

**ALASKA STATE LEGISLATURE
SENATE EDUCATION STANDING COMMITTEE**

April 9, 2025

3:32 p.m.

MEMBERS PRESENT

Senator Löki Tobin, Chair
Senator Gary Stevens, Vice Chair
Senator Jesse Bjorkman
Senator Jesse Kiehl
Senator Mike Cronk

MEMBERS ABSENT

All members present

OTHER LEGISLATORS PRESENT

Representative Jamie Allard
Representative Ted Eischeid

COMMITTEE CALENDAR

SENATE BILL NO. 8

"An Act relating to public school students who are deaf or hard of hearing."

- HEARD & HELD

SENATE BILL NO. 143

"An Act relating to the terms of office of municipal school board members; and providing for an effective date."

- HEARD & HELD

SENATE BILL NO. 13

"An Act relating to the summer electronic benefits transfer program for children."

- MOVED CSSB 13(EDC) OUT OF COMMITTEE

PREVIOUS COMMITTEE ACTION

BILL: SB 8

SHORT TITLE: EDUCATION FOR DEAF & HEARING IMPAIRED

SPONSOR(s) : SENATOR(s) GRAY-JACKSON

01/10/25 (S) PREFILE RELEASED 1/10/25
01/22/25 (S) READ THE FIRST TIME - REFERRALS
01/22/25 (S) EDC, FIN
04/09/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

BILL: SB 143

SHORT TITLE: MUNICIPAL SCHOOL BOARD TERMS

SPONSOR(s) : SENATOR(s) YUNDT

03/26/25 (S) READ THE FIRST TIME - REFERRALS
03/26/25 (S) EDC, CRA
04/09/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

BILL: SB 13

SHORT TITLE: SUMMER EBT BENEFITS FOR CHILDREN

SPONSOR(s) : SENATOR(s) DUNBAR

01/10/25 (S) PREFILE RELEASED 1/10/25
01/22/25 (S) READ THE FIRST TIME - REFERRALS
01/22/25 (S) EDC, FIN
03/05/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)
03/05/25 (S) Heard & Held
03/05/25 (S) MINUTE(EDC)
04/07/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)
04/07/25 (S) Scheduled but Not Heard
04/09/25 (S) EDC AT 3:30 PM BELTZ 105 (TSBldg)

WITNESS REGISTER

SENATOR ELVI GRAY-JACKSON, District G
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Sponsor of SB 8.

DEIRDRE GOINS, Staff
Senator Gray-Jackson
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Offered the sectional analysis for SB 8.

CLARA BALDWIN, Director
Alaska State School for the Deaf and Hard of Hearing
Anchorage, Alaska

POSITION STATEMENT: Testified by invitation on SB 8.

JILLIAN SCHROEDER, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified by invitation on SB 8.

DUANE MAYES, Chair
Public Policy and Legislative Committee
Alaska Deaf Council
Anchorage, Alaska

POSITION STATEMENT: Testified by invitation on SB 8.

JAMIE KOKOSZKA, Program Coordinator
Governor's Council on Disabilities and Special Education
Wasilla, Alaska

POSITION STATEMENT: Testified by invitation on SB 8.

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

POSITION STATEMENT: Provided an overview of fiscal note OMB 2796 for SB 8.

BYRON JENSEN, President
Alaska Deaf Counsel
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

MICHAEL MERRITT, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

COURTNEY WESTMANN, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

MARCELA GREEN, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

JANET BARTON, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

PATRICIA TROTT, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8 with concerns.

IONA SNYDER, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8 with suggestions.

RICHARD L. SAVILLE, Staff
Governor's Council on Disabilities and Special Education
Department of Health
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

AMY BOBICH, representing self
Anchorage, Alaska

POSITION STATEMENT: Testified in support of SB 8.

SENATOR ROBERT YUNDT, District N
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Sponsor of SB 143.

RYAN MCKEE, Staff
Senator Robert Yundt
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Offered the sectional analysis for SB 143.

GEORGE HAYS, Deputy Manager
Mat-Su Borough
Palmer, Alaska

POSITION STATEMENT: Testified by invitation on SB 143.

KATHERINE GARDNER, Deputy Superintendent
Mat-Su Borough School District
Palmer, Alaska

POSITION STATEMENT: Testified by invitation on SB 143.

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

POSITION STATEMENT: Provided an overview of fiscal note OMB 2796 for SB 143.

MIKE MASON, Staff
Senator Löki Tobin
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Offered an Explanation of Changes for SB 13, version N to I.

RACHEL LEVY, Staff
Senator Forrest Dunbar
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Answered questions on SB 13.

SENATOR FORREST DUNBAR, District J
Alaska State Legislature
Juneau, Alaska

POSITION STATEMENT: Sponsor of SB 13.

GAVIN NORTHEY, Programs Manager
Child Nutrition Programs
Department of Education and Early Development (DEED)
Juneau, Alaska

POSITION STATEMENT: Answered questions on SB 13.

ACTION NARRATIVE

[3:32:34 PM](#)

CHAIR TOBIN called the Senate Education Standing Committee meeting to order at 3:32 p.m. Present at the call to order were Senators Stevens, Kiehl, Cronk, and Chair Tobin. Senator Bjorkman arrived shortly thereafter.

SB 8-EDUCATION FOR DEAF & HEARING IMPAIRED

[3:34:42 PM](#)

CHAIR TOBIN announced the consideration of SENATE BILL NO. 8 "An Act relating to public school students who are deaf or hard of hearing."

[3:35:17 PM](#)

SENATOR ELVI GRAY-JACKSON, District G, Alaska State Legislature, Juneau, Alaska, sponsor of SB explained that the bill affirms the fundamental value that every Alaska child deserves access to high-quality education regardless of ability, background, or zip code. SB 8 addresses the unique educational needs of children who are deaf or hard of hearing by ensuring schools provide parents with unbiased, comprehensive information about communication options and technologies, guaranteeing services from professionals fluent in the family's chosen method, and directing the Department of Education and Early Development (DEED) to establish a centralized statewide support program.

