

STATE OF ALASKA DEPARTMENT OF EDUCATION  
AND EARLY DEVELOPMENT

Virtual Meeting  
Regulatory Revisions - Administrative Order 360  
Chapter 66 - Regional Resource Centers

PUBLIC COMMENT

October 14, 2025  
4:00 p.m.

Pages 1 - 6, inclusive

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1 PROCEEDINGS  
2 **JAKE ALMEIDA:** Okay, Kathijo, ready to  
3 go. I will start once I see them in.  
4 **KATHIJO JOLIN:** Recording it. Recording  
5 has begun.  
6 **JAKE ALMEIDA:** Good afternoon, everyone.  
7 I'd like to welcome you to today's Administrative  
8 Order, or AO, 360 stakeholder input session on Chapter  
9 66. Thank you for taking the time to join us.  
10 The purpose of this meeting is to hear  
11 directly from stakeholders and members of the public  
12 regarding regulatory burdens or barriers you believe  
13 should be addressed as part of Alaska's AO 360 reform  
14 project.  
15 Your input is critical in helping us  
16 shape meaningful changes that support students and  
17 schools. To honor your time, this session will end  
18 promptly on the hour.  
19 These stakeholder meetings are  
20 opportunities for us to listen to your perspectives  
21 before any regulations are drafted, amended, or  
22 repealed. This is not the formal public comment  
23 process under the Administrative Procedure Act, or APA.  
24 That process will begin later and after regulations  
25 have undergone legal review and have been formally

1 entail.  
2 **DEBORAH RIDDLE:** Hi, thank you. My name  
3 is Deborah Riddle, I am the division operations manager  
4 for Innovation and Education Excellence. Today we're  
5 going to go over Chapter 66, the regional resource  
6 centers. To reference these sections, please see the  
7 link in the chat.  
8 Chapter 66 talks about the regional  
9 resource centers. It provides information about the  
10 regions for the center, the boundaries, the districts  
11 that go into those regions, and how to change a region.  
12 It also talks about the -- you know, of the six  
13 regions, the steps that could be taken in order to  
14 change those boundaries.  
15 Those regulations also talk about how a  
16 regional resource center can service districts not in  
17 their -- in the region -- in those regions.  
18 The regulations discuss the duties of the  
19 board that is associated with the regional resource  
20 center, an advisory council that needs to be in place,  
21 and the bylaws that need to go with the board. It also  
22 discusses the fiscal responsibilities in the form of an  
23 audit.  
24 There is also a section on definitions to  
25 help define the key terms within the regulations. So

1 approved for public comment.  
2 As part of our regulatory reform plan,  
3 the department must create a list of all the comments  
4 we receive during the stakeholder process along with  
5 whether we intend to implement each recommendation. If  
6 we do not adopt a recommendation, we are required to  
7 explain why not. This is why your feedback is so  
8 valuable. It will directly shape the department's  
9 analysis and inform you of the next steps.  
10 So for the overview today, here is how we  
11 will proceed. First we'll hear a short overview of the  
12 regulations for this meeting, then we'll move into the  
13 comment period where you may share your input.  
14 Verbal feedback will be recorded,  
15 summarized, and included in the department's reform  
16 plan. Written feedback will be accepted for 30 days  
17 following this session. And please reference the chat  
18 for information on submitting written feedback. There  
19 will be a link posted shortly in the chat as you can  
20 see.  
21 So at this time I will turn it over to  
22 Ms. Deborah Riddle, who is our division of operations  
23 manager for the Innovation and Education Excellence  
24 division here at the department and she will walk  
25 through Chapter 66 and what the regulations of that

1 once again, if you want to reference those sections,  
2 the link will be in the chat. Thanks, Jake  
3 **JAKE ALMEIDA:** All right, thank you, Deb.  
4 So at this time we will move into the public comment  
5 section of this meeting. And again, you should see a  
6 link in the chat to submit a request to have comment.  
7 When your name is called, please unmute yourself and  
8 state your name and any affiliation and share your  
9 comment. Each speaker will have two minutes to ensure  
10 that everyone has a chance to be heard.  
11 Please remember that we're here to  
12 listen, and we will not be engaging in debate or  
13 responding directly to comments during this session,  
14 and all input will be captured for the department's  
15 record and considered as part of our AO 360 regulatory  
16 reform plan. And as a reminder, this session will end  
17 promptly on the hour. So I will now pull up our sheet  
18 real quick and see if anyone has signed up to this  
19 point. I'm not seeing anyone who has submitted on the  
20 link yet, but I would also like to mention if you want  
21 to raise your hand on the icon on the bottom, we can  
22 also take any comments that way. So if you wish to ask  
23 any -- if you wish to submit any comments and just want  
24 to raise your hand for two minutes I will acknowledge  
25 you. And again, you can submit written feedback to us

