

State Board of Education & Early Development  
September 16, 2015

**Mt. Edgecumbe High School  
Superintendent's House  
1202 Seward Avenue  
Sitka, Alaska**

Unapproved Agenda

*Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.*

*Board Retreat*

*Wednesday, September 16, 2015*

**9:30 AM**

Call to Order .....James Fields, Chair

**9:35 AM**

Strategic Planning .....James Fields, Chair

**12:00PM LUNCH**

**1:15 PM**

Continue Strategic Planning .....James Fields, Chair

**5:00 PM ADJOURN**

State Board of Education & Early Development  
September 17 & 18, 2015

**Mt. Edgecumbe High School**  
**1330 Seward Avenue**  
**Sitka, Alaska**

Unapproved Agenda

***Mission Statement:** To ensure quality standards-based instruction to improve academic achievement for all students.*

***Thursday, September 17, 2015***

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**8:00 AM**

Call to Order & Roll Call.....James Fields, Chair  
Pledge of Allegiance .....James Fields, Chair  
Approval of Agenda for September 17, 2015.....James Fields, Chair  
Disclosures of potential conflicts of interest.....James Fields, Chair

**8:05 AM**

Staff Recognition .....Commissioner Mike Hanley  
.....Bill Hutton, Director

**8:15 AM**

Special Recognition .....Commissioner Mike Hanley  
.....Bill Hutton, Director

**8:30 AM**

Sitka School District Introduction .....James Fields, Chair  
.....Dr. Mary Wegner

**8:35 AM**

Public Comment.....James Fields, Chair

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. **Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 8:00 a.m. on September 17, and 9:00 a.m. on September 18 (audio only). Click on the meeting name to listen to the meeting proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

Comment also can be made by visiting your local Legislative Information Office (LIO). The following LIO’s will participate: Anchorage, Barrow, Bethel, Cordova, Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Mat-Su, Nome, Seward, Sitka, and Unalaska. For more information about LIO’s, call 907-465-4648. In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

***Work Session***

**9:00 AM**

1. Strategic Planning Discussion.....James Fields, Chair

**9:15 AM**

2. Mt. Edgecumbe High School Curriculum .....Commissioner Mike Hanley  
.....Bill Hutton, Director  
.....Bernie Gurule, Principal

- 2A. Social Studies Introduction
- 2B. Math Approval

**10:00 AM      **BREAK****

**10:15 AM**

3. Mt. Edgecumbe High School Restraint & Seclusion Policy.....Commissioner Mike Hanley  
.....Bill Hutton, Director

**10:25 AM**

4. Career/Technical Consortium .....Dr. Susan McCauley, Director

**10:50 AM**

5. Assessment Achievement Level Scores.....Dr. Susan McCauley, Director  
.....Margaret MacKinnon, Director

**11:20 AM**

6. Regulations to go out for public comment .....Commissioner Mike Hanley

6A. Use of funds in elections .....Marcy Herman, Legislative Liaison  
.....Luann Weyhrauch, Attorney

6B. Challenging Courses .....Marcy Herman, Legislative Liaison

6C. Fetal Alcohol Spectrum Disorder Diagnosis.....Dr. Susan McCauley, Director

6D. Literacy Screening Elimination .....Dr. Susan McCauley, Director

**12:00 PM LUNCH**

**1:15 PM**

Mt. Edgecumbe High School Classroom Tour .....Bill Hutton, Director

**2:00 PM**

**Regulations to go out for comment continued**

6E. Teacher Certification .....Dr. Susan McCauley, Director  
.....Sondra Meridith, Education Administrator

6F. Participation Guidelines.....Margaret MacKinnon, Director

**2:45 PM**

7. Adoption of Proposed Regulations .....Commissioner Mike Hanley

7A. College Career Readiness Assessment .....Commissioner Mike Hanley

.....Margaret MacKinnon, Director

**3:00 PM RECESS**

Mt. Edgecumbe High School Residential Tour (3:15PM – 4:15PM).....Bill Hutton, Director

State Board of Education & Early Development  
September 17 & 18, 2015

**Mt. Edgecumbe High School**  
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Unapproved Agenda

*Mission Statement: To ensure quality standards-based instruction to improve academic achievement for all students.*

***Friday, September 18, 2015***

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**8:30 AM**

Call to Order & Roll Call.....James Fields, Chair  
Approval of Agenda for September 18, 2015.....James Fields, Chair  
Disclosures of potential conflicts of interest.....James Fields, Chair

***Work Session Continued***

**8:35 AM**

8. Charter Schools.....Commissioner Mike Hanley  
.....Dr. Susan McCauley, Director  
8A. Juneau Community Charter School .....Dr. Susan McCauley, Director

***Business Meeting***

**9:00 AM**

9. Regulations to go out for public comment .....Commissioner Mike Hanley  
9A. Use of funds in elections.....Marcy Herman, Legislative Liaison  
.....Luann Weyhrauch, Attorney  
9B. Challenging Courses .....Marcy Herman, Legislative Liaison  
9C. Fetal Alcohol Spectrum Disorder Diagnosis.....Dr. Susan McCauley, Director  
9D. Literacy Screening Elimination .....Dr. Susan McCauley, Director  
9E. Teacher Certification.....Dr. Susan McCauley, Director  
9F. Participation Guidelines.....Margaret MacKinnon, Director

**10:00 AM      BREAK**

**10:15 AM**

10. Regulations to Adopt .....Commissioner Mike Hanley  
    10A. College Career Readiness Assessment .....Commissioner Mike Hanley  
    .....Margaret MacKinnon, Director

***Standing Reports***

**10:30 AM**

11. Teaching & Learning Support Report.....Commissioner Mike Hanley  
.....Dr. Susan McCauley, Director

**10:45 AM**

12. Assessment, Accountability & Information Management Report  
    .....Commissioner Mike Hanley  
    .....Margaret MacKinnon, Director

**11:00 AM**

13. Budget/Legislation Report .....Commissioner Mike Hanley  
.....Deputy Commissioner Les Morse  
.....Marcy Herman, Legislative Liaison

**11:20 AM**

14. Rural Education Report .....Commissioner Mike Hanley

**11:30 AM**

15. Mt. Edgecumbe High School Report .....Commissioner Mike Hanley  
.....Bill Hutton, Director

**12:00 PM      LUNCH**

**1:15 PM**

16. Libraries, Archives & Museums Report .....Commissioner Mike Hanley  
.....Linda Thibodeau, Director

**1:30 PM**

17. Attorney General’s Report.....Commissioner Mike Hanley  
.....Luann Weyhrauch, Attorney

**1:45 PM**

18. Commissioner’s Report .....Commissioner Mike Hanley

**2:00 PM**

19. Consent Agenda.....James Fields, Chair

- 19A. Approve minutes of June 4 & 5, 2015, meeting
- 19B. Approve minutes of the August 24, 2015, audio-conference meeting
- 19C. Approve the Mt. Edgecumbe High School student restraint & seclusion policy
- 19D. Approve the Mt. Edgecumbe High School math curriculum instructional materials
- 19E. Approve the Mt. Edgecumbe High School Advisory Board
- 19F. Approve renewal of the Juneau Community Charter School charter

**2:10 PM**

Board Comments

**3:00 PM    ADJOURN**

Tour Sheldon Jackson Museum (3:15pm – 4:15pm).....Linda Thibodeau, Director

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

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**◆ ISSUE**

Staff Recognition – State of Alaska service pins:

- Steven Dunn                      5 years
- Stephen Courtright            5 years
- Andrew Friske                  10 years
- Bernie Gurule                    10 years
- Archie Young                    15 years
- Dionne Brady-Howard        15 years

Governor's Denali Peak Performance Awards – Stan Johnson

- Commissioner Hanley and Superintendent Hutton will present the service and performance recognition awards.

**◆ OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

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**◆ ISSUE**

Special Recognition – Dr. Gil Truitt

Dr. Gil Truitt is a member of the first Mt. Edgecumbe High School (MEHS) graduating class, the Class of 1948. He is the first MEHS graduate to earn bachelor's and master's degrees. He returned to MEHS as a teacher, advisor, and administrator for the next 33 years – having a positive and lasting impact on generations of teenagers across Alaska. Here are some highlights of Dr. Truitt's career.

- Member: Alaska High School Hall of Fame
- Served as MEHS teacher, administrator, basketball coach, senior class advisor, pep club advisor
- MEHS auditorium was named for Dr. Truitt
- Author: published *Southeast Records: 1921-85*, as well as many “Gilnettings” newspaper articles in the Sitka Sentinel
- Awarded Honorary Doctor of Laws from the University of Alaska Anchorage
- Awarded Meritorious Award from University of Alaska Southeast
- Awarded Citation and Commendation from the State Legislature
- Driving force behind the creation of the MEHS Advisory Board
- Driving force in re-opening MEHS as a state-sponsored school
- Superintendent Hutton will introduce Dr. Gil Truitt, who will address the board.

**◆ OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 1**

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**◆ ISSUE**

The board will have an opportunity to discuss its strategic planning.

**◆ BACKGROUND**

- The board met on September 16 to continue its process of strategic planning.
- Chair James Fields will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 2A**

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**◆ ISSUE**

The following report to the board is an introduction to the Mt. Edgecumbe (MEHS) Social Studies Department and curriculum.

**◆ BACKGROUND**

- The presentation will address the vision, foundation, and opportunities within the MEHS social studies curriculum as well as a brief analysis of prior years' data. Presenters also will identify standards alignment, best practices, model programs, and technology integration.
- The presentation will include a description of the current curriculum (courses offered, scope and sequence, and strengths and weaknesses).
- The board's feedback will be incorporated into the planning process.
- Behind this cover memo is the introduction of the Mt. Edgecumbe Social Studies Department staff, who will present their work regarding the curriculum and an outline of current social studies offerings.
- Superintendent Bill Hutton, Principal Bernie Gurule, and the Social Studies Department will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

## Introducing the Mt. Edgecumbe High School Social Studies Department



Dionne Brady-Howard grew up in Sitka and graduated from Mt. Edgecumbe High School in 1991; she has been teaching for seventeen years, fifteen of which have been at MEHS. She taught Geography for twelve years, and she now teaches Alaska History and Pacific Rim Studies, and still teaches U.S. Government. She has a Bachelor's degree in Secondary Education with an emphasis in Social Studies. She enjoys attending school and community events, Tlingit dancing and drumming.



Kerry McAdams grew up in both Petersburg, Alaska and northern California. This is her 12th year teaching and her fifth year at Mt. Edgecumbe High School. Ms. McAdams has a Bachelor of Arts in American History with a strong background in Political Science, and a Master of Arts in Teaching. Ms. McAdams enjoys spending time with her family playing games and reading.



Paul Fitzgibbon grew up in Chicago and has been teaching for 15 years at Mt. Edgecumbe High School. He has a Bachelor's degree in American History and Political Science from Colorado College in Colorado Spring, CO. Mr. Fitzgibbon is married to Karen Zamzow D.C. and has a daughter, Abigail Rain Fitzgibbon. He enjoys spending time with his family, connecting with students, fishing, hunting, reading, and Alaska History. Go Braves!

## Social Studies Courses at Mt. Edgecumbe High School Paul Fitzgibbon

Grade Level	Required Course		Electives
9 <sup>th</sup> grade	Pacific Rim		Global Issues
10 <sup>th</sup> grade	Alaska History		World History
11 <sup>th</sup> grade	U.S. History		Cutting Edge News
12 <sup>th</sup> grade	U.S. Government		Film History

### Required Courses

#### 9<sup>th</sup> grade: Pacific Rim

- This course will serve as the foundation for the other social studies courses at MEHS.
- Students will learn the history, geography, and current events of the Asian nations in the Pacific Rim.

#### 10<sup>th</sup> grade: Alaska History The greatest place on earth to learn Alaska History

- **AK's Geography:** from location to place and hometowns to regions
  - creating a comprehensive spatial understanding of the Last Frontier
- **Cultures of Alaska:** "the way we see our world"
  - understanding & incorporating 10,000 years of wisdom in our midst
- **Russian America:** Globalization comes to Alaska & Sitka becomes the capital
  - From the Bering Expeditions to the streets of New Archangel
- **The American Period** of Alaska History – Tying it all together
  - the industries of our economy: past, present and future
  - transportation and communication over time

#### 11<sup>th</sup> grade: U.S. History

- *Origins of a New Society:* Where did the United States come to be?
- *Balancing Liberty and Order:* The Declaration to crossing the Appalachians
- *An Emerging New Nation:* The Industrial Revolution and its society cross the Mississippi
- *Division and Uneasy Reunion:* The Civil War and Reconstruction
- *Expansion: Rewards and Costs:* Industrial expansion, the end of the western frontier, and life in the new urban America
- *US on the Brink of Change:* Imperialism, Progressivism, and WWI
- *Boom Times to Hard Times:* The 1920's, the Crash, & the New Deal
- *Hot & Cold War:* WWII, the home front, and the origins of the Cold War
- *The Upheaval of the 1960's Kennedy, Johnson, the Civil Rights Movement & Vietnam*

## **12<sup>th</sup> grade required: United States Government**

- In this course, students will learn and become informed, educated U.S. & Alaska citizens
- Students will be able to explain the purposes, types, and functions of government.
- They will engage, understand and appreciate the U. S. Constitution & The Bill of Rights.
- Show knowledge of ANCSA, Native Corporations, PFD, plus state & local governments

## **Elective Courses**

### **Global Issues – Ms. McAdams**

- Students will examine contemporary world events to gain an understanding of the players, issues, implications, and connections to the United States and their lives.
- Students will begin to understand the interplay between economics, politics, geography/natural resources, religion, and culture.

### **Cutting Edge News- Mr. FitzGibbon**

- MEHS students cover, create, and share the news of our world, nation, state, and school.
- Students will produce a regularly scheduled news program that will incorporate social, academic, intellectual and technical skills, as well as teamwork.

### **World History – Mr. FitzGibbon**

- The journey of the human race to the birth of civilization, we will seek to inspire, students to create an understanding of how we are all connected to one another.
- From the classical civilizations to the Age of Discovery, we will study the forces that shaped the course of human history until the advent of the modern world.

### **Film History: Ms. McAdams**

- The course will examine historical time periods, film form, style, and industry practices through readings, film screenings, and discussions.
- Learning to watch films with the goals of critical thinking, thoughtful discussion, and interpretive writing will be emphasized.

## **Civics Education     Kerry McAdams**

“As Thomas Jefferson, Horace Mann, John Dewey and other great educators understood, public schools do not serve a public so much as create a public.” The goal of the Mt Edgecumbe High School Social Studies Department is to equip our students with the knowledge and skills needed for active and engaged citizenship.

### Civics education and citizenship

- teaching the structure and function of federal, state, local and tribal governments
- actively participate in local and state government
- voter registration
- mock elections
- color of Justice and Supreme Court Live
- senate Youth Program and internships
- shaping state leaders

### Notes

1. N. Postman, *The End of Education: Redefining the Value of School* (Vintage Books, 1995), 18

## **Interdisciplinary Kerry McAdams**

The Social Studies department at Mt. Edgecumbe High School has taken an active role in interdisciplinary collaboration at our school. Even before the state's adoption of the new Alaska Standards our department was hard at work tailoring our instruction and assessments to support both English and Math content.

Departmentally:

- meetings with English and Math department each semester
  - choose common teaching strategies to reinforce skills
    - Close Reads
    - Frayer Models
    - Numeration

System wide:

- collaborative focus initiated at fall and winter in-service trainings
- grade-level inquiry teams to further the collaborative process
- first period academic coaching sessions (Fall 2015)
- “help me with my class” sessions (spring 2015)

## **Our Future Dionne Brady-Howard**

As a department, we have many strengths within our unique school environment which have contributed to producing many local and statewide leaders in Alaska. We seek to continue the tasks that have served us well over the years, as well as to engage in active and continual introspection in order to improve on those tasks which we already do well.

As we look to the future, we plan to:

- seek to broaden our course offerings - bigger range of elective courses for civic-minded students
- given the current state of conflict in the world, address the world studies gap in the curriculum
- expand extra-curricular social studies activities to enrich the social studies experience
- continue to
  - build fundamental social studies skills
  - address state standards in our content
  - maintain the interdisciplinary approach to boost performance in basic skill areas
- persist toward our goal of turning out proactive, informed citizens, and political and tribal leaders

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 2B**

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◆ **ISSUE**

The following report to the board is a curriculum review and adoption for the Mt. Edgecumbe High School (MEHS) Math Department.

◆ **BACKGROUND**

- The presentation will address Year 3 Documentation-Adoption, appearing in the MEHS Policy Manual.
- The presentation will include a description of the current curriculum and advances made since the math department reported foundational research three years ago.
- Behind this cover memo are: 1) the three-year curriculum cycle; 2) Appendix A, which lists course offerings for the 2015-2016 school year; 3) Appendix B, providing an overview of an algebra II course; and 4) Appendix C, regarding state standards.
- Superintendent Bill Hutton, Principal Bernie Gurule, and math teachers Kevin Gwinn and Matt Hunter will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken in the consent agenda.

**Math at MEHS**  
**Three Year Curriculum Cycle = “Documentation – Adoption”**

This document reflects the continued growth of the MEHS Math Department and compliance with MEHS Policy Manual 5.5b “Curriculum Review Process.”

**Review of “Foundational Research” Report to SBOE – School year 2012/13:**

- Continue to use student math data to refine student performance
- Align course curriculum to State of Alaska GLE’s (Grade Level Equivalents)
- Increase access and participation in upper level math courses: Trigonometry and Calculus

**Program Development since 2012/13:**

- Re-align course curricula from GLE’s to Alaska State Standards
- Identify and pilot instructional materials in courses
- Write specific MEHS course curricula in “Build Your Own Curriculum” (BYOC software) as a living and breathing document of actual instruction
- Develop consistent instructional and performance expectations among instructors of the same courses (e.g. - all Algebra I teachers met together and agreed upon common instructional goals, benchmarks, and assessments)
- Develop “End of Course” assessment in response to 4 AAC 06.065 “Challenging courses
- Instructional use of MAP (Measures of Academic Progress) testing to measure and review student progress and refine instruction accordingly. An example of this is developing the MEHS “Statistics and Probability Manual” to aid instructional in that area for teachers and students.
- Expand “real” math connections and opportunities

**Documentation/Adoption**

- From teacher and student piloting, adoption of the Holt McDougal textbook and instructional materials

- Completion of common assessments
- Completion of assessment to enable students to obtain credit through “testing out”
- Clear process for using MAP test data in classrooms and for additional help through the RTI (Response to Intervention) process at MEHS
- Specific course curricula 80% complete and will be finalized by 5/2016
- Math “connections” and “real world math” accomplished through ANSEP Engineering program, CAD class, 3D Design and Manufacturing class, Robotics, and university “Accuplacer”

**Future Considerations:**

- Continue to increase participation in higher level math courses
- Evaluate standards and curriculum in relation to MEHS score results in SAT and ACT, as well as predictors in SAT/ACT success through MAP and Accuplacer scores

**Adoption and Board Action:**

The math department started with seven different math instructional products. Through a review process, they narrowed the seven choices down to four. The four choices were piloted in classes with the students, and are cited below:

Chicago Math  
 Houghton Mifflin Harcourt  
 Holt McDougal  
 Glencoe

Holt McDougal was chosen for the following reasons:

- Rated the highest by students and teachers
- Matches most closely to the Alaska State Standards
- Includes a suite of other support materials, including on-line tutorials and support materials based on textbook lessons that students can access outside of the classroom

## Appendix A

### School Year 2016 Course offerings:

Math Lab Student Support  
Algebra 1 Full Year  
Algebra 1 Accelerated  
Algebra II  
Geometry  
Pre-Algebra  
Trigonometry  
Calculus  
UAS classes 105 and 107

## **Appendix B**

**The following two pages are an example of the software “Build Your Own Curriculum.” Page one shows the Algebra II course overview. Page 2 is an overview of the first Unit: Slope intercept Equations and Graphing. It includes a listing of attachments for specific teacher designed lessons and support materials. These are not included in the appendix as the number of pages is extensive.**

# Algebra 2

Math  
NCAA Approved

Grade(s) 9th - 12th, Duration 1 Semester, 1 Credit  
Required Course

## Description

Algebra 2 is the third class in the standard math sequence at MEHS. The course sequence includes: Linear Equations, Inequalities & Absolute Value, Linear Systems, Quadratic, Polynomial, Exponential, Logarithms, Power, Rational, and Radical functions. Imaginary Numbers, Continuity and other Pre-Calculus topics are also introduced.

Timeframe	Unit	Scope And Sequence Instructional Topics
8 Day(s)	Slope intercept Equations and Graphing	1. Variables 2. Graphing & Tabling Slope-Intercept Equations (Y= Equations) 3. Parallel & Perpendicular Lines
4 Day(s)	Inequalities & Absolute Value	1. Inequalities 2. Absolute Values
6 Day(s)	Linear Systems	1. Solving Linear Systems With: Substitution 2. Solving Linear Systems With: Elimination (Linear Combinations) 3. Solving Linear Systems With: Graphing 4. Solving Linear Systems of 3 or more variables
4 Day(s)	Imaginary Numbers	1. Introduction to i 2. Imaginary Numbers - Complex Conjugate 3. Fundamental Theorem of Algebra - quadratic formula application
Ongoing	Functions Notation, Composition, & Inverse Functions	1. Function Notation 2. Arithmetic with Functions 3. Composition of Functions 4. Inverse Functions
12 Day(s)	Quadratic Functions	1. Factoring - Common Factor 2. Factoring - Quadratics 3. Quadratic Formula 4. Quadratic - Vertices 5. Quadratic - Calculator Tricks 6. Quadratic - Making Graphs
11 Day(s)	Polynomial Functions	1. Polynomial Functions - Arithmetic 2. Polynomials - Extrema 3. Polynomials - Using TI Graphing Calculators 4. Polynomials - End Behavior & Even vs Odd powers 5. Polynomials - Creation
8 Day(s)	Exponential Functions	1. Exponential Growth 2. Exponential Growth - Compound Interest 3. Exponential Growth - e 4. Exponential decay 5. Properties of Exponents 6. Fractional and Negative Exponents
4 Day(s)	Logarithms	1. Basic Logarithms 2. Change of Base Theorem
8 Day(s)	Rational Functions and Continuity	1. Domain and Range 2. Continuity 3. Discontinuities 4. Creating Discontinuous Functions

## Materials and Resources

TI graphing calculators Class Set

## Prerequisite (What do you need to take before this)

Algebra 1

## Postrequisite (Allows you to take these courses)

Trigonometry

## Dual Credit

No

**Location**

**Unit:** Slope intercept Equations and Graphing

**Duration:** 8 Day(s)

**Description**

This unit focuses on identifying the slope and y-intercept of a linear equation, creating  $y = (\text{slope-intercept})$  form linear equations, and graphing these equations. Lessons also focus on creating  $y =$  equations from graph or table of a linear equation. Lessons address identifying parallel and perpendicular lines presented in tables, graphs and equations. Lessons include word problems with independent

**Assessments**

Y= Graphing Quiz

**Resources**

TI-84 and TI-83 graphing calculators  
Graphing Paper  
Worksheets  
Carnegie Algebra 2 Text

**Vocabulary**

function, linear, equation, independent, dependent, variable, ordered pair, coordinates

**Unit Attachments**

Worksheet: Independent and Dependent Variables	District Only	(File)
Worksheet: Words to Equations	District Only	(File)
PowerPoint: Graphing & Tabling Linear Equations	District Only	(File)
Notes: Graphing & Tabling Linear Equations	District Only	(File)
Worksheet: Graphing Linear Equations Practice	District Only	(File)
Worksheet: Water Bottling Linear Equations Application	District Only	(File)
Notes: Ordered Pairs	District Only	(File)
Worksheet: Ordered Pairs Practice	District Only	(File)
PowerPoint: Graphing from Tables	District Only	(File)
PowerPoint: Linear Equations BINGO	District Only	(File)
Worksheet: Graphing Linear Equations Quiz Practice	District Only	(File)

**Topic:** Variables **Duration:** 2 Day(s)

**Description**

Students practice identifying independent and dependent variables from story problems. Students create linear equations with  $x$  representing the independent variable and  $y$  representing the dependent variable.

**Topic Attachments**

Worksheet: Independent and Dependent Variables	District Only	(File)
Worksheet: Words to Equations	District Only	(File)

**Topic:** Graphing & Tabling Slope-Intercept Equations ( $Y =$  Equations) **Duration:** 4 Day(s)

**Description**

Lessons address using a slope-intercept equations to create a table of ordered pairs and using the table to create a graph. Lessons also address creating a slope-intercept equation from a table or graph.

**Topic:** Parallel & Perpendicular Lines **Duration:** 2 Day(s)

**Description**

Lessons address creating equations, graphs, and tables of parallel and perpendicular lines. Lessons also address determining if pairs of graphs, tables, or equations are parallel or perpendicular, or neither.

## **Appendix C**

**Appendix C shows the how the math department approaches Alaska State Standards in a comprehensive manner. It will be clearer when they explain the document in person rather than try to explain it here.**

See tabs at bottom on spreadsheet for the content strands

x denotes standard is addressed and assessed in class

c denotes standard is addressed in Carnegie computers only

Notes in boxes explain what we need to cover in order to address the standard. This is the MEHS math teachers' interpretation, we really don't know how AMP test interprets the standards.

Red background color denotes required standard that is NOT addressed in any required math class

Yellow denotes required standard that is currently addressed in at least one required math class

White denotes optional "extra" standard that is not expected to be addressed in our required math sequence.

<b>Algebra</b>	<b>Algebra 1</b>	<b>ACC Algebra 1</b>	<b>Geometry</b>	<b>Algebra 2</b>
A-SSE-1	x	x		x
A-SSE-2	c	c		x
A-SSE-3a	c	c		x
A-SSE-3b				x
A-SSE-3c	c	c		x
A-SSE-4		x		x
A-APR-1		x		x
A-APR-2				x
A-APR-3				x
A-APR-4				polynomial identities
A-APR-5 (+)				add Pascal's triangle
A-APR-6				x
A-APR-7 (+)				rationals analogous to rational #s
A-CED-1	x	x		x
A-CED-2	x	x	x	x
A-CED-3	x	x		x
A-CED-4	x	x	x	x
A-REI-1	x	x	x	x
A-REI-2			x	x
A-REI-3	x	x	x	x
A-REI-4a				derive quadratic formula
A-REI-4b				x
A-REI-5	c	c		x
A-REI-6	x	x		x
A-REI-7				x
A-REI-8 (+)				x
A-REI-9 (+)				x
A-REI-10	x	x	x	x
A-REI-11	x	x		x
A-REI-12	c	c		x

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 3**

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**◆ ISSUE**

The board will be briefed regarding a draft policy to guide the use of restraint and seclusion at Mt. Edgecumbe High School (MEHS) as required by HB 210 and Alaska Statutes 14.33.120(b), 14.33.125, and 14.33.127.

**◆ BACKGROUND**

- This draft policy guides the use of restraints and restrictive settings to maintain safety and order at MEHS.
- If approved, this policy will become part of the MEHS Policy Manual.
- Behind this cover memo is the MEHS draft policy “4.44 Limitations on the use of restraint and seclusion of students” under AS 14.33.120 – AS 14.33.127.
- Superintendent Bill Hutton will be present to brief the board.

**◆ OPTIONS**

This is an information item. Action will be taken in the consent agenda.

***4.44 Limitations on the use of restraint and seclusion of students under AS 14.33.120 – AS 14.33.127***

Use of restraint and seclusion

A teacher, teacher's assistant, or other person responsible for students may physically restrain or seclude a student only if

(1) the student's behavior poses an imminent danger of physical injury to the student or another person;

(2) less restrictive interventions would be ineffective to stop the imminent danger to the student or another person;

(3) the person continuously monitors the student in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student;

(4) the person has received training in crisis intervention and de-escalation and restraint techniques that has been approved by the department under AS 14.33.127, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency; and

(5) the restraint or seclusion is discontinued immediately when the student no longer poses an imminent danger of physical injury to the student or another person or when a less restrictive intervention is effective to stop the danger of physical injury.

Prohibited restraint

A teacher, teacher's assistant, or other person responsible for students may not

(1) use chemical restraint;

(2) use mechanical restraint; or

(3) physically restrain a student by placing the student on the student's back or stomach or in a manner that restricts the student's breathing.

Same-day information for parent or legal guardian

On the same day as the incident, a school administrator shall provide to the parent or legal guardian of an affected student information relating to an incident involving disruptive or violent behavior by the student that resulted in restraint or seclusion of the student by school personnel.

Written report to administrator

School personnel who restrain or seclude a student shall provide a written report of the incident to the school administrator. The school administrator shall provide a copy of the report to the student's parents or legal guardians. The report must include

- (1) the date and time of the incident;
- (2) the names and job titles of school personnel who participated in or supervised the incident;
- (3) a description of the activity that preceded the incident, including efforts and strategies used with the student before the incident;
- (4) a description of the incident, including the type and duration of the intervention used; and
- (5) a description of how the incident ended, including any further action taken.

#### Incident review process

A review process shall be conducted for each incident that involves restraint or seclusion of a student. The review must be conducted as soon as practicable after the event and include

- (1) staff review of the incident;
- (2) follow-up communication with the student and the student's parent or legal guardian; and
- (3) review of and recommendations for adjusting or amending procedures, strategies, accommodations, individualized education plans, or other student behavior plans, or for additional staff training.

#### Annual report to the Department of Education and Early Development

The governing body of the school shall annually, not later than June 30, provide a report to the Department of Education and Early Development under AS 14.33.125(f) and 4 AAC 06.175 of the total number of incidents involving the restraint or seclusion of a student. The report must specify

- (1) the number of incidents that resulted in injury or death of students or personnel;
- (2) the number of incidents in which school personnel involved in the restraint or seclusion were not trained in an approved crisis intervention training program as described in AS 14.33.127(b); and
- (3) the number of incidents involving the restraint or seclusion of a child with a disability under AS 14.30.350; the report must also include the category of the disability of the child involved in each incident.

#### Crisis intervention training

A sufficient number of school employees shall receive periodic training in an approved crisis intervention program to meet the needs of the school population under AS 14.33.127 according to the schedule provided by AS 14.16.020(9).

#### Annual review

This policy must be annually reviewed with school personnel.

#### Definitions

In this policy,

- (1) "chemical restraint" means a psychopharmacologic drug that is used on a student for discipline or convenience and that is not required to treat a medical symptom;

(2) "mechanical restraint" means the use of a device that is not a medical device or protective equipment prescribed by a qualified health care professional to restrict a student's freedom of movement;

(3) "physically restrain" or "physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely;

(4) "restraint" means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety;

(5) "seclusion" means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving; "seclusion" does not include a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

**Mt. Edgecumbe High School**  
**Implementation Date: -----**

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 4**

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**◆ ISSUE**

The board will be briefed on plans for amending the department's Carl Perkins state plan.

**◆ BACKGROUND**

- The department has been working with Michael Brunstein, a national career and technical education (CTE) expert and consultant, to determine how best to respond to improvement areas identified by the U.S. Department of Education during the recent monitoring of our Carl Perkins Career & Technical Education Act state plan.
- Changes to requirements that districts must meet in order to qualify for the Carl Perkins grant funds require an amendment to our Carl Perkins state plan and the board's approval.
- Behind this cover memo is a presentation that outlines the department's plans for amending our Carl Perkins plan.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

# **Carl Perkins Funding: Challenges and Opportunities**

State Board of Education Meeting  
August 17, 2015

# Current Alaska Practice

- Annual Perkins Allocation: About \$4.2 million
  - State Admin—\$250K Federal Minimum
  - 9% State Leadership (\$382K)
  - 85% Pass-Through (\$3.6m)

# Current Practice, Cont'd

- Breakdown of 85% Pass Through
  - 10% Rural Reserve (\$350K)
    - used to get districts to minimum amount (includes carryover)
  - 13.5% Postsecondary (\$484K) – competitive
  - \$60K (NTO) + \$10K (Corrections) – required
  - Secondary Allocation (\$2.74m)
    - 63% to 4 largest LEAs (\$1.72m)
    - 37% split between other 38 LEAs (\$1.0m)
    - Many LEAs below \$15,000 had to be supplemented

# Statutory Requirements

- Carl D. Perkins Career and Technical Education Act (Perkins IV) – passed in 2006
- State Plans
- LEAs must use Federal CTE funds to improve CTE programs
- Sufficient Size, Scope, and Quality

# Requirements, Cont'd

- State awards funds to LEAs based on student population
- Some LEAs receive an allocation that is not sufficient to conduct a program which meets federal requirements
- Consortium requirements

# OCTAE Monitoring Findings

- November 2013
  - Suggested Improvement Strategies:
    - Alter State definitions of size and scope to “direct local Perkins funds to areas of performance shortfalls;” and
    - Alter “quality” definition by closely aligning it to performance results (i.e., placement or graduation rates).
- Additional Reforms Suggested:
  - Amend secondary local applications with updated criteria for “size, scope, and quality” of CTE programs.

# Alaska Plans for Reform

- 38 LEAs currently splitting \$1.1 million
- 4 largest districts would retain annual allocation
- Approach for all other districts wishing to participate in CTE program

# Consortium

- Benefits
- Governance
- Options

# Timeline for Consortium Implementation

## PHASE I—Exploration July 2015-January 2016

### July-August 2015

Create CTE Rural Consortium Focus Group  
(10-12 individuals)

### September 2015

Focus Group Meeting  
Location: TBD—Juneau/Anchorage

### October 18-21, 2015

Alaska ACTE Professional Development Conference  
Regional Meetings with Focus Group Debrief  
(10/21 PM-10/22 All Day or 10/22 All Day-10/23 AM)

# Timeline

## Phase I, Cont'd

### November-December 2015

Follow-up with Webinars

Clarification of Issues

Input for Solutions

Provide examples of consortia models

(Both in-state and nationally)

### December 2015/January 2016

Reconvene CTE Rural Consortium Focus Group

Generate consensus of the approach/model(s) to pursue

# Timeline, Cont'd

## PHASE II—Action Phase

February 2016-September 2016

February 1, 2016-Consortium Development Starts

Actions to consider:

1. Statewide Model v. Regional Models?
2. Role Refinement of Partners for the Process
3. State Regulation Development with Public Input
  - Timeframe: May-Sep 2016
4. Establishing Consortium Frameworks of Operation
  - Timeframe: Feb-Sep 2016
5. District Alignment/Identify Fiscal Agents
6. Meeting Structures to Facilitate Process
  - Timeframe: Feb-Sep 2016

**NOTE:** SIMILAR PROCESS TO STATEWIDE FOCUS GROUP

# Timeline, Cont'd

## PHASE III—Implementation September 2016-February 2017

Create Governance Structures/Processes for Operation

By-Law and Procedures/Policy Development  
Professional Development and Training for:

- Fiscal/Data Reporting Structures
- Consortia Advisory Structures and Processes—  
Statewide v. Local Advisories?
- New CTE Personnel at District Level
- GMS Reporting Processes and Structures

# Timeline

## Phase III, Cont'd

**TARGET COMPLETION DATE:**  
**FEBRUARY 28, 2017**

Consortia Governance Tasks completed with review  
and **final approval to be completed by:**  
**May 15, 2017**

**IMPLEMENTATION OF THE APPROVED MODEL(S)**  
**JULY 1, 2017**

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5**

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**◆ ISSUE**

The board will be briefed on the score-setting process and results for the Alaska Measures of Progress assessments.

**◆ BACKGROUND**

- The Alaska Measures of Progress (AMP) for English language arts (ELA) and mathematics were first administered in spring 2015.
- New assessments require the development of new score ranges to determine student performance in each achievement level. These score ranges are adopted in regulations.
- The board opened the period of public comment on those proposed regulations at its meeting on August 24. The board is scheduled to consider adopting the proposed regulations at a meeting on October 9.
- Behind this cover memo are: 1) a presentation on the score-setting process, projected results, and timeline, and 2) the proposed regulations, scheduled for final consideration on October 9.
- Margaret MacKinnon, Director of Assessment & Accountability, and Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

# AMP Score Setting Process & Results

Alaska State Board of Education & Early Development

Margaret MacKinnon, Director, Assessment & Accountability

Susan McCauley, Director, Teaching & Learning Support

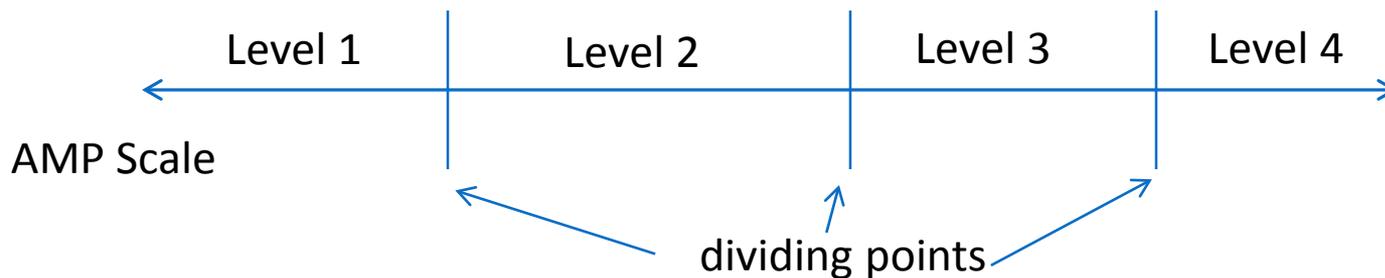
September 17, 2015

# AMP Levels of Achievement

- Student results on the Alaska Measures of Progress (AMP) assessments in English language arts (ELA) and Mathematics will be reported in 4 achievement levels from lowest (Level 1) to highest (Level 4)
  - Levels 3 and 4 meet the standards
  - Levels 1 and 2 partially meet the standards
- Achievement Level Descriptors (ALDs) aligned to the standards were drafted by a committee of 35 Alaska educators in September 2014.
  - ALDs articulate how much students should know and be able to do at each achievement level in each grade level.

# Score Setting Process Overview

- Using those ALDs and a research-based score setting methodology called bookmarking, panels of Alaska educators recommended the points that would divide the score ranges between each of the 4 achievement levels.
  - Panelists considered the performance of a student who would “just barely” score in the achievement level.



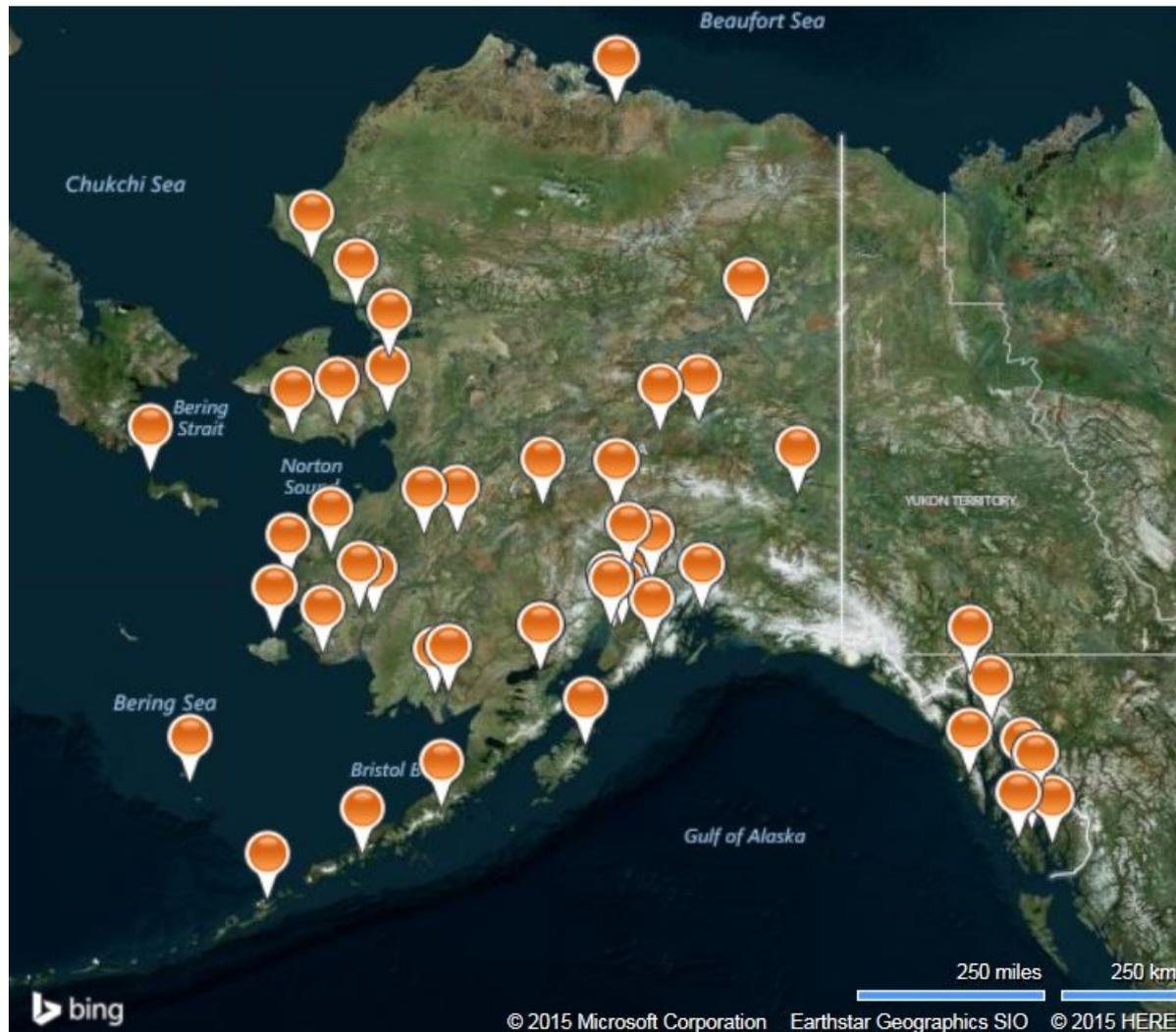
# Bookmark Method

- Research-based procedure developed in the 1990s
- Adequate precedence, used in over thirty states
- Used previously in Alaska
- Test content is structured so that increasing knowledge and competencies can be evaluated directly against academic standards

# Who participated?

- 126 educators from across the state participated in the 3-day score-setting process. Of those, 50 remained for the articulation portion on Friday morning.
- Panelists collectively represented 51 Alaskan communities, 31 districts, and 3 university campuses.
- Educators were recruited based on
  - Range of experience in number of years taught
  - Population taught, including expertise on special populations
  - Geographical representation
  - Focused on expertise in ELA or math standards & instruction
  - Strong recommendations/reference from supervisor
- Some panelists also participated in AMP item reviews, achievement level descriptors, or setting scores for the SBAs

# State Representation



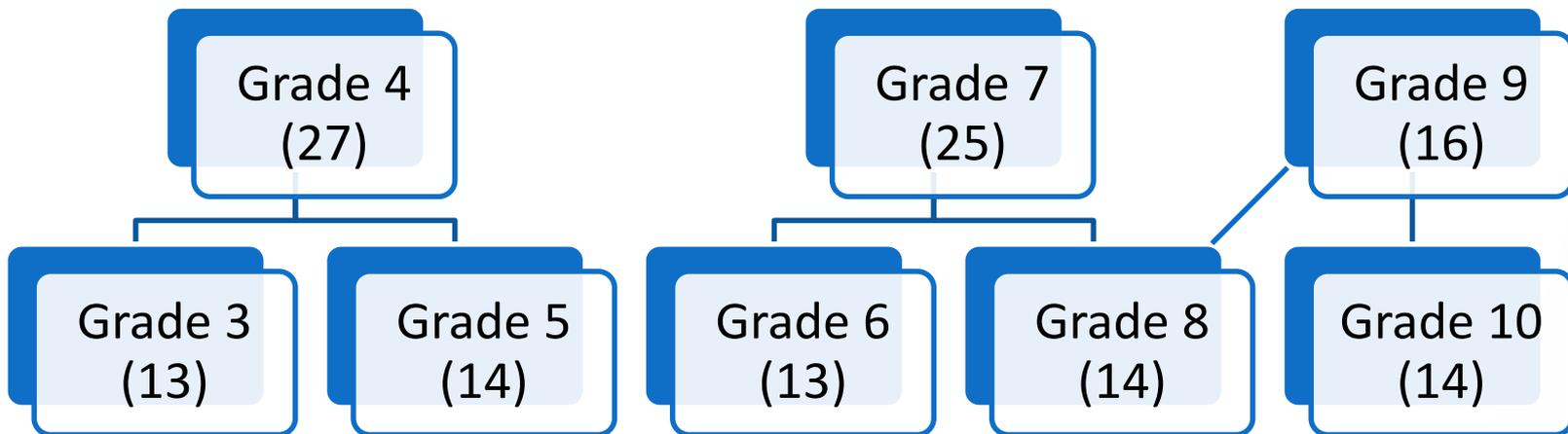
# Panelist Demographics

- 52% from rural schools, 48% from urban
- 63 math panelists and 63 ELA panelists
- 67.4% were classroom teachers
- Length of experience from 1 year to almost 42 years
  - Average of 13.2 years for math
  - Average of 12.7 years for ELA
- By area:
  - Grades 3-8: 8 or 9 per grade
  - High school: 12
  - College faculty: 2
  - Career and Technical Education: 2

# Panel Organization

## For each subject: (ELA and Math)

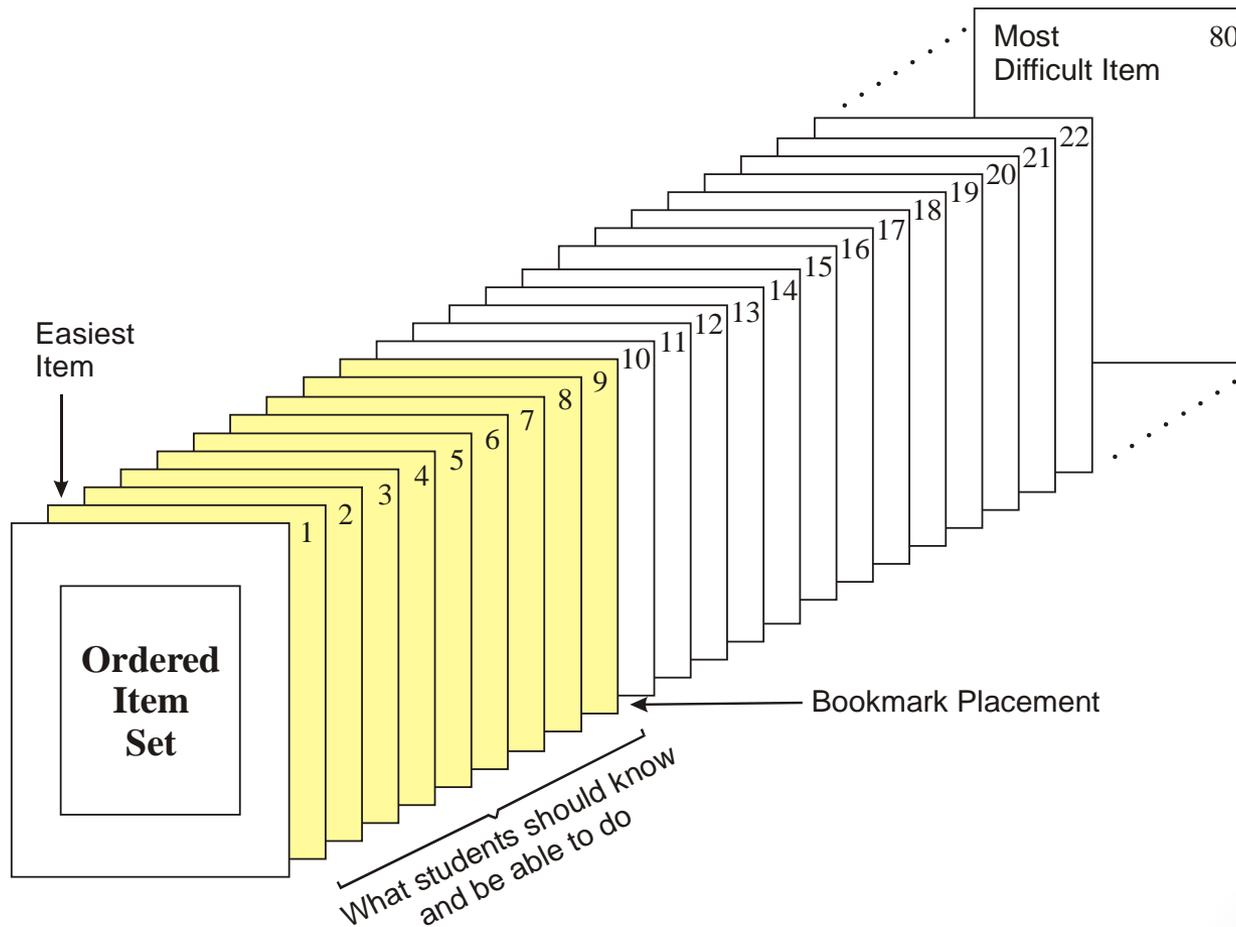
- 8–9 educators from each of grades 3–8
- 12 high school educators
- 2 higher education faculty
- 2 career and technical education representatives



# Major Steps in the Process

1. Panelists took the test as though they were students.
2. Panelists discussed in the small groups (tables) what *knowledge, skills, and abilities* are involved in each item.
3. Panelists describe what it takes to “just barely” make it into the achievement level (use ALDs to write borderline descriptors).
4. Panelists work through the Ordered Item Booklet (OIB) with questions arranged in difficulty order, making notes to help later. Key questions include:
  - What does each item measure?
  - What makes each item more difficult than the one before it?

