barrier and that teachers in Tier 3 stay a while, then leave.

REPRESENTATIVE HIMSCHOOT related that she was excited about the teacher apprenticeship framework and paraprofessional pathway and asked Ms. Stockhausen whether she had heard anything from paraeducators moving towards certification about barriers.

MS. STOCKHAUSEN acknowledged she had, and that it is a discussion that should be revisited.

[8:53:29 AM](#)

CHAIR TOBIN commented that the board had made resolutions in the past regarding recommendations, and there is always an opportunity to provide a resolution recommending how [the legislature] might deal with teacher retention related to retirement benefits.

[8:54:02 AM](#)

BARBARA TYNDALL, State Board Member, Department of Education & Early Development, joined the presentation on slide 9, titled "Safety and Well-being Committee," which read as follows [original punctuation provided]:

Mission: Improve the safety and well-being of students through school partnerships with families, communities and tribes.

Focus Areas and Updates:

- Increase the value of mandatory eLearning programs by
 - improving educator engagement
- Collaborate with teacher preparation programs to develop
 - a trauma-engaged school framework in both programs,
 - instruction and environment
- Provide support to districts who do not have counselors,

nurses and social workers

MS. TYNDALL shared that she learned there are four mandatory classes for all teachers to take, and she related that she will be taking the classes herself to become more aware.

[8:57:10 AM](#)

CHAIR TOBIN referred to a presentation in the Senate Education Standing Committee which examined chronic absenteeism and homelessness and asked about recommendations to provide additional supports to schools as they deal with these issues.

MR. FIELDS gave an example of being a basketball coach and in activities in schools ranging from sports to theater. He indicated there is a need to change requirements for eligibility based not on grades but on attendance and how students are interacting in the school. He stressed the importance of keeping kids in school and said the topics are "on his radar."

SENATOR TOBIN said many schools use federal funds to employ social workers and asked whether there would be recommendations from the state board on how to continue those supports.

MR. FIELDS responded that recommendations for the next [legislative] session can be discussed with the commissioner during a June meeting in Kotzebue, Alaska.

[9:00:34 AM](#)

SENATOR STEVENS asked for a thorough analysis of what it means for the state school board to take over charter schools.

MR. FIELDS confirmed the board would provide the analysis at a later date.

[9:01:32 AM](#)

REPRESENTATIVE STORY suggested that the state board work with the entities in the reports to collaborate and assess where the board could be working more on the achievement gaps. She asked for comments as to why meetings are not taking place.

MR. FIELDS replied that in the past it was left to the commissioner to meet with the superintendents and then relate information back to the board. He added that two members of the Board of Regents and two members of the state board held joint

committees to discuss issues, which is something he wished to get back in place, but it takes time.

[9:03:45 AM](#)

CO-CHAIR RUFFRIDGE expressed that he was trying to align some of the assessment data from last year to this year and asked that regulation changes and cut scores could be addressed.

MR. FIELDS recommended that the question be fielded to the commissioner.

CO-CHAIR RUFFRIDGE noted that he speaks with the commissioner often about assessments, but his current inquiry is more specific to the proposed regulation changes that the board is considering regarding cut scores.

MR. FIELDS explained that there must be a measuring tool for the current assessment, and he stated he had been trying to get from summative versus formative. He said the assessments can be used by teachers throughout the year, so they see more value in it, rather than just at the end of the year.

[9:06:51 AM](#)

MS. STOCKHAUSEN added that modifying cut scores is a process and a new assessment is being developed. She said her interpretation is that the new test would not lower standards but be truer and more reliable.

[9:07:49 AM](#)

SENATOR BJORKMAN commented on participation in sports being used to get students to do work, and for students to participate in sports, they must come to school and show up on time and attend practice. He offered his belief that it is important to raise standards and stated that he is disinterested in seeing standards lowered for participation.

[9:09:04 AM](#)

REPRESENTATIVE HIMSCHOOT requested a list of statewide assessments from 2016 to the present and information on major maintenance.

CHAIR TOBIN asked that the information be sent to her office.

MR. FIELDS explained that the discussion on major maintenance was based on the ability to sustain classrooms and assessing costs and different ways of not having to hire outside entities.

REPRESENTATIVE HIMSCHOOT asked whether the list was endorsed by the entire board.

MR. FIELDS confirmed the list is endorsed by the whole board and noted that every year it is voted on and goes through many different variables, based mainly on safety for students.

[9:11:59 AM](#)

CHAIR TOBIN welcomed final comments.

MR. FIELDS thanked the legislature for its support and for the opportunity to present.

[9:12:33 AM](#)

CHAIR TOBIN discussed future business and passed the gavel back to Co-Chair Ruffridge.

[9:13:08 AM](#)

The committee took an at-ease from 9:13 a.m. to 9:17 a.m. [During the at-ease, the members of the Senate Education Standing Committee to their leave.]

HB 202-OPIOID OVERDOSE DRUGS IN SCHOOLS

[9:17:38 AM](#)

CO-CHAIR RUFFRIDGE announced that the next order of business would be HOUSE BILL NO. 202, "An Act relating to the availability and administration of opioid overdose drugs in public schools."