[3:36:04 PM](#)

SENATOR GRAY-JACKSON emphasized that SB 8 also protects existing services threatened by budget cuts in the Anchorage School District caused by years of flat state funding that failed to keep pace with inflation. She reported that the proposed budget would eliminate two full-time staff positions fluent in American Sign Language (ASL) at the Alaska School for the Deaf and Hard of Hearing, including the longtime counselor and intervention coach. She stressed that these professionals provided critical academic, emotional, and behavioral support and could not be replaced by contract interpreters.

[3:36:50 PM](#)

SENATOR ELVI GRAY-JACKSON asserted that these services served as lifelines for students with potential and dreams who deserve to be heard, seen, and supported. She stated that SB 8 ensures representation, culturally competent support, and equal opportunity across Alaska so that access to education does not depend on geography or budget cuts. She informed the committee that the Anchorage Assembly approved Anchorage Resolution 2025-104 in support of SB 8 and noted that copies were available to members.

[3:37:49 PM](#)

CHAIR TOBIN stated the committee would consider adoption of a committee substitute following invited testimony on SB 8.

[3:38:21 PM](#)

DEIRDRE GOINS, Staff, Senator Gray-Jackson, Alaska State Legislature, Juneau, Alaska, offered the sectional analysis for SB 8:

[Original punctuation provided.]

**SB 8: Education for Deaf & Hearing Impaired
Sectional Analysis - Version A**

**Section 1- Adds a new subsection to AS 14.30.272-
Procedural Safeguards**

(c) Requires each school district to:

[3:38:32 PM](#)

MS. GOINS highlighted that SB 8 requires schools to provide unbiased information about the various communication methods

available to deaf and hard of hearing students. She explained that schools must present different communication modalities so parents, in partnership with the school, can make informed decisions for each child, emphasizing that the bill supports parents' choice:

[Original punctuation provided.]

(1) provide to parents of a child who is or is suspected of being deaf or hard of hearing with comprehensive, neutral, and unbiased information regarding

(A) hearing technology, including hearing aids, bone-anchored hearing aids, cochlear implants,

(B) different methods of communication for a child who is deaf or hard of hearing, including listening and spoken language, a bilingual approach cued speech, and total communication.

(C) services and programs that are designed to meet the needs of children who are deaf or hard of hearing;

(D) public and private entities knowledgeable about the needs of children who are deaf or hearing impaired;

(2) allow parents of children who are or are suspected to be deaf or hard of hearing to choose the method of communication they determine to be most appropriate and provide services in the chosen method;

(3) deliver services to a child who is or are suspected to be deaf or hard of hearing through professionals with training, experience, and a background in the chosen method of communication.

(d) Requires each school district to inform parents of a child who is or may be deaf or hard of hearing, of the district's duties and parent's rights provided in (c) of this section.

(e) Defines

(1) "bilingual approach" means the development of both sign language and English language literacy skills as a child's mode of receptive and expressive communication;

(2) "cued speech" means a visual communication system that uses hand shapes and placements in combination with the mouth movements of speech to

identify the phonemes of spoken language that look similar to one another;

(3) "deaf" means possessing hearing levels that, with or without hearing technology, substantially affects a child's ability to understand spoken language;

(4) "hard of hearing" means possessing hearing levels that, with or without hearing technology, affects a child's ability to understand spoken language;

(5) "listening and spoken language" means communication that focuses on maximizing listening through the use of hearing technologies professional intervention, and family involvement and support to facilitate the acquisitions and development of the spoken language of the child's home and community;

(6) "total communication" means the combined use of signs, speech, speechreading, auditory training, visual aids, manual gestures, and writing to convey information.

[3:39:02 PM](#)

MS. GOINS highlighted that Section 2 requires placement in the least restrictive environment and clarified that children would not face mandates to attend a residential school to receive an appropriate education. She stated that if a parent and district agreed on a residential placement, the school district of origin carries responsibility for funding.

[Original punctuation provided.]

Section 2- Adds a new section to 14.30.276- Least restrictive environment.

(b) The department shall establish and operate a centralized program for the deaf to be made available to deaf students in the state. The program must provide residential services as part of its educational program. The program may be operated by a school district under an agreement with the department. If a school district operates the program, the school district shall annually submit a plan of operations to the department for approval and shall perform all duties of a local school district related to special education under state and federal law, except that the school district is required to offer

transportation only to students who reside in the district. If a school district determines that placement at the program is appropriate for a child who resides in the district, the school district that makes the placement retains the school district's responsibilities for special education for that child under state and federal law. The department shall provide a school district that operates the program funding for students who attend the program.

[3:39:46 PM](#)

SENATOR STEVENS asked for clarification about the meaning of "unbiased information" and questioned what constituted biased information.

MS. GOINS replied that members of the deaf community reported instances in which school district personnel attempted to dissuade parents from choosing American Sign Language (ASL) because providing that option required additional effort or resources. She stated that SB 8 ensures all communication options remained available to students and parents.

[3:40:24 PM](#)

CHAIR TOBIN said she wanted to draw attention to SB 8, page 1, line 10 - 12, which shows that listening and spoken language are included modalities. She said she received correspondence stating concern that those modalities were not included in the bill but it is very clear that they are included.

[3:40:50 PM](#)

CHAIR TOBIN announced invited testimony on SB 8.

[3:41:14 PM](#)

CLARA BALDWIN, Director, Alaska State School for the Deaf and Hard of Hearing, Anchorage, Alaska, testified by invitation on SB 8. She asserted that SB 8 holds critical importance for the future of Alaska and emphasized that planning for the future must begin now. She explained that deafness qualifies as a low-incidence disability, meaning few individuals experience it and the disability often remains invisible. She noted that unlike visible disabilities, a person could stand next to her without realizing she was deaf.

[3:42:32 PM](#)

MS. BALDWIN stated that although she openly identified as deaf, the invisibility of deafness often leads to individuals being overlooked. She emphasized that SB 8 ensures parents receive a

full range of communication options so they can make well-informed decisions for their child and adjust those decisions if necessary. She explained that every child holds unique language needs and that there is no single correct way to communicate, noting that early access to language prevents language deprivation, which carries long-term social and financial costs to the state. She asserted that empowering parents at the beginning allows children to become productive citizens who contribute back to Alaska. She thanked Senator Gray-Jackson for sponsoring SB 8 and acknowledged Representative Allard for sponsoring the companion legislation in the House, noting Representative Allard's personal experience with hearing loss resulting from military service.

