AASB EXECUTIVE ADMINISTRATORS WORKSHOP

NEW LAWS AND REGULATIONS IN ALASKA
2018

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I. ALASKA STATUTES

a. Employment of Retired Teachers

A new policy, BP 4112.10, was prepared by JDO in May of 2018 which implemented AS 14.20.136. The statute and policy authorize the employment of retired teachers in cases of teacher shortages. The new policy authorizes the employment of retired teachers who are qualified to teach in those disciplines of specialties in which a shortage of teachers exits.

To be hired as a retired teacher, a district must certify that the teacher and the district did not arrange before the teacher retired for reemployment, and that the teacher has been retired for a certain number of days. The policy also defines the circumstances that constitute a shortage, and provides that a retired teacher contract may not exceed 12 consecutive months. Retired teachers employed under this policy do not receive the full panoply of teacher benefits, and continue to receive retirement benefits from the state.

If a district has not done so, the proposed policy may be adopted now.


b. Teen Dating Violence and Abuse Education

This bill, commonly known as “Bree’s Law” or “Erin’s Law,” will require the Department of Education and Early Development (DEED), in consultation with school districts, to develop and approve a program to help prevent teen dating
violence and abuse. The training, instruction, and notices in the program will be required to include: 1) age-appropriate information, 2) the warning signs of dating violence and abuse behavior, 3) characteristics of healthy relationships, 4) measures to prevent and stop dating violence and abuse, 5) community resources available to survivors, and 6) opt-out provisions.

The law does not require immediate policy action from school districts, but will lead to new regulation regarding teen dating education.


**c. Legislative Task Force on Reading Proficiency and Dyslexia**

This law, which establishes a Legislative Task Force as an uncodified statute, is meant to address ways to increase proficient literacy in Alaska. Approximately 43,300 students in the state do not meet Alaska English Language Arts standards as indicated by the Alaska Measures of Progress test.

The task force consists of 12 members, including one member of AASB. The law does not require any immediate board policy changes, but the Task Force will prepare a final report by March 29, 2019, which will include recommendations and proposed changes to Alaska reading, writing, and special education laws and regulations.

The task force is authorized to make recommendations regarding: 1) reading instructional practices for all public school students in the state, 2) the diagnosis, treatment, and education of children affected by dyslexia, 3) methods to improve reading proficiency and reading instruction for all public students, 4) possible legislation or other policy recommendations to improve reading proficiency outcomes, and 5) methods to mitigate the effects of dyslexia on reading proficiency, including early screening and intervention.

- Enrolled HB 64, amending Uncodified Statutes. Effective date May 1, 2018.

**d. Extending Eligibility for Educational Facilities Maintenance Grant**

Districts are eligible for grants from the state for the construction of schools or large maintenance projects. Previously, a district was required to provide statement of its
“percentage share” of the project cost within three (3) years of a grant being appropriated to receive the funding. The “percentage share” is based on the value of taxable real and personal property and attendance for municipal school districts, and set by statute for REAAs. HB 135 extends the timeline for which districts may submit their percentage share to seven (7) years with the approval of the Commissioner, allowing greater flexibility for large projects.


### e. Revised Formula for State Funding of Consolidated Schools

Districts receive funding through a school funding formula, which is applied to the base student allocation. School size is a factor in the school funding formula. Due to how the formula has been set, a district receives more money for multiple small schools than fewer large ones, disincentivizing districts from consolidating schools. As the law has been set, districts see an immediate drop in their state funding if they consolidate schools. SB 216 has created a new funding rule, whereby if a district consolidates two schools, the district will continue to receive funding as if the schools were not consolidated for two additional years. This allows districts to prepare and adjust before they receive their new funding amount.

SB 216 also allows for communities that have only one K-12 school with 425 students or more, to be considered one elementary school and one secondary school and receive funding appropriately.


### f. Procedures for Updating Textbooks and Instructional Materials and Curricula Review

SB 104 is an omnibus bill which contains a number of changes to state law regarding curricula review. The most immediate change for individual districts is their school boards must now develop procedures to update textbooks and instructional materials at least once every ten (10) years. Regular updates were required under the previous statute, but there was no set deadline for how often the updates were mandatory.
This bill also provides numerous new requirements for DEED. The Department is required to establish standards and a procedure for the review, ranking, and approval of mathematics and English and language arts curricula for school districts to use in each grade level. The standards and procedures will seek to identify ways that curricula may be modified to increase performance across all grade levels. The bill also creates incentives (up to $10 million per district) to encourage districts to take part in a pilot program once the new criteria are developed.

If the criteria prove successful at the pilot districts, the revised standards may become available to all districts starting in the 2022-2023 school year. The bill also creates a “curriculum improvement and best practices fund” which could eventually be expended by the Department to incentive new curricula. No monies have been appropriated to the fund at this time.

The bill also instructs DEED to make available to all school districts an electronic system for managing student information and tracking records relating to individualized education programs for children with disabilities. By statute, DEED must, to the extent permitted by federal law, allow school districts to transfer special education records for a student when the student transfers to a different school district. Once the system is in place, records transfers between districts should be made easier.

Finally, this bill requires DEED to develop a comprehensive program to provide education and resources to prevent teen marijuana use. The program will address marijuana use prevention through outcome-based curricula, adult and peer mentoring, and opportunities for positive, prosocial leisure and recreational activities. The bill does not require districts to make any immediate changes to board policy, but additional regulation pertaining to marijuana, and marijuana education, is likely.


II. POLICY CHANGES

These policy updates will be proposed updates to existing policies for the purposes of clarity, uniformity, and best practices. Although recommended, they are not mandatory and may be adopted at the discretion of each individual board.
a. Alcohol, Tobacco, and Drug Use

Language will be added to BP 4020 to clarify that marijuana is a prohibited drug for employees under a district’s drug-free workplace policy. Although state law (AS 17.38) authorizes the use of marijuana under certain conditions, this law also recognizes that employers can prohibit the use, consumption, possession, transfer, display, transportation, sale, or growing of marijuana in the workplace. AS 17.38.120(a). Further, as recipients of federal funds, districts are obligated to maintain a drug-free workplace consistent with federal law, which prohibits the manufacture, sale, distribution, or possession of marijuana. For purposes of district policy and legal obligations, marijuana may be prohibited.