[9:18:01 AM](#)

REPRESENTATIVE DELENA JOHNSON, Alaska State Legislature, as prime sponsor, introduced HB 202 and paraphrased the sponsor statement [included in the committee packet], which read as follows [original punctuation provided]:

Between 2018 and 2022, 886 drug overdose deaths occurred in Alaska. Last year, Anchorage School

District officials reported at least ten opioid overdoses over the course of one month, including five of these overdoses happening in one day.

From August 17th, 2023, to February 9th, 2024, there were 117 visits to emergency departments for kids aged 5-18 that occurred on school days that could have happened at schools. Ten of these cases specifically mentioned that the school the child attended was involved, and many of these were proven to be intentional overdoses.

The Federal Substance Abuse and Mental Health Services Administration recommends that schools keep naloxone on hand as fatal opioid overdose numbers rise. As of October of 2023, 33 states had adopted laws that allow schools or school employees to store and administer Naloxone, according to Jon Woodruff, the managing attorney at the Legislative Analysis and Public Policy Association.

HB 202 will require all school districts to keep at least two Naloxone kits in each main school building and ensures that at least one person trained to administer naloxone spray is present during all hours that the main school building is open to students or the public. This bill also requires school buses, each school-sponsored event, on or off school grounds, and all weekend activities sponsored by the school to have at least one Naloxone kit present and at least one person who is trained to administer. Finally, this bill requires the Department of Health Commissioner to develop and provide a short video to each school district about how and when to administer Naloxone nasal spray.

[9:19:58 AM](#)

SAVAYA BIEBER, Staff, Representative Delena Johnson, Alaska State Legislature, gave the sectional analysis for HB 202 [included in the committee packet] on behalf of Representative D. Johnson, prime sponsor, which read as follows [original punctuation provided]:

Section 1 amends AS 14.30 by adding a new section: AS 14.30.145(a) requires each school district to ensure a person who is trained to administer Naloxone is on

site when the main school building is open to the public, before and after school, during each school-sponsored event and all weekend activities, on or off school grounds, and on school buses. This section also requires each main school building to keep at least two doses of Naloxone on site and at least one dose available during school sponsored events and on school buses while students are being transferred.

AS 14.30.145(b) would require the Commissioner of Health to develop and provide a training video to each school district.

AS 14.30.145(c) defines the terms "main school building", "naloxone nasal spray", "opioid overdose drug", "school district", and "school grounds".

Section 2 amends AS 17.20.085 by adding a new paragraph:

AS 17.20.085(e) defines the terms "naloxone nasal spray" and "school district".

Section 3 amends AS 17.20.085 by adding new subsections: Notwithstanding a provision or rule of law to the contrary, AS 17.20.085(f) allows a school district, if acting under a standing order or protocol under (a) or (c) of this section, to supply and possess opioid overdose drugs for the purposes of AS 14.30.145. Notwithstanding a provision or rule of law to the contrary, AS 17.20.085(g) allows a school district acting under (a) or (c) of this section to administer naloxone spray under AS 14.30.145 to a person at risk of experiencing an opioid overdose.

[9:22:00 AM](#)

CO-CHAIR ALLARD stated that she was trying to understand why there is not a "fiscal charge" as well as understanding the liability regarding school bus drivers.

MS. BIEBER responded that subsection (2) in the bill related information regarding the school bus driver but stated that she was unsure how it is implemented with the contracts. She offered to have the question directed to a Department of Education & Early Development (DEED) staff member.

REPRESENTATIVE D. JOHNSON speculated that school bus drivers go through a certain amount of training and the training for

naloxone administration is very simple, like a nasal spray. She said she could find out more and get back to the committee.

[9:24:36 AM](#)

REPRESENTATIVE HIMSCHOOT questioned bus driver contracts and expressed her concern regarding the effective date for the "bus portion" and addressing separate contracts. She pointed out line 2, on page 8, and asked whether the short training video would be included in mandatory trainings that educators have annually.

MS. BIEBER responded that she was not sure about the video and stated that the training would not be for every teacher, just one that would be trained to administer naloxone.

REPRESENTATIVE HIMSCHOOT asked whether the naloxone would be free or DEED would distribute it to the schools. She further inquired about an expiration date.

MS. BIEBER responded that each school district would have to keep naloxone.

REPRESENTATIVE D. JOHNSON added that there are details that must be worked out, and in regard to the fiscal note, the intention is to work with the department to find funding through opioid grant funding.

[9:28:59 AM](#)

MS. BIEBER confirmed that the U.S. Food and Drug Administration (FDA) announced a shelf-life extension for naloxone from three years to four years.

REPRESENTATIVE HIMSCHOOT observed that the reality is districts may be exposed to a liability they do not already have.

MS. BIEBER replied that she did not have an answer but would research it.

[9:29:59 AM](#)

CO-CHAIR ALLARD commented on the possibility of the bus driver being sued or fired because of the liability and questioned whether the maintenance staff at school are involved. She voiced her concern about protecting children but also employees.

REPRESENTATIVE D. JOHNSON confirmed that she and her staff are present to try and sort things out and refine the bill.