[3:45:57 PM](#)

JILLIAN SCHROEDER, representing self, Anchorage, Alaska, testified by invitation on SB 8. She stated that her daughter was born deaf and was the first deaf person in her family. She explained that through the Early Hearing Detection and Intervention Program, Linnea received a newborn hearing screening and follow-up audiology services, leading to a diagnosis at three weeks old. She said she and her husband, as hearing parents with no prior experience with deafness, initially felt uncertain about their options but received strong support from an early intervention speech therapist skilled in listening and spoken language and American Sign Language (ASL). She emphasized that parents take seriously the responsibility of choosing communication methods and need consistent, comprehensive, and unbiased information, noting that many families report receiving limited or biased guidance. She stated that SB 8 protects access to information and respects parent choice.

[3:50:37 PM](#)

SENATOR STEVENS asked what support Ms. Schroeder received from the Anchorage School District and inquired about services provided when her daughter entered preschool or kindergarten.

MS. SCHROEDER responded that early intervention providers supported the transition at age three into special education services through the Anchorage School District. She said her daughter received an Individualized Education Program (IEP) and began special education preschool, where she accessed listening and spoken language services related to her cochlear implants. She also received ALS based services in a deaf education classroom. In Kindergarten she attends Russian Jack Elementary School for 2 hours a day in a mainstream classroom setting and

then attends the Alaska School for the Deaf and Hard of Hearing in an American Sign Language focused classroom.

3:52:42 PM

DUANE MAYES, Chair, Public Policy and Legislative Committee, Alaska Deaf Council, Anchorage, Alaska, testified by invitation on SB 8. He gave a brief overview of his work history and how he became the first hearing person to serve in a leadership position with the ADC in its 30 year history. He explained that he was born and raised in a deaf family. Both of his parents are deaf and use American Sign Language (ASL), and approximately 20 family members are deaf. He described being the minority within his family. His father was active in leadership within the State of Wisconsin's deaf community, and he frequently attended deaf association meetings. He stated that the deaf community raised him and that he is fluent in ASL.

3:54:00 PM

MR. MAYES said the Alaska Deaf Council is Alaska's premier advocacy organization of, by, and for deaf, deaf-blind, deaf-disabled, hard of hearing, and late-deafened adults. He explained that "late-deafened" refers to individuals who experience hearing loss later in life, noting that hearing loss increases with age. He stated that the ADC is a 501(c)(3) nonprofit organization supported by individual and organizational donors and is nonpartisan. The advocacy scope of the ADC includes early intervention, education, employment, healthcare technology, telecommunications, youth leadership, and language acquisition. He emphasized that language acquisition from the earliest stages of life is central to SB 8.

3:55:08 PM

MR. MAYES stated that the Alaska Deaf Council supports SB 8, an act relating to public school students who are deaf or hard of hearing. He mentioned addressing questions raised during well-attended town hall forums regarding the residential component of the bill. He explained that through the Department of Education and Early Development, in partnership with the Department of Health and the Division of Senior and Disabilities Services, grant funds have been awarded to Hope Community Resources for the Deaf Navigator program. The Department of Education ensures special education services are available to all eligible students statewide, regardless of whether families reside in Anchorage or other areas of Alaska. In partnership with the Division of Senior and Disabilities Services, the Department administers grant funds that allow students who live outside Anchorage the opportunity to attend the Alaska State School for

the Deaf. The Student Life Program is intended to provide placement for students in a supportive, home-like environment. He referred to the program as the Rural Deaf Student Supports Grant.

[3:56:28 PM](#)

MR. MAYES explained that when a student from rural Alaska wishes to attend the Alaska State School for the Deaf, a host family is identified. The host families are screened by Hope Community Services. He noted that the two professionals who administer the program are deaf, and one has taught at the University of Alaska Anchorage for approximately 25 years. He stated that host families are screened to ensure fluency in American Sign Language (ASL) and to determine whether they can meet the specific needs of the child. If the family meets those qualifications, they may serve as a host family. He added that the homes are licensed by the State of Alaska. He emphasized the importance of a home-like setting, noting that in prior decades some schools for the deaf operated large institutional dormitory-style programs. He shared that, in his father's experience, that environment had both positive and negative aspects. In contrast, his mother, who is also deaf, returned home daily and learned the values associated with being raised in a family environment. He stated that his family benefited greatly from that home-based upbringing. Host families may be deaf themselves and provide placement for a deaf student from rural Alaska, or they may be hearing individuals who have strong ties to the deaf community, such as having grown up with a deaf sibling.

[3:58:28 PM](#)

MR. MAYES stated that technology has advanced significantly over time. He explained that students are now able to communicate regularly with their families back home. He recalled that in earlier years, particularly in very rural and remote areas, students were often unable to maintain consistent communication with their families, which created a sense of disconnect. He stated that due to modern technology and expanded broadband capacity, that barrier has largely been eliminated. He reflected on his father's experience in an institutional setting, stating that his father did not learn how to be a parent in a traditional home environment. He added that with greater education and perspective over time, he came to understand the impact of that experience. In contrast, Mr. Mayes described his mother as having been raised with home-based values. He noted that she faced challenges because she was not provided a strong foundation in American Sign Language and was treated as though

she was hard of hearing even though she was deaf. Despite those challenges, she maintained traditional home-centered values and family structure. He stated that those differences shaped his understanding of the importance of home-based environments.

MR. MAYES stated that the host family model offers the best of both worlds by providing a supportive home environment while ensuring access to specialized education. He added that he is not aware of any other state utilizing this particular model.

4:00:37 PM

JAMIE KOKOSZKA, Program Coordinator, Governor's Council on Disabilities and Special Education, Wasilla, Alaska, testified by invitation on SB 8. She stated that the information presented by the testifiers before her was accurate and reflected her own lived experience growing up in Alaska in the 1980s and 1990s, and that similar circumstances continue today. She stated that she was born with moderate to profound hearing impairment in both ears and has worn hearing aids since 1983. She added that she had cataracts in both eyes, is legally blind in her left eye, and has ADHD.

