

**Alaska Association of Student Government**

**Resolution #1**

**To Change the Selection of Valedictorian and Salutatorian to a Sum-based System**

**By Tessa Weeden**

**Submitted by Lathrop High School**

**Be it resolved by the Alaska Association of Student Governments;**

1. **WHEREAS**, The student ranked number 1 in their graduating class is named Valedictorian and the student ranked number 2 in their graduating class is named Salutatorian
2. **WHEREAS**, These are prestigious positions valued by colleges, scholarships, and employers
3. **WHEREAS**, Valedictorian and Salutatorian are currently selected by a cumulative (average) GPA from a student's years of high school
4. **WHEREAS**, An "A" in a regular class is worth 4 points, a "B" is worth 3 points, a "C" is worth 2 points, a "D" is worth 1 point, and an "F" is worth no points
5. **WHEREAS**, An "A" in an AP (advanced placement) class is worth 5 points, a "B" is worth 4 points, a "C" is worth 3 points, a "D" is worth 2 points, and an "F" is worth no points
6. **WHEREAS**, TA (teaching assistant) periods have a pass/fail grade and do not contribute GPA points at all, bringing the GPA neither up nor down
7. **WHEREAS**, Free periods have no grade and do not contribute GPA points, bringing the GPA neither up nor down
8. **WHEREAS**, Candidates for Valedictorian and Salutatorian almost always take some AP classes
9. **WHEREAS**, When the GPA of a straight-A student is averaged, an "A" in an AP class will bring the student's GPA up towards 5, and an "A" in a regular class will bring the student's GPA down towards 4
10. **WHEREAS**, A student with 5 AP classes and 1 regular class  $(4+5+5+5+5+5)/6 = 4.833$  will have a lower GPA than a student with 5 AP classes and a TA or free period  $(5+5+5+5+5)/5 = 5.000$
11. **WHEREAS**, Assuming a straight-A student takes at least 1 AP class, taking a regular class will bring their GPA down while taking a TA period or free period will bring their GPA up

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**Alaska Association of Student Governments  
4048 Laurel Street St. #203  
Anchorage, Alaska 995508**

12. **WHEREAS**, Ambitious students may “play the system” by taking free periods over classes in order to become Valedictorian or Salutatorian
13. **WHEREAS**, This may not represent the true smartest and hardest-working members of a graduating class
14. **WHEREAS**, This causes it to be difficult if not impossible to become Valedictorian or Salutatorian without taking TA periods or free periods
15. **WHEREAS**, A student could potentially take 6 AP classes at once, but it would be unrealistically difficult to get an “A” in every class.
16. **WHEREAS**, Even if they did, they could still lose the position to a student with only 5 AP classes and a free period, because of how many classes each student had taken in the past
17. **WHEREAS**, In 2014 at Lathrop High School, two students had very similar Grade Point Averages. One student would have had a higher GPA than the other, however a zero hour jazz band class dragged her GPA down and caused her to lose the title.
18. **WHEREAS**, This system has repeatedly lead to problems at Lathrop High School when the most hard-working straight-A students did not receive recognition because they had regular math classes or other classes in their high school history that dragged their GPA down by a few hundredths of a point
19. **WHEREAS**, The proposed new system would consist of totaling the points earned in all classes instead of averaging them
20. **WHEREAS**, Grades would be worth the same amount of points they are currently worth
21. **WHEREAS**, A straight-A student with 5 AP classes and one regular class  $(4+5+5+5+5+5)=29$  would now have a higher ranking than a student with 5 AP classes and a TA or free period  $(5+5+5+5+5)=25$
22. **WHEREAS**, This ranking system would only be applied to determine the Valedictorian and Salutatorian of a class
23. **WHEREAS**, Students’ GPA’s on their transcript would remain as an average to avoid confusion for colleges
24. **WHEREAS**, the proposed sum-based system will apply only to region 6, while being to the State of Alaska as a reference point for future consideration, should other schools come forward with similar issues



25. **WHEREAS**, This sum system would still be accurate for schools that offer few or no AP classes

26. **WHEREAS**, The author suggests an implementation date to affect the graduating class of 2018 or 2019

27. **Therefore, be it resolved by the GA of AASG that all schools in region 6 selections of Valedictorian and Salutatorian be changed to a sum-based system.**

**Action statement:** This resolution, if passed by the General Assembly of AASG will be sent to the following:

Principal of Lathrop High School  
Robert Meade  
[robert.meade@k12northstar.org](mailto:robert.meade@k12northstar.org)

Assistant Principal of Lathrop High School  
Carly Sween  
[carly.sween@k12northstar.org](mailto:carly.sween@k12northstar.org)

Executive Director of Curriculum in the NSBSD  
Peggy Carlson  
[peggy.carlson@k12northstar.org](mailto:peggy.carlson@k12northstar.org)

