

Agenda  
**University of Alaska Board of Regents and  
Alaska State Board of Education Meeting**

June 4, 2014

Room 107 Lee Gorsuch Commons

University of Alaska Anchorage

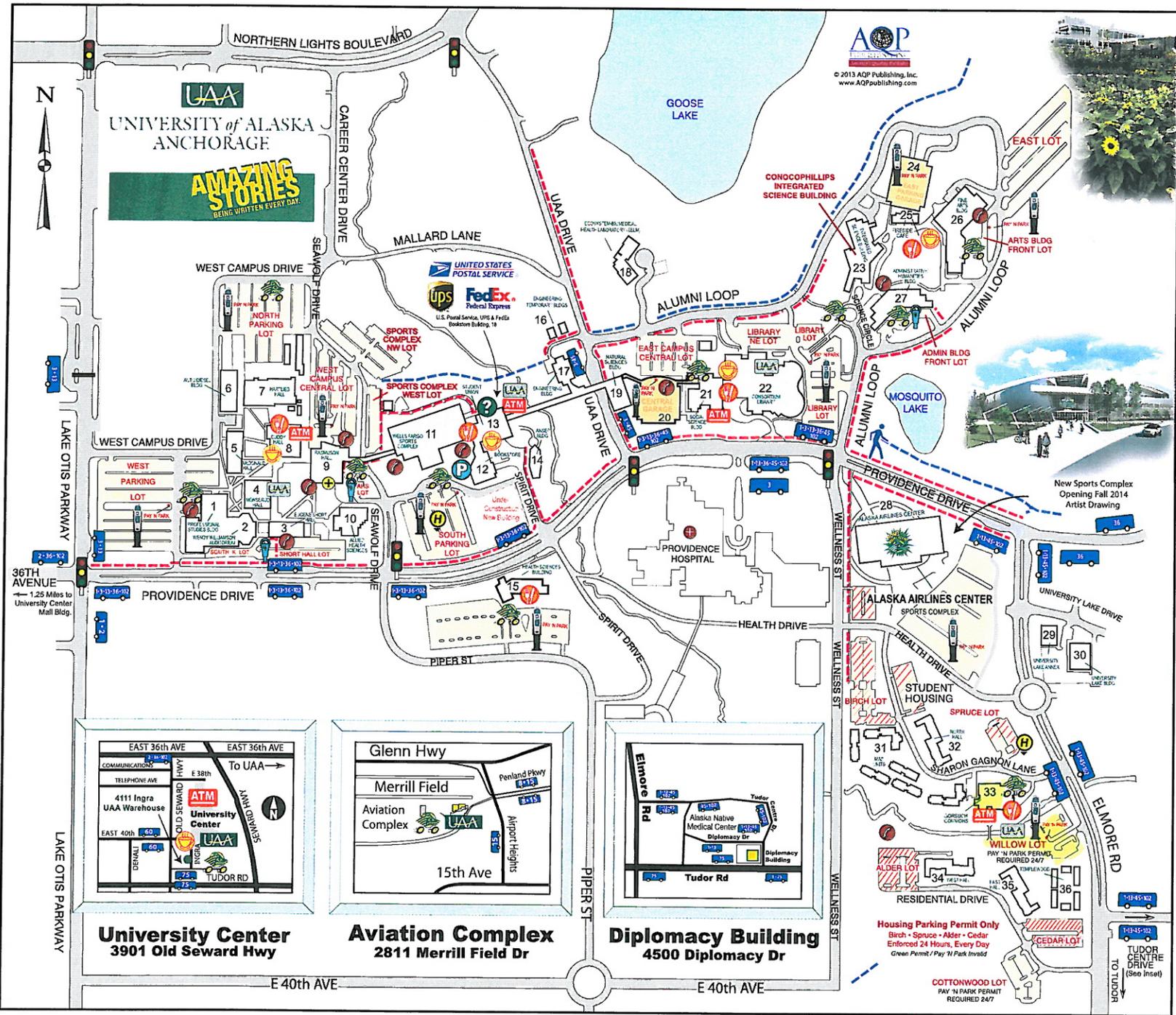
Anchorage, Alaska

1:00 p.m. – 4:00 p.m.

1. UA-Alignment with 54 (incl. MEHS) school districts.
  - Draft universal agreement for a dual credit agreement between UA and all Local Education Agencies (LEAs), school districts, and next steps, e.g., review by LEAs and universities?
  - College and career ready and the postsecondary enrollment rate.
2. Recruitment and retention of teachers for rural Alaska.
3. Teacher preparation & induction into the profession to create excellence in the classroom.
  - Teacher pre-service in the summer (K-12 provide summer school students and UA have interns/student teachers work with students then).
  - Alignment of teacher preparation to what is needed once one enters the teaching profession; new standards, new assessment & use of data, understanding of teacher evaluation, and incorporation of scientific research practices (ex. reading instruction).
  - How can mentoring assist in making induction into the teaching profession meaningful and successful.

Briefing Sheets (will be provided to board when at or prior to meeting):

- A. Common developmental education and general education math and English placement and tools at UA by fall 2016.
- B. Impact of HB278, specifically the TVEP program, on dual credit.



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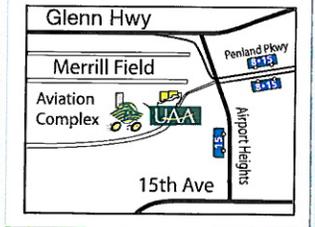
UAA LEGEND			
	Information		Coffee Kiosk
	Parking Services		Dining
	Housing Parking		Seawolf Shuttle Stops
	Pay 'N Park		People Mover Stops
	Metered/Visitor Parking		WOLFcard Kiosk
	Emergency Phone		ATM
	Bike Route		Student Health Center
	Multi-Use Trail		Hertz on Demand

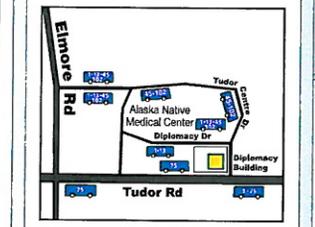
- 1 ..... Professional Studies Building (PSB)
- 2 ..... Wendy Williamson Auditorium (WWA)
- 3 ..... Eugene F Short Hall (ESH)
- 4 ..... Sally Monsrud Hall (SMH and LRC)
- 5 ..... Beatrice G McDonald Hall (BMH) (Reopening 2015)
- 6 ..... AutoChemical Technology Building (ADT)
- 7 ..... Gordon W Hartleb Hall (GHH)
- 8 ..... Lucy Cuddy Hall (LUDY)
- 9 ..... Edward & Cathryn Rasmussen Hall (RH)
- 10 ..... Allied Health Sciences Building (AHS)
- 11 ..... Wells Fargo Sports Complex (WFSC)
- 12 ..... Bookstore (BKs) and Copy Center
- 13 ..... Student Union (SU)
- 14 ..... ANSEP Building
- 15 ..... Health Sciences Building (HSB)
- 16 ..... Engineering Temporary Buildings
- 17 ..... Engineering Building (ENGR)
- 18 ..... Ecosystem-Biomedical Health Laboratory (EBL)
- 19 ..... Natural Sciences Building (NSB)
- 20 ..... Central Parking Garage
- 21 ..... Social Science Building (SSB)
- 22 ..... UAA/APU Consortium Library (LIB)
- 23 ..... ConocoPhillips Integrated Science Building (CPISB)
- 24 ..... East Parking Garage (CPISSB Parking Garage)
- 25 ..... Fireside Cafe
- 26 ..... Fine Arts Building (ARTS)
- 27 ..... Administrative/Humanities Building (ADM)
- 28 ..... Alaska Airlines Center
- 29 ..... University Lake Annex Building
- 30 ..... University Lake Building (ULB)
- 31 ..... MFC Units
- 32 ..... North Hall (NORTH)
- 33 ..... Gorsuch Commons (CMMS)
- 34 ..... West Hall (WESTH)
- 35 ..... East Hall (EASTH)
- 36 ..... Templewood



**University Center**  
 3901 Old Seward Hwy



**Aviation Complex**  
 2811 Merrill Field Dr



**Diplomacy Building**  
 4500 Diplomacy Dr

**Housing Parking Permit Only**  
 Birch - Spruce - Alder - Cedar  
 Enforced 24 Hours, Every Day  
 Green Permit / Pay 'N Park Invalid

**COTTONWOOD LOT**  
 PAY 'N PARK PERMIT  
 REQUIRED 24/7



State Board of Education & Early Development  
June 5 & 6, 2014  
Anchorage School District  
5530 E. Northern Lights Blvd.  
Anchorage, AK

**Unapproved Agenda**

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

**Thursday, June 5, 2014**

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8:00 AM Call to Order & Roll Call.....Jim Merriner, Chair  
Pledge of Allegiance .....Jim Merriner, Chair  
Approval of Agenda for June 5, 2014.....Jim Merriner, Chair  
Disclosures of potential conflicts of interest .....Jim Merriner, Chair  
Presentation for Carly Williams.....Jim Merriner, Chair

8:15 AM Public Comment .....Jim Merriner, 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 1-855-463-5009 if you are outside of Juneau. For participation from Juneau, call 463-5009.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 8:00 a.m. on June 5, and 8:30 a.m. on June 6 (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 can also be made by visiting your local Legislative Information Office (LIO). The following LIO's will participate: Anchorage, Barrow, Cordova, Bethel, 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.



6B. Administrator -Type B.....Dr. Susan McCauley, Director  
.....Sondra Meredith, Education Administrator

2:45 PM      BREAK

3:00 PM      7. Executive Session for Commissioner Evaluation.....Jim Merriner, Chair

4:00 PM      RECESS

State Board of Education & Early Development  
June 5 & 6, 2014  
Anchorage School District  
5530 E. Northern Lights Blvd.  
Anchorage, AK

**Unapproved Agenda**

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

**Friday, June 6, 2014**

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- 8:30 AM Call to Order and Roll Call.....Jim Merriner, Chair  
Approval of Agenda for June 6, 2014.....Jim Merriner, Chair  
Disclosures of potential conflicts of interest .....Jim Merriner, Chair

***Business Meeting***

***Other Business***

- 8:35 AM 8. Election of Officers.....Jim Merriner, Chair
- 8:45 AM 9. Selection of meeting dates and locations for 2013-2014  
.....Jim Merriner, Chair
- Regulations
- 9:00 AM 10. Regulations to go out for public comment.....Commissioner Hanley
- 10A. Statewide Assessment System  
.....Commissioner Hanley  
.....Erik McCormick, Director
- 10B. Funding for Internet Services.....Commissioner Hanley  
.....Linda Thibodeau, Director

10C. Challenging Courses.....Commissioner Hanley  
.....Marcy Herman, Legislative Liaison

9:30 AM 11. Regulations to Adopt.....Commissioner Hanley  
11A. School Accountability.....  
.....Sondra Meredith, Education Administrator  
11B. Administrator - Type B.....  
.....Sondra Meredith, Education Administrator

9:45 AM BREAK

### *Standing Reports*

10:00 AM 12. Teaching & Learning Support Report.....Commissioner Hanley  
.....Sondra Meredith, Education Administrator

10:30 AM 13. Assessment, Accountability & Information Management Report  
.....Commissioner Hanley  
.....Erik McCormick, Director

10:50 AM 14. Budget/Legislation Report.....Commissioner Hanley  
.....Marcy Herman, Legislative Liaison  
.....Heidi Teshner, Director

11:50 AM 15. Rural Education Report.....Commissioner Hanley  
.....Chris Simon, Rural Coordinator

12:05 PM LUNCH

12:45 PM 16. Mt. Edgecumbe High School Report.....Commissioner Hanley  
.....Randy Hawk, Director

1:00 PM 17. Libraries, Archives & Museums Report.....Commissioner Hanley  
.....Linda Thibodeau, Director

1:20 PM 18. Attorney General's Report .....Commissioner Hanley  
.....Rebecca Hattan, Assistant Attorney General

1:30 PM 19. Commissioner's Report.....Commissioner Hanley

1:45 PM 20. Consent Agenda .....Jim Merriner, Chair

- 20A. Approve minutes of March 13-14, 2014, meeting
- 20B. Approve minutes of April 23, 2014, video/teleconference
- 20C. Approve the Major Maintenance Grant Fund List

1:50 PM Board Comments

2:00 PM ADJOURN

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 1**

◆ **ISSUE**

The board will be briefed on Alaska's school construction, major maintenance, and preventive maintenance statutory programs.