MS. KOKOSZKA testified that in school she was required to wear hearing aids that were painful, ill-fitting, and produced poor sound quality. She stated that she was reprimanded for removing them or not wearing them. She described feeling ashamed and embarrassed. She said that alternative communication modalities were not offered to her or her family, and they were unaware of options such as sign language. She noted that she knew only one hard-of-hearing adult, who also disliked wearing hearing aids. She stated that when her mother allowed her to go without hearing aids due to discomfort, a protective services report was filed.

MS. KOKOSZKA testified that she often looked at the back of her teachers' heads while they wrote on the chalkboard, as they were facing the wall and she could not see their mouths to lip read. She stated that her teachers did not know how to support her. She requested speech services because peers frequently corrected her speech, but she was told she did not qualify. She later received assistance with speech through participation in theater classes.

MS. KOKOSZKA stated that her school records clearly documented educational challenges and the need for support; however, she was repeatedly determined not to require an Individualized Education Program (IEP). She stated that she is now 48 years old

and still does not know American Sign Language. She expressed that she missed the critical window for language acquisition. She testified that she did not learn about closed captioning until her late 20s, found it on her television.

MS. KOKOSZKA stated that she fell behind academically and was threatened with repeating grade levels. She took correspondence courses and attended summer school to catch up. She testified that she barely graduated from high school and nearly did not enter college. She stated that a fellow student in a psychology class informed her about the Division of Vocational Rehabilitation (DVR), not her educators. She testified that DVR invested in her education and, with its support, she improved from failing grades to earning A's and making the Dean's List twice. She stated that her presence before the committee was due to that support.

MS. KOKOSZKA stated that the Council urges support for SB 8 to assist families of children who are deaf or hard of hearing and to affirm that those children are valued members of the community.

CHAIR TOBIN said the committee would discuss the fiscal note for SB 8.

[4:03:56 PM](#)

DEB RIDDLE, Operations Manager, Division of Innovation and Education, Department of Education and Early Development, Juneau, Alaska, provided an overview of fiscal note OMB 2796 for SB 8. She stated the appropriation is Education Support and Administration Services for School Achievement. It is a zero fiscal note.

SENATOR BJORKMAN referred to the final line of SB 8 and asked how it relates to the fiscal note. He noted that the bill states the department shall provide program funding to a school district that operates a program for students who attend the program. He questioned how the fiscal note could be zero if the department is required to provide funding under the bill.

MS. RIDDLE replied that the funding referenced in the bill reflects an existing agreement already in place with the Anchorage School District and does not represent a new cost.

[4:05:30 PM](#)

SENATOR BJORKMAN asked about the impact on other school districts if in statute the program is statewide.

[4:05:50 PM](#)

MS. RIDDLE responded that the program Mr. Mayes described, which supports host placements for students, is already established. She said it is a statewide program. She explained that the bill outlines how the department may work with a school district to participate. The Anchorage School District operates the program and the state provides funding.

[4:06:49 PM](#)

CHAIR TOBIN opened public testimony on SB 8.

[4:07:25 PM](#)

BYRON JENSEN, President, Alaska Deaf Counsel, Anchorage, Alaska, testified in support of SB 8 stating that he grew up in Idaho and attended the Idaho School for the Deaf. He noted that he has deaf parents, was taught by deaf teachers, and was surrounded by deaf individuals throughout his childhood. He described his upbringing as language-rich and stated that he continues to maintain friendships with individuals who are deaf or hard of hearing and who use a variety of communication modalities, including American Sign Language (ASL).

MR. JENSEN stated that, in his role as president, the Council serves not only deaf and hard-of-hearing individuals but also parents. He emphasized that the deaf community is diverse and that the Council supports SB 8. He stated that Alaska is unique in valuing parental choice, and the bill reinforces that principle.

[4:08:43 PM](#)

MR. JENSEN testified that parents should have access to a full menu of language options for their children, including Listening and Spoken Language (LSL) and American Sign Language. He stated that research demonstrates that exposure to ASL does not create a deficit in listening and spoken language development. He characterized the belief that ASL harms LSL development as a misconception not supported by scientific evidence. He emphasized the importance of ensuring parents are aware of this information.

MR. JENSEN stated that the Council meets monthly, with support from Utah State, and engages with hard-of-hearing individuals and other stakeholders. He testified that the bill is intentionally neutral and does not favor one language modality over another. He stated that the Council worked with multiple organizations to ensure the language of SB 8 supports parental

choice without preference for a specific modality. He emphasized the importance of placing children in educational settings that set them up for success.

[4:10:13 PM](#)

MR. JENSEN thanked the committee for its time and expressed hope that members would support SB 8. He noted that the bill is bipartisan and does not require families to adopt any approach they do not choose.

[4:10:35 PM](#)

MICHAEL MERRITT, representing self, Anchorage, Alaska, testified in support of SB 8. He said he is the Deaf Navigator with Hope Community Resources. He shared that he grew up in Colorado and attended a K-12 program in Denver. Colorado offers parent choice in communication modalities, and his family selected from a range of available options, including audiology services and speech therapy. He stated that he identified as hard of hearing during elementary school but later came to identify as deaf and sought involvement in the deaf community, including learning sign language. He described that experience as life changing.

MR. MERRITT emphasized that exposure to language and communication leads to academic success and the ability to thrive. He noted that he is the only deaf member of his hearing family but benefited from relationships with deaf teachers and peers. He stated that he attended the Rochester Institute of Technology, which offers specialized programs for deaf students, and said that access to educational options at a young age made his later success possible.

MR. MERRITT stated that he has worked with Hope Community Resources for eight years and previously worked at The Arc of Anchorage. He explained that Hope operates two programs: the Deaf Navigator program, which he oversees, and the Rural Deaf Student Supports (RDSS) program, overseen by Sharon Miranda.

MR. MERRITT stated that host families participating in the RDSS program are licensed and screened. He noted that Hope conducts background checks, language fluency screening in American Sign Language, and home visits to ensure students are placed in safe, supportive environments. He added that the program ensures students maintain regular contact with their biological families and attend school consistently. He expressed pride in the program and thanked the committee for its time.