Superintendent of the NSBSD  
Dr. Karen Gaborik  
[karen.gaborik@k12northstar.org](mailto:karen.gaborik@k12northstar.org)

Alaska Department of Education and Early Development  
[eed.webmaster@alaska.gov](mailto:eed.webmaster@alaska.gov)

Alaska Commission on Postsecondary Education  
[ACPE@alaska.gov](mailto:ACPE@alaska.gov)

State Board of Education and Early Development Chair  
Esther Cox  
[esthercox@alaskalife.net](mailto:esthercox@alaskalife.net)

State Board of Education and Early Development Vice Chair  
James Fields  
[james@avak.biz](mailto:james@avak.biz)

State Board of Education and Early Development Second Vice-Chair  
Sue Hull  
[hull@gci.net](mailto:hull@gci.net)



**Alaska Association of Student Governments**

**Resolution #2**

**Mat-Su Borough Fire Explorer Resolution**

**By Chase Hammer**

**Submitted by Wasilla High School**

**Be it resolved by the General Assembly of the Alaska Association of Student Governments;** that Fire Explorers in the Matanuska Susitna Borough will be made available to opportunities of career exploration and discovery in the Fire Service, paralleled to Anchorage Fire Department's Explorer Post (#264) Standard Operating Procedures (SOPs), to be determined and discerned by the individual station chief, where the Central Mat-Su Fire Department Explorer Post (#465) will adopt the AFD's Explorer SOPs

1. **Whereas**, the Fire Explorer Program's (under the Learning for Life Foundation) vision statement is "To provide positive and meaningful real-world career experiences and leadership development opportunities for all teenagers and young adults in their chosen field of interest.";<sup>1</sup>
2. **Whereas**, Exploring exposes teenagers to hands on, practical experience in each individual career field. This benefits both the teenager, being exposed to diversity in the work force, as well as the community, with more individuals working toward the common goal of service to the community and its population;
3. **Whereas**, Fire Explorers in the Mat-Su Borough are currently, under no circumstances, allowed to operate power tools, participate in live fire training, respond to vehicle fire/rescue calls, respond "code-red", or advance fire education training past the basic required 3-week course;<sup>2</sup>
4. **Whereas**, participating in fire education training and operations requires verbal and written parental consent for all Explorers in the Mat-Su Borough;<sup>3</sup>
5. **Whereas**, the liability then lies on the parent(s) for all activities the Fire Explorer participates in with the Central Mat-Su Fire Department (CMSFD);
6. **Whereas**, the Fire Explorer Program is insured by the Boy Scouts of America;<sup>4</sup>



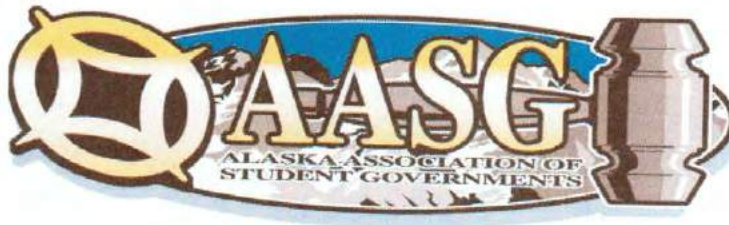
7. **Whereas**, the Learning For Life Foundation does not prohibit the use of power tools and equipment (aside from reciprocating/band/circular saws), responding “code-red” to any type of call, participating in live fire training, or advancing fire education training;<sup>5</sup>
8. **Whereas**, the AFD Explorer Post #264 does not prohibit the use of power tools and equipment (aside from reciprocating/band/circular saws), responding “code-red” to any type of call, participating in live fire training, or advancing fire education training;<sup>6</sup>
9. **Whereas**, the intent of this resolution is to allow CMSFD Explorers to gain additional practical experience and education in the fire service, as mentioned in Whereas Statements #7 and #8;
10. **Whereas**, there are currently no municipal or state laws in conflict with any of these operations;<sup>7</sup>
11. **Whereas**, the CMSFD Fire Explorer Post #465 SOPs have not been updated since April 1993;
12. **Whereas**, since no municipal or state laws are in conflict with any of the operations listed above, it would only be beneficial to all parties involved to adopt the updated and organized AFD Fire Explorer SOPs;

**Therefore be it resolved by the General Assembly of the Alaska Association of Student Governments that; Fire Explorers in the Matanuska Susitna Borough will be made available to opportunities of career exploration and discovery by adopting the constitution and bylaws within the AFD Explorer Post’s SOPs.**

**Action Statement:** This resolution, if passed by the General Assembly of the Alaska Association of Student Governments will be presented to the Chief of the Central Mat-Su Fire Department, then, if necessary, taken before the Borough Assembly to bring about reform.