◆ **BACKGROUND**

- The Department of Education & Early Development, through the Division of School Finance and Facilities, implements school construction and major maintenance programs for Alaska schools in accordance with Alaska statute. School facility programs are provided for in Alaska statute at Chapter 11- Construction, Rehabilitation, and Improvement of Schools and Education Related Facilities. In Chapter 11 from Section 14.11.005 through Section 14.11.135 the facility programs are defined.
- Alaska provides capital project funding for schools and education-related facilities through the state's grant program and debt program.
  - The grant program for major maintenance and construction is provided for at AS 14.11.005 and AS 14.11.007.
  - The debt program for major maintenance and construction is provided for at AS 14.11.100.
- The state also requires districts to maintain a preventive maintenance program in order to be eligible to participate in the grant and debt capital funding programs.
  - The preventive maintenance program is provided for at AS 14.11.011(b)(2).
- The school facilities programs are governed by Alaska statute. The application process and other procedures or regulations are based on statutory requirements.
- Behind this cover memo are the statutory requirements for the school facility programs.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board on the school facility programs.

◆ **OPTIONS**

This is an information item. No action is necessary.

**Alaska Statute 14.11 CONSTRUCTION, REHABILITATION, AND IMPROVEMENT  
OF SCHOOLS AND EDUCATION-RELATED FACILITIES**

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This is a copy of Alaska Statutes for School Facilities; the department has made some deletions in this handout for clarity. Portions of AS 14.11.100 from prior-year programs have been removed for ease of use. Deletions of nominal footnotes or other items may have been deleted from the statutes in this handout for ease of use. The original statutes are available on line.

**Sec. 14.11.005. School construction grant fund.** There is created a school construction grant fund as an account in the general fund. The fund shall be used to make grants for the costs of school construction. Legislative appropriations for school construction shall be deposited in the fund, and the proceeds from the sale of general obligation bonds for school construction may be deposited in the fund.

**Sec. 14.11.007. Major maintenance grant fund.** There is created a major maintenance grant fund as an account in the general fund. The fund shall be used to make grants for the costs of school major maintenance. Legislative appropriations for school major maintenance shall be deposited in the fund.

**Sec. 14.11.008. School district participation in grant program.** (a) In order to receive a grant under this chapter or an appropriation under AS 37.05.560, a district must provide a percentage share of the project cost, as determined under (b) or (c) of this section. A district shall provide the required participating share within three years after the date that the appropriation bill funding the grant is passed by the legislature.

(b) The required participating share for a municipal school district is based on the district's full value per average daily membership (ADM), which is calculated by dividing the full and true value of the taxable real and personal property in the district, calculated as described in AS 14.17.510, by the district ADM as defined in AS 14.17.990, for the same fiscal year for which the valuation was made. The municipal district's full value per ADM determines the district's required participating share, as follows:

Full Value Per ADM District Participating Share

\$1 - \$150,000 5 percent  
150,001 - 275,000 10 percent  
275,001 - 500,000 20 percent  
500,001 - 800,000 30 percent  
over 800,000 35 percent.

(c) The required participating share for a regional educational attendance area is two percent. The participating share for any district may be satisfied by money from federal, local, or other sources, or with locally contributed labor, material, or equipment.

(d) If a district with full value per ADM of \$200,000 or less can demonstrate in writing that it is unable to provide the required participating share or that the participating share required under this section will jeopardize receipt of federal assistance, the commissioner may waive all or a portion of the required participating share.

(e) State funds provided under this chapter may not be a source of the participating share required under (b) or (c) of this section.

(f) *[Repealed, Sec. 11 ch 3 SSSLA 2002].*

**Alaska Statute 14.11 CONSTRUCTION, REHABILITATION, AND IMPROVEMENT  
OF SCHOOLS AND EDUCATION-RELATED FACILITIES**

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*Sec. 14.11.010. Recommendations and evaluations of projects. [Repealed, Sec. 15 ch 5 SLA 1990].* Repealed or Renumbered

**Sec. 14.11.011. Grant applications.** (a) A municipality that is a school district or a regional educational attendance area may submit a request to the department for a grant under this chapter.

(b) For a municipality that is a school district or a regional educational attendance area to be eligible for a grant under this chapter, the district shall submit

(1) a six-year capital improvement plan that includes a description of the district's fixed asset inventory system and preventive maintenance program no later than September 1 of the fiscal year before the fiscal year for which the request is made; the six-year plan must contain for each proposed project a detailed scope of work, a project budget, and documentation of conditions justifying the project;

(2) evidence that the district has secured and will maintain adequate property loss insurance for the replacement cost of all facilities for which state funds are available under AS 14.11.005 or 14.11.007 or has a program of insurance acceptable to the department;

(3) evidence acceptable to the department that the proposed project should be a capital improvement project and not part of a preventive maintenance program or regular custodial care program; and

(4) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that

(i) includes a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees;

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately adhering to the preventive maintenance plan.

**Sec. 14.11.013. Department review of grant applications.** (a) With regard to projects for which grants are requested under AS 14.11.011, the department shall

(1) annually review the six-year plans submitted by each district under AS 14.11.011(b) and recommend to the board a revised and updated six-year capital improvement project grant schedule that serves the best interests of the state and each district; in recommending projects for this schedule, the department shall verify that each proposed project meets the criteria established under AS 14.11.014(b) and qualifies as a project required to

(A) avert imminent danger or correct life-threatening situations;

(B) house students who would otherwise be unhoused; for purposes of this subparagraph, students are considered unhoused if the students attend school in temporary facilities;

(C) protect the structure of existing school facilities;

(D) correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program;

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- (E) achieve an operating cost savings;
- (F) modify or rehabilitate facilities for the purpose of improving the instructional program;
- (G) meet an educational need not specified in (A) - (F) of this paragraph, identified by the department;
  - (2) prepare an estimate of the amount of money needed to finance each project;
  - (3) provide to the governor, by November 1, and to the legislature within the first 10 days of each regular legislative session, a revised and updated six-year capital improvement project grant schedule, together with a proposed schedule of appropriations.
- (b) In preparing the construction grant schedule, the department shall establish priorities among projects for which grants are requested and shall award school construction grants in the order of priority established. In establishing priorities the department shall evaluate at least the following factors, without establishing an absolute priority for any one factor:
  - (1) emergency requirements;
  - (2) priorities assigned by the district to the projects requested;
  - (3) new local elementary and secondary programs;
  - (4) existing regional, community, and school facilities, and their condition; this paragraph does not include administrative facilities;
  - (5) the amount of district operating funds expended for maintenance; and
  - (6) other options that would reduce or eliminate the need for the request.
- (c) The department may
  - (1) modify a project request when necessary to achieve cost-effective school construction;
  - (2) require that a school construction project be phased for purposes of planning, design, and construction; and
  - (3) reject project requests and omit them from the six-year schedule due to
    - (A) incomplete information or documentation provided by the district;
    - (B) a determination by the department that existing facilities can adequately serve the program requirements, or that alternative projects are in the best interests of the state;
    - (C) a determination that the project is not in the best interest of the state.
- (d) The department shall reduce a project budget by the cost of those portions of a project design that the department determines (1) are for construction of student residential space, planetariums, hockey rinks, saunas, and other facilities for single purpose sporting or recreational uses that are not suitable for other activities; or (2) do not meet the criteria developed under AS 14.11.014(b) that are applicable to the project. This subsection does not apply to funding for swimming pools that meet criteria established by the department.
- (e) By November 5, the department shall provide public notice of the grant applications submitted under (a) of this section and the priorities established under (b) of this section. After public notice has been given, the department shall, not later than December 1, hold a public hearing on the priorities established under (b) of this section. In this subsection, "public notice" means notice published in a newspaper of general circulation and notice to every person who has requested notice about the grant application program from the department.

**Sec. 14.11.014. Bond reimbursement and grant review committee.** (a) The commissioner shall establish a bond reimbursement and grant review committee for the purpose described in (b) of this section. In making selections to the committee, the commissioner shall seek to maintain a regional statewide balance on the committee. The committee shall consist of the

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commissioner or the commissioner's designee, two members of the legislature selected by the presiding officers of the house and senate, and six other people selected by the commissioner as follows:

- (1) two persons shall have professional degrees and experience in school construction;
- (2) two persons shall have experience in urban or rural school facilities management;
- (3) two persons shall represent the public.

(b) The committee shall

(1) review the department's priorities among projects for which school construction grants are requested;

(2) make recommendations to the board concerning school construction grants and make recommendations to the commissioner concerning projects for which bond reimbursement is requested;

(3) develop criteria for construction of schools in the state; criteria developed under this paragraph must include requirements intended to achieve cost effective school construction;

(4) analyze existing prototypical designs for school construction projects;

(5) establish a form for grant applications;

(6) establish a method of ranking grant projects;

(7) recommend to the board necessary changes to the approval process for school construction grants and for projects for which bond reimbursement is requested;

(8) set standards for energy efficiency for school construction and major maintenance to provide energy efficiency benefits for all school locations in the state and that address energy efficiency in design and energy systems that minimize long-term energy and operating costs.

(c) Members of the committee serve without compensation, but members who are not representing the department are entitled to per diem and travel expenses authorized for boards and commissions under AS 39.20.180.

**Sec. 14.11.015. Approval of grant applications.** (a) The board shall review grant applications that have been recommended by the department under AS 14.11.013, and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1) and 14.11.014. The department may not award a grant unless the grant application is approved by the board.

(b) To the extent that money is available in the appropriate fund, the department shall award grants approved under (a) of this section in the order of the projects' priority on the date the appropriation bill funding the appropriate grant fund is passed by the legislature, regardless of any appeal pending under AS 14.11.016. Appeals pending under AS 14.11.016 at the time that grants are awarded may not delay the funding of grants awarded under this section.

(c) If a project is assigned a new priority ranking under AS 14.11.016 after the date of passage by the legislature of the appropriation bill for the appropriate grant fund, the project must be funded from the appropriate fund in accordance with the new priority ranking at the next time that grants are awarded.

**Sec. 14.11.016. Administrative and judicial review.** (a) A district may request reconsideration of a decision of the department assigning a priority to the district's project, establishing the scope of the project, or establishing the budget for the project. The request must be in writing and must include a statement of the specific changes desired, and a summary of the evidence supporting the district's claim that the department has erred in its review of the district's

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grant application. A request for reconsideration must be received by the department by the day of the public hearing held under AS 14.11.013(e). The department shall review its decision on the basis of the request by the district and determine whether its decision should be changed. The department shall issue its determination in writing within 15 days after the last day of the public hearing held under AS 14.11.013(e).

(b) A district may appeal an adverse decision of the department under (a) of this section by filing a written notice of appeal with the commissioner within 15 days after the date of the department's decision. The notice of appeal must state the legal and factual basis for the appeal and the precise relief sought. The failure of the district to include an issue in a notice of appeal constitutes a waiver of the right to have the issue considered. Not later than 10 days after receipt by the commissioner of a notice of appeal, the chief administrative law judge of the office of administrative hearings (AS 44.64.010) shall appoint an administrative law judge who is qualified under AS 44.62.350(c) to serve as hearing officer and consider the appeal. If the hearing officer finds that the notice of appeal does not raise a reasonable issue of fact or law, the hearing officer shall issue a written decision denying the appeal. Denial of an appeal by hearing officer is a final decision that may be appealed under (d) of this section. If the hearing officer finds that the notice of appeal raises a reasonable issue of fact or law, the hearing officer shall conduct a hearing on those issues and recommend a decision to the board. The hearing officer shall issue a decision on the appeal not later than 60 days after being appointed. The board shall consider the recommended decision of the hearing officer at its next regularly scheduled meeting and may adopt all, part, or none of the recommended decision or may remand the issue to the hearing officer for further hearings. The board shall issue its decision in writing within 10 days after consideration of the hearing officer's decision.

(c) The hearing officer may consolidate appeals under (b) of this section, if the notices of appeal raise related issues of fact or law.