# Ordered Item Booklet



# Rounds 1 and 2

- **Round 1:** Panelists individually place a bookmark in OIB after the last item they think two out of three borderline students can answer correctly between achievement Levels 2 and 3 (partially meeting and meeting standards). Panelists then placed bookmarks for the break between Level 3 and 4, and the break between Level 1 & 2.
- **Round 2:** Panelists have table discussions about Round 1 bookmarks, focusing on items between lowest and highest bookmarks. Panelists review and move any or all of their bookmarks if they think it is appropriate when making round 2 judgments.

# Impact Data and Round 3

- **Impact data:** After round 2, panelists were given “impact data” or the percentage distribution of students in each achievement level as determined by
  - Median cut scores after round 2
  - Data from the 2015 AMP assessments
- **Round 3:** Panelists have room discussions with other panelists at same grade level about Round 2 bookmarks, focusing on items between the lowest and highest bookmarks selected. Panelists also discuss the impact data. Panelists review and move any or all of their bookmarks if they think it is appropriate.

# Articulation & EED Review

- About three members from each panel remained for the fourth day to review all results together.
- The goal was to look at the progression of cut scores from grades 3 through 10 to determine if there are any grades where the cut scores look out of line (exceptionally rigorous or lenient).
- The articulation panel made their final recommendation to EED.
- EED leadership reviewed the recommendations from the panelists, making minor adjustments to the recommendations that:
  - Honored the work of the participants,
  - Fell within the range of panelists' recommendations,
  - Minimized errors associated with measurement that would place a student in a lower achievement level, and
  - Took into consideration the challenges of a new assessment and the readiness of Alaska's student for college and careers.

# Technical Advisory Committee

- Alaska's Technical Advisory Committee (TAC) reviewed the score setting process and results on August 7.
- TAC members are nationally recognized experts who provide advice to Alaska on the validity and reliability of the state assessments.
- The validity of the assessment score ranges is strongly tied to the use of professionally accepted practices for establishing recommended cut scores between the achievement levels.

# TAC Findings

- The TAC found that the score setting process:
  - followed an established, research-based method;
  - was coordinated and facilitated by appropriate experts; and
  - included a broad range of qualified panelists.
- The variability of recommendations generally reduced with subsequent rounds, suggesting that agreement emerged throughout the process.
- Feedback from the panelists affirms their confidence in the process and results.
- Taken all together, this bolsters the claim that the outcomes are credible and defensible.

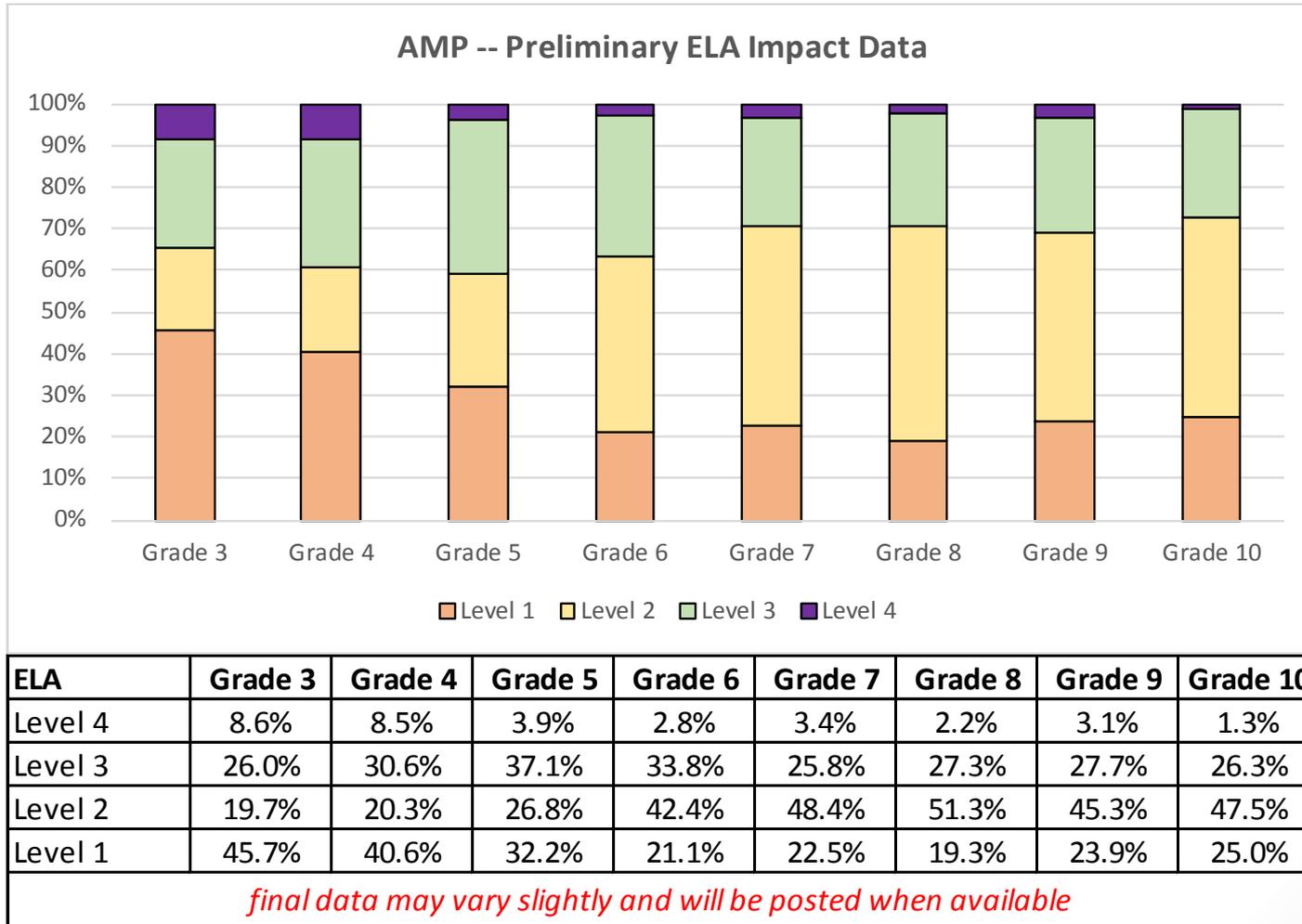
# Panelists Reflections

- “I am pleased. The scores represent where we need to go. It is good to know our educational leadership will support this. We all know it will be tough, but inflating will not support our students or their future.”
- “The results very much reflect the reality in my classroom.”
- “What an interesting process to be a part of an interesting experience to see the data from the item review all the way through come together. I appreciate the work and thought put into this effort to make the assessment process more relevant for our students based on what they can do.”
- “This was a difficult but productive process.”
- “The process was illustrative, well thought out and effective.”

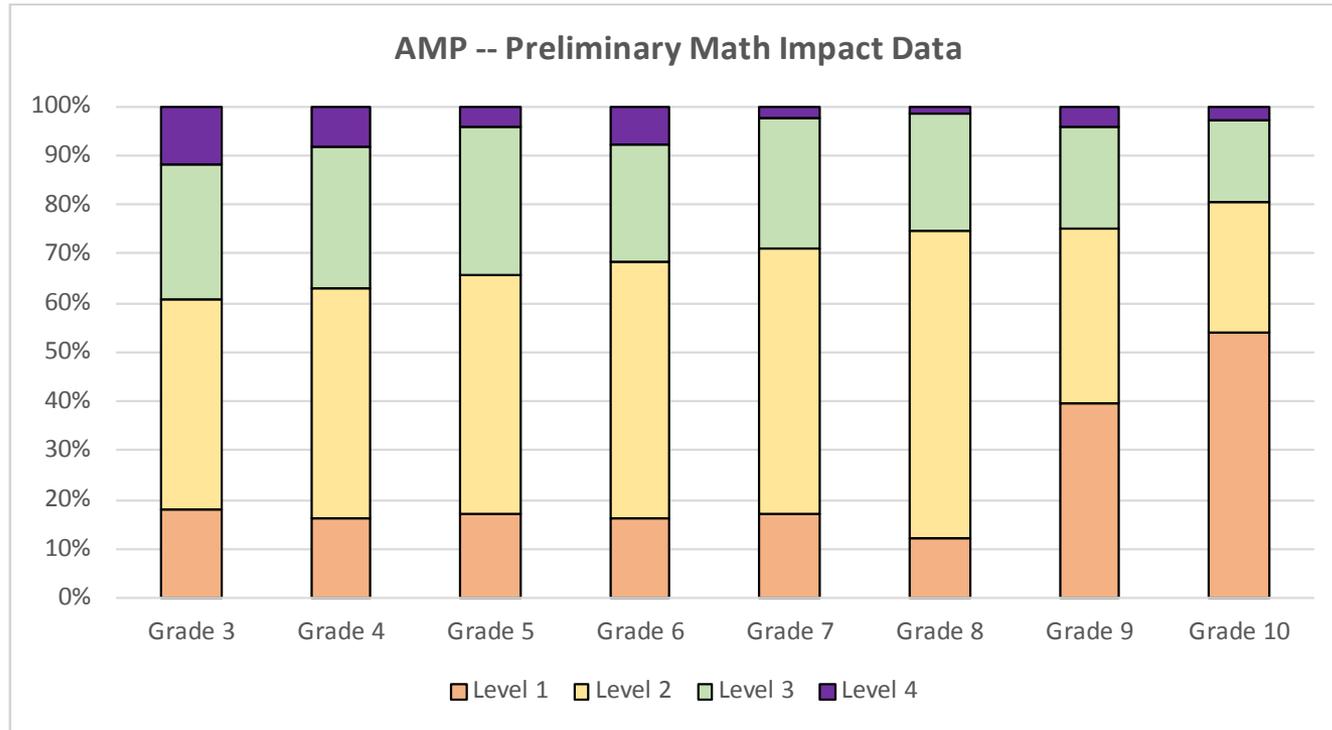
# Panelists Reflections (con't.)

- “The impact results are reasonable based upon the newness of the standards. Parents and schools will need to be educated about the impact data.”
- “I feel like I have grown as an educator not only do I understand this process better - but I feel so much more comfortable with the testing process. I feel it is valid and the purpose is not political but rather a real tool to guide instruction and show growth. I am/ will be a better teacher after this week. I have a stronger idea about how to use standards to inform my instruction. I do hope I have future opportunities such as this. The ability to have informed, nonjudgement with conversation about this issue with peers from across the state was/is powerful. Thankyou!”

# Impact Data - ELA



# Impact Data - Math



Math	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
Level 4	11.9%	8.4%	4.3%	7.9%	2.2%	1.4%	4.0%	2.7%
Level 3	27.4%	28.8%	29.9%	23.8%	26.6%	23.9%	21.1%	16.6%
Level 2	42.8%	46.4%	48.6%	52.1%	54.3%	62.3%	35.3%	26.6%
Level 1	17.9%	16.4%	17.1%	16.3%	17.0%	12.4%	39.7%	54.2%

*final data may vary slightly and will be posted when available*

# Questions?



# Timeline of State Board Actions Related to AMP Scores

- August 19: State Board packet was published including proposed score ranges for each achievement level and statewide impact data
- August 24: State Board meeting to open a period of public comment on the proposed score ranges associated with each achievement level
- August 24 – September 24: Public comment period
- October 9: The State Board will vote on whether to adopt the proposed score ranges associated with each achievement level.

# EED Support to Districts Leading up to Public Release of AMP Results

- July 27: Overview of timeline leading up to public release of AMP results provided to Superintendents during July meeting
- August 10: Superintendent AMP Results Toolkit established
- August 19: Audio-conference with Superintendents to review preliminary statewide impact data and recommendations for talking about AMP data
- September 24: Professional development provided to Superintendents in King Salmon related to how to read district, school, and student AMP score reports

# EED Support to Districts Leading up to Public Release of AMP Results, cont.

- October 13: Superintendent Communications Workshop to assist with PR/Messaging related to district and school results
- October 16: District, school, and student reports available in Educator Portal
- October 17 – 19: Principals' Conference. A full-day pre-conference will provide training to principals for how to access and read AMP reports
- October 19: Public release of AMP results.

# For questions/support:

- Margaret MacKinnon, Director of Assessment & Accountability. [Margaret.MacKinnon@Alaska.gov](mailto:Margaret.MacKinnon@Alaska.gov). (907) 465-2970.
- Elizabeth Davis, Assessment Administrator. [Elizabeth.Davis@Alaska.gov](mailto:Elizabeth.Davis@Alaska.gov). (907) 465-8431.
- Brian Laurent, Data Management Supervisor. [Brian.Laurent@Alaska.gov](mailto:Brian.Laurent@Alaska.gov). (907) 465-8418
- Eric Fry, Public Information Officer. [Eric.Fry@Alaska.gov](mailto:Eric.Fry@Alaska.gov). (907) 465-2851.

Register \_\_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner will select a standards-based test to estimate the degree to which students have mastered the state's standards for **English language arts** [READING, WRITING], mathematics, and science. For school years 2012 - 2014, the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013 - 2014. For school years after school year 2013 - 2014, the standards-based test must test for mastery of the English language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a). Except for students eligible for an alternate assessment under 4 AAC 06.775(b), each district shall administer the standards-based test in **English language arts** [READING, WRITING,] and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades four, eight, and ten. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.739(a) is amended to read:

**4 AAC 06.739. Assessment achievement level [PROFICIENCY] scores.** (a) The subject matter [PROFICIENCY] **achievement** levels **of proficiency** [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] for a student enrolled

in grades 3-10 will be determined as set out in this section, based on the student's scores on the applicable state assessment described in 4 AAC 06.737.

4 AAC 06.739(b) is repealed and readopted to read:

(b) Achievement levels for English language arts and mathematics are levels one through four, with level one being the lowest and level four the highest achievement level. Students obtaining achievement levels of three or four meet standards. To obtain an achievement level of one, two, three, or four in English language arts and mathematics, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
English language arts: Level 4	727 or above	729 or above	737 or above	736 or above	729 or above	736 or above	732 or above	736 or above
English language arts: Level 3	700-726	700-728	700-736	700-735	700-728	700-735	700-731	700-735
English language arts: Level 2:	686-699	686-699	680-699	667-699	664-699	662-699	668-699	666-699
English language arts: Level 1	685 or below	685 or below	679 or below	666 or below	663 or below	661 or below	667 or below	665 or below
Mathematics: Level 4	726 or above	732 or above	741 or above	731 or above	747 or above	754 or above	740 or above	737 or above
Mathematics: Level 3	700-725	700-731	700-740	700-730	700-746	700-753	700-739	700-736
Mathematics: Level 2	675-699	671-699	671-699	673-699	668-699	665-699	681-699	678-699
Mathematics: Level 1	674 or below	670 or below	670 or below	672 or below	667 or below	664 or below	680 or below	677 or below

4 AAC 06.739(c) is amended to read:

(c) **Achievement levels for science are advanced, proficient, below proficient, or far below proficient. Students obtaining achievement levels of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level of advanced, proficient, below proficient, or far below proficient in science, a student must obtain a score as set out in the following table:

<b><u>Achievement</u></b> <b><u>[PROFICIENCY]</u></b> <b><u>Level</u></b>	Grade 4	Grade 8	Grade 10
Science: Advanced	357 or above	359 or above	369 or above
Science: Proficient	300-356	300-358	300-368
Science: Below Proficient	233-299	258-299	245-299
Science: Far Below Proficient	232 or below	257 or below	244 or below

(Eff. 3/16/2001, Register 157; am 11/23/2003, Register 168; am 9/4/2005, Register 175; am 5/18/2006, Register 178; am 9/3/2006, Register 179; am 9/27/2008, Register 187; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.015            AS 14.07.030            AS 14.07.060  
AS 14.07.020

The introductory language of 4 AAC 06.775(b) is amended to read:

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are not able to complete either regular curricular offerings or substitute courses under 4 AAC 06.078 that would lead to a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the Participation Guidelines for Alaska Students in State Assessments, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710[, EXCEPT THAT A STUDENT WILL NOT BE REQUIRED TO TAKE THE ALASKA ALTERNATE ASSESSMENT TWICE IN ONE SCHOOL YEAR]. **Achievement levels for the English language arts and mathematics Alaska Alternate Assessment are advanced, at target, approaching target, or emerging. Students obtaining an achievement level of advanced or at target meet standards. Achievement levels for the science Alaska Alternate Assessment are advanced, proficient, below proficient, or far below proficient. Students obtaining an achievement level of advanced or proficient meet standards.** To obtain **an achievement** [A PROFICIENCY] level [OF ADVANCED, PROFICIENT, BELOW PROFICIENT, OR FAR BELOW PROFICIENT] in

...

4 AAC 06.775(b)(1) is repealed and readopted to read:

(1) English language arts and mathematics on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10
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English language arts: Advanced	71 or above	75 or above	76 or above	65 or above	73 or above	72 or above	68 or above	72 or above
English language arts: At Target	50-70	57-74	53-75	46-64	52-72	48-71	48-67	47-71
English language arts: Approaching Target	36-49	38-56	35-52	27-45	27-51	23-47	20-47	17-46
English language arts: Emerging	35 or below	37 or below	34 or below	26 or below	26 or below	22 or below	19 or below	16 or below
Mathematics: Advanced	37 or above	56 or above	48 or above	38 or above	53 or above	53 or above	33 or above	36 or above
Mathematics: At Target	21-36	30-55	32-47	28-37	37-52	40-52	21-32	21-35
Mathematics: Approaching Target	12-20	20-29	15-31	13-27	19-36	17-39	10-20	8-20
Mathematics: Emerging	11 or below	19 or below	14 or below	12 or below	18 or below	16 or below	9 or below	7 or below

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075                      AS 14.07.060                      AS 14.07.165  
AS 14.07.020

4 AAC 06.815(b) is amended to read:

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(b) Each annual measurable objective established under (a) of this section is the percentage of students enrolled for a full academic year who are expected to score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics standards-based assessments described in 4 AAC 06.737.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for **English language arts** [READING, WRITING,] and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score **at achievement level three or four** [PROFICIENT OR HIGHER] on the state **English language arts** [READING, WRITING,] and mathematics **standards** [STANDARD]-based assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year.

4 AAC 06.815(h) is amended to read:

(h) In calculating whether a school or subgroup has met its annual measurable objective under this section, the department will include as **meeting standards** [PROFICIENT OR HIGHER] **those** students who [TEST] **score** at the **at target or advanced achievement levels** [PROFICIENT LEVEL OR HIGHER] on the alternate assessment **for English language arts and mathematics**, for those grades in which the alternate assessment is available under 4 AAC 06.775(b). However, for the purpose of determining whether an annual measurable objective has been met under this section, not more than one percent of the students in the district may be

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included as **meeting standards** [PROFICIENT OR HIGHER] under the alternate assessment.

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080  
AS 14.07.020

4 AAC 06.820(d) is amended to read:

(d) For purposes of measures of school and district accountability under 4 AAC 06.800 - 4 AAC 06.899, including measurements of participation and graduation rates, attainment of an annual measurable objective, and inclusion in the Alaska school performance index, the score of a student who participates in a state assessment and is enrolled at more than one school at a time will be included in the performance of the school at which the student is counted under 4 AAC 09.040 as more than 0.5 full-time equivalent. If the student cannot be counted under 4 AAC 09.040 as more than 0.5 full-time equivalent at any of those schools, the student's state assessment score and participation will be included in the performance of the school at which the student receives instruction in **English language arts** [READING AND WRITING].

4 AAC 06.820(f)(1) is amended to read:

(1) excuse the student from participation in the state assessments in **English language arts** [READING OR WRITING]; and

(Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.899(24) is amended to read:

(24) "alternative school" means a school that is specifically designed to exclusively serve secondary-school students who are at high risk of failing to graduate because of credit deficiencies, below-proficient academic performance, a history of low attendance, a history or high risk of dropping out, or other barriers to graduation. **In this paragraph, "below-proficient academic performance" means obtaining an achievement level on a standards-based assessment under 4 AAC 06.739 that does not meet standards.** (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.123                      AS 14.07.060                      AS 14.50.080  
AS 14.07.020

4 AAC 33.421(a)(1) is amended to read:

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 and quarterly reviews of a student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

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4 AAC 33.421(b) is amended to read:

(b) In addition to meeting the requirements set out in AS 14.03.300 and this section, an individual learning plan for a student who has obtained **an achievement level that did not meet standards** [A PROFICIENCY LEVEL OF BELOW PROFICIENT OR FAR BELOW PROFICIENT] on the most recent administration of the statewide standards-based assessments under 4 AAC 06.710 - 4 AAC 06.790 must identify strategies to move the student toward **meeting standards** [PROFICIENCY] in the related subject.

(Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

<b>Authority:</b>	AS 14.03.090	AS 14.07.030	AS 14.14.090
	AS 14.03.300	AS 14.07.050	AS 14.17.430
	AS 14.03.320	AS 14.07.060	AS 14.30.010
	AS 14.07.020	AS 14.08.111	

4 AAC 33.426(b) is amended to read:

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled. A district shall waive the requirement of (a) of this section if the student obtained **achievement levels that met standards** [A PROFICIENCY LEVEL OF ADVANCED OR PROFICIENT] in **English language arts** [READING, WRITING,] and mathematics as set out in 4 AAC 06.739(b) during the previous academic year.

(Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am 3/6/2015, Register 213; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.03.300 AS 14.07.060 AS 14.17.430  
AS 14.07.020 AS 14.08.101 AS 14.30.010  
AS 14.07.030

4 AAC 34.090(a)(2) is amended to read:

(2) "limited English proficient pupil" or "LEP pupil" means an individual

(A) who is between 3 and 21 years old;

(B) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C) who falls into one or more of the following categories of individuals:

(i) an individual not born in the United States or whose native language is a language other than English;

(ii) an American Indian, Alaska Native, or native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the

(i) ability to obtain **an achievement level that meets standards** [A PROFICIENCY LEVEL OF PROFICIENT OR ADVANCED], as described in 4 AAC 06.739, on the state assessments in **English language arts** [READING AND WRITING OR IN READING AND LANGUAGE ARTS] under 4 AAC 06.737 [OR 4 AAC 06.755];

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(ii) ability to successfully achieve in classrooms where the language  
of instruction is English; or

(iii) opportunity to participate fully in society;

(Eff. 12/29/76, Register 60; am 5/4/2000, Register 154; am 11/23/2003, Register 168; am  
6/30/2013, Register 206; am \_\_\_/\_\_\_/\_\_\_, Register \_\_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.410

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6A**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding use of school funds in elections.

**◆ BACKGROUND**

- During the business meeting of the June 5, 2015, meeting of the State Board of Education & Early Development, board members discussed possible avenues for clarifying the use of school funds in elections. After researching the issue, the department recommends repealing 4 AAC 06.135 regarding use of school funds in elections.
- 4 AAC 06.135 conflicts with the most relevant Alaska Public Offices Commission (APOC) statute and regulation, AS 15.13.145 and 2 AAC 50.356 respectively.
- Under AS 15.13.145 government officials and entities may not “use money held by the entity” to influence an election of a candidate for state or municipal office. The law specifically includes municipalities, school districts, and regional educational attendance areas (REAs), other political subdivisions, and officers and employees of the various state governmental entities. However, the law allows “money held by an entity” to be used to influence “an election concerning a ballot proposition or question,” but only if the funds have been specifically appropriated for that purpose by a state law or a municipal ordinance.
- AS 15.13.145 contains an exception to the rules cited above. Money held by an entity may be used in two allowed situations:
  - 1) to disseminate information about the time and place of an election and to hold an election; and
  - 2) to provide the public with nonpartisan information about a ballot proposition or question or about all the candidates seeking election to a particular public office.
- AS 15.13.145 also requires that if an expenditure of money is authorized, as described above:
  - 1) by an appropriation to influence a ballot proposition or question; or
  - 2) for allowed educational purposes the expenditure must be reported to APOC.
- 2 AAC 50.356 allows an officer or employee of a governmental entity to use money held by the entity “to communicate about a ballot proposition if the communication is made in the usual and customary performance of the officer’s or employee’s duties.” The regulation provides further explanation of what “nonpartisan” information is and includes a definition of “money” under the regulation. Money means “government money,

government property and assets, and the use of property, assets, or human resources belonging to a government entity.”

- The proposed regulations can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, and Luann Weyhrauch, Assistant Attorney General, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 9A.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.135 is repealed:

**4 AAC 06.135. Use of school funds in elections.** [(A) A SCHOOL DISTRICT MAY NOT APPROPRIATE OR SPEND SCHOOL DISTRICT MONEY FOR THE PURPOSE OF INFLUENCING THE RESULT OF A PUBLIC VOTE ON AN ELECTION, REFERENDUM, INITIATIVE, RECALL, OR OTHER ELECTION INVOLVING CANDIDATES FOR OR HOLDERS OF PUBLIC OFFICE.

(B) THE RESTRICTION IN (A) OF THIS SECTION IS NOT INTENDED TO INTERFERE WITH THE EXERCISE OF THE RIGHT TO FREE SPEECH BY SCHOOL DISTRICT BOARD MEMBERS OR SCHOOL PERSONNEL.] Repealed. (Eff. 8/28/91, Register 119; repealed \_\_/\_\_\_/\_\_\_, Register\_\_\_)

Authority: AS 14.07.020 AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6B**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding the challenging of courses for students in grades 9-12.

**◆ BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, being changed with the passage of House Bill 44, Alaska Safe Children's Act.
- These proposed regulations change 4 AAC 06.065 to allow students in grades 9-12 the opportunity to challenge core courses by demonstrating mastery of course material; as currently written, the regulations allow students enrolled in a secondary school to challenge courses. Secondary school refers to grades 7 to 12.
- The proposed regulations can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 9B.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.065(a) is amended to read:

(a) Not later than July 1, 2015, a district shall provide **students in grades nine through 12** [SECONDARY STUDENTS] with the opportunity to challenge courses offered in mathematics, language arts, science, social studies, and world languages by demonstrating mastery of the course material. A district shall provide this opportunity at least twice annually. A district shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include a written assessment. A district shall develop a written policy regarding the grading or evaluation of successfully challenged courses. A district may charge a fee to cover the costs of development and administration of the assessment.

(Eff.12/26/2014, Register 212; am \_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.073                      **AS 14.07.020**                      AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6C**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to who may provide diagnosis of Fetal Alcohol Spectrum Disorder (FASD) for the purpose of eligibility for special education for children with other health impairments.

**◆ BACKGROUND**

- Current regulations permit only a physician to provide diagnoses of health problems that may make a child eligible for special education services for children with other health impairments.
- FASD is a condition that may adversely affect a child's educational performance to an extent that qualifies the child for special education services for children with other health impairments.
- As such, the diagnosis of FASD for the purposes of eligibility for special education services would need to be provided by a physician as currently prescribed in regulations.
- There exist in Alaska, however, providers who specialize in the diagnosis and treatment of FASD and who are advanced nurse practitioners rather than physicians.
- The proposed regulations would permit an advanced nurse practitioner with certification in either psychiatry or family practice to diagnose FASD for the purpose of satisfying regulatory requirements related to eligibility for special education for children with other health impairments.
- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 9C.

4 AAC 52.130(k) is amended to read:

(k) To be eligible for special education and related services as a child with other health impairments, a child must

(1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, **fetal alcohol spectrum disorder (FASD)** or diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); to be eligible, a health impairment must adversely affect that child's educational performance;

(2) require special facilities, equipment, or methods to make the child's educational program effective;

(3) be diagnosed by a physician, **or in the case of FASD, an advanced nurse practitioner certified in either psychiatry or family practice** as having a health impairment described in (1) of this subsection; and

(4) be certified by the group established under 4 AAC 52.125(a) (2) as qualifying for and needing special education services. (Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111; am 11/28/92, Register 124; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/29/2005, Register 175; am 8/30/2007, Register 183; am 8/19/2009, Register 191; am 11/28/2009, Register 192; am \_\_/\_\_/\_\_, Register \_\_)

Authority: AS 14.07.060 AS 14.30.274

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6D**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to early literacy screening requirements.

**◆ BACKGROUND**

- During the 2013 legislative session, the legislature appropriated funds to implement literacy screening assessments to students in kindergarten through third grade.
- The board followed with the adoption of regulations 4 AAC 06.713.
- During the 2015 legislative session, the legislature removed funding for implementing literacy screening assessments.
- Behind this cover memo are: 1) current regulations, and 2) proposed regulations.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 9D.

# CURRENT REGULATIONS

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.713. Early literacy screening.** (a) As part of the comprehensive system of student assessments required under AS 14.07.020(b) and 4 AAC 06.710, each district shall administer an approved early literacy screening assessment tool at least once during each school year to

(1) all students in kindergarten, first, and second grades; and

(2) third-grade students identified as experiencing delays in attaining early literacy skills during the second grade.

(b) A district may use only an early literacy screening assessment tool that the department has approved to meet the requirements of this section. The department will maintain a list of approved early literacy screening assessment tools. An approved early literacy screening assessment tool must

(1) accurately identify students experiencing delays in attaining early literacy skills;

(2) be individually administered;

(3) have an administration format that permits testing at least three times per school year; and

(4) use either the two methods, as follows, to measure early literacy sub-skills and yield data:

(A) an early literacy screening assessment tool approved under this paragraph must

(i) measure the early literacy sub-skills of letter sound fluency, phoneme segmentation fluency and oral reading fluency; and

(ii) yield data that includes the number of words read correctly in one minute;

(B) an early literacy screening assessment tool approved under this subparagraph must

(i) measure the early literacy sub-skills of phonological awareness, phonics, concepts of print, vocabulary, word structure, and writing; and

(ii) yield data reportable in Rasch units.

(c) Not later than July 15 of each year each district shall submit to the department assessment data yielded by an administration of the district's early literacy screening assessment tool conducted between April 1 and May 30 of that year. The district shall submit assessment data on a form prescribed by the department. Required data includes either

(1) letter sound fluency and phoneme segmentation fluency assessment data for all students in kindergarten and oral reading fluency assessment data for all students in the first and second-grade, and third-grade students identified under (a)(2) of this section; or

(2) Rasch unit scores for all students in kindergarten, first, and second grades and third-grade students identified under (a)(2) of this section.

(d) Each district shall share the results of its early literacy screening assessment tool with parents of students in kindergarten, first, and second grades and third-grade students, identified under (a)(2) of this section. This data shall be shared

(1) once annually with all parents of students who undergo early literacy screening; and

(2) twice annually with parents of students identified as experiencing delays in attaining early literacy. (Eff. 3/19/2014, Register 209)

**Authority:** AS 14.07.020

AS 14.07.060

# PROPOSED REGULATIONS

4 AAC 06.713 is repealed:

**4 AAC 06.713. Early literacy screening.** Repealed. (Eff. 3/19/2014, Register 209; repealed \_\_/\_\_/\_\_\_\_, Register, \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6E**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to teacher certification.

**◆ BACKGROUND**

- The proposed regulations include changes related to four general categories: recommendations of the Educator Certification Advisory Committee, implementation of House Bill 44, regulations needing increased clarity, and regulations requiring technical changes.
- The proposed regulations address recommendations of the Educator Certification Advisory Committee.
  - During the 2014-2015 school year, the department convened a 13-member Educator Certification Advisory Committee for the purpose of making recommendations to the board for increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
  - Based on feedback from the committee, the department's recommendations to the board were as follows:
    1. Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
    2. Require a subject or content area exam for each endorsement area on a teacher certificate;
    3. Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
    4. Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
    5. Expand the approved list of basic competency exams to include the SAT and ACT.
  - The proposed regulations address numbers 1, 2, 3, and 5 above.
- The proposed regulations address new requirements of House Bill 44 related to teacher certification. Beginning June 30, 2017, applicants who apply for or renew their certification under AS 14.20.020 must, prior to application, have completed training in the following:
  - Alcohol and drug related disabilities as required under AS 14.20.680;
  - Sexual abuse and sexual assault awareness and prevention as required under AS 14.30.355;

- Dating violence and abuse awareness and prevention as required under AS 14.30.356; and
  - Suicide prevention required as required under AS 14.30.362.
- The proposed regulations address areas that needed additional clarification. The areas of clarification include the following:
    - The number of fingerprint cards to include with an application;
    - The fee for the removal of a special education endorsement; and
    - Highly qualified requirements for elementary content specialist and middle school teachers.
  - The proposed regulations also address areas needing technical changes. These technical changes include the following:
    - Consolidation of the content areas exam information into one section;
    - Reorganization of requirements for teacher, administrator, and special service provider certification to increase clarity;
    - Removal of regulations that are no longer in use, including:
      1. Alaska Teacher Performance Review;
      2. Language used to transition from previous teacher certification structure to our tiered licensure system; and
    - Adoption of the Council for the Accreditation of Educator Preparation (CAEP) standards for educator preparation programs.
  - The proposed regulations can be found behind this cover memo.
  - Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 9E.

4 AAC 04.210(b)(4) is amended to read:

(4) meets the objective uniform standard set out in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; [OR]

4 AAC 04.210(b)(5) is amended to read:

(5) has achieved the required score or higher on one of the Praxis II examinations described **in 4 AAC 12.407(a); or** [IN THE FOLLOWING TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
ELEMENTARY EDUCATION CONTENT KNOWLEDGE - 5014 OR 0014	143
ELEMENTARY EDUCATION: CURRICULUM, INSTRUCTION, AND ASSESSMENT - 5011 OR 0011	156
MULTIPLE SUBJECT ASSESSMENTS FOR TEACHERS CONTENT KNOWLEDGE - 0140 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)	146]

4 AAC 04.210(b) is amended by adding a new subsection to read:

(6) if the elementary teacher is a subject area specialist, has gained highly qualified status as an elementary teacher or as a middle or high school teacher in the subject area.

4 AAC 04.210(c)(1) is amended to read:

(c) Except as provided in (e) and (f) of this section, a middle school teacher who holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and who has

(1) achieved **the required score** [A SCORE OF 140] or higher on **one of the** [THE] Praxis II **examinations** [EXAMINATION] **described in 4 AAC 12.407(b)** [FOR MIDDLE SCHOOL CONTENT KNOWLEDGE] is highly qualified to teach

(A) sixth grade; and

(B) seventh and eighth grades, if the teacher teaches **three or more** [EACH] of the core academic subjects of English, reading or language arts, mathematics, science, and history in one or both of those grades at the middle school; or

4 AAC 04.210(d)(6) is amended to read:

(6) if a middle school teacher, has achieved the required score or higher on a Praxis II examination for that subject described **in 4 AAC 12.407(c); or** [THE FOLLOWING

TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5049 OR 0049	154
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5047	164
MIDDLE SCHOOL MATHEMATICS - 0069	145

MIDDLE SCHOOL MATHEMATICS - 5169	165
MIDDLE SCHOOL SCIENCE - 0439	136
MIDDLE SCHOOL SOCIAL STUDIES - 5089 OR 0089	149]

4 AAC 04.210(d)(7) is amended to read:

(7) if a middle or high school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(d); or [THE

FOLLOWING TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
ART CONTENT KNOWLEDGE - 0133	155
ART CONTENT KNOWLEDGE - 5134 OR 0134	158
BIOLOGY CONTENT KNOWLEDGE - 5235 OR 0235	144
CHEMISTRY CONTENT KNOWLEDGE - 5245 OR 0245	139
EARTH AND SPACE SCIENCE CONTENT KNOWLEDGE - 5571 OR 0571	144
ECONOMICS - 0910	460
ECONOMICS - 5911 OR 0911	150

ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT KNOWLEDGE - 5041 OR 0041	158
ENGLISH: CONTENT KNOWLEDGE - 5038	167
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS - 5039	168
ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT AND ANALYSIS - 5044 OR 0044	166
FRENCH CONTENT KNOWLEDGE - 0173	160
FRENCH WORLD LANGUAGE - 5174	162
GENERAL SCIENCE: CONTENT KNOWLEDGE - 5435 OR 0435	146
GENERAL SCIENCE: CONTENT KNOWLEDGE, PART 1 - 0431 AND PART 2 - 0432	PART 1: 146 PART 2: 144
GEOGRAPHY - 0920	590
GEOGRAPHY - 5921 OR 0921	149
GERMAN CONTENT KNOWLEDGE - 0181	158
GERMAN WORLD LANGUAGE - 5183	163
GOVERNMENT/POLITICAL SCIENCE - 0930	610

GOVERNMENT/POLITICAL SCIENCE - 5931 OR 0931	149
MATHEMATICS CONTENT KNOWLEDGE - 5061 OR 0061	121
MATHEMATICS CONTENT KNOWLEDGE - 5161	160
MUSICAL CONTENT KNOWLEDGE - 5113 OR 0113	154
PHYSICAL SCIENCE CONTENT KNOWLEDGE - 0481	145
PHYSICS CONTENT KNOWLEDGE - 5265 OR 0265	127
SOCIAL STUDIES CONTENT KNOWLEDGE - 5081 OR 0081	152
SPANISH CONTENT KNOWLEDGE - 0191	152
SPANISH WORLD LANGUAGE - 5195	168
SPEECH COMMUNICATION - 0220	560
SPEECH COMMUNICATION - 5221 OR 0221	146
THEATRE - 0640	560
THEATRE - 5641 OR 0641	127

WORLD AND U.S. HISTORY - 0940 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)	440
WORLD AND U.S. HISTORY - 5941 OR 0941	141]

4 AAC 04.210(d)(8) is amended to read:

(8) if a middle or high school teacher, has achieved **the required scores or higher** [A SCORE OF ADVANCED MID-LEVEL OR HIGHER] on the American Council on the Teaching of Foreign Languages [WRITTEN PROFICIENCY TEST] **examinations described in 4 AAC 12.407(e)** [EXAMINATION AND A SCORE OF ADVANCED LOW-LEVEL OR HIGHER ON THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES ORAL PROFICIENCY REVIEW EXAMINATION,] for the **world** language on which the teacher was examined[; IF AN AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES EXAMINATION IS OFFERED ONLY IN WRITTEN PROFICIENCY TEST FORM OR ONLY IN ORAL PROFICIENCY REVIEW FORM, AND IF AN ALTERNATE EXAMINATION IS NOT AVAILABLE FOR THE SAME LANGUAGE UNDER (7) OF THIS SUBSECTION], the teacher will be considered highly qualified [IF THE TEACHER HAS ACHIEVED THE SCORE SET OUT IN THIS PARAGRAPH FOR THE TEST THAT IS AVAILABLE]; (Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.300(b)(4) is amended to read:

(4) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030  
AS 14.20.010

4 AAC 12.305(a) is amended to read:

(a) Except as provided in AS 14.20, the department will issue an initial teacher certificate, valid for up to three years under (d) of this section, to an applicant who

- (1) has satisfied the baccalaureate degree requirement of AS 14.20[.020];
- (2) for purposes of competency examination requirements under [AS 14.20.015, 14.20.017,] 14.20.020, or 14.20.022, meets or exceeds the qualifying scores for this state on one of the competency examinations designated in 4 AAC 12.310;

(3) has met or will meet within two years the requirements of AS 14.20.020(h);

[AND]

(4) meets the certification requirements of AS 14.20.015, 14.20.017, 14.20.020, or 14.20.022; [.]

4 AAC 12.305(a) is amended by adding new paragraphs to read:

(5) in the cases where the applicant is qualifying for certification through AS 14.20.020 or AS 14.20.022, the applicant must provide

(A) a recommendation or proof of program enrollment from an approved preparation program accepted under 4 AAC 12.307(a); and

(B) scores, for each endorsement area listed on the recommendation or proof of program enrollment in section (A), that meet or exceed the required score on the content area exam(s) for any endorsement areas designated in 4 AAC 12.407 or an equivalent content area exam(s) required by a certifying state agency for an endorsement on a comparable certificate held by the applicant.

(6) In cases where the applicant has completed an approved program accepted under 4 AAC 12.307(a)(2), the applicant must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located; and

(7) for the applicant qualifying for certification under AS 14.20.020 has met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(b)(2)(B) is amended to read:

(B) **meet or exceed the required score on the content area exams for any requested endorsement areas designated in 4 AAC 12.407** [A PRAXIS II CONTENT AREA EXAMINATION BY ATTAINING THE SCORE SET OUT FOR THE APPROPRIATE EXAMINATION UNDER 4 AAC 04.210 OR (J) OF THIS SECTION,] or the equivalent content area examination(s) **required by a certifying state agency for a comparable endorsement held by the applicant** [DESIGNATED BY THE DEPARTMENT];

4 AAC 12.305(b) is amended by adding a new paragraph to read:

(8) met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(c) is amended to read:

(c) The department will issue a master teacher certificate, valid for 10 years, to an applicant who has met

(1) the requirements of (a) and (b) of this section for a professional teacher certificate; [AND]

(2) one of the following requirements:

(A) national board certification from the National Board for Professional Teaching Standards;

(B) master certification from a recognized national certification program as approved by the department; **and**

[(C) THE SCORE REQUIRED IN 4 AAC 12.320(F) ON EACH OF TWO  
PERFORMANCE REVIEWS.]

**(3) the requirements of 4 AAC 12.397(a).**

4 AAC 12.305(g) is amended to read:

(g) A teacher who has not met the qualifications for a professional teacher certificate under (b) of this section when the teacher's initial teacher certificate expires under (d) of this section may no longer be employed as a teacher, except that a person who

[(1)] has not met the experience requirement of (b)(7) of this section may reapply for an initial certificate[; OR

(2) A PERSON WHO HAS PREVIOUSLY FAILED TO QUALIFY UNDER (B)(2)(B) OF THIS SECTION AFTER THE PERIOD OF INITIAL CERTIFICATION UNDER (A) OF THIS SECTION MAY MAKE ONE MORE APPLICATION FOR AN INITIAL TEACHER CERTIFICATE UNDER (A) OF THIS SECTION].

4 AAC 12.305(h) is repealed:

(h) Repealed \_\_/\_\_/\_\_\_\_/.

4 AAC 12.305(j) is repealed:

(j) Repealed \_\_/\_\_/\_\_\_\_/. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.307 is amended by adding a new subsection to read:

(c) Applicants for certification who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060            AS 14.20.020            AS 14.20.022  
AS 14.20.010

4 AAC 12.308(b) is amended to read:

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education **or the Council for the Accreditation of Educator Preparation (CAEP)** sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the *Professional Standards for the Accreditation of Teacher Preparation Institutions*, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference **or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, amended as of February 2015, and adopted by reference.** For a special services preparation program, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the following:

(1) in school psychology, the

(A) *Standards for Training and Field Placement Programs in School Psychology*, published by the National Association of School Psychologists, dated July 15, 2000, and adopted by reference; or

(B) *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, published by the American Psychological Association, revised as of January 2009, and adopted by reference;

(2) in school counseling, the *Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards*, published by the Council for the Accreditation of Counseling and Related Educational Programs, 2009, and adopted by reference;

(3) in school social work, the *Educational Policy and Accreditation Standards*, published by Council on Social Work Education, revised as of March 27, 2010, and adopted by reference;

(4) in school library science, the *Standards for Accreditation of Master's Programs in Library and Information Studies*, published by the American Library Association, dated January 15, 2008, and adopted by reference. (Eff. 9/7/2012, Register 203; am 12/27/2012, Register 204;

<b>Authority:</b>	AS 14.07.060	AS 14.20.020	AS 14.20.620
	AS 14.20.010	AS 14.20.022	AS 14.20.630

4 AAC 12.310(d)(8) is amended to read:

(8) the Oklahoma General Education Test with a total test score of 240 or more as a qualifying score, and additionally with qualifying scores of a passing score on each of the general studies and liberal arts and sciences tests; [.]

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(9) the National Evaluation Series (NES) Essential Academic Skills with qualifying scores 220 in each of the reading, writing, and mathematics subtests;

(10) the SAT with qualifying scores of

(A) reading: 500

(B) mathematics: 515

(C) writing: 490;

(11) the ACT with qualifying scores of

(A) reading: 22

(B) mathematics: 22

(C) writing: 8. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030

AS 14.20.010

4 AAC 12.315 is repealed:

**4 AAC 12.315. Teachers holding regular or advanced Type A certificates on September 29, 2005.** Repealed. (Eff. 9/29/2005, Register 175; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 12.320 is repealed:

**4 AAC 12.320. Alaska teacher performance review standards; reconsideration.** Repealed. (Eff. 9/29/2005, Register 175; am 9/20/2006, Register 179; am 9/21/2006, Register 179; am 6/22/2008, Register 186; am 10/31/2008, Register 188; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 12.330(d) is repealed:

(d) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 12.330(e) is repealed:

(e) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 9/29/2005, Register 175; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060                      AS 14.20.017                      AS 14.20.025  
AS 14.20.015                      AS 14.20.020

4 AAC 12.345(a) is amended by adding a new paragraph to read:

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.345 is amended by adding new subsections to read:

(h) The department will endorse an administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in section (a) verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the program requirements set out in 4 AAC 12.307(a);

(i) Applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/29/2005, Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.30.255

4 AAC 12.346(a) is amended to read:

(a) The department will issue a limited administrative certificate (Type B limited) with a superintendent endorsement, valid for one year if

(1) the applicant has demonstrated administrative expertise and has the educational background, as described in (b) of this section;

(2) the school board for the district in which the applicant will be employed, through its school board president, has requested issuance of a limited administrative certificate for the applicant under this section;

(3) the school board for the district in which the applicant will be employed has provided an experienced mentor for at least the first two years of the applicant's employment with the school district as the superintendent; the mentor must hold or have held the position of superintendent in a school district in this state under a valid certificate;

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; [AND]

(5) the applicant submits to the department

(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and

(C) the fee for the issuance of a teacher certificate as established in 4 AAC 12.300(g); **and** [.]