**Footnotes and Sources:**

1. Fire Exploring Brochure, [www.learningforlife.org/exploring](http://www.learningforlife.org/exploring)
2. CMSFD Explorer Post #465 SOPs
3. Learning For Life Parental Consent Form
4. <http://exploring.learningforlife.org/safety-first/> and the CMSFD Explorer Post #465 SOPs
5. [www.learningforlife.org/exploring](http://www.learningforlife.org/exploring)
6. AFD Explorer Post #264 SOPs
7. <http://labor.alaska.gov/lss/childlaw.htm>



**Alaska Association of Student Governments**  
**Resolution #3**  
**Amendment of Alaska School Activities Association Handbook**  
**Submitted by: Carly Williams**

**Be it resolved by the Alaska Association of Student Governments;**

1. **Whereas**, Student Government/Council is a non-competitive activity that creates leadership opportunities for students, and provides a benefit to schools;
2. **Whereas**, The only Student Government/Council events throughout the year are the Alaska Association of Student Governments (AASG) Conferences;
3. **Whereas**, These conferences are non-competitive Alaska School Activities Association (ASAA) sanctioned events;
4. **Whereas**, According to the ASAA Handbook, all students participating in AASG Conferences must meet ASAA Eligibility<sup>1</sup>;
5. **Whereas**, Eligibility, as defined by the ASAA Handbook, is subject to Article 12, Section 9 of the Constitution and Bylaws, "Transfer/Residency Rule"<sup>2</sup>;
6. **Whereas**, If a student transfer schools, without a bona fide change in residency, they are ineligible for one calendar year<sup>3</sup>;
7. **Whereas**, The Transfer/Residency Rule is designed to deter recruiting efforts between schools;
8. **Whereas**, Student Governments/Councils do not recruit students;
9. **Whereas**, Holding Student Governments/Councils to the "Transfer/Residency Rule" Section 9 of Article 12, is a determinant for both student and school.
10. **Therefore, be it resolved by the General Assembly of the Alaska Association of Student Governments, the ASAA Handbook be amended to exclude AASG Conferences and Student Governments/Councils from the Transfer/Residency Rule, Section 9 of Article 12 of the Constitution and Bylaws.**

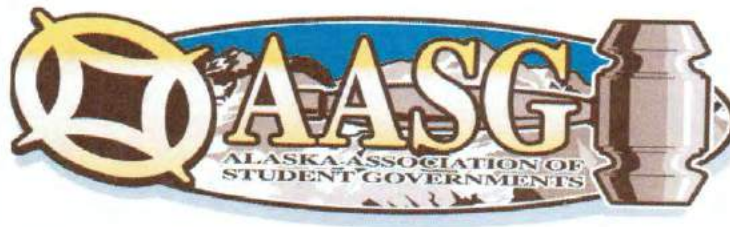
<sup>1</sup> ASAA Handbook, Student Government, Section B, Page 96

<sup>2</sup> ASAA Handbook, Constitution and Bylaws, Article 12, Section 9, Page 34

<sup>3</sup> <http://asaa.org/handbook-forms/corrections-updates/>

**Action Statement:** This resolution, if approved by the General Assembly of the Alaska Association of Student Governments, will be presented to the Alaska School Activities Association, by the ASAA Student Representative, for consideration.





**Alaska Association of Student Governments**

**Resolution #4**

**All Public Schools Must Be Provided with Two Epipens**

**Submitted by the Mat-Su Borough School District (MSBSD) Student Advisory Board  
(SAB)**

**Be it resolved by the General Assembly of the Alaska Association of Student Government:**

1. **Whereas**, the epipens would also be renewed if one was used;
2. **Whereas**, the epipens would be kept in the nurse's office ready for use if there is an emergency;
3. **Whereas**, this will be in place of the two (2) given to every school in the MSBSD;
4. **Whereas**, people throughout the community in the rural areas of Alaska will have access to medical assistance they wouldn't otherwise have;
5. **Whereas**, 1 in 13 minors in the United States have reported cases of anaphylaxis<sup>1</sup>;
6. **Whereas**, in the United States of America approximately 200 people die of anaphylactic shock every year<sup>2</sup>;
7. **Whereas**, these people would have been much more likely to live if they had access to this device;
8. **Whereas**, a large percentage of MSBSD's medical budget is used on the purchase of epipens which could be used for other things;
9. **Whereas**, as of March 3, 2015, all of this would cost less than 400,000 dollars <sup>3&4</sup>;
10. **Whereas**, people who are unaware of their condition will not bring an epipen for themselves to use and;
11. **Whereas**, with the increases price of epipens, more and more people are unable to provide their own.