(d) A district may appeal an adverse decision of a hearing officer or the board under (b) of this section to the superior court in the manner provided by AS 44.62.560 - 44.62.570.

(e) The board shall adopt regulations governing procedures for the reconsideration and appeal of decisions under this section. The regulations adopted under this subsection are not required to conform to AS 44.62.330 - 44.62.630, but shall be consistent with minimum standards of due process.

(f) A district may not request reconsideration of or appeal a priority determination on the grounds that a revised priority assigned to another project, due to a reconsideration or appeal under this section, has resulted in a lower priority being accorded to the district's project.

**Sec. 14.11.017. Grant conditions.** (a) The department shall require in the grant agreement that a municipality that is a school district or a regional educational attendance area

(1) agree to construction of a facility of appropriate size and use that meets criteria adopted by the department if the grant is for school construction;

(2) provide reasonable assurance by a means acceptable to the department, that the cost of the project will be uniform with the costs of the most current construction or major maintenance projects, as appropriate, in the area;

(3) agree to limit equipment purchases to that required for the approved project plan submitted under (5) of this subsection and account for all equipment purchased for the project under a fixed asset inventory system approved by the department;

(4) submit project budgets for department approval and agree that the grant amount may, at

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the discretion of the department, be reduced or increased by amounts equal to the amounts by which contracts vary from the budget amounts approved by the department; and

(5) submit to the department for approval, before award of the contract, a plan for the project that includes educational specifications, final drawings, and contract documents.

(b) The cost of any school construction or major maintenance activity encompassed by the definition of "costs of school construction" under AS 14.11.135 is payable under a grant awarded from the appropriate fund under AS 14.11.015 without regard to whether the costs were incurred before the

(1) award of the grant;

(2) approval of the grant application by the board; or

(3) effective date of an appropriation to the appropriate grant fund for the year in which the grant is funded.

(c) The department, by regulation, may establish the time period in which activities described in (b) of this section must have occurred in order to be paid under a grant.

**Sec. 14.11.019. Grant appropriations.** Within the appropriation bill authorizing capital expenditures submitted to the legislature under AS 37.07.020(a)(3), the governor shall include an appropriation for grants in the succeeding fiscal year as determined by the six-year capital improvement project grant schedule prepared under AS 14.11.013.

**Sec. 14.11.020. Assumption of responsibilities.** (a) The assembly or council of a municipality that is a school district or a regional school board may, by resolution or majority vote of the body, assume the responsibilities relating to the planning, design, and construction of a school or an education-related facility located within the boundaries or operating area of the municipality or regional educational attendance area. After receipt of a request by an assembly or council under this subsection, the department shall provide for the assumption of the responsibilities requested. After receipt of a request by a regional school board under this subsection, the department may provide for the assumption of the responsibilities requested.

(b) If a municipality that is a school district or a regional educational attendance area assumes the responsibilities under this section, the department shall grant to the municipality or regional educational attendance area money appropriated for the school or education-related facility. The department may transfer the appropriations to a special construction account in the state treasury. Under the fiscal control of the department, a municipality or regional educational attendance area that assumes responsibilities for the project as provided in this section may draw on the account for costs of the project.

(c) The construction management costs of a project assumed under this section may not exceed four percent of the amount of appropriations for the facility if the amount of appropriations is \$500,000 or less. The construction management costs of a project assumed under this section may not exceed three percent of the amount of appropriations for the facility if the amount of appropriations is over \$500,000 but less than \$5,000,000. The construction management costs of a project assumed under this section may not exceed two percent of the amount of appropriations for the facility if the amount of appropriations is \$5,000,000 or more. For purposes of this subsection "construction management" means management of the project's schedule, quality, and budget during any phase of the planning, design, and construction of the facility by a private contractor engaged by the municipality or regional educational attendance area.

(d) The commissioner shall adopt necessary regulations implementing this section, and setting

**Alaska Statute 14.11 CONSTRUCTION, REHABILITATION, AND IMPROVEMENT  
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out the requirements for agreements between the department and a municipality or regional educational attendance area relating to the assumption by the municipality or regional educational attendance area of responsibilities for the planning, design, and construction of a project.

**Sec. 14.11.025. State aid for school construction in regional educational attendance areas and small municipal school districts.** (a) In addition to other appropriations and funding sources, the department may provide grant funding from the fund established under AS 14.11.030 to a school district that is a regional educational attendance area or a small municipal school district.

(b) The amount of money available each fiscal year for expenditure under (a) of this section shall be the annual debt service on debt incurred under AS 14.11.100(a) divided by the percentage of all schools that are located in a city or borough school district that is not a small municipal school district, the quotient of which is to be multiplied by .244.

(c) In this section, "small municipal school district" means a city or borough school district in the state that has an ADM of not more than 300 and in which the district's full value per ADM is not more than \$500,000. In this subsection, the district's full value per ADM is determined by dividing the full and true value of the taxable real and personal property in the district, calculated as described in AS 14.17.510, by the district ADM, as defined in AS 14.17.990, for the same fiscal year for which the valuation was made.

**Sec. 14.11.030. Regional educational attendance area and small municipal school district school fund.** (a) The regional educational attendance area and small municipal school district school fund is created as an account in the general fund to be used, in addition to other funding sources, to fund projects approved under AS 14.11.025 for the costs of school construction in regional educational attendance areas and small municipal school districts.

(b) Legislative appropriations, including appropriations of interest earned on the fund, shall be deposited in the fund established under this section. The fund balance may not exceed \$70,000,000.

(c) Money appropriated to the fund does not lapse except to the extent money in the fund exceeds the maximum fund balance specified in (b) of this section.

(d) In this section, "small municipal school district" has the meaning given in AS 14.11.025.

**Sec. 14.11.035. Report on school construction and major maintenance funding.** Beginning in February 2013, the department shall provide to the governor and the legislature an annual report on the effectiveness of the school construction and major maintenance grants, state aid for school construction in regional educational attendance areas, and state aid for costs of school construction debt under this chapter. The report must include an analysis of funding sources and the short-term and long-term fiscal effects of the funding on the state. Copies of the report shall be made available to the public and to the legislature.

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**Sec. 14.11.100. State aid for costs of school construction debt.** (a) During each fiscal year, the state shall allocate to a municipality that is a school district the following sums:

(16) subject to (h), (i), and (j)(2) - (5) of this section, and after projects funded by the tax exempt bonds, notes, or other indebtedness have been approved by the commissioner, 70 percent of payments made by a municipality during the fiscal year for the retirement of principal and interest on outstanding tax exempt bonds, notes, or other indebtedness authorized by the qualified voters of the municipality on or after October 1, 2006, to pay costs of school construction, additions to schools, and major rehabilitation projects and education-related facilities that exceed \$200,000, are approved under AS 14.07.020(a)(11), and are not reimbursed under (o) of this section;

(17) subject to (h), (i), and (j)(2), (3), and (5) of this section, 60 percent of payments made by a municipality during the fiscal year for the retirement of principal and interest on outstanding tax exempt bonds, notes, or other indebtedness authorized by the qualified voters of the municipality on or after October 1, 2006, to pay costs of school construction, additions to schools, and major rehabilitation projects and education-related facilities that exceed \$200,000, are reviewed under AS 14.07.020(a)(11), and are not reimbursed under (o) of this section.

(b) The commissioner shall administer the program of reimbursement authorized under this section and shall provide by regulation for the filing of applications for reimbursement, the form of proof of costs for which application for reimbursement is made, and other regulations necessary to administer the program. An amount due a municipality for reimbursement under this section may not be reduced by the cost to the department to administer the reimbursement program. The commissioner shall exclude from the total school construction cost of the local district all state and federal funds included in these costs except funds provided under this section and AS 43.50.140.

(c) The school construction account is established. Funds to carry out the provisions of this section shall be included within the appropriation bill authorizing capital expenditures submitted to the legislature under AS 37.07.020(a)(3) and may be appropriated annually by the legislature to the account. If amounts in the account are insufficient for the purpose of providing the share to which a borough or city is entitled under this section, those funds that are available shall be distributed pro rata among the eligible municipalities, except that the legislature may direct that additional debt service on refunding bonds that exceeds the total debt service on the refunded bonds be disregarded in whole or in part.

(d) Money in the school construction account that at the end of the fiscal year for which the money is appropriated, exceeds the amount required for the allocations authorized in this section reverts to the general fund.

(e) The commissioner shall annually prepare a report on allocations of state aid made under this section, including but not limited to the amount of state aid paid on a per capita and per student basis and the resultant effect on the rate of levy of taxes by the municipality for educational purposes. The commissioner shall notify the legislature that the report is available.

(f) *[Repealed, Sec. 17 ch 147 SLA 1978].*

(g) *[Repealed, Sec. 47 ch 6 SLA 1984].*

(h) An allocation under (a)(4), (5), (6), (7), (8), (9), or (10) of this section for school construction begun after July 1, 1982, shall be reduced by the amount of money used for the construction of

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residential space, hockey rinks, planetariums, saunas, and other facilities for single purpose sporting or recreational uses that are not suitable for other activities and by the money used for construction that exceeds the amount needed for construction of a facility of efficient design as determined by the department. An allocation under (a)(4), (5), (6), (7), (8), (9), or (10) of this section may not be reduced by the amount of money used for construction of a small swimming pool, tank, or water storage facility used for water sports. However, an allocation shall be reduced by the difference between the amount of money used to construct a swimming pool that exceeds the standards adopted by the department and the amount of money that would have been used to construct a small swimming pool, tank, or water storage facility, as determined by the commissioner.

(i) For the purposes of (a)(4) - (10) of this section,

(1) an indebtedness for bonds is incurred after the bonds are sold;

(2) reimbursement for a cash payment may only be made after the payment is made to a vendor; and

(3) payments may not be made for costs that are incurred under a contract after the contract has been released.

(j) Except as provided in (l) of this section, the state may not allocate money to a municipality for a school construction project under (a)(5), (6), or (7) of this section unless the municipality complies with the requirements of (1) - (5) of this subsection, the project is approved by the commissioner before the local vote on the bond issue for the project or for bonds authorized after March 31, 1990, but on or before April 30, 1993, the bonds are approved by the commissioner before reimbursement by the state, and the local vote occurs before July 1, 1987, or after June 30, 1988. In approving a project under this subsection, and to the extent required under (a)(8) - (17) of this section, the commissioner shall require

(1) the municipality to include on the ballot for the bond issue, for bonds authorized on or before March 31, 1990, or after April 30, 1993, the estimated total cost of each project including estimated total interest, estimated annual operation and maintenance costs, the estimated amounts that will be paid by the state and by the municipality, and the approximate amount that would be due in annual taxes on \$100,000 in assessed value to retire the debt;

(2) that the bonds may not be refunded unless the annual debt service on the refunding issue is not greater than the annual debt service on the original issue;

(3) that the bonds must be repaid in approximately equal annual principal payments or approximately equal debt service payments over a period of at least 10 years;

(4) the municipality to demonstrate need for the project by establishing that the school district has

(A) projected long-term student enrollment that indicates the district has inadequate facilities to meet present or projected enrollment;

(B) facilities that require repair or replacement in order to meet health and safety laws or regulations or building codes;

(C) demonstrated that the project will result in a reduction in annual operating costs that economically justifies the cost of the project; or

(D) facilities that require modification or rehabilitation for the purpose of improving the instructional program;

(5) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that

(i) includes a computerized maintenance management program, cardex system, or

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other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees; and

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately following the preventive maintenance plan.

(k) *[Repealed, Sec. 7 ch 115 SLA 2002]*.

(r) In this section, "outstanding bonds, notes, or other indebtedness" includes bonds issued to refund bonds, notes, or other indebtedness issued to pay costs of school construction or to refund bonds. Refunded bonds, notes, or other indebtedness are not considered outstanding.

**Sec. 14.11.102. Allocation requests.** (a) A request for an allocation of funds under AS 14.11.100 must be submitted to the department by the school district not later than October 15 of the fiscal year before the fiscal year for which the request is made.

(b) The department shall evaluate projects for which retirement of school construction debt is requested. In evaluating projects for bond reimbursement as required under this section, the department shall evaluate all of the following factors, without establishing an absolute priority for any one factor:

(1) emergency requirements;

(2) priorities assigned by the district to the projects requested;

(3) new local elementary and secondary facilities;

(4) existing regional, community, and school facilities, and their condition; this paragraph does not include administrative facilities;

(5) the amount of district operating funds expended for maintenance; and

(6) other program options for accomplishing the project's objectives.