**(6) the applicant has met the requirements of 4 AAC 12.397(a).** (Eff. 7/1/2015, Register 215; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.020

4 AAC 12.347 is amended by adding new subsections to read:

(h) The department will endorse a special education administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in section (a) verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the requirements set out in 4 AAC 12.307(a);

(i) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060            AS 14.20.020            AS 14.30.255

4 AAC 12.355(a) is amended to read:

(a) The department will issue a special services certificate (Type C), valid for five years, to an applicant who has completed a program in a special service area, has a bachelor's or higher degree, [AND] is recommended by the preparing institution, **and has met the requirements of 4 AAC 12.397(a).**

4AAC 12.355(d) is repealed:

(d) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 12.355 is amended by adding new subsections to read:

(i) The department will endorse a special services certificate (Type C) in one or more development levels or specialty areas if the recommendation from the applicant's approved educator preparation program verifies the applicant's completion of an approved educational or special service program in the level or area for which endorsement is sought; for the purposes of this paragraph, to be an approved educational program, the program must meet the requirements set out in 4 AAC 12.307(a).

(j) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located.

(k) For the "school psychology" endorsement, the applicant must

(1) hold a master's or higher degree in school psychology and be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of

Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's degree or higher in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists.

(1) For the "speech," "language," or "hearing" endorsement, the applicant must

(1) either

(A) hold a master's or higher degree with major emphasis in speech-language pathology, audiology, or speech-language and hearing science; or

(B) possess certification of clinical competence from the American Speech-Language-Hearing Association; and

(2) be recommended for the endorsement by an institution whose program has been accredited by the National Council for Accreditation of Teacher Education or the National Association of State Directors of Teacher Education and Certification or approved by the American Speech-Language-Hearing Association. (Eff. 9/29/2005, Register 175; am 9/17/2011, Register 199; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.360(a) is amended to read:

(a) The department will issue an advanced special services certificate (Advanced Type C) to an applicant who qualifies for a special services certificate (Type C) under 4 AAC 12.355, as applicable, and who

(1) earns national certification;

(2) submits to the department

(A) a completed application form provided by the department for an advanced special services certificate;

(B) a copy of the national certification for each area for which advanced special services certification is sought;

(C) unless the applicant has successfully passed a criminal background check to obtain, reinstate, or renew a certificate in this state,

(i) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(3) if required by (2)(C) of this subsection, successfully passes the criminal background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC12.300; and [.]

**(4) has met the requirements of 4 AAC 12.397(a).**

4 AAC 12.360(f)(4)(A) is amended to read:

(A) submission of

(i) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.370(a) is amended to read:

(a) The commissioner may issue a limited certificate (Type M), valid for five years, in the specialty area of Alaska Native language or culture, or of military science, if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty area of Alaska Native language or culture, or of military science is not sufficiently available;

(2) the applicant has demonstrated both subject matter expertise and teaching competency, as verified by the local school district;

(3) the school board, through its chief school administrator, has requested issuance of a limited certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; **and** [.]

**(5) the applicant has met the requirements of 4 AAC 12.397.** (Eff. 9/29/2005, Register 175; am 3/28/2012, Register 201; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.025

4 AAC 12.372(a) is amended to read:

(a) The commissioner may issue a limited career or technical education certificate (Type M), valid for one year, in a specialty area of a career or technical education course if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty is not sufficiently available;

(2) the applicant has demonstrated subject matter expertise in the specialty, as verified by the local school district;

(3) the school board for the district in which the applicant will be employed, through its chief school administrator, has requested issuance of a limited career or technical education certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; **and** [.]

**(5) the applicant has met the requirements of 4 AAC 12.397.** (Eff. 3/28/2012,

Register 201; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.025

4 AAC 12.375(a) is amended by adding a new paragraph to read:

(7) has met the requirements of 4 AAC 12.397(a). (Eff. 9/29/2005, Register 175; am 10/31/2008, Register 188; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.025

4 AAC 12.380(a) is amended to read:

(a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retirement from teaching, **and has met the requirements of 4 AAC 12.397(a).** A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid teacher certificate from this state upon retirement. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030

4 AAC 12.390 is amended to read:

(a) The department will issue an Early Childhood Associate I certificate, valid for five years, to an applicant who has **met the requirements of 4 AAC 12.397(a) and**

(1) completed a 30-credit university or college early-childhood education program that requires at least 400 hours of supervised practicum experience; or

(2) obtained a valid Child Development Associate (CDA) award from the Bank Street College of Education.

(b) The department will issue an Early Childhood Associate II certificate, valid for five years, to an applicant who

(1) has completed an approved associate degree program in early childhood education; [AND]

(2) has obtained an Early Childhood Associate I certificate; **and** [.]

**(3) has met the requirements of 4 AAC 12.397(a).**

(c) Possession of an Early Childhood Education certificate does not qualify the holder to be assigned as a regular classroom teacher.

(d) Early Childhood Associate I and Early Childhood Associate II certificates may be renewed upon submission of evidence of completion of six semester hours of credit in early childhood education, or a related field, and, for the Early Childhood Associate I certificate, the renewal of a Child Development Associate award, if applicable. (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.395 is repealed and readopted to read:

**4 AAC 12.395. Teaching endorsements.** (a) The department will endorse a teacher certificate under 4 AAC 12.305 if the applicant provides the following:

(1) a recommendation from an approved preparation program accepted under 4 AAC 12.307(a) with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; and

(2) scores, for each endorsement area listed on the recommendation in paragraph (1), that meet or exceed the qualifying score on the content area exam(s) for any endorsement areas designated in 4 AAC 12.407 or the equivalent content area exam(s) required by a certifying state agency for an endorsement on a comparable certificate held by the applicant; and

(b) In addition to the endorsements qualified for through section (a), the endorsements on a master teacher certificate issued under 4 AAC 12.305 (c) will include the same endorsements as those on the applicant's national board certificate. (Eff. 9/29/2005, Register 175; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.396. Addition and removal of endorsements.** (a) A current certificate holder or an applicant eligible for certification as described in 4 AAC 12.305 may add additional endorsements appropriate to their certificate by demonstrating:

(1) Completion of an approval endorsement program accepted under 4 AAC 12.307(a) and passing scores on an endorsement-related content examination designated in 4 AAC 12.407, or an equivalent content area exam required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(2) two years of teaching in the content area and passing scores on the endorsement-related content area exam designated for the middle school, high school, or world language in sections (b - f) of 4 AAC 12.407, or an equivalent content area exam required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(3) two years of teaching in a Career & Technical Education (CTE) area, six semester hours of coursework focused on classroom management, student assessment and teaching strategies specific to CTE, and successful completion of a CTE content specific industrial competency exam(s) as approved by the department; or

(4) completion of at least one of the following degrees in the content or specialty area for which the endorsement is sought:

(A) a doctorate degree;

(B) a master's degree;

(C) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in an approved program in the content or specialty area for which an endorsement is sought.

(b) Certificate holders wishing to add an endorsement under this section who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable endorsement in the state where the preparing institution is located.

(c) Except as provided in 4 AAC 12.330, upon written request of the certificate holder and payment of the required fee, and upon written representation by the holder that the holder is not currently under contract in a position in which the endorsement is required, the department may remove an endorsement from a certificate. Once removed, an endorsement may be added again only if the applicant pays the required fee and meets the current requirements for issuance of the endorsement.

(d) The holder of a teacher certificate with a special education endorsement may have the endorsement removed from the certificate by filing a form developed by the department and paying a fee of \$200 to the department, except that a special education endorsement may not be removed during

(1) the term of a certificate holder's first initial or professional teacher certificate issued under 4 AAC 12.305(a) or (b); or

(2) a school term in which the certificate holder is assigned to a position requiring a special education endorsement.

(e) At the request of a certificate holder whose special education endorsement was removed under (d) of this section, the endorsement shall be reinstated, without payment of a fee, if the certificate holder meets the endorsement requirements in effect at the time of the request for reinstatement.

(f) Current certificate holders or applicants eligible for certification through 4 AAC 12.345 and 4 AAC 12.355 may add additional endorsements appropriate to their certificates by satisfying the requirements for endorsements as described in those sections. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.397. Mandatory training requirements.** (a) Beginning July 1, 2017, to qualify for a certificate issued under 14.20.020 or to renew or reinstate a certificate, all applicants must provide evidence of training that satisfies the requirements of AS 14.20.020(k) for the following topics:

(1) alcohol and drug related disabilities as described in AS 14.20.680;

(2) sexual abuse and sexual assault awareness and prevention as described in AS 14.30.355;

(3) dating violence awareness and prevention as described in AS 14.30.356; and

(4) suicide prevention as described in AS 14.30.362.

(b) The evidence of the mandatory training requirements may be satisfied by

(1) a certificate of completion of a training program approved by the department;

(2) an official transcript showing the completion of a training course approved by the department;

(3) a record of training signed by a dean of an accredited school of education; or

(4) a record of training signed by the superintendent or appointed designee of an Alaska school district.

(c) Transcripts and other documents become part of the applicant's permanent records and remain on file with the department. For each certificated employee, a district shall maintain a record of each training required by subsection (a), including the date of completion. Training records for each certificated employee must be maintained by the district for at least five years.

(d) In order for a training course to satisfy the requirements of (a) of this section, the course must have been completed no more than five years prior to the date of an applicant's application for certification or renewal.

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC 12.380, 4 AAC 12.390, 4 AAC 12.400, and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification through AS 14.20.015; AS 14.20.017 and AS 14.20.022. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.355 AS 14.30.362  
AS 14.20.680 AS 14.30.356

4 AAC 12.400 is amended to read:

**Emergency special services certificate (emergency Type C).** At the request of a school district seeking to employ a person in a position for which a special services certificate (emergency Type C) is required, the commissioner may issue an emergency special services certificate (Type C), valid for a period not to exceed the end of the school year in which it is issued, to a person not otherwise qualified if the district demonstrates to the satisfaction of the commissioner that, despite diligent efforts, including advertising in one or more newspapers of general circulation, it has been unable to fill the position with a qualified person holding the required certificate. **In order to issue a certificate under this section, the commissioner must also determine that the applicant has met the requirements of 4 AAC 12.397(a).** (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 12.405(b) is amended to read:

(b) In addition to the requirements of (a) of this section, a certificate may not be renewed unless the applicant

(1) supplies

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(2) successfully passes the criminal background check in accordance with AS 14.20.020 and 4 AAC 12.300; **and** [.]

**(3) has met the requirements of 4 AAC 12.397(a).**

4 AAC 12.405 is amended by adding a new subsections to read:

(g) A special services certificate endorsed in "school psychology" may be renewed any number of times if an applicant provides evidence of completion of a minimum of 90 contact hours in the areas of assessment, evaluation, intervention, program planning, program development, or staff or program administration in

- (1) accredited college or university course work;
- (2) workshops, seminars, or institutes;
- (3) school district or university sponsored in-service training programs;
- (4) college training; or
- (5) workshop or seminar teaching.

(h) Processing fees will not be collected by the department for the non-academic credits earned through workshops, seminars or institutes as outlined in (g) of this section. (Eff. 9/29/2005, Register 175; am 9/2/2011, Register 199; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC is amended by adding a new section to read:

**4 AAC 12.407. Content area examinations.** (a) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(b)(5), 4 AAC 12.305(a), (b), and (c), and 4 AAC 12.395 by achieving the required score or higher on one of the Praxis II examinations described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Elementary Education Content Knowledge - 5014 or 0014	143
Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011	156

Multiple Subject Assessments for Teachers Content Knowledge - 0140	146
Elementary Education: Curriculum, Instruction, and Assessment - 5017	153
Elementary Education: Content Knowledge - 5018	163

or

the Elementary Education: Multiple Subjects - 5001 with the required scores or higher on each of the subtests described in the following table:

Elementary Education: Multiple Subjects Subtests	Required Scores
Elementary Education: Reading and Language Arts Subtest - 5002	157
Elementary Education: Mathematics Subtest - 5003	157
Elementary Education: Social Studies Subtest - 5004	155
Elementary Education: Science Subtest - 5005	159

(b) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(c)(1), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving a score of 140 or higher on the Praxis II examination for Middle School Content Knowledge.

(c) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for that subject or endorsement area described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Middle School English Language Arts - 5049 or 0049	154
Middle School English Language Arts - 5047	164
Middle School Mathematics - 0069	145
Middle School Mathematics - 5169	165
Middle School Science - 0439	136
Middle School Science - 5440	150
Middle School Social Studies - 5089 or 0089	149

(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for that subject and endorsement areas described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Art Content Knowledge - 0133	155
Art Content Knowledge - 5134 or 0134	158
Biology Content Knowledge - 5235 or 0235	144
Chemistry Content Knowledge - 5245 or 0245	139

Chinese (Mandarin): World Language - 5665	164
Earth and Space Science Content Knowledge - 5571 or 0571	144
Economics - 0910	460
Economics - 5911 or 0911	150
English Language, Literature, and Composition: Content Knowledge - 5041 or 0041	158
English: Content Knowledge - 5038	167
English Language Arts: Content and Analysis - 5039	168
English Language, Literature, and Composition: Content and Analysis - 5044 or 0044	166
French Content Knowledge - 0173	160
French World Language - 5174	162
General Science: Content Knowledge - 5435 or 0435	146
General Science: Content Knowledge, Part 1 - 0431 and Part 2 - 0432	Part 1: 146 Part 2: 144
Geography - 0920	590
Geography - 5921 or 0921	149

German Content Knowledge - 0181	158
German World Language - 5183	163
Government/Political Science - 0930	610
Government/Political Science - 5931 or 0931	149
Mathematics Content Knowledge - 5061 or 0061	121
Mathematics Content Knowledge - 5161	160
Musical Content Knowledge - 5113 or 0113	154
Physical Science Content Knowledge - 0481	145
Physics Content Knowledge - 5265 or 0265	127
Social Studies Content Knowledge - 5081 or 0081	152
Spanish Content Knowledge - 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication - 5221 or 0221	146
Theatre - 0640	560
Theatre - 5641 or 0641	127
World and U.S. History - 0940	440
World and U.S. History - 5941 or 0941	141

(e) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 for world languages by

achieving a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Written Proficiency Test examination and a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Review examination, for the language on which the teacher was examined; if an American Council on the Teaching of Foreign Languages examination is offered only in Written Proficiency Test form or only in Oral Proficiency Review form, and if an alternate examination is not available for the same language under (d) of this section, the teacher will have met the testing requirements if the teacher has achieved the score set out in this subsection for the test that is available.

(f) A teacher may satisfy the content area testing requirements of 4 AAC 12.305(a)(b) and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination described in the following table:

<b>Praxis II examination</b>	<b>Required score</b>
Business education - 0100	620
Business education - 5101 or 0101	154
Family and consumer science - 0120	610
Family and consumer science -5121 or 0121	164
Family & consumer science - 5122	153
Fundamental subjects: content knowledge - 5511	150
Health education - 5551 or 0551	155
Health education - 5550 or 0550	670
Health and physical education - 5856 or	152

0856	
Health and physical education: content Knowledge - 5857	160
Physical education - 5091 or 0091	146
Social sciences: content knowledge - 0951	161
Technology education - 0050	630
Technology education - 0051 or 5051	159
Vocational general knowledge - 0890	640]

(Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.04.060      AS 14.50.080      AS 14.20.010  
AS 14.20.020      AS 14.20.022 (check these)

4 AAC 12.900(a)(8) is amended to read:

(8) “limited certificate” means a certificate issued under AS 14.20.025, **4 AAC 12.346**, [AND] 4 AAC 12.370 - 4 AAC 12.375, **and 4 AAC 12.390**;

4 AAC 12.900(a)(11) is amended to read:

(11) “non-instructional position” means a position for which a teaching certificate is required, but that does not include instruction in a **preschool** [KINDERGARDEN] - 12th grade setting;

4AAC 12.900(a)(12) is amended to read:

(12) “preparing institution” means the institution of higher learning **or a state agency** from which the applicant graduated or at which the applicant completed the program or earned the credits required for a certificate or endorsement;

4 AAC 12.900(c)(1) is amended to read:

(1) means a person who, for compensation, instructs or teaches students in any grade from **preschool** [KINDERGARDEN] - 12th grade; (Eff. 5/30/71, Register 38; am 10/4/73, Register 47; am 8/12/82, Register 83; am 6/9/85, Register 94; am 4/9/87, Register 102; am 7/1/90, Register 114; am 8/8/91, Register 119; am 7/2/93, Register 126; am 6/9/95, Register 134; am 4/4/96, Register 138; am 6/28/98, Register 146; am 3/31/2002, Register 161; am 9/29/2005, Register 175; am 10/21/2007, Register 184; am. \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060 AS 14.20.010 AS 14.20.020

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 6F**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding statewide assessments for students with disabilities and English language learners.

**◆ BACKGROUND**

- The proposed regulations reflect updates to the *Participation Guidelines for Alaska Students in State Assessments* based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.
- Changes to the *Participation Guidelines* include updates required due to changes in the English Language Proficiency and Science assessments, and updates for clarity.
- Behind this cover memo are: 1) the proposed regulations and 2) the draft *Participation Guidelines for Alaska Students in State Assessments*, dated December 2015.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 9F.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 and 4 AAC 06.717, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Academic Assessments*, dated December **2015** [2014], adopted by reference.

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am \_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075            AS 14.07.060            AS 14.07.165  
AS 14.07.020

# Participation Guidelines for Alaska Students in State Assessments

*Students identified as Limited English Proficient  
and Students with Disabilities*



December 2015

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# THE PURPOSE OF THE PARTICIPATION GUIDELINES

## **Regulatory Guidance for Alaska Districts**

The *Participation Guidelines for Alaska Students in State Assessments* is designed to help Alaska fulfill its commitment to include all students in state assessments. The Elementary and Secondary Education Act (ESEA) requires assessment of all students, including regular education students, students with IEPs, students with Section 504 plans, and students with limited English proficiency. The *Participation Guidelines* explains the assessment options available to students and is subject to change based on revisions to the comprehensive statewide assessment system.

ESEA requires accommodations (as appropriate) for students with disabilities. Policy also includes accommodations for students with limited English proficiency (LEP), also known as English language learners. **For the purposes of this guide, the term English language learner (ELL) refers to currently identified LEP students, not former LEP students.** Federal and state laws require accommodations be identified in students' Individual Education Plans (IEPs), Section 504 plans, or LEP plans; test administrators must provide accommodations as documented. The *Participation Guidelines*, as adopted in 4 AAC 06.775, integrates and explains what is required, by law, of schools and districts with regard to providing instruction and assessment accommodations for these students.

## **Comprehensive Statewide Student Assessment System**

Statewide student assessment is one component in an effective education system. The purposes of statewide student assessments, specifically, are as follows:

- Ascertain on a statewide basis the extent to which children of the state are attaining state standards;
- Produce statewide information to facilitate sound decision making by policy makers, parents, educators, and the public; and to
- Provide a basis for instructional improvement.

Accommodations for the following required state assessments are addressed in this booklet:

1. Alaska Measures of Progress (AMP) English Language Arts, Mathematics, and Science Assessments
2. Alaska Alternate Assessment (AK-AA)
3. Early Literacy Screeners
4. National Assessment of Educational Progress (NAEP)
5. English Language Proficiency Assessment (ELP)
6. College- and Career-Ready Assessments (CCRA)
  - a. WorkKeys
  - b. SAT
  - c. American College Test (ACT)

For detailed instructions on the use of accommodations for assessment, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

# INTRODUCTION TO PARTICIPATION IN ASSESSMENTS AND TO STUDENT SUPPORTS

## **Participation**

The Alaska Comprehensive System of Student Assessment includes assessments used for a variety of instructional and accountability purposes. Participation in these assessments is required for students who meet the criteria defined by each assessment. This document provides regulatory guidance for both the Comprehensive System of Student Assessment and each assessment within that system. Districts are required to assess students who meet the participation requirements for each assessment. It is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement.

This document explains the accommodation options available for each assessment for a student with a disability and the decisions that must be made by the student's IEP or section 504 team. These decisions include choosing which assessments the student is eligible to participate in and which accommodations are most appropriate to provide to the student in order to get an accurate measure of what the student knows and is able to do.

This document also explains the linguistic supports, or accommodations, available for each assessment for a student who is an English language learner.

## **Student Supports**

The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English language learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed, based on the constructs being measured in the assessment.

### **Universal Tools – *Specific to the Alaska Measures of Progress (AMP) Assessment***

Universal Tools are supports or preferences that are available to **all** students taking the AMP English Language Arts, Mathematics, or Science computer-based assessment or the paper-based assessment. Universal Tools are available at all times and their use is based on student choice, need and preference. Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the test engine. There are also Universal Tools that are outside of the test engine, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

### **Accessibility Tools – *Specific to the AMP and Alternate Assessments***

Accessibility tools or features provide all students with a documented need the opportunity to access the content being measured in the assessment. The use of the tool does not change what is being measured. Accessibility tools are selected for the student based on the student's needs and should generally be the same for classroom instruction and for assessments. Accessibility tools are only available when a teacher or team provides them for a student. Accessibility tools are embedded in a computer-based assessment (e.g., masking tool). Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

### **Accommodations – *Applies to all assessments***

Accommodations must be made available to students with disabilities on an IEP or 504 Plan, students with transitory impairments, and limited English proficient students as documented in student files. Accommodations are changes in practices and procedures that provide equitable access to grade level content during instruction and assessment that do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should generally be the same for classroom

instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing spell-check for classroom assignments is appropriate; providing spell-check on an English Language Arts subtest would change what the test items are measuring and is not allowed.

### **Accommodations for Students with Disabilities on an IEP or 504 Plan**

It is important for educators to become familiar with state policies regarding accommodations during assessments. Because of the close link between assessment and instruction, the IEP or 504 plan must describe how the accommodations for assessment are provided routinely for classroom instruction. The IEP or 504 team should select appropriate accommodations based on the student's need, and must provide documentation and the rationale for the accommodations in the IEP or 504 plan.

Research shows that an unfamiliar test accommodation given to a student with a disability may negatively impact performance. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's regular or special education classes for instruction and classroom assessments for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When accommodations are provided as part of a computer-based assessment, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the accommodations. In addition to using the accommodation in instruction, students should have the opportunity to use the computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments.

### **Accommodations for English Language Learners (ELLs) for Content Assessments**

An LEP student is an individual whose first language is not English, or a student who is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP student. All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. For details on the process for identification of LEP students refer to the *Guidance for Limited English Proficient (LEP) Student Identification, Assessment, and Data Reporting* on the department website at <http://education.alaska.gov/tls/assessment/elp.html>.

For the purpose of this guide, the term **English language learner (ELL)** refers to currently identified LEP students, not former LEP students.

ELL students must be provided reasonable accommodations on state academic assessments, to the extent practicable. Accommodations are allowed for students who are ELLs when testing for academic content knowledge and skills, but not when testing for English language proficiency.

The research-based ELL accommodations in Tables 8 & 9 are ELL-responsive; they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure, rather than a measure of a student's English proficiency level. For detailed instructions on the use of ELL accommodations, refer to the *Handbook for the Participation Guidelines: Guidance and Tools for the Selection, Administration and Evaluation of Accommodations and Other Student Supports* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

Teams of people (teachers, administrators, etc.) who know the educational needs of the ELL student should make decisions concerning appropriate ELL accommodations to be used during statewide content assessments. Teams should include, when available, a teacher or administrator who has specialized training or experience with limited

English speaking students and instruction. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELL students gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the ELL student's file.

### **Accommodations for Students with a Transitory Impairment**

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act, Amendments Act of 2008, Section 3 (3)(B)). A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive testing accommodations. The need for accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district.

### **Modifications**

A modification is a change in the content, format, and/or administration of a test that alters what the test is designed to measure or the comparability of scores. A **modification makes an assessment invalid**. Modifications are determined based on what the assessments is designed to measure. Educators must become familiar with each assessment in order to prevent invalidation.

## **DETERMINING IF AN ADAPTATION IS A MODIFICATION OR ACCOMMODATION**

An adaptation is any change from standardized administration provided to a student for testing. Examples might include additional breaks, preferential seating, or a special chair. Most adaptations are common and are listed in the accessibility tables, accommodation tables, or in Appendix A of this document. However, sometimes a student needs an adaptation that is not listed in this resource. Any list of accommodations will be incomplete because of the unique needs of each individual child. In addition, advances in the technology of adaptive and assistive devices will lead to new accommodations. Accordingly, the accommodations listed in the following tables and in the appendix are examples of some of the acceptable accommodations. When an adaptation for a content assessment is *not* listed in either resource, the student's IEP team should use the following guidance to determine if the accommodation is appropriate to use for content assessments.

**When evaluating an adaptation that is not included in the accommodations table, an IEP team or 504 team should answer the following questions.**

First, the two threshold questions:

1. Would the adaptation help the student demonstrate achievement by reducing the effect of the disability on the student's performance?
2. Would the student use the adaptation in the classroom, including during regular classroom assessments?

If the answer to either 1 or 2 is no, then the adaptation is probably not a reasonable or appropriate accommodation for the assessment.

If the answer to both is yes, then the next step is to determine whether the adaptation is an accommodation or a modification. To help make this distinction, the IEP or 504 team should answer the following questions:

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
  - a. Would the adaptation give the student an unfair advantage over a student who has the same achievement level, but who is not eligible to use the adaptation?

- b. Does any research support the conclusion that this adaptation does not alter the ability of the test to measure the student's skill level? (IEP or 504 teams may consult with the department at any time.)

Next, the team should consider questions that relate to whether the test could still be administered:

4. Would use of the adaptation cause a breach of test security? Before rejecting an adaptation for security reasons, an IEP or 504 team member or other school or district official should consult with the department. In special cases, security can be bolstered to accommodate special needs.
5. Would use of the adaptation make it impossible to score the test? Before rejecting an adaptation because it changes or alters the test answer sheet, an IEP or 504 team member or other school or district official should consult with the department. In many cases, the adaptation may still be allowed if a test proctor can transfer the student's answers to another answer sheet after the student completes the test.

If the answer to any question 3, 4, or 5 is yes, then the adaptation is a modification, and is **not** allowed on state assessments. The use of a modification on the state assessments results in an invalid score.

If the answers to all questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

IEP or 504 teams, schools, and districts may consult with the department at any time when considering new adaptations, particularly when the adaptation is requested by a parent. In general, most IEP or 504 teams will be able to resolve issues regarding the proper use of adaptations. Sometimes, however, a district might determine that the adaptation is a modification while the parent thinks it is an accommodation. If that happens, the parent may request that the district consult with the department first before reaching its decision. The department will issue a non-binding advisory opinion on whether the requested change is an accommodation or a modification.

If a parent requests an adaptation that is declined by the IEP or 504 team, the district should advise the parent of parental appeal/due process rights, including the right to administrative complaint or mediation. If possible, the district should provide notice to the parent in a timely manner, enabling the parent to appeal the decision before the test.

If an IEP or 504 team requests a modification for an assessment, the district should allow the student to take the assessment with the modification if possible. The district must inform the IEP or 504 team that the modification will make the assessment results invalid and that the test will not be scored.

# ALASKA MEASURES OF PROGRESS (AMP) COMPUTER-BASED ASSESSMENT

The Alaska Measures of Progress (AMP) assessment is designed to measure student growth and achievement. There are three content areas measured: The Alaska English Language Arts and Mathematics standards (adopted in 2012) and the Science Grade Level Expectations (adopted in 2006). AMP is administered to all students (except those with significant cognitive disabilities who participate in the Alternate Assessment program) in grades 3-10 in the spring.

The accessibility tools and accommodations available on the computer-based AMP and the paper-based AMP are largely the same. However, some differences exist and educators must refer to the specific tables for each assessment.

## STUDENT SUPPORTS FOR THE AMP ASSESSMENT

### **Universal Design**

The Alaska Measures of Progress is designed with the principals of Universal Design. “Universally designed assessments” are developed from the beginning to allow participation of the widest possible range of students and to result in valid inferences about performance for all students who participate in the assessment. As such, universally designed assessments add a dimension of fairness to the testing process. According to the National Research Council (1999), “fairness, like validity, cannot be properly addressed as an afterthought once the test has been developed, administered, and used. It must be confronted throughout the interconnected phases of the testing process, from test design and development to administration, scoring, interpretation, and use” (p. 81). The *Standards for Educational and Psychological Testing* also addresses this need by requiring that “all examinees be given a comparable opportunity to demonstrate their standing on the construct(s) the test is intended to measure. Just treatment also includes such factors as appropriate testing conditions and equal opportunity to become familiar with the test format, practice materials, and so forth. Fairness also requires that all examinees be afforded appropriate testing conditions” (p. 74).

Universally designed assessments are based on the premise that each child in school is a part of the population to be tested and that testing results should not be affected by disability, gender, race, or English language ability. Universally designed assessments are not intended to eliminate individualization, but they may reduce the need for accommodations and various alternative assessments by eliminating access barriers associated with the tests themselves.

### **Universal Tools, Accessibility Tools, and Accommodations**

#### **Universal Tools**

Universal Tools are supports or preferences that are available to **all** students taking the AMP computer-based assessment or the paper-based assessment. Universal Tools are available at all times and their use is based on student choice, need, and preference. Some Universal Tools for computer-based assessments, such as a highlighter or screen magnification, are embedded in the computer testing system; others are outside of the computer testing system, such as scratch paper. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal Tools do not change score interpretation. Similarly, Universal Tools require no additional test security measures.

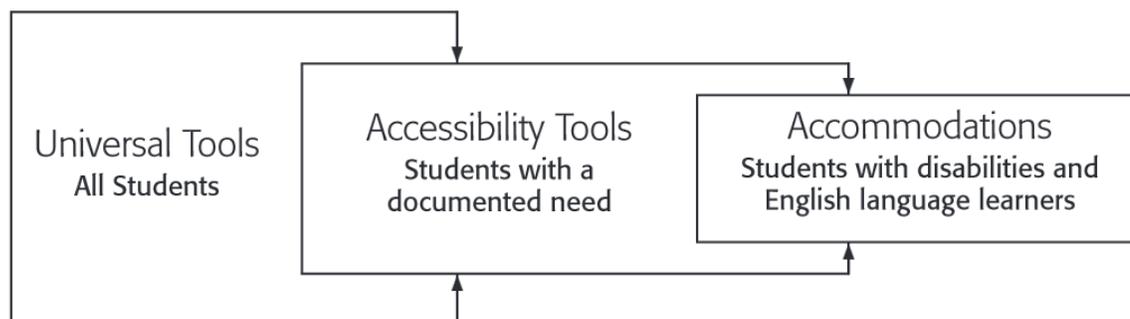
## Accessibility Tools

Accessibility Tools are supports that are available to **all** students with a documented need taking the Alaska Measures of Progress computer-based assessment. The documented need does **not** have to be an IEP, 504 Plan, or ELL Plan. A documented need may be existing documentation in the school, such as the additional reading support provided to a student who is reading below grade level. Districts are encouraged to define local guidelines for the use of accessibility tools. Locally chosen methods for determining when students need extra instructional support can also be used to determining the need for accessibility tools. For further guidance on determining a student's need for an Accessibility Tool, refer to the *Handbook for the Participation Guidelines*. The Accessibility Tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility Tools do not change score interpretation. Similarly, Accessibility Tools require no additional test security measures.

## Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessments to students with disabilities and English language learners. Accommodations do not alter the validity of the assessment, score interpretation, reliability, or security of the assessment. Accommodations **must** be made available to students with disabilities with an IEP or 504 plan, students with transitory impairments, and LEP students, as documented in student plans.

## The relationship between Universal Tools, Accessibility Tools, & Accommodations



**NOTE:** Modifications are not allowed for state assessments. If used, they will invalidate the test.

## Embedded and Non-embedded Accessibility Tools and Accommodations

Accessibility Tools and accommodations are provided to students based on the decisions of the instructional team. Accessibility Tools and accommodations can be either embedded or non-embedded.

- **Non-embedded Accessibility Tools and accommodations** are those that are outside of the technology. For example, preferential seating or use of math manipulatives are non-embedded.
- **Embedded Accessibility Tools and accommodations** are those that are within the test engine. They are activated for an individual student via the Personal Needs and Preferences Profile (PNP) process.

## Activating Accessibility Tools and Accommodations Embedded in the Alaska Measures of Progress System

### AMP Personal Needs and Preferences Profile (PNP)

The Alaska Measures of Progress test engine uses a PNP to control the Accessibility Tools and embedded accommodations provided to a student. Accessibility Tools and embedded accommodations, unlike Universal Tools,

are only available for students to use when activated by an educator via the PNP *prior* to testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

The PNP is completed using the information in the existing IEP, ELL Plan, 504 Plan, or student instructional plan. The educator assigned the role by the district and school for completing the PNP utilizes Educator Portal to select the appropriate tools to activate for the student. The PNP is unique to each student, providing an individualized testing experience. If a student transfers schools or districts, the PNP is linked to the student's Alaska Student ID and "follows" the student. It can be accessed by the educators at the new school once that student is enrolled. However, the educators at the new school do not need to access the PNP again unless they want to make changes.

More information about the PNP can be found at <http://akassessments.org/>.

## UNIVERSAL TOOLS FOR AMP COMPUTER-BASED ASSESSMENT

Table 1

<b>Universal Tools - Embedded and Non-embedded</b>	
Available to all students. Embedded within the testing system and/or provided by test administrator.	
UNIVERSAL TOOL	TOOL DESCRIPTION
Highlighter	Allows students to select text on the screen and highlight the selected text with a pink background.
Striker	Allows students to place a line through an answer choice that is not desired.
Eraser	Removes highlighting and striker marks from screen.
Tags	Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details, and key words.
Guide line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line.
Search Tool	Allows student to enter search terms. Matching words are then highlighted in orange.
Calculator	Available to all grades (3-10) for math performance task. Available only for selected items on the math content section for grades 6-10.
Graphing Calculator	Allows students to graph functions. Available only for selected items. Grades 9-10.
Scientific Calculator	Available only for selected items. Grades 6-8.
Mathematical formulas	Formulas will be embedded in the test question if the skill being measured is the application of the formula. <i>Math reference sheets are not allowed.</i>
Use of whole screen magnification	Students can enlarge text on screen.
Text-to-Speech for test directions	Allows students to start, stop, or replay computer synthesized audio of the text associated with the directions.
Text-to-Speech for performance tasks	Allows students to start, stop, or replay computer synthesized audio of the text associated with the ELA and math performance tasks.
Provided by Test Administrator:	
Use of graph paper or scratch paper	Scratch paper must be securely destroyed after assessment session.
Using a device to screen out extraneous sounds	Students may wear headphones that block sound for testing (this does not include music devices).
Clarification of technology directions	Students may request clarification of technology directions; guidance provided in Test Administration Manual.

Note: For a list of expected formulas students must know for Alaska's mathematics standards, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

## ACCESSIBILITY TOOLS FOR AMP COMPUTER-BASED ASSESSMENT

Table 2

<b>AMP Accessibility Tools – Embedded Only</b>	
For students with a documented need. Activated by an educator with the Personal Needs Profile.	
ACCESSIBILITY TOOL	TOOL DESCRIPTION
Auditory calming	Provides relaxing, peaceful music that can play while testing. Students select music track.
Magnification - default	The PNP default for magnification can be set to x2, depending on student need. This setting enlarges all text automatically.
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.
Text-to-Speech for <b>math and science</b> : <ul style="list-style-type: none"> <li>• Embedded directions</li> <li>• questions and answer choices</li> <li>• Graphics</li> </ul>	Allows students to start, stop or replay computer audio of the text associated with the content on the screen for math and/or science. <b>Text-to-Speech available for ELA items only as an accommodation.</b>

For guidance on the use of accessibility tools and determining documented need refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

## EMBEDDED ACCOMMODATIONS FOR AMP COMPUTER-BASED ASSESSMENT

The accommodations in Table 3 are embedded within the computer-based assessment and activated by an educator in the Personal Needs Profile. Embedded accommodation options are regularly updated. See KITE Educator Portal Manual for a complete list of options.

Table 3

<b>Accommodations - Embedded</b>	
For students with disabilities, as documented in an IEP or 504 Plan. Embedded in the computer-based assessment; activated by an educator with the Personal Needs Profile.	
ACCOMMODATION	ACCOMMODATION DESCRIPTION
Text-to-Speech for English language arts items. <ul style="list-style-type: none"> <li>• Embedded directions</li> <li>• Items (questions only, not passages)</li> <li>• Answer choices</li> </ul>	<p>Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen.</p> <p><b>Does not read the passages associated with the items.</b></p> <p><b>Note: only available to students with a documented reading disability who <u>regularly</u> receive read aloud as part of a <u>successful</u> instructional strategy. Documentation of the successful use of this strategy in both instruction and assessment is required to be maintained locally.</b></p>
Using Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers
One- and two-switch scanning	An assistive technology device used to respond to test questions.
Color Overlay	A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen.
American Sign Language	American Sign Language video will be available for students to start/stop/replay.

## ACCOMMODATIONS FOR AMP COMPUTER-BASED ASSESSMENT

The accommodations table in this section are provided by the test proctor or administrator. This is **not** an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

**TABLE 4**

<b>Accommodations – Non-embedded</b>	
For students with disabilities, as documented in an IEP or 504 Plan. Not embedded in the computer-based assessment; provided by Test Administrator.	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location. <b>Note: Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student’s needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.</b>
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
Clarification of embedded test directions: <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	Test administrator or proctor provides accommodation; separate location for testing recommended if disruptive to others.
Allowing alternative responses: <ul style="list-style-type: none"> <li>• oral response</li> <li>• signing</li> <li>• pointing</li> <li>• recorded response</li> </ul>	Scribe will enter student responses verbatim into the test engine.
Use of math manipulatives	Student use of physical objects for math items. See <i>Handbook for the Participation Guidelines</i> for list of allowable and non-allowable.
Signing to student: <ul style="list-style-type: none"> <li>• directions</li> <li>• embedded directions</li> <li>• math items</li> <li>• science items</li> <li>• ELA questions &amp; answer choices</li> </ul>	Interpreters must read and sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. <b>Reading passages may not be signed to the student. This invalidates the assessment.</b>
Use of adaptive devices, equipment and furniture.	Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into the test engine.

Common instructional supports not allowed as accommodations for the AMP assessments:
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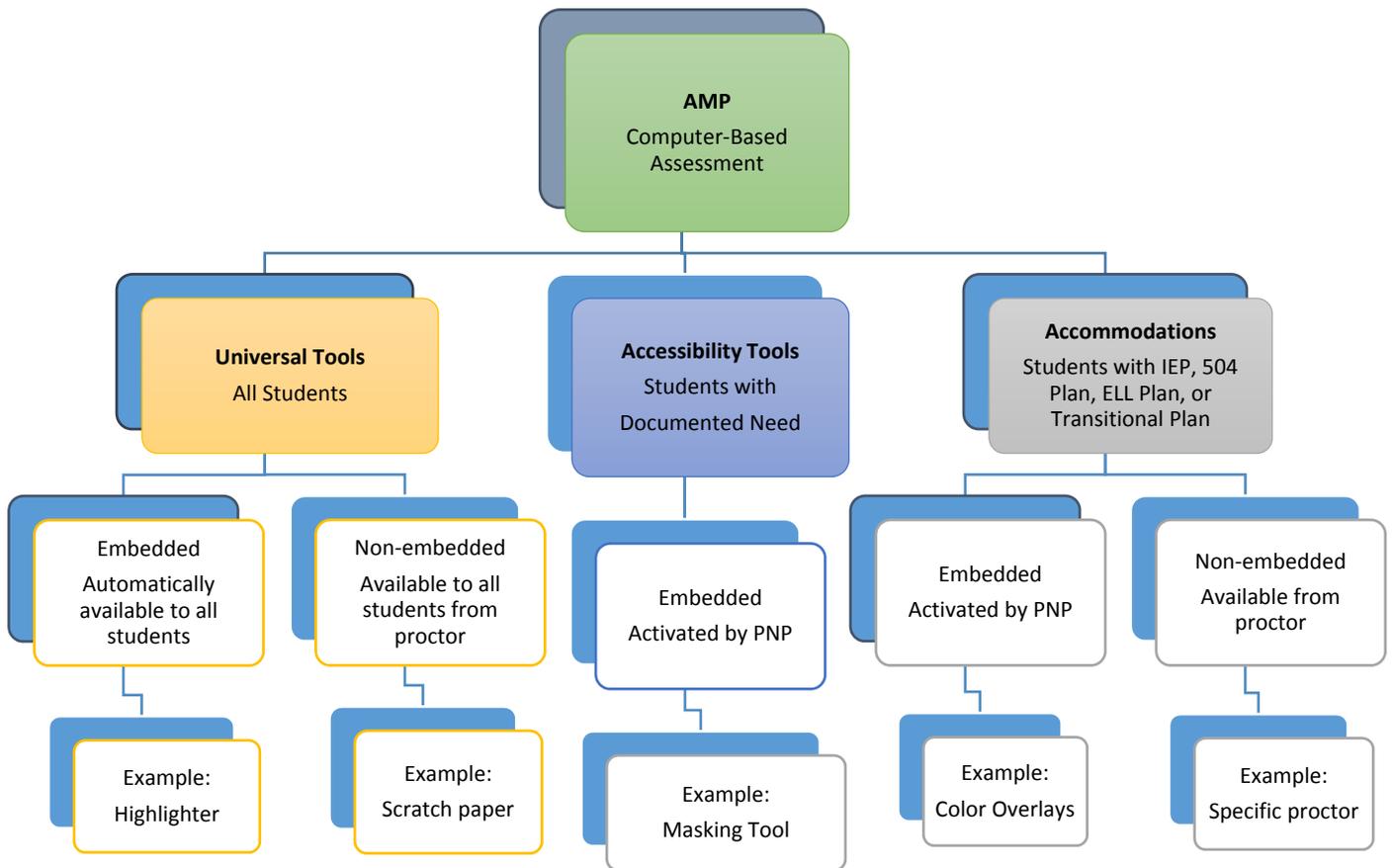
Mathematics reference sheets
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Calculators on all sections of the test
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Reading aloud the reading passages
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Spell-check
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## TYPES OF STUDENT SUPPORTS FOR THE ALASKA MEASURES OF PROGRESS (AMP) COMPUTER-BASED ASSESSMENT



For detailed information on how to use these supports for students, refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html>.

## ALASKA MEASURES OF PROGRESS (AMP) PAPER-BASED TEST ADMINISTRATION

AMP paper-based test administration is available for districts that demonstrate a lack of technological capacity required to participate in the computer-based assessment. Schools must have an approved Waiver from Computer-based Administration of AMP to administer the paper-based assessment. Additionally, a paper-based assessment may be chosen for a student by an IEP team as an accommodation if the student’s disability prevents the successful use of a device.

The accommodations table in this section is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. Additional accommodations are listed in Appendix A of this document.

### UNIVERSAL TOOLS FOR AMP PAPER-BASED TEST ADMINISTRATION

Table 5

<b>Universal Tools</b>	
Available to all students. Provided by Test Administrator.	
<b>UNIVERSAL TOOL</b>	<b>TOOL DESCRIPTIONS</b>
Highlighter	Students may use a highlighter to highlight desired test items or selections; <b>if a highlighter is used in student test booklet, answers may need to be transcribed into a clean test booklet in order to be properly scored.</b>
Use of visual magnification	Students may use devices that magnify text such as a magnifying glass.
Use of graph paper or scratch paper	Scratch or graph paper must be securely destroyed after assessment session.
Masking portions of the test to direct attention to uncovered items	Students may use blank paper or other unmarked device to mask portions of the test to help them focus on one item at a time.
Using place markers to assist student in tracking test items	Students may use a device, such as an unmarked ruler, to help track test items.
Securing papers to work area with tape or magnets	Students may use devices to secure papers to work area; care must be taken to not damage the paper for scanning and scoring.
Using headphones to screen out extraneous sounds	Students may wear noise blocking headphones for testing (this does <b>not</b> include music devices).
Calculator	Available only for selected sections of test and for select grades; see Test Administration Manual for further information.

Note: Accessibility Tools are not available for the AMP Paper-based test administration because they are specific to the computer-based assessment.

## ACCOMMODATIONS FOR AMP PAPER-BASED TEST ADMINISTRATION

Table 6

<b>Accommodations</b>	
For students with disabilities, as documented in an IEP or 504 Plan. Provided by Test Administrator.	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE
Audio CD or read aloud for test questions and answer choices.	Use of test contractor audio CD required unless the student’s IEP requires “read aloud” by proctor. Includes test questions and answer choices. <b>Reading of reading passages is not allowed.</b>
Administering the test individually or in a small group in a separate location	Students who need individual or group test administration should take the test in a separate location.
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
Frequent breaks	For students who need frequent breaks.
Reading, and re-reading, if requested, directions and embedded directions	Individual or small group test administration; reading done by test administrator.
Clarification of test directions: <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	Test administrator or proctor can provide clarification of test directions (this does not apply to test questions or answer choices).
Signing to student: <ul style="list-style-type: none"> <li>• directions</li> <li>• embedded directions</li> <li>• math items</li> <li>• science items</li> <li>• <b>ELA questions and answer choices</b></li> </ul>	Interpreters must sign a Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems. <b>Signing of reading passages is a modification and is not allowed.</b>
Use Braille edition provided by test contractor	The test contractor will provide a paper Braille test by special order.
Use of large print form	The test contractor will provide a Large Print form by special order.
Use of adaptive devices, equipment or furniture	Some adaptive devices may require a scribe to transcribe student responses verbatim into the test booklet.
Allowing alternative responses: <ul style="list-style-type: none"> <li>• oral response</li> <li>• signing</li> <li>• pointing</li> <li>• recorded response</li> <li>• use of word processor</li> </ul>	A scribe may type student responses verbatim into the test engine or written in test booklet. Use of a word processor must have other programs disabled and spelling, grammar check and other features turned off.
Allow student to mark in test booklet	Student may strike out unwanted choices, make notes etc. A scribe may be needed to transcribe answers verbatim into a clean test booklet.
Use of math manipulatives	Students may use physical objects for math items as defined in guidance.
Use of a special pen or non-#2 pencil	This requires a scribe to transcribe responses verbatim into test booklet.
Auditory amplification device	Assistive listening devices help amplify sounds, especially with background noise.
Provide detailed monitoring to ensure student marks responses in correct answer area.	Proctor or test administrator monitors student responses – individually or in small group.

## Accommodations

For students with disabilities, as documented in an IEP or 504 Plan.  
Provided by Test Administrator.

Provide student with additional room for writing responses	This may require a scribe to transcribe responses verbatim into test booklet.
Use of graphic organizers	Student can use items such as basic flow charts and story webs that do not contain text.