A definition of “drug” will be added to include marijuana, synthetic drugs, and prescription drugs that are being misused. Language will be added prohibiting staff from displaying or promoting prohibited substances while at work via slogans on their clothing or signage on their vehicles.

Finally, the language governing discipline will be revised to more accurately reflect current disciplinary practices regarding consideration of treatment options. The language will also be revised to clarify that the Superintendent or designee, rather than the Board, is responsible for discipline decisions.

- Modifying BP 4020.

b. Security Check

The policy BP 4112.5 does not require revision. The AR, which is administrative and does not require formal Board adoption, will be revised to provide guidance to a district regarding crimes of violence and controlled substance violations.

The crime of violence definition that will be added is based upon the federal definition, 18 U.S.C. 16, but has been modified to exclude references to physical force against property and to require that the crime of violence be a felony in order to act as a permanent ban on employment. In addition, a new section will be added that will permit the Superintendent, in her or her sole discretion and only for good cause, to consider the employment application of an individual otherwise banned from consideration. This provides some flexibility to a district, if desired, to
consider applicants that may not pose a concern due to the nature of the job or the years that have elapsed since conviction.

Finally, language will be added that permits applicants with marijuana convictions to be considered for employment without regard to the five year window. This change takes into account the change in state law.

- Modifying AR 4112.5.

c. Employment References

Language in BP 4112.61 prohibiting non-designated employees from providing employment references will be removed. However, the policy continues to convey the expectation that the Superintendent or designee is responsible for providing reference information on behalf of a district. Language will be added that references not secured through this process, i.e., provided directly by a supervisor, reflect the personal views of the author and not the views of a district. The addition of this language provides some protection to a district in the event that a non-sanctioned job reference is intentionally false or malicious.

- Modifying BP 4112.61.

d. Nonretention, Dismissal, and Layoff

The current model separation policy is unwieldy because it covers three significant employment situations -- nonretention, dismissal, and layoff -- in a single policy with multiple parts and sections. It is also not clear whether the “sections” are intended as policy or regulation. For these reasons, it will be recommended that current personnel reduction policies be withdrawn and the following policies adopted and/or revised:

- **BP/AR 4117.3 Personnel Reduction**

There is currently a short policy at BP 4117.3 entitled Personnel Reduction. That policy has been expanded upon to address layoff plans that are required by statute, AS 14.20.177. Also included for consideration is AR 4117.3, Personnel Reduction/Layoff Plan that reflects a process for development and implementation of the statutory layoff plan.
• BP/AR 4117.4 Dismissal

This new policy will generally reflect the statutory requirements for dismissal of certificated staff, AS 14.20.170. The new policy is consistent with current policy. AR 4117.4, Dismissal Procedures, contains the detailed procedures required by law for termination of certificated employees, AS 14.20.180. These procedures will be consistent with current language except that the pretermination hearing procedures have been revised to more accurately reflect the requirements of statute. In addition, deadlines for the completion of prehearing tasks will be removed (except those required by statute) in order to provide administrative and board flexibility to set deadlines in each particular case.

• BP/AR 4117.5 Nonretention of Nontenured Staff

This new policy will reflect the statutory requirements for nonretention of nontenured staff, AS 14.20.175(a). The language will be consistent with current policy. New AR 4117.5, Informal Hearing for Nonretention of Nontenured Staff, will vary from current policy to more accurately reflect the requirements of statute.

• BP/AR 4117.6 Nonretention of Tenured Staff

This new policy will generally reflect the statutory requirements for nonretention of tenured staff, AS 14.20.175(b). The new policy will be consistent with current policy. New AR 4117.6, Procedures for Nonretention of Tenured Personnel, will contain the detailed procedures required by law for nonretention of certificated employees, AS 14.20.180. These procedures are consistent with current language except that deadlines for the completion of prehearing tasks have been removed (except those required by statute) in order to provide administrative and board flexibility to set deadlines in each particular case.

  ▪ Removing BP 4117.4, adding BP/AR 4117.3-6.

e. Political Activities of Employees

Additional language will be added to BP 4119.25 concerning prohibited activities during an employee’s duty day. Language will also be added that the prohibitions of the policy are not applicable to classroom instruction that is part of the approved
curriculum. Finally, language will be added that clarifies the ability of a district and board to disseminate factual information regarding bond projects.

- Modifying BP 4119.25.

f. Employees with Infectious Diseases

It is recommended that the existing policy BP 4119.41 be replaced with a policy addressing infectious diseases. The new policy will reflect current obligations with regard to infectious disease and eliminate the requirement for written reports as to reasonable accommodations regarding individuals with infectious disease. The new policy will more clearly focus on the goal of preventing the outbreak and spread of infectious disease.

- Replacing BP 4119.41.

g. Publication or Creation of Materials

It is recommended that the existing policy BP 4132 be replaced with a new policy. The new policy will reflect updated legal standards for the copyright and ownership of materials prepared by an employee within the course and scope of employment. Districts have seen an increase in copyright claims by license holders of images and publications, and clear guidance and policy will help prevent accidental misuse of licensed images.

- Replacing BP 4132.

h. Load Scheduling/Hours of Employment

Language will be added to BP 4313.1 reflecting the requirement of the Fair Labor Standards Act that exempt employees are not subject to salary deductions for absences of less than a day.

- Modifying BP 4313.1.
i. Electronic Communication between Employees and Students

A policy will be developed to address the public nature of electronic communications and to add additional prohibitions on what may be published by district staff on web pages created for educational purposes. The policy will address appropriate boundaries in electronic communication between students and staff, including the use of social networking for educational purposes. An opt-out will be included for parents in cases where a teacher has obtained approval to use a social networking site for educational purposes.

QUESTIONS?