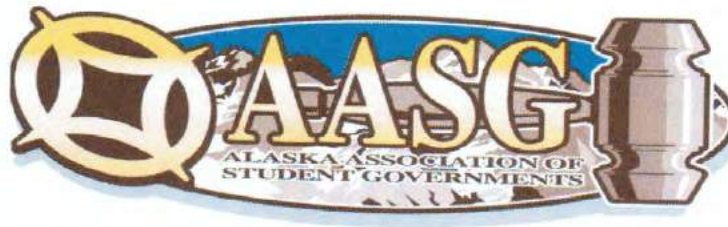


**Therefore be it resolved, by the General Assembly of the Alaska Association of Student Governments that; all schools in the state shall be provided two (2) epipens at the beginning of every school year.**

**Action Statement:** If approved by the General Assembly of the Alaska Association of Student Governments then this resolution is to be discussed with legislators and sent to the MSBSD School Board.

**Footnotes and Sources:**

1. <http://www.foodallergy.org/facts-and-stats>
2. <http://www.aafa.org/display.cfm?id=9&sub=30>
3. [http://www.medscape.com/viewarticle/578750\\_8](http://www.medscape.com/viewarticle/578750_8)
4. <http://teaching.about.com/od/ProfilesInEducation/a/Alaska-Education.htm>



**Alaska Association of Student Governments  
Resolution #5  
Executive Board Appointment Process  
Submitted by: Anthony C. Lekanof and Reanna Marquez**

**Be it resolved by the Alaska Association of Student Governments;**

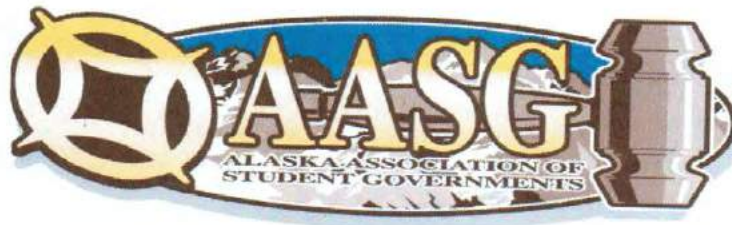
1. **Whereas**, Executive Board members have the right to appoint their successor if their terms are outstanding;
2. **Whereas**, regions should have input on future Executive Board members;
3. **Whereas**, the Executive Board represents the students, therefore students have the right to have a say in who their leaders are;
4. **Whereas**, passing this resolution will encourage more student voice and participation
5. **Whereas**, the outgoing Executive Board member should respect the voice of students whom wish to appoint their leaders;

**Therefore, be it resolved by the Alaska Association of Student Governments that; the AASG Executive Board enacts a new policy to hold a special election when there is a vacancy on the Executive Board.**

**Action Statement:** This resolution, if passed by the General Assembly of the Alaska Association of Student Governments, is to be presented to the following:

**The Alaska Association of Student Government's Executive Board**





**Alaska Association of Student Governments  
Incentivizing Direct Re-Investment into the Alaskan Public Education System by  
Diversifying Alaska's Economy through Existing and Renewable Energy Firms<sup>1</sup>**

**By: AJ Tsang, ERHS Student Body President**

**Submitted by: Eagle River High School Student Government**

**Be it resolved by the Alaska Association of Student Governments** that the Alaska State Legislature strive to increase funding to Alaska's education system, specifically the Base Student Allocation, by modifying the Education Tax Credit - specifically, the clauses regarding oil and petroleum production - as follows:

1. To explicitly apply to any producer of *any* energy resource, including wind, solar, hydro, ocean/wave, bio, and geothermal power,
  2. To explicitly permit and include donations to the pool of funds reserved for the Base Student Allocation,
  3. To be raised from a maximum donation limit or rebate of \$5,000,000 to \$10,000,000, or \$12,000,000 if fifty percent of contributions are directed to the funds of the Base Student Allocation,
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- 1) **Whereas**, the students of Alaska acknowledge and appreciate energy companies' existing investment in Alaska and its education system,
  - 2) **Whereas**, the future of Alaska's economy relies on both a healthy education system and healthy energy industry<sup>2</sup>,
  - 3) **Whereas**, Alaska's oil production levels have declined in recent years, largely due to restrictions on the exploration of new oil fields in federal land as well as an inherently high production cost to petroleum extraction<sup>3</sup>,
  - 4) **Whereas**, the decline in Alaska's oil production and revenue has discouraged oil companies

<sup>1</sup> Editorial Note: This resolution supplements the 2014 AASG-ASD Student Advisory Board's Education Funding Resolution, which was passed at the Spring 2014 AASG Conference and forwarded to the leaders of the State Legislature.