## STUDENT SUPPORTS FOR ELLS FOR CONTENT ASSESSMENTS

All students identified as LEP must participate in statewide academic assessments. For the purposes of this document, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students. The Accessibility Tools listed below in Table 7 are allowed for AMP Computer-Based and Paper-based test for ELA, math, and science.

The research-based LEP accommodations in Table 8 are ELL-responsive: they have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students’ English proficiency level.

**The accessibility tools and accommodations listed below are the only allowable accommodations for ELLs for content assessments.**

### ACCESSIBILITY TOOLS FOR ELLS FOR AMP COMPUTER-BASED ASSESSMENTS

Table 7

<b>Accessibility Tools for ELLs – Embedded Only</b>	
Linguistic support for English Language Learners. Documented in the LEP student file.	
ACCESSIBILITY TOOL	AMP Computer-Based Assessment. Requires educator to activate using the Personal Needs Profile.
Text-to-Speech for computer-based AMP <b>math and/or science test.</b> <ul style="list-style-type: none"> <li>• Questions</li> <li>• Answer choices</li> <li>• Directions</li> <li>• Embedded directions</li> </ul>	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen.  <b>Not allowed:</b> <ul style="list-style-type: none"> <li>• <b>Read aloud by proctor</b></li> </ul>
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.

Table 8

Accommodations for ELLs - Embedded	
Documented in the LEP student file.	
ACCOMMODATION	DESCRIPTION
<b>Computer-Based AMP</b>	
Text-to-Speech for <b>AMP English language arts test.</b> <ul style="list-style-type: none"> <li>Questions</li> <li>Answer choices</li> <li>Embedded directions</li> </ul>	Allows students to start, stop, or replay computer audio of the text associated with some of the content on the screen. <b>Does not read the passages associated with the items.</b>
<b>Paper-based AMP</b>	
Audio CD or read aloud for <b>AMP English language arts test.</b> <ul style="list-style-type: none"> <li>Questions</li> <li>Answer choices</li> <li>Embedded directions</li> </ul>	Use of test contractor audio CD required unless specified that read aloud must be done by proctor or test administrator in ELL Plan. Read aloud only test questions and answer choices. <b>Reading of passages would be a modification and is not allowed.</b>

## ACCOMMODATIONS FOR ELLs FOR CONTENT ASSESSMENTS

Table 9

Accommodations for ELLs - Non-embedded	
Documented in the LEP student file.	
ACCOMMODATION	Computer-Based AMP Assessment and/or Paper-based AMP Assessment
Administering the test individually or in a small group in a separate location	Students who need additional assistance that may be disruptive to others must take the test in a separate location. <b>Note: Many accommodations that require a small group or individually administered assessment when using a paper-based assessment may be provided successfully in the standard testing group when using a computer-based assessment. For example, text-to-speech (read aloud) does not require small group or individually administered assessment. Educators should evaluate each student’s needs carefully and only use individual and small group testing when absolutely necessary for students to be successful. In addition, as with all accommodations, it should be a frequently used and successful instructional strategy if used for testing.</b>
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the Test Administration Manual.
In English or the native language, read aloud and/or repeat written and/or oral test directions, including embedded directions	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.
Clarification of test directions in English or the native language: <ul style="list-style-type: none"> <li>• student requests clarification</li> <li>• student restates directions</li> </ul>	Clarification should not provide additional directions or examples.
Provide a commercial word-to-word bilingual dictionary	Dictionaries that include pictures or word definitions are not allowed. Electronic dictionaries are not allowed.
Provide the native language word for an unknown word in a test item when requested by student	Translation should not include additional words, ideas or examples. <b>Not allowed for reading passages.</b>
Allow the student to respond orally to <b>constructed response</b> items in English for math, and/or science items.	Requires a scribe to transcribe verbatim into the test engine or test booklet. <b>Not allowed for English language arts items.</b>

**Note: ELL students with disabilities may be given ELL-responsive accommodations as well as accommodations that are afforded all students with disabilities, according to documented student need.**

# ALASKA ALTERNATE ASSESSMENT (AK-AA)

## **Overview of the Alaska Alternate Assessment for Students with Significant Cognitive Disabilities**

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004). All students must participate in statewide assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the eligibility criteria, it is strongly recommended that the IEP team consider the Alaska Alternate Assessment for that student. It is expected that only a small number (less than one percent) of all students will participate in an alternate assessment.

Alternate Assessments are designed for students with the most significant cognitive disabilities. These assessments are based on the grade-level content covered by the general assessment, but at reduced depth, breadth, and complexity. These assessments describe achievement based on what is determined to be high expectations for these students.

Students with significant cognitive disabilities have a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behaviors are essential to live independently and to function safely in daily life. When adaptive behaviors are significantly impacted it means that the individual is unlikely to develop the skills necessary to live independently and function safely in daily life. In other words, significant cognitive disabilities impact students both in and out of the classroom and across life domains, not just in academic domains.

The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in English language arts and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, there are no required assessments for students who have been eligible for the Alternate Assessment. Students with significant cognitive disabilities in grade 11 or 12 may take a college- or career-readiness assessment if the Individualized Education Program (IEP) team determines it supports the transitional plan of the IEP. Students taking the Alaska Alternate Assessment are not eligible to receive a high school diploma per Alaska regulation 4 AAC 06.078.

## **Content Standards and Achievement Standards**

The Alaska Alternate Assessments for English language arts and math are based on content standards called the *Alaska-Dynamic Learning Maps (DLM) Essential Elements*, which are aligned to the *Alaska English Language Arts and Mathematics Standards* but reduced in complexity, breadth, and depth. Students taking the alternate assessment are receiving instruction aligned to the Essential Elements in English language arts and mathematics. The Essential Elements are located on the department website at <http://education.alaska.gov/tls/assessment/alternateEE.html>.

The alternate achievement standards are achievement level descriptors that are different from the achievement standards for the general education assessment. The achievement levels (cut points and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities.

## **Administering the Alaska Alternate Assessments**

District personnel must be trained and qualified in order to administer the Alternate Assessment. Test Administration training modules are available via a link at DLM's website at <http://dynamiclearningmaps.org/>. Test administrators must complete all of the required training modules and achieve a score of 80% or higher on post-tests for each module. Allow approximately three hours for required training and complete at least two weeks prior to the opening of the test window.

## **Determining Student Eligibility for the Alaska Alternate Assessment**

Eligibility for the Alaska Alternate Assessment is a decision made by the IEP team members on an annual basis during the IEP meeting. The IEP team must use the “Alternate Assessment Participation Criteria Checklist” found in this section and on the EED Alternate Assessment website. Decisions made by the IEP team are reflected in the student’s IEP and kept in the student’s special education file. Parents must be informed when their child’s instruction will be based on Essential Elements and their achievement will be based on alternate achievement standards.

## **Documenting the Decision in the Individualized Education Program (IEP)**

The sample IEP form found in the *Special Education Handbook* at [https://education.alaska.gov/tls/SPED/pdf/Handbook/AK\\_SPED\\_Handbook.pdf](https://education.alaska.gov/tls/SPED/pdf/Handbook/AK_SPED_Handbook.pdf) includes a page for selecting state and district-wide assessments. The section for students taking the Alaska Alternate Assessment must be completed and filed in the student’s special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards, and therefore, does not lead to a high school diploma.
2. A parent’s (guardian’s) signature section is included on the IEP to acknowledge that her/she has been notified that the student is taking the Alternate Assessment for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification must be sent by the district.
3. A statement in the IEP by the team describing why the Alaska Measures of Progress (AMP) assessment is not appropriate. The team must refer to the student’s Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the “Alternate Assessment Participation Criteria Checklist” to provide evidence that supports the decision.
4. A statement in the IEP by the team describing why the Alaska Alternate Assessment is appropriate based on the participation criteria. The team must refer to the student’s ESER, the PLAAFP, and the “Alternate Assessment Participation Criteria Checklist” to provide evidence that supports the decision.

## ALASKA ALTERNATE ASSESSMENT PARTICIPATION CRITERIA CHECKLIST

### Students with Significant Cognitive Disabilities

The “Alternate Assessment Participation Criteria Checklist” must be reviewed and included in the IEP annually.

Students eligible for the Alternate Assessment must take the test in all three content areas: English Language Arts, Mathematics, and Science.

Participation in the Alaska Alternate Assessment requires a “yes” answer to each of the following questions.

Agree (Yes) or Disagree (No)? Provide documentation for each	Participation Criterion	Participation Criterion Descriptors
Yes/No	1. The student has a significant cognitive disability	Review of student records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.  <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>
Yes/No	2. The student is primarily being instructed (or taught) using the AK-DLM Essential Elements as content standards.	Goals and instruction listed in the IEP for this student are linked to the enrolled grade level AK-DLM Essential Elements and address knowledge and skills that are appropriate and challenging for this student.
Yes/No	3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade-and age-appropriate curriculum.	The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

The following are not allowable considerations for determining participation in the Alaska Alternate Assessment:

1. A disability category or label.
2. Poor attendance or extended absences.
3. Native language/social/cultural or economic difference.
4. Expected poor performance on the general education assessment.
5. Academic and other services student receives.
6. Educational environment or instructional setting.
7. Percent of time receiving special education.
8. ELL status.
9. Low reading level/achievement level.
10. Anticipated student’s disruptive behavior.
11. Impact of student scores on accountability system.
12. Administrator decision.
13. Anticipated emotional duress.
14. Need for accommodations (e.g., assistive technology) to participate in assessment process.

## STUDENT SUPPORTS FOR THE ALASKA ALTERNATE ASSESSMENT

### **Accommodations and Assistive Technology**

Students taking alternate assessments may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Accessibility Manual for the Dynamic Learning Maps Alternate Assessment* located at <http://dynamiclearningmaps.org/alaska>.

### **Accessibility Provided by the Computer-Based Assessment System**

Accessibility to the English language arts and mathematics alternate assessments is provided via the Personal Learning Profile (PLP). The PLP consists of two sources of information: the Personal Needs and Preferences (PNP) Profile and the First Contact survey. This information must be entered prior to testing to customize each student's experience and determines which test form is the most appropriate.

The First Contact Survey is a survey of learner characteristics that goes beyond basic demographics. This survey covers a variety of areas, including communication, academic skills, and attention. The First Contact Survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment. Instructions on how to fill out the First Contact Survey are located in the *Test Administration Manual* and can be found at <http://secure.dynamiclearningmaps.org/content/shared-resources>.

The Personal Needs and Preferences (PNP) Profile is used to activate the appropriate accessibility features and supports within the system. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine. The PNP is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP is linked to the student's record and can be accessed by the educators at the new school.

The following tables identify the accessibility features available for students. Test administrators and students may try out these features in provided practice tests to determine what works best for each student. These options are designed to deliver a personalized, accessible user experience as they are matched to assessments within the test engine system.

### **Support Categories**

#### **Category 1: *Embedded Supports for the Alternate Assessment***

Online supports include magnification, invert color choice, color contrast, and overlay color, and read aloud. Descriptions about how to select supports provided by the PNP are found in Step 4 of the six-step DLM accessibility customization process, which is in the *Accessibility Manual*.

#### **Category 2: *Supports requiring additional tools or materials***

These supports include Braille, switch system preferences, iPad administration, and use of special equipment and materials. These supports typically require prior planning and setup. These supports are all recorded in the PNP.

Note: Educators are advised to test these options in advance to make sure they are compatible and provide the best access for students:

### Category 3: Supports provided outside the DLM system

These supports require actions by the test administrator, such as reading the test, signing or translating, and assisting the student with entering responses. These supports are recorded in the PNP.

The ELA, Math, and Science Alternate Assessments are not timed. Test administrators may provide the schedule that best fits the student. The system can sit inactive for up to 28 minutes. If a student's computer is inactive for longer than 28 minutes, the student will need to log in again. **Any items that have been completed will not be saved.** See Frequency of Testlet Delivery in the *Test Administration Manual* for more information.

## ACCESSIBILITY FEATURES AND SUPPORTS FOR THE ALASKA ALTERNATE ASSESSMENT

Category 1	
Accessibility Feature Supports Provided Within DLM Via PNP	Description
Magnification	Magnification allows educators to choose the amount of screen magnification during testing. Educators can choose between a magnification of 2x, 3x, 4x, or 5x. Without magnification, the font is Report School, size 22. Scrolling may be required when the level of magnification is increased and the entire item can no longer be seen on the screen. This will vary due to the level of magnification, the amount of text in the item, and the size of the screen.
Invert color choice	When Invert Color Choice is activated, the background is black and the font is white; images display with a white background in both ELA and mathematics.
Color contrast	The Color Contrast allows educators to choose from several background and font color schemes.
Overlay Color	The Overlay Color is the background color of the test. The default color is white; educators may select from the alternate colors blue, green, pink, gray and yellow.
Spoken Audio	Synthetic spoken audio (read aloud with highlighting) is read from left to right and top to bottom. There are three preferences for spoken audio: text only, text and graphics, and nonvisual (this preference also describes page layout for students who are blind).
• Text only	
• Text & graphics	
• Nonvisual	

Category 2	
Accessibility Feature Supports requiring additional tools or materials	Description
Uncontracted Braille	All braille forms use uncontracted braille. See the <i>Test Administration Manual</i> for information about alternate forms.
Single-switch system/PNP enabled	Single-switch scanning is activated using a switch set up to emulate the "Enter" key on the keyboard. Educators can set scan speed, indicate whether scanning should begin automatically when the page appears, and select the number of times the scan cycle repeats before stopping.
Two-switch system	The system automatically supports two-switch step scanning, with one-switch set up to emulate the "Tab" key to move between choices, and the other switch set up to emulate the "Enter" key to select the choice when highlighted.
Individualized manipulatives	Educators may use manipulatives that are familiar to students (e.g., abacus, unit cubes, interlocking blocks, counters, linking letters, etc.).
Calculator	A calculator is permitted on math testlets unless it interferes with the construct of the testlet. The Testlet Information Page (TIP) for each math testlet will specify whether or not a calculator is permitted.

Category 3	
Accessibility Feature Support provided by the test administrator outside the system	Description
Human read aloud	If the student does not respond well to the synthetic voice, the test administrator may read the assessment to the student.
Sign interpretation of text	Test administrators may sign the content to the student using American Sign Language (ASL), Exact English, or personalized sign systems.
Language translation of text	For students who are English learners or respond best to a language other than English, test administrators may translate the text for the student. Language translations are not provided via the computer.
Test administrator entering responses for student	If students are unable to select their answer choices themselves, they may indicate their selected responses through normal response types and/or forms of communication, such as eye gaze, and then test administrators are able to key in those responses. This should only be used when students are unable to independently and accurately record their responses into the system.
Partner-assisted scanning (PAS)	PAS is a strategy in which test administrators assist students with scanning, or going through, students' answer choices. Test administrators read and/or point to each answer choice and Students make indications when their desired choices are presented.

Note: For a list of additional allowable supports, refer to the *Accessibility Manual for the DLM Alternate Assessment, 2015-16*.

## SCIENCE ALTERNATE ASSESSMENT

Science Alternate Assessment is administered in grades 4, 8, and 10. The Science Alternate Assessment is the alternate assessment for students with significant cognitive disabilities for the AMP in Science. The Science Alternate Assessment is comprised of Standard test items and Expanded Levels of Support (ELOS) test items. The standard test administration uses standardized test items, student materials, and delivery instructions. Students may use accommodations/assistive technology during testing.

<b>Allowable Accommodations for Standard Test Items</b>			
<b>Accommodation</b>	<b>Grade 4</b>	<b>Grade 8</b>	<b>Grade 10</b>
Enlarging the pictures for a student with limited vision	✓	✓	✓
Providing colored pictures or photographs	✓	✓	✓
Providing real objects from the classroom	✓	✓	✓
Allowing student to use assistive devices/supports	✓	✓	✓
Prompting after a delay with no response	✓	✓	✓

The ELOS test items are also standardized but offer increased support and flexibility. The ELOS items are available for students who meet the criteria explained below.

<b>Allowable Accommodations for Expanded Levels of Support Items (ELOS)</b>	
<b>Support Level/Score</b>	<b>Support Uses or Descriptions</b>
1	Assessor uses full physical contact to elicit student response.
2	Assessor uses partial physical contact to elicit student response.
3	Assessor uses visual, verbal, and/or gestural prompts to elicit student response.
4	Student independently responds; no contact and no prompting required.

## Early Literacy Screener

Alaska regulation 4 AAC 06.710 requires the use of literacy screening assessments in the early grades to ensure that all students are gaining the fundamental reading skills that are essential for building strong literacy skills through graduation. Screening helps to identify or predict students who may be a risk for poor learning outcomes before students fall significantly behind and remediation is needed. These brief, skill specific assessments provide teachers with the information they need to provide targeted instruction in reading to students.

Students with special needs must also participate in the early literacy screening. **The test administration guidelines will have specific guidance about accommodations for students with disabilities.**

Districts are to administer an approved early literacy screening assessment to all students in these grades:

- Kindergarten
- First grade
- Second grade
- Third grade students identified as experiencing delays in attaining early literacy skills during the second grade.

Literacy screeners are designed to screen students' literacy skills in the fall, winter, and spring. The regulation requires that the screening assessment be given at least once annually between April 1 and May 30. Screening data must be submitted to the Department no later than July 15. The Early Literacy Screening may be administered by the classroom teacher, a specialist, or a team of educators who assess all students.

The screener must do the following:

- accurately identify students experiencing delays in attaining early literacy skills;
- be individually administered; and
- have an administration format that permits testing not less than three times per school year.

**There are two options for screeners from which to choose.** For the current list of approved screeners and FAQs go to [http://education.alaska.gov/akassessments/earlyliteracyscreener\\_faq.pdf](http://education.alaska.gov/akassessments/earlyliteracyscreener_faq.pdf)

1. **Option A** includes AIMSweb, easyCBM, DIBELS, and Star. These tools have the following characteristics:
  - a. Measures the early literacy sub-skills of letter sound fluency, phoneme segmentation fluency and oral reading fluency;
  - b. Are individually administered; and
  - c. Yield data that includes the number of words read correctly in one minute.
2. **Option B** is NWEA MAP. This tool has the following characteristics:
  - a. Measures the literacy sub-skills of phonological awareness, phonics, concepts of print, vocabulary, word structure, and writing;
  - b. Permits data to be reported in Rasch units.

Screeners other than those listed on EED's website may not be used for this assessment; however, districts are not restricted to the use of one screening tool. This current list of screening assessments has been evaluated by the Center on Response to Intervention as moderate-to-strong for validity and reliability. The Center's evaluation of these screening tools can be found at <http://www.rti4success.org/resources/tools-charts/screening-tools-chart>.

Districts are required to share the screening data with parents not less than once annually for all tested students. For students experiencing delays, data should be shared not less than twice annually.

## English Language Proficiency (ELP) Assessment

Students in grades Kindergarten through 12 who have been formally identified as limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska's English language proficiency (ELP) assessment, WIDA's computer-based ACCESS for ELLs 2.0, is based on Alaska's English Language Proficiency Standards. It is a tool used to assess the proficiency levels of LEP students' receptive and productive skills in English in the areas of Listening, Speaking, Reading and Writing. The English language proficiency assessment focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills; therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. Assessment administration information is available at <http://wida.us/assessment/ACCESS/>.

For the purposes of this guide, the term **English language learner (ELL)** refers to **currently identified LEP students**, not former LEP students.

### **Test administration procedures/supports**

Test administration procedures and supports provide flexibility to schools and districts in determining the conditions under which ACCESS for ELLs 2.0 can be administered most effectively. These procedures and supports are available to *all* students, as needed, for the online and paper-based tests provided that all security conditions are met.

Administration procedures/supports do not change what items are designed to measure, nor the way test scores are interpreted. These supports are intended to diminish barriers and maximize opportunities for all ELLs to demonstrate their English language proficiency.

### **Accessibility tools**

Accessibility tools are available to *all* ELLs taking ACCESS for ELLs 2.0. Accessibility tools may either be embedded in the online test or provided by test administrators for online or paper-based tests. Accessibility tools do not require specific designation prior to testing in order to be made available to the student during testing.

### **Accommodations**

Accommodations are available only to ELLs with disabilities when listed in an approved IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in ACCESS for ELLs 2.0 meaningfully and appropriately. Accommodations are intended to provide testing conditions that (a) do *not* result in changes in what the test measures, (b) provide comparable test results to those students who do not receive accommodations, and (c) do *not* affect the validity and reliability of the interpretation of the scores for their intended purposes.

### **Embedded and Non-embedded Accommodations**

Accommodations may be embedded in and delivered within the online test platform, or non-embedded and delivered by a test administrator.

- **Non-embedded Accommodations** are those that are outside of the technology. For example, a scribed response or use of Assistive Technology.
- **Embedded Accommodations** are those that are within the test engine. They are activated for an individual student via the WIDA Assessment Management System (AMS).

## TEST ADMINISTRATION PROCEDURES/SUPPORTS FOR ONLINE OR PAPER-BASED ASSESSMENT

The following list of ELP test administration procedures/supports are available to *all* ELLs.

<b>Presentation Supports</b>	<b>Response Supports</b>
<ul style="list-style-type: none"> <li>• Read and repeat test directions by test administrator</li> <li>• Explain/clarify test directions in English by test administrator</li> <li>• Clarify test directions in student’s native language by test administrator (per availability and local policy)</li> <li>• Provide verbal praise or tangible reinforcement to a student</li> <li>• Verbally redirect student’s attention to test, in English or in student’s native language</li> </ul>	<ul style="list-style-type: none"> <li>• Student reads test aloud to self (but must not disturb or interfere with other test takers)</li> <li>• Test administrator monitors placement of responses on screen or in test booklet</li> <li>• Student provides hand written response to the online Writing test instead of a keyboarded response, based on the student’s need</li> </ul>
<b>Testing Environment/Setting Supports</b>	<b>Flexible Timing/Scheduling Supports</b>
<p>Test Administered:</p> <ul style="list-style-type: none"> <li>• By school personnel familiar to student (if trained and certified to administer ACCESS for ELLs 2.0)</li> <li>• In a small group</li> <li>• In a separate room</li> <li>• With preferential or adaptive seating, including study carrel</li> <li>• In a space with special lighting and/or special acoustics</li> <li>• With adaptive or specialized furniture or equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Frequent or additional supervised breaks</li> <li>• Test administered in short segments (i.e., administer brief section of each test at a time)</li> </ul>

## ACCESSIBILITY TOOLS FOR ACCESS FOR ELLS 2.0 ONLINE ASSESSMENT

These **Accessibility tools (available to all ELLs) do not need to be pre-selected for online testing** via the student record in the WIDA Assessment Management System (AMS).

<b>Accessibility Tools – Embedded and Non-embedded</b>	
Available to <i>all</i> ELL students	
Accessibility Tool	Tool Description
Audio Aides	Tools include amplification devices, noise buffers, or white noise machines.
Highlight tool	A tool which the student can use to mark specific text with a yellow color.
Line guide	A tool which the student can use to guide his or her eyes while reading text on the computer screen.
Screen magnifier	A tool which the student can use to increase the screen size by 1.5x or 2.0x.
Sticky Notes	A tool which the student can use to make notes to assist in responding to Writing items. This tool is only available on the Writing test.
Color contrast	A tool which the student can use to select from a variety of background/text color combinations. Remains selected until turned off.
Color overlay	A tool which the student can use to change the background color that appears behind text, graphics, and response areas. Remains selected until turned off.
<b>Provided by Test Administrator</b>	
Scratch/blank paper	Submit with test materials or dispose of according to state policy.
Color overlay	A tool which the student can use as a separate color/acetate transparency that can be placed across computer screen.

## EMBEDDED ACCOMMODATIONS FOR ACCESS FOR ELLS 2.0 ONLINE ASSESSMENT

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.

<b>Accommodations - Embedded</b>	
For ELLs with disabilities, as documented in the IEP or 504 Plan. These embedded accommodations must be activated within the WIDA AMS.	
Accommodation	Accommodation Description
Manual control of item audio	Play button is controlled by the student one time. Once initiated, the audio cannot be paused or stopped. <b>Not allowed for Reading.</b>
Repeat item audio	Listening audio may be repeated only one time. Writing and Speaking audio (where available) can be repeated multiple times. A repeat button will be available on the screen.
Extended Speaking test response time	To receive this accommodation on the online test, it must be pre-selected for the student via the WIDA Assessment Management System.

## ACCOMMODATIONS FOR ACCESS FOR ELLS 2.0 ONLINE ASSESSMENT

<b>Accommodations – Non-embedded</b>	
These Non-embedded accommodations are provided by the Test Administrator	
Accommodation	Accommodation Description
Interpreter signs test directions in ASL	No part of the actual test (including directions or prompts within test items) may be signed to a student.
Scribed response	Responses must be scribed verbatim onscreen at the time of testing. Scribing guidelines must be followed.
Word processor or similar keyboarding device to respond to test items	Student responds using stand-alone (i.e., external) word processing or similar keyboarding device. For Writing test, spell- and grammar-checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen.
Student responds using external augmentative and alternate communication device or software	Student responds orally using alternate augmentative communication (AAC) device or software that is outside of the test platform. Spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Responses must be transcribed verbatim onscreen. Test content on the recording device must be deleted immediately after transcription.
Student uses assistive technology (AT) to respond to test items	AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs.
Read aloud and repeat <u>Listening</u> test response options by human reader	The reader should read text exactly as it appears on screen. Reader may repeat listening item response options (i.e., answer choices) on screen only one time. <b>Not allowed for Reading.</b>
Extended testing of a domain over multiple days	The test must be paused before exiting to save student responses. If end/exit is used, the test will need to be reactivated with a new test ticket.

*Refer to the WIDA Accessibility and Accommodations Descriptions and Guidelines for details on the use of these supports.*

## ACCESSIBILITY TOOLS FOR ACCESS FOR ELLS PAPER-BASED ASSESSMENT

The following Accessibility Tools are available to *all* ELLs taking ACCESS for ELLs Paper-Based assessment. Accessibility tools do not need to be pre-selected for this test.

<b>Accessibility Tools – Provided by Test Administrator</b>	
Available to <i>all</i> ELL students	
Accessibility Tool	Tool Description
Audio Aides	Tools may include amplification devices, noise buffers, or white noise machines.
Highlighters, colored pencils, or crayons	Tools which the student can use to mark specific text the test booklet.
Place marker or tracking device	A tool which the student can use to guide his or her eyes while reading text.
Low-vision aids or magnification devices	A tool which the student can use to increase the size of graphics and text in the test booklet.
Color Overlay	A tool (such as a color acetate transparency) which the student can place over the test booklet page.
Equipment or technology that the student uses for tests and classroom work	Tools include adapted pencil, (altered size or grip), slant board, wedge, etc.
Scratch/blank paper (including lined or graph paper)	Submit with test materials or dispose appropriately.

## ACCOMMODATIONS FOR ACCESS FOR ELLS PAPER-BASED ASSESSMENT

All accommodations provided must be based on student need as documented in the IEP or 504 Plan.

<b>Accommodations – Provided by the Test Administrator</b>	
Accommodation	Accommodation Description
Interpreter signs test directions in ASL	No part of the actual test (including embedded directions or prompts within test items) may be signed to a student.
Large print version of test	For students where the online magnification tool is not sufficient. Font size is 18 point. Responses must be transcribed verbatim into test booklet by test administrator.
Braille version of test	Test administrator must determine version of braille (contracted or uncontracted) when ordering. Responses must be transcribed verbatim into test booklet by test administrator.
Student response using a braille writer or braille note-taker	Responses must be transcribed verbatim into test booklet by test administrator.
Scribed response	Responses must be transcribed verbatim into test booklet by test administrator. Scribing guidelines must be followed.
Student uses assistive technology (AT) to respond to test items	AT must be compatible with or external to the test platform. AT is generally for non-communication-related support. Device must not interfere with measurement of the assessment constructs.
Student responds orally using external augmentative and alternate communication (AAC) device or software	AAC device or software must be compatible with or external to the test platform. Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator.
Keyboarding or recording device to respond to test items	Other programs or features (spell check, dictionary/thesaurus) must be turned off. Responses must be transcribed verbatim into test booklet by test administrator.
Student responds using a recording device, which is played back and transcribed by student	Responses must be transcribed verbatim onscreen or in test booklet as soon as possible after the test is administered. The device with recorded answers must be stored in a secured, locked location. Test content on the recording device must be deleted once responses have been transcribed.
Extended testing of a domain over multiple days	Test administrator must follow security measures for this accommodation.
Read aloud and repeat test items by human reader	The reader reads text from a script. For Listening and Speaking, a recording script can be special ordered. For Writing, test administrator reads aloud from test booklet – according to Tier. Consult the Accessibility and Accommodation Guidelines for specific guidelines for human readers. <b>Not allowed for Reading.</b>
Media-delivered audio via CD	The test administrator plays the track on the CD. <b>Listening audio can be replayed only once.</b> Writing and Speaking audio can be repeated multiple times. <b>Not allowed for Reading.</b>

Note: Students with significant cognitive disabilities who cannot participate fully in the regular ELP assessment, with or without accommodations, may be eligible to take the Alternate ELP assessment if they meet the required criteria. Assessment administration information is available at <http://www.wida.us/assessment/alternateaccess.aspx>.

## Alternate English Language Proficiency (ELP) Assessment

The Alternate ELP assessment is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are formally identified as Limited English Proficient (LEP) and have significant cognitive disabilities that prevent their meaningful participation in the regular English language proficiency assessment. An Alternate ELP assessment is not available for kindergarten. Alaska’s alternate (ELP) assessment, WIDA’s Alternate ACCESS for ELLs, is based on Alaska’s English Language Proficiency Standards. Each test form of the Alternate ELP test assesses the four language domains of Listening, Speaking, Reading, and Writing.

The Elementary and Secondary Education Act (ESEA; 2001) requires that all students identified as LEP be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP). Assessment administration information is available at <http://wida.us/assessment/ACCESS/>.

For the purposes of this guide, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students.

### **Test Administration Recommendations**

It is recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students. It is recommended that certified teachers administer the alternate ELP assessment and recertify annually. The decision to participate in the Alternate ELP assessment should not be based solely on language, social, cultural, or economic differences or excessive or extended absences but should be based on specific student needs.

The following Participation Criteria Checklist must be used by IEP teams to determine if a student is eligible to take the alternate ELP assessment. All responses to the following criteria must be “yes” in order for the student to be eligible to participate in the alternate ELP assessment.

Yes/No	Alternate English Language Proficiency Assessment Criteria
	The student has an Individualized Education Program (IEP) and is currently identified as Limited English Proficient (LEP). The student meets the eligibility criteria for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	For grades 3 – 10, the student is eligible to take the Alaska Alternate Assessment.
	The student demonstrates deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula that leads to a diploma.
	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills.
	Objectives written for the student in the designated content area are less complex than the Alaska English/Language Arts and Math Standards, making the regular ELP assessment, even with accommodations, inappropriate for this student.

Note: The Alternate ACCESS for ELLs assessment will remain a paper-based test, therefore all accommodations and student supports that are relevant to the paper-based regular ACCESS for ELLs apply to the Alternate ACCESS for ELLs assessment.

*Refer to the WIDA Accessibility and Accommodations Descriptions and Guidelines for details on the use of these supports.*

## National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is a national assessment of a representative sampling of America's students in grades 4, 8, and 12 conducted by the National Center for Education Statistics. Results are only given at the state-level; no school or student results are provided. Only students with disabilities who participate in the Alaska Alternate Assessment based on alternate achievement standards will be automatically excluded from any NAEP assessment. All other students with disabilities should participate in NAEP with or without NAEP allowed accommodations.

NAEP strives to obtain as complete a picture as possible of the educational progress of all students. Thus, the NAEP sample includes students who have been identified as having physical, emotional, or developmental disabilities; or who have had limited exposure to the English language. NAEP's goal is to include as many students with disabilities and/or limited English proficiency as possible; therefore, NAEP's advice to schools is, when in doubt, include the student.

NAEP has specific accommodations for students with disabilities or who are English language learners. The allowed accommodations and requirements for administration of NAEP are determined by NCES and the National Assessment Governing Board (NAGB) and information about them is provided to the schools prior to the NAEP assessment. NAEP accommodations for each assessment year are typically finalized in late fall prior to the assessment year.

The Department of Education & Early Development expects that most English language learners (ELL) will be included on the NAEP. Only English language learners who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment. All other English language learners should participate in NAEP with or without NAEP allowed accommodations.

NAEP is administered by a federally contracted assessment team that receives extensive training to ensure consistent administration across the nation. School personnel may be asked to assist with some accommodations, such as signing questions for students.

School personnel with the best knowledge of the student's accommodation needs should use the guidance provided by NAEP to decide if the student should be included in the NAEP assessment and the accommodations needed.

The information regarding accommodations for NAEP can be found at <http://education.alaska.gov/tls/assessment/naep.html>. If you have questions about the NAEP accommodations, please contact the NAEP State Coordinator at 907-465-8729.

## College and Career Readiness Assessments

Alaska statute 14.03.075 requires all students to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

As stated in 4 AAC 06.717, the Department of Education & Early Development (EED) will pay for one administration of one assessment for every grade 11 student. Grade 12 students who did not have the opportunity to take the assessment in grade 11 may also have one paid administration.

Districts must administer the career-readiness assessment and one or both of the college-readiness assessments. Students are only required to take **one** CCRA; students choose between the career-readiness assessment (WorkKeys) and the provided college-readiness assessment(s) (ACT and/or SAT). The assessments must be provided on school days in session; provisions for taking the test on a National Test Day are also available.

WorkKeys, ACT, and SAT assessments each have distinct registration, administration, and accommodation policies as determined by the testing company. Educators are encouraged to refer to the assessment website for the most up-to-date information.

## SAT Assessment

Developed by the College Board, the SAT is a national college admission test that provides college-readiness information to students, families and colleges. The SAT is an aptitude test which assesses reasoning and verbal abilities. Under the current SAT, students are required to take four sections: Mathematics, Critical Reading, Writing, and an Essay. Under the redesigned SAT (*starting in March 2016*), students are required to take three sections: Reading, Writing and Language, and Math, with an optional Essay.

Current SAT			Redesigned SAT		
Component	Time Allotted (min.)	Number of Questions/ Tasks	Component	Time Allotted (min.)	Number of Questions/ Tasks
Critical Reading	70	67	Reading	65	52
Writing	60	49	Writing and Language	35	44
Essay	25	1	Essay (optional)	50	1
Mathematics	70	54	Math	80	58
<b>Total</b>	225	171	<b>Total</b>	180 (230 with Essay)	154 (155 with Essay)

### Comparison of the Major Features: Current SAT and Redesigned SAT

Category	Current SAT	Redesigned SAT
<b>Total Testing Time*</b>		
<b>*Redesigned SAT testing time subject to research</b>	3 hours and 45 minutes	3 hours (plus 50 minutes for the Essay [optional])
<b>Components</b>	<ol style="list-style-type: none"> <li>1. Critical Reading</li> <li>2. Writing</li> <li>3. Mathematics</li> <li>4. Essay</li> </ol>	<ol style="list-style-type: none"> <li>1. Evidence-Based Reading and Writing               <ul style="list-style-type: none"> <li>○ Reading Test</li> <li>○ Writing and Language Test</li> </ul> </li> <li>2. Math</li> <li>3. Essay (optional)</li> </ol>
<b>Important Features</b>	<ul style="list-style-type: none"> <li>• Emphasis on general reasoning skills</li> <li>• Emphasis on vocabulary, often in limited contexts</li> <li>• Complex scoring (a point for a correct answer and a deduction for an incorrect answer; blank responses have no impact on scores)</li> </ul>	<ul style="list-style-type: none"> <li>• Continued emphasis on reasoning alongside a clearer, stronger focus on the knowledge, skills, and understandings most important for college and career readiness and success</li> <li>• Greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact</li> <li>• Rights-only scoring (a point for a correct answer but no deduction for an incorrect answer; blank</li> </ul>

Current SAT		Redesigned SAT
		responses have no impact on scores)
<b>Essay</b>	<ul style="list-style-type: none"> <li>• Required and given at the beginning of the SAT</li> <li>• 25 minutes to write the essay</li> <li>• Tests writing skill; students take a position on a presented issue</li> </ul>	<ul style="list-style-type: none"> <li>• Optional and given at the end of the SAT; postsecondary institutions determine whether they will require the Essay for admission</li> <li>• 50 minutes to write the essay</li> <li>• Tests reading, analysis, and writing skills; students produce a written analysis of a provided source text</li> </ul>
<b>Score Reporting*</b>  <b>*Redesigned SAT scores subject to research</b>	<ul style="list-style-type: none"> <li>• Scale ranging from 600 to 2400</li> <li>• Scale ranging from 200 to 800 for Critical Reading; 200 to 800 for Mathematics; 200 to 800 for Writing</li> <li>• Essay results scaled to multiple-choice Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Scale ranging from 400 to 1600</li> <li>• Scale ranging from 200 to 800 for Evidence-Based Reading and Writing; 200 to 800 for Math; 2 to 8 on each of three dimensions for Essay</li> <li>• Essay results reported separately</li> </ul>
<b>Subscore Reporting</b>	None	Subscores for every test, providing added insight for students, parents, admission officers, educators, and counselors

### SAT Accommodations Policy

If a student has a documented disability, the student may be eligible for accommodations on SAT tests. Specific information is available from the test vendor. Students are required to apply and provide required documentation. The College Board’s request process can take up to seven weeks. Documentation of the student’s disability and need for specific accommodations is required and submitted for College Board review. Further information about the approval process is available at <https://www.collegeboard.org/students-with-disabilities>.

## American College Testing (ACT)

The ACT is a national college admissions test that provides college-readiness information to students, families, and post-secondary institutions. There are four required subtests: English, Mathematics, Reading, Science, and an optional Writing test.

<a href="#">English</a>	75 questions	45 minutes	Measures standard written English and rhetorical skills.
<a href="#">Mathematics</a>	60 questions	60 minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
<a href="#">Reading</a>	40 questions	35 minutes	Measures reading comprehension.
<a href="#">Science</a>	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
<a href="#">Optional Writing Test</a>	1 prompt	40 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

### **ACT-Approved Accommodations:**

ACT has established policies regarding documentation of an applicant's disability and the process for requesting accommodations. Further details are available at <http://www.actstudent.org/regist/disab>.

If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations. ACT's request process can take up to seven weeks.

The ACT and ACT Plus Writing are offered only in English. Accommodations (including extended time) are not available solely on the basis of limited English proficiency.

Students who take the ACT In-School Online assessment will need to apply for ACT-Approved Accommodations using the same process. Some accommodations are only available on the paper/pencil assessment, as determined by ACT.

### **State-Allowed Accommodations:**

Students who are denied an ACT-Approved accommodation that they typically receive in school or do not meet the eligibility requirements for an ACT-Approved accommodation should be considered for a State-Allowed accommodation. Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html> for further information. Please note that **scores from State-Allowed administrations may only be used for state and district purposes; they will not be reported to colleges and other entities.**

## WorkKeys Assessment

WorkKeys is a career skills assessment. The three assessments given to students consist of Applied Mathematics, Locating Information, and Reading for Information.

<b>Applied Mathematics</b>	<p>33 items</p> <p>55 minutes (WorkKeys Internet Version)</p> <p>45 minutes (Paper-and-pencil)</p>	<p>This assessment measures the skill people use when they apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems. The test questions require the examinee to set up and solve the types of problems and do the types of calculations that actually occur in the workplace.</p> <p>This test is designed to be taken with a calculator. A <a href="#">formula sheet</a> that includes all formulas required for the assessment is provided. While individuals may use calculators and conversion tables to help with the problems, they still need to use math skills to think them through.</p>
<b>Locating Information</b>	<p>38 items</p> <p>55 minutes (WorkKeys Internet Version)</p> <p>45 minutes (Paper-and-pencil)</p>	<p>The <i>Locating Information</i> test measures the skill people use when they work with workplace graphics. Examinees are asked to find information in a graphic or insert information into a graphic. They also must compare, summarize, and analyze information found in related graphics.</p> <p>The skill people use when they locate, synthesize, and use information from workplace graphics such as charts, graphs, tables, forms, flowcharts, diagrams, floor plans, maps, and instrument gauges is a basic skill required in today's workforce.</p>
<b>Reading for Information</b>	<p>33 items</p> <p>55 minutes (WorkKeys Internet Version)</p> <p>45 minutes (Paper-and-pencil)</p>	<p>The <i>Reading for Information</i> test measures the skill people use when they read and use written text in order to do a job. The written texts include memos, letters, directions, signs, notices, bulletins, policies, and regulations. It is often the case that workplace communications are not necessarily well-written or targeted to the appropriate audience. <i>Reading for Information</i> materials do not include information that is presented graphically, such as in charts, forms, or blueprints.</p>

### Allowable Accommodations for WorkKeys

The Department of Education & Early Development has developed State-allowable accommodations on the WorkKeys Assessment to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the *ACT WorkKeys Supervisor's Manual for State Testing – Special Testing*. The below State-allowable accommodations should only be used when selecting accommodations for students with disabilities and identified LEP students for WorkKeys testing during the approved Alaska testing window. Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* at <http://education.alaska.gov/tls/assessment/accommodations.html> for further information. These same accommodations and State-allowable accommodations may not be available for any other agencies or testing formats. In the event of any discrepancy between State-allowable accommodations and the *ACT WorkKeys Supervisor's Manual for State Testing- Special Testing*, the *ACT WorkKeys Supervisor's Manual for State Testing- Special Testing*, as amended from time to time, will control.

IEP, 504, and LEP teams should become familiar with the column headings in the tables below during the selection process. Both Internet Testing and Paper/Pencil Event Testing administration are represented. The letter "I" for Internet Testing and/or "P" for Paper/Pencil Event Testing is printed in the WorkKeys-Eligible and/or State-Allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRCs) will be issued for students using the accommodation if it is marked in the appropriate column. The NCRC is contingent on the student's level score. A blank in any column indicates not allowable or consequences apply. **Both WorkKeys-eligible and state-allowable accommodations must be administered according to the special criteria noted on the tables and *WorkKeys Supervisor's Manual for State Testing- Special Testing*.**

**Note:** Manipulatives for WorkKeys tests are not eligible accommodations. Other accommodations in the tables that are grayed out are not allowable or applicable accommodations for WorkKeys, and if used may invalidate the assessment.

## Accommodations for Students with Disabilities for WorkKeys

Applies to students on an IEP/504 and Transitory Impairment Plans

Table 14

Accommodation	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
<b>Timing/Scheduling</b>					
Allowing frequent breaks during testing.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>Internet Testing - Only between Assessments- no stop-the-clock breaks</li> <li>WorkKeys Paper/Pencil Event Testing use codes for stop the clock breaks.</li> <li>Must use accommodated form only</li> </ul>
Allowing additional testing time.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Only individual/small cluster testing</li> <li>Must use accommodated form only</li> </ul>
Administering at a time of the day most beneficial to the student.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>May be administered at any time during school day</li> <li>Must use accommodated form only</li> </ul>
Administering the test over several days completing the testing on or before the last day of the test window.					
<b>SETTING</b>					
Administering the test individually in a separate location.	I/P	I/P	■	■	
Administering the test to a small group in a separate location.	I/P	I/P	■	■	
Providing special lighting.	I/P	I/P	■	■	
Providing adaptive or special furniture.	I/P	I/P	■	■	
Providing special acoustics.	I/P	I/P	■	■	
Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Study carrel must be observable</li> <li>Room supervisor must be able to view student and work area at all times</li> </ul>
Using a communication device such as auditory amplification to give directions.	I/P	I/P	■	■	
Using a specific test proctor (e.g. examinee’s regular or special education teacher).	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Proctor must meet all ACT, Inc.’s staffing requirements in <i>Supervisor’s Manual</i></li> </ul>
Preferential seating.	I/P	I/P	■	■	
Support of physical position of student by increasing or decreasing opportunity for movement.	I/P	I/P	■	■	
Using a checklist to remind student of tasks to be completed.	I/P	I/P	■	■	
<b>PRESENTATION: Test Directions</b>					
Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.	P	P	■	■	<ul style="list-style-type: none"> <li>Must use accommodated form only</li> </ul>
Signing the verbal instructions to the student.	P	P	■	■	<ul style="list-style-type: none"> <li>May use American Sign Language or Exact English Signing</li> </ul>
Allowing student to ask for clarifications on test directions.	P	P	■	■	

I = Internet Testing  
P = Paper/pencil Event Testing  
■ = allowable  
Gray indicates not allowable

Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Clarifying directions by having student restate them.	P	P	■	■	
Reading, and re-reading if requested, embedded directions.	P	P	■	■	<ul style="list-style-type: none"> <li>Only individual/small cluster testing</li> </ul>
Providing written version of verbal instructions.	P	P	■	■	
Presenting directions through use of projection equipment.	P	P	■	■	
Providing highlighted words in embedded directions.	P	P	■	■	
Writing helpful verbs from the directions on the board, or on a separate piece of paper.	P	P	■	■	
<b>PRESENTATION: Test Items</b>					
Reading or signing math, science, and/or writing items on the state required assessments to student.  (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>All signing must be Exact English Signing only</li> <li>Must use/order Reader Script</li> <li>All WorkKeys tests may be read or signed aloud</li> <li>Must use accommodated form only</li> </ul>
Using test contractor signing DVD.					<ul style="list-style-type: none"> <li>DVD does not exist</li> </ul>
Using test contractor audio version.	P	P	■	■	<ul style="list-style-type: none"> <li>Refer to <i>Supervisor's Manual</i></li> <li>Must use/order Audio DVD</li> <li>Must use accommodated form only</li> </ul>
Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>All signing must be Exact English Signing (American Sign Language will result in state allowable scores only)</li> <li>Must use/order Reader Script</li> <li>All WorkKeys tests may be read or signed aloud</li> <li>Must use accommodated form only</li> </ul>
Assisting student in tracking or sequencing test items.	I/P	I/P	■	■	
Providing detailed monitoring to ensure student marks responses in correct answer area.	P	P	■	■	
Turning pages for student.	P	P	■	■	
Masking portions of the test to direct attention to uncovered items.	P	P	■	■	
Using color screens to direct attention to specific sections on a page.	P	P	■	■	
Allow student to highlight words except in answer document area.	P	P	■	■	
<b>PRESENTATION: Use of Assistive Devices/Supports</b>					
Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Refer to <i>Supervisor's Manual</i> for list of approved calculators</li> </ul>
Using visual magnification devices.	I/P	I/P	■	■	
Using templates to reduce visible print.	P	P	■	■	

Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Using auditory amplification device, hearing aid, or noise buffers.	I/P	I/P	■	■	
Securing papers to work area with tapes/magnets.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Tape or other adhesive on the answer document will make the test unscorable</li> </ul>
Using a device to screen out extraneous sounds (does not include music devices).	I/P	I/P	■	■	
Using adaptive equipment to deliver test (requires consultation with the department for security reasons).	P	P	■	■	
Using masks or markers to maintain place.	P	P	■	■	
Using special pen or pencil such as felt-tip marker or ink pen.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Responses must be transcribed</li> </ul>
Using an adaptive keyboard.	I/P	I/P	■	■	
Using math manipulatives.		I/P			<ul style="list-style-type: none"> <li>Only individual/small group testing</li> <li>Must use accommodated form only</li> </ul>
<b>RESPONSE: Test Format</b>					
Using graph paper.	I/P	I/P	■	■	
Allowing students to mark responses in test booklet if test employs a separate answer sheet.	P	P	■	■	
Providing student with additional room for writing response.	P	P	■	■	
Using color visual overlays.	I/P	I/P	■	■	
Using ruler or object to maintain place in test.	I/P	I/P	■	■	
Using shield to reduce glare.	I/P	I/P	■	■	
<b>RESPONSE: Use of Assistive Devices/Supports</b>					
Allowing student to tape response for later verbatim transcription.	P	P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>
Using computer without spell or grammar Checker.	P	P	■	■	<ul style="list-style-type: none"> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>
Dictating to a scribe for all tests.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>If extended time applies, order an accommodated form</li> <li>Reference scribe procedures in the <i>Handbook to the Participation Guidelines</i></li> </ul>
Allowing alternative responses such as oral, sign, typed, pointing.	I/P	I/P	■	■	<ul style="list-style-type: none"> <li>Only individual testing</li> <li>If extended time applies, order an accommodated form</li> <li>Reference scribe procedures in the <i>Handbook to the Participation Guidelines</i></li> </ul>
Using a Braille.	P	P	■	■	<ul style="list-style-type: none"> <li>Must use accommodated form only</li> <li>Responses must be transcribed</li> </ul>
Using a specially-designed #2 pencil.	I/P	I/P	■	■	

I = Internet Testing  
 P = Paper/pencil Event Testing  
 ■ = allowable  
 Gray indicates not allowable

## Accommodations for Limited English Proficient Students for WorkKeys

Table 15

State-Allowable Accommodations		WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
<b>Direct Linguistic Support Accommodations</b>						
<b>Ref Materials</b>	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	I/P	I/P	■	■	
<b>Test Directions</b>	In English or the native language: <ul style="list-style-type: none"> <li>• provide written version of written/oral <b>test directions</b></li> <li>• read aloud and/or repeat written and/or oral test directions</li> <li>• read aloud and/or repeat <b>embedded</b> test directions</li> <li>• <b>clarify</b>/explain test directions</li> </ul>	P	I/P	■	■	<ul style="list-style-type: none"> <li>• Only individual/small cluster testing</li> </ul>
<b>Test Items</b>	Read aloud, and repeat if requested: writing, math, and/or science <b>test items</b> in English		P			<ul style="list-style-type: none"> <li>• Only individual testing</li> <li>• Must use accommodated form only</li> <li>• Must use/order a Reader Script</li> </ul>
	Provide test contractor audio version.		P			<ul style="list-style-type: none"> <li>• Refer the <i>Supervisor’s Manual</i></li> <li>• Must use/order Audio DVD</li> <li>• Must use accommodated form only</li> </ul>
	Provide the native language word for an unknown word in a test item, when requested by student.		P			
	Allow the student to respond orally to constructed response items.					
<b>Indirect Linguistic Support Accommodations</b>						
<b>Timing</b>	Provide extended time.		I/P			<ul style="list-style-type: none"> <li>• Only individual/small group testing</li> <li>• Must use accommodated form only</li> </ul>
	Provide scheduled breaks as needed during testing.		I/P			<ul style="list-style-type: none"> <li>• Only individual testing</li> <li>• Internet Testing - Only between Assessments- no stop-the-clock breaks</li> <li>• WorkKeys Paper/Pencil use codes for stop the clock breaks.</li> <li>• Must use accommodated form only</li> </ul>
	Flexible Schedule: Administer the test over several days.					
<b>Test Administration Practices</b>						
	Administer the test individually.	I/P	I/P	■	■	
	Administer the test to small groups in a separate location.	I/P	I/P	■	■	

I = Internet Testing P = Paper/pencil Event Testing ■ = allowable Gray indicates not allowable
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## Appendix A: Common Allowable Accommodations for the AMP

**This accommodations appendix is not an exhaustive list of the allowable accommodations for students with disabilities for the AMP assessment.** To determine whether an adaptation not found in this document is an accommodation or modification, refer to the procedure outlined in the *Introduction to Participation in Assessments and Student Supports* section of this document.