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AN ACT

Relating to reemployment of persons who retire under the teachers' retirement system.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT Follows on PAGE 1
AN ACT

Relating to reemployment of persons who retire under the teachers' retirement system.

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* Section 1. AS 14.20 is amended by adding a new section to read:

Sec. 14.20.136. Reemployment of member of teachers' retirement system.

(a) Subject to (b) - (d) of this section, a school district may reemploy a member who is
retired under a retirement plan established in AS 14.25.009 - 14.25.220, or a member
who is retired under a retirement plan established in AS 14.25.310 - 14.25.590. In this
subsection, "school district" has the meaning given in AS 14.30.350.

(b) A member who is retired under AS 14.25.110(a) may not be reemployed
under (a) of this section unless the member

(1) certifies that the member and the school district did not arrange
before the member retired from the school district for the member to be reemployed
by the school district after the member retired; and
(2) has been retired for at least
   (A) 60 days if the member is at least 62 years of age; or
   (B) six months if the member is less than 62 years of age.

(c) Before reemploying a retired member under (a) of this section to fill a
position, a school district shall
   (1) by resolution, adopt a policy that describes the circumstances of a
shortage or anticipated shortage of applicants, other than retired members, who are
qualified for particular positions and permits rehiring that complies with the
requirements of this section; and
   (2) publicly advertise the position for 10 business days and actively
recruit to fill the position by hiring a person other than a member who is retired.

(d) A contract for reemployment under (a) of this section may not exceed 12
consecutive months.

(e) A school district that reemploys a member under this section who is retired
under the defined benefit retirement plan established in AS 14.25.009 - 14.25.220 is
required to
   (1) provide the administrator with
      (A) a copy of the resolution and policy adopted under (c) of
      this section; and
      (B) for every retired member who is rehired, a report
identifying the member by name and describing the
      (i) circumstances of the shortage that necessitated the
rehire; and
      (ii) actions taken by the school district to comply with
school district policy adopted under (c) of this section and the
requirements of this section; and
   (2) make contributions under AS 14.25.070.

(f) The requirements of (c), (d), and (e)(1) of this section do not apply to the
rehire of a member who is eligible for restoration of tenure rights under AS 14.20.165.

* Sec. 2. AS 14.25.043(a) is amended to read:

(a) **Except as provided in (f) of this section, if** [IF] a retired member again
becomes an active member, benefit payments may not be made during the period of
reemployment. [THE RETIREMENT BENEFIT MUST BE SUSPENDED FOR THE
ENTIRE SCHOOL YEAR IF THE TEACHER IS REEMPLOYED AS AN ACTIVE
TEACHER FOR A PERIOD EQUIVALENT TO A YEAR OF SERVICE.] During
the period of reemployment, deductions from the member's salary will be made in
accordance with AS 14.25.050.

* Sec. 3. AS 14.25.043(c) is amended to read:

(c) Except as provided in (f) of this section, upon [UPON] subsequent
retirement, the retired member is entitled to receive an additional benefit based on the
credited service and the average base salary during the period of reemployment in
accordance with AS 14.25.110. If the initial benefit payments to which the retired
member is eligible have been actuarially reduced because the member retired early
under AS 14.25.110(b), the member shall also receive an incremental benefit based on
the amount of the actuarial reduction imposed by AS 14.25.110(j) on the first benefit
and the length of time that the employee was reemployed and not receiving retirement
benefits. The amount of the incremental benefit is equal to the difference between the
normal retirement benefit to which the member would have been entitled had the
member taken a normal retirement and the early retirement benefit that the member
has been receiving based on the member's initial period of employment multiplied by
the total number of months that the member did not receive retirement benefits
because of reemployment and that amount actuarially adjusted to be paid over the
expected lifetime of the member.

* Sec. 4. AS 14.25.043 is amended by adding new subsections to read:

(f) If a member who retired under AS 14.25.110(a) is reemployed by a school
district under AS 14.20.136,

(1) the member does not become an active member;
(2) the member shall continue to receive retirement benefits from the
plan as though the member were not reemployed by the school district;
(3) deductions from the member's salary may not be made under
AS 14.25.050; and
(4) the member may not receive credited service in the plan during the
period of reemployment.

    (g) Notwithstanding (f) of this section, a member who is retired under AS 14.25.110(a) and reemployed by a school district under AS 14.20.136 is eligible to receive the group health plan coverage provided to active members employed by that school district.

* Sec. 5. AS 14.25.070(a) is amended to read:

    (a) Each employer shall contribute to the system every payroll period an amount calculated by applying a rate of 12.56 percent to the total of all base salaries paid by the employer to active members of the system and to members who are retired from the plan and reemployed under AS 14.20.136, including any adjustments to contributions required by AS 14.25.173(a).

* Sec. 6. The uncodified law of the State of Alaska is amended by adding a new section to read:

    APPLICABILITY. This Act applies to contracts made on or after the effective date of this Act.
AN ACT

Relating to the Department of Education and Early Development; relating to dating violence and abuse training, awareness, prevention, and notices; and establishing the month of February as Teen Dating Violence Awareness and Prevention Month.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1
AN ACT

Relating to the Department of Education and Early Development; relating to dating violence and abuse training, awareness, prevention, and notices; and establishing the month of February as Teen Dating Violence Awareness and Prevention Month.

* Section 1. AS 14.30.356(a) is repealed and reenacted to read:

   (a) The department, in consultation with school districts, shall develop and approve a program relating to teen dating violence and abuse awareness and prevention for grades seven through 12. The program must

   (1) include training for employees and students;

   (2) provide parent notices; and

   (3) be reviewed periodically by a qualified individual or committee for consistency with generally accepted standards for a teen dating violence and abuse awareness and prevention program.

* Sec. 2. AS 14.30.356(b) is amended to read:
(b) The training, notices, and instruction adopted under this section must include:

1. age-appropriate information;
2. the warning signs of dating violence and abusive behavior;
3. characteristics of healthy relationships;
4. measures to prevent and stop dating violence and abuse;
5. community resources available to victims of dating violence and abuse; and
6. a procedure allowing a student to be excused from participating in training or from receiving notices under this section at the written request of a parent or guardian of the student, or of the student if the student is emancipated or 18 years of age or older.