1 as well for this regulation. Okay, there are no  
2 comments at this time, so we will just remain on the  
3 line until 4:20. If anyone wishes to make a comment,  
4 please raise your hand, and we will acknowledge you.  
5 (Pause)

6 **JAKE ALMEIDA:** With that, we will now  
7 conclude this public stakeholder meeting for Chapter 66  
8 of Department of Education and Early Development  
9 related regulations on this Tuesday, October 14th at  
10 4:20 p.m.

11 If you are wishing -- if you are watching  
12 this recording and would like to submit feedback  
13 regarding these regulations, you can still go to our  
14 website at [education.alaska.gov/ao360](http://education.alaska.gov/ao360) and it will be  
15 submitted for the record that way. Thank you, and we  
16 will now close this meeting.

17 (Meeting concluded)

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| A   | C  | 6:8<br>directly (3)<br>2:11;3:8;5:13   | H  | line (1)<br>6:3  |
|---|--|--|--|--|
| <p><b>accepted (1)</b><br/>3:16</p> <p><b>acknowledge (2)</b><br/>5:24;6:4</p> <p><b>Act (1)</b><br/>2:23</p> <p><b>addressed (1)</b><br/>2:13</p> <p><b>Administrative (2)</b><br/>2:7,23</p> <p><b>adopt (1)</b><br/>3:6</p> <p><b>advisory (1)</b><br/>4:20</p> <p><b>affiliation (1)</b><br/>5:8</p> <p><b>afternoon (1)</b><br/>2:6</p> <p><b>again (3)</b><br/>5:1,5,25</p> <p><b>Alaska's (1)</b><br/>2:13</p> <p><b>ALMEIDA (4)</b><br/>2:2,6;5:3;6:6</p> <p><b>along (1)</b><br/>3:4</p> <p><b>amended (1)</b><br/>2:21</p> <p><b>analysis (1)</b><br/>3:9</p> <p><b>AO (3)</b><br/>2:8,13;5:15</p> <p><b>APA (1)</b><br/>2:23</p> <p><b>approved (1)</b><br/>3:1</p> <p><b>associated (1)</b><br/>4:19</p> <p><b>audit (1)</b><br/>4:23</p> | <p><b>called (1)</b><br/>5:7</p> <p><b>can (5)</b><br/>3:19;4:16;5:21,25;<br/>6:13</p> <p><b>captured (1)</b><br/>5:14</p> <p><b>center (3)</b><br/>4:10,16,20</p> <p><b>centers (2)</b><br/>4:6,9</p> <p><b>chance (1)</b><br/>5:10</p> <p><b>change (2)</b><br/>4:11,14</p> <p><b>changes (1)</b><br/>2:16</p> <p><b>Chapter (5)</b><br/>2:8;3:25;4:5,8;6:7</p> <p><b>chat (5)</b><br/>3:17,19;4:7;5:2,6</p> <p><b>close (1)</b><br/>6:16</p> <p><b>comment (7)</b><br/>2:22;3:1,13;5:4,6,9;<br/>6:3</p> <p><b>comments (5)</b><br/>3:3;5:13,22,23;6:2</p> <p><b>conclude (1)</b><br/>6:7</p> <p><b>concluded (1)</b><br/>6:17</p> <p><b>considered (1)</b><br/>5:15</p> <p><b>council (1)</b><br/>4:20</p> <p><b>create (1)</b><br/>3:3</p> <p><b>critical (1)</b><br/>2:15</p> | <p><b>discuss (1)</b><br/>4:18</p> <p><b>discusses (1)</b><br/>4:22</p> <p><b>districts (2)</b><br/>4:10,16</p> <p><b>division (3)</b><br/>3:22,24;4:3</p> <p><b>drafted (1)</b><br/>2:21</p> <p><b>during (2)</b><br/>3:4;5:13</p> <p><b>duties (1)</b><br/>4:18</p>  | <p><b>hand (3)</b><br/>5:21,24;6:4</p> <p><b>hear (2)</b><br/>2:10;3:11</p> <p><b>heard (1)</b><br/>5:10</p> <p><b>help (1)</b><br/>4:25</p> <p><b>helping (1)</b><br/>2:15</p> <p><b>Hi (1)</b><br/>4:2</p> <p><b>honor (1)</b><br/>2:17</p> <p><b>hour (2)</b><br/>2:18;5:17</p> | <p><b>link (5)</b><br/>3:19;4:7;5:2,6,20</p> <p><b>list (1)</b><br/>3:3</p> <p><b>listen (2)</b><br/>2:20;5:12</p>   |