### Common Accommodations Allowed for AMP Computer-Based or Paper-Based Assessment (ELA, Math, Science):

- Frequent or additional breaks
- Providing special lighting
- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a student-generated checklist as a reminder of tasks to be completed
- Presenting directions through the use of projection equipment
- Extended testing time (one section taken over multiple days)
- Administering at a time of day most beneficial to the student
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using color visual overlays
- Using shield to reduce glare
- Dictating to a scribe (see TAD for specific guidelines)
- Write helpful verbs from the directions on the board or a separate piece of paper

### Common Accommodations Allowed Specific to AMP Paper-Based Administration:

- Turning pages for student
- Using a Braille
- Providing highlighted words in embedded directions
- Using adaptive devices, equipment or furniture. Some adaptive devices by require a scribe to transcribe student responses verbatim into the test booklet.
- Using auditory amplification device
- Providing detailed monitoring, individually or in a small group, to ensure student marks responses in correct answer area.

## Appendix B: Modifications NOT Allowed for Testing

The following are examples of modifications that are not allowed on most standardized assessments. Educators must read the Test Administration Directions for the assessment prior to administering the test to ensure that the test is not inadvertently invalidated. Modifications will invalidate an assessment because they change what the assessment is measuring and/or give the student an unfair advantage. This is not an exhaustive list of modifications.

- Clarification of a test item
- Paraphrasing test items
- Using spell or grammar check
- Reading the passages of the reading test
- Use of a dictionary or thesaurus (this does not include the specific type of dictionary allowed for ELLs as an accommodation)
- Use of a mathematics or English language arts resource guide or reference sheets
- Use of a calculator on items where it is not permitted
- Proctors providing synonyms for unknown words

## Appendix C: Acronyms and Definitions

AA – Alternate Assessment

ADA – Americans with Disabilities Act of 2008

AMP – Alaska Measures of Progress, Alaska’s assessment that is designed to measure student growth and achievement in the Alaska English Language Arts, Mathematics, and Science Standards

CBA – Computer-based Assessment

CCRA – College and Career-Readiness Assessments

COA – Certificate of Achievement, a certificate for students on an alternate assessment or who are unable to fulfill all requirements to receive a diploma

DLM – Dynamic Learning Maps, a system of assessment for students with significant cognitive disabilities

EED – Alaska Department of Education and Early Development

ELA – English Language Arts

ELLs – English language learners

ELP – English language proficiency

ESEA – Elementary and Secondary Education Act, a federal act that emphasizes equal access to education

ESER – Evaluation Summary and Eligibility Report, a special education eligibility report

FC – First Contact survey, an initial placement survey for the computer-based Alternate Assessment

IDEA – Individuals with Disabilities Education Improvement Act of 2004

IEP – Individualized Education Program, individualized education plans for students with disabilities

LEP – Limited English proficient, a formally identified English language learner

NAEP – National Assessment of Educational Progress

NAGB – National Assessment Governing Board, the governing board that makes decisions regarding accommodations for the NAEP assessment

NCES – National Center for Education Statistics, conducts NAEP

NCLB – No Child Left Behind Act of 2001

NCRC – National Career Readiness Certificates, a WorkKeys certificate documenting a student’s level of career readiness

PBA – Paper-based assessment

PLAAPF – Present Levels of Academic Achievement and Functional Performance, a section within the IEP that documents the student’s academic and functional skills and knowledge

PNP – Personal Needs and Preferences, student supports that are selected in a computer-based assessment system prior to testing, for AMP and AA

SBA – Standards-Based Assessment

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 7A**

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**◆ ISSUE**

The board is being asked to adopt amendments to regulations related to college and career readiness assessments.

**◆ BACKGROUND**

- AS 14.03.075, as amended effective July 1, 2014, requires a student to take a college and career readiness assessment (CCRA) in order to receive a diploma. HB 44, passed in 2015, will remove this requirement as of June 30, 2016.
- Students finishing high school in 2014-2015 or 2015-2016 will earn a Certificate of Achievement (COA) instead of a diploma if they have not met the CCRA requirement.
- There is currently no regulation to clarify that a student who received a COA may subsequently earn a diploma, as was the case for the high school graduation qualifying exam.
- Extenuating circumstances can exist for students that limit their participation opportunities for CCRA but do not fit into a waiver category. Examples of this include high transiency between schools/districts, homeless students, or limited availability of testing dates prior to graduation.
- The language allowing a waiver from the CCRA is being amended to include other test administration situations outside the student's control.
- One change has been made in the proposed regulations in response to public comment; the deletion of "and the student's parents" in 4 AAC 06.723(2)(B) makes 4 AAC 06.723(2) internally consistent.
- Behind this cover memo are: 1) the proposed regulations, and 2) public comment.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 10A.

4 AAC 06.076 is repealed:

**4 AAC 06.076. Determination of school age.** Repealed. (Eff. 1/28/2000, Register 153; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.718. College and career readiness assessment after student receives a certificate of achievement.** (a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district under AS 14.03.075(b); and

(2) takes a college and career readiness assessment.

(b) A person may satisfy the requirement of paragraph (a)(2) by taking a college and career readiness assessment

(1) offered through a school district, whether during or outside regular school hours; or

(2) offered outside the Alaska public school system.

(c) A district shall permit a person who has exited secondary school to take a college and career readiness assessment, when the assessment is administered by the district during school hours or outside school hours, if the person

(1) holds a certificate of achievement issued under AS 14.03.075(b) by the district or provides evidence to the district that the person holds a certificate of achievement issued under AS 14.03.075(b) by another school district in the state;

(2) meets all test registration requirements of the district and the test vendor; and

(3) pays applicable fees charged by the district or the test vendor.

(d) Only the district that issued the certificate of achievement may issue a secondary school diploma to the person under this section.

(e) To obtain a secondary school diploma under this section, a person shall submit to the district that issued the person a certificate of achievement

(1) a written request for a secondary school diploma;

(2) a score report issued by the test vendor for a college and career readiness assessment taken by the person; and

(3) any fee that the district assesses for the issuance of a diploma under this section.

(f) A district may assess a fee for the issuance of a diploma only if the fee is required under a written district policy adopted by the governing body of the district.

(g) Not later than 90 days after receiving a request that complies with subsection (e), a district shall issue a secondary diploma to a person who submits a request under subsection (e).

(h) "college and career readiness assessment," as used in this section, has the meaning given in AS 14.03.075(e). (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.060 AS 14.07.020 AS 14.07.060

AS 14.03.075 AS 14.07.030 AS 14.07.165

4 AAC 06.723 is amended to read:

**4 AAC 06.723. Rare or unusual circumstances.** For purposes of a waiver from taking a college and career readiness assessment under 4 AAC 06.717, a student has a rare or unusual circumstance meriting a waiver if

(1) a recourse or remedy other than a waiver does not exist to address the circumstance before the student's expected graduation date; and

(2) the circumstance was beyond the control of the student[, THE STUDENT'S PARENTS, AND THE SCHOOL]; for purposes of this paragraph, a circumstance beyond the control of the student[, THE STUDENT'S PARENTS, AND THE SCHOOL] is limited to

(A) the death of the student's parent or legal guardian if the death occurs within the last semester of the student's year of intended graduation;

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the student from taking a college and career readiness assessment; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking a college and career readiness assessment and was beyond the control of the student [AND THE STUDENT'S PARENTS]; the following conditions are not rare or unusual circumstances under this section:

(i) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(ii) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(iii) a condition caused by illegal alcohol or substance use;

(C) a disability arising in the student's secondary school enrollment and the disability arising too late to apply for a meaningful accommodation from the testing vendor; a waiver under this subparagraph must be consistent with the recommendations of the student's IEP or section 504 team; a request for a waiver under this subparagraph may not be granted unless the student's principal and the district's superintendent concur with the waiver request; **or**

(D) a significant and uncorrectable system error, [;] **including** [A WAIVER MAY NOT BE GRANTED UNDER THIS SUBPARAGRAPH UNLESS THE STUDENT'S]

(i) completed examination materials [FROM THE LAST ADMINISTRATION OF THE STUDENT'S YEAR OF INTENDED GRADUATION] are lost in transit between the school district and the testing vendor [AFTER THE TEST HAS BEEN ADMINISTERED; A REQUEST FOR A WAIVER UNDER THIS SUB-SUBPARAGRAPH MUST BE SUPPORTED BY DOCUMENTATION FROM THE DISTRICT THAT VERIFIES THAT THE DISTRICT MAILED THE EXAMINATION MATERIALS TO THE TESTING VENDOR, AND BY DOCUMENTATION FROM THE UNITED STATES POSTAL SERVICE, OR FROM THE CARRIER USED TO TRANSPORT THE EXAMINATION MATERIALS, VERIFYING THAT THE EXAMINATION MATERIALS ARE LOST; OR];

(ii) **a** school or district **fails** [FAILED] to administer the assessment on a scheduled administration date [WHILE THE STUDENT WAS IN THE 12TH GRADE];

**(iii) a student is unable to take an assessment or receives an invalid score because of a technology failure; or**

**(iv) a student receives an invalid score because the assessment is improperly administered or test security requirements are violated.** (Eff.

3/4/2015, Register 213; am\_\_\_/\_\_\_/\_\_\_\_; Register \_\_\_)

**Authority:** AS 14.03.075            AS 14.07.030            AS 14.07.165  
AS 14.07.020            AS 14.07.060

4 AAC 06.790 is repealed and readopted to read:

**4 AAC 06.790. Definitions.** (a) In AS 14.03.075 and 4 AAC 06.700 - 4 AAC 06.790, "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment.

(b) In 4 AAC 06.700 - 4 AAC 06.790,

(1) "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability;

(2) "alternate assessment" means the assessment selected by the commissioner under 4 AAC 06.775(b);

(3) "board" means the State Board of Education of Education and Early Development;

(4) "commissioner" means commissioner of education and early development;

(5) "department" means the Department of Education and Early Development;

(6) "district" means a city or borough school district, a regional educational attendance area, and a state boarding school;

(7) "IEP" means individualized education program under 4 AAC 52.140;

(8) "modification" means a change to the setting, timing, presentation, or response format of a standardized test that alters what a test measures;

(9) "Participation Guidelines" means the department's Participation Guidelines for Alaska Students in State Assessments, adopted by reference in 4 AAC 06.775;

(10) "section 504 plan" means a plan that meets the requirements of 29 U.S.C. 794 (Rehabilitation Act of 1973);

(11) "test materials" means all paper and electronic documents, support materials, software, and any related items used by students, teachers, or administrators in the administration of assessments. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075 AS 14.07.020 AS 14.07.060



# Anchorage School District

## Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

August 6, 2015

Mr. Mike Hanley, Commissioner  
Department of Education and Early Development  
State of Alaska  
801 West Tenth Street, Suite 2002  
Juneau, Alaska 99811-0500

RE: Proposed Amendments to College and Career Readiness Assessments (CCRA)

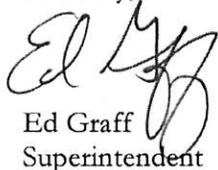
Dear Commissioner Hanley,

In response to the request for review and public comment on the proposed changes to amend 4 AAC 06 in Title 4 of the Alaska Administrative Code, specifically to changes as they relate to the revised CCRA regulations, the Anchorage School District is pleased to comment.

Anchorage School District supports the proposed amendments to 4 AAC 06.718. ASD believes the proposed changes are to the ultimate benefit of students who have otherwise met requirements for graduation, but have an imperative need to move from a certificate of achievement to a high school diploma.

The district appreciates the opportunity to comment on changes to the Department of Education and Early Development regulations.

Sincerely,



Ed Graff  
Superintendent

EG/jwh

cc: Anchorage School Board  
Mike Graham, Chief Academic Officer  
Linda Carlson, Assistant Superintendent, Instructional Support  
Diane Hoffbauer, Assistant Superintendent, Instruction  
Mike Henry, Executive Director, Secondary Education  
Jane Stuart, Executive Director, Assessment and Evaluation

*Educating All Students for Success in Life*

Anchorage School Board Kameron Perez-Verdia, President

Kathleen Plunkett, Vice President

Tam Agosti-Gisler, Clerk

Bettye Davis, Treasurer

Eric Croft

Pat Higgins

Elisa Snelling

Superintendent Ed Graff

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, June 24, 2015 10:13 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Rep. Paul Seaton

E-Mail: Rep.Paul.Seaton@akleg.gov

Telephone: 907 235-2921

I am commenting on: 4 AAC 06.718

My Comments: The Alaska university system does not use any of the listed exams but does use the Acuplacer entrance placement exam which demonstrates the extent of college readiness. It also has assessment score. For ease and expense of conversion of a Certificate of Achievement to a Diploma, I recommend that that test administered across all the campuses of our University be added to the list of exam defined as "a college and career readiness assessment."

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, June 24, 2015 10:14 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Rep. Paul Seaton

E-Mail: Rep.Paul.Seaton@akleg.gov

Telephone: 907 235-2921

I am commenting on: 4AAC.06.723

My Comments: 4AAC.06.723 removes requirement for control of [THE STUDENT'S PARENTS ...] in subsection (2) but it is not deleted in (2)(B) at top of page 4 of proposed regs.

That should also be removed if the intention is to limit to issues within the. Students control.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, June 24, 2015 10:18 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Paul Seaton

E-Mail: Rep.Paul.Seaton@akleg.gov

Telephone: 907 235-2921

I am commenting on: 4 AAC 06.718(a)

My Comments: I thought with the elimination of the HSGQE from a requirement for graduation change in law was to simply allow past students to use the current qualification for diploma requirements to apply. Rather than simply convert all certificates of achievement to Diplomas, there was a minimal requirement that they apply to their HS District for a diploma. The addition of substitute testing requirements that have now been eliminated by statute(2015) no longer seems to make much sense. The expense to generate complex regulations and inform all districts and students seems an unjustified expense in the light of current budgets and inclusion of no state payment for any of these tests given at the statewide or district level.

Correcting these outdated Certificate of Achievements to High School Diplomas should just be a matter of application to the appropriate district if their records indicate that the student fulfilled all the credit and grade criteria for graduation used by the district - with exception of no longer state required or state funded exams. That could simply tell the districts to notify qualified students to return an enclosed or online application for conversion to a diploma.

Whether we agree or not with the public policy calls made by the legislature and governor, I believe this would easily and cheaply fulfill the legislative intent of the laws passed in the last few years. Therefore, these regulations should be withdrawn and replaced with a simple notice by districts to qualified individuals process.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 8A**

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**◆ ISSUE**

The board is being asked to approve the Juneau Community Charter School's application to renew its charter for a period of ten years, terminating on June 30, 2026. The initial charter was approved in 1997 (five years) and renewed in 2002 (five years) and 2008 (eight years)

**◆ BACKGROUND**

- On June 9, 2015, the Juneau School Board approved Juneau Community Charter School's application to renew its charter for a period of ten years.
- Behind this cover memo are: 1) an overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is a work session item. Action will take place under Agenda Item 19G.

# Juneau Community Charter School

Overview																																																																																							
<b>History</b>	<ul style="list-style-type: none"> <li>• Opened in 1997 with an initial five year charter.</li> <li>• Charter renewed in 2002 (five years) and 2008 (eight years).</li> </ul>																																																																																						
<b>Enrollment</b>	<ul style="list-style-type: none"> <li>• Current enrollment: 100 students, grades K-8.</li> <li>• Maximum enrollment: 110.</li> <li>• Current teacher/pupil ratio is 1:22.</li> </ul>																																																																																						
<b>Facility</b>	<ul style="list-style-type: none"> <li>• The school is located at 430 4<sup>th</sup> Street, Downtown Juneau.</li> <li>• The school occupies 8,000 sq. ft. on the first and second floors of an office building. This space includes five classrooms, one office, one “break-out” room and storage space.</li> </ul>																																																																																						
<b>Staff</b>	<ul style="list-style-type: none"> <li>• Certified Staff: 1.0 Facilitating Teacher; (5)1.0 multi-grade classroom teachers; .5 SPED teacher; Part-time administrator.</li> <li>• Classified Staff: 1.0 Admin Specialist; 1.0 Classroom Aide; .5 Office Assistant.</li> <li>• Part-time Hourly Staff: Math Specialist; Music Teacher; PE Teacher; Art Teacher; Counselor.</li> </ul>																																																																																						
<b>Budget</b>	<ul style="list-style-type: none"> <li>• Program budget is \$1,375,949.</li> </ul>																																																																																						
<b>Instructional Program</b>	<ul style="list-style-type: none"> <li>• Utilizes overarching “Learners Continuum”, based on the International Baccalaureate Learner Profile, to drive individualized teaching and learning.</li> <li>• Student centered “Constructivist” project based learning, implementing “Emergent Curriculum” that is responsive to student interest and that considers unique learning styles as framed in “The Theory of Multiple Intelligences”.</li> <li>• Multi-age classrooms, small group instruction, frequent use of family volunteers.</li> </ul>																																																																																						
<b>Student Achievement</b>	<p>ASPI star rating 2012-2013 – 4 Stars      ASPI star rating 2013-2014 – 4 stars  ASPI Score 2012-2013 – 89.65      ASPI Score 2013-14 – 92.24</p> <table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th rowspan="2">Year</th> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Mathematics</th> </tr> <tr> <th>State</th> <th>District</th> <th>School</th> <th>State</th> <th>District</th> <th>School</th> <th>State</th> <th>District</th> <th>School</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2014</td> <td>81.6%</td> <td>86.7%</td> <td>42.9%</td> <td>76.7%</td> <td>79.5%</td> <td>57.2%</td> <td>75.2%</td> <td>79.1%</td> <td>71.4%</td> </tr> <tr> <td>4</td> <td>2014</td> <td>78.3%</td> <td>81.9%</td> <td>72.7%</td> <td>76.9%</td> <td>81.7%</td> <td>90.9%</td> <td>74.2%</td> <td>76.5%</td> <td>&gt;=80%</td> </tr> <tr> <td>5</td> <td>2014</td> <td>81.1%</td> <td>84.0%</td> <td>81.1%</td> <td>76.8%</td> <td>79.2%</td> <td>72.7%</td> <td>70.5%</td> <td>70.2%</td> <td>72.7%</td> </tr> <tr> <td>6</td> <td>2014</td> <td>78.2%</td> <td>83.2%</td> <td>84.6%</td> <td>70.4%</td> <td>76.1%</td> <td>84.6%</td> <td>67.3%</td> <td>71.2%</td> <td>53.85</td> </tr> <tr> <td>7</td> <td>2014</td> <td>81.3%</td> <td>89.4%</td> <td>92.9%</td> <td>73.0%</td> <td>80.5%</td> <td>86.7%</td> <td>65.9%</td> <td>77.4%</td> <td>60.0%</td> </tr> <tr> <td>8</td> <td>2014</td> <td>83.5%</td> <td>89.8%</td> <td>93.3%</td> <td>75.7%</td> <td>83.1%</td> <td>86.7%</td> <td>68.3%</td> <td>80.64</td> <td>80%</td> </tr> </tbody> </table>	Grade	Year	Reading			Writing			Mathematics			State	District	School	State	District	School	State	District	School	3	2014	81.6%	86.7%	42.9%	76.7%	79.5%	57.2%	75.2%	79.1%	71.4%	4	2014	78.3%	81.9%	72.7%	76.9%	81.7%	90.9%	74.2%	76.5%	>=80%	5	2014	81.1%	84.0%	81.1%	76.8%	79.2%	72.7%	70.5%	70.2%	72.7%	6	2014	78.2%	83.2%	84.6%	70.4%	76.1%	84.6%	67.3%	71.2%	53.85	7	2014	81.3%	89.4%	92.9%	73.0%	80.5%	86.7%	65.9%	77.4%	60.0%	8	2014	83.5%	89.8%	93.3%	75.7%	83.1%	86.7%	68.3%	80.64	80%
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**RENEWAL**  
**Charter School**  
**APPLICATION**  
for

**Juneau Community Charter School**

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**FY 2017**

Alaska Department of Education & Early Development  
801 W 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, AK 99811-0500

**Section 1: Establishment of the Charter at the local level**

References: AS 14.03.250. Application for charter schools, AS 14.03.255(c)(1-14) Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

<b>Reviewer Rating Template</b>		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Purpose	4-6	Compliant. Purpose and unique characteristics of the program are identified in the application.
Evidence of board approval	6, 50-51; Appendix A	Compliant. Board approval occurred on June 9, 2015.
Evidence of signed contract with all required elements	See required element below (items 1-14)	Compliant.
1. Description of educational program	6, 15-18, 59; Appendix B	Compliant. Charter contract cites educational program as described in the renewal application.
2. Specific levels of achievement for the education program	6, 24-28, 59, 66-71; Appendix B	Compliant. Charter contract cites levels of achievement as described in the renewal application. "Specific" levels of achievement are identified in application as increased student proficiency on AK statewide assessment.
3. Admissions Policy and Procedures	6, 60, 105; Appendix B	Compliant. Charter contract defers to district policy for optional school programs.
4. Administrative Policies	6, 59; Appendix B	Compliant. Charter contract defers administrative policy to school district, with the exception of curriculum

5. Statement of Charter funding	6, 60-61, 72; Appendix B	Compliant. Statement of funding consistent with statute and regulation.
6. Method of accountability for receipts and expenditures	6, 60-61, 72; Appendix B	Compliant. Charter contract and supporting documents defer to district accounting policy.
7. Location and description of facility	6, 61; Appendix B	Compliant. Facility description and location identified in charter contract.
8. Name of teachers who by agreement will teach in the charter	6, 73; Appendix B	Compliant. Staff account is one year old.
9. Teacher to student ratio	6, 62; Appendix B	Compliant. Teacher to student ratio identified in charter contract.
10. Number of students to be served	6, 62; Appendix B	Compliant. Minimum and maximum student enrollment numbers included in charter contract.
11. Term of contract (not to exceed 10 years)	6, 50, 62; Appendix B	Compliant. Charter contract included in application is one year old. New dates of contract included in approved school board minutes.
12. Termination Clause	6, 62; Appendix B	Compliant. Charter contract provides a termination clause that is consistent with statute.
13. Statement of state and federal law compliance	6, 59; Appendix B	Compliant. Charter contract provides compliance language that is consistent with statute.
14. Exemptions or requirements included in contract	6, 61; Appendix B	Compliant. JCCS exempts itself from full human resources autonomy allowable under the law via terms of charter contract.

Evidence of bylaws or assurance	3, 6, 76-82; Appendix C	Compliant. Bylaws included in application.
Evidence of APC, including list of names/qualifications, meeting minutes	7-8, 83-92; Appendix D1, Appendix D2	Compliant. APC roster, qualifications & meeting minutes included in application.

**Section 2: Organization and Administration**

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

<b>Reviewer Rating Template</b>		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Description of administrative oversight	11-12	Compliant. Description of administrative structure included in application.
Evidence of written administrative policy manual or assurance	3, 13	Compliant. Assurance included in application; written administrative policy manual included in prior application.
Evidence of regular parent and teacher contacts for continuous improvement	7-8, 13, 83	Compliant. Evidence present in application.
Evidence of annual APC meeting	7-8, 13, 83	Compliant. Evidence present in application.
Description of school schedule and calendar	13, 95; Appendix F	Compliant. Evidence present in application.
Alternative options for students if no other educational program exists	not applicable	

**Section 3: Educational Program and Student Achievement**

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

<b>Reviewer Rating Template</b>		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Description of educational program	15-18	Compliant. Application includes bulleted design elements and narrative examples
Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	16-22	Compliant. Application includes written instructional program, and addresses content standards and alignment to statewide assessments.
Description of plans for serving special education, vocational education, gifted and bilingual students	22-23	Compliant. Plan defers to school district policy and utilizes school district resources if need exceeds school capacity.
Evidence of written objectives for program achievement, progress on meeting objectives, comparisons of disaggregated assessment data to district and state averages, and plans to address students who do not perform at acceptable levels	24-28	Compliant: Progress on meeting prior objectives, data comparisons, and plans to assist students below proficient all clearly stated in application; written objectives for future achievement vague.
Description of the mechanisms for student assessment in addition to those required by state law	29-30	Compliant. Student assessment plan exceeds state requirements.

**Section 4: Professional Development**

References: 4 AAC 33.110 Charter School application and review procedure.

<b>Reviewer Rating Template</b>		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	32, 191; Appendix U	Compliant. Professional Development plan utilizes both site based trainings as well as district wide trainings.

**Section 5: Facility**

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

<b>Reviewer Rating Template</b>		
Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	34	Compliant. Site description included in application. Lease extension is currently under negotiation.
Evidence of a written facility plans	34	Compliant. Application includes description of upgrades since last renewal, and states that there are no plans for increased student enrollment.

## **Section 6: Admission**

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

<b>Reviewer Rating Template</b>		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	36-37	Compliant. Admission procedure defers to district policy.
Evidence of a written student recruitment process, including enrollment and waitlist numbers	36-38, 106-115, 117; Appendix G-H	Compliant. Application includes placement policy, historic enrollment numbers and a partial history of waitlist numbers.

## **Section 7: Fiscal**

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

<b>Reviewer Rating Template</b>		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes  Rating: Compliant/Noncompliant
Evidence of a budget plan	40; 119-121; Appendix I	Compliant: Application includes FY16 budget.
Evidence of assurance	3, 41	Compliant: Signed assurance included in application.

**Section 8: Transportation**

References: AS 14.03.255. Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure, AS 14.09.010 Transportation (e)(1-3)(f)(g), 4 AAC 27.057 Charter School Transportation policy.

<b>Reviewer Rating Template</b>		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	42	Compliant: Application includes transportation plan.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9A**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding use of school funds in elections.

**◆ BACKGROUND**

- During the business meeting of the June 5, 2015, meeting of the State Board of Education & Early Development, board members discussed possible avenues for clarifying the use of school funds in elections. After researching the issue, the department recommends repealing 4 AAC 06.135 regarding use of school funds in elections.
- 4 AAC 06.135 conflicts with the most relevant Alaska Public Offices Commission (APOC) statute and regulation, AS 15.13.145 and 2 AAC 50.356 respectively.
- Under AS 15.13.145 government officials and entities may not “use money held by the entity” to influence an election of a candidate for state or municipal office. The law specifically includes municipalities, school districts, and regional educational attendance areas (REAAs), other political subdivisions, and officers and employees of the various state governmental entities. However, the law allows “money held by an entity” to be used to influence “an election concerning a ballot proposition or question,” but only if the funds have been specifically appropriated for that purpose by a state law or a municipal ordinance.
- AS 15.13.145 contains an exception to the rules cited above. Money held by an entity may be used in two allowed situations:
  - 1) to disseminate information about the time and place of an election and to hold an election; and
  - 2) to provide the public with nonpartisan information about a ballot proposition or question or about all the candidates seeking election to a particular public office.
- AS 15.13.145 also requires that if an expenditure of money is authorized, as described above:
  - 1) by an appropriation to influence a ballot proposition or question; or
  - 2) for allowed educational purposes the expenditures must be reported to APOC.
- 2 AAC 50.356 allows an officer or employee of a governmental entity to use money held by the entity “to communicate about a ballot proposition if the communication is made in the usual and customary performance of the officer’s or employee’s duties.” The regulation provides further explanation of what “nonpartisan” information is and includes a definition of “money” under the regulation. Money means “government money,

government property and assets, and the use of property, assets, or human resources belonging to a government entity.”

- The proposed regulations can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, and Luann Weyhrauch, Assistant Attorney General, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION’S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.135 regarding Use of school funds in elections.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.135 is repealed:

**4 AAC 06.135. Use of school funds in elections.** [(A) A SCHOOL DISTRICT MAY NOT APPROPRIATE OR SPEND SCHOOL DISTRICT MONEY FOR THE PURPOSE OF INFLUENCING THE RESULT OF A PUBLIC VOTE ON AN ELECTION, REFERENDUM, INITIATIVE, RECALL, OR OTHER ELECTION INVOLVING CANDIDATES FOR OR HOLDERS OF PUBLIC OFFICE.

(B) THE RESTRICTION IN (A) OF THIS SECTION IS NOT INTENDED TO INTERFERE WITH THE EXERCISE OF THE RIGHT TO FREE SPEECH BY SCHOOL DISTRICT BOARD MEMBERS OR SCHOOL PERSONNEL.] Repealed. (Eff. 8/28/91, Register 119; repealed \_\_/\_\_\_/\_\_\_, Register\_\_\_)

Authority: AS 14.07.020 AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9B**

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◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding the challenging of courses for students in grades 9-12.

◆ **BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, being changed with the passage of House Bill 44, Alaska Safe Children's Act.
- These proposed regulations change 4 AAC 06.065 to allow students in grades 9-12 the opportunity to challenge core courses by demonstrating mastery of course material; as currently written, the regulations allow students enrolled in a secondary school to challenge courses. Secondary school refers to grades 7-12.
- The proposed regulations can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.065 regarding challenging courses for students in grades 9-12 for course credit.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.065(a) is amended to read:

(a) Not later than July 1, 2015, a district shall provide **students in grades nine through 12** [SECONDARY STUDENTS] with the opportunity to challenge courses offered in mathematics, language arts, science, social studies, and world languages by demonstrating mastery of the course material. A district shall provide this opportunity at least twice annually. A district shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include a written assessment. A district shall develop a written policy regarding the grading or evaluation of successfully challenged courses. A district may charge a fee to cover the costs of development and administration of the assessment.

(Eff.12/26/2014, Register 212; am \_\_\_\_, Register\_\_\_\_)

**Authority:** AS 14.03.073                      **AS 14.07.020**                      AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9C**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations related to who may provide diagnoses of Fetal Alcohol Spectrum Disorder (FASD) for the purpose of eligibility for special education for children with other health impairments.

**◆ BACKGROUND**

- Current regulations permit only a physician to provide diagnoses of health problems that may make a child eligible for special education services for children with other health impairments.
- FASD is a condition that may adversely affect a child's educational performance to an extent that qualifies the child for special education services for children with other health impairments.
- As such, the diagnosis of FASD for the purposes of eligibility for special education services would need to be provided by a physician as currently prescribed in regulation.
- There exist in Alaska, however, providers who specialize in the diagnosis and treatment of FASD and who are advanced nurse practitioners rather than physicians.
- The proposed regulation would permit an advanced nurse practitioner with certification in either psychiatry or family practice to diagnose FASD for the purpose of satisfying regulatory requirements related to eligibility for special education for children with other health impairments.
- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulations.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 52.130 Criteria for determination of eligibility.

4 AAC 52.130(k) is amended to read:

(k) To be eligible for special education and related services as a child with other health impairments, a child must

(1) exhibit limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, **fetal alcohol spectrum disorder (FASD)** or diabetes, or a heightened alertness to environmental stimuli, due to attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD); to be eligible, a health impairment must adversely affect that child's educational performance;

(2) require special facilities, equipment, or methods to make the child's educational program effective;

(3) be diagnosed by a physician, **or in the case of FASD, an advanced nurse practitioner certified in either psychiatry or family practice** as having a health impairment described in (1) of this subsection; and

(4) be certified by the group established under 4 AAC 52.125(a) (2) as qualifying for and needing special education services. (Eff. 7/1/83, Register 86; am 6/9/85, Register 94; am 7/16/89, Register 111; am 11/28/92, Register 124; am 11/26/93, Register 128; am 8/22/2001, Register 159; am 9/29/2005, Register 175; am 8/30/2007, Register 183; am 8/19/2009, Register 191; am 11/28/2009, Register 192; am \_\_/\_\_/\_\_, Register \_\_)

Authority: AS 14.07.060 AS 14.30.274

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9D**

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**◆ ISSUE**

The board is being asked to open a public of comment on regulations related to early literacy screening requirements.

**◆ BACKGROUND**

- During the 2013 legislative session, the legislature appropriated funds to implement literacy screening assessments to students in kindergarten through third grade.
- The board followed with the adoption of regulation 4 AAC 06.713.
- During the 2015 legislative session, the legislature removed funding for implementing literacy screening assessments.
- Behind this cover memo are: 1) the current regulations, and 2) the proposed regulations.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulations.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 06.713 Early Literacy Screening.

# CURRENT REGULATIONS

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.713. Early literacy screening.** (a) As part of the comprehensive system of student assessments required under AS 14.07.020(b) and 4 AAC 06.710, each district shall administer an approved early literacy screening assessment tool at least once during each school year to

(1) all students in kindergarten, first, and second grades; and

(2) third-grade students identified as experiencing delays in attaining early literacy skills during the second grade.

(b) A district may use only an early literacy screening assessment tool that the department has approved to meet the requirements of this section. The department will maintain a list of approved early literacy screening assessment tools. An approved early literacy screening assessment tool must

(1) accurately identify students experiencing delays in attaining early literacy skills;

(2) be individually administered;

(3) have an administration format that permits testing at least three times per school year; and

(4) use either the two methods, as follows, to measure early literacy sub-skills and yield data:

(A) an early literacy screening assessment tool approved under this paragraph must

(i) measure the early literacy sub-skills of letter sound fluency, phoneme segmentation fluency and oral reading fluency; and

(ii) yield data that includes the number of words read correctly in one minute;

(B) an early literacy screening assessment tool approved under this subparagraph must

(i) measure the early literacy sub-skills of phonological awareness, phonics, concepts of print, vocabulary, word structure, and writing; and

(ii) yield data reportable in Rasch units.

(c) Not later than July 15 of each year each district shall submit to the department assessment data yielded by an administration of the district's early literacy screening assessment tool conducted between April 1 and May 30 of that year. The district shall submit assessment data on a form prescribed by the department. Required data includes either

(1) letter sound fluency and phoneme segmentation fluency assessment data for all students in kindergarten and oral reading fluency assessment data for all students in the first and second-grade, and third-grade students identified under (a)(2) of this section; or

(2) Rasch unit scores for all students in kindergarten, first, and second grades and third-grade students identified under (a)(2) of this section.

(d) Each district shall share the results of its early literacy screening assessment tool with parents of students in kindergarten, first, and second grades and third-grade students, identified under (a)(2) of this section. This data shall be shared

(1) once annually with all parents of students who undergo early literacy screening; and

(2) twice annually with parents of students identified as experiencing delays in attaining early literacy. (Eff. 3/19/2014, Register 209)

**Authority:** AS 14.07.020

AS 14.07.060

# PROPOSED REGULATIONS

4 AAC 06.713 is repealed:

**4 AAC 06.713. Early literacy screening.** Repealed. (Eff. 3/19/2014, Register 209; repealed \_\_/\_\_/\_\_\_\_, Register, \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9E**

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**◆ ISSUE**

The board is being asked to open a public of comment on regulations related to teacher certification.

**◆ BACKGROUND**

- The proposed regulations include changes related to four general categories: recommendations of the Educator Certification Advisory Committee, implementation of House Bill 44, regulations needing increased clarity, and regulations requiring technical changes.
- The proposed regulations address recommendations of the Educator Certification Advisory Committee.
  - During the 2014-2015 school year, the department convened a 13-member Educator Certification Advisory Committee for the purpose of making recommendations to the board for increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
  - Based on feedback from the committee, the department's recommendations to the board were as follows:
    1. Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
    2. Require a subject or content area exam for each endorsement area on a teacher certificate;
    3. Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
    4. Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
    5. Expand the approved list of basic competency exams to include the SAT and ACT.
  - The proposed regulations address numbers 1, 2, 3, and 5 above.
- The proposed regulations address new requirements of House Bill 44 related to teacher certification. Beginning June 30, 2017, applicants who apply for or renew their certification under AS 14.20.020 must, prior to application, have completed training in the following:
  - Alcohol and drug related disabilities as required under AS 14.20.680;
  - Sexual abuse and sexual assault awareness and prevention as required under AS 14.30.355;

- Dating violence and abuse awareness and prevention as required under AS 14.30.356; and
- Suicide prevention required as required under AS 14.30.362.
- The proposed regulations address areas which needed additional clarification. The areas of clarification include the following:
  - The number of fingerprint cards to include with an application;
  - The fee for the removal of a special education endorsement; and
  - Highly qualified requirements for elementary content specialist and middle school teachers.
- The proposed regulations also address areas needing technical changes. These technical changes include the following:
  - Consolidation of the content areas exam information into one section;
  - Reorganization of requirements for teacher, administrator, and special service provider certification to increase clarity;
  - Removal of regulations that are no longer in use, including:
    1. Alaska Teacher Performance Review;
    2. Language used to transition from previous teacher certification structure to our tiered licensure system; and
  - Adoption of the Council for the Accreditation of Educator Preparation (CAEP) standards for educator preparation programs.
- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment for regulation 4 AAC 04.210 Highly qualified teachers, 4 AAC 12.300 Certification of teachers, 4 AAC 12.305 Teacher certificate, 4 AAC 12.307 Acceptance of educator preparation programs, 4 AAC 12.308 Approval of in-state educator preparation programs, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, 4 AAC 12.315 Teachers holding regular or advanced Type A certificates on September 29, 2005, 4 AAC 12.320 Alaska teacher performance review standards; reconsideration, 4 AAC 12.330 Endorsement requirements for teachers providing special education, 4 AAC 12.345 Administrative certificate (Type B);

provisional certificate (provisional Type B), 4 AAC 12.346 Type B limited certificate, 4 AAC 12.347 Special education administrator certificate (Type F); provisional certificate (provisional Type F), 4 AAC 12.355 Special service certificate (Type C); provisional Type C, 4 AAC 12.360 Advanced special services certification (Advanced Type C certification), 4 AAC 12.370 Limited certificate (Type M), 4 AAC 12.372 Limited career or technical education certificate (Type M), 4 AAC 12.375 Limited certificate for instructional aide continuing teacher education program, 4 AAC 12.380 Retired teacher certificate (Type R), 4 AAC 12.390 Early childhood education certificate (Type E), 4 AAC 12.395 Teacher endorsements, 4 AAC 12.396 Addition or removal of endorsements, 4 AAC 12.397 Mandating training requirements, 4 AAC 12.400 Emergency special services certificate (emergency Type C), 4 AAC 12.405 Renewal of certificates, 4 AAC 12.407 Content area examinations), and 4 AAC 12.900 Definitions.

4 AAC 04.210(b)(4) is amended to read:

(4) meets the objective uniform standard set out in 4 AAC 04.212(a) for a highly qualified elementary school teacher, if applicable; [OR]

4 AAC 04.210(b)(5) is amended to read:

(5) has achieved the required score or higher on one of the Praxis II examinations described in 4 AAC 12.407(a); or [IN THE FOLLOWING TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
ELEMENTARY EDUCATION CONTENT KNOWLEDGE - 5014 OR 0014	143
ELEMENTARY EDUCATION: CURRICULUM, INSTRUCTION, AND ASSESSMENT - 5011 OR 0011	156
MULTIPLE SUBJECT ASSESSMENTS FOR TEACHERS CONTENT KNOWLEDGE - 0140 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)	146]

4 AAC 04.210(b) is amended by adding a new subsection to read:

(6) if the elementary teacher is a subject area specialist, has gained highly qualified status as an elementary teacher or as a middle or high school teacher in the subject area.

4 AAC 04.210(c)(1) is amended to read:

(c) Except as provided in (e) and (f) of this section, a middle school teacher who holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and who has

(1) achieved **the required score** [A SCORE OF 140] or higher on **one of the** [THE] Praxis II **examinations** [EXAMINATION] **described in 4 AAC 12.407(b)** [FOR MIDDLE SCHOOL CONTENT KNOWLEDGE] is highly qualified to teach

(A) sixth grade; and

(B) seventh and eighth grades, if the teacher teaches **three or more** [EACH] of the core academic subjects of English, reading or language arts, mathematics, science, and history in one or both of those grades at the middle school; or

4 AAC 04.210(d)(6) is amended to read:

(6) if a middle school teacher, has achieved the required score or higher on a Praxis II examination for that subject described **in 4 AAC 12.407(c); or** [THE FOLLOWING

TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5049 OR 0049	154
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS - 5047	164
MIDDLE SCHOOL MATHEMATICS - 0069	145

MIDDLE SCHOOL MATHEMATICS - 5169	165
MIDDLE SCHOOL SCIENCE - 0439	136
MIDDLE SCHOOL SOCIAL STUDIES - 5089 OR 0089	149]

4 AAC 04.210(d)(7) is amended to read:

(7) if a middle or high school teacher, has achieved the required score or higher on a Praxis II examination for that subject described in 4 AAC 12.407(d); or [THE

FOLLOWING TABLE:

<b>PRAXIS II EXAMINATION</b>	<b>REQUIRED SCORE</b>
ART CONTENT KNOWLEDGE - 0133	155
ART CONTENT KNOWLEDGE - 5134 OR 0134	158
BIOLOGY CONTENT KNOWLEDGE - 5235 OR 0235	144
CHEMISTRY CONTENT KNOWLEDGE - 5245 OR 0245	139
EARTH AND SPACE SCIENCE CONTENT KNOWLEDGE - 5571 OR 0571	144
ECONOMICS - 0910	460
ECONOMICS - 5911 OR 0911	150

ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT KNOWLEDGE - 5041 OR 0041	158
ENGLISH: CONTENT KNOWLEDGE - 5038	167
ENGLISH LANGUAGE ARTS: CONTENT AND ANALYSIS - 5039	168
ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION: CONTENT AND ANALYSIS - 5044 OR 0044	166
FRENCH CONTENT KNOWLEDGE - 0173	160
FRENCH WORLD LANGUAGE - 5174	162
GENERAL SCIENCE: CONTENT KNOWLEDGE - 5435 OR 0435	146
GENERAL SCIENCE: CONTENT KNOWLEDGE, PART 1 - 0431 AND PART 2 - 0432	PART 1: 146 PART 2: 144
GEOGRAPHY - 0920	590
GEOGRAPHY - 5921 OR 0921	149
GERMAN CONTENT KNOWLEDGE - 0181	158
GERMAN WORLD LANGUAGE - 5183	163
GOVERNMENT/POLITICAL SCIENCE - 0930	610

GOVERNMENT/POLITICAL SCIENCE - 5931 OR 0931	149
MATHEMATICS CONTENT KNOWLEDGE - 5061 OR 0061	121
MATHEMATICS CONTENT KNOWLEDGE - 5161	160
MUSICAL CONTENT KNOWLEDGE - 5113 OR 0113	154
PHYSICAL SCIENCE CONTENT KNOWLEDGE - 0481	145
PHYSICS CONTENT KNOWLEDGE - 5265 OR 0265	127
SOCIAL STUDIES CONTENT KNOWLEDGE - 5081 OR 0081	152
SPANISH CONTENT KNOWLEDGE - 0191	152
SPANISH WORLD LANGUAGE - 5195	168
SPEECH COMMUNICATION - 0220	560
SPEECH COMMUNICATION - 5221 OR 0221	146
THEATRE - 0640	560
THEATRE - 5641 OR 0641	127

WORLD AND U.S. HISTORY - 0940 (NOT OFFERED BY TEST PUBLISHER AFTER JUNE 30, 2005)	440
WORLD AND U.S. HISTORY - 5941 OR 0941	141]

4 AAC 04.210(d)(8) is amended to read:

(8) if a middle or high school teacher, has achieved **the required scores or higher** [A SCORE OF ADVANCED MID-LEVEL OR HIGHER] on the American Council on the Teaching of Foreign Languages [WRITTEN PROFICIENCY TEST] **examinations described in 4 AAC 12.407(e)** [EXAMINATION AND A SCORE OF ADVANCED LOW-LEVEL OR HIGHER ON THE AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES ORAL PROFICIENCY REVIEW EXAMINATION,] for the **world** language on which the teacher was examined[; IF AN AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES EXAMINATION IS OFFERED ONLY IN WRITTEN PROFICIENCY TEST FORM OR ONLY IN ORAL PROFICIENCY REVIEW FORM, AND IF AN ALTERNATE EXAMINATION IS NOT AVAILABLE FOR THE SAME LANGUAGE UNDER (7) OF THIS SUBSECTION], the teacher will be considered highly qualified [IF THE TEACHER HAS ACHIEVED THE SCORE SET OUT IN THIS PARAGRAPH FOR THE TEST THAT IS AVAILABLE]; (Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.300(b)(4) is amended to read:

(4) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/20/2005, Register 176; am 9/20/2006, Register 179; am 6/7/2015, Register 214; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030  
AS 14.20.010

4 AAC 12.305(a) is amended to read:

(a) Except as provided in AS 14.20, the department will issue an initial teacher certificate, valid for up to three years under (d) of this section, to an applicant who

- (1) has satisfied the baccalaureate degree requirement of AS 14.20[.020];
- (2) for purposes of competency examination requirements under [AS 14.20.015, 14.20.017,] 14.20.020, or 14.20.022, meets or exceeds the qualifying scores for this state on one of the competency examinations designated in 4 AAC 12.310;

(3) has met or will meet within two years the requirements of AS 14.20.020(h);

[AND]

(4) meets the certification requirements of AS 14.20.015, 14.20.017, 14.20.020, or 14.20.022; [.]