* Sec. 3. AS 44.12 is amended by adding a new section to article 2 to read:

Sec. 44.12.160. Teen Dating Violence Awareness and Prevention Month.

The month of February each year is established as Teen Dating Violence Awareness and Prevention Month. Teen Dating Violence Awareness and Prevention Month may be observed by schools, community groups, and other public and private agencies and individuals with appropriate activities that increase the public's awareness of teen dating violence in the state, encourage Alaskans to pursue healthy relationships and learn the signs of teen dating violence, and promote prevention of and action to end teen dating violence.

* Sec. 4. The uncodified law of the State of Alaska is amended by adding a new section to read:

BREE MOORE TEEN DATING VIOLENCE AWARENESS AND PREVENTION PROGRAM. A program approved by the Department of Education and Early Development under AS 14.30.356, as amended by this Act, shall be known as the Bree Moore Teen Dating Violence Awareness and Prevention Program.
AN ACT

Relating to the establishment of the Legislative Task Force on Reading Proficiency and Dyslexia.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1
AN ACT

Relating to the establishment of the Legislative Task Force on Reading Proficiency and Dyslexia.

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* Section 1. The uncodified law of the State of Alaska is amended by adding a new section to read:

LEGISLATIVE FINDINGS. The legislature finds that

(1) approximately 43,300 students in the state do not meet Alaska English Language Arts standards as indicated by the Alaska Measures of Progress test, and reading proficiency scores on the National Assessment of Educational Progress for students in the state were stagnant from 2003 through 2015;

(2) results of student assessments indicate that reading instruction and reading proficiency for students in the state should be improved;

(3) dyslexia, the most common specific learning disability, affects between three and 17 percent of the student population and accounts for approximately 80 percent of
all specific learning disabilities;

(4) the scientific consensus is that, when learning to read, typical and atypical learners have overlapping instructional needs, including the need for highly knowledgeable and skilled reading teachers to improve reading proficiency outcomes;

(5) parents and other caregivers are responsible for ensuring that their children learn to read through the public school system or other means of instruction; and

(6) the residents of this state also hold the legislature, the governor, and the state Board of Education and Early Development accountable for student reading proficiency outcomes and for leading reforms of the state's public education system.

* Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to read:

LEGISLATIVE TASK FORCE ON READING PROFICIENCY AND DYSLEXIA.

(a) The Legislative Task Force on Reading Proficiency and Dyslexia is established as a joint task force of the Alaska State Legislature.

(b) The task force established under (a) of this section shall

(1) examine

(A) the effects of current state statutes and regulations on reading proficiency outcomes;

(B) the effects of dyslexia on reading proficiency outcomes in the state and in other jurisdictions;

(C) dyslexia education instructional practices and laws in other jurisdictions;

(D) educational reforms related to reading that have been implemented in the state and the reasons for the success or failure of those reforms at the local level;

(2) evaluate and make recommendations regarding

(A) reading instructional practices for all public school students in the state;

(B) the diagnosis, treatment, and education of children affected by dyslexia;

(C) methods to improve reading proficiency and reading instruction for all public school students in the state;
(D) possible legislation or other policy recommendations to improve reading proficiency outcomes;

(E) methods to mitigate the effects of dyslexia on reading proficiency, including

(i) early screening, early identification, and early intervention for students in preschool through grade three;

(ii) screening, identification, and intervention for students in grades four through 12;

(iii) training all relevant educational staff in the use of evidence-based screening and identification instruments; and

(3) identify evidence-based, multi-sensory, direct, explicit, structured, and sequential approaches to instructing students affected by dyslexia.

(c) The task force shall, not later than March 29, 2019, submit a final report summarizing the findings and recommendations of the task force to the governor, the state Board of Education and Early Development, and the senate secretary and chief clerk of the house of representatives and notify the legislature that the report is available.

(d) The task force consists of 12 members as follows:

(1) three members of the house of representatives appointed by the speaker of the house of representatives, including at least one member of the minority organizational caucus;

(2) three members of the senate appointed by the president of the senate, including at least one member of the minority organizational caucus; and

(3) six members of the public to be appointed jointly by the speaker of the house of representatives and the president of the senate as follows:

(A) one member who is an active or retired teacher in kindergarten through grade three with significant experience teaching reading to students developing typically and atypically in the state;

(B) one member representing the Association of Alaska School Boards;

(C) one member representing either the Alaska Council of School Administrators or the Alaska Association of Elementary School Principals who is
knowledgeable about reading instruction and dyslexia;

(D) one member representing a nonprofit organization with a mission related to reading and education;

(E) one member who is a parent of a child with a reading disability;

and

(F) one member who is a student enrolled in good standing in a public high school in the state who demonstrates leadership and has an interest in promoting reading proficiency.

(e) The speaker of the house of representatives and the president of the senate shall jointly appoint the chair of the task force from among the legislative members of the task force. A majority of the task force constitutes a quorum. The task force meets at the call of the chair and may meet telephonically.

(f) A vacancy on the task force shall be filled in the same manner as the original selection or appointment.

(g) The task force may request data and other information from the Department of Education and Early Development, school districts, and other state agencies.

(h) The staff of the legislator who chairs the task force shall provide administrative and other support to the task force.

(i) Members of the task force serve without compensation and are not entitled to per diem or travel expenses.

(j) The task force expires on June 30, 2019.

(k) In this section,

(1) "dyslexia" means a learning disability that is neurobiological in origin and is characterized by difficulties with accurate or fluent word recognition and by poor spelling and decoding abilities;

(2) "relevant educational staff" includes school psychologists, special education teachers, other teachers, principals, and superintendents;

(3) "task force" means the Legislative Task Force on Reading Proficiency and Dyslexia.
AN ACT

Relating to school district participation in the school construction grant program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1
AN ACT

Relating to school district participation in the school construction grant program.

