

2019 New and Amended Resolution Submissions

2.49 (NEW) REQUESTING EVALUATION OF SINGLE PAYER HEALTHCARE PLAN FOR ALASKA

AASB requests that the Alaska legislature evaluate the cost and benefits of a single payer healthcare plan for Alaska and in particular to help reduce the burden of health care costs on Alaska public school districts.

Rationale. *None submitted*

Proposed by: Juneau School Board

Date Submitted: 9/20/18

2.50 (NEW) INFLATION-PROOFED BASE STUDENT ALLOCATION (BSA) INVESTMENTS

AASB urges the State of Alaska to make inflation-proofed incremental investments to the BSA to make up for flat funding since FY 2011.

Rationale. School Districts have been essentially flat funded since FY 2011. Flat funding means cuts as costs do not stay flat. The state has been in a recession due to the declining cost of oil. At the same time children and youth need to be prepared to meet the needs of the growing work force and to be prepared to be engaged citizens. Education is a changing field. Strategic investments in science, career technology, and social-emotional learning are imperative. A modest increase to the Base Student Allocation, including a glide path to make catch up investment to the flat funding during Alaska's recession, is needed to be set for the next three years.

Proposed by: Juneau School Board

Date Submitted: 9/20/18

3.11 (AMEND) HIV/AIDS AND OTHER ~~STD~~ STI EDUCATION

AASB supports providing effective HIV/AIDS and other ~~STD~~ STI education programs for students and parents, and training for certified and classified school staff. AASB supports an effective and comprehensive education effort that focuses on reducing risk by emphasizing abstinence, healthy decision making and refusal skills. Such instruction ~~may~~ should also include the use of barrier methods. An effective way to do this is to bring together a broad consensus of the community in order to develop and implement the district's HIV/AIDS curriculum on preventing HIV/AIDS and other ~~STD~~ STIs.

Rationale. The impact of all ~~STD's~~ STIs can be devastating. For instance, the dormancy of the HIV virus can be as long as 10 years and the statistics indicate that many young people are contracting the virus while in their teens. Health education should emphasize the consequences of contracting ~~STDs~~ STIs, many of which are life-long. The instructions should not lull teens into careless and risky behavior. *Adopted 1997, 2017 Amended 1998, 2000, 2001, 2002, 2004, 2008, 2009 (Sunset 2022)*

Proposed by: Sitka School Board

Date Submitted: 10/7/18

Rationale information from Sitka School Board:

1. Re: change to "STI" (sexually transmitted infection) - the trend in public health is to use the term "infection" preferentially to "disease," as disease is used to refer to a clinical entity with symptoms, whereas infections may be asymptomatic. That distinction is particularly important in the realm of sexually transmitted infections as the absence of symptoms leads to the further spread of infections by someone who is unaware that they are infected. These infections may remain asymptomatic while they progress and cause permanent consequences, such as infertility. While the term "STD" has been used historically, and many individuals are more familiar with it, "STI" is used with increasing frequency, including in school health education. Discussion of these terms from a public health perspective occurs in this journal article: STI Versus STD: Coda

Handsfield, H. Hunter MD; Rietmeijer, Cornelis A. MD, PhD, MSPH

Sexually Transmitted Diseases: November 2017 - Volume 44 - Issue 11 - p 712–713

2. While abstinence from all sexual activity remains the most certain way of preventing STI transmission, barrier method use is indisputably the most effective means for those who choose to be sexually active. AASB should support stronger and more specific language in describing the education that we advocate for, as time has proven that abstinence-only education is not effective enough.

3.12 EDUCATION OF STUDENTS IN RESPONSIBLE BEHAVIORS RELATING TO HUMAN SEXUALITY

AASB encourages responsible behaviors relating to human sexuality by supporting programs that promote abstinence, develop healthy decision-making skills, teach refusal skills and promote prevention of pregnancy and sexually transmitted diseases.

Rationale. The Youth Risk Behavior Study of 2011 indicates a decrease in the number of students who reported that they had sexual intercourse at least once. In 2011, about 38 percent of high school students reported having had sexual intercourse, compared to 43 percent in 2009.

Research presented by the Search Institute and their “Building Assets in Youth” model has determined that a teen’s belief “in the importance of abstaining from sexual activity and his/her willingness to postpone sexual activity” is significant to their personal and academic development. *Adopted 1997 Amended 1998, 2001, 2002, 2004, 2007, 2008 (Sunset Nov. 2022)*

Sitka School Board recommends updating Rationale with current data.

From Sitka School Board: Sitka School Board proposes that the Rationale section of this resolution be updated to reflect more recent Youth Risk Behavior Study data, i.e. from 2017 results, which are publically accessible.

3.25 (AMEND) SUPPORTING SEX ABUSE AWARENESS AND PREVENTION EDUCATION

AASB supports the expansion and funding of age-appropriate sexual abuse and assault awareness and prevention education in grades K through 12. Passage of the Alaska Safe Children's Act of 2015 offers momentum towards this goal. The law requires schools to offer education to make children and youth aware of sexual abuse and assault, as well as dating violence and healthy relationships.

AASB also supports the prohibition of students being exempted from this education by parents/guardians, except under exceptional circumstances.