4 AAC 12.305(a) is amended by adding new paragraphs to read:

(5) in the cases where the applicant is qualifying for certification through AS 14.20.020 or AS 14.20.022, the applicant must provide

(A) a recommendation or proof of program enrollment from an approved preparation program accepted under 4 AAC 12.307(a); and

(B) scores, for each endorsement area listed on the recommendation or proof of program enrollment in section (A), that meet or exceed the required score on the content area exam(s) for any endorsement areas designated in 4 AAC 12.407 or an equivalent content area exam(s) required by a certifying state agency for an endorsement on a comparable certificate held by the applicant.

(6) In cases where the applicant has completed an approved program accepted under 4 AAC 12.307(a)(2), the applicant must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located; and

(7) for the applicant qualifying for certification under AS 14.20.020 has met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(b)(2)(B) is amended to read:

(B) **meet or exceed the required score on the content area exams for any requested endorsement areas designated in 4 AAC 12.407** [A PRAXIS II CONTENT AREA EXAMINATION BY ATTAINING THE SCORE SET OUT FOR THE APPROPRIATE EXAMINATION UNDER 4 AAC 04.210 OR (J) OF THIS SECTION,] or the equivalent content area examination(s) **required by a certifying state agency for a comparable endorsement held by the applicant** [DESIGNATED BY THE DEPARTMENT];

4 AAC 12.305(b) is amended by adding a new paragraph to read:

(8) met the requirements of 4 AAC 12.397(a).

4 AAC 12.305(c) is amended to read:

(c) The department will issue a master teacher certificate, valid for 10 years, to an applicant who has met

(1) the requirements of (a) and (b) of this section for a professional teacher certificate; [AND]

(2) one of the following requirements:

(A) national board certification from the National Board for Professional Teaching Standards;

(B) master certification from a recognized national certification program as approved by the department; **and**

[(C) THE SCORE REQUIRED IN 4 AAC 12.320(F) ON EACH OF TWO  
PERFORMANCE REVIEWS.]

**(3) the requirements of 4 AAC 12.397(a).**

4 AAC 12.305(g) is amended to read:

(g) A teacher who has not met the qualifications for a professional teacher certificate under (b) of this section when the teacher's initial teacher certificate expires under (d) of this section may no longer be employed as a teacher, except that a person who

[(1)] has not met the experience requirement of (b)(7) of this section may reapply for an initial certificate[; OR

(2) A PERSON WHO HAS PREVIOUSLY FAILED TO QUALIFY UNDER (B)(2)(B) OF THIS SECTION AFTER THE PERIOD OF INITIAL CERTIFICATION UNDER (A) OF THIS SECTION MAY MAKE ONE MORE APPLICATION FOR AN INITIAL TEACHER CERTIFICATE UNDER (A) OF THIS SECTION].

4 AAC 12.305(h) is repealed:

(h) Repealed \_\_/\_\_/\_\_\_\_/.

4 AAC 12.305(j) is repealed:

(j) Repealed \_\_/\_\_/\_\_\_\_/. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.307 is amended by adding a new subsection to read:

(c) Applicants for certification who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060            AS 14.20.020            AS 14.20.022  
AS 14.20.010

4 AAC 12.308(b) is amended to read:

(b) For educator preparation programs for which the National Council for Accreditation of Teacher Education **or the Council for the Accreditation of Educator Preparation (CAEP)** sets standards, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the *Professional Standards for the Accreditation of Teacher Preparation Institutions*, published by the National Council for Accreditation of Teacher Education, revised as of February 2008, and adopted by reference **or the CAEP Accreditation Standards, published by the Council for the Accreditation of Educator Preparation, amended as of February 2015, and adopted by reference.** For a special services preparation program, the board will approve an application under (a) of this section if the program offered by the applicant substantially meets the following:

(1) in school psychology, the

(A) *Standards for Training and Field Placement Programs in School Psychology*, published by the National Association of School Psychologists, dated July 15, 2000, and adopted by reference; or

(B) *Guidelines and Principles for Accreditation of Programs in Professional Psychology*, published by the American Psychological Association, revised as of January 2009, and adopted by reference;

(2) in school counseling, the *Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards*, published by the Council for the Accreditation of Counseling and Related Educational Programs, 2009, and adopted by reference;

(3) in school social work, the *Educational Policy and Accreditation Standards*, published by Council on Social Work Education, revised as of March 27, 2010, and adopted by reference;

(4) in school library science, the *Standards for Accreditation of Master's Programs in Library and Information Studies*, published by the American Library Association, dated January 15, 2008, and adopted by reference. (Eff. 9/7/2012, Register 203; am 12/27/2012, Register 204;

<b>Authority:</b>	AS 14.07.060	AS 14.20.020	AS 14.20.620
	AS 14.20.010	AS 14.20.022	AS 14.20.630

4 AAC 12.310(d)(8) is amended to read:

(8) the Oklahoma General Education Test with a total test score of 240 or more as a qualifying score, and additionally with qualifying scores of a passing score on each of the general studies and liberal arts and sciences tests; [.]

4 AAC 12.310(d) is amended by adding new paragraphs to read:

(9) the National Evaluation Series (NES) Essential Academic Skills with qualifying scores 220 in each of the reading, writing, and mathematics subtests;

(10) the SAT with qualifying scores of

(A) reading: 500

(B) mathematics: 515

(C) writing: 490;

(11) the ACT with qualifying scores of

(A) reading: 22

(B) mathematics: 22

(C) writing: 8. (Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030

AS 14.20.010

4 AAC 12.315 is repealed:

**4 AAC 12.315. Teachers holding regular or advanced Type A certificates on September 29, 2005.** Repealed. (Eff. 9/29/2005, Register 175; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 12.320 is repealed:

**4 AAC 12.320. Alaska teacher performance review standards; reconsideration.** Repealed. (Eff. 9/29/2005, Register 175; am 9/20/2006, Register 179; am 9/21/2006, Register 179; am 6/22/2008, Register 186; am 10/31/2008, Register 188; repealed \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

4 AAC 12.330(d) is repealed:

(d) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 12.330(e) is repealed:

(e) Repealed \_\_/\_\_/\_\_\_\_. (Eff. 9/29/2005, Register 175; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060            AS 14.20.017            AS 14.20.025  
                 AS 14.20.015            AS 14.20.020

4 AAC 12.345(a) is amended by adding a new paragraph to read:

(3) has met the requirements of 4 AAC 12.397(a).

4 AAC 12.345 is amended by adding new subsections to read:

(h) The department will endorse an administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in section (a) verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the program requirements set out in 4 AAC 12.307(a);

(i) Applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 9/29/2005, Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.30.255

4 AAC 12.346(a) is amended to read:

(a) The department will issue a limited administrative certificate (Type B limited) with a superintendent endorsement, valid for one year if

(1) the applicant has demonstrated administrative expertise and has the educational background, as described in (b) of this section;

(2) the school board for the district in which the applicant will be employed, through its school board president, has requested issuance of a limited administrative certificate for the applicant under this section;

(3) the school board for the district in which the applicant will be employed has provided an experienced mentor for at least the first two years of the applicant's employment with the school district as the superintendent; the mentor must hold or have held the position of superintendent in a school district in this state under a valid certificate;

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; [AND]

(5) the applicant submits to the department

(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and

(C) the fee for the issuance of a teacher certificate as established in 4 AAC 12.300(g); **and** [.]

**(6) the applicant has met the requirements of 4 AAC 12.397(a).** (Eff. 7/1/2015, Register 215; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.020

4 AAC 12.347 is amended by adding new subsections to read:

(h) The department will endorse a special education administrative certificate in one or more development levels, content areas, or specialty areas applicable to the type of certificate, if the recommendation from the preparing institution required in section (a) verifies the applicant's completion of an approved educational program in the level or area for which endorsement is sought. The program must meet the requirements set out in 4 AAC 12.307(a);

(i) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located. (Eff. 8/31/2008, Register 187; am 9/17/2011, Register 199; am 9/7/2012, Register 203; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.30.255

4 AAC 12.355(a) is amended to read:

(a) The department will issue a special services certificate (Type C), valid for five years, to an applicant who has completed a program in a special service area, has a bachelor's or higher degree, [AND] is recommended by the preparing institution, **and has met the requirements of 4 AAC 12.397(a).**

4AAC 12.355(d) is repealed:

(d) Repealed \_\_/\_\_/\_\_\_\_.

4 AAC 12.355 is amended by adding new subsections to read:

(i) The department will endorse a special services certificate (Type C) in one or more development levels or specialty areas if the recommendation from the applicant's approved educator preparation program verifies the applicant's completion of an approved educational or special service program in the level or area for which endorsement is sought; for the purposes of this paragraph, to be an approved educational program, the program must meet the requirements set out in 4 AAC 12.307(a).

(j) Unless otherwise specified, applicants for endorsement under this subsection who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable certification in the state where the preparing institution is located.

(k) For the "school psychology" endorsement, the applicant must

(1) hold a master's or higher degree in school psychology and be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of

Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's degree or higher in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists.

(1) For the "speech," "language," or "hearing" endorsement, the applicant must

(1) either

(A) hold a master's or higher degree with major emphasis in speech-language pathology, audiology, or speech-language and hearing science; or

(B) possess certification of clinical competence from the American Speech-Language-Hearing Association; and

(2) be recommended for the endorsement by an institution whose program has been accredited by the National Council for Accreditation of Teacher Education or the National Association of State Directors of Teacher Education and Certification or approved by the American Speech-Language-Hearing Association. (Eff. 9/29/2005, Register 175; am 9/17/2011, Register 199; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.360(a) is amended to read:

(a) The department will issue an advanced special services certificate (Advanced Type C) to an applicant who qualifies for a special services certificate (Type C) under 4 AAC 12.355, as applicable, and who

(1) earns national certification;

(2) submits to the department

(A) a completed application form provided by the department for an advanced special services certificate;

(B) a copy of the national certification for each area for which advanced special services certification is sought;

(C) unless the applicant has successfully passed a criminal background check to obtain, reinstate, or renew a certificate in this state,

(i) one [TWO] completed fingerprint card [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(3) if required by (2)(C) of this subsection, successfully passes the criminal background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC12.300; and [.]

**(4) has met the requirements of 4 AAC 12.397(a).**

4 AAC 12.360(f)(4)(A) is amended to read:

(A) submission of

(i) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on a person from the agency performing the background check if the requirements of AS 14.20.020(j) are met; and

(ii) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; and (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.370(a) is amended to read:

(a) The commissioner may issue a limited certificate (Type M), valid for five years, in the specialty area of Alaska Native language or culture, or of military science, if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty area of Alaska Native language or culture, or of military science is not sufficiently available;

(2) the applicant has demonstrated both subject matter expertise and teaching competency, as verified by the local school district;

(3) the school board, through its chief school administrator, has requested issuance of a limited certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; **and** [.]

**(5) the applicant has met the requirements of 4 AAC 12.397.** (Eff. 9/29/2005, Register 175; am 3/28/2012, Register 201; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.025

4 AAC 12.372(a) is amended to read:

(a) The commissioner may issue a limited career or technical education certificate (Type M), valid for one year, in a specialty area of a career or technical education course if the commissioner determines that

(1) baccalaureate degree teacher training in the specialty is not sufficiently available;

(2) the applicant has demonstrated subject matter expertise in the specialty, as verified by the local school district;

(3) the school board for the district in which the applicant will be employed, through its chief school administrator, has requested issuance of a limited career or technical education certificate for the applicant; and

(4) the applicant has successfully passed the criminal history background check in the same manner as a teacher certified under AS 14.20.020 and 4 AAC 12.300; unless the applicant has successfully passed a criminal history background check to obtain, reinstate, or renew a current teacher certificate in this state, the applicant must submit to the commissioner

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal history background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; **and** [.]

**(5) the applicant has met the requirements of 4 AAC 12.397.** (Eff. 3/28/2012,

Register 201; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.025

4 AAC 12.375(a) is amended by adding a new paragraph to read:

(7) has met the requirements of 4 AAC 12.397(a). (Eff. 9/29/2005, Register 175; am 10/31/2008, Register 188; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.020 AS 14.07.060 AS 14.20.025

4 AAC 12.380(a) is amended to read:

(a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retirement from teaching, **and has met the requirements of 4 AAC 12.397(a)**. A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid teacher certificate from this state upon retirement. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020 AS 14.20.030

4 AAC 12.390 is amended to read:

(a) The department will issue an Early Childhood Associate I certificate, valid for five years, to an applicant who has **met the requirements of 4 AAC 12.397(a) and**

(1) completed a 30-credit university or college early-childhood education program that requires at least 400 hours of supervised practicum experience; or

(2) obtained a valid Child Development Associate (CDA) award from the Bank Street College of Education.

(b) The department will issue an Early Childhood Associate II certificate, valid for five years, to an applicant who

(1) has completed an approved associate degree program in early childhood education; [AND]

(2) has obtained an Early Childhood Associate I certificate; **and** [.]

**(3) has met the requirements of 4 AAC 12.397(a).**

(c) Possession of an Early Childhood Education certificate does not qualify the holder to be assigned as a regular classroom teacher.

(d) Early Childhood Associate I and Early Childhood Associate II certificates may be renewed upon submission of evidence of completion of six semester hours of credit in early childhood education, or a related field, and, for the Early Childhood Associate I certificate, the renewal of a Child Development Associate award, if applicable. (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12.395 is repealed and readopted to read:

**4 AAC 12.395. Teaching endorsements.** (a) The department will endorse a teacher certificate under 4 AAC 12.305 if the applicant provides the following:

(1) a recommendation from an approved preparation program accepted under 4 AAC 12.307(a) with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; and

(2) scores, for each endorsement area listed on the recommendation in paragraph (1), that meet or exceed the qualifying score on the content area exam(s) for any endorsement areas designated in 4 AAC 12.407 or the equivalent content area exam(s) required by a certifying state agency for an endorsement on a comparable certificate held by the applicant; and

(b) In addition to the endorsements qualified for through section (a), the endorsements on a master teacher certificate issued under 4 AAC 12.305 (c) will include the same endorsements as those on the applicant's national board certificate. (Eff. 9/29/2005, Register 175; am 6/27/2014, Register 210; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.396. Addition and removal of endorsements.** (a) A current certificate holder or an applicant eligible for certification as described in 4 AAC 12.305 may add additional endorsements appropriate to their certificate by demonstrating:

(1) Completion of an approval endorsement program accepted under 4 AAC 12.307(a) and passing scores on an endorsement-related content examination designated in 4 AAC 12.407, or an equivalent content area exam required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(2) two years of teaching in the content area and passing scores on the endorsement-related content area exam designated for the middle school, high school, or world language in sections (b - f) of 4 AAC 12.407, or an equivalent content area exam required by a certifying state agency for a comparable endorsement currently or previously held by the applicant;

(3) two years of teaching in a Career & Technical Education (CTE) area, six semester hours of coursework focused on classroom management, student assessment and teaching strategies specific to CTE, and successful completion of a CTE content specific industrial competency exam(s) as approved by the department; or

(4) completion of at least one of the following degrees in the content or specialty area for which the endorsement is sought:

(A) a doctorate degree;

(B) a master's degree;

(C) a baccalaureate degree, with a major or posted minor of at least 18 semester hours in an approved program in the content or specialty area for which an endorsement is sought.

(b) Certificate holders wishing to add an endorsement under this section who have completed an approved program accepted under 4 AAC 12.307(a)(2) must provide evidence of a comparable certificate issued by the certifying state agency with jurisdiction over the program or an assurance by the certifying state agency or preparing institution that all requirements, including testing required by the jurisdiction, were satisfied by the applicant and that the applicant is eligible to gain the comparable endorsement in the state where the preparing institution is located.

(c) Except as provided in 4 AAC 12.330, upon written request of the certificate holder and payment of the required fee, and upon written representation by the holder that the holder is not currently under contract in a position in which the endorsement is required, the department may remove an endorsement from a certificate. Once removed, an endorsement may be added again only if the applicant pays the required fee and meets the current requirements for issuance of the endorsement.

(d) The holder of a teacher certificate with a special education endorsement may have the endorsement removed from the certificate by filing a form developed by the department and paying a fee of \$200 to the department, except that a special education endorsement may not be removed during

(1) the term of a certificate holder's first initial or professional teacher certificate issued under 4 AAC 12.305(a) or (b); or

(2) a school term in which the certificate holder is assigned to a position requiring a special education endorsement.

(e) At the request of a certificate holder whose special education endorsement was removed under (d) of this section, the endorsement shall be reinstated, without payment of a fee, if the certificate holder meets the endorsement requirements in effect at the time of the request for reinstatement.

(f) Current certificate holders or applicants eligible for certification through 4 AAC 12.345 and 4 AAC 12.355 may add additional endorsements appropriate to their certificates by satisfying the requirements for endorsements as described in those sections. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC 12 is amended by adding a new section to read:

**4 AAC 12.397. Mandatory training requirements.** (a) Beginning July 1, 2017, to qualify for a certificate issued under 14.20.020 or to renew or reinstate a certificate, all applicants must provide evidence of training that satisfies the requirements of AS 14.20.020(k) for the following topics:

(1) alcohol and drug related disabilities as described in AS 14.20.680;

(2) sexual abuse and sexual assault awareness and prevention as described in AS 14.30.355;

(3) dating violence awareness and prevention as described in AS 14.30.356; and

(4) suicide prevention as described in AS 14.30.362.

(b) The evidence of the mandatory training requirements may be satisfied by

(1) a certificate of completion of a training program approved by the department;

(2) an official transcript showing the completion of a training course approved by the department;

(3) a record of training signed by a dean of an accredited school of education; or

(4) a record of training signed by the superintendent or appointed designee of an Alaska school district.

(c) Transcripts and other documents become part of the applicant's permanent records and remain on file with the department. For each certificated employee, a district shall maintain a record of each training required by subsection (a), including the date of completion. Training records for each certificated employee must be maintained by the district for at least five years.

(d) In order for a training course to satisfy the requirements of (a) of this section, the course must have been completed no more than five years prior to the date of an applicant's application for certification or renewal.

(e) The requirements of this section are applicable to initial applications and applications for renewal of a certificate issued under AS 14.20.020, 4 AAC 12.305(a), (b), and (c), 4 AAC 12.345, 4 AAC 12.355, 4 AAC 12.360, 4 AAC 12.370, 4 AAC 12.372, 4 AAC 12.375, 4 AAC 12.380, 4 AAC 12.390, 4 AAC 12.400, and 4 AAC 12.405. The requirements of this section do not apply to applicants qualifying for certification through AS 14.20.015; AS 14.20.017 and AS 14.20.022. (Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.30.355 AS 14.30.362  
AS 14.20.680 AS 14.30.356

4 AAC 12.400 is amended to read:

**Emergency special services certificate (emergency Type C).** At the request of a school district seeking to employ a person in a position for which a special services certificate (emergency Type C) is required, the commissioner may issue an emergency special services certificate (Type C), valid for a period not to exceed the end of the school year in which it is issued, to a person not otherwise qualified if the district demonstrates to the satisfaction of the commissioner that, despite diligent efforts, including advertising in one or more newspapers of general circulation, it has been unable to fill the position with a qualified person holding the required certificate. **In order to issue a certificate under this section, the commissioner must also determine that the applicant has met the requirements of 4 AAC 12.397(a).** (Eff. 9/29/2005, Register 175; am \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.07.060 AS 14.20.010 AS 14.20.020

4 AAC 12.405(b) is amended to read:

(b) In addition to the requirements of (a) of this section, a certificate may not be renewed unless the applicant

(1) supplies

(A) **one** [TWO] completed fingerprint **card** [CARDS], with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met; [AND]

(B) the fee for the criminal background check in the amount charged by the Department of Public Safety as set out in 13 AAC 68.900; [AND]

(2) successfully passes the criminal background check in accordance with AS 14.20.020 and 4 AAC 12.300; **and** [.]

**(3) has met the requirements of 4 AAC 12.397(a).**

4 AAC 12.405 is amended by adding a new subsections to read:

(g) A special services certificate endorsed in "school psychology" may be renewed any number of times if an applicant provides evidence of completion of a minimum of 90 contact hours in the areas of assessment, evaluation, intervention, program planning, program development, or staff or program administration in

- (1) accredited college or university course work;
- (2) workshops, seminars, or institutes;
- (3) school district or university sponsored in-service training programs;
- (4) college training; or
- (5) workshop or seminar teaching.

(h) Processing fees will not be collected by the department for the non-academic credits earned through workshops, seminars or institutes as outlined in (g) of this section. (Eff. 9/29/2005, Register 175; am 9/2/2011, Register 199; am \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060 AS 14.20.020

4 AAC is amended by adding a new section to read:

**4 AAC 12.407. Content area examinations.** (a) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(b)(5), 4 AAC 12.305(a), (b), and (c), and 4 AAC 12.395 by achieving the required score or higher on one of the Praxis II examinations described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Elementary Education Content Knowledge - 5014 or 0014	143
Elementary Education: Curriculum, Instruction, and Assessment - 5011 or 0011	156

Multiple Subject Assessments for Teachers Content Knowledge - 0140	146
Elementary Education: Curriculum, Instruction, and Assessment - 5017	153
Elementary Education: Content Knowledge - 5018	163

or

the Elementary Education: Multiple Subjects - 5001 with the required scores or higher on each of the subtests described in the following table:

Elementary Education: Multiple Subjects Subtests	Required Scores
Elementary Education: Reading and Language Arts Subtest - 5002	157
Elementary Education: Mathematics Subtest - 5003	157
Elementary Education: Social Studies Subtest - 5004	155
Elementary Education: Science Subtest - 5005	159

(b) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(c)(1), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395, and 4 AAC 12.396 by achieving a score of 140 or higher on the Praxis II examination for Middle School Content Knowledge.

(c) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for that subject or endorsement area described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Middle School English Language Arts - 5049 or 0049	154
Middle School English Language Arts - 5047	164
Middle School Mathematics - 0069	145
Middle School Mathematics - 5169	165
Middle School Science - 0439	136
Middle School Science - 5440	150
Middle School Social Studies - 5089 or 0089	149

(d) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination for that subject and endorsement areas described in the following table:

<b>Praxis II Examination</b>	<b>Required Score</b>
Art Content Knowledge - 0133	155
Art Content Knowledge - 5134 or 0134	158
Biology Content Knowledge - 5235 or 0235	144
Chemistry Content Knowledge - 5245 or 0245	139

Chinese (Mandarin): World Language - 5665	164
Earth and Space Science Content Knowledge - 5571 or 0571	144
Economics - 0910	460
Economics - 5911 or 0911	150
English Language, Literature, and Composition: Content Knowledge - 5041 or 0041	158
English: Content Knowledge - 5038	167
English Language Arts: Content and Analysis - 5039	168
English Language, Literature, and Composition: Content and Analysis - 5044 or 0044	166
French Content Knowledge - 0173	160
French World Language - 5174	162
General Science: Content Knowledge - 5435 or 0435	146
General Science: Content Knowledge, Part 1 - 0431 and Part 2 - 0432	Part 1: 146 Part 2: 144
Geography - 0920	590
Geography - 5921 or 0921	149

German Content Knowledge - 0181	158
German World Language - 5183	163
Government/Political Science - 0930	610
Government/Political Science - 5931 or 0931	149
Mathematics Content Knowledge - 5061 or 0061	121
Mathematics Content Knowledge - 5161	160
Musical Content Knowledge - 5113 or 0113	154
Physical Science Content Knowledge - 0481	145
Physics Content Knowledge - 5265 or 0265	127
Social Studies Content Knowledge - 5081 or 0081	152
Spanish Content Knowledge - 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication - 5221 or 0221	146
Theatre - 0640	560
Theatre - 5641 or 0641	127
World and U.S. History - 0940	440
World and U.S. History - 5941 or 0941	141

(e) A teacher may satisfy the content area testing requirements of 4 AAC 04.210(d)(6) and (7), 4 AAC 12.305(a), (b), and (c), 4 AAC 12.395 and 4 AAC 12.396 for world languages by

achieving a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Written Proficiency Test examination and a score of advanced low-level or higher on the American Council on the Teaching of Foreign Languages Oral Proficiency Review examination, for the language on which the teacher was examined; if an American Council on the Teaching of Foreign Languages examination is offered only in Written Proficiency Test form or only in Oral Proficiency Review form, and if an alternate examination is not available for the same language under (d) of this section, the teacher will have met the testing requirements if the teacher has achieved the score set out in this subsection for the test that is available.

(f) A teacher may satisfy the content area testing requirements of 4 AAC 12.305(a)(b) and (c), 4 AAC 12.395 and 4 AAC 12.396 by achieving the required score or higher on a Praxis II examination described in the following table:

<b>Praxis II examination</b>	<b>Required score</b>
Business education - 0100	620
Business education - 5101 or 0101	154
Family and consumer science - 0120	610
Family and consumer science -5121 or 0121	164
Family & consumer science - 5122	153
Fundamental subjects: content knowledge - 5511	150
Health education - 5551 or 0551	155
Health education - 5550 or 0550	670
Health and physical education - 5856 or	152

0856	
Health and physical education: content Knowledge - 5857	160
Physical education - 5091 or 0091	146
Social sciences: content knowledge - 0951	161
Technology education - 0050	630
Technology education - 0051 or 5051	159
Vocational general knowledge - 0890	640]

(Eff. \_\_/\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.04.060      AS 14.50.080      AS 14.20.010  
AS 14.20.020      AS 14.20.022 (check these)

4 AAC 12.900(a)(8) is amended to read:

(8) “limited certificate” means a certificate issued under AS 14.20.025, **4 AAC 12.346**, [AND] 4 AAC 12.370 - 4 AAC 12.375, **and 4 AAC 12.390**;

4 AAC 12.900(a)(11) is amended to read:

(11) “non-instructional position” means a position for which a teaching certificate is required, but that does not include instruction in a **preschool** [KINDERGARDEN] - 12th grade setting;

4AAC 12.900(a)(12) is amended to read:

(12) “preparing institution” means the institution of higher learning **or a state agency** from which the applicant graduated or at which the applicant completed the program or earned the credits required for a certificate or endorsement;

4 AAC 12.900(c)(1) is amended to read:

(1) means a person who, for compensation, instructs or teaches students in any grade from **preschool** [KINDERGARDEN] - 12th grade; (Eff. 5/30/71, Register 38; am 10/4/73, Register 47; am 8/12/82, Register 83; am 6/9/85, Register 94; am 4/9/87, Register 102; am 7/1/90, Register 114; am 8/8/91, Register 119; am 7/2/93, Register 126; am 6/9/95, Register 134; am 4/4/96, Register 138; am 6/28/98, Register 146; am 3/31/2002, Register 161; am 9/29/2005, Register 175; am 10/21/2007, Register 184; am. \_\_/\_\_/\_\_\_\_, Register \_\_)

**Authority:** AS 14.07.060 AS 14.20.010 AS 14.20.020

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 9F**

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**◆ ISSUE**

The board is being asked to open a period of public comment on regulations regarding statewide assessments for students with disabilities and English language learners.

**◆ BACKGROUND**

- The proposed regulations reflect updates to the *Participation Guidelines for Alaska Students in State Assessments* based on changes to the state assessment system and the method of assessment delivery. The publication is adopted by reference in 4 AAC 06.775.
- Changes to the *Participation Guidelines* include updates required due to changes in the English Language Proficiency and Science assessments, and updates for clarity.
- Behind this cover memo are the proposed regulations.
- Margaret MacKinnon, Director of Assessment, Accountability & Information Management, will be present to brief the board.

**◆ OPTIONS**

Open a period of public comment on the proposed regulations.  
Amend the proposed regulations and open a period of public comment.  
Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulation.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.775, Statewide assessment program for students with disabilities.

Register \_\_\_\_, \_\_\_\_\_ 2016 EDUCATION AND EARLY DEV.

4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 and 4 AAC 06.717, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Academic Assessments*, dated December **2015** [2014], adopted by reference.

(Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am 12/26/2014, Register 212; am 3/4/2015, Register 213; am 5/15/2015, Register 214; am \_\_\_\_, Register\_\_)

**Authority:** AS 14.03.075            AS 14.07.060            AS 14.07.165  
                 AS 14.07.020

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 10A**

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**◆ ISSUE**

The board is being asked to adopt amendments to regulations related to college and career readiness assessments.

**◆ BACKGROUND**

- AS 14.03.075, as amended effective July 1, 2014, requires a student to take a college and career readiness assessment (CCRA) in order to receive a diploma. HB 44, passed in 2015, will remove this requirement as of June 30, 2016.
- Students finishing high school in 2014-2015 or 2015-2016 will earn a Certificate of Achievement (COA) instead of a diploma if they have not met the CCRA requirement.
- There is currently no regulation to clarify that a student who received a COA may subsequently earn a diploma as was the case for the high school graduation qualifying exam.
- Extenuating circumstances can exist for students that limit their participation opportunities for CCRA but do not fit into a waiver category. Examples of this include high transiency between schools/districts, homeless students, or limited availability of testing dates prior to graduation.
- The language allowing a waiver from the CCRA is being amended to include other test administration situations outside the student's control.
- One change has been made in the proposed regulations in response to public comment; the deletion of "and the student's parents" in 4 AAC 06.723(2)(B) makes 4 AAC 06.723(2) internally consistent.
- Behind this cover memo are the proposed regulations.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

**◆ OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

**◆ SUGGESTED MOTION**

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.076 Determination of school age, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.723 Rare or unusual circumstances, and 4 AAC 06.790 Definitions.

4 AAC 06.076 is repealed:

**4 AAC 06.076. Determination of school age.** Repealed. (Eff. 1/28/2000, Register 153; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

4 AAC 06 is amended by adding a new section to read:

**4 AAC 06.718. College and career readiness assessment after student receives a certificate of achievement.** (a) A district shall provide a secondary school diploma to a person who

(1) holds a certificate of achievement issued by the district under AS 14.03.075(b); and

(2) takes a college and career readiness assessment.

(b) A person may satisfy the requirement of paragraph (a)(2) by taking a college and career readiness assessment

(1) offered through a school district, whether during or outside regular school hours; or

(2) offered outside the Alaska public school system.

(c) A district shall permit a person who has exited secondary school to take a college and career readiness assessment, when the assessment is administered by the district during school hours or outside school hours, if the person

(1) holds a certificate of achievement issued under AS 14.03.075(b) by the district or provides evidence to the district that the person holds a certificate of achievement issued under AS 14.03.075(b) by another school district in the state;

(2) meets all test registration requirements of the district and the test vendor; and

(3) pays applicable fees charged by the district or the test vendor.

(d) Only the district that issued the certificate of achievement may issue a secondary school diploma to the person under this section.

(e) To obtain a secondary school diploma under this section, a person shall submit to the district that issued the person a certificate of achievement

(1) a written request for a secondary school diploma;

(2) a score report issued by the test vendor for a college and career readiness assessment taken by the person; and

(3) any fee that the district assesses for the issuance of a diploma under this section.

(f) A district may assess a fee for the issuance of a diploma only if the fee is required under a written district policy adopted by the governing body of the district.

(g) Not later than 90 days after receiving a request that complies with subsection (e), a district shall issue a secondary diploma to a person who submits a request under subsection (e).

(h) "college and career readiness assessment," as used in this section, has the meaning given in AS 14.03.075(e). (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:** AS 14.03.060 AS 14.07.020 AS 14.07.060

AS 14.03.075 AS 14.07.030 AS 14.07.165

4 AAC 06.723 is amended to read:

**4 AAC 06.723. Rare or unusual circumstances.** For purposes of a waiver from taking a college and career readiness assessment under 4 AAC 06.717, a student has a rare or unusual circumstance meriting a waiver if

(1) a recourse or remedy other than a waiver does not exist to address the circumstance before the student's expected graduation date; and

(2) the circumstance was beyond the control of the student[, THE STUDENT'S PARENTS, AND THE SCHOOL]; for purposes of this paragraph, a circumstance beyond the control of the student[, THE STUDENT'S PARENTS, AND THE SCHOOL] is limited to

(A) the death of the student's parent or legal guardian if the death occurs within the last semester of the student's year of intended graduation;

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the student from taking a college and career readiness assessment; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking a college and career readiness assessment and was beyond the control of the student [AND THE STUDENT'S PARENTS]; the following conditions are not rare or unusual circumstances under this section:

(i) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(ii) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(iii) a condition caused by illegal alcohol or substance use;

(C) a disability arising in the student's secondary school enrollment and the disability arising too late to apply for a meaningful accommodation from the testing vendor; a waiver under this subparagraph must be consistent with the recommendations of the student's IEP or section 504 team; a request for a waiver under this subparagraph may not be granted unless the student's principal and the district's superintendent concur with the waiver request; **or**

(D) a significant and uncorrectable system error, [;] **including** [A WAIVER MAY NOT BE GRANTED UNDER THIS SUBPARAGRAPH UNLESS THE STUDENT'S]

(i) completed examination materials [FROM THE LAST ADMINISTRATION OF THE STUDENT'S YEAR OF INTENDED GRADUATION] are lost in transit between the school district and the testing vendor [AFTER THE TEST HAS BEEN ADMINISTERED; A REQUEST FOR A WAIVER UNDER THIS SUB-SUBPARAGRAPH MUST BE SUPPORTED BY DOCUMENTATION FROM THE DISTRICT THAT VERIFIES THAT THE DISTRICT MAILED THE EXAMINATION MATERIALS TO THE TESTING VENDOR, AND BY DOCUMENTATION FROM THE UNITED STATES POSTAL SERVICE, OR FROM THE CARRIER USED TO TRANSPORT THE EXAMINATION MATERIALS, VERIFYING THAT THE EXAMINATION MATERIALS ARE LOST; OR];

(ii) **a** school or district **fails** [FAILED] to administer the assessment on a scheduled administration date [WHILE THE STUDENT WAS IN THE 12TH GRADE];

**(iii) a student is unable to take an assessment or receives an invalid score because of a technology failure; or**

**(iv) a student receives an invalid score because the assessment is improperly administered or test security requirements are violated.** (Eff.

3/4/2015, Register 213; am\_\_\_/\_\_\_/\_\_\_\_; Register \_\_\_)

**Authority:** AS 14.03.075            AS 14.07.030            AS 14.07.165  
AS 14.07.020            AS 14.07.060

4 AAC 06.790 is repealed and readopted to read:

**4 AAC 06.790. Definitions.** (a) In AS 14.03.075 and 4 AAC 06.700 - 4 AAC 06.790, "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment.

(b) In 4 AAC 06.700 - 4 AAC 06.790,

(1) "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability;

(2) "alternate assessment" means the assessment selected by the commissioner under 4 AAC 06.775(b);

(3) "board" means the State Board of Education of Education and Early Development;

(4) "commissioner" means commissioner of education and early development;

(5) "department" means the Department of Education and Early Development;

(6) "district" means a city or borough school district, a regional educational attendance area, and a state boarding school;

(7) "IEP" means individualized education program under 4 AAC 52.140;

(8) "modification" means a change to the setting, timing, presentation, or response format of a standardized test that alters what a test measures;

(9) "Participation Guidelines" means the department's Participation Guidelines for Alaska Students in State Assessments, adopted by reference in 4 AAC 06.775;

(10) "section 504 plan" means a plan that meets the requirements of 29 U.S.C. 794 (Rehabilitation Act of 1973);

(11) "test materials" means all paper and electronic documents, support materials, software, and any related items used by students, teachers, or administrators in the administration of assessments. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am \_\_\_/\_\_\_/\_\_\_\_, Register \_\_\_)

**Authority:** AS 14.03.075            AS 14.07.020            AS 14.07.060

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 11**

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**◆ ISSUE**

This is a standing report to the board regarding the Division of Teacher & Learning Support (TLS).

**◆ BACKGROUND**

- TLS staff are very busy with all of the start-up activities associated with the start of the school year. Leading district-requested professional development and presenting at conferences held by educational partners such as the Alaska Council of School Administrators and the Alaska Association of School Boards take priority during the early months of the school year.
  
- Budget reductions and staff turnover have resulted in restructuring within the TLS Division. Elizabeth Davis has assumed responsibilities for standards implementation, along with her previous supervision of work related to administration of the Alaska Measures of Progress (AMP) assessment. Anji Gallanos has replaced Paul Sugar as Early Childhood Administrator, maintaining responsibilities as an elementary content specialist. While these changes mean an added work-load for some staff, they also provide an opportunity for increased collaboration across the TLS Division.
  
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 12**

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**◆ ISSUE**

This is a standing report to the board regarding assessment and accountability.

**◆ BACKGROUND**

- Alaska Measures of Progress (AMP) English language arts (ELA) and mathematics assessments:
  - In August, staff from the department and the Achievement & Assessment Institute (AAI) reviewed item data from the spring assessment.
  - AMP passage-writing workshops were held in Anchorage and Fairbanks.
  - AMP item reviews for listening and performance-task field-test items will be in June, August, and October.
  - Professional development and training related to AMP results is planned on-site at a number of meetings and conferences as well as being available online through the department website.
  - The 2016 AMP assessments will have the same content and structure as in 2015; scores are expected by mid-June.
  - New test items for listening and performance tasks for ELA and math will be field-tested but not included in scores for 2016.
- Science assessments:
  - Alaska will assess current science standards using same computer-based system as AMP ELA and mathematics.
  - The alternate science assessment for students with significant cognitive disabilities will be transferred to same computer-based system as the Alaska alternate ELA and mathematics assessments.
- English Language Proficiency assessment: Alaska will assess using the computer-based ACCESS 2.0 for English language learners (ELLs).
- College and Career Ready Assessments (CCRA): ACT, SAT, or WorkKeys is required for graduates through 2015-2016; ACT and WorkKeys will offer an Internet-based assessment option.

- Accountability updates for 2015-2016:
  - Alaska received approval for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver Renewal through June 30, 2018.
  - Alaska will not calculate the Alaska School Performance Index (ASPI) or star ratings based on assessments administered in the 2014-2015 school year.
  - Annual Measurable Objective (AMO) targets will be reset using the AMP data from 2015 as the baseline year for reducing the percentage of students not meeting the standards by half over six years.
  - The Accountability Indicators Report for each school and district will be produced for the 2014-2015 school year in lieu of the AMO Progress Reports. This report will show the percentage of students meeting the standards (Levels 3 or 4) at the school or district level and at the state level for the all-students group and all required subgroups.
  - Revisions to ASPI based on the new AMP assessment are anticipated to be proposed in December 2015 for implementation based on the 2016 assessment data.
- The data management team continues to prepare for the student data release following the adoption of the AMP scores ranges in October. The team is further standardizing data collections for 2015-2016 through the suspensions and expulsions data collection.
- The assessment and accountability team members continue to rise to the challenge of providing support and assistance to districts in implementing new and revised assessments, data collections and reports, and responding to inquiries from school districts and the public through a period of significant staff turnover and transition.
- Behind this cover memo is the Alaska Comprehensive Statewide Student Assessment System Calendar for 2015-2016.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

**Alaska Comprehensive Statewide Student Assessment System**  
**Assessment Calendar for 2015-16**

Assessment	Administration Dates
Kindergarten Developmental Profile	September 14, 2015 – November 2, 2015
WorkKeys Internet Version	November 9, 2015 – April 1, 2016
SAT National Testing	January 23, 2016
ACCESS 2.0 for ELLs	February 1, 2016 – March 31, 2016
ACT National Testing	February 6, 2016
ACT In-School	March 1, 2016
ACT Online	March 1, 2016 – March 15, 2016
WorkKeys Paper-Based	March 2, 2016
SAT School Day	March 2, 2016
Alternate Assessment	March 21, 2016 – May 6, 2016
AMP Performance Tasks (ELA, Math) computer-based and paper-based	March 22, 2016 – April 1, 2016
AMP ELA, Math and Science paper-based	March 28, 2016 – April 8, 2016
AMP ELA, Math and Science computer-based	March 29, 2016 – May 6, 2016 <i>May 2-6 by EED approval</i>
ACT In-School Make-Up Day	March 29, 2016
WorkKeys Paper-Based Make-Up Day	March 30, 2016
Early Literacy Screener	April 1, 2016 – May 30, 2016
SAT School Day Make-Up	April 27, 2016

See reverse for additional information

<b>AMP Computer-Based Assessment (CBA)</b> ELA, Math, Science	Gr 3-10	Measures students' mastery of the Alaska ELA, Math and Science Standards. Science tested in grades 4,8,10 only. Performance Tasks in ELA and Math must be completed prior to beginning the content assessment. See the detailed Alaska Measures of Progress (AMP) Assessment Calendar – Spring 2016.
<b>AMP Paper-Based Assessment</b> ELA, Math, Science	Gr 3-10	Measures students' mastery of the Alaska ELA, Math and Science Standards. The paper-based assessment is available to school with a waiver from computer-based assessment and to students who need a paper-based accommodation. Paper-based accommodation assessments may be administered during the main AMP window. Paper-based school assessments have a limited window (March 29-April 8). Science tested in grades 4,8,10 only. Performance Tasks in ELA and math must be completed prior to beginning the content assessment.
<b>ACCESS 2.0 for ELLs</b>	Gr K-12	Measures the English language proficiency of students who are identified as English language learners (ELLs) or Limited English Proficiency (LEP) students.
<b>DLM Alternate Assessment - ELA &amp; Math</b> <b>Science Alternate Assessment</b>	Gr 3-10	Students with significant cognitive disabilities who are not able to complete regular or substitute courses will take these assessments.
<b>College and Career Readiness Assessments</b>	Grade 11	Measures students' readiness for college entry or career. Required for grade 11 students; available to grade 12 students who have not previously taken the assessment. Districts are required to administer one or both college-readiness assessments (ACT, SAT) and the career-readiness assessment (WorkKeys). Students choose either a college readiness assessment or a career-readiness assessment. Students taking college-readiness assessments may choose to include writing. Students taking the career-readiness assessment must take all three subtests: Applied Mathematics, Reading for Information, and Locating Information.
<b>Developmental Profile</b>	Gr K or 1	This assessment indicates: the student's physical health; social and emotional development; approaches to learning; cognition and general knowledge; communication, language, and literacy; and the student's background.
<b>Early Literacy Screener</b>	Gr K-2; 3	This assessment must be given at least once during each school year. Third-grade students take this assessment if they are identified as experiencing delays in attaining early literacy skills.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 13**

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**◆ ISSUE**

This is a standing report to the board regarding the Department of Education & Early Development's final FY16 budget as reflected in the Management Plan.

**◆ BACKGROUND**

- This report is being offered because additional changes were made to the department's budget during the Special Legislative Session.
- Documents outlining the additional changes can be found behind this cover memo.
- Les Morse, Deputy Commissioner, and Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.