**Sec. 14.11.105. - 14.11.120. Public school facilities construction advance account. *[Repealed, Sec. 15 ch 5 SLA 1990]*.** Repealed or Renumbered

**Article 02. CHARTER SCHOOL FACILITIES Sec. 14.11.121. Supplemental charter school facilities construction, lease, and major maintenance grant program.** (a) The department shall establish a charter school facilities construction, lease, and major maintenance grant program that supplements grant aid otherwise available under this chapter and that is based on a per pupil funding formula.

(b) The department shall apply for available federal funding and award federal funding made available under the grant program established under (a) of this section for not more than five years for approved projects for charter school facilities construction, lease, or major maintenance as follows:

(1) 90 percent of the allowable costs for the first fiscal year for the approved project;

(2) 80 percent of the allowable costs for the second fiscal year for the approved project;

(3) 60 percent of the allowable costs for the third fiscal year for the approved project;

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(4) 40 percent of the allowable costs for the fourth fiscal year for the approved project; and

(5) 20 percent of the allowable costs for the fifth fiscal year for the approved project.

(c) The grant program established in this section is subject to legislative appropriation and available funding and must be consistent with applicable federal and state requirements.

(d) A school district or regional educational attendance area that submits an application for a proposed project under AS 14.11.011 for funding under this section that is approved for funding by the department shall provide a participating share that is equal to the difference between the allowable costs of a project and the combined available federal funding and the state aid provided under AS 14.11.126. Allowable costs for a project approved under this section shall be based on the adjusted student count for a charter school calculated under AS 14.17.450(a) and (c), as determined by the commissioner.

***Sec. 14.11.125. Public school facilities construction advance account. [Repealed, Sec. 15 ch 5 SLA 1990].*** Repealed or Renumbered

**Sec. 14.11.126. State aid for costs of charter school facilities construction, lease, and major maintenance.** During each fiscal year, the state shall allocate to a school district and regional educational attendance area that is approved for a charter school facilities construction, lease, or major maintenance grant under AS 14.11.121 an amount that is not less than \$1 for each pupil enrolled in the charter school.

**Article 03. GENERAL PROVISIONS Sec. 14.11.130. Construction of chapter.** This chapter may not be construed to prevent a municipality that is a school district or a regional educational attendance area from using other revenue to include additional or expanded facilities as part of approved school construction projects.

**Sec. 14.11.132. Regulations.** The department shall adopt regulations to carry out the purposes of this chapter.

**Sec. 14.11.135. Definitions.** In this chapter, unless the context requires otherwise,

(1) "approved school construction project" means the plan for a new school or an addition to or major rehabilitation of an existing school to the extent that the plan has been approved by the commissioner under AS 14.07.020(a)(11);

(2) "capital improvement project" or "project" means school construction or major maintenance;

(3) "costs of school construction" means the cost of acquiring, constructing, enlarging, repairing, remodeling, equipping, or furnishing of public elementary and secondary schools that are owned or operated by the state, a municipality, or a district and includes the sum total of all costs of financing and carrying out the project; these include the costs of all necessary studies, surveys, plans and specifications, architectural, engineering, or other special services, acquisition of real property, site preparation and development, purchase, construction, reconstruction, and improvement of real property and the acquisition of machinery and equipment that may be necessary in connection with the project; an allocable portion of the administrative and operating expenses of the grantee; the cost of financing the project, including interest on bonds issued to finance the project; and the cost of other items, including indemnity and surety bonds and

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premiums on insurance, legal fees, fees and expenses of trustees, depositaries, financial advisors, and paying agents for the bonds issued as the issuer considers necessary;

(4) "district" means the districts described in AS 14.12.010;

(5) "grant" means a grant under this chapter for school construction or for major maintenance;

(6) "major maintenance" means a project described in AS 14.11.013(a)(1)(C), (D), or (E);

(7) "school construction" means a project described in AS 14.11.013(a)(1)(A), (B), (F), or (G).

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 2**

◆ **ISSUE**

The board will be briefed regarding teacher certification, endorsement, and highly qualified status as they relate to recent changes to Praxis II scores.

◆ **BACKGROUND**

- At its March meeting, the board approved changes to regulations regarding the use of Praxis II exams to gain highly qualified status, add endorsements, and qualify for Professional certification.
- These changes were prompted by updates to the exam offerings by the publisher of the Praxis series of exams, Educational Testing Service (ETS), as well as inconsistencies between passing scores used for certification, highly qualified status, and endorsement.
- The board requested additional information regarding the advisability of, and future opportunities for, increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
- Behind this cover memo are: 1) Praxis II Content area exams in Alaska PowerPoint, 2) Alaska Initial and Professional Teacher Certification Requirements, and 3) Praxis II Exams in Alaska.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator for Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

# Praxis II content area exams in Alaska



# Background: Certification Requirements

Initial Teacher Certification Requirements			Professional Certification Requirements
To qualify for year one...	year two...	year three ...	Valid for five years
<p>Individuals holding a valid teaching certificate from another state must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Transcripts showing the completion of at least a bachelor's degree</li> <li>• Valid out-of-state teacher certificate</li> <li>• Fingerprint card</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from a state-approved teacher preparation program</li> <li>• Basic competency exam (i.e. Praxis I)</li> </ul>	<ul style="list-style-type: none"> <li>• Transcripts showing the completion of three semester hours of approved Alaska studied coursework</li> <li>• Transcripts showing the completion of three semester hours of approved Alaska multicultural coursework</li> </ul>	<p>In addition to all of the items listed for the Initial teacher certificate (except the valid out-of-state certificate), an individual must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Fingerprint card or employment verification</li> <li>• Evidence of two years of teaching while holding a valid teaching certificate</li> <li>• Content area exam (i.e. Praxis II)</li> </ul>
<p>Individuals not holding a valid teaching certificate from another state must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Transcripts showing the completion of at least a bachelor's degree</li> <li>• Valid out-of-state teacher certificate</li> <li>• Fingerprint card</li> <li>• Recommendation from a state-approved teacher preparation program</li> <li>• Basic competency exam (i.e. Praxis I)</li> </ul>			

# Background: Praxis II Exams

Adding Endorsements	Highly Qualified Teachers	Professional certification
<p><b>History:</b> Between 1999 and 2001, the State Board of Education, through regulations, established five endorsements areas that could be added to a teacher’s certificate by passing specific Praxis II Exams. Individuals who add an endorsement in this manner must have already completed a teacher preparation program in another content area.</p>	<p><b>History:</b> In 2004, the State Board of Education, through regulations, established passing scores on Praxis II exams that provided teachers with one additional way to gain highly qualified status in the core academic subjects. Highly qualified status <b>is not</b> placed on teachers’ certificates. The Elementary &amp; Secondary Education Act (ESEA) requires teachers to gain highly qualified status in all the core academic subjects they teach.</p>	<p><b>History:</b> In 2005, the State Board of Education, through regulation, instituted a tiered teacher certification structure. In order to gain a second tier certificate (the Professional), an applicant must pass a Praxis II exam using the scores established in 4 AAC 04.210. The regulations does not dictate which Praxis II exam must be passed.</p>
<p><b>Standard Setting Process:</b> Alaska Standard Setting Panel &amp; a multi-state standard setting panel conducted by Educational Testing Service</p>	<p><b>Standard Setting Process:</b> Passing scores were established using one standard deviation from the mean.</p>	<p><b>Standard Setting Process:</b> No standard setting necessary used standards established for highly qualified status.</p>
<p><b>Endorsement Areas:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• General Science</li> <li>• Mathematics</li> <li>• French</li> <li>• German.</li> </ul>	<p><b>Core Academic Subjects:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Reading or Language Arts</li> <li>• Mathematics</li> <li>• Science (Biology, Chemistry, Earth &amp; Space, Physical Science, Physics, General, etc.)</li> <li>• Civics and Government</li> <li>• Economics</li> <li>• Music</li> <li>• Theater</li> <li>• Art</li> <li>• History</li> <li>• Social Studies</li> <li>• Geography</li> <li>• World Languages</li> </ul> <p>Elementary &amp; Middle School grade appropriate core academic content exams are used.</p>	<p><b>Consideration:</b> A Praxis II exam passed for the purpose of qualifying for a Professional certificate does not result in an endorsement on a teaching certificate.</p>
<p><b>Regulation:</b> 4 AAC 12.395 Endorsements</p>	<p><b>Regulation:</b> 4 AAC 04.210 Highly qualified teachers</p>	<p><b>Regulation:</b> 4 AAC 12.305 (b)(2)(B)</p>

# Why were changes necessary?

- ETS was replacing older exams with new versions through a process called regeneration
- Two different passing scores had been established for the same content area exam
- For the purpose of professional certification, non-core subject areas did not have content area exams with passing scores

# Nature of changes

- Technical
  - Using more recent testing data from ETS changed the one standard deviation from the mean on a few of the legacy exams that Alaska is using
  - The legacy exam used for mathematics was a substantial change to the endorsement score
- Substantive
  - New English & mathematic exams are more closely aligned to Alaska's new ELA and mathematics standards

## What informed the changes?

- **Multi-state standard setting studies (MSSS) facilitate by ETS**
- **One standard deviation from the mean based on ETS data**

# Looking to the future

- Regeneration of other exams
- Multi-state standard setting studies
- Additional content exams
  - Chinese
  - American Sign Language
- Adjustment of TEOFLC requirements

# Discussion Questions

- Should a minimum score on a content area exam (i.e. Praxis II) be required for all endorsements? Including administrative and special service providers?
- Should the rigor of legacy content area exams be increased?
- Should all teachers be required to pass an exam to demonstrate proficiency in reading instruction?

# Alaska's Initial and Professional Teacher Certification Requirements

Initial Teacher Certification Requirements			Professional Certification Requirements
To qualify for year one...	year two...	year three ...	Valid for five years
<p>Individuals holding a valid teaching certificate from another state must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Transcripts showing the completion of at least a bachelor's degree</li> <li>• Valid out-of-state teacher certificate</li> <li>• Fingerprint card</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from a state-approved teacher preparation program</li> <li>• Basic competency exam (i.e. Praxis I)</li> </ul>	<ul style="list-style-type: none"> <li>• Transcripts showing the completion of three semester hours of approved Alaska studied coursework</li> <li>• Transcripts showing the completion of three semester hours of approved Alaska multicultural coursework</li> </ul>	<p>In addition to all of the items listed for the Initial teacher certificate (except the valid out-of-state certificate), an individual must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Fingerprint card or employment verification</li> <li>• Evidence of two years of teaching while holding a valid teaching certificate</li> <li>• Content area exam (i.e. Praxis II)</li> </ul>
<p>Individuals not holding a valid teaching certificate from another state must submit the following:</p> <ul style="list-style-type: none"> <li>• Complete application packet &amp; fees</li> <li>• Transcripts showing the completion of at least a bachelor's degree</li> <li>• Valid out-of-state teacher certificate</li> <li>• Fingerprint card</li> <li>• Recommendation from a state-approved teacher preparation program</li> <li>• Basic competency exam (i.e. Praxis I)</li> </ul>			

## Praxis II Exams in Alaska

Adding Endorsements	Highly Qualified Teachers	Professional certification
<p><b>History:</b> Between 1999 and 2001, the State Board of Education, through regulations, established five endorsements areas that could be added to a teacher’s certificate by passing specific Praxis II Exams. Individuals who add an endorsement in this manner must have already completed a teacher preparation program in another content area.</p>	<p><b>History:</b> In 2004, the State Board of Education, through regulations, established passing scores on Praxis II exams that provided teachers with one additional way to gain highly qualified status in the core academic subjects. Highly qualified status <b>is not</b> placed on teachers’ certificates. The Elementary &amp; Secondary Education Act (ESEA) requires teachers to gain highly qualified status in all the core academic subjects they teach.</p>	<p><b>History:</b> In 2005, the State Board of Education, through regulation, instituted a tiered teacher certification structure. In order to gain a second tier certificate (the Professional), an applicant must pass a Praxis II exam using the scores established in 4 AAC 04.210. The regulations does not dictate which Praxis II exam must be passed.</p>
<p><b>Standard Setting Process:</b> Alaska Standard Setting Panel &amp; a multi-state standard setting panel conducted by Educational Testing Service</p>	<p><b>Standard Setting Process:</b> Passing scores were established using one standard deviation from the mean.</p>	<p><b>Standard Setting Process:</b> No standard setting necessary used standards established for highly qualified status.</p>
<p><b>Endorsement Areas:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• General Science</li> <li>• Mathematics</li> <li>• French</li> <li>• German.</li> </ul>	<p><b>Core Academic Subjects:</b></p> <ul style="list-style-type: none"> <li>• English</li> <li>• Reading or Language Arts</li> <li>• Mathematics</li> <li>• Science (Biology, Chemistry, Earth &amp; Space, Physical Science, Physics, General, etc.)</li> <li>• Civics and Government</li> <li>• Economics</li> <li>• Music</li> <li>• Theater</li> <li>• Art</li> <li>• History</li> <li>• Social Studies</li> <li>• Geography</li> <li>• World Languages</li> </ul> <p>Elementary &amp; Middle School grade appropriate core academic content exams are used.</p>	<p><b>Consideration:</b> Most Praxis II exam passed for the purpose of qualifying for a Professional certificate does not result in an endorsement on a teaching certificate.</p>
<p><b>Regulation:</b> 4 AAC 12.395 Endorsements</p>	<p><b>Regulation:</b> 4 AAC 04.210 Highly qualified teachers</p>	<p><b>Regulation:</b> 4 AAC 12.305 (b)(2)(B)</p>

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 3**

◆ **ISSUE**

The board will be briefed regarding the highly qualified requirements for teachers of online courses.