<sup>2</sup> See Reference #11

<sup>3</sup> See Reference #6

from increasing their investment into Alaska, jeopardizing the state's political, social, and economic future<sup>4</sup>,

- 5) **Whereas**, the recent decline in oil prices has specifically jeopardized Alaska's future in the following ways:
  - a) Forced the State Legislature to consider and enact significant cuts to governmental programs,
  - b) Accordingly harmed private firms who rely on oil production
  - c) May have caused a permanent dislocation of the oil industry from the Alaskan economy,
- 6) **Whereas**, the proposed expansions of the oil production education tax credit would incentivize increased energy production operations in Alaska by supporting existing oil firms and stimulating further development of Alaska's renewable energy industry, thus counterbalancing the economic damage caused by the aforementioned decline in the oil industry,
- 7) **Whereas**, the Internal Revenue Service asserts that "education tax credits can offset the costs of education,"<sup>5</sup>
- 8) **Whereas**, increased oil extraction in the oil industry would allow oil firms more financial latitude to subscribe to the proposed tax credit expansion, giving Alaska's education system a chance to reap similar increases in funding,
- 9) **Whereas**, increased oil extraction operations in Alaska would provide additional sustenance for Alaska's economy, in which a third of all jobs are provided by the petroleum industry<sup>6</sup>,
- 10) **Whereas**, the decline in worldwide oil prices and Alaskan oil production further indicates that future of Alaska relies on the diversification of its economy, especially in the renewable

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<sup>4</sup> See Reference #9

<sup>5</sup> See Reference #7

<sup>6</sup> See Reference #10



energy sector, which would not outcompete oil firms or preclude continued oil production, but would rather fill the void left by a stagnating oil industry,

11) **Whereas**, renewable energy is an abundant resource in Alaska and includes:

- a) bioenergy<sup>7</sup>,
- b) hydropower energy<sup>8</sup>
- c) geothermal energy<sup>9</sup>,
- d) wind energy,
- e) ocean energy<sup>10</sup>,
- f) solar energy,

12) **Whereas**, renewable energy has demonstrated support from Alaska's State Legislature, as shown by the passage of SB 220 and House Bill 306, energy bills that create policies and programs that will help Alaska achieve a goal of having 50% of the state's electricity come from renewable sources by 2025 and to improve energy efficiency on a per capita basis by 15% by 2020,

13) **Whereas**, the renewable energy industry is even invested in Alaska's wave and tidal power, as Alaska accounts for fifty percent of America's wave energy resources and over ninety percent of America's current and tidal resources,

14) **Whereas**, "Alaska's lack of energy infrastructure makes renewable energy an ideal means by which communities can generate stably-priced, environmentally responsible energy,"

15) **Whereas**, the Alaskan renewable energy industry has explicitly shown interest in the Alaskan education system, as evidenced by the Alaska Wind for Schools program, which has established wind turbines at schools in both rural and urban Alaska,

16) **Whereas**, renewable energy companies may soon need more financial aid in Alaska,

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<sup>7</sup> Includes compost

<sup>8</sup> Includes rivers and currents

<sup>9</sup> Including volcanoes and hot springs

<sup>10</sup> Includes wave power

especially as the federal production tax credit expired in 2013, and “historically, state policies have been the primary drivers of renewable energy development in the United States,”

- 17) **Whereas**, the expansion of the education tax credit to renewable energy firms would assist the renewable energy industry reach its legislative goals and financial aid needs,
- 18) **Whereas**, the expansion of the tax credit to renewable energy companies could encourage even more renewable energy companies to invest in Alaska and its education system,
- 19) **Whereas**, an spike in investment from renewable energy companies could decrease carbon dioxide emissions and lead to long-term improvement of the environment on a global scale, especially in terms of biodiversity and air quality,
- 20) **Whereas**, the combined benefits of expanding the scope of the education tax credit and increasing the maximum rebate from the education tax credit would clearly incentivize increased funding to Alaska's education system,
- 21) **Whereas**, increased funding to Alaska's education system has been shown to be beneficial<sup>11</sup>,
- 22) **Whereas**, the most beneficial assistance to Alaska's education system would be an increase to the BSA, due to the increased quantity of programs and classes a district could offer with an increase in the BSA<sup>12</sup>,
- 23) **Whereas**, an increase in the BSA would assist students both urban and rural school districts,
- 24) **Whereas**, in creating a direct link to the funds allocated for the BSA, this resolution provides a more efficient means for all energy producers to aid in the improvement of Alaska's public education system,

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<sup>11</sup> See 2014 ASD SAB-AASG Flat Funding Resolution.

<sup>12</sup> See 2014 ASD SAB-AASG Flat Funding Resolution.