[9:32:26 AM](#)

REPRESENTATIVE STORY offered her support for HB 202 but expressed her concern regarding how districts were being addressed about the bill and what their response was about staff needing training.

REPRESENTATIVE D. JOHNSON related an example of speaking with an acquaintance who was involved with the bill and highlighted the importance of kits being available and training being kept to a minimum. With the funds available, she indicated, this is possible to do in Alaska.

[9:35:13 AM](#)

MS. BIEBER added that she talked to the Matanuska-Susitna Borough School District and the kits are kept with school nurses. She added that the Anchorage School District (ASD) has been keeping them near the "safety stations" on the walls and the supplies are from Project HOPE.

REPRESENTATIVE STORY expressed interest in what rural school districts have in place and what the costs would be. She also inquired about the training for bus drivers.

[9:37:25 AM](#)

REPRESENTATIVE MCCORMICK opined that the proposed legislation is critical and should be moved out today. He further inquired whether any legal issues have cropped up in states where similar legislation has been implemented.

REPRESENTATIVE D. JOHNSON responded that she was not aware of legal issues forthcoming. She offered a comparison of people being trained in cardiopulmonary resuscitation (CPR) and that she had not heard of anyone having any liability in performing it better or not. She confirmed that she would look into the liability piece.

[9:40:08 AM](#)

CO-CHAIR ALLARD offered her belief that the legislature would like to vet the bill, and she suggested that training be open to

those who are 16 and older to look out for their peers but with parent permission.

REPRESENTATIVE D. JOHNSON replied that she would not want [the proposed legislation] to get unmanageable and force a school district to add to their requirements or put a burden on someone. She reiterated that the training to administer is minimal and that she was open to possible amendments.

[9:42:12 AM](#)

CO-CHAIR RUFFRIDGE opened public testimony on HB 202.

[9:43:04 AM](#)

DJ TYSON, Director of Communications, Volunteers of America (VOA) Alaska, testified in support of HB 202. He related examples of what is happening with youth overdoses in schools and noted that overdoses are happening without warning. He opined that the passage of the bill would have the additional impact of helping to normalize the administration of naloxone and raise awareness for the potential to save lives in communities.

[9:45:12 AM](#)

REPRESENTATIVE HIMSCHOOT shared that she did a police ride along and was also taken into the evidence locker which contained various drugs. She said the officers told her naloxone enables people to go to more of an "edge" that they are looking for when taking drugs, but she acknowledged that naloxone is known as being a remedy to overdose. She asked whether there could be unintended consequences of trying to make sure naloxone is readily available.

MR. TYSON replied that naloxone is a safety device like a seatbelt that saves lives, but that he could not speak to it enabling or increasing use.

[9:47:12 AM](#)

CO-CHAIR RUFFRIDGE, after ascertaining there was no one else who wished to testify, closed public testimony on HB 202.

[9:47:18 AM](#)

REPRESENTATIVE D. JOHNSON commented that drug users know more about drugs and drug effects; therefore, there would always be a way to use something in a nefarious way or chase a greater high. She stated that the bill specifically addressed students in schools that may not have gotten to the level of sophisticated drug use, thus would not have used drugs, such as naloxone, as enhancement.

[9:49:17 AM](#)

MS. BIEBER added that DEED has a 15-minute free course online on naloxone.

[9:49:30 AM](#)

REPRESENTATIVE PRAX questioned whether universities should be included in addition to the K-12 school system.

REPRESENTATIVE D. JOHNSON opined that the universities would already have a sense of what needed to be done. She stated she could contact the University of Alaska System (US) to see what it may have in place.

[9:51:18 AM](#)

CO-CHAIR RUFFRIDGE expressed his support for the bill and pointed out features in the Capitol building in reference to first aid. He further confirmed that naloxone is very easy to administer.

REPRESENTATIVE D. JOHNSON, in closing, stated she would appreciate any input or amendments from committee members that could make HB 202 more well-rounded.

MS. BIEBER thanked the committee for hearing the bill.

CO-CHAIR RUFFRIDGE announced that HB 202 was held over.

[9:53:51 AM](#)

The committee took an at-ease from 9:53 a.m. to 9:54 a.m.

HB 230-TEACHERS: OUT-OF-STATE EXPERIENCE;RETIRED

[9:54:33 AM](#)

CO-CHAIR RUFFRIDGE announced that the final order of business would be HOUSE BILL NO. 230, "An Act repealing the limit on the number of years of out-of-state school experience that may be substituted for in-state experience in teacher salary scales."

[9:54:54 AM](#)

CO-CHAIR ALLARD moved to report HB 230 out of committee with individual recommendations and the accompanying fiscal notes. There being no objection, HB 230 was reported out of the House Education Standing Committee.

[9:55:22 AM](#)

The committee took a brief at-ease at 9:55 a.m.

[9:55:36 AM](#)

CO-CHAIR RUFFRIDGE discussed future business.

[9:56:01 AM](#)

ADJOURNMENT

There being no further business before the committee, the House Education Standing Committee meeting was adjourned at 9:56 a.m.