*Section 1. AS 14.11.008(a) is amended to read:

(a) In order to receive a grant under this chapter or an appropriation under AS 37.05.560, a district must provide a percentage share of the project cost, as determined under (b) or (c) of this section. Except as provided in (d) or (g) of this section, a district shall provide the required participating share within three years after the date that the appropriation bill funding the grant is passed by the legislature.

*Sec. 2. AS 14.11.008 is amended by adding a new subsection to read:

(g) The commissioner may extend the time allowed for a district to provide the required participating share for an additional period of not more than seven years if the district applies to the commissioner in writing to request an extension and demonstrates good cause for the requested extension. The commissioner may find
good cause if

(1) a request for extension identifies a project constraint that requires a reasonable extension of time;

(2) the extension will not jeopardize the successful completion of the project as described in a grant agreement under AS 14.11.017;

(3) the extension will not result in an increase of state funding of the project cost; and

(4) the district demonstrates a good faith effort to secure funding for its participating share within the time required by (a) of this section and reasonably expects to secure the funding within the additional time requested by the extension.

* Sec. 3. The uncodified law of the State of Alaska is amended by adding a new section to read:

APPLICABILITY. AS 14.11.008(a), as amended by sec. 1 of this Act, and AS 14.11.008(g), enacted by sec. 2 of this Act, apply to a grant received under AS 14.11.008 - 14.11.020 before, on, or after the effective date of this Act.
AN ACT
Relating to the calculation of state aid for schools that consolidate; relating to the
determination of the number of schools in a district; and providing for an effective date.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1
AN ACT

Relating to the calculation of state aid for schools that consolidate; relating to the
determination of the number of schools in a district; and providing for an effective date.

* Section 1. AS 14.17.410(b) is amended to read:

(b) Public school funding consists of state aid, a required local contribution,
and eligible federal impact aid determined as follows:

(1) state aid equals basic need minus a required local contribution and
90 percent of eligible federal impact aid for that fiscal year; basic need equals the sum
obtained under (D) of this paragraph, multiplied by the base student allocation set out
in AS 14.17.470; district adjusted ADM is calculated as follows:

(A) the ADM of each school in the district is calculated by
applying the school size factor to the student count as set out in AS 14.17.450;

(B) the number obtained under (A) of this paragraph is
multiplied by the district cost factor described in AS 14.17.460;

(C) the ADMs of each school in a district, as adjusted according to (A) and (B) of this paragraph, are added; the sum is then multiplied by the special needs factor set out in AS 14.17.420(a)(1) and the secondary school vocational and technical instruction funding factor set out in AS 14.17.420(a)(3);

(D) the number obtained for intensive services under AS 14.17.420(a)(2) and the number obtained for correspondence study under AS 14.17.430 are added to the number obtained under (C) of this paragraph or under (H) and (I) of this paragraph;

(E) notwithstanding (A) - (C) of this paragraph, if a school district's ADM adjusted for school size under (A) of this paragraph decreases by five percent or more from one fiscal year to the next fiscal year, the school district may use the last fiscal year before the decrease as a base fiscal year to offset the decrease, according to the following method:

(i) for the first fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 75 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the first fiscal year after the base fiscal year;

(ii) for the second fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 50 percent of the difference in the district's ADM adjusted for school size between the base fiscal year and the second fiscal year after the base fiscal year;

(iii) for the third fiscal year after the base fiscal year determined under this subparagraph, the school district's ADM adjusted for school size determined under (A) of this paragraph is calculated as the district's ADM adjusted for school size, plus 25 percent of the
difference in the district's ADM adjusted for school size between the base fiscal year and the third fiscal year after the base fiscal year;

(F) the method established in (E) of this paragraph is available to a school district for the three fiscal years following the base fiscal year determined under (E) of this paragraph only if the district's ADM adjusted for school size determined under (A) of this paragraph for each fiscal year is less than the district's ADM adjusted for school size in the base fiscal year;

(G) the method established in (E) of this paragraph does not apply to a decrease in the district's ADM adjusted for school size resulting from a loss of enrollment that occurs as a result of a boundary change under AS 29;

(H) notwithstanding (A) - (C) of this paragraph, if one or more schools close and consolidate with one or more other schools in the same community and district and, as a result of the consolidation, basic need generated by the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph decreases, the district may use the last fiscal year before the consolidation as the base fiscal year to offset that decrease for the first four fiscal years following consolidation according to the following method:

(i) for the first two fiscal years after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by the sum of the district's ADM of the consolidated schools for the
current fiscal year without adjustment, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(ii) for the third fiscal year after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by 66 percent, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(iii) for the fourth fiscal year after the base fiscal year, the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph is calculated by dividing the sum of the district's ADM of the consolidated schools as adjusted under (A) - (C) of this paragraph for the base fiscal year by the sum of the district's ADM of the consolidated schools for the base fiscal year without adjustment, and subtracting the quotient obtained by dividing the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph by the sum of the district's ADM of the consolidated schools for the current fiscal year, multiplying that number by the sum of the district's ADM of the consolidated schools for the current fiscal year without adjustment, multiplying that number by 66 percent, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;
current fiscal year without adjustment, multiplying that number by 33 percent, and adding that number to the sum of the district's ADM of the consolidated schools for the current fiscal year as adjusted under (A) - (C) of this paragraph;

(iv) to calculate the district's basic need for each fiscal year, the number obtained through the calculation in (i), (ii), or (iii) of this subparagraph is added to the number obtained under (C) of this paragraph for the remainder of the district;

(I) if the basic need calculated under (H)(i) - (iii) of this paragraph for one of the first four fiscal years after consolidation is less than the basic need calculated under (A) - (C) of this paragraph for that fiscal year, the basic need may not be adjusted under (H) of this paragraph for that fiscal year;

(J) a district may not offset a decrease under (H) of this paragraph if

(i) a new facility is constructed in the district for the consolidation; or

(ii) the district offset a decrease under (E) of this paragraph in the same fiscal year;

(K) a district that offsets a decrease under (H) of this paragraph may not reopen a school that was closed for consolidation in the district until

(i) seven or more years have passed since the school closure; and

(ii) the district provides evidence satisfactory to the department that the schools affected by the consolidation are over capacity;

(L) a district may not reopen and reconsolidate a school that was consolidated in the district more than once every seven years for purposes of the calculations made under (H) of this paragraph;

(M) a district offsetting a decrease under (H) of this
paragraph shall provide the department with the list of schools participating in the consolidation and the corresponding ADM;

(2) the required local contribution of a city or borough school district is the equivalent of a 2.65 mill tax levy on the full and true value of the taxable real and personal property in the district as of January 1 of the second preceding fiscal year, as determined by the Department of Commerce, Community, and Economic Development under AS 14.17.510 and AS 29.45.110, not to exceed 45 percent of a district's basic need for the preceding fiscal year as determined under (1) of this subsection.