- 25) **Whereas**, the Alaska Association of Student Governments has already passed a resolution endorsing increased funding to education through the Base Student Allocation, and the financial propositions of this resolution could eventually assist in satisfying the financial requirements laid out in the Alaska Association of Student Government's aforementioned funding resolution,
- 26) **Whereas**, the recognition the energy industry's great financial generosity will allow energy firms to further develop and expound upon their already positive relationship with the students of Alaska,
- 27) **Whereas**, a more positive relationship between Alaska's students and the energy industry would benefit the state in the following ways:<sup>13</sup>
- a) Students would be more inclined to engage in STEM (Science, Technology, Engineering, Math) careers, especially those careers that lead into the energy industry,
  - b) Increased student interest in STEM careers would reduce the deficit of highly qualified scientists and engineers in Alaska,
  - c) Students would be more inclined to remain and find work in Alaska, given the positive relationships they would associate between their education, Alaska's energy industry, and Alaska at-large,
  - d) The energy industry would receive an influx of highly qualified scientists and engineers who would generate new innovations and technologies to ameliorate low oil production levels,
  - e) In increasing their production levels, the energy industry would garner further profits, encouraging further investments into the education system and the state as a whole, creating a positive cycle of investment and innovation.

**Therefore be it resolved by the Alaska Association of Student Governments that the Alaska State Legislature strive to increase funding to Alaska's education system, specifically the Base Student Allocation, by modifying the Education Tax Credit**

**Action Statement for the Alaska Association of Student Governments:** This resolution, if and

<sup>13</sup> Alaska-specific STEM evidence comes from a January 2014 editorial in the Alaska Dispatch - <http://www.adn.com/article/20140122/compass-state-should-back-stem-academies-alaska>

as passed by the Alaska Association of Student Governments, will pass onto the Alaska State Senate and Alaska State House. When sent to the State Senate and House, this resolution will be sent alongside a second printing of the 2014 ASD SAB Education Funding Resolution (as passed at the 2014 Spring AASG Conference). This resolution will also be forwarded to the following:

- The Board of Directors of the Renewable Energy Alaska Project
- The Chief Executive Officers, Chief Financial Officers, and Chief Operating Officers of Conoco Phillips and British Petroleum (BP)
- Governor Bill Walker
- US Senators Lisa Murkowski and US Senator Dan Sullivan
- Former US Senator Mark Begich



### Addendum A: Possible Legislative Changes

1. Increase funding to Alaska's education system, specifically the Base Student Allocation, by adding the following fourth sub-clause to clause (a) of AS<sup>14</sup> 43.55.019<sup>15</sup> such it may read<sup>16</sup>:
  - (a) *A producer of any energy resource, including oil, gas, <sup>17</sup> wind, solar, hydro, ocean/wave, bio, and geothermal power, is allowed a credit against the [oil production] tax and any other energy production tax due under this chapter for cash contributions accepted*
    - i. *for direct instruction, research, and educational support purposes, including library and museum acquisitions, and contributions to endowment, by an Alaska university foundation or by a nonprofit, public or private, Alaska two-year or four-year college accredited by a regional accreditation association;*
    - ii. *for secondary level vocational education courses and programs by a school district in the state;*
    - iii. *by a state-operated vocation technical education and training school; and*
    - iv. ***by the state of Alaska for direct transfusion into the funds assigned to constitute the Base Student Allocation for each school district in the state,***
2. Allow producers of oil, gas, and other energy resources to fulfill the terms of the new fourth clause to clause (a) of AS 43.55.019<sup>18</sup> by amending of clause (d) of AS 43.55.019 to read:
  - (d) *A contribution claimed as a credit under this section may not*
    - i. *be the basis for a credit claimed under another provision of this title; and*
    - ii. *when combined with contributions that are the basis for credits taken during the taxpayer's tax year under AS 21.89.070, 21.89.075, AS 43.20.014, AS 43.56.018, AS 43.65.018, AS 43.75.018, or AS 43.77.045, result in the total amount of credits exceeding \$10,000,000<sup>19</sup>, or \$12,000,000 if fifty percent of contributions are directed to funds for the Base Student Allocation*

<sup>14</sup> State of Alaska Department of Revenue 2010 Legislative Records - <http://www.tax.alaska.gov/programs/documentviewer/viewer.aspx?192s>

<sup>15</sup> Most recent amendment is located in Section 21 of SB 236, a 2010 revision of existing education tax credit statutes.

<sup>16</sup> Bolded text is new text.

<sup>17</sup> Editorial Note: bolded text is new to the statute

<sup>18</sup> Most recent amendment is located in Section 25 of SB 236, a 2010 revision of existing education tax credit statutes.

<sup>19</sup> The former quantity was \$1,500,000.

### **Addendum B: Additional Information**

Disclaimer A: The terms of this resolution do not preclude Alaska's school districts from finding other means of reform to lower internal cost and improve the quality of the education they provide students; this resolution should in fact encourage Alaska's school districts to work with the energy industry in the state to find new, innovative ways of increasing efficiency and reducing the cost of education.