◆ **BACKGROUND**

- During the March board meeting, the board requested additional information regarding the highly qualified requirements for teachers of online courses.
- The use of digital learning models as a method for course completion is increasing across Alaska.
- EED has provided direction to districts for highly qualified accounting purposes that addresses circumstances in which a teacher is supervising online coursework rather than delivering the course content in a traditional manner. However, these practices have not been prescribed in regulation within the context of the increasing use of digital learning models across Alaska.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator for Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 4**

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◆ **ISSUE**

This is a review of the joint meeting with the University of Alaska Board of Regents.

◆ **BACKGROUND**

- On June 4, 2014, the State Board of Education participated in a joint meeting with the University of Alaska Board of Regents during the board's June 2014 meeting in Anchorage.
- The board will have an opportunity to discuss future actions as a result of the joint meeting.
- Jim Merriner, Chair, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

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

**June 5, 2014**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5A**

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◆ **ISSUE**

The board is being asked to open a period of public comment on proposed changes to multiple regulations related to the repeal of the High School Graduation Qualifying Exam (HSGQE) and the inclusion of participation in college- and career-ready assessments as now required for a high school diploma. The board is being asked to open a period of public comment on proposed changes to the Alaska Supplement for WorkKeys Assessment document, which is adopted by reference in regulations.

◆ **BACKGROUND**

- Governor Parnell signed his comprehensive education legislation, House Bill 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repeals the HSGQE and replaces it with a student's choice of participation in the SAT, ACT or WorkKeys assessments.
- These required college- and career-ready assessments will be taken during the last two years of high school for students seeking a diploma.
- A review was conducted to eliminate regulations that will no longer be required with the repeal of the HSGQE.
- Proposed regulation amendments reflect the change from the HSGQE and Grade 11 WorkKeys requirements to a new diploma requirement for participation in college- and career-ready assessments.
- The college- and-career ready assessments are the ACT, SAT and WorkKeys. A student must take one of the three assessments to qualify for a diploma. The state will pay for one administration of one assessment per an individual.
- The WorkKeys supplement specifies that accommodations for students who are English learners are only state-allowed accommodations; ACT no longer allows accommodations for English learners in Alaska. English learners who use accommodations are eligible for the Alaska Performance Scholarship, meet the requirements for the college- and career-ready assessment for graduation, and have scores that can be used for school accountability (Alaska School Performance Index). They are not eligible for an ACT National Career Readiness Certificate (NCRC).
- Behind this cover memo are: 1) Proposed amended regulations; and 2) Alaska Supplement for WorkKeys Assessment 2014 version.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

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

4 AAC 06.710 is amended to read:

**4 AAC 06.710. Statewide student assessment system.** The commissioner shall develop a statewide student assessment system composed of multiple indicators, which must include

(1) repealed 6/30/2013;

(2) a standards-based test to measure student attainment of the state's standards as described in 4 AAC 06.737(a);

[(3) A STATE HIGH SCHOOL GRADUATION QUALIFYING EXAMINATION SELECTED BY THE COMMISSIONER UNDER 4 AAC 06.755;]

(4) an alternate assessment under 4 AAC 06.775(b);

(5) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight;

(6) the assessment described in 4 AAC 34.055 to identify English language proficiency; [AND]

(7) the assessment described in 4 AAC 06.717 to measure a student's level of preparedness to make the transition to work or college; **and;**

**(8) the assessment described in 4 AAC 06.713 to assess early literacy skills.**

(Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am \_\_/\_\_/\_\_, Register \_\_)

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

4 AAC 06.715 is repealed:

**4 AAC 06.715. Work ready/college ready transitional skills curriculum and benchmark**

**assessments.** Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am

9/2/2010, Register 195; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

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

4 AAC 06.717 is repealed and readopted to read:

**4 AAC 06.717. College and career readiness assessments.** (a) Except as provided in (f) of this section each school district in the state shall require all students in grade 11, and all students in grade 12 who have not previously done so, to take one the assessments described in (b) of this section.

(b) The requirements under (a) of this section are met if a student takes

(1) the SAT;

(2) the ACT; or

(3) the following sections of the WorkKeys assessment:

(A) applied mathematics;

(B) reading for information; and

(C) locating information.

(c) Subject to the availability of appropriations, the department

(1) will obtain a license that allows school districts to administer the assessment described in (b) of this section one time per year with no charge assessed to the district by the vendor of the assessment;

(2) will provide training and support to districts in administration of the assessment; and

(3) may provide certificates to students that is based on nationally-recognized criteria for evaluating a student's readiness for transition to work or college.

(d) By July 1, the commissioner shall establish dates and times in which the district shall administer the assessments described in (b) of this section.

(e) A district may permit a student to take the assessments additional times at the district's or the student's expense.

(f) The IEP team for a student with a significant cognitive disability may determine whether the student will take the assessment based on the IEP team's determination of whether the assessment supports the transitional plan of the student's IEP. In this subsection,

(1) "IEP" means the individualized education program described in 4 AAC 52.140;

(2) "IEP team" means the team described in 4 AAC 52.140(b) (3);

(3) "student with a significant cognitive disability" means a student described in 4 AAC 06.775(b) . (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 6/8/2011, Register 198; am \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.04.075 AS 14.03.123 AS 14.07.020  
AS 14.07.060

4 AAC 06.720 is repealed:

**4 AAC 06.720. Program evaluation.** Repealed. (Eff. 3/15/89, Register 109; am 12/16/94, Register 132 repealed \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.737 is amended to read:

**4 AAC 06.737. Standards-based test.** The commissioner shall select a standards-based test to estimate the degree to which students have mastered the state's standards for reading, writing, mathematics, and science. For school years 2012 – 2014 [2015], 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** [2014 – 2015]. For school years after school year **2013-2014** [2014 – 2015], 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 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 4, 8, and 10. (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 \_\_/\_\_/\_\_, Register \_\_)

**Authority:** AS 14.07.020 AS 14.07.060

4 AAC 06.755 is repealed:

**4 AAC 06.755. High school graduation qualifying examination.** Repealed. (Eff. 3/3/2000, Register 153; am 12/2/2000, Register 156; am 8/21/2002, Register 163; am 12/5/2002, Register 164; am 12/26/2002, Register 164; am 9/11/2004, Register 171; am 9/29/2005, Register 175; am 9/3/2006, Register 179; am 10/3/2011, Register 200; repealed \_\_/\_\_/\_\_, Register \_\_)

4 AAC 06.758 is repealed:

**4 AAC 06.758. High school graduation qualifying examination results.** Repealed.  
(Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am  
10/3/2011, Register 200; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 06.759 is repealed:

**4 AAC 06.759. High school graduation qualifying examination: remediation.**  
Repealed. (Eff. 12/21/2007, Register 184; am 10/16/2013, Register 208; repealed \_\_/\_\_/\_\_\_\_,  
Register \_\_)

4 AAC 06.771 is repealed:

**4 AAC 06.771. High school graduation qualifying examination reexamination.**  
Repealed. (Eff. 3/25/2004, Register 169; am 10/3/2011, Register 200; repealed \_\_/\_\_/\_\_\_\_,  
Register \_\_)

4 AAC 06.772 is repealed:

**4 AAC 06.772. High school graduation qualifying examination waivers.** Repealed.  
(Eff. 1/21/2004, Register 169; am 3/25/2004, Register 169; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 06.773 is repealed:

**4 AAC 06.773. Waiver for entering the public school system late.** Repealed. ( Eff.  
1/21/2004, Register 169; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 06.774 is repealed:

**4 AAC 06.774. Rare or unusual circumstances.** Repealed. (Eff. 1/21/2004, Register 169; am 9/17/2004, Register 171; am 9/23/2004, Register 171; repealed \_\_/\_\_/\_\_\_\_, Register \_\_)

4 AAC 06.775 is amended to read:

**4 AAC 06.775. Statewide assessment program for students with disabilities** (a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Assessments*, dated June 2011, adopted by reference. However, when administering the college and work preparedness assessment described in 4 AAC 06.717**(b)(3)**, a district shall follow the requirements of this section and the department's *Alaska Supplement for WorkKeys Assessment*, dated **June 2014** [JANUARY 2012], adopted by reference.

(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 on a track to receive a certificate of achievement under AS 14.03.075, instead of 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. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in

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

<b>Proficiency Level</b>	<b>Grades 3 and 4</b>	<b>Grades 5 and 6</b>	<b>Grades 7 and 8</b>	<b>Grades 9 and 10</b>
Reading: Advanced	63 or above	77 or above	52 or above	57 or above
Reading: Proficient	32 – 62	46-76	33-51	43-56
Reading: Below Proficient	8-31	11-45	12-32	22-42
Reading: Far Below Proficient	7 or below	10 or below	11 or below	21 or below
Writing: Advanced	76 or above	67 or above	76 or above	82 or above
Writing: Proficient	38-75	33-66	41-75	47-81

<b>Proficiency Level</b>	<b>Grades 3 and 4</b>	<b>Grades 5 and 6</b>	<b>Grades 7 and 8</b>	<b>Grades 9 and 10</b>
Writing: Below Proficient	7-37	10-32	16-40	24-46
Writing: Far Below Proficient	6 or below	9 or below	15 or below	23 or below
Mathematics: Advanced	62 or above	61 or above	74 or above	81 or above
Mathematics: Proficient	33-61	25-60	52-73	63-80
Mathematics:	6-32	8-24	22-51	24-62

Below Proficient				
Mathematics: Far Below Proficient	5 or below	7 or below	21 or below	23 or below

(2) science on the Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

Proficiency Level	Grade 4	Grade 8	Grade 10
Science: Advanced	44 or above	44 or above	44 or above
Science: Proficient	24-43	29-43	26-43
Science: Below Proficient	12-23	16-28	18-25
Science: Far Below Proficient	11 or below	15 or below	17 or below

(c) A student with a disability who is on a diploma track must take all regular statewide assessments required under 4 AAC 06.710, with or without accommodations, at the appropriate grade level. A district and a student's IEP or section 504 team shall follow the *Participation Guidelines or the Alaska Supplement for WorkKeys Assessment* for the college and work preparedness assessment described in 4 AAC 06.717, when making decisions regarding accommodations for a student, and a district shall provide the accommodations requested by the student's IEP or section 504 team.