[4:14:47 PM](#)

COURTNEY WESTMANN, representing self, Anchorage, Alaska, testified in support of SB 8. She said she was born and raised in Anchorage and experienced many challenges growing up. She attended the Alaska State School for the Hard of Hearing beginning in preschool. She is from a hearing family and was about three months old when her parents learned she was deaf. They were shocked and did not know what to do because services were not readily available at the time.

MS. WESTMANN shared that her parents met a deaf man working at a grocery store who agreed to come to their home and teach them sign language. She said that opportunity was fortunate and became the foundation for how her family communicated.

MS. WESTMANN said she graduated from high school and attended Western Oregon University on a full-ride basketball scholarship, but it was not the right fit, so she transferred to Gallaudet University, the only liberal arts university in the world specifically for deaf students. Following graduation, she returned to Alaska to work. She said she fell in love with Alaska and with teaching deaf and hard of hearing students. She later attended the University of Alaska Anchorage to earn her master's degree so she could become a deaf counselor and serve as a role model for deaf and hard of hearing students. She noted that in the 1980s and 1990s, there were very few deaf professionals with degrees, and there were not many role models to look up to. She said returning to Anchorage to serve as a deaf professional and mentor has been deeply meaningful to her.

[4:18:16 PM](#)

SENATOR STEVENS asked how early a deaf child can begin learning sign language.

MS. WESTMANN replied that her parents began teaching her at 10 months old, but stated her belief that it could be earlier.

[4:19:22 PM](#)

MARCELA GREEN, representing self, Anchorage, Alaska, testified in support of SB 8. She identified herself as being from Colombia and the mother of a seven-year-old son in first grade who is deaf and has cochlear implants. She testified in strong support of SB 8. She said her son was born and raised in Ketchikan and that, as a family living in a small and isolated community, they struggled to find meaningful support for a child with cochlear implants. She stated there are almost no local services, specialists, or resources available for children who are deaf or hard of hearing. After exhausting every possible

option, her family made the difficult decision to relocate to Anchorage, taking on significant financial and emotional burdens to give their son a chance to succeed. She shared that living in Anchorage was not easy and that it took months of advocacy, persistence, and frustration to build a team of professionals who understand her son's needs and are willing to work with the communication methods that worked best for him. She stated that, with the right support, her son is now thriving.

MS. GREEN expressed concern that if the bill does not pass and school districts are no longer obligated to respect a parent's chosen method of communication or provide trained professionals in that method, the progress her son has made could be lost. She questioned what options families would have if even Anchorage could no longer provide necessary services. She said SB 8 would ensure every family has access to information, choice, and appropriate services. She urged members to vote yes on SB 8, stating that no parent should have to endure what her family experienced just to be heard.

4:22:23 PM

JANET BARTON, representing self, Anchorage, Alaska, testified in support of SB 8. She said she grew up with a deaf brother and raised a daughter who is deaf and attended the Alaska School for the Deaf and Hard of Hearing. She stated she worked as a teacher at the Alaska School for the Deaf and Hard of Hearing for 21 years and currently serves as a host parent for Rural Deaf Support Services. She said she was asked to testify because she has a unique perspective that includes both educational and residential experience.

MS. BARTON stated that both the educational and residential components of the program are vital to providing quality services to deaf students from across the state, not just Anchorage. She emphasized that it is a statewide program and said that direct communication is essential for student success. If she could summarize her message in one word, she said it would be "access." Students need access through direct communication with individuals who are highly trained in sign language, including deaf adults who are fluent. She said that access supports students' social, emotional, and educational development.

MS. BARTON shared that she currently has two students from the residential program living in her home. She acknowledged that being far from family is difficult and commended parents who make sacrifices to relocate to Anchorage, noting that relocation

is not always an option for families in rural communities. She said many families make the difficult decision to have their children participate in the residential program, and she believes the program works hard to build trusting relationships with parents. She noted that host parents are licensed, monitored, and required to be fluent in sign language and knowledgeable about deaf culture. She added that technology has improved communication, allowing students to video chat with their families daily, which helps maintain strong family connections. She emphasized that parents remain in charge of decisions regarding their children and that the program strives to be supportive and communicative with families.

MS. BARTON concluded by stating that the fact parents continue to choose the program demonstrates its value and benefit. She urged support for SB 8.

4:26:01 PM

PATRICIA TROTT, representing self, Anchorage, Alaska, testified in support of SB 8 with concerns, stating her daughter was born with a moderately severe hearing condition, which she described is genetic and will never improve. She said her daughter was fitted with bilateral hearing aids at four months old. She explained that she and her husband chose a Listening and Spoken Language (LSL) approach. When her daughter turned three, she was enrolled in the Listening and Spoken Language preschool program currently housed at Williwaw Elementary School. She described it as a successful preschool program for hard-of-hearing children, with the goal of preparing students to attend their neighborhood schools in a mainstream hearing environment. She said the LSL approach teaches young children with hearing loss to listen and speak using hearing technology.

MS. TROTT expressed concern that SB 8 does not specifically state that the department will establish and operate a separate centralized program for hard-of-hearing students. She said that without clear language and designated staff to protect the Listening and Spoken Language program and the LSL-only option, the Anchorage School District is planning to move the LSL program to Russian Jack, where the state school program is also located. She stated that while some parents prefer a bilingual approach using both ASL and spoken language, other parents, including herself, want the option of a less restrictive, listening-and-spoken-language-only environment. She warned that if SB 8 passes as proposed, it could place hard-of-hearing students in what she views as a more restrictive setting than their neighborhood schools. She concluded by

stating that she supports the bill but urged lawmakers to ensure that hard-of-hearing children retain the right to choose a Listening and Spoken Language-only approach.

4:29:39 PM

IONA SNYDER, representing self, Anchorage, Alaska, testified in support of SB 8 with suggestions. She said she is 17 years old, and a graduate of the Listening and Spoken Language (LSL) program currently housed at Williwaw Elementary School. She also shared that she graduated from West Anchorage High School last December, a semester early, earning a Seal of Biliteracy in Russian. She said she would soon leave on a solo backpacking trip through Georgia and Azerbaijan, where she plans to practice her Russian language skills.

MS. SNYDER stated there is a significant difference between children who are hard of hearing and those who are deaf. She said parents and students should have the choice to determine what path is best for them. In her case, she said her parents' decision to enroll her in the LSL program was the best decision they could have made, and she credited that choice for her success.