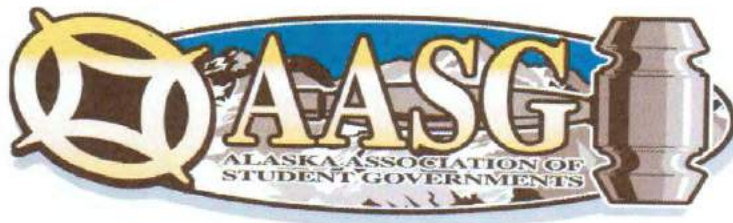
Disclaimer B: *After* passage by the Eagle River High School Student Government but *before* presentation to the General Assembly of the 2015 Spring Conference of the Alaska Association of Student Governments, the authors of this resolution will be granted the ability to retain minor discretionary editing ability, per the executive authority of the Eagle River High School Student Government.

Passage History: April 6th, 2015 - Passed 37-2 by the ERHS Student Government.



### Addendum C: References

1. "Oil and Gas Production Tax." *Alaska Department of Revenue - Tax Division*. State of Alaska, n.d. Web. 1 Nov. 2014. <<http://www.tax.alaska.gov/programs/programs/index.aspx?60650>>
2. "Alaska Department of Revenue - Tax Division." *Alaska Department of Revenue - Tax Division*. State of Alaska, n.d. Web. 1 Nov. 2014. <<http://www.tax.alaska.gov/programs/programs/statutes/index.aspx?60650>>
3. United States, State of Alaska. *State of Alaska Department of Revenue - Tax Division*. State of Alaska, 2010. Web. 1 Nov. 2014. <<http://www.tax.alaska.gov/programs/documentviewer/viewer.aspx?192s>>
4. HCS CSSB 236: AN ACT Relating to Tax Credits for Cash Contributions by Taxpayers That Are Accepted for Certain Educational Purposes and Facilities; and Providing for an Effective Date. (State of Alaska 2010). Print.
5. Mannix, Zacchary. "Compass: State Should Back STEM Academies in Alaska." *Alaska Dispatch News*. Alaska Dispatch News, 22 Jan. 2014. Web. 1 Nov. 2014. <<http://www.adn.com/article/20140122/compass-state-should-back-stem-academies-alaska>>
6. Demarban, Alex. "Oil-tax Referendum Raises Questions about Complexity of Ballot Initiatives." *Alaska Dispatch*. Alaska Dispatch News, 28 Sept. 2014. Web. 1 Nov. 2014. <<http://www.adn.com/article/20140928/oil-tax-referendum-raises-questions-about-complexity-ballot-initiatives>>
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8. "Education Credits." *Education Credits*. Internal Revenue Service, n.d. Web. 1 Nov. 2014. <<http://www.irs.gov/Individuals/Education-Credits>>
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**Alaska Association of Student Governments  
Student Final Exam Exemption Exceptions  
By Sara Williams, Kate Farmer, and Kathryn Keeney  
Submitted by Valdez High School**

**Be it resolved by the Alaska Association of Student Governments:**

1. **Whereas**, Valdez High School currently exempts students who have two or fewer excused absences and hold two or less tardies from each semester final<sup>1</sup>;
2. **Whereas**, Valdez High School currently exempts students from specific exam if they have maintained an 85% or higher in the corresponding course<sup>1</sup>;
3. **Whereas**, each student currently has a minimum of two required exams from which there are no exemption each semester<sup>2</sup>;
4. **Whereas**, many Valdez High School require multiple medical and/or dental leaves of absences annually;
5. **Whereas**, Valdez High School is located over three hundred miles away from all specialty hospital services;
6. **Whereas**, many Valdez High School students must take absences to travel to and from said facilities for medical and/or dental appointments;
7. **Whereas**, in the event of a family emergency the student must take absences to travel to and from said emergencies (i.e. a funeral);
8. **Whereas**, absences due to medical and/or dental appointments and family emergencies count against the number of absences allotted for final exam exemptions;
9. **Whereas**, students typically have no control over said events;
10. **Whereas**, students are required to meet medical requirements in order to attend school and participate in school sanctioned activities<sup>3</sup>;
11. **Whereas**, during the previous 6 months of school, 556 of 1372 (41%) of all Valdez High School absences have been clinician approved medical and/or dental absences<sup>4</sup>;

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Alaska Association of Student Governments  
4048 Laurel Street St. #203  
Anchorage, Alaska 995508



**Therefore be it resolved by the Alaska Association of Student Governments that AASG supports the Valdez High School Student Council's petition of the Valdez City School Board to disregard both physician approved medical and/or dental appointments (with a note from a registered physician) and administration approved family (emergencies) i.e. the death of a family member) as absences with respect to final exam exemptions.**

### **Footnotes and Sources:**

1 "Home of the 'Buccaneers' Student-Parent-Gaurdian handbook" 15.

2 "Home of the 'Buccaneers' Student-Parent-Gaurdian handbook" 15.

3 "Home of the 'Buccaneers' Student-Parent-Gaurdian handbook" 15.