* Sec. 2. AS 14.17.905 is amended by adding a new subsection to read:

(c) Notwithstanding (a)(2) and (a)(3) of this section, in a community with an ADM of greater than 425 that has only one facility administered as a school for students in grades kindergarten through 12, the number of schools for the community shall be counted under (a)(2) of this section.

* Sec. 3. The uncodified law of the State of Alaska is amended by adding a new section to read:

APPLICABILITY. AS 14.17.410(b), as amended by sec. 1 of this Act, applies to schools that consolidate on or after the effective date of this Act.

* Sec. 4. This Act takes effect immediately under AS 01.10.070(c).
AN ACT

Relating to the duties of the Department of Education and Early Development; relating to the duties of the state Board of Education and Early Development; relating to school curricula; relating to a system for managing student information and records related to individualized education programs for children with disabilities; establishing the marijuana education and treatment fund; and relating to the duties of the Department of Health and Social Services to administer a comprehensive marijuana use education and treatment program.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1
AN ACT

Relating to the duties of the Department of Education and Early Development; relating to the duties of the state Board of Education and Early Development; relating to school curricula; relating to a system for managing student information and records related to individualized education programs for children with disabilities; establishing the marijuana education and treatment fund; and relating to the duties of the Department of Health and Social Services to administer a comprehensive marijuana use education and treatment program.

* Section 1. AS 14.07.030 is amended by adding a new subsection to read:

(b) The department may not require a school district to review textbooks, instructional materials, or curricula more frequently than once every 10 years.

* Sec. 2. AS 14.07.165 is amended by adding a new subsection to read:

(c) Every five years, the board shall review the mathematics and English and...
language arts curricula used in the state to ensure the curricula are still effective and
are being taught using best practices.

* Sec. 3. AS 14.07 is amended by adding new sections to read:

Sec. 14.07.180. Curricula approval and review; pilot program; incentives.

(a) Notwithstanding any other provision of law, the board shall establish standards and
a procedure for the review, ranking, and approval of mathematics and English and
language arts curricula for school districts to use in each grade level as provided in this
section. The board may include curricula delivered through virtual education in the
standards and procedure established under this subsection.

(b) The department, in consultation with school districts, shall review
mathematics and English and language arts curricula used in schools in the state and in
other states and countries and may include in the review curricula delivered through
virtual education. Not later than July 1, 2019, the department shall identify the best
mathematics and English and language arts curricula and the best teaching practices
for each of the curricula. The department may identify the best mathematics and
English and language arts curricula delivered through virtual education.

(c) The department shall submit the curricula and teaching practices that the
department identifies as the best under (b) of this section to the board for approval,
including evidence supporting the department's selection, if the department concludes
that the curricula and best practices

(1) are appropriate;

(2) are in compliance with the nondiscrimination standards established
under AS 14.18.060(b);

(3) are aligned with state education standards; and

(4) result in improved academic achievement for students.

(d) The board may approve curricula submitted under (c) of this section if the
curricula are consistent with the standards established by the board under (a) of this
section. The department shall place the curricula approved by the board into two
categories as follows:

(1) incentivized curricula for the best curricula for each subject, based
on evidence provided to the department; the department may place not more than two
curricula in this category for each subject;

(2) designated effective curricula for the curricula for each subject that
are not incentivized curricula but that the department finds appropriate and effective
based on factual and other evidence provided to the department.

(e) A three-year pilot program is established in the department, starting in the
2019-2020 school year, to test the appropriateness and effectiveness of the
incentivized curricula approved under (d) of this section. In conducting the program,
the department shall

(1) establish an application process for school districts to apply for
participation in the program;

(2) select four school districts from those that apply to participate in
the program, including two rural and two urban school districts, basing the selection of
the school districts on the readiness and capacity of each district;

(3) assign to each participating school district the incentivized
mathematics curriculum or the incentivized English and language arts curriculum; the
department shall assign the mathematics curriculum to one rural and one urban school
district and the English and language arts curriculum to one rural and one urban school
district;

(4) starting in the 2019-2020 school year, distribute incentive
payments, not to exceed $10,000,000 in total, to the four school districts to assist with
the purchase and implementation of the curricula, including best teaching practices
and professional development, and purchase of instructional materials.

(f) At the completion of the pilot program under (e) of this section, the
department shall

(1) if the department finds that the incentivized curricula tested in the
pilot program are appropriate and effective, submit the findings to the board; and

(2) if the board finds that the curricula tested in the pilot program are
appropriate and effective, make the curricula and one-time incentive payments under
(g) of this section available to all school districts starting in the 2022-2023 school year
and ending in the 2024-2025 school year.

(g) The department may distribute an incentive payment available to a school
district in an amount that is not more than the school district's ADM multiplied by 150, subject to availability of funding, if the governing body of the school district

(1) selects one of the incentivized curricula for implementation in the school district in an eligible school year under (f)(2) of this section;

(2) requests an incentive payment from the department;

(3) has not previously implemented the incentivized curricula; and

(4) demonstrates to the satisfaction of the department the readiness and capacity of the school district to implement the curricula.