|   |  | E  |  | M  |
|   |  | <p><b>Early (1)</b><br/>6:8</p> <p><b>Education (3)</b><br/>3:23;4:4;6:8</p> <p><b>educationalaskagov/ao360 (1)</b><br/>6:14</p> <p><b>end (2)</b><br/>2:17;5:16</p> <p><b>engaging (1)</b><br/>5:12</p> <p><b>ensure (1)</b><br/>5:9</p> <p><b>entail (1)</b><br/>4:1</p> <p><b>everyone (2)</b><br/>2:6;5:10</p> <p><b>Excellence (2)</b><br/>3:23;4:4</p> <p><b>explain (1)</b><br/>3:7</p> | I  | <p><b>manager (2)</b><br/>3:23;4:3</p> <p><b>may (1)</b><br/>3:13</p> <p><b>meaningful (1)</b><br/>2:16</p> <p><b>meeting (6)</b><br/>2:10;3:12;5:5;6:7,<br/>16,17</p> <p><b>meetings (1)</b><br/>2:19</p> <p><b>members (1)</b><br/>2:11</p> <p><b>mention (1)</b><br/>5:20</p> <p><b>minutes (2)</b><br/>5:9,24</p> <p><b>move (2)</b><br/>3:12;5:4</p> <p><b>must (1)</b><br/>3:3</p> |
|   |  | F  | J  | N  |
|   |  | <p><b>feedback (6)</b><br/>3:7,14,16,18;5:25;<br/>6:12</p> <p><b>First (1)</b><br/>3:11</p> <p><b>fiscal (1)</b><br/>4:22</p> <p><b>following (1)</b><br/>3:17</p> <p><b>form (1)</b><br/>4:22</p> <p><b>formal (1)</b><br/>2:22</p> <p><b>formally (1)</b><br/>2:25</p>   | <p><b>JAKE (5)</b><br/>2:2,6;5:2,3;6:6</p> <p><b>join (1)</b><br/>2:9</p> <p><b>JOLIN (1)</b><br/>2:4</p>  | <p><b>name (3)</b><br/>4:2;5:7,8</p> <p><b>need (1)</b><br/>4:21</p> <p><b>needs (1)</b><br/>4:20</p> <p><b>next (1)</b><br/>3:9</p>   |
| B   | D  |  | K  | O  |
| <p><b>barriers (1)</b><br/>2:12</p> <p><b>begin (1)</b><br/>2:24</p> <p><b>begun (1)</b><br/>2:5</p> <p><b>board (2)</b><br/>4:19,21</p> <p><b>bottom (1)</b><br/>5:21</p> <p><b>boundaries (2)</b><br/>4:10,14</p> <p><b>burdens (1)</b><br/>2:12</p> <p><b>bylaws (1)</b><br/>4:21</p>  | <p><b>days (1)</b><br/>3:16</p> <p><b>Deb (1)</b><br/>5:3</p> <p><b>debate (1)</b><br/>5:12</p> <p><b>Deborah (3)</b><br/>3:22;4:2,3</p> <p><b>define (1)</b><br/>4:25</p> <p><b>definitions (1)</b><br/>4:24</p> <p><b>department (3)</b><br/>3:3,24;6:8</p> <p><b>department's (3)</b><br/>3:8,15;5:14</p> <p><b>Development (1)</b></p>   |  | <p><b>Kathijo (2)</b><br/>2:2,4</p> <p><b>key (1)</b><br/>4:25</p>   | <p><b>October (1)</b><br/>6:9</p> <p><b>once (2)</b><br/>2:3;5:1</p> <p><b>operations (2)</b><br/>3:22;4:3</p> <p><b>opportunities (1)</b><br/>2:20</p> <p><b>Order (2)</b><br/>2:8;4:13</p> <p><b>over (2)</b><br/>3:21;4:5</p> <p><b>overview (2)</b><br/>3:10,11</p>  |
|   |  | G  | L  | P  |
|   |  | <p><b>Good (1)</b><br/>2:6</p>   | <p><b>later (1)</b><br/>2:24</p> <p><b>legal (1)</b><br/>2:25</p>  |  |