4 Dahlstrom, Terri. MMS Student Information Report Valdez High School Database. 2014-2015



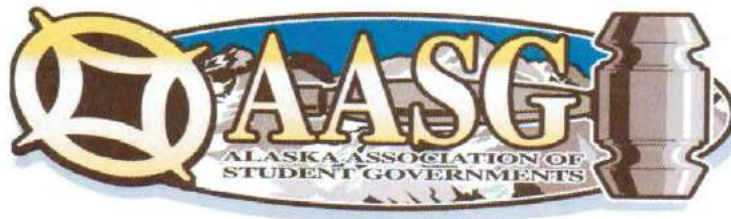
**Alaska Association of Student Government  
To Have Recycling Instituted at All AASG Conferences  
By The Mat-Su Career and Tech High Recycling Committee  
Submitted by Mat-Su Career and Technical High School**

**Be It Resolved by the Alaska Association of Student Governments;** that all AASG conference hosting locations must have an adequate amount of recycling bins to accommodate the amount of delegates and advisors that will be attending the conference

1. **Whereas,** Recycling is the most effective way of reusing renewable resources;
2. **Whereas,** Cans and bottles will be able to be recycled during the AASG
3. **Whereas,** In some instances, a profit can be gained from recycling;
4. **Whereas,** If given the opportunity to recycle, the likelihood of students recycling will potentially increase;
5. **Whereas,** By being student leaders it is our responsibility to make and encourage healthier alternative opportunities in the hosting location;
6. **Whereas,** It will potentially encourage other student governments and schools to implement a recycling program and or committee;

**Therefore be it resolved by the GA of AASG that for each AASG conference will have an adequate amount of recycling bins will be needed to sustain the number of delegates and advisors attending the AASG conference**





**Student Justice Resolution**  
**By Maddie Barsalou, Sierra Perry, Kara Viotto, and Allonna Walker**  
**Submitted by Eagle River High School**

**Be it resolved by the Alaska Association of Student Governments;** that the Anchorage School District (ASD) mandate a standard tardy policy

1. **Whereas**, each high school in the ASD has a different tardy policy,
2. **Whereas**, at Bartlett High School the third tardy results in one detention, the sixth in a phone call to a parent and Thursday School, the ninth in a phone call to a parent and three days suspension, the twelfth in a phone call to a parent, three days suspension, and a parent conference with an administrator before admittance back to school,
3. **Whereas**, at Chugiak High School the third tardy results in lunch or after school detention, the fourth in two lunch or after school detentions, the fifth in Thursday school or three after school work details, the sixth in Thursday School, the seventh in two Thursday Schools, the eighth and those thereafter in a referral to the Student Services Office,
4. **Whereas**, at Dimond High School the first six tardies have no consequence, the seventh, eighth, and ninth, however, results in lunch detention, the tenth, eleventh, and twelfth in work detail, the thirteenth and thereafter in in-school suspension,
5. **Whereas**, at Eagle River High School the first through fourth tardy results in work details or detention, the fifth in Saturday School, the sixth in suspension and a parent conference,
6. **Whereas**, at East High School each tardy results in a detention, excessive tardiness may result in further disciplinary action such as suspension and/or parent conferences,
7. **Whereas**, at Service High School the first and second tardy result in teacher intervention, the third in a referral to the discipline office, the sixth in two detentions, a referral to the discipline office and Thursday School, the ninth in a referral to the discipline office and in-school suspension, the twelfth in a referral to the discipline office,
8. **Whereas**, at South High School the fourth tardy results in a 25 minute detention, the fifth in two 25 minute detentions, the sixth in a 2 hour Thursday School, the seventh in a suspension until a parent conference is held, the eighth in out-of-school suspension,

9. **Whereas**, at West High School the third tardy results in a 30 minute lunch detention, the sixth in a 2 hour Tuesday School, the ninth in a referral to the discipline principal,
10. **Whereas**, a standard tardy policy would instill equal sanctions for all students,
11. **Whereas**, having different sanctions for each school causes unfairness in the penalties placed on students,
12. **Whereas**, a standard tardy policy would create a unified community expectation of student attendance,
13. **Whereas**, the ASD tardy policy is vague and basic,
14. **Whereas**, the ASD tardy policy explicitly states the sanctions for each specific tardy,
15. **Whereas**, specific guidelines set by the district would enforce a common policy among all schools,
16. **Whereas**, students would not feel discriminated against based on their own school policy,
17. **Whereas**, we have interviewed many staff members at various ASD high schools and they support a standardized tardy policy,

**Therefore be it resolved by the Alaska Association of Student Governments;** that the Anchorage School District (ASD) mandate a standard tardy policy

**Action Statement;** This resolution, if passed by the General Assembly of Alaska Association of Student Governments, is to be sent to the Anchorage School District Student Advisory Board and then, if passed, to the Anchorage School Board.

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