MS. SNYDER stated support for SB 8 but argued that separating programs for deaf and hard-of-hearing students would allow children with different levels of hearing ability to receive the specialized services they need to thrive. She said grouping children with widely differing hearing abilities together would not appropriately address those differences. She urged SB 8 include language establishing a separate school and learning environment for hard-of-hearing students so they can succeed in the way that best meets their needs.

4:31:40 PM

RICHARD L. SAVILLE, Staff, Governor's Council on Disabilities and Special Education, Department of Health, Anchorage, Alaska, testified in support of SB 8 and affirmed the value of the Deaf community in Alaska. He stated that deaf and hard-of-hearing children have the right to develop language and communication skills in ways that are effective and appropriate for them. He said they have the right to learn from qualified professionals who can communicate directly with them, to interact with deaf role models, and to engage with peers who share their language, communication mode, and age level.

MR. SAVILLE further stated that children have the right to full access to unbiased information, specialized personnel,

appropriate school programs, and social opportunities. He said SB 8 would help ensure those rights are protected by providing parents and families with the information and resources needed to make informed decisions about language acquisition, development, and educational placement. He expressed concern that information about American Sign Language is not always fully presented to families of children who are hard of hearing, leaving some unaware of all available options. He stated that hard-of-hearing children are sometimes placed in general education classrooms using spoken-language communication that may not be appropriate for their needs. When that occurs, he said, children may not develop language as quickly or meet expected milestones, which can lead to language deficits and academic challenges due to communication barriers.

MR. SAVILLE referenced discussion of a potential committee substitute and stated that, although he had not yet seen it, the council believes it is important to maintain the language in the current statute that protects the state school. He urged the committee to retain those statutory protections.

4:34:45 PM

AMY BOBICH, representing self, Anchorage, Alaska, testified in support of SB 8 noting she was born deaf and was raised by hearing parents, who learned she was deaf when she was two years old. She explained that missing the first two years of language acquisition was significant, as she was already a toddler when her family learned of her deafness. She said her family explored various options, and because she grew up in a military family, she experienced many different school systems with varying levels of quality and support. Those experiences influenced her decision to become a teacher.

MS. BOBICH stated she has nearly 15 years of experience as an early childhood educator and currently works for the state school for the deaf and hard of hearing, though she clarified she was speaking in a personal capacity. She said her parents worked very hard to ensure she had access to education and language and families today continue to face similar struggles. She emphasized that more than 90 percent of deaf children are born to hearing families who may have never met a deaf person or learned sign language. She said many parents are overwhelmed and must expend additional effort to locate accurate and complete information. She stated that the bill would ensure families receive unbiased information about all communication options, rather than having to search for it independently. She characterized the bill as providing a "menu" of options and

placing responsibility on the education system to present families with complete and balanced information.

MS. BOBICH drew from her experience teaching preschool students three to five years old and said she has seen firsthand the impact of limited early language access. She explained that children entering preschool without sufficient language exposure, whether signed, spoken, or both, often struggle to communicate in full sentences and express themselves compared to peers who had early language access. She emphasized that language access from birth is critical and that delays in early language development create gaps that become increasingly difficult to close once children enter school.

[4:38:47 PM](#)

CHAIR TOBIN closed public testimony on SB 8.

[4:38:50 PM](#)

CHAIR TOBIN invited Ms. Goins to introduce the Committee Substitute (CS) for SB 8.

[4:39:18 PM](#)

MS. GOINS explained the changes made in the CS for SB 8, version A to version N:

[Original punctuation provided.]

SB 8: Education for Deaf & Hearing Impaired
Summary of Changes
Version A to Version N

Section 2- Version N amends AS 14.30.276

Page 3, lines 9-11: Adds "in consultation with the child's parents" to the sentence If a school district determines that placement at the program is appropriate for a child who resides in the district. This addition was made to clarify that appropriate placement is ultimately parents' choice.

[4:40:09 PM](#)

CHAIR TOBIN asked which page number contains the change.

MS. GOINS replied page 3, lines 9 - 11.

[4:40:37 PM](#)

SENATOR GRAY-JACKSON thanked the committee for hearing the bill and said she looked forward to seeing it reach the finish line. She said she was pleased SB 8 carries no fiscal note given current budget constraints.

[4:40:54 PM](#)

CHAIR TOBIN solicited a motion.

[4:40:56 PM](#)

SENATOR STEVENS moved to adopt the committee substitute (CS) for SB 8, work order 34-LS0075\N, as the working document.

[4:41:09 PM](#)

CHAIR TOBIN found no objection and CSSB 8 was adopted as the working document.

[4:41:21 PM](#)

At ease.

[4:41:33 PM](#)

CHAIR TOBIN reconvened the meeting.

[4:41:44 PM](#)

CHAIR TOBIN held SB 8 in committee.

[4:41:56 PM](#)

At ease.

SB 143-MUNICIPAL SCHOOL BOARD TERMS

[4:42:51 PM](#)

CHAIR TOBIN reconvened the meeting and announced the consideration of SENATE BILL NO. 143 "An Act relating to the terms of office of municipal school board members; and providing for an effective date."

[4:43:06 PM](#)

SENATOR ROBERT YUNDT, District N, Alaska State Legislature, Juneau, Alaska, sponsor of SB 143 paraphrased the following statement:

[Original punctuation provided.]

Sponsor Statement

SB 143

Currently Boroughs and Municipalities are allowed to set lengths for Assembly and Mayoral terms but are not granted the same ability to decide the term lengths for School Board seats.

SB 143 would grant Municipalities and Boroughs those abilities. The Mat-Su Borough for example have moved their Assembly seats to 4-year terms, which will see a cost savings to the Borough, since they no longer must host elections in the off years.

However, this legislation would not mandate that terms are changed, but instead make this an option, should local governments want to change the terms of their school board seats, as they are already allowed to do for Assembly and Mayoral seats.

I urge your support for SB 143.

[4:44:20 PM](#)

RYAN MCKEE, Staff, Senator Robert Yundt, Alaska State Legislature, Juneau, Alaska, offered the sectional analysis for SB 143:

Sectional Analysis SB 143

Section 1 AS 14.12.050 adds a new subsection (d) which gives municipalities by ordinance the ability to alter terms of office.