(h) In addition to any unexpended money under (e)(4) of this section, the department may distribute not more than $9,500,000 in incentive payments under (f) and (g) of this section.

(i) The department shall publish on the department's Internet website and make available to the public

(1) all curricula used by school districts in the state for all subjects, whether or not the curricula are approved; and

(2) the curricula approved under (d) of this section.

(j) The department shall submit an electronic report to the legislature and make the report available to the public on the department's Internet website. The report must provide information on the pilot program and the curricula that each school district has adopted. On or before January 15, 2019, and each year thereafter, the department shall submit the report required under this subsection to the senate secretary and the chief clerk of the house of representatives and notify the legislature that the report is available.

(k) Each school district shall submit to the department the relevant information needed for the department to carry out its duties under this section.

(l) Payments for curricula implementation under the pilot program described in (e) of this section and incentive payments under (f) and (g) of this section are subject to appropriation. If insufficient funding is available to distribute payments to all school districts that request funding in a year under (g) of this section, the department may distribute payments to the remaining school districts the following school year.
(m) If the applications for participation in the pilot program are insufficient to meet the requirements under (e) of this section, the department may select four school districts from those that apply, taking into consideration geographical diversity.

(n) Beginning with the 2025-2026 school year, the department may distribute incentive payments to school districts that use curricula reviewed and approved by the board under AS 14.07.165(c). The department may provide incentive payments, subject to appropriation, to school districts based on the readiness and capacity of the school district as determined by the department.

(o) In this section,

(1) "rural" has the meaning given in AS 14.43.700;

(2) "school district" has the meaning given in AS 14.30.350;

(3) "school district's ADM" has the meaning given to "district ADM" in AS 14.17.990;

(4) "urban" means a community other than a community described in AS 14.43.700;

(5) "virtual education" means instruction delivered through telecommunications or other digital or electronic methods.

**Sec. 14.07.182. Curriculum improvement and best practices fund.** (a) The curriculum improvement and best practices fund is established. The fund consists of appropriations, not to exceed $19,500,000, for distribution to school districts.

(b) Money appropriated to the fund may be expended by the department as provided under AS 14.07.180, without further appropriation.

(c) Nothing in this section creates a dedicated fund.

(d) Appropriations to the fund do not lapse.

*Sec. 4. AS 14.08.111 is amended to read:*

**Sec. 14.08.111. Duties.** A regional school board shall

(1) provide, during the school term of each year, an educational program for each school age child who is enrolled in or a resident of the district;

(2) develop a philosophy of education, principles, and goals for its schools;

(3) approve the employment of the professional administrators,
teachers, and noncertificated personnel necessary to operate its schools;

(4) establish the salaries to be paid its employees;

(5) designate the employees authorized to direct disbursements from
the school funds of the board;

(6) submit the reports prescribed for all school districts;

(7) provide for an annual audit in accordance with AS 14.14.050;

(8) provide custodial services and routine maintenance of school
buildings and facilities;

(9) establish procedures for the review and selection of all textbooks
and instructional materials \textbf{at least once every 10 years}, including textbooks and
curriculum materials for statewide correspondence programs, before they are
introduced into the school curriculum; the review includes a review for violations of
AS 14.18.060; nothing in this paragraph precludes a correspondence study student, or
the parent or guardian of a correspondence study student, from privately obtaining or
using textbooks or curriculum material not provided by the school district;

(10) provide prospective employees with information relating to the
availability and cost of housing in rural areas to which they might be assigned, and, when possible, assist them in locating housing; however, nothing in this paragraph
requires a regional school board to provide teacher housing, whether owned, leased, or
rented or otherwise provided by the regional educational attendance area, nor does it
require the board to engage in a subsidy program of any kind with respect to teacher
housing;

(11) train persons required to report under AS 47.17.020, in the
recognition and reporting of child abuse, neglect, and sexual abuse of a minor; and

(12) establish procedures for providing the training under
AS 14.33.100, AS 18.66.310, and AS 47.17.022; the procedures established under this
paragraph must include a training schedule that ensures that not less than 50 percent of
the total certificated staff employed by the district receive all of the training not less
than every two years and that all of the certificated staff employed by the district
receive all of the training not less than every four years.
* Sec. 5. AS 14.14.090 is amended to read:

Sec. 14.14.090. Duties of school boards. In addition to other duties, a school board shall

(1) determine and disburse the total amount to be made available for compensation of all school employees and administrative officers;

(2) provide for, during the school term of each year, an educational program for each school age child who is enrolled in or a resident of the district;

(3) withhold the salary for the last month of service of a teacher or administrator until the teacher or administrator has submitted all summaries, statistics, and reports that the school board may require by bylaws;

(4) transmit, when required by the assembly or council but not more often than once a month, a summary report and statement of money expended;

(5) keep the minutes of meetings and a record of all proceedings of the school board in a pertinent form;

(6) keep the records and files of the school board open to inspection by the public at the principal administrative office of the district during reasonable business hours;

(7) establish procedures for the review and selection of all textbooks and instructional materials at least once every 10 years, including textbooks and curriculum materials for statewide correspondence programs, before they are introduced into the school curriculum; the review includes a review for violations of AS 14.18.060; nothing in this paragraph precludes a correspondence study student, or the parent or guardian of a correspondence study student, from privately obtaining or using textbooks or curriculum material not provided by the school district;

(8) provide prospective employees with information relating to the availability and cost of housing in rural areas to which they might be assigned, and, when possible, assist them in locating housing; however, nothing in this paragraph requires a school district to provide teacher housing, whether district owned, leased, rented, or through other means, nor does it require a school board to engage in a subsidy program of any kind regarding teacher housing;

(9) train persons required to report under AS 47.17.020, in the
recognition and reporting of child abuse, neglect, and sexual abuse of a minor;

(10) provide for the development and implementation of a preventive maintenance program for school facilities; in this paragraph, "preventive maintenance" means scheduled maintenance actions that prevent the premature failure or extend the useful life of a facility, or a facility's systems and components, and that are cost-effective on a life-cycle basis;

(11) establish procedures for providing the training under AS 14.18.060, AS 14.20.149, 14.20.680, AS 14.30.355, 14.30.356, 14.30.362, AS 14.33.100, AS 18.66.310, and AS 47.17.022; the procedures established under this paragraph must include a training schedule that ensures that not less than 50 percent of the total certificated staff employed by the district receive all of the training not less than every two years and that all of the certificated staff employed by the district receive all of the training not less than every four years.