# **FY2016 Operating Budget**

## ***Management Plan – Agency Budget***

Updated 8/20/15

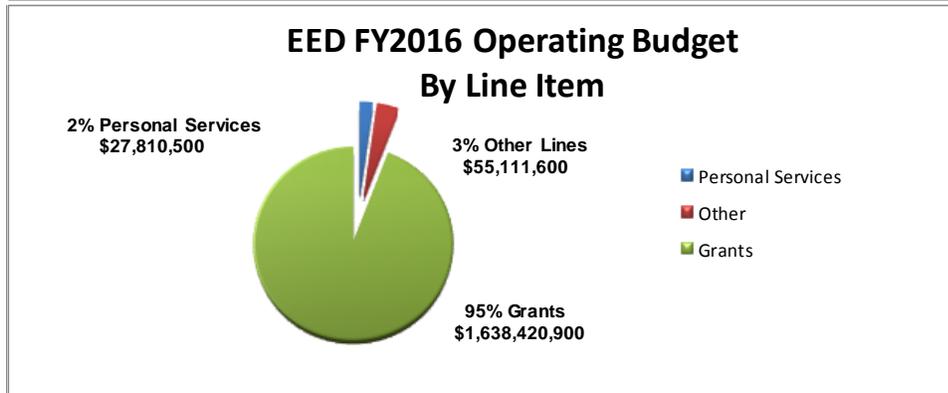
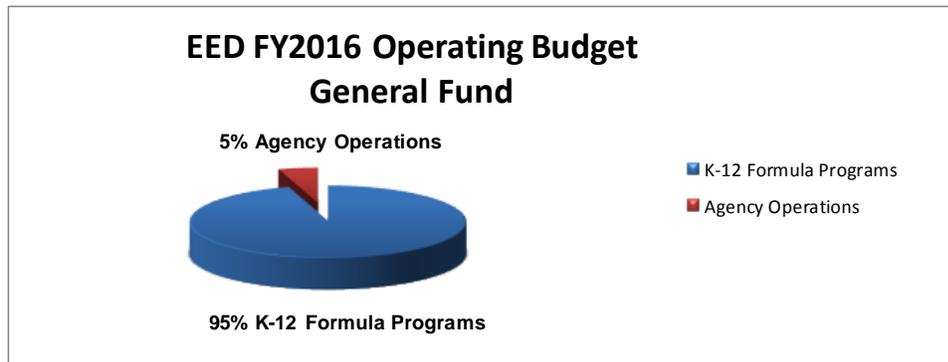
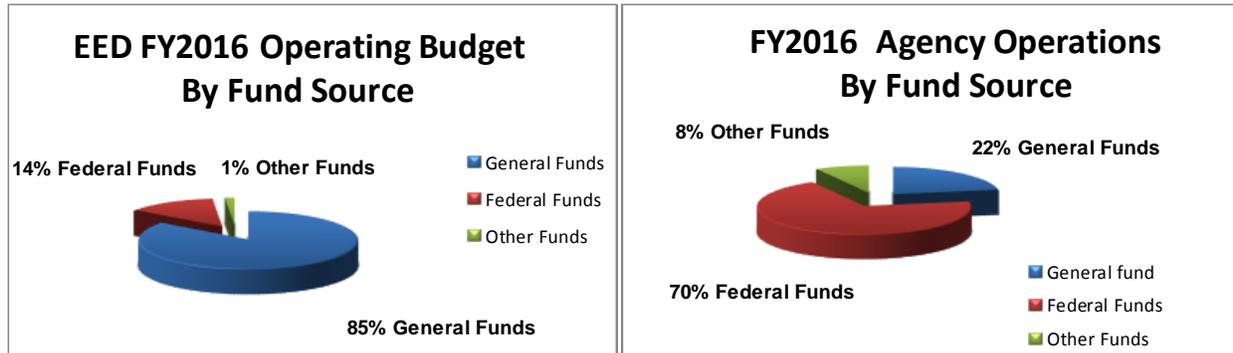
**Department of Education & Early Development**  
**FY2016 Management Plan Operating Budget \***

*\*includes school debt reimbursement, foundation program, and pupil transportation*

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs</b>	36,900.0	1,359,381.6	20,791.0	0.0	<b>1,417,072.6</b>
<b>Agency Operations</b>	26,231.0	41,788.5	211,212.7	25,038.2	<b>304,270.4</b>
<b>Total</b>	<b>63,131.0</b>	<b>1,401,170.1</b>	<b>232,003.7</b>	<b>25,038.2</b>	<b>1,721,343.0</b>

**Position Count:**

Full-time 328  
 Part-time 15  
 Non-perm 15



**Department of Education & Early Development  
FY2016 Management Plan**

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs:</b>					
Foundation Program	13,000,000	1,168,239,500	20,791,000	0	1,202,030,500
Boarding Home Grants	0	7,696,400	0	0	7,696,400
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,582,400	0	0	3,582,400
Pupil Transportation	0	79,240,300	0	0	79,240,300
School Debt Reimbursement	23,900,000	99,523,000	0	0	123,423,000
<b>Subtotal K- 12 Formula Programs</b>	<b>36,900,000</b>	<b>1,359,381,600</b>	<b>20,791,000</b>	<b>0</b>	<b>1,417,072,600</b>

	Positions			Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
	PFT	PPT	NP					
<b>Agency Operations:</b>								
Executive Administration	5			0	894,600	0	22,400	917,000
Administrative Services	11		1	0	905,100	145,000	747,400	1,797,500
Information Services	7			0	312,800	0	759,200	1,072,000
School Finance & Facilities	13		1	0	1,605,000	0	821,100	2,426,100
Student and School Achievement	63			1,025,400	6,512,700	153,969,000	700,300	162,207,400
Alaska Native Science & Engineering Program	0			0	1,385,200	0	0	1,385,200
Alaska Learning Network	0			0	0	0	0	0
State System of Support	6			0	1,976,400	0	0	1,976,400
Statewide Mentoring Program	0			500,000	1,000,000	0	0	1,500,000
Teacher Certification	5			913,700	200	0	16,400	930,300
Child Nutrition	10			0	103,900	52,705,800	0	52,809,700
Early Learning Coordination	3			0	8,392,400	278,500	0	8,670,900
Pre-Kindergarten Grants	0			0	2,000,000	0	0	2,000,000
Professional Teaching Practices Commission	2			299,500	4,400	0	0	303,900
Alaska State Council on the Arts	6			10,900	729,600	805,000	458,600	2,004,100
Mt. Edgecumbe Boarding School	37	11		57,400	4,654,800	0	6,096,100	10,808,300
State Facilities Maintenance	7			0	0	0	1,187,900	1,187,900
State Facilities Rent	0			0	2,298,200	0	26,000	2,324,200
Library Operations	33		2	1,863,000	6,291,800	1,200,000	358,300	9,713,100
Archives	10			0	1,076,600	40,000	160,500	1,277,100
Online With Libraries (OWL)	1			761,800	0	0	0	761,800
Museum Operations	14	4		363,500	1,644,800	60,000	0	2,068,300
Live Homework Help	0			138,200	0	0	0	138,200
ACPE - Program Admin & Operations	95		11	5,832,800	0	2,009,400	1,166,000	9,008,200
WWAMI Medical Education	0			2,964,800	0	0	0	2,964,800
Alaska Performance Scholarship Awards	0			11,500,000	0	0	0	11,500,000
ASLC - Loan Servicing	0			0	0	0	12,518,000	12,518,000
<b>Subtotal Agency Operations</b>	<b>328</b>	<b>15</b>	<b>15</b>	<b>26,231,000</b>	<b>41,788,500</b>	<b>211,212,700</b>	<b>25,038,200</b>	<b>304,270,400</b>
<b>Total</b>	<b>328</b>	<b>15</b>	<b>15</b>	<b>63,131,000</b>	<b>1,401,170,100</b>	<b>232,003,700</b>	<b>25,038,200</b>	<b>1,721,343,000</b>

**Department of Education & Early Development**  
**Operating Budget Comparison - General Funds (Designated & Unrestricted)**  
**FY2015 Management Plan to FY2016 Management Plan**

	<b>FY2015 Management Plan</b>	<b>FY2016 Management Plan</b>	<b>FY15 Mngt Plan to FY16 Mngt Plan</b>	<b>% Change</b>
<b><i>K-12 Formula Programs:</i></b>				
Foundation Program	1,272,974.7	1,181,239.5	-91,735.2	-7.2%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,582.4	-110.9	-3.0%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	123,423.0	-3,219.4	-2.5%
<b>Subtotal Formula Programs</b>	<b>1,488,144.6</b>	<b>1,396,281.6</b>	<b>-91,863.0</b>	<b>-6.2%</b>

	<b>FY2015 Management Plan</b>	<b>FY2016 Management Plan</b>	<b>FY15 Mngt Plan to FY16 Mngt Plan</b>	<b>% Change</b>
<b><i>Agency Operations:</i></b>				
Executive Administration	881.0	894.6	13.6	1.5%
Administrative Services	769.1	905.1	136.0	17.7%
Information Services	306.6	312.8	6.2	2.0%
School Finance & Facilities	2,256.3	1,605.0	-651.3	-28.9%
Student and School Achievement	12,875.5	7,538.1	-5,337.4	-41.5%
Alaska Native Science & Engineering Program	0.0	1,385.2	1,385.2	100.0%
Alaska Learning Network	850.0	0.0	-850.0	-100.0%
State System of Support	1,962.5	1,976.4	13.9	0.7%
Statewide Mentoring Program	2,300.0	1,500.0	-800.0	-34.8%
Teacher Certification	904.2	913.9	9.7	1.1%
Child Nutrition	101.8	103.9	2.1	2.1%
Early Learning Coordination	9,185.8	8,392.4	-793.4	-8.6%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.8	303.9	4.1	1.4%
Alaska State Council on the Arts	814.0	740.5	-73.5	-9.0%
Mt. Edgecumbe Boarding School	4,680.1	4,712.2	32.1	0.7%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	2,298.2	200.0	9.5%
Library Operations	9,952.8	8,154.8	-1,798.0	-18.1%
Archives	1,123.6	1,076.6	-47.0	-4.2%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,055.4	2,008.3	-47.1	-2.3%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	5,582.8	5,832.8	250.0	4.5%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	0.0	0.0	0.0%
<b>Subtotal Agency Operations</b>	<b>75,864.3</b>	<b>68,019.5</b>	<b>-7,844.8</b>	<b>-10.3%</b>

**Total Education      1,564,008.9      1,464,301.1      -99,707.8      -6.375%**

**Department of Education & Early Development**  
**Operating Budget Comparison - Total Funds**  
**FY2015 Management Plan to FY2016 Management Plan**

	<b>FY2015 Management Plan</b>	<b>FY2016 Management Plan</b>	<b>FY15 Mngt Plan to FY16 Mngt Plan</b>	<b>% Change</b>
<b>K-12 Formula Programs:</b>				
Foundation Program	1,293,765.7	1,202,030.5	-91,735.2	-7.1%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,582.4	-110.9	-3.0%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	123,423.0	-3,219.4	-2.5%
<b>Subtotal Formula Programs</b>	<b>1,508,935.6</b>	<b>1,417,072.6</b>	<b>-91,863.0</b>	<b>-6.09%</b>

	<b>FY2015 Management Plan</b>	<b>FY2016 Management Plan</b>	<b>FY15 Mngt Plan to FY16 Mngt Plan</b>	<b>% Change</b>
<b>Agency Operations:</b>				
Executive Administration	903.4	917.0	13.6	1.5%
Administrative Services	1,649.5	1,797.5	148.0	9.0%
Information Services	1,052.9	1,072.0	19.1	1.8%
School Finance & Facilities	3,064.9	2,426.1	-638.8	-20.8%
Student & School Achievement	167,563.7	162,207.4	-5,356.3	-3.2%
Alaska Native Science & Engineering Program	0.0	1,385.2	1,385.2	100.0%
Alaska Learning Network	850.0	0.0	-850.0	-100.0%
State System of Support	1,962.5	1,976.4	13.9	0.7%
Statewide Mentoring Program	2,300.0	1,500.0	-800.0	-34.8%
Teacher Certification	920.6	930.3	9.7	1.1%
Child Nutrition	52,701.8	52,809.7	107.9	0.2%
Early Learning Coordination	9,461.1	8,670.9	-790.2	-8.4%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.8	303.9	4.1	1.4%
Alaska State Council on the Arts	2,071.1	2,004.1	-67.0	-3.2%
Mt. Edgecumbe Boarding School	10,775.6	10,808.3	32.7	0.3%
State Facilities Maintenance	1,185.3	1,187.9	2.6	0.2%
State Facilities Rent	2,124.2	2,324.2	200.0	9.4%
Library Operations	14,226.5	9,713.1	-4,513.4	-31.7%
Archives	1,321.7	1,277.1	-44.6	-3.4%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,115.4	2,068.3	-47.1	-2.2%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	22,353.9	9,008.2	-13,345.7	-59.7%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	12,518.0	12,518.0	100.0%
<b>Subtotal Agency Operations</b>	<b>315,768.7</b>	<b>304,270.4</b>	<b>-11,498.3</b>	<b>-3.6%</b>
<b>Total Education</b>	<b>1,824,704.3</b>	<b>1,721,343.0</b>	<b>-103,361.3</b>	<b>-5.7%</b>

**Positions:**

Full-time	331.0	328.0	-3.0
Part-time	15.0	15.0	0.0
Non-Perm	18.0	15.0	-3.0
<b>Total</b>	<b>364.0</b>	<b>358.0</b>	<b>-6.0</b>

Department of Education & Early Development  
**Operating Budget - Changes from FY2015 Management Plan to  
 FY2016 Management Plan**

**FY2015 Management Plan**

		331	15	18	1,564,008.9	233,890.6	26,804.8	1,824,704.3
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				332.0	126.5	227.4	685.9
Foundation Program	Remove FY15 Foundation Program-PEF tracking				-1,123,874.9			-1,123,874.9
Foundation Program	Remove FY15 PEF BSA, Correspondence, Charter School formula increases				-43,998.4			-43,998.4
Foundation Program	Remove FY15 Education Bill FY15-17 OTI funding				-95,101.4			-95,101.4
Foundation Program	FY16 Foundation Program need (BSA \$5,880)				1,168,239.5			1,168,239.5
Foundation Program	FY16 Public School Trust Fund increase				3,000.0			3,000.0
Pupil Transportation	Remove FY15 Pupil Transportation-PEF tracking				-76,773.9			-76,773.9
Pupil Transportation	FY16 Pupil Transportation entitlement				79,240.3			79,240.3
School Debt Reimbursement	Remove FY15 School Debt Reimbursement				-126,642.4			-126,642.4
School Debt Reimbursement	FY16 School Debt Reimbursement projection				123,423.0			123,423.0
Boarding Home Grants	New residential programs				736.1			736.1
Special Schools	FY16 SESA decrement				-10.9			-10.9
Special Schools	SS - Department-wide unallocated UGF reduction; ASDHH				-100.0			-100.0
School Finance & Facilities	Remove FY15 Education Bill OTI (Prototypical design report to legislature)				-554.1			-554.1
Student & School Achievement	Remove FY15 Education Bill OTI (Military family data reporting)				-80.0			-80.0
Student & School Achievement	FY16 Education Bill (maintenance of military family data reporting)				10.0			10.0
Student & School Achievement	FY16 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0
Student & School Achievement	Remove OTI FY15 MH Trust Recommendations (MHTAAR)						-100.0	-100.0
Student & School Achievement	FY16 Efficiency reduction (delete PCN 05-1703 Office Assistant)	-1			-53.7	-8.0		-61.7
Student & School Achievement	FY16 Transfer PCN to Child Nutrition	-1				-90.3		-90.3
Student & School Achievement	FY16 Alaska Technical & Vocational Education Program Funding increase (TVEP)				35.8			35.8
Student & School Achievement	Remove funding for AMEREF grant				-100.0			-100.0
Student & School Achievement	CC - Restore partial funding for AMEREF				25.0			25.0
Student & School Achievement	CC - Remove funding for literacy programs				-470.0			-470.0
Student & School Achievement	CC - Remove STEM funding; transfer \$1,660.0 to new ANSEP component				-3,660.0			-3,660.0
Student & School Achievement	CC - Remove WorkKeys funding	-1			-414.0			-414.0
Student & School Achievement	Reduce ANSEP grant funding				-300.0			-300.0
Student & School Achievement	CC - TLS Unallocated UGF reduction				-400.0			-400.0
Alaska Native Science & Engineering Program (ANSEP)	CC - transfer funding from Student and School Achievement to create new component				1,660.0			1,660.0
Alaska Native Science & Engineering Program (ANSEP)	SS - Department-wide unallocated UGF reduction				-274.8			-274.8
Alaska Learning Network (AKLN)	GovAmd Reduce FY16 appropriation				-250.3			-250.3
Alaska Learning Network (AKLN)	CC - Eliminate AKLN funding				-599.7			-599.7
Statewide Mentor Program	CC - Reduce funding for principal coaching				-800.0			-800.0
Child Nutrition	FY16 Transfer PCN from Student and School Achievement	1				90.3		90.3
Early Learning Coordination	Remove Parents as Teachers funding from Ch19 SLA2012 SB182				-373.0			-373.0
Early Learning Coordination	CC - Remove Parents as Teachers funding and reduce Best Beginnings funding				-925.0			-925.0
Early Learning Coordination	SS - Restore funding for Parents As Teachers				700.0			700.0
Early Learning Coordination	SS - Department-wide unallocated UGF reduction; Parents As Teachers				-200.0			-200.0
Pre-Kindergarten	CC - Remove Pre-K grant funding				-2,000.0			-2,000.0
Pre-Kindergarten	SS - Fully restored Pre-K grant funding				2,000.0			2,000.0
Alaska State Council on the Arts	CC - 10% GF reduction				-80.4	0.0	0.0	-80.4
State Facilities Rent	FY16 OTI - amount necessary in FY16 for dual occupancy				200.0			200.0
Library Operations	Remove ARRA and SDPR funding for BTOP due to project completion			-3		-2,005.4	-710.0	-2,715.4
Library Operations	FY16 Efficiency reduction (delete PCN 05-3018 Office Assistant for federal depository program)	-1			-66.3			-66.3
Library Operations	Reduce PCN to half-time funding for inter-library loan assistant				-33.8			-33.8
Library Operations	CC - Reduce Broadband funding				-1,400.0			-1,400.0
Library Operations	CC - LAM Unallocated UGF reduction				-273.8			-273.8
Library Operations	SS - Department-wide unallocated UGF reduction; Broadband funding				-100.0			-100.0
Archives	CC - LAM Unallocated UGF reduction				-68.7			-68.7
Museum Operations	CC - LAM Unallocated UGF reduction				-80.0			-80.0
ACPE - Program Admin & Ops	Budget structure modification to represent ACPE costs paid by ASLC						-12,326.5	-12,326.5
ACPE - Program Admin & Ops	FY16 Alaska Education Grant				250.0			250.0
ACPE - Program Admin & Ops	Reduce Outreach funding				0.0	0.0	-225.0	-225.0
ACPE - Program Admin & Ops	Eliminate funding for ANSWERS				0.0	0.0	-1,059.0	-1,059.0
Alaska Performance Scholarship Awards	FY16 Alaska Performance Scholarship Awards				500.0			500.0
ASLC - Loan Servicing	Budget structure modification to represent ACPE costs paid by ASLC						12,326.5	12,326.5
<b>Total Proposed Operating Changes</b>		<b>-3.0</b>	<b>0.0</b>	<b>-3.0</b>	<b>-99,707.8</b>	<b>-1,886.9</b>	<b>-1,766.6</b>	<b>-103,112.6</b>
<i>Total FY2016 Management Plan - Operating</i>		<i>328</i>	<i>15</i>	<i>15</i>	<i>1,464,301.1</i>	<i>232,003.7</i>	<i>25,038.2</i>	<i>1,721,591.7</i>

**Alaska Department of Education & Early Development**  
 Public School Funding Program  
 FY2015 Authorized vs FY2016 Authorized  
 Updated 7/9/2015

	FY2015 <i>Authorized</i>	FY2016 <i>Authorized</i>	Difference
Regular ADM	117,562.60	117,375.16	(187.44)
Correspondence ADM	10,842.63	11,120.00	277.37
<b>Total ADM</b>	<b>128,405.23</b>	<b>128,495.16</b>	<b>89.93</b>
<b>Adjusted ADM</b>	<b>248,884.11</b>	<b>251,050.80</b>	<b>2,166.69</b>
Basic Need	\$1,450,994.4	\$1,476,178.7	\$25,184.3
Required Local Effort	(228,347.6)	(235,572.6)	(7,225.0)
Deductible Impact Aid	(67,595.6)	(68,699.1)	(1,103.5)
Supplemental Funding Floor	80.9	79.4	(1.5)
Quality Schools Grant	3,982.1	4,016.8	34.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Total</b>	<b>\$1,185,141.5</b>	<b>\$1,202,030.5</b>	<b>\$16,889.0</b>
FY2015 Appropriation	13,522.8	-	(13,522.8)
	1,198,664.3	1,202,030.5	3,366.2
<b>Funding Sources</b>			
1004 General fund: Public Education Fund/formula	1,167,873.3	1,168,239.5	366.2
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,000.0	13,000.0	3,000.0
<b>Total</b>	<b>\$1,198,664.3</b>	<b>\$1,202,030.5</b>	<b>\$3,366.2</b>

Note: For FY2015 \$43 million in one-time funding distributed per AADM.

**Alaska Department of Education & Early Development**  
**FY2016 Projected State Program Allocations based on Legislative Appropriations.**

Allocations are subject to adjustment based on individual program requirements.

UPDATED 8/17/2015	FY2016 Projected ADM	Projected Total Foundation @ \$5,880	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2016 TOTALS
ALASKA GATEWAY	363	7,819,615					732,562		8,552,177
ALEUTIAN REGION	34	1,402,781					0		1,402,781
ALEUTIANS EAST	218	4,911,913					75,864	742,548	5,730,325
ANCHORAGE	47,394	324,351,335		45,600	512,252	1,281,400	22,725,672	46,194,707	395,110,966
ANNETTE ISLANDS	368	3,953,954					60,996		4,014,950
BERING STRAIT	1,661	29,826,998		431,184			91,355		30,349,537
BRISTOL BAY	113	1,302,765					338,548		1,641,313
CHATHAM	168	3,520,064					52,752		3,572,816
CHUGACH	289	2,685,030		273,600			0		2,958,630
COPPER RIVER	439	6,299,984					679,641		6,979,625
CORDOVA	336	3,948,931					124,080	930,443	5,003,454
CRAIG	567	4,980,634					137,460		5,118,094
DELTA/GREELY	815	9,675,421					1,344,468		11,019,889
DENALI	857	6,522,286					419,589		6,941,875
DILLINGHAM	465	6,341,535	34,310				630,630	793,161	7,799,636
FAIRBANKS	13,684	118,145,886			112,797		12,319,284	11,650,764	142,228,731
GALENA	3,897	23,081,638		3,517,074			84,942		26,683,654
HAINES	252	2,619,243					170,586	975,671	3,765,500
HOONAH	113	2,196,897					37,855	65,667	2,300,419
HYDABURG	73	1,693,308					0		1,693,308
IDITAROD	320	6,008,280	21,300				49,770		6,079,350
JUNEAU	4,818	38,662,933			89,733		3,211,000	11,981,106	53,944,772
KAKE	111	1,977,677					33,592		2,011,269
KASHUNAMIUT	344	4,320,684					1,720		4,322,404
KENAI	8,820	79,544,016	26,960		69,143		8,322,912	2,781,075	90,744,106
KETCHIKAN	2,218	22,775,213			69,081		1,744,402	2,698,978	27,287,674
KLAWOCK	120	2,175,598					78,600		2,254,198
KODIAK	2,438	26,642,170					2,093,146	5,478,067	34,213,383
KUSPUK	345	6,539,942	7,540				252,885		6,800,367
LAKE AND PENINSULA	330	9,153,816					138,890	1,802,840	11,095,546
LOWER KUSKOKWIM	4,118	63,055,192		1,060,616	98,193		1,276,580		65,490,581
LOWER YUKON	2,035	33,508,588					2,035		33,510,623
MAT-SU	18,067	158,484,499	4,920		63,181		16,399,560	22,542,464	197,494,624
NENANA	980	7,401,409		1,382,572			125,210		8,909,191
NOME	704	8,579,603			85,620		483,024	213,228	9,361,475
NORTH SLOPE	1,720	15,868,304					2,160,320	4,329,706	22,358,330
NORTHWEST ARCTIC	2,025	38,350,333	17,120	799,794			56,364	4,058,042	43,281,653
PELICAN	12	473,630					0		473,630
PETERSBURG	442	5,692,676					185,640	470,978	6,349,294
PRIIBILOF	82	1,645,891					0		1,645,891
SAINT MARY'S	185	3,549,714					40,145		3,589,859
SITKA	1,311	13,461,270					614,880	2,410,188	16,486,338
SKAGWAY	88	708,925					3,520		712,445
SOUTHEAST	199	6,261,316					257,705		6,519,021
SOUTHWEST	590	9,726,601	68,630				395,133		10,190,364
TANANA	37	896,949					19,795		916,744
UNALASKA	420	4,504,557					305,340	661,449	5,471,346
VALDEZ	616	4,664,931					498,836	1,619,257	6,783,024
WRANGELL	278	3,483,443					218,508	201,570	3,903,521
YAKUTAT	90	1,198,843					64,635		1,263,478
YUKON FLATS	256	7,550,441					75,776		7,626,217
YUKON/KOYUKUK	1,407	13,598,640	5,120				103,152		13,706,912
YUPIIT	464	7,113,237					928		7,114,165
Mt. EDGE CUMBE	400	3,143,730							3,143,730
OTHER	11	26,027,300				2,301,025		821,100	29,149,425
Sub Totals	128,495	1,202,030,569	185,900	7,510,440	1,100,000	3,582,425	79,240,287	123,423,009	1,417,072,630
TOTALS	128,495	\$1,202,030,569	\$185,900	\$7,510,440	\$1,100,000	\$3,582,425	\$79,240,287	\$123,423,009	\$1,417,072,630

11 OTHER INCLUDES SESA, OTHER ADJUSTMENTS.

FY2016 Division of Teaching & Learning Support Component / Program Funding

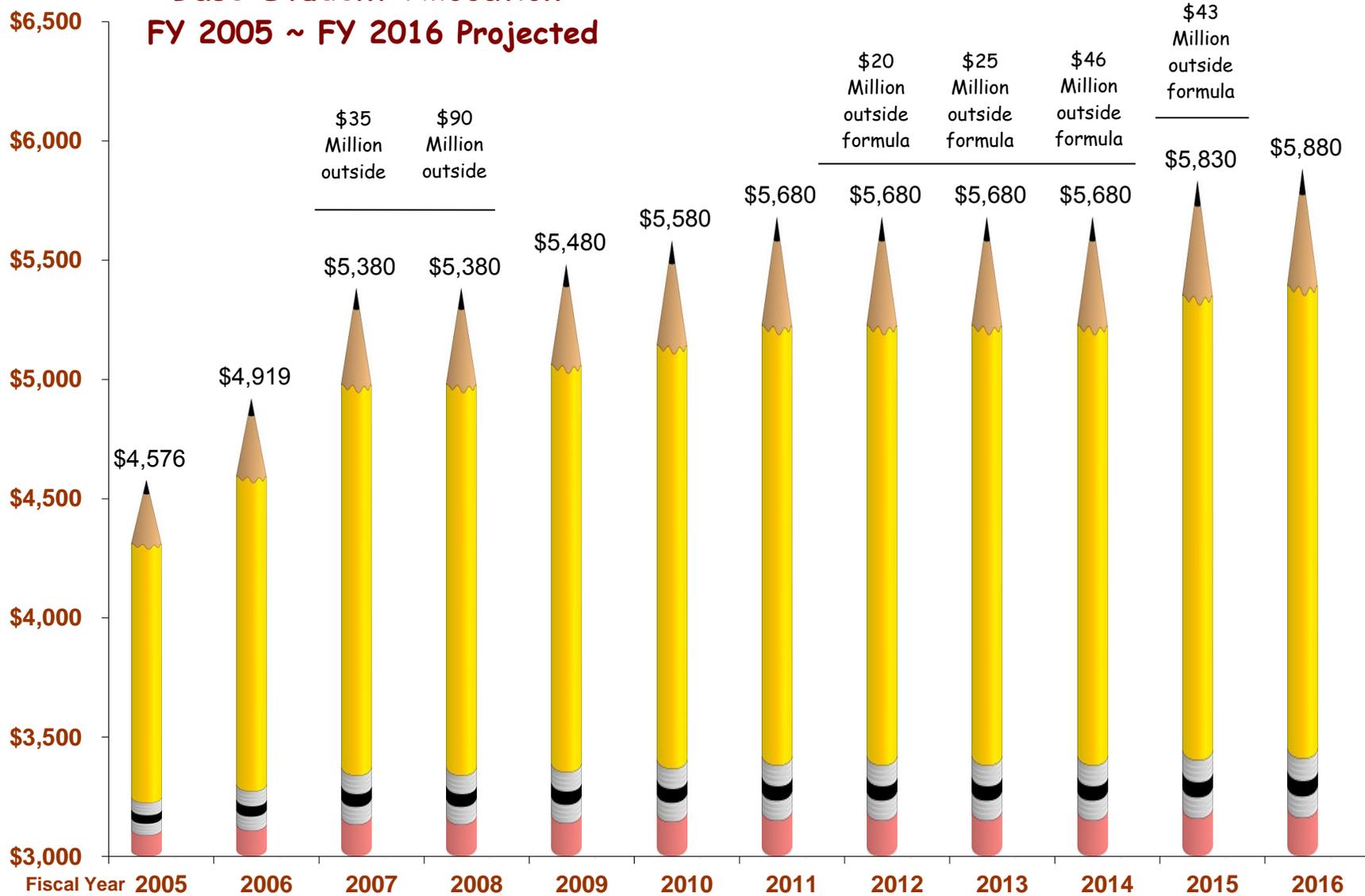
Component / Program	Federal	Federal ESEA	General Fund	GF / Mental Health	GF/ Match	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program		
														PFT	PPT	
<b>Student and School Achievement</b>																
ESEA Title 1 Grants to LEAs		38,150.0											38,150.0	7		
ESEA Title I-Part A 1003(g) School Improvement Grants (SIG)		1,500.0											1,500.0			
ESEA Title I-Part C Migrant Education		6,875.0											6,875.0	4		
ESEA Title I-Part D Neglected & Delinquent		250.0											250.0			
ESEA TII A Improving Teacher Quality		10,870.0											10,870.0	1		
ESEA TIIB Math and Science Partnerships		750.0											750.0	1		
ESEA TIII English Language Acquisition		1,200.0											1,200.0	1		
ESEA Title IVB 21st Century Community Learning		5,630.0											5,630.0	1		
ESEA Title VI Part A State Assessments		3,600.0		3,130.2			525.0						7,255.2	15		
ESEA Title VI, part B, subpart 1 Small rural School Achievement		20.0											20.0			
ESEA Title VI, part B, subpart 2 Rural & Low Income	88.0												88.0			
ESEA Title X Part C Education for Homeless Children & Youth		170.0											170.0	1		
IDEA Title VI B 611 Special Education	36,200.0												36,200.0	9		
IDEA Title VI 619 Special Education - Preschool	1,300.0												1,300.0	1		
Carl Perkins Vocational Education Career & Tech PL 109-270	4,215.0				263.7								4,478.7	5		
Charter/Correspondence Schools			123.0										123.0	1		
Counseling (suicide prevention & at risk)				39.8									39.8	1		
School Health and Safety			265.0				40.0						305.0	1		
Alaska Longitudinal Data System (Unity Project)			610.0										610.0	2		
Guiding and Investing in New Special Educators for Alaska (GAINS)	700.0												700.0			
Alaska Resource Education (formerly known AMEREF)			25.0										25.0			
Rural Transition Services				150.0									150.0			
Autism Resource Center				188.0				100.0					288.0			
Senate Youth									1.0				1.0			
Accountability and Oversight			2,118.0										2,118.0	12		
Galena TVEP Grant										500.4			500.4			
School Leadership (RAPPS)									134.0				134.0			
Project AWARE	1,800.0												1,800.0			
FY16 Unallocated UGF reduction			-400.0										-400.0			
Unallocated/Carryforward	11,975.8	28,675.2					307.5		117.8				41,076.3			
<b>Total</b>	<b>56,278.8</b>	<b>97,690.2</b>	<b>5,871.2</b>	<b>377.8</b>	<b>263.7</b>	<b>525.0</b>	<b>347.5</b>	<b>100.0</b>	<b>252.8</b>	<b>500.4</b>	<b>0.0</b>	<b>0.0</b>	<b>162,207.4</b>	<b>63.0</b>	<b>0.0</b>	

**Division of Teaching & Learning Support (continued)**

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	Positions by Program	
														PFT	PPT
<b>Alaska Native Science &amp; Engineering Program (ANSEP)</b>			1,385.2										1,385.2		
Total	0.0	0.0	1,385.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,385.2	0	0
<b>State System of Support</b>			1,976.4										1,976.4		
Total	0.0	0.0	1,976.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,976.4	6	0
<b>Statewide Mentoring Program</b>			1,000.0				500.0	0.0					1,500.0		
Total	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
<b>Teacher Certification</b>			0.2			913.7		16.4					930.3	5	
Total	0.0	0.0	0.2	0.0	0.0	913.7	0.0	16.4	0.0	0.0	0.0	0.0	930.3	5	0
<b>Child Nutrition</b>	52,325.2		33.2		70.7							380.6	52,809.7	10	
Total	52,325.2		33.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	0.0	380.6	52,809.7	10	0
<b>Early Learning Coordination</b>	278.5		8,392.4										8,670.9	3	
Total	278.5	0.0	8,392.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,670.9	3	0
<b>Pre-Kindergarten Grants</b>	0.0		2,000.0										2,000.0	0	
Total	0.0	0.0	2,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	0	0
<b>RDU Totals</b>															
Student & School Achievement	56,278.8	97,690.2	5,871.2	377.8	263.7	0.0	525.0	347.5	100.0	252.8	500.4	0.0	162,207.4	63	0
ANSEP	0.0	0.0	1,385.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,385.2	0	0
State System of Support	0.0	0.0	1,976.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,976.4	6	0
Statewide Mentoring Program	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
Teacher Certification	0.0	0.0	0.2	0.0	0.0	913.7	0.0	16.4	0.0	0.0	0.0	0.0	930.3	5	0
Child Nutrition	52,325.2	0.0	33.2	0.0	70.7	0.0	0.0	0.0	0.0	0.0	0.0	380.6	52,809.7	10	0
Early Learning Coordination	278.5	0.0	8,392.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,670.9	3	0
Pre-Kindergarten Grants	0.0	0.0	2,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2,000.0	0	0
Total	108,882.5	97,690.2	20,658.6	377.8	334.4	913.7	1,025.0	363.9	100.0	252.8	500.4	380.6	231,479.9	87	0

# Alaska K-12 Funding

**Base Student Allocation\***  
**FY 2005 ~ FY 2016 Projected**



\*Base Student Allocation has increased by 28% since FY2005

**FY2016 Capital Budget**

	General Funds	AIDEA	Alaska Capital Income Fund	Total
<b>School Major Maintenance Grant Fund AS 14.11.007</b>				
School District Major Maintenance	677,582.0	1,946,107.0	-	2,623,689.0
Reappropriations to School Major Maintenance Grant Fund	10,867,503.0	-	-	10,867,503.0
<i>Petersburg Middle/High School Boiler Repair: \$24,565</i>				
<i>Andrew K. Demoski K-12 school renovation: \$10,637,668</i>				
<i>Nome City School District - Districtwide Lighting Replacement: \$192,813</i>				
<i>Bethel Campus Boiler Replacement: \$2,636,146</i>				
<b>Total School Major Maintenance:</b>	<b>11,545,085.0</b>	<b>1,946,107.0</b>	<b>-</b>	<b>13,491,192.0</b>
<b>School Construction Grant Fund AS 14.11.005</b>				
Kivalina K-12 Replacement School - new facility design	-	-	43,237,400.0	43,237,400.0
<b>Total School Construction:</b>	<b>-</b>	<b>-</b>	<b>43,237,400.0</b>	<b>43,237,400.0</b>
<b>Total Major Maintenance:</b>	<b>11,545,085.0</b>	<b>1,946,107.0</b>	<b>-</b>	<b>13,491,192.0</b>
<b>Total School Construction:</b>	<b>-</b>	<b>-</b>	<b>43,237,400.0</b>	<b>43,237,400.0</b>
<b>Total All:</b>	<b>11,545,085.0</b>	<b>1,946,107.0</b>	<b>43,237,400.0</b>	<b>56,728,592.0</b>
<u>Notes:</u>				
<i>The Kivalina project is part of the Kasayulie v. State Consent Decree and Settlement Agreement</i>				

**FY2015 Supplemental Budget**

	General Funds	Federal Receipts	Other Funds	Total
<b>K-12 Support - Foundation Program</b>				
Public School Trust Fund FY15 increase	2,000,000.0	-	-	2,000,000.0
Repeal FY2016 and FY2017 one-time general fund appropriation <i>(FY2016 -\$32,243,700; FY2017 - \$19,904,200)</i>	-52,147,900.0	-	-	-52,147,900.0
<b>Department of Education and Early Development</b>				
Digital Teaching Initiative (FY15 Capital Budget item) - unobligated balance estimate	-750,000.0	-	-	-750,000.0
School Debt Reimbursement general fund reduction <i>(FY2015 School Debt Reimbursement adjusted total: \$121,217,970)</i>	-5,424,426.0	-	-	-5,424,426.0
<b>Total FY2015 Supplemental:</b>	<b>-56,322,326.0</b>	<b>0.0</b>	<b>0.0</b>	<b>-56,322,326.0</b>

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 14**

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**◆ ISSUE**

This is a standing report to the board regarding rural education.

**◆ BACKGROUND**

- Behind this cover memo is a report of activities since the last board meeting.
- Commissioner Hanley will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

Rural Education Coordinator Report  
September 18, 2015

Education Northwest American Indian/Alaska Native Advisory Board

The Northwest Comprehensive Center hosts this advisory board with one representative from each state education agency from Montana, Idaho, Washington, Oregon, and Alaska. The role is to provide advice, guidance, and outreach to educators regarding American Indian/Alaska Native education. At the last meeting, the Anadarko Public Schools from Oklahoma explained in depth how low-performing schools were successfully turned around using the principles of the Partnership for Leaders in Education. The next meeting is to discuss the strategic plans that Oregon and Idaho developed.

UA Teacher Education Consortium Meeting

The consortium met at the beginning of August to review and recommend revisions to the Plan for Revitalizing Teacher Education in Alaska. The revised plan will be presented to the University of Alaska Board of Regents.

Alaska Native Language Preservation & Advisory Council

The last meeting was held on July 10, 2015. Discussion included Yupik and Inupiaq language teachers at the Alaska Native Heritage Center, involvement in Elders & Youth Alaska Federation of Natives Conference, and the recent Alaska Native Studies Conference. The next meeting was planned for August 21, 2015.

There are three regional meetings planned for October and November that will include rural and remote communities. The first is the Norton Sound Education Summit in Nome on October 9-11. Second is the Interior Education Summit on November 10 in Fairbanks. Furthermore, the Yupiaq Education Summit will be held in November in Akiachak.

Title IV Review

The steering committee is done with its review and recommendations for Title IV Alcoholic Beverages. The recommendations will be presented to the appropriate policy-makers for their use.

Project CREATE

The Southeast Regional Resource Center, partnering with Bering Strait School District, received a federal grant to develop an evaluation system and align the Alaska Cultural Standards with the Alaska Teacher Standards using the Marzano Model. Furthermore, SERRC developed cultural indicators for the evaluations with the assistance of cultural experts from around the state. The final product should be completed by the end of September 2015. The department's rural education coordinator sits on the advisory board for this project.

Kivalina Evacuation and School Access Road

The last meeting was held on May 28, 2015, and the main topic was the lagoon crossing. There will continue to be planning and community meetings in the future on this new school project which is intertwined with the community move. There are numerous agencies and organizations involved in the process.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 15**

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**◆ ISSUE**

This is a standing report to the board regarding activities at Mt. Edgecumbe High School in Sitka.

**◆ BACKGROUND**

- Behind this cover memo is a general operating report for Mt. Edgecumbe High School, including an Appendix A, which outlines the impacts from budget reductions -- information the board requested at its June 2015 meeting.
- Superintendent Bill Hutton will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

**Mt. Edgecumbe High School (MEHS) Report  
August 16, 2015**

**2015-2016 Enrollment**

The admissions and enrollment process is not an exact science – mostly due to the vagaries of statistics and probability. Last year, we had a very strong freshman class, and most of those students returned. However, we had the greatest number of excellent applicants for this year’s 10<sup>th</sup>-grade class. One way or another, those types of anomalies make admissions and enrollment a challenge. Following this paragraph the table shows the breakdown of this year’s enrollment as of August 17 (before students arrive on campus). This chart is an overestimate. We do not officially “unenroll” a student until we get a records request even though the student may have told us that he or she is not returning. I estimate a final enrollment of 434.

	Returning/New		
	R	N	Total
9	0	107	107
10	94	38	132
11	90	24	114
12	83	7	90
Total	267	176	443

**New Teachers/Staff**

The technology position was changed from a teaching position to a full-time, full-year position. Beau Bauder was hired for this position in early June (just in time to get a layoff notice on his first day of work). Beau was born and raised in Sitka and was instrumental in Sheldon Jackson College when it was open and as a network administrator at SEARHC (Southeast Area Regional Health Corporation). Our network is complex – carrying a load of 800 to 1,200 network devices during the school year. Welcome, Beau.

**MEHS Advisory Board**

We have three vacancies open on the MEHS Advisory Board. We have nominees for these positions listed in the Consent Agenda. Here are the 2015-2016 Advisory Board members and openings.

- Doreen Deaton, Parent Representative
- Lorraine DeAsis, Parent Representative
- Regina Johnson, Alumni Representative
- Ty Mase, Alaska Public School Administrative Representative
- Kenny Gallahorn, Alaska State Board of Education Representative
- Hannah Kimber, Student Representative
- Open, Sitka Community Representative
- Open, Alumni Representative
- Open, Parent Representative

## **Fall In-service**

As a boarding school, we have to consolidate our in-service days to be held when the students are not on campus. The following is an abbreviated version of our in-service week:

- Thursday – Welcome, Summer Updates, Goals from Planning Documents
- Friday – Response to Intervention Roles and Responsibilities, Interventions for Intentional Non-learners
- Monday – Instructional Tours (Presenter: Karl Schleich)
- Tuesday – Best Practice share, Inquiry Team organization, Suicide Prevention
- Wednesday – Crisis Management Plan review, Asset Building (Presenter: Clay Roberts)

We are excited to embark on the Instructional Tours, which is a process for teachers to get in other teacher's classes. I think this will promote much greater instructional change in the classroom.

Our coaches and other interested adults will be trained in Coaching Boys Into Men, a program to promote respectful relations among players as well as help prevent relationship abuse, harassment, and sexual assault.

## **Summer Maintenance Update**

Our buildings and grounds department depends on free access to buildings and work very hard to repair and upgrade our facilities in the summer.

- Painted the outside of Main Dorm
- Painted kitchen and serving area floor
- Replaced aging entrance heating units in the dorm
- Repaired Heritage Hall entrance steps
- Maintained grounds
- Removed huge hot water heat exchanger and piping
- Replaced decking for Kuspuk Hall entry
- Continued to replace Ivy Hall shower units
- Patched and painted interior walls
- Maintained vehicle inspection and maintenance
- Many other things

## **MEHS Facilities Maintenance/Capital Improvement Projects Update**

In the dwindling world of capital dollars, we were able to replace the residential domestic hot water system and reroof the Superintendent's House.

We have just enough money for a simple remodel of the gymnasium locker room targeted for summer 2016. We need to do this because the walls are rotten.

If there are any capital funds left from the gym locker room model, we would like to wire the big generator that the Alaska State Museum sent us.

## MEHS Aquatics Center

The construction contractor has been selected and the project is undergoing final design. Construction is targeted to begin in mid-April of 2016 with completion in the middle of July 2017.

## Teacher Professional Development Plan

The following table describes teacher professional development goals and plans. Within those professional obligations is considerable flexibility as to how time is organized – as long as the goals are completed by the cited timeline. We believe this maximizes teacher professionalism while focusing on school/district goals.

**SY16 Academic Professional Development Plan**

Initiatives	Goal or Product	Strategies to get there
Curriculum Cycle	Required by MEHS Policy: Description year 1 and Adoption Year 3. (Math Yr3, SS Yr1, IT on deck)	Previous PLC times, in-service, and Sparrowgrove mtgs. Up to 5 days extra days paid at a teacher's daily rate in May 2015, possible 16 "PLC" 90 minute release times in SY16, yearly in-service time, daily planning time.
BYOC	Final implementation: Go "LIVE" on our website with links from teacher classes to BYOC curriculum (by 1/8/16).	Previous PLC times and benchmarks, in-service, and Sparrowgrove mtgs. Up to 5 days extra days paid at a teacher's daily rate in May 2015, possible 16 "PLC" 90 minute release times in SY16, yearly in-service time, daily planning time.
<b>Course Challenges by students (as per 4AAC 06.065)</b>	Final course assessments ready for a student to take (by 5/10/16)	Up to 5 days extra days paid at a teacher's daily rate in May 2015, possible 16 "PLC" 90 minute release times in SY16, yearly in-service.
PLC	On-going department and "group" directed professional development.	Previous PLC times, in-service, and Sparrowgrove mtgs. Up to 5 days extra days paid at a teacher's daily rate in May 2015, possible 16 "PLC" 90 minute release times in SY16, yearly in-service time, daily planning.
<b>Student Learning Objective (SLO)</b>	Clear written SLO's with documentation of student progress toward those SLO's (as per Teacher Evaluation Process)	PLC and daily planning time. Training 4/2015 and possible Jan. 2016.
<b>Instructional Tours</b>	Training and implementation SY16	Training 8/17/15 and 9/2015.
Teacher Evaluation	Full implementation of new Teacher Evaluation Process.	Two Teacher Evaluation Committee meetings (December 2015 and late April 2016) to review and revise.
RII	a.) Clear and documented classroom student referral process for Tier 1 interventions, resulting in Tier 2 intervention[s]; b.) Definition of the role of Inquiry Teams; c.) Classroom use of MAP data; d.) Implementation of Tier 2 Math and English Labs; e.) Communication with all constituents; f.) Continuation of existing RII strategies; f.) Evaluation with educational data for all interventions.	May meeting time to complete SY16 plan. Plan described in different document.
Asset Building	Develop SLO/SMART goal for Residential and Academic staff.	Continued training (8/19 with Clay)

**BOLD** indicates new initiative for SY16.

**Final Document: Professional development expectations SY16.xlsx**

## Appendix A

### MEHS Budget Impact

The board requested a status report on the MEHS budget in our current times of decreasing revenues.

MEHS has been significantly affected by two years of decreased revenues. Additionally, operating costs continually go up. Increased operating costs include personnel, major contracts and energy/telecommunication/utility.

We managed a \$250,000 overall budget reduction in Fiscal Year 2015 and a similar \$250,000 reduction projection for this fiscal year (2016). The total reduction of \$500,000 reflects a 5% cut to our budget over the last two years.

#### Direct Result of Revenue Challenges:

2.5 out of 27 teaching positions have not been filled

- ❖ Direct result to student opportunities/program
  - Business Education program eliminated completely
  - Small engines class eliminated
  - one wood construction class eliminated
  - Spanish eliminated completely

Teacher negotiations remain unsettled

50% reduction in dual-credit UAS opportunities

Only grant-funded or required adult travel to conduct MEHS business

One in-person Advisory Board meeting as opposed to two

No in-person strategic planning

Reduction in student activity travel

- ❖ More ferry trips, which means more time out of school for both coaches and students
- ❖ More fund-raising to support travel

50% decrease of available tutors in the after school tutoring program

No hiring of substitutes unless absolutely necessary for the health and safety of students (everyone tries to fill in for absent workers)

No purchases (instructional or residential) unless absolutely necessary

(maintenance department on reduced ordering)

No summer help for admissions and enrollment

One maintenance position unfilled

One maintenance position moved to full-time technology position

Technology support reduced .25 position (teacher moved back to active classroom duties)

Summary:

It is easy to list budget impacts. It is more complex to understand the effect on an organization and feel its pain. One example out of many is “No summer help for admissions and enrollment.” But then you start thinking about what needs to be done: seven multipage documents for each one of about 300 applicant files coming in on fax, electronic, and U.S. Mail (2100 documents at minimum); 600 individual file reviews; 430 23-page enrollment packets for admitted students plus about 1,000 additional documents for new students (birth certificates, Certificate of Indian Blood cards, immunizations, physicals, etc.); and travel tickets and information for 400 students with concerned parents from over 100 communities across Alaska. Not to mention, answering a great number of email and phone requests for information. At that point, it isn’t surprising that two people just can’t do it. We’ve been creative in using other people’s time, but that takes time from their jobs – which leaves things unable to be completed.

Another example is technology support for about 120 state and contract staff members and 400 students. During the school year, we often have between 800 and 1,200 devices connected to our network. All the human faces behind the screens depend on those devices for communication home, within the organization for reasons of health and welfare of students, and the network and Internet to reach educational learning objectives. At this time, we have one person who supports this technological effort. The industry standard typically cites one support person for every 50 to 100 users/devices – and the users that they are citing are adults.

Despite similar situations to the two paragraphs above, the real impact is the reduction of 2.5 teaching positions. We are a school of opportunity to those students who do not have those opportunities at home. Therefore, we need to have a range of course offerings. The 2.5 positions lost mean 12 to 16 fewer classes for our students.

Despite these financial times, there is no doubt that MEHS will rise to the challenge.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 16**

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**◆ ISSUE**

This is a standing report to the board regarding the Division of Libraries, Archives & Museums (LAM).

**◆ BACKGROUND**

- The library's Historical Collections and Information Services facilities are open to the public, although the Historical Collections hours are curtailed. Archives and Museum reference is available by phone and by appointment. Archives, Museum and three-quarters of the Historical Library's collections are in a construction zone, which LAM does not control.
- The State Museum hosted an American Alliance of Museums accreditation site visit on August 17-18. The informal exit interview was very positive.
- Behind this cover memo are: 1) graphs and recent photos regarding progress on the Kashevaroff (SLAM), and 2) background information for the board's tour of Sheldon Jackson Museum and the Stratton Building.
- Linda Thibodeau, LAM Director, will be present to brief the board.