Section 2 AS 29.20.300(a) adds a new section, (c) which is exempt from a 3-year term requirement.

Section 3 AS 29.20.300 adds a new subsection (c) giving a municipality the ability to alter the terms of office in (a) of this section.

Section 4 sets an immediate effective date.

[4:45:10 PM](#)

CHAIR TOBIN announced invited testimony on SB 143.

[4:45:26 PM](#)

GEORGE HAYS, Deputy Manager, Mat-Su Borough, Palmer, Alaska, testified by invitation on SB 143. He stated that SB 143 would allow a municipality's governing body, by ordinance, to alter

the terms of office for municipal school board members. He said the borough supports the bill because it strengthens local control, promotes flexibility, and allows communities to tailor governance structures to local needs.

MR. HAYES explained that state law already allows municipalities to amend terms for mayors and assembly members. He noted that the Mat-Su Borough Assembly previously adjusted terms to four years for both the mayor and assembly members, and that borough elections now coincide with state and federal elections in November. He stated that moving to four-year school board terms would place those elections in even-numbered years, which would significantly enhance voter turnout.

MR. HAYES outlined three primary reasons the bill matters for local governments: first, it enhances local control by recognizing differences in population, geography, and priorities across municipalities; second, it supports community engagement by potentially improving voter turnout and interest in school board service; and third, it promotes administrative efficiency by aligning school board elections with other local election schedules, thereby reducing costs and administrative burdens.

MR. HAYES emphasized that SB 143 does not mandate changes but simply provides an option to municipalities. He noted that any changes would still require passage of a local ordinance and remain subject to public input, transparency, and accountability.

[4:48:22 PM](#)

SENATOR BJORKMAN asked about voter participation after the borough aligned its local elections with state and federal elections. He inquired about the rate of drop-off between voters participating in top-of-the-ticket races and those voting in local assembly and other local races.

[4:49:05 PM](#)

SENATOR YUNDT responded that the borough has now conducted three aligned elections—2020, 2022, and 2024. He stated that during the first aligned election, the drop-off rate was close to 10 percentage points, largely due to voter confusion. He said that in subsequent elections the drop-off decreased significantly and is now almost nonexistent. He reported that turnout in the most recent local election reached 48 percent, with only a small number of voters declining to participate in local races. He attributed the improvement to voters becoming accustomed to the new system.

[4:49:50 PM](#)

SENATOR STEVENS asked if SB 143 affects the number of terms a person can serve, as some people run for several consecutive terms.

SENATOR YUNDT replied no and clarified that there remains no limit on the number of terms a person may serve on the school board.

[4:50:25 PM](#)

SENATOR KIEHL said he found SB 143 intriguing. He stated that one reason communities in his district have not aligned local elections with federal and state elections is to give local candidates an opportunity to receive attention, rather than having it overshadowed by large, expensive statewide campaigns. He asked whether there was concern that placing school board elections on the same ballot as major statewide races could diminish focus on local contests.

[4:51:07 PM](#)

SENATOR YUNDT responded that the borough has already aligned school board elections in even-numbered years, with only some seats falling in odd-numbered years due to three-year terms. He acknowledged that, as a former assembly member, there had initially been concerns about local races being overshadowed. However, he stated that in his experience, the change increased engagement. He noted that the Mat-Su Borough historically experienced very low turnout in standalone local elections, sometimes under 10 percent, but saw significantly higher participation after aligning with state and federal elections.

SENATOR YUNDT said the combined elections created a more engaged electorate, with residents more aware of upcoming elections and more willing to ask questions and interact with candidates. In his view, the alignment improved the overall experience for candidates and voters, and he believed local school board and assembly members shared that perspective.

[4:52:13 PM](#)

MR. MCKEE added that in the Mat-Su Borough local elections had previously occurred in October, between the state primary and general elections. He said that timing often caused local elections to be overlooked because voters focused primarily on the larger statewide races. Many residents were unaware that a separate local election was taking place between the primary and general elections. He explained that aligning local elections

with the November general election increased awareness and participation. While statewide campaigns involve significant advertising that local candidates cannot match, holding all elections on the same day ensured voters knew a local election was occurring. He stated that this alignment contributed to a substantial increase in voter turnout.

[4:53:21 PM](#)

SENATOR KIEHL noted that, in some smaller communities, voter turnout is consistently high, and in larger communities, turnout has improved through vote-by-mail systems. He then asked a policy question, observing that certain local governance changes, such as altering the size of a school board, require voter approval. He questioned whether changing school board term lengths should similarly require voter approval rather than action solely by ordinance. He asked whether adding voter approval would serve as an appropriate safeguard consistent with other statutory provisions.

[4:54:19 PM](#)

SENATOR YUNDT replied that passing SB 143 on the state level will not force communities to change school board terms from three to four years. It just provides the option.

[4:54:43 PM](#)

SENATOR CRONK said SB 143 created a win-win in that it provides local control and increases voter turnout.

[4:55:22 PM](#)

KATHERINE GARDNER, Deputy Superintendent, Mat-Su Borough School District, Palmer, Alaska, testified by invitation on SB 143. She stated that the Mat-Su School Board passed a legislative priority supporting the option to expand school board member terms to four years if a municipality chooses to do so. She said the district's primary interest aligns with earlier testimony: enhancing local control, increasing voter turnout by aligning elections with even-numbered years, and improving efficiency by eliminating the need for the borough to conduct elections in odd-numbered years.

MS. GARDNER added that from a school district perspective, extending terms to four years would provide additional benefit by giving new school board members more time to learn and grow into their roles. She noted that while many members bring a strong passion for education, overseeing a school system involves a learning curve. The additional year would allow members more time to gain knowledge, receive training, and

become effective in their governance responsibilities. She concluded by stating that the Mat-Su School Board supports passage of SB 143.

[4:56:48 PM](#)

CHAIR TOBIN asked DEED to present an overview of the fiscal note for SB 143.

[4:57:01 PM](#)

DEB RIDDLE, Operations Manager, Division of Innovation and Education, Department of Education and Early Development, Juneau, Alaska, provided an overview of fiscal note OMB 2796. She stated the bill affects the Department of Education and Early Development. The appropriation falls under Education Support and Administration Services, with the allocation to Student and School. She reported that the fiscal note is zero.