(d) If the *Participation Guidelines* do not identify whether a proposed change to an assessment is an accommodation or modification, the district shall follow the procedure described in the *Participation Guidelines* for determining whether the change is an accommodation or a modification. If a parent requests that a district consult with the department,

a district shall consult with the department regarding whether a proposed change to an assessment is an accommodation or a modification. If requested, the department will issue a nonbinding written advisory opinion on whether a particular change is an accommodation or a modification. A decision regarding whether a particular accommodation is appropriate for a student rests with the IEP or section 504 team and the department will not issue an opinion on this issue. [EXCEPT AS PROVIDED IN (G) AND (H) OF THIS SECTION, IF AN IEP OR SECTION 504 TEAM REQUESTS A MODIFICATION FOR THE ASSESSMENT, A DISTRICT SHALL PROVIDE THE MODIFICATION IF POSSIBLE, BUT SHALL INFORM THE IEP OR SECTION 504 TEAM THAT THE MODIFICATION WILL INVALIDATE THE ASSESSMENT.]

(e) A district shall provide a description of the assessment requirements and options for graduation from high school to parents of a student with a disability or with a section 504 plan who is in the ninth grade, is a new enrollee in the district's high school, or is newly placed on an IEP or section 504 plan. Unless a different time and place is more appropriate, the description shall be provided during the annual IEP or section 504 team meeting during a student's ninth grade year.

(f) [A DISTRICT SHALL MAKE AVAILABLE TO A STUDENT WITH A DISABILITY WHO HAS TAKEN BUT NOT PASSED ONE OR MORE SUBTEST OF THE HSGQE AN APPROPRIATE ALTERNATIVE ASSESSMENT PROGRAM. THE ALTERNATIVE ASSESSMENT PROGRAM CONSISTS OF THE MODIFIED HSGQE DESCRIBED IN (G) AND (H) OF THIS SECTION OR THE NONSTANDARDIZED HSGQE DESCRIBED IN (I) OF THIS SECTION.]

(g) [A STUDENT ELIGIBLE FOR AN ALTERNATIVE ASSESSMENT PROGRAM IS ELIGIBLE TO TAKE A MODIFIED HSGQE FOR THE SUBTEST THAT THE STUDENT HAS NOT PASSED. THE MODIFICATIONS ALLOWED TO EACH STUDENT SHALL BE DETERMINED ON AN INDIVIDUALIZED BASIS CONSISTENT WITH THE *PARTICIPATION GUIDELINES* AND (H) AND (J) OF THIS SECTION. A DISTRICT SHALL OFFER THE MODIFIED HSGQE AT THE SAME TIME THAT IT OFFERS THE HSGQE. A STUDENT WHO IS ELIGIBLE FOR A MODIFIED HSGQE MAY TAKE THE MODIFIED HSGQE UNTIL A STUDENT PASSES ALL SUBTESTS.]

(h) [IF A DISTRICT DETERMINES THAT A STUDENT IS ELIGIBLE FOR THE MODIFIED HSGQE, THE STUDENT'S IEP OR SECTION 504 TEAM SHALL DETERMINE WHICH MODIFICATIONS, IF ANY, ARE APPROPRIATE FOR THE STUDENT, AND SUBMIT A REQUEST TO THE DEPARTMENT FOR APPROVAL OF THE MODIFICATIONS. THE DEPARTMENT WILL PROCESS WITHIN 30 DAYS ALL REQUESTS SUBMITTED AT LEAST 60 DAYS BEFORE THE TESTING DATE. THE DEPARTMENT WILL PROCESS REQUESTS SUBMITTED WITH FEWER THAN 60 DAYS REMAINING BEFORE THE TESTING DATE ONLY AS TIME ALLOWS. CONSISTENT WITH THE REQUIREMENTS OF THE *PARTICIPATION GUIDELINES*, THE DEPARTMENT WILL EVALUATE AND EITHER APPROVE OR DISAPPROVE A REQUEST FOR A MODIFICATION.]

(i) [A NONSTANDARDIZED HSGQE IS AVAILABLE ONLY TO A STUDENT WHO MEETS THE ELIGIBILITY REQUIREMENTS DESCRIBED IN THE *PARTICIPATION GUIDELINES*. A DISTRICT'S SPECIAL EDUCATION DIRECTOR OR SUPERINTENDENT MUST APPROVE THE DETERMINATION THAT A STUDENT IS ELIGIBLE FOR THE

NONSTANDARDIZED HSGQE. IF A DISTRICT DETERMINES THAT A STUDENT IS ELIGIBLE TO TAKE A NONSTANDARDIZED HSGQE AS PROVIDED IN THE *PARTICIPATION GUIDELINES*, THE DISTRICT MAY APPLY TO THE DEPARTMENT FOR APPROVAL OF A NONSTANDARDIZED HSGQE. THE DISTRICT MUST FILE THE REQUEST FOR APPROVAL NO LATER THAN SEPTEMBER 30 OF THE SCHOOL YEAR IN WHICH THE STUDENT EXPECTS TO GRADUATE. IF A REQUEST IS APPROVED, THE DISTRICT SHALL ADMINISTER THE NONSTANDARDIZED HSGQE AS PROVIDED IN THE *PARTICIPATION GUIDELINES*, AND SHALL SEND IT TO THE DEPARTMENT FOR REVIEW NO LATER THAN MARCH 15. THE DEPARTMENT WILL FOLLOW THE PROCEDURES DESCRIBED IN THE *PARTICIPATION GUIDELINES* TO DETERMINE WHETHER THE STUDENT HAS PASSED THE NONSTANDARDIZED HSGQE. THE DEPARTMENT WILL EVALUATE THE NONSTANDARDIZED HSGQE UNDER THE DEPARTMENT'S DOCUMENT *ALASKA NONSTANDARDIZED ASSESSMENT ADMINISTRATIVE MANUAL*, DATED MARCH 2010 AND ADOPTED BY REFERENCE.]

(j) [IF A DISTRICT DISAGREES WITH A DENIAL OF A REQUESTED MODIFICATION UNDER (G) OF THIS SECTION, OR THE DENIAL OF A REQUEST FOR A NONSTANDARDIZED HSGQE UNDER (H) OF THIS SECTION, THE DISTRICT MAY REQUEST RECONSIDERATION OF THE DENIAL FROM THE COMMISSIONER. THE REQUEST FOR RECONSIDERATION MUST BE FILED WITHIN 10 DAYS AFTER THE DENIAL. THE REQUEST MUST INCLUDE A STATEMENT OF REASONS WHY THE DISTRICT BELIEVES THE DENIAL WAS IN ERROR AND MAY INCLUDE EVIDENCE THAT SUPPORTS THE DISTRICT'S CLAIM. IN THE CASE OF A DENIAL OF A MODIFICATION, A REQUEST FOR RECONSIDERATION MUST INCLUDE EVIDENCE

THAT THE BENEFIT TO THE STUDENT OUTWEIGHS THE EFFECT OF THE MODIFICATION ON THE VALIDITY OF THE HSGQE. RECONSIDERATION WILL NOT BE GRANTED IF THE INITIAL APPLICATION FOR THE MODIFIED HSGQE WAS RECEIVED WITH FEWER THAN 60 DAYS REMAINING BEFORE THE TEST DATE OR THE REQUEST FOR A NONSTANDARDIZED HSGQE WAS FILED AFTER SEPTEMBER 30 OF THE YEAR IN WHICH THE STUDENT EXPECTS TO GRADUATE. THE COMMISSIONER WILL ISSUE A DECISION ON A TIMELY REQUEST FOR RECONSIDERATION BEFORE THE TEST DATE.]

(k) [A STUDENT WHO PASSES ALL SUBTESTS ON THE HSGQE, WHETHER ON THE HSGQE, THE MODIFIED HSGQE, OR THE NONSTANDARDIZED HSGQE, SATISFIES THE REQUIREMENT UNDER AS 14.03.075(a) FOR GRADUATION FROM HIGH SCHOOL.]

(l) [A DIPLOMA TRACK STUDENT WHO IS UNABLE TO PARTICIPATE IN ONE OR MORE SUBTESTS OF THE HSGQE BECAUSE OF THE STUDENT'S DISABILITY MAY REQUEST FROM THE GOVERNING BODY PERMISSION TO TAKE THE MODIFIED HSGQE OR THE NONSTANDARDIZED HSGQE IN PLACE OF ONE OR MORE SUBTESTS OF THE HSGQE FOR THE FIRST TIME THE STUDENT SITS FOR THE HSGQE. A STUDENT WHO TAKES THE MODIFIED HSGQE OR THE NONSTANDARDIZED HSGQE IN PLACE OF THE HSGQE AND NEVER TAKES THE HSGQE IS NOT ELIGIBLE FOR A DIPLOMA UNDER AS 14.03.075(a) UNLESS THE STUDENT RECEIVES A WAIVER UNDER 4 AAC 06.772. IF A REQUEST IS GRANTED AND APPROVED BY THE DEPARTMENT, A STUDENT MAY TAKE ONE OR MORE SUBTESTS OF THE MODIFIED HSGQE, OR THE NONSTANDARDIZED HSGQE IF

ELIGIBLE UNDER THE *PARTICIPATION GUIDELINES*, IN THE SPRING OF THE STUDENT'S SOPHOMORE YEAR, AND IN SUBSEQUENT YEARS UNTIL THE STUDENT PASSES THE SUBTESTS. THE FOLLOWING REQUIREMENTS APPLY TO A REQUEST UNDER THIS SUBSECTION:

(1) A STUDENT OR A STUDENT'S PARENTS MUST FILE A REQUEST BEFORE OCTOBER 31 OF THE STUDENT'S SOPHOMORE YEAR OR THE YEAR IN WHICH THE STUDENT IS FIRST ENROLLED IN PUBLIC SCHOOL IN THE STATE;

(2) A REQUEST MUST INCLUDE

(A) A HISTORY OF THE STUDENT'S PARTICIPATION IN ASSESSMENTS, INCLUDING STANDARDIZED ASSESSMENTS UNDER 4 AAC 06.710, FOR THE SUBJECT AREA IN WHICH THE STUDENT IS UNABLE TO PARTICIPATE;

(B) EVIDENCE OF THE HISTORICAL RECORD OF THE STUDENT'S IEP'S THAT DOCUMENT AND VALIDATE THE STUDENT'S NEED FOR MODIFICATION ON STANDARDIZED ASSESSMENTS; AND

(C) OTHER EVIDENCE, WHICH MAY INCLUDE MEDICAL EVIDENCE, THAT DOCUMENTS THE LINK BETWEEN THE DISABILITY AND THE MODIFICATION;

(3) A GOVERNING BODY SHALL MAKE AN INITIAL DECISION ON THE REQUEST WITHIN 30 DAYS AFTER FILING TO

(A) APPROVE THE REQUEST, SUBJECT TO CONFIRMATION BY THE DEPARTMENT;

(B) DENY THE REQUEST; OR

(C) RETURN THE REQUEST FOR MORE DOCUMENTATION;

(4) THE GOVERNING BODY SHALL DENY THE REQUEST UNLESS THE GOVERNING BODY HAS SUBSTANTIAL EVIDENCE THAT THE STUDENT IS UNABLE TO PARTICIPATE IN ASSESSMENTS, WITHOUT A MODIFICATION OR A NONSTANDARDIZED FORMAT, AND THAT THE INABILITY TO PARTICIPATE IS BECAUSE OF THE STUDENT'S DISABILITY;

(5) IF A GOVERNING BODY APPROVES A REQUEST UNDER THIS SUBSECTION, THE GOVERNING BODY SHALL FORWARD THE REQUEST TO THE DEPARTMENT FOR APPROVAL;

(6) WITHIN 30 DAYS AFTER RECEIVING A REQUEST FROM A GOVERNING BODY, THE DEPARTMENT WILL APPROVE OR DENY THE REQUEST OR RETURN IT TO THE GOVERNING BODY FOR ADDITIONAL DOCUMENTATION; AND

(7) FOR PURPOSES OF THIS SECTION, A STUDENT IS UNABLE TO PARTICIPATE IN AN ASSESSMENT IN A SUBJECT AREA ONLY IF THE STUDENT HAS A DOCUMENTED HISTORY OF NOT PARTICIPATING AND NOT BEING ABLE TO PARTICIPATE IN A STANDARDIZED ASSESSMENT IN A SUBJECT AREA BECAUSE OF A DISABILITY; AN INABILITY TO OBTAIN A PROFICIENT SCORE ON A STANDARDIZED ASSESSMENT IS NOT EVIDENCE OF AN INABILITY TO PARTICIPATE.]