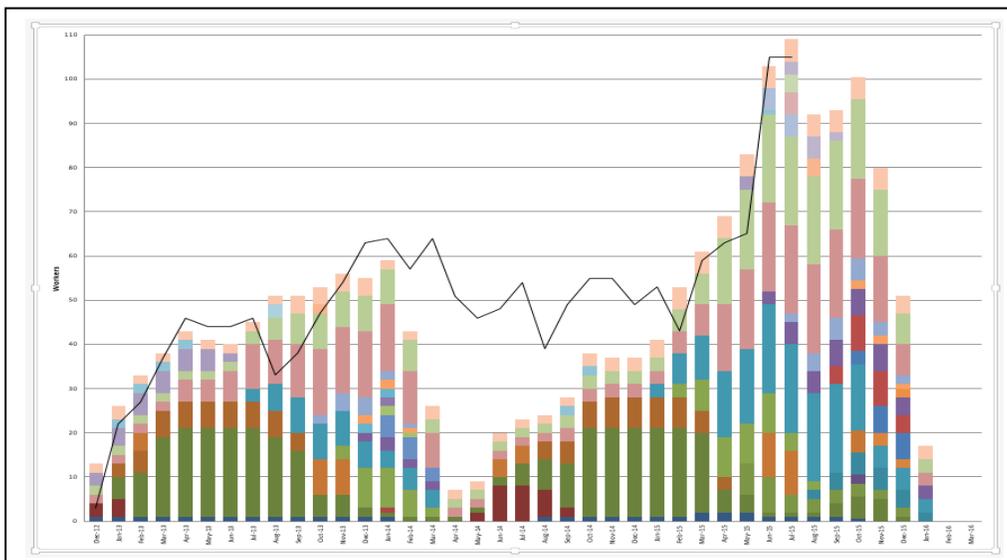
**◆ OPTIONS**

This is an information item. No action is required.

## Kashevaroff Building Graphs and Photos – August 2015

Description of Milestone	Scheduled	Actual	Status
Exterior sculptures	7/15/2015		Planned for 8/21/2015
Sphere of Science Structure Install	8/28/2015		
Umiak Move	9/8/2015		On track
Fluid Applied Flooring Lvl 2 Processing	9/21/2015		
Discovery Room Floor Install (whale & calf)	10/26/2015		
Exhibit Space Ceiling Tile Install	10/27/2015		
Bristol Bay Boat and Davis Skiff Install	11/2/2015		
Qhonsset Hut Buildout (WWII exhibit)	10/3/2015		
Clan House Exhibit Install	11/4/2015		
Museum Area Wood Flooring Install	11/13/2015		
Artwall Panels and Glazing Install	12/11/2015		
Glacier Pond Artwork (atrium)	12/15/2015		

### Milestones for Exhibits - 2015



Manpower mobilization: PCL



Exterior during paving



Courtyard plaza – view from our roof



Library ceiling skeleton

## ***Tour Background*** **Sheldon Jackson Museum**

Sheldon Jackson Museum was founded in 1888 to house an exceptional collection of Alaska Native ethnographic material, most of which had been gathered by Presbyterian missionary and General Agent of Education for Alaska, the Reverend Dr. Sheldon Jackson.

Dr. Jackson, in two separate items of correspondence, stated his philosophy for founding the museum: "...to provide and have on hand for study by the students the best specimens of the old work of their ancestors" (1887); ... otherwise, in a few years there would be nothing left to show the coming generations of Natives how their fathers lived." (1893). Although his references were to the students of the school he founded in Sitka (Sheldon Jackson College), his intent has been expanded to mean student in its broadest terms.

The Sheldon Jackson Museum and its collection were purchased in 1985 by the State of Alaska to inspire human thought and artistic endeavor, to stimulate ethnographic research and to foster an awareness of, and an appreciation for, the enriching qualities of a multi-cultural existence.

In 1972, the museum's unique building -- the first concrete structure built in Alaska -- was added to the National Register of Historic Places.

In 2007 Sheldon Jackson College closed its doors permanently. In 2010 the state purchased its Stratton Library for the state museum, and in 2011 appropriated \$900,000 for roof repairs. More work needs to be done on the building, but the City of Sitka's Kettleton Library temporarily inhabits the space after bringing the building to occupancy code.

### ***Statement of Purpose***

The Alaska State Museums' statement of purpose is delineated in Alaska State Statute 14.57.010, revised and adopted in 1974.

- to acquire artifacts, natural history specimens, art objects, and other items that pertain to the human and natural history of Alaska by purchase and by gift;
- to identify, catalog, preserve and display the museums' acquisitions; to acquire and catalog Alaskan photographs and maintain a card catalog of this collection;
- to accept endowments, grants and gifts;
- to collect and maintain books, periodicals, pamphlets and other materials pertinent to museum administration, techniques and collections;
- to assist and advise in the development of local museums;
- to collect and keep current information concerning museum activities throughout the state;
- to coordinate the museum activities of the state with those of other agencies; to keep the museum open at reasonable hours for the convenience of visitors;
- to provide museum services and administer state and other grants-in-aid to museums in the state to supplement and improve their services.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 17**

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**◆ ISSUE**

This is a standing report from the Attorney General's Office on education-related legal matters.

**◆ BACKGROUND**

- Behind this cover memo is the Assistant Attorney General's report.
- Assistant Attorney General Luann Weyhrauch will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

# MEMORANDUM

## State of Alaska Department of Law

TO: Members, State Board of Education      DATE: August 19, 2015  
FILE NO.: JU2015200003  
TEL. NO.: (907) 465-3600  
FROM: Rebecca Hattan      FAX NO.: (907) 465-2520  
Luann Weyhrauch      SUBJECT: Attorney General's  
Assistant Attorneys General      Report  
Labor & State Affairs Section  
Department of Law

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *Miebs v. Anchorage School District et al.* Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service, Mr. Chamberlain attended several other high schools in the state, including Mt. Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development. Plaintiffs' theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. Judge Tan granted Ms. Miebs an extension of time in order to properly serve the Department of Education. The State has now been properly served and has answered Ms. Miebs' complaint. The Department is primarily represented in this matter by Cheryl Mandala, an attorney in the Torts section of the Department of Law, in consultation with Rebecca Hattan. Trial is currently set for September 2015.

2. *DEC Enforcement Matter related to Contamination at Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as

a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs, along with their consultants and attorneys, convened in Anchorage for a mediation aimed at setting the allocation (percentage of responsibility) that each party would bear in a negotiated agreement to share past and future clean-up costs for PCB and TCE contamination. The mediation is a confidential process; it is part of a settlement negotiation. The parties were able to reach a tentative agreement on some issues, but not on others. On April 21, 2015, the PRPs fully executed an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site. The parties have reached a tentative settlement agreement with DEC in the form of a consent decree. The consent decree is currently being circulated for signatures.

3. *Ketchikan Gateway Borough et al. v. State of Alaska.*

On January 13, 2014, the Ketchikan Gateway Borough sued the State of Alaska, asking the court for declaratory judgment on several points of constitutional law. The lawsuit argues that the Required Local Contribution component of the Alaska school funding formula violates Article XI, Section 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the Required Local Contribution unconstitutionally deprives the Governor of his veto power under Article IX, section 13. The plaintiffs filed a motion for summary judgment on February 6. The parties have agreed on a briefing schedule and the State filed a cross motion asking for summary judgment in its favor. Briefing in this matter is complete, and oral argument took place in Ketchikan on June 2, 2014. On November 21, 2014 Judge Carey ruled in favor of the Ketchikan Gateway Borough, holding that the required local contribution violated Article XI, Section 7, the anti-dedication clause. Final Judgment has been entered in the Superior Court. On January 28, 2015, the State appealed the lower court ruling to the Alaska Supreme Court. The plaintiffs have filed a cross appeal. The Alaska Supreme Court granted the State's request for a stay of the superior court's order during the pendency of the Supreme Court appeal. The briefing process is complete, and oral arguments will take place in Anchorage on September 16<sup>th</sup> at 1:30pm. Arguments are open to the public.

4. *Gates v. Department of Education and Early Development.*

On March 22, 2014, the Department received a notice of appeal regarding a teacher certification endorsement determination. An agency record in this matter has been prepared and distributed. The appellant's brief was filed in late September and the Department filed its responsive brief on November 5. The appellant's reply brief was due to the court by November 19, but no reply was filed. Judge Easter issued an order in favor of the appellants in July. The Department of Education, in consultation with the Department of Law determined that it was not in the State's best interests to appeal the court's decision to the Alaska Supreme Court.

5. *Appeal by North Slope Borough (NSB) and North Slope Borough School District (NSBSD) of denial by the Department of debt reimbursement eligibility for certain bonds issued by NSB.* On February 20, 2015, the NSB and NSBSD filed an appeal of the Department's determination that certain bonds issued by the NSB for school construction were not eligible for debt reimbursement. As the first step of the appeal process, the commissioner's designee conducted a review of the Department's determination. The designee's decision was issued on March 25, 2015. On April 9, 2015, the NSB and NSBSD requested a formal hearing.

On April 24, 2015, a hearing officer was appointed and on May 13, 2015, the hearing officer executed an order providing a schedule for deciding a venue motion, briefing summary judgment motions, and holding a hearing. The parties briefed the venue issue; NSB and NSBSD requested that venue for a hearing be set in Anchorage or Barrow and the Department requested that the hearing take place in Juneau. On June 24, 2015, the hearing officer issued an order finding that venue for the hearing would be in Juneau. At the beginning of July, Janell Hafner, an attorney in the Opinions and Appeals Section of the Department of Law was assigned to this case. The hearing officer has since issued an order adjusting the schedule and the parties are jointly developing a stipulated set of facts and exhibits, in preparation for the summary judgment motions.

6.(a) *Illuminations Child Care and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department.* On March 24, 2015, Illuminations submitted a request for administrative review of the department's notice of March 12, 2015. In the March 12, 2015 notice, the department suspended the participation of Illuminations in the CACFP program, proposed to terminate Illumination's agreement, proposed to disqualify Illuminations, and proposed to disqualify its owner and administrator. This notice was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. On April 6, 2015, Illuminations and its owner and administrator requested an administrative review of written materials rather than a hearing. On April 28, 2015, an administrative review official was appointed to conduct the review of written materials under the CACFP federal regulations. The review official issued a determination on May 26, 2015.

6.(b) *Illuminations, LLC, d/b/a Illuminations Child care and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development. Appeal to court.* On June 17, 2015, the listed parties filed an appeal in the superior court. On July 16, 2015, the Notice of Appeal was properly served. The agency record is due on September 14, 2015.

7. *Annette Islands School District Appeal Letter related to*

*correspondence funding*. On August 18, 2015, one day before this report was prepared, the Department received a letter from the Annette Islands School District "requesting an appeal" related to funding for the district's correspondence program. The letter does not comply with the requirements for commencing an appeal under 4 AAC 40.020. At the time of this report, an appropriate response is under advisement.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 18**

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**◆ ISSUE**

This is a standing report to the board by the Commissioner.

**◆ BACKGROUND**

- The board will hear a report on the Commissioner's activities.
- Commissioner Hanley will be present to brief the board.

**◆ OPTIONS**

This is an information item. No action is required.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19**

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**◆ ISSUE**

The board is being asked to approve its consent agenda.

**◆ BACKGROUND**

- There are six (6) items being presented on the consent agenda.
- Behind this cover memo are items 19A through 19F.

19A. Approve minutes of the June 4 & 5, 2015, meeting

19B. Approve minutes of the August 24, 2015, audio-conference meeting

19C. Approve the Mt. Edgecumbe High School student restraint and seclusion policy

19D. Approve the Mt. Edgecumbe High School math curriculum instructional materials

19E. Approve appointments to the MEHS Advisory Board

19F. Approve renewal of the Juneau Community Charter School charter

**◆ OPTIONS**

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items removed.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the entire consent agenda.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the June 4 & 5, 2015, meeting; approval of the minutes of the August 24, 2015, audio-conference meeting; approval the Mt. Edgecumbe High School student restraint and seclusion policy; approval of the Mt. Edgecumbe High School math curriculum instructional materials; approval of the appointments to the MEHS Advisory Board; and approval of the renewal of the Juneau Community Charter School charter.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19A**

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**◆ ISSUE**

The board is being asked to approve the minutes of its June 4 & 5, 2015, meeting.

**◆ BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's June 4 & 5, 2015, meeting.

**◆ OPTIONS**

Approve the minutes of the board's June 4 & 5, 2015, meeting.

Amend the proposed minutes and approve the amended minutes of the June 4 & 5, 2015, meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the June 4 & 5, 2015, meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the June 4 & 5, 2015, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**June 4 & 5, 2015**  
**Fairbanks, AK**

*Thursday, June 4*

Acting Chair Fields called the meeting to order at 8 a.m. John Harmon was absent. Commissioner Hanley swore in new member Lt. Col. Chris Nall. The board, staff, and public recited the Pledge of Allegiance.

The board removed Item 5 from the agenda and moved items 17-20 to follow Item 7A. Sue Hull moved and Barbara Thompson seconded a motion to approve the amended agenda. Board members present approved the motion unanimously in a roll call vote. No member declared a conflict of interest.

The board recognized outgoing student representative Kobe Rizk for his contributions.

Dr. Karen Gaborik, superintendent of the Fairbanks North Star Borough School District, welcomed the board and summarized the district's enrollment and goals.

**Public Comment**

Christie Reinhardt of the Governor's Council on Disabilities and Special Education said state regulations should allow nurse practitioners to diagnose Fetal Alcohol Spectrum Disorders to place students in special education.

Wendy Fite of the American Lung Association urged Alaska's school districts to have tobacco-free campuses as a matter of policy.

David Nees asked the board to consider its role, vision and mission, saying the board should guide the commissioner in education reform and work with the legislature to develop laws.

Marilyn Pierce-Bulger, a nurse practitioner, said medical providers other than physicians should have the authority to diagnose Fetal Alcohol Spectrum Disorders to place students in special education.

**Work Session**

**Agenda Item 1. Discussion about retreat.** Commissioner Hanley, Sue Hull, and Acting Chair Fields discussed the results of the board's retreat, which was held June 3 in Fairbanks.

**Agenda Item 2. Review joint meeting with University of Alaska regents.** Commissioner Hanley summarized the issues addressed at the board's meeting with the University of Alaska regents on June 3 in Fairbanks. He noted the university's desire for high-quality instruction in high school for dual-credit courses.

**Agenda Item 3. Setting cut scores for the Alaska Measures of Progress assessments.** Dr. Marianne Perie -- co-director of the Center for Educational Testing and Evaluation in the Achievement & Assessment Institute at the University of Kansas – reviewed Alaska's upcoming process for recommending cut scores for the Alaska Measures of Progress assessments. Dr. Perie also reviewed the systems for maintaining the privacy of data about individual students.

**Agenda Item 4A. Mt. Edgecumbe High School policy regarding restraint and seclusion of students.** Assistant Attorney General Luann Weyhrauch said the proposed policy does not align in all ways with Alaska statutes. The board agreed to not take action at this time.

**Agenda Item 4B. Mt. Edgecumbe High School policy regarding land use.** Assistant Attorney General Luann Weyhrauch reviewed the proposed policy. At Acting Chair Fields' request, Ms. Weyhrauch said she would submit revised language related to written compensatory agreements.

**Agenda Item 6. Discussion of 4 AAC 06.135 Use of state funds in elections.** Assistant Attorney General Luann Weyhrauch reviewed the regulation, saying the regulation's boundaries are not clear. The board discussed whether local school board resolutions regarding ballot measures are prohibited by the regulation and whether they should be allowed. Ms. Hull asked the department to draft a proposed amendment that would allow school districts to pass resolutions regarding nonpartisan ballot measures.

**Agenda Item 7A. College and career readiness assessments.** Margaret MacKinnon, Director of Assessments, reviewed the proposed regulation to go out for public comment. It would allow students who hold a Certificate of Achievement to receive a diploma if they take a college and career readiness assessment. The regulation also would clarify the criteria for waivers from the requirement to take such an assessment. Alec Burriss asked the department to include death of a legal guardian as a criterion for a waiver.

**Agenda Item 17. Teaching & Learning Support report.** Dr. Susan McCauley reviewed recent activities by the division. Acting Chair Fields asked for information on each division's budget.

**Agenda Item 18. Assessment & Accountability report.** Margaret MacKinnon, Director of Assessments, reviewed the memo in the board's packet and discussed the expected timeline to present recommended cut scores for the Alaska Measures of Progress. Board members praised the department for the smooth rollout of the first administration of the Alaska Measures of Progress.

**Agenda Item 19. Legislative & Budget report.** Marcy Herman, legislative liaison, and Heidi Teshner, administrative director, reviewed the most recent information about the department's budget and education-related legislation.

**Agenda Item 20. Rural education report.** Commissioner Hanley referred the board to the written report in the board's packet.

*Friday, June 5*

**Work Session Continued**

The board approved an amended June 5 agenda, setting 2 p.m. for a meeting with Governor Walker and removing items 25C and 25D from the consent agenda. Sue Hull moved and Kenny Gallahorn seconded the motion, which passed unanimously in a roll call vote.

**Agenda Item 9A. Student teachers.** Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed the proposed regulation, noting changes from the original proposal in response to public comment. The board discussed the proposed requirement that students in a board-approved teacher preparation program do their student teaching in a public school. The requirement would not prevent such students from also doing student teaching in a private school.

**Agenda Item 9B. Bond Reimbursement and Grant Review Committee.** Finance Director Elizabeth Nudelman reviewed the proposed regulations.

**Agenda Item 9C. State libraries, archives and museums fees.** Linda Thibodeau, Director of the Division of Libraries, Archives & Museums, reviewed the proposed regulations. She reiterated that the division can reduce or waive fees for users.

**Agenda Item 10. Accountability.** Dr. Susan McCauley, Director of Teaching & Learning Support, explained why the board would not be asked to take action at this meeting on these proposed regulations. The U.S. Department of Education has not yet approved provisions that relate to Alaska's waiver from the Elementary and Secondary Education Act.

**Agenda Item 11A. PAIDEIA charter application.** Benjamin Jenkins of the applicant's Academic Policy Committee explained the nature of the proposed charter school and answered questions from board members and Commissioner Hanley.

**Agenda Item 11B. Midnight Sun charter renewal.** Principal Jeanne Troshynski explained the history and nature of the school, and answered board members' questions.

**Agenda Item 12. Officers.** The board elected James Fields as Chair, Sue Hull as First Vice-Chair, and Barbara Thompson as Second Vice-Chair.

**Agenda Item 13. Subcommittee appointments.** Dr. Keith Hamilton and Sue Hull were appointed to the joint subcommittee with the University of Alaska Board of Regents; Kenny Gallahorn to the career and technical education committee; Acting Chair Fields to the military compact committee; and Sue Hull to the Education Commission of the States, with Dr. Keith Hamilton as alternate.

**Agenda Item 14. Meeting Dates.** The board approved upcoming meetings on August 24, 2015, by audio conference; September 16-18, 2015, in Sitka; October 9, 2015, by audio conference; October 26, 2015, by audio conference; December 10-11, 2015, in Anchorage; January 25, 2016, by video/teleconference; March 24-25, 2016, in Juneau; and June 15-17, 2016, in Juneau. Barbara Thompson moved and Sue Hull seconded the motion to approve the schedule. Board members present approved the motion unanimously in a roll call vote.

## **Business Session**

**Agenda Item 15A. College and career ready assessments.** The board inserted the phrase “or legal guardian” to 4 AAC 06.723(2)(A), to read: “the death of the student’s parent or legal guardian if the death occurs within the last semester of the student’s year of intended graduation.”

Barbara Thompson moved and Sue Hull Fields seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.076 Determination of school age, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.723 Rare or unusual circumstances, and 4 AAC 06.790 Definitions.

Board members present approved the motion unanimously in a roll call vote.

**Agenda Item 16A. Student teachers.** Sue Hull moved and Barbara Thompson seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 30.020, Student Teachers.

The motion passed on a 5-1 vote, Kathleen Yarr voting “no.”

**Agenda Item 16B. Bond Reimbursement and Grant Review Committee.** Barbara Thompson moved and Kenny Gallahorn seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed regulation 4 AAC 31.087 Terms and conditions of office for members of bond reimbursement and grant review committee.

Board members present approved the motion unanimously in a roll call vote.

**Agenda Item 16C. Libraries Archives and Museums fees.** Barbara Thompson moved and Kathleen Yarr seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 57.910 Fees for services, 4 AAC 58.010 Fees, 4 AAC 59.060 Microforms and microforms systems, and 4 AAC 59.065 Provision of records; fees for copies of records.

Board members present approved the motion unanimously in a roll call vote.

**Agenda Item 21. Mt. Edgecumbe High School report.** Superintendent Bill Hutton reviewed his written report and potential effects of a budget cut. Board members discussed the impacts of having a school district operate Mt. Edgecumbe. Board members also discussed whether school districts can operate charter schools in a district other than their own.

**Agenda Item 22. Libraries, Archives & Museums report.** Linda Thibodeau, Director of Libraries, Archives & Museums, reviewed potential budget cuts.

**Agenda Item 23. Attorney General's report.** Assistant Attorney General Luann Weyhrauch reviewed her written report.

**Agenda Item 24. Commissioner's report.** Commissioner Hanley discussed the recent legislative session and how the department can work with the resources it has. The department receives only 5 percent of the state's K-12 education budget, the rest going to schools. Education is one of the primary responsibilities of the state, along with health and safety. It is a constitutional and moral responsibility, he said.

**Agenda Item 25. Consent agenda.** Barbara Thompson moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the March 19 & 20, 2015, meeting; approval of the minutes of the April 13, 2015, meeting; approval of the PAIDEIA Charter School initial application; approval of the Midnight Sun Family Learning Center renewal application; and approval of the appointment of Margaret MacKinnon. Board members present approved the motion unanimously in a roll call vote.

**Agenda Item 25D. Mt. Edgecumbe High School land use policy.** Assistant Attorney General Luann Weyhrauch presented three versions of the proposed land use policy. Chair Fields said he preferred Version B, part of which read: "The nature of the agreements or leases cannot interrupt student affairs or learning, nor should the agreements result in a cost to the department, including state staff personnel time. A written compensatory agreement for department costs, when feasible, shall be reached by all parties."

Barbara Thompson moved and Kenny Gallahorn seconded the motion to approve Version B of the Mt. Edgecumbe land use policy. Board members present approved the motion unanimously in a roll call vote.

### **Board comments**

Kobe Rizk thanked the board and staff, and said he appreciated the opportunity to be on the board.

Alec Burris thanked the board and staff.

Barbara Thompson thanked the board and staff, noting the work of Margaret MacKinnon, Elizabeth Davis, and Brian Laurent.

Lt. Col. Nall said he looks forward to serving on the board.

Dr. Keith Hamilton thanked Commissioner Hanley and outgoing board secretary Lisa Miller. He urged board members to talk to educators about their concerns, which include attendance, budget, unfunded mandates, broadband capacity, dropouts, and drugs and alcohol.

Kathleen Yarr said she is excited about choice in education.

Kenny Gallahorn thanked Lisa Miller and Kobe Rizk for their service. He said budget cuts are an opportunity to make changes.

Sue Hull said a budget crisis is an opportunity to think differently. The board's role is expanding and should be more engaged in advocacy. She thanked Kobe Rizk, Lisa Miller, and Commissioner Hanley, and welcomed Alec Burris. She praised the department for its rollout of the Alaska Measures of Progress.

Chair Fields thanked Lisa Miller and Kobe Rizk.

### **Governor comments**

Governor Walker spoke to the board in public for 30 minutes. He spoke about connecting the education system with Alaska's economy. Priorities include keeping up with technology, regional schools, living within our means, long-term planning of funding, and holding educators in higher regard, he said.

The meeting adjourned at 2:45 p.m.

**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19B**

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**◆ ISSUE**

The board is being asked to approve the minutes of its August 24, 2015, audioconferenced meeting.

**◆ BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's August 24, 2015, audioconferenced meeting.

**◆ OPTIONS**

Approve the minutes of the board's August 24, 2015, audioconferenced meeting.

Amend the proposed minutes and approve the amended minutes of the board's August 24, 2015, audioconferenced meeting.

Seek additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the August 24, 2015, audioconferenced meeting as presented.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the August 24, 2015, audioconferenced meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**August 24, 2015 by audio-conference**  
**Juneau, AK**

Chair Fields called the meeting to order at 12:05 p.m. Members and staff pledged allegiance to the flag. The board adopted the agenda unanimously. There were no conflicts of interest.

**Public Comment**

Amy Brabec, a teacher at Chugach Optional Elementary School, asked about alternate assessments for alternative schools.

Pam Rowell, a teacher at Chugach Optional Elementary School, said assessments should be used to inform instruction and not to evaluate teachers.

Ron Fuhrer, president of NEA-Alaska, said results from student evaluations are not suitable for the evaluation of teachers or schools. Additionally, he said the Alternate Assessment recognizes that one size does not fit all. He approved of the regulation changes in the packet.

Christina Von Walter, a teacher at Chugach Optional Elementary School, said assessments lead to spending more time on test preparation and less time on meaningful activities.

David Nees said he approved of the department's score-setting process but not the proposed accountability regulations. He said teachers need the motivation of being held accountable.

Eric Linscheid of Kodiak, a retired teacher, asked if the state could strategize with schools on how to improve educators in a nurturing environment.

Teresa Eckel, a teacher at Chugach Optional Elementary School, was concerned about using results from the AIMSweb assessment in evaluating teachers.

Jenny Loudon, a parent at Chugach Optional Elementary School, likewise was concerned about using results from the AIMSweb assessment in evaluating teachers.

Christina Von Walter, a teacher at Chugach Optional Elementary School, said the noon hour was an inconvenient time for teachers to provide public comments to the board.

**Work Session**

**Agenda Item 1A. Assessment Achievement Level Scores.** Margaret MacKinnon, Director of Assessment & Accountability, summarized the process by which educators recommended achievement level scores to the department. Ms. MacKinnon referred the board to the impact data in the board packet. She explained the Alaska Alternate Assessment.

John Harmon said a recent poll shows that people believe there is too much student testing and that results from student assessments are not the best way to evaluate teachers.

Commissioner Hanley said assessments are a valuable way to understand how well we are meeting students' needs. He pointed out that Alaska has reduced its standardized testing. The Alaska Measures of Progress are not high-stakes tests; rather, they inform parents and the public.

John Harmon asked if the state offers flexibility for students who are not good test-takers.

Commissioner Hanley said the Alaska Measures of Progress, which is administered on computers, offers students tools to take the test better; it is not a pass/fail test or a high-stakes test, and it is not timed.

In response to a question, Ms. MacKinnon said 780 is the highest possible score on the Alaska Measures of Progress.

Alec Burris asked about the effect of test results on schools' ability to provide individual learning plans.

Commissioner Hanley said individual learning plans apply to correspondence schools; all of their students must have individual learning plans.

James Fields said he approved of the score-setting process. He asked why the department no longer uses the term "proficient."

Commissioner Hanley said "proficient" does not recognize a growth continuum. "Proficient" seemed to be a label. And the department did not want to suggest that the Alaska Measures of Progress is a pass/not pass test.

**Agenda Item 2A. Student Accountability and Educator Accountability.** Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Quality, were available by phone to address the agenda item.

The board reviewed many of the written public comments and asked department staff to respond.

John Harmon asked if teacher evaluation would be part of the reauthorized Elementary and Secondary Education Act.

Commissioner Hanley said that if the act is reauthorized, the department will look at what has been changed.

John Harmon asked if the educator evaluation regulations place unfunded mandates on school districts.

Commissioner Hanley said the school districts have been working on their evaluation plans for a year and a half. The department has worked with school districts, Dr. McCauley said.

**Agenda Item 3A. Assessment Achievement Level Scores.**

Sue Hill moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.737 Standards-based test, 4 AAC 06.739 Assessment achievement level scores, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4 AAC 06.815 Annual measurable objectives, 4 AAC 06.820 Participation, 4 AAC 06.899 Definitions, 4 AAC 33.421 Correspondence study program requirements, 4 AAC 33.426 Core course requirements, 4 AAC 34.090 Definitions.

Sue Hull, Barbara Thompson, and John Harmon said they and others were impressed with the process of recommending achievement level scores.

The motion passed in a unanimous roll-call vote.

**Agenda Item 4A. Student Accountability and Educator Accountability.**

Barbara Thompson moved and Dr. Keith Hamilton seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 04.205, District Performance Standards; 4 AAC 06.815, Annual Measurable Objectives; 4 AAC 06.817, Change in Assessments; 4 AAC 06.820, Participation; 4 AAC 06.895, Report Card to the Public; 4 AAC 19.010, Purpose of Evaluations; 4 AAC 19.030, Method for Evaluating Professional Employees; 4 AAC 19.055, Reporting of Evaluation Results; and 4 AAC 19.099 Definitions.

The motion passed 6-1, with John Harmon voting “no.”

**Agenda Item 5A. Approve the appointment of Shawn Sypeck.**

Barbara Thompson moved and John Harmon seconded the following motion: I move the State Board of Education & Early Development approve the appointment of Shawn Sypeck as executive secretary to the Commissioner and the board. The board approved the motion unanimously.

**Board comments**

Alec Burris thanked the department.

John Harmon said he looked forward to the board’s meeting in Sitka.

Barbara Thompson said some of the public who commented seemed to be confused about the Alternate Assessment and the use of AIMsweb.

Chair Fields said the board has received a good response to its recent survey.

The board adjourned at 1:30 p.m.

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19C**

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**◆ ISSUE**

The board has been briefed regarding a draft policy to guide the use of restraint and seclusion at Mt. Edgecumbe High School (MEHS) as required by HB 210 and Alaska Statutes 14.33.120(b), 14.33.125, and 14.33.127.

**◆ BACKGROUND**

- Behind this cover memo is the MEHS draft policy “4.44 Limitations on the use of restraint and seclusion of students” under AS 14.33.120 – AS 14.33.127.
- This draft policy guides the use of restraints and restrictive settings to maintain safety and order at MEHS.
- If adopted, this policy will become part of the MEHS Policy Manual.
- Superintendent Bill Hutton will be present to brief the board.

**◆ OPTIONS**

- Approve the Mt. Edgecumbe High School draft policy “4.44 Limitations on the use of restraint and seclusion of students.”
- Amend the Mt. Edgecumbe High School draft policy “4.44 Limitations on the use of restraint and seclusion of students” and approve the amended policy.
- Seek additional information.

**◆ ADMINISTRATION’S RECOMMENDATION**

Approve the Mt. Edgecumbe High School draft policy “4.44 Limitations on the use of restraint and seclusion of students.”

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Mt. Edgecumbe High School draft policy “4.44 Limitations on the use of restraint and seclusion of students.”

***4.44 Limitations on the use of restraint and seclusion of students under AS 14.33.120 – AS 14.33.127***

Use of restraint and seclusion

A teacher, teacher's assistant, or other person responsible for students may physically restrain or seclude a student only if

- (1) the student's behavior poses an imminent danger of physical injury to the student or another person;
- (2) less restrictive interventions would be ineffective to stop the imminent danger to the student or another person;
- (3) the person continuously monitors the student in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student;
- (4) the person has received training in crisis intervention and de-escalation and restraint techniques that has been approved by the department under AS 14.33.127, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency; and
- (5) the restraint or seclusion is discontinued immediately when the student no longer poses an imminent danger of physical injury to the student or another person or when a less restrictive intervention is effective to stop the danger of physical injury.

Prohibited restraint

A teacher, teacher's assistant, or other person responsible for students may not

- (1) use chemical restraint;
- (2) use mechanical restraint; or
- (3) physically restrain a student by placing the student on the student's back or stomach or in a manner that restricts the student's breathing.

Same-day information for parent or legal guardian

On the same day as the incident, a school administrator shall provide to the parent or legal guardian of an affected student information relating to an incident involving disruptive or violent behavior by the student that resulted in restraint or seclusion of the student by school personnel.

Written report to administrator

School personnel who restrain or seclude a student shall provide a written report of the incident to the school administrator. The school administrator shall provide a copy of the report to the student's parents or legal guardians. The report must include

- (1) the date and time of the incident;
- (2) the names and job titles of school personnel who participated in or supervised the incident;
- (3) a description of the activity that preceded the incident, including efforts and strategies used with the student before the incident;
- (4) a description of the incident, including the type and duration of the intervention used; and
- (5) a description of how the incident ended, including any further action taken.

#### Incident review process

A review process shall be conducted for each incident that involves restraint or seclusion of a student. The review must be conducted as soon as practicable after the event and include

- (1) staff review of the incident;
- (2) follow-up communication with the student and the student's parent or legal guardian; and
- (3) review of and recommendations for adjusting or amending procedures, strategies, accommodations, individualized education plans, or other student behavior plans, or for additional staff training.

#### Annual report to the Department of Education and Early Development

The governing body of the school shall annually, not later than June 30, provide a report to the Department of Education and Early Development under AS 14.33.125(f) and 4 AAC 06.175 of the total number of incidents involving the restraint or seclusion of a student. The report must specify

- (1) the number of incidents that resulted in injury or death of students or personnel;
- (2) the number of incidents in which school personnel involved in the restraint or seclusion were not trained in an approved crisis intervention training program as described in AS 14.33.127(b); and
- (3) the number of incidents involving the restraint or seclusion of a child with a disability under AS 14.30.350; the report must also include the category of the disability of the child involved in each incident.

#### Crisis intervention training

A sufficient number of school employees shall receive periodic training in an approved crisis intervention program to meet the needs of the school population under AS 14.33.127 according to the schedule provided by AS 14.16.020(9).

#### Annual review

This policy must be annually reviewed with school personnel.

#### Definitions

In this policy,

- (1) "chemical restraint" means a psychopharmacologic drug that is used on a student for discipline or convenience and that is not required to treat a medical symptom;

(2) "mechanical restraint" means the use of a device that is not a medical device or protective equipment prescribed by a qualified health care professional to restrict a student's freedom of movement;

(3) "physically restrain" or "physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely;

(4) "restraint" means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety;

(5) "seclusion" means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving; "seclusion" does not include a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

**Mt. Edgecumbe High School**  
**Implementation Date: -----**

**To: Members of the State Board of  
Education & Early Development**

**September 17, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19D**

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**◆ ISSUE**

The board has received a presentation on a curriculum review and adoption for the Mt. Edgecumbe High School (MEHS) Math Department.

**◆ BACKGROUND**

- The presentation addressed Year 3 Documentation-Adoption, appearing in the MEHS Policy Manual.
- The presentation included a description of the current curriculum and advances made since the math department reported foundational research three years ago.
- Behind Cover Memo 2B is a description of specific tools and examples of instructional materials the math department uses.
- Superintendent Bill Hutton will be present to brief the board.

**◆ OPTIONS**

Approve the math instructional materials and textbooks published by Holt McDougal.  
Reject the instructional materials.  
Ask for additional information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the instructional materials.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt for Mt. Edgecumbe High School the math instructional materials published by Holt McDougal.

**To: Members of the State Board of  
Education & Early Development**

**Date: September 18**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19E**

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**◆ ISSUE**

- The board is being asked to appoint three members to serve three-year terms on the Mt. Edgecumbe High School (MEHS) Advisory Board and one student member for a one-year term.

**◆ BACKGROUND**

- The state board has created the seven-member Mt. Edgecumbe High School Advisory Board. Four positions are open and the board is being requested to appoint four persons to fill the positions.
- As set out in 4 AAC 33.100, Operation of special programs, the director of Mt. Edgecumbe High School shall submit to the Commissioner a nominee(s) to fill an advisory board position. The Commissioner is forwarding the names of the nominees to the board for appointment. The selection requires the board's approval.
- The vacant positions are for
  - One parent representative seat
  - One alumni representative seat
  - One Sitka community representative seat
  - One student seat
- MEHS Superintendent Bill Hutton mailed notices to all interested parties and advertised on the MEHS website. Seven applications were received.
- Nominees: Parent Representative – Dorothy Chase (Bethel); Alumni – Sean Melovidov (St. Paul Island); Sitka Community – Lois Rhodes; Student Representative – Hannah Kimber (Sitka).
- Behind this cover memo are: 1) a brief statement about each applicant, and 2) resumes from each applicant.
- Bill Hutton, Superintendent of MEHS, will be present to brief the board.

**◆ OPTIONS**

Approve the appointments.

Reject the appointments.

Seek more information.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the appointments.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development appoint Dorothy Chase to fill a three-year term as a parent representative; Sean Melovidov to fill a three-year term as the alumni representative; Lois Rhodes to fill a three-year term as the Sitka community representative; and Hannah Kimber to fill a one-year term as the student representative to the Mt. Edgecumbe High School Advisory Board.

### **Parent Representative Nominee**

Dorothy E. Chase

Ms. Chase just saw one of her children graduate from MEHS last year. Her second daughter is entering MEHS this year as a sophomore. She lives in Bethel.

Ms. Chase comes from a customer service background. She is interested in looking out for the students' best interests and making sure they get the best education possible. She also is an alumna herself – graduating in 1992.

### **Alumni Representative Nominee**

Sean Melovidov

Mr. Melovidov comes from a strong MEHS family tradition from St. Paul Island. He has just completed a three-year stint on the board and was elected President last year.

Sean has a youthful perspective which serves the board well.

### **Sitka Community Nominee**

Lois Rhodes

Lois is a long time board member, teacher at MEHS, and all around great person. She offers the historical and community perspective important to the board.

### **Student Representative Nominee**

Hannah Kimber

Ms. Kimber was elected by the student body last May to represent them on the board. Ms. Kimber also has an MEHS tradition and connection. Her father graduated from MEHS in the late 198's and is currently a 16-year teacher and coach at MEHS.

Hannah has been very active in leadership positions during her years at MEHS and will offer important student perspective to the board.

**RESUMES FOLLOW THIS PAGE**

**Dorothy E. Chase**

**PO Box 2552 Bethel, AK 99559**

**Phone 543-4627/Cell 545-4601**

**Qualifications**

- Honest, Responsible, Punctual, Hard-working, Fast learner, Cheerful and Friendly
- Reliable and committed to professional excellence with great organizational skills

**Customer Service Skills**

- Friendly, committed to bringing out real, practical results in people's lives
- Demonstrated efficiency and resolving customer concerns and handling the public with sensitivity

**Administrative Skills**

- Various Computer skills including Microsoft Word, Microsoft Excel, Microsoft Outlook
- Accurately type business correspondence at 56 words per minute with ten key
- Experience with State and Federal Resource Programs, Financial Aid, Records Management and Medical Office Management

**Employment**

Financial Aid Coordinator, University of Alaska, Bethel, AK; August 14-present

EET-477 Case Manager/TERO, AVCP, Bethel, AK; Dec 12-August 14

Case Manager Supervisor, AVCP, Bethel, AK; May 11-Nov 12

Patient Resources Financial Counselor, YKHC, Bethel, AK; May 10-May 11

Office Assistant, Sr., YKHC, Bethel, AK; November 09-April 10

Eligibility Technician, State of AK, Bethel, AK; April 09-November 09

Patient Resources Coordinator, YKHC, Bethel, AK; Sept 08-April 09

Scheduling Manager, YKHC, Bethel, AK; Nov 05-Sept 08

Certified Medical Assistant, YKHC, Bethel, AK; March 04-Nov 05

## Education

University of Alaska Fairbanks, Bethel, Alaska- General Requirements

Alaska Career College, Anchorage, Alaska - Medical Assistant Specialist

Wayland Baptist University, Anchorage, Alaska - General College Courses

University of Alaska, Anchorage, Alaska – General College Courses

Alaska Job Corps Center, Palmer, Alaska – Health Occupations

Mt. Edgecumbe HS, Sitka, Alaska – HS Diploma

# Sean A. Melovidov

~~1557 Alameda Avenue~~  
~~Sitka, Alaska 99801~~  
Cell Phone: (907) 317-4938  
~~seanmelovidov@gmail.com~~

P. O. Box 167  
Saint Paul Island, Alaska 99660  
Home Phone: (907) 546-2250  
[smelovidov\\_snp@hotmail.com](mailto:smelovidov_snp@hotmail.com)

**Objective** To obtain a degree in Civil Engineering at the University of Alaska Anchorage

**Education** 2011-2015 University of Alaska Anchorage

2007-2011 Mt. Edgecumbe High School, Sitka, AK

- Expected Graduation: May 5, 2011
- GPA 3.577
- Auto CAD, Trigonometry, Chemistry, Robotics II
- Alaska Native Science and Engineering Program

Pre-College University of Anchorage Alaska, at Mt. Edgecumbe High School, Sitka Alaska

## Extracurricular Activities

2009-2011 Boys Varsity Basketball, Graduation Committee, National Honor Society, Peer Initiative Leadership Attitude Responsibility Service -PILARS- (Student Leadership Program)

2008-2009 Leadership Education Attitude Determination Success-LEADS - (Student Leadership Program)

2007-2008 Boys Junior Varsity Basketball

## Awards and Certificates

2010-2011 Regional 5/3A Basketball Champions, Southeast Basketball Champions, Color of Justice Certificate

2009-2010 Runner-up Region 5/ 3A Basketball Champions, State Basketball Player Of the Game, All Tournament State Basketball Player, Basketball Captain Award, Principals Honor Roll, Soldotna Powerade Tip-Off Tournament 3-Point Champion & All Tournament Team, Career Test "Silver" Award, Pacific Rim Award, Science II Award, Varsity Basketball Letter

2008-2009 Principles Honor Award, Soldotna Powerade Tip-Off Tournament 3-Point Champion, Principles Honor Roll, Alaska History "Front Row" Award

2007-2008 Principles Honor Roll, Iron Man Swimming Award, Junior Varsity Basketball Certificate

## Work Experience

Summer 2007 & 2008 Deckhand, Fishing Vessel Aleut Crusader, Saint Paul Island, Alaska

- Baited Hooks, Cleaned the Deck

Laborer, Tribal Government Environment Beach Clean Up, Saint Paul Island, Alaska

- Cleaned up local beaches, sorted garbage & debris

Summer 2009 Deckhand, Fishing Vessel Aleut Crusader, Saint Paul Island, Alaska

- Baited hooks, cleaned the deck, gut fish

Summer 2010 Deckhand, Fishing Vessel Aleut Crusader, Saint Paul Island, Alaska

- Baited Hooks, cleaned the Deck, gut fish

## Volunteer Experience

Fall 2008-2009 Food Drive Assistant, LEADS, Sitka, Alaska

- Helped haul canned goods and other food items from donator's cart to the moving van
- Garbage Pick up, LEADS, Community of Sitka, Alaska
- Picked up litter around the community of Sitka and around Mt. Edgecumbe High Campus

Fall 2010 Food Preparations Worker, PILARS, Sitka, Alaska

- Prepared pancakes for boys on Saturday mornings when scheduled

**Interests** Sports, Mathematics, Robotics, Hunting, Fishing, Outdoor Activities

**Lois A. Rhodes**  
**710 Lake Street**  
**Sitka, Alaska 99835**  
**907-747-3671**  
[lrhodes@gci.net](mailto:lrhodes@gci.net)

## **TEACHING EXPERIENCE**

June 2008-to present:

**Retired**

August 1997-June 2008:

**Adjunct Professor-UAS, Juneau, Alaska**  
Scope of Experience: Coordination and supervision of the MAT (Masters in the Art of Teaching) Program in Sitka, Alaska.

August 1985-June 1997:

**LIBRARIAN/TEACHER-Mt. Edgecumbe High School, Sitka Alaska**  
Scope of Experience: Taught consumer math, pre-algebra and remedial math. Designed and administrated a new library. Helped establish and coordinate the Sitka Library Network which involved automation and coordination of all the school libraries in Sitka and the Sitka public library, Kettleson Memorial. Coached the Battle of the Books Team. Established and advised the Future Teachers of Alaska Program. Designed and taught a new course, Careers in Education.

January 1984-May 1985:

**ADULT BASIC EDUCATION INSTRUCTOR-UAS, Sitka, Alaska**  
Scope of Experience: Taught basic math skills and beginning algebra. Administered GED testing. Tutored students in skills needed to pass the GED test. Taught study skills. Worked with clients in the alcohol therapy program to improve their basic skills and to counsel them on vocational trades.

- September 1980-June 1983: **Teacher/Coordinator Developmental Reading Program-**  
Mt. Edgecumbe High, Sitka Alaska  
Scope of experience: Taught developmental reading half days. Supervised the developmental reading program half days. Responsibilities included planning, writing, presenting, implementing and evaluating the Title I Program.
- December 1976-June 1980: **DEVELOPMENTAL READING TEACHING-Mt. Edgecumbe High School, Sitka Alaska**  
Scope of experience: Taught developmental reading to students in grades 9-12.
- October 1967-June 1971: **Teacher-Placer Elementary School Loomis, California**  
Scope of experience: Taught self-contained fifth grade class for a year until the fifth grade was departmentalized and then I taught math and science for all fifth grades.

## PROFESSIONAL EXPERIENCE

- November 1971-December 1976: **Medical Receptionist-Dr. J. Paul Lunas, Sitka, Alaska**  
Scope of experience: Transcriptions, billing, reception, banking and insurances.

## EDUCATIONAL HISTORY

- August 1990 **Masters of Library and Information Studies**  
University of Hawaii ,Honolulu, Hawaii
- December 1966 **B.A Elementary Education**  
California State University Sacramento, Sacramento, CA  
Major: Elementary Education  
Minor: English

### **SPECIAL AWARDS & RECOGNITIONS:**

- 1997 Soroptimist International of Sitka Woman of Distinction Award.
- 1997 State of Alaska Librarian of the Year
- 1983 Special recognition for work with the Mt. Edgecumbe High School Student Council.
- 1980 Incentive Award for accepting responsibility for supervision of the Title I Program in addition to full time teaching job at Mt Edgecumbe High School during the 1980-1981 school year.

### **COMMUNITY INVOLVMENT:**

Member of the Mt. Edgecumbe High School Advisory Board  
(2012 member of strategic planning team.)

Participant of Workshop Colloquium which worked on creation of intern evaluation form, 2002.

Vice President of the Sitka Cemetery Association.

Treasurer of Babies and Books, a program that encourages parents to read to their babies and young children (charter member).

Beta Phi Mu International Library Honor Society.

Sitka Community Hospital Foundation.



**To: Members of the State Board of  
Education & Early Development**

**September 18, 2015**

**From: Mike Hanley, Commissioner**

**Agenda Item: 19F**

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**◆ ISSUE**

The board is being asked to approve the Juneau Community Charter School's application to renew its charter for a period of ten years, terminating on June 30, 2026. The initial charter was approved in 1997 (five years) and renewed in 2002 (five years) and 2008 (eight years)

**◆ BACKGROUND**

- On June 9, 2015, the Juneau School Board approved Juneau Community Charter School's renewal of its charter for a period of ten years.
- Behind Cover Memo 8A are: 1) an overview, and 2) the Charter School Rating Template.

**◆ OPTIONS**

Approve the Juneau Community Charter School application for a period of ten years.  
Seek more information.  
Deny the application.

**◆ ADMINISTRATION'S RECOMMENDATION**

Approve the Juneau Community Charter School application for a period of ten years.

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development approve renewal of the charter of the Juneau Community Charter School for a period of ten years.