Rationale. Child abuse in Alaska is a chronic problem that spans generations. In 2013, the Office of Children's Services received nearly 2,300 allegations of child sexual abuse involving more than 1,800 unique victims. More than 800 of these cases resulted in criminal charges. While the Alaska Network on Domestic Violence and Sexual Assault offers programs that provide outreach and education presentations in schools, upon request, resources are not sufficient to address the problem. If granted support for curriculum development and materials, schools could supplement the awareness and prevention effort. *Adopted 2014 Amended 2015 (Sunset Nov. 2019)*

Proposed by: Sitka School Board

Date Submitted: 10/7/18

From the Sitka School Board: During our Board's consideration of new policy language created to comply with the Alaska Safe Children's Act of 2015 (Sitka BP 6142.1), discussion occurred about the language allowing for exemption of students from this important education, the so-called "opt-out provision." While the policy passed as written, given that compliance with state statute was required, a desire to forward our concerns was verbalized. This resolution provides that opportunity at the AASB child advocacy level. In 2015, the Alaska Office of Children's Services investigated 1,272 reports of sexual abuse of children perpetrated by members of the immediate or extended family. (1) Various sources cite numbers ranging upward from 30% in describing how many perpetrators of child sexual abuse are family members. Only 10% of perpetrators are NOT already familiar to the child victim.(2, 3)

While AS 14.03.016 delineates the "parent's right to direct the education of the parent's child," with "parent notification not less than two weeks before any activity, class, or program that includes content involving human reproduction or sexual matters is provided to a child," AASB's role is to advocate for children, including those who may be tragically victimized by their own family members. It is an unfortunate reality that perpetrators may be in a position to deny the education that their victims need to sometimes recognize their own victimization.

"Exceptional circumstances" that may warrant exemption from this important education might include known and previously-addressed sexual abuse of a particular child.

Sources:

- 1.) DEED website, AK Safe Children's Act page, accessed 10/7/18.
- 2.) Darkness to Light website (d2l.org), Child Sexual Abuse Statistics, Perpetrators page, Accessed 10/7/18.

4.17 (NEW) ADDRESSING THE PARAPROFESSIONAL SHORTAGE

In light of the statewide shortage of paraprofessionals, the Association of Alaska School Boards encourages and urges the Alaska State Legislature and Board of Education to enact legislation and programs to fully fund the recruitment, retention, training, and development of paraprofessionals. Suggested strategies may include:

- Marketing programs aimed at recruiting and retaining paraprofessional talent;
- Development/Mentoring programs;
- Increased allocation for paraprofessionals in the funding model;
- Incentives and assistance to encourage paraprofessionals to become teachers.

Rationale. Paraprofessionals bring immeasurable value to the classroom. Students with disabilities and those who need additional instruction require extra attention in order to help them understand the lesson. Paraprofessionals help teachers save valuable class time by working with these students and helping them keep pace with their peers. Without the added help, these students will fall behind. Paraprofessionals also help teachers with other classroom tasks, as well as additional tasks throughout schools such as before/after school, recess, and lunch supervision.

A shortage of paraprofessionals is being experienced in every region of Alaska, but especially in rural and remote rural districts. Recruiting and retaining quality paraprofessionals is a critical issue facing school districts as they work to improve education in Alaska's public schools. Retaining paraprofessionals will depend on a number of factors, including a sense of importance, professional support, development opportunities, and adequate compensation/benefits. The degree to which Alaska meets these factors is a statement of the value we place on our paraprofessionals.

Proposed by: Wrangell Public School Board

Date Submitted: 10/01/18

5.27(NEW) IN SUPPORT OF ARTS EDUCATION

AASB supports a systemic and rigorous arts education for all students, and urges member districts and education agencies to prioritize artistic literacy, and implement sequential, standards-based arts curriculum, employ arts specialists whenever possible, and provide professional development in arts disciplines and arts integration for educators. In particular, arts teaching and learning strategies that integrate local and regional artistic traditions and Alaska Native cultural practices can positively impact student achievement. AASB encourages member districts and education agencies to leverage the expertise and resources of community partners in order to improve access, equity, and quality of arts education for all students.

Rationale. The Every Student Succeeds Act (ESSA) recognizes the arts in the definition a “well-rounded and comprehensive education that all American students deserve,” including arts disciplines as subject areas eligible for Title I funds and other federal resources administered by state and local education agencies. A robust arts education teaches youth the skills necessary to succeed in life including problem-solving, creative thinking, self-discipline, and public speaking. The US Department of Education’s ten-year review of Arts in Education-funded programs finds that “students in arts programming had better attendance, fewer disciplinary issues, and improved on-task behavior relative to comparison students,”(1) and data from the College Board showed that in 2015, students who took four years of arts and music classes while in high school scored an average of 92 points higher on their SATs than students who took only one-half year or less (2).

The Alaska State Board of Education adopted the Alaska Arts Standards in 2016, which were followed by grade-level performance standards developed by Alaskan educators in Music, Visual Arts, Dance, Theatre, and Media Arts. Importantly, school districts around Alaska are pioneering creative and collaborative approaches to arts integration as a teaching strategy, culturally relevant arts teaching practices, and arts learning for educators. These state initiatives for arts education development and implementation are critical to efforts to better meet the needs of Alaska students.

1) U.S. Department of Education. (2012). Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program. (p. 13)

2) The College Board. 2015 College-Bound Seniors: Total Group Profile Report.

Proposed by: Kodiak Island Borough School Board

Date Submitted: 10/8/18