[4:57:34 PM](#)

CHAIR TOBIN opened public testimony on SB 143; finding none, she closed public testimony.

[4:57:51 PM](#)

CHAIR TOBIN held [SB 143] in committee.

[4:58:00 PM](#)

SENATOR YUNDT thanked the committee for hearing SB 143.

[4:58:10 PM](#)

At ease.

SB 13-SUMMER EBT BENEFITS FOR CHILDREN

[4:58:36 PM](#)

CHAIR TOBIN reconvened the meeting and announced the consideration of SENATE BILL NO. 13 "An Act relating to the summer electronic benefits transfer program for children."

[4:58:57 PM](#)

MIKE MASON, Staff, Senator Löki Tobin, Alaska State Legislature, Juneau, Alaska, offered an explanation of changes for SB 13, version N to I:

[Original punctuation provided.]

SUMMARY OF CHANGES

SB 13: SUMMER EBT BENEFITS FOR CHILDREN
Version N to Version I

Section 1

Version A had the Department of Family and Community Services administering this program under AS 47.06.

Version I makes it the responsibility of the Department of Education and Early Development under AS 44.27.

[4:59:34 PM](#)

SENATOR BJORKMAN asked what is the rationale for the change, since the Department of Health is the agency in charge of the program.

[4:59:54 PM](#)

RACHEL LEVY, Staff, Senator Forrest Dunbar, Alaska State Legislature, Juneau, Alaska, answered questions on SB 13. She replied that Department of Education and Early Development (DEED) was the only department willing to administer it.

[5:00:18 PM](#)

SENATOR KIEHL stated that interest in a program is one issue, but capacity, efficiency, and cost are separate concerns. He noted that the SNAP program operates with approximately six percent overhead, possibly less. Referring to the fiscal note, he observed that the administrative costs appeared to exceed 10 percent relative to the grants and benefits line. He said it was unclear why the state would incur higher administrative costs under the proposal.

[5:01:07 PM](#)

SENATOR FORREST DUNBAR, District J, Alaska State Legislature, Juneau, Alaska, Sponsor of SB 13. He replied that discussions with the administration had occurred over several months to coordinate implementation across agencies. He explained that practical considerations arose from how the Pandemic EBT program operated, particularly regarding student data maintained by the Department of Education and Early Development (DEED). He stated that the Department of Health had indicated DEED needed to administer the program due to its access to school-based student data. He added that a companion bill in the other body still lists the Department of Health as the administering agency and said he was not opposed to that structure, although the administration appeared to favor DEED.

[5:02:35 PM](#)

GAVIN NORTHEY, Programs Manager, Child Nutrition Programs, Department of Education and Early Development (DEED), Juneau, Alaska, answered questions on SB 13. He stated that the structure of the Summer Electronic Benefits Transfer (EBT) program requires significant involvement from the state education agency because eligibility determinations rely heavily on student data maintained by DEED. He explained that the Department of Health indicated it would be less burdensome if a single agency administered the program in full. However, because the program depends on school-based eligibility data, DEED's involvement is necessary.

MR. NORTHEY addressed the concern about administrative costs exceeding six percent noting that SNAP likely benefits from economies of scale because it distributes a much larger volume of benefits. In contrast, the Summer EBT program has approximately a \$10 million benefit rate, which creates a smaller base over which to spread fixed administrative costs. As a result, the administrative percentage appears higher, slightly over 10 percent. He added that DEED plans to minimize costs by coordinating with the Department of Health. Approximately half of the administrative costs—about \$1.01 million—relate to issuing EBT cards. DEED intends to use the Department of Health's existing EBT contract and build the summer program within that framework. The cost for the program was derived from DOH's current contract.

[5:04:59 PM](#)

SENATOR KIEHL replied that the explanation was helpful and asked whether additional elements of the program could be coordinated. He specifically referenced development of an eligibility platform and asked whether the state could use a reimbursable services agreement to utilize an existing eligibility system rather than creating a new one.

[5:05:24 PM](#)

MR. NORTHEY replied that the eligibility platform required for the Summer EBT program is highly specific to student data. He stated that he does not have detailed knowledge of the Department of Health's eligibility system but noted that during the Pandemic EBT program, the Department of Health relied heavily on the Department of Education and Early Development to support eligibility determinations because they were based largely on school enrollment and student-specific data. He explained that this differs from the eligibility system used for traditional Supplemental Nutrition Assistance Program (SNAP) benefits.

[5:06:13 PM](#)

SENATOR KIEHL thanked the department for the explanation and said he still had questions about whether additional efficiencies could be achieved. He suggested there may be ways for DEED to provide necessary student data while allowing the Division of Public Assistance (DPA) to administer the program, thereby spreading administrative costs over a larger base and reducing overall overhead. He noted that while student data is privacy-protected, public assistance programs already manage HIPAA-protected information and are experienced in safeguarding sensitive data. He expressed interest in continuing to work on potential efficiencies as the bill moves forward, including the possibility of DEED certifying eligibility while DPA handles administration to lower costs.

[5:07:00 PM](#)

CHAIR TOBIN agreed that exploring administrative efficiencies is worthwhile.

[5:07:15 PM](#)

CHAIR TOBIN solicited a motion.

[5:07:16 PM](#)

SENATOR STEVENS moved to adopt the committee substitute (CS) for SB 13, work order 34-LS0141\I, as the working document.

[5:07:29 PM](#)

CHAIR TOBIN found no objection and CSSB 13 was adopted as the working document.

[5:07:46 PM](#)

SENATOR DUNBAR thanked the committee for hearing SB 13 and hopes the funds will reach the children that need and desire it.

[5:08:18 PM](#)

CHAIR TOBIN solicited the will of the committee.

[5:08:21 PM](#)

SENATOR STEVENS moved to report CSSB 13, work order 34-LS0141\I, from committee with individual recommendations and attached fiscal note(s).

[5:08:36 PM](#)

CHAIR TOBIN found no objection and CSSB 13(EDC) was reported from the Senate Education Standing Committee.

5:09:17 PM

There being no further business to come before the committee,
Chair Tobin adjourned the meeting at 5:09 p.m.