(m) For purposes of this section, a student with a disability is on a diploma track if the student is being taught under the content standards adopted by reference under 4 AAC 04.140. (Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am

Register \_\_\_\_, \_\_\_\_2014 EDUCATION AND EARLY DEV.

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 \_\_\_/\_\_\_/\_\_\_, Register \_\_)

**Authority:** AS 14.03.075 AS 14.07.060

4 AAC 06.777 is repealed:

**4 AAC 06.777. Students that have passed another state's competency examination.**

Repealed. (Eff. 1/21/2004, Register 169; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_)

4 AAC 06.780 is repealed:

**4 AAC 06.780. Procedures for appeal from a denial of a waiver from the high school graduation qualifying exam. (Eff. 1/21/2004, Register 169; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_)**

4 AAC 06.789 is repealed:

**4 AAC 06.789. Requests by parents for high school graduation qualifying examination waivers, exemptions, and appeals.** Repealed. (Eff. 1/21/2004, Register 169; repealed \_\_\_/\_\_\_/\_\_\_, Register \_\_)

4 AAC is amended to read:

**4 AAC 06.790. Definitions.** As used in 4 AAC 06.700 - 4 AAC 06.790,

(1) "commissioner" means commissioner of the Department of Education and Early Development;

(2) "department" means the Department of Education and Early Development;

(3) repealed 6/30/2013;

(4) "state board" means the Alaska State Board of Education;

(5) ["HSGQE" MEANS THE STATE HIGH SCHOOL GRADUATION  
QUALIFYING EXAMINATION SELECTED UNDER 4 AAC 06.755;]

(6) "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;

(7) "alternate assessment" means the assessment selected by the commissioner  
under 4 AAC 06.775(b) ;

(8) "IEP" means individualized education program under 4 AAC 52.140;

(9) "modification" means a change to the setting, timing, presentation, or response  
format of a standardized test that alters what a test measures;

(10) repealed 9/17/2004;

(11) "section 504 plan" means a plan that meets the requirements of 29 U.S.C.  
794 (Rehabilitation Act of 1973);

(12) "district" means a city or borough school district, a regional educational  
attendance area, and a state boarding school;

(13) ["MODIFIED HSGQE" MEANS THE HSGQE WITH MODIFICATIONS  
THAT HAVE BEEN REQUESTED BY A STUDENT'S IEP OR SECTION 504 TEAM  
AND APPROVED BY THE DEPARTMENT UNDER 4 AAC 06.775;]

(14) ["NONSTANDARDIZED HSGQE" MEANS AN ASSESSMENT OF A STUDENT'S PROFICIENCY IN MATHEMATICS, WRITING, AND READING THAT IS

(A) NOT A STANDARDIZED ASSESSMENT;

(B) REQUESTED BY A STUDENT'S IEP OR SECTION 504 TEAM;

(C) APPROVED BY THE DEPARTMENT UNDER 4 AAC 06.775; and

(D) A MEASUREMENT, TO THE MAXIMUM EXTENT POSSIBLE, OF THE STUDENT'S PROFICIENCY UNDER THE STANDARDS TESTED UNDER THE HSGQE;]

(15) "Participation Guidelines" means the department's Participation Guidelines for Alaska Students in State Assessments, adopted by reference in 4 AAC 06.775;[.]

**(16) "testing 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 \_\_/\_\_/\_\_, Register \_\_)

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

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# Alaska Supplement for WorkKeys Assessment

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ACT-testing  
accommodations for  
students with  
disabilities and state-  
allowable  
accommodations for  
students with limited  
English proficiency.

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Department of Education &  
Early Development  
June 2014

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**WorkKeys<sup>®</sup>**



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## Glossary of Terms

**504 Plan-** A legal document falling under the provisions of the Rehabilitation Act of 1973. It is designed to plan a program of instructional services to assist students with special needs who are in a regular educational setting. A 504 plan is not an Individual Education Program (IEP) as is required for special education students.

**Accommodation-** A change in format, response, setting, timing, or scheduling that does not alter in any significant way what the test measures or the comparability of scores.

**Accommodated Form** – This is a form provided for the Paper/Pencil Event Testing only. It does not apply to Internet Testing.

**ACT, Inc.** – This test vendor is an independent, not-for-profit organization that owns, distributes, and scores the WorkKeys Assessment.

**IEP** – Individualized Education Program

**LEP** – Limited English proficient; defined in state regulation [4 AAC 34.090(a)(2)]. Students identified as LEP to receive state-allowable accommodations. Former LEP students do not receive testing accommodations.

**Proctor** – For purposes of the WorkKeys Assessment only, proctors are not required to hold teaching certificates.

**Reportable Scores** – Valid WorkKeys scores from Paper/Pencil Event Testing or Internet Testing that produces an individual student report.

**Small Cluster Testing** – Students testing with **identical** accommodations, same extended time testing, and testing with one supervisor. Not to be used for district convenience or ease of test administration.

**Small Group Testing** – Small group of students testing in one area, likely differing accommodations, same extended time testing and testing with one supervisor. Not to be used for district convenience or ease of test administration.

**State-Produced Score** –A data file of student scores from the Paper/Pencil Event Testing prepared for the Department of Education & Early Development. These scores can be provided by districts for students without an individual score report.

**Transitory Impairment** – An impairment with an actual or expected duration of six months or less. 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.

## Overview

The purpose of this supplement is to assist school districts with selecting accommodations for students with disabilities and selecting state-allowable accommodations for identified limited English proficient (LEP) students prior to testing with WorkKeys. While ACT, Inc. has provided guidance in the ACT *WorkKeys Supervisor's Manual for State Testing- Special Testing*, this Supplement will establish the expectations and flexibilities for students with disabilities and/or limited English proficiency testing in the state of Alaska. Prior to reviewing the supplement, districts are encouraged to become familiar with ACT, Inc.'s testing processes and review all administration manuals associated with WorkKeys, as this Supplement is subject to and should be read in accordance with the ACT *WorkKeys Supervisor's Manual for State Testing- Special Testing*. In the event of any discrepancy between this Supplement 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.

The accommodation tables included in this supplement reflect the *Participation Guidelines for Alaska Students in State Academic Assessments, June 2011* provided by the Alaska Department of Education & Early Development (EED). The intent of the tables below is to highlight which accommodations will or will not qualify for WorkKeys reportable scores (i.e., individual score reports) and the National Career Readiness Certificate (NCRC). If you are not certain about an accommodation always refer to the most current ACT *WorkKeys Supervisor's Manual for State Testing – Special Testing* for details.

WorkKeys is a measure of current job skills, meant to be an indicator of a student's college and career readiness. In Alaska, WorkKeys satisfies the requirement for a college and career readiness assessment as required by 4 AAC 06.717. All students in grade 11, and all students in grade 12 who have not previously done so, are required to take an EED-approved college and career readiness assessment to be eligible for a diploma. WorkKeys is also included in the Alaska School Performance Index (ASPI) accountability system for schools with grades 9-12.

The *Alaska Supplement for WorkKeys Assessment* should only be used when selecting accommodations for students with disabilities and/or state-allowable accommodations for identified limited English proficient students for WorkKeys testing during the approved Alaska testing window. These same accommodations and state-allowable accommodations may not be available for any other agencies or testing formats.

## Paper/Pencil Event Testing and Internet Testing

Most accommodated testing is required to be administered within the Paper/Pencil Event Testing window set by EED. Internet Testing may be administered on approved school calendar dates, and limited accommodations are available. A district is expected to administer the documented accommodations which provide a student with disabilities access to the assessment and possibly qualify for the National Career Readiness Certificate (NCRC).

If testing occurs with procedures/accommodations that conflict with ACT, Inc.'s criteria, or under supervision of testing staff who do not meet ACT, Inc.'s requirements, the answer documents will not be scored. If the misadministration is discovered after scoring, the scores will be cancelled.

## WorkKeys-Eligible vs. State-Allowable Accommodations on the WorkKeys Assessment

ACT, Inc. is committed to ensuring that official WorkKeys scores that may be reported to potential employers, colleges, and other entities are comparable across the nation. Therefore, accommodations prescribed for WorkKeys are “eligible” accommodations. The “state-allowed” accommodations referenced in Tables 1 and 2 of the *Participation Guidelines for Alaska Students in State Academic Assessments* may be implemented, but consequences will apply and considerations must be made in advance of testing.

1) Using “**WorkKeys-eligible**” accommodations for testing result in WorkKeys reportable scores that could be used for employers, colleges, scholarships. Valid results will satisfy Alaska’s regulations pertaining to Alaska School Performance Index (ASPI), Alaska Performance Scholarship (APS), and college and career readiness assessment requirement for graduation. Only students with disabilities with district documented accommodations can use accommodations resulting in reportable scores.

2) “**State-allowable**” accommodations will result in WorkKeys scores that are NOT reportable and will not be eligible for an individual score report or NCRC. Testing with state-allowable accommodations WILL satisfy Alaska’s regulations pertaining to Alaska School Performance Index (ASPI), Alaska Performance Scholarship (APS), and college and career readiness assessment requirement for graduation.

## Approval for Accommodations on the WorkKeys Assessment

Prior approval is not required for accommodations on the WorkKeys Assessment. All accommodations are determined locally, based on the needs documented in a student’s IEP, Section 504 Plan, or transitory impairment plan. Written documentation and coding as referenced in the ACT WorkKeys *Supervisor’s Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

The same is true for state-allowable accommodations provided, based on needs associated with a student’s English proficiency. Written documentation and coding as referenced in the ACT WorkKeys *Supervisor’s Manual for State Testing- Special Testing* is required for only WorkKeys accommodations given during testing.

## Participation Guidelines and the WorkKeys Accommodations Tables

The following tables were created to provide clarity when selecting testing accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* for students with disabilities and limited English proficiency on the WorkKeys Assessment.

**Caution:** most accommodations from the *Participation Guidelines for Alaska Students in State Academic Assessments* can be used, however, some considerations apply. Because WorkKeys is a timed assessment, considerations apply when extended time is provided. District decision-making teams may choose to apply only WorkKeys accommodations identified in the ACT *WorkKeys Supervisor’s Manual for State Testing- Special Testing*.

Become familiar with the column headings in the tables below during the selection process. Both

Internet Testing and Paper/Pencil Event Testing windows 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 (NCRC) 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*.**

**Please note:** Manipulatives for WorkKeys tests are not WorkKeys-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. Flexible scheduling, as defined in the *Participation Guidelines Appendix*, is not permitted for WorkKeys testing; each content area must be completed within the same day. However, it is allowable and considered a flexible scheduling accommodation to administer each content area on separate days using the Paper/Pencil Event Testing Window. Internet Testing can be administered on separate days, is not considered an accommodation, and is available to all students.

In some cases, WorkKeys scores resulting from testing with state-allowable accommodations are **not** reportable (i.e., manipulatives, the use of American Sign Language for signing, and translation of word to child’s native language). ACT, Inc. will provide a data file to EED only for the Paper/Pencil Event Testing with all state-produced scores including non-reportable scores. Scores that are not reportable because an ACT ineligible accommodation was used will satisfy Alaska’s regulation for a college and career readiness assessment requirement for graduation, the Alaska Performance Scholarship (APS), and the Alaska School Performance Index (ASPI).

The special criteria, associated with each accommodation listed below, is specific to that particular accommodation. If using more than one accommodation please ensure special consideration is used when ordering materials and administering the assessment.