* Sec. 6. AS 14.16.020 is amended to read:

Sec. 14.16.020. Operation of state boarding schools. In the management of state boarding schools, the board shall

(1) adopt a philosophy of education for state boarding schools;

(2) approve the employment of personnel necessary to operate state boarding schools;

(3) establish the salaries and benefits to be paid teachers, excluding administrators;

(4) designate the employees authorized to direct disbursements from the money appropriated for the operation of state boarding schools and for the construction of facilities;

(5) provide custodial services and routine maintenance of physical facilities;

(6) establish procedures for the development and implementation of curriculum and the selection and use of textbooks and instructional materials; the procedures must require a review of textbooks and instructional materials at least once every 10 years;

(7) prescribe health evaluation and placement screening programs for
newly admitted students;

(8) establish procedures for staff evaluation; and

(9) establish procedures for providing the training under AS 14.18.060, AS 14.20.149, AS 14.20.680, AS 14.30.355, AS 14.30.356, AS 14.30.362, AS 14.33.100, AS 18.66.310, and AS 47.17.022; the procedures established under this paragraph must include a training schedule that ensures that not less than 50 percent of the total certificated staff employed by the district receive all of the training not less than every two years and that all of the certificated staff employed by the district receive all of the training not less than every four years.

* Sec. 7. AS 14.30.285 is amended by adding a new subsection to read:

(h) The department shall make available to school districts an electronic system for managing student information and tracking records relating to individualized education programs for children with disabilities. The system must, to the extent permitted by federal law, allow school districts to transfer special education records for a student when the student transfers to a different school district. If the governing body of a school district elects to use the system selected by the department, the department shall provide the school district with the system, including any software necessary to implement the system, at no charge to the school district. The department may not require a school district to use the system selected by the department.

* Sec. 8. AS 43.61.010(d) is amended to read:

(d) The legislature may use the annual estimated balance in the recidivism reduction fund to make appropriations to the Department of Corrections, the Department of Health and Social Services, or the Department of Public Safety for recidivism reduction programs.

* Sec. 9. AS 43.61.010 is amended by adding a new subsection to read:

(f) The marijuana education and treatment fund is established in the general fund. In addition to the accounting under (c) of this section, the Department of Administration shall separately account for 25 percent of the tax collected under this section and deposit it into the marijuana education and treatment fund. The Department of Administration shall deposit interest earned on the fund into the general
fund. Money in the fund does not lapse. The legislature may use the annual estimated balance in the fund to make appropriations to the Department of Health and Social Services for the comprehensive marijuana use education and treatment program established under AS 44.29.020(a)(17).

* Sec. 10. AS 44.29.020(a) is amended to read:

(a) The Department of Health and Social Services shall administer the state programs of public health and social services, including

1. maternal and child health services;
2. preventive medical services;
3. public health nursing services;
4. nutrition services;
5. health education;
6. laboratories;
7. mental health treatment and diagnosis;
8. management of state institutions, except for adult penal institutions;
9. medical facilities;
10. adult public assistance;
11. the Alaska temporary assistance program;
12. child welfare services;
13. general relief;
14. a comprehensive smoking education, tobacco use prevention, and tobacco control program; to the maximum extent possible, the department shall administer the program required under this paragraph by grant to or contract with one or more organizations in the state; the department's program must include
   (A) a community-based tobacco use prevention and cessation component addressing the needs of youth and adults that includes use of cessation aids such as a nicotine patch or a nicotine gum tobacco substitute;
   (B) youth-based efforts that involve youth in the design and implementation of tobacco control efforts;
   (C) anti-tobacco counter-marketing targeting both youth and adult populations designed to communicate messages to help prevent youth
initiation of tobacco use, promote cessation among tobacco users, and educate
the public about the lethal effects of exposure to secondhand smoke;

(D) tobacco use surveys of youth and adult populations
    concerning knowledge, awareness, attitude, and use of tobacco products; and

(E) an enforcement component;

(15) the Alaska Pioneers' Home and the Alaska Veterans' Home;

(16) licensure and regulation of child care facilities;

(17) a comprehensive marijuana use education and treatment
    program; to the extent possible, the department shall administer the program
    required under this paragraph by grant to or contract with one or more
    organizations in the state; the department's program must include

    (A) a community-based marijuana misuse prevention
        component; the community-based component must provide for a youth
        services grant program to

            (i) reduce initiation and promote cessation of
                marijuana use by youth, reduce youth access to marijuana
                products, and reduce exposure of youth to impaired driving
                dangers related to marijuana use;

            (ii) provide recreational, educational, and character-
                building programs for youth outside school hours; and

            (iii) address marijuana use prevention through
                outcome-based curricula, adult and peer mentoring, and
                opportunities for positive, prosocial leisure and recreational
                activities;

    (B) marijuana public education designed to communicate
        messages to help prevent youth initiation of marijuana use, educate the
        public about the effects of marijuana use, and educate the public about
        marijuana laws;

    (C) surveys of

            (i) youth and adult populations concerning
                knowledge, awareness, attitude, and use of marijuana products;
(ii) the need for trained professionals working in organizations described in this paragraph;

(D) the development of plans to address the need for trained professionals and to assist in implementing a training program for those professionals;

(E) monitoring of population health status related to the consequences of marijuana use; and

(F) substance abuse screening, brief intervention, and referral to treatment.

* Sec. 11. AS 14.07.180(e), 14.07.180(f), 14.07.180(g), 14.07.180(h), 14.07.180(j), 14.07.180(l), and 14.07.180(m) are repealed July 1, 2025.

* Sec. 12. 4 AAC 05.080(e) is annulled.