**Any questions should be directed to the Department of Education and Early Development (907) 465-6410.**

**Table 1: Participation Guidelines**

**Accommodations for State-Allowable Scores for identified Limited English Proficient Students**

<b>Table 1 State-Allowable Accommodations</b>		<b>WorkKeys Eligible</b>	<b>State Allowable</b>	<b>Reportable Scores</b>	<b>NCRC</b>	<b>Special Criteria</b>
<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/explain</b> 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.					<ul style="list-style-type: none"> <li>• Constructed response items do not exist on WorkKeys</li> </ul>
<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>• Paper/Pencil Event Testing use codes for stop the clock breaks.</li> <li>• Must use accommodated form only</li> </ul>
	Flexible Schedule: Administer the test over several days.					<ul style="list-style-type: none"> <li>• Refer to page 6 of the <i>Supplement</i></li> </ul>
<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

**Table 2: Participation Guidelines  
Accommodations for Students with Disabilities  
(Applies to students on IEP/504 and transitory impairment plans)**

<b>Table 2 Accommodations</b>	<b>WorkKeys Eligible</b>	<b>State Allowable</b>	<b>Reportable Scores</b>	<b>NCRC</b>	<b>Special Criteria</b>
<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>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.					<ul style="list-style-type: none"> <li>See page 6 of the <i>Supplement</i></li> </ul>
<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			

<b>Table 2 Accommodations</b>	<b>WorkKeys Eligible</b>	<b>State Allowable</b>	<b>Reportable Scores</b>	<b>NCRC</b>	<b>Special Criteria</b>
Clarifying directions by having student restate them.	P	P			
Reading, and re-reading if requested, embedded directions.	P	P	„	„	• Only individual/small cluster testing
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.					• DVD does not exist
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	„	„	• Refer to <i>Supervisor's Manual</i> for list of approved calculator
Using visual magnification devices.	I/P	I/P	„	„	
Using templates to reduce visible print.	P	P	„	„	

<b>Table 2 Accommodations</b>	<b>WorkKeys Eligible</b>	<b>State Allowable</b>	<b>Reportable Scores</b>	<b>NCRC</b>	<b>Special Criteria</b>
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>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>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

The foregoing charts are provided for reference purposes and are subject to the provisions of the ACT *WorkKeys Supervisor's Manual for State Testing- Special Testing*, as amended.

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

**June 5, 2014**

**From: Mike Hanley, Commissioner**

**Agenda Item: 5B**

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◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding funding for Internet services related to HB 278, to bring schools' Internet speeds up to 10 megabits of download a second (Mbps).

◆ **BACKGROUND**

- The Free Conference Committee Substitute for HB 278 added a section in statute, AS 14.03.127, to provide funding for eligible districts to upgrade Internet speeds to 10 megabits per second (Mbps).
- If insufficient funding is appropriated, the state share shall be distributed pro rata to eligible school districts. The funding authorized for Internet services for schools in FY15 is \$5 million.
- Eligible districts are those that: 1) qualify for discounted rates for Internet services under the federal universal services program (known as E-Rate), and 2) in FY 14 have sites with download Internet speeds of less than 10 Mbps.
- All districts in Alaska qualify for E-Rate discounts, but some districts already exceed the threshold download speed and would not be eligible for these funds.
- Behind this cover memo are: 1) authorizing language, AS 14.03.126 Funding for Internet services, from Free Conference Committee Substitute for House Bill 278, and 2) proposed regulations.
- Linda Thibodeau, Director of Libraries, Archives, & Museums, and Valerie Oliver, E-Rate consultant, will be present to brief the board.

◆ **OPTIONS**

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

**Sec. 14.03.126. Funding for Internet services.**

(a) Each fiscal year, a district in which one or more schools qualify for a discounted rate for Internet services under the federal universal services program is eligible to receive an amount for each school that is equal to the amount needed to bring the applicant's share to 10 megabits of download a second of the Internet services.

(b) If insufficient funding is appropriated to provide funding authorized under this section, the state share shall be distributed pro rata to eligible school districts.

(c) In this section,

(1) “applicant's share” means the difference between the cost of Internet services that are eligible for the discount under the federal universal services program and the discount received for those services under the federal universal services program;

(2) “federal universal services program” means the program established in 47 U.S.C. 254 and regulations implementing that section.

4 AAC 33 is amended by adding new sections to read:

**Article 6. Funding for the Improvement of Internet Speed at Public Schools.**

**Section**

- 600. Purpose
- 605. Application
- 610. Application deadline for fiscal year 2015
- 620. Funding calculation
- 630. Eligible costs
- 640. Notice of funding
- 645. Notice of funding for fiscal year 2015
- 650. Distribution of funding
- 655. Distribution of funding for fiscal year 2015
- 660. Report of current Internet speed
- 665. Year-end report
- 670. Return of unexpended funds
- 675. Program Audit
- 680. Nonpayment, required refund, or future denial
- 685. Filing or submission date
- 690. Definitions

**4 AAC 33.600. Purpose.** The purpose of 4 AAC 33.600 - 4 AAC 33.695 is to establish a process of determining eligibility for and distribution of payments under AS 14.03.127

(Funding for Internet services), subject to the availability of appropriations. (Eff.

\_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.605. Application.** (a) A district in which one or more schools qualify for a discounted rate for Internet services under 47 U.S.C. 254 (federal universal service program) may apply to the department for funding under AS 14.03.127 to increase the download speed of the Internet to 10 Megabits per second (Mbps) for student Internet users at a school operated by the district.

(b) Not later than May 1, a district seeking funding under AS 14.03.127 shall file with the department on a form provided by the department a complete application for funding under AS 14.03.127 for the following fiscal year. An application may be filed electronically with the department by email to the commissioner's office at the current email address for the commissioner, available on the department's website, <http://education.alaska.gov>.

(c) An application must be signed by the superintendent of the applicant.

(d) An applicant shall provide information in the application regarding Internet services available for the use of the students of the district, including

(1) a list of each Internet connection at a school operated by the district that provides Internet access for students at an initial average Internet download speed of less than 10 Mbps;

(2) the Internet speed measured in Mbps of download for each Internet connection listed under paragraph 1, verified in writing by the Internet service provider for the district;

(3) the current cost for each Internet connection listed under paragraph 1 in monthly, recurring charges to the district, verified in writing by the Internet service provider for the district;

(4) the cost in monthly, recurring charges for increasing the Internet speed to 10 Mbps of download at each Internet connection listed under paragraph 1, verified in writing by a qualified Internet service provider;

(e) An applicant shall provide information in the application regarding the district's filings with the universal service program and the district's eligibility for the universal service program for the upcoming fiscal year, including

- (1) FCC Form 471 (Description of Services Ordered and Certification); and
- (2) the Funding Commitment Decision Letter.

(f) An applicant shall provide other information in the application to the department as needed for the department to determine eligibility and calculate funding under AS 14.03.127.

(g) An applicant may provide in the application an email address to be used for notifications and other communication from the department to the district regarding funding under AS 14.03.127. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.610. Application deadline for fiscal year 2015.** Notwithstanding 4 AAC 33.605(b), not later than December 1, 2014, a district seeking funding under AS 14.03.127 for fiscal year 2015 shall file with the department on a form provided by the department a complete application for funding under AS 14.03.127. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.620. Funding calculation.** (a) A district is eligible for funding under AS 14.03.127 to increase the amount that the district shall contribute to the cost of Internet service; i.e., the "applicant's share," as a successful applicant in the federal universal service program, so that funding will be sufficient to provide an Internet download speed of at least 10 Mbps for student Internet users in the district.

(b) A district is eligible for a pro rata share of the available funding under AS 14.03.127 based on a calculation that takes into account

(1) the number of Internet connections in the district that

(A) provide Internet access for student users; and

(B) operate at an initial average Internet download speed of less than 10

Mbps; and

(2) the cost of increasing the initial average Internet download speed to 10 Mbps for each connection under (b)(1).

(c) The department shall calculate a district's need under AS 14.03.127 by multiplying the eligible connections under (b)(1) by the cost of increasing the initial average Internet download speed under (b)(2) to 10 Mbps for each connection.

(d) The department shall calculate the total need for all eligible applicants under AS 14.03.127 by combining the verified need of all eligible applicants under AS 14.03.127.

(e) An eligible district qualifying for funding under AS 14.03.127 may receive a proportionate share of the total funding need under AS 14.03.127.

(f) The department shall calculate a district's proportionate share as a ratio with a district's need in the numerator and the total funding need for all district applicants under

AS 14.03.127 in the denominator. That ratio shall then be applied to the available funding under AS 14.03.127 to determine the funding for which the district is eligible under AS 14.03.127.

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

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.630. Eligible costs.** A district shall include only monthly, recurring costs for Internet service in its calculation of current Internet service cost and the projected cost of increasing Internet speed to 10 Mbps under 4 AAC 33.605. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.640. Notice of funding.** The department shall notify an applicant of its eligibility for funding and the amount of the available funding under AS 14.03.127 not later than July 1. If an applicant has provided an email address to be used for communications under AS 14.03.127, the department may notify the applicant of its eligibility and funding under this section by email. This notice shall be considered a final action for purposes of appeal under 4 AAC 40. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.645. Notice of funding for fiscal year 2015.** Notwithstanding 4 AAC 33.640, the department shall notify an applicant of its eligibility for funding and the amount of the available funding under AS 14.03.127 for fiscal year 2015 not later than January 30, 2016. If an applicant has provided an email address to be used for communications under AS 14.03.127,

the department may notify the applicant of its eligibility and funding under this section by email.

This notice shall be considered a final action for purposes of appeal under 4 AAC 40. (Eff.

\_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.650. Distribution of funding.** The department shall distribute funding under AS 14.03.127 to districts not later than August 15. If a district has filed an appeal of the funding decision under 4 AAC 40, the department shall retain the district's funding pending the recalculation of funding in the final resolution of the appeal. If the district is accorded an increased allocation for funding under AS 14.03.127 in the final resolution of the appeal, payment pursuant to the final decision shall be provided from the following year's appropriation, if any, under AS 14.03.127. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.655. Distribution of funding for fiscal year 2015.** Notwithstanding 4 AAC 33.650, the department shall distribute funding under AS 14.03.127 for fiscal year 2015 to districts not later than March 15, 2016. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.660. Report of current Internet speed.** (a) A district shall provide as the current Internet speed in its application under 3 AAC 33.605 its initial average Internet download speed.

(b) The department will calculate a district's need under 4 AAC 33.620 using the initial

average Internet download speed, so an increase in Internet speed funded under AS 14.03.127 may be maintained in subsequent years. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.665. Year-end report.** (a) By April 15 of the fiscal year that a district receives funding under AS 14.03.127, a district shall file a year-end report with the department on a form provided by the department. The recipient shall report

- (1) the total of paid invoices for Internet service for the current fiscal year;
- (2) anticipated costs for the remainder of the fiscal year; and
- (3) the average Internet download speed in Mbps for each connection listed in the district's application under 4 AAC 33.605 as reported by the Internet service provider at the time of the most recent invoice.

(b) A district that fails to submit a timely year-end report shall not be eligible to receive funding under AS 14.03.127 for the following school year.

(c) A district may file a year-end report with the department electronically to the current email address for the commissioner, available on the website for the department, <http://education.alaska.gov/>. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.670. Return of unexpended funds.** By July 30, a district shall return to the department funds received under AS 14.03.127 unexpended for Internet services at the end of the prior fiscal year. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.675. Program audit.** The department may conduct an audit of a district's compliance with AS 14.03.127 and 4 AAC 33.600 - 4 AAC 33.690 at any time. A district that applies for funding under AS 14.03.127 shall retain all records related to its application and funding under AS 14.03.127 and under the universal service program for any year as to which the district has applied for funding under AS 14.03.127. A district shall retain the records for six years after the end of the fiscal year in which funding under AS 14.03.127 is received. A district receiving funding under AS 14.03.127 shall provide the department with the requested records within 10 working days of receipt of the written request of the department. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127                    AS 14.07.020                    AS 14.07.060

**4 AAC 33.680. Nonpayment, required refund, or future denial.** If the department determines that a district is not in compliance with AS 14.03.127 and 4 AAC 33.600 - 4 AAC 33.690 or the requirements for participation in the universal service program, the department may withhold payment under AS 14.03.127, require reimbursement of prior payments, or deny future funding under AS 14.03.127. (Eff. \_\_\_\_/\_\_\_\_/\_\_\_\_, Register \_\_\_\_)

**Authority:**    AS 14.03.127                    AS 14.07.020                    AS 14.07.060

**4 AAC 33.685. Filing or submission date.** (a) An application, year-end report, or other filings or submissions to the department under AS 14.03.127 will be considered filed or submitted as of the postmark date of the document. If the document is submitted by a method that does not provide a postmark date, the document will be considered filed or submitted as of

the date stamped or otherwise marked on the document when it is received at the department's office. An electronic filing or submission, if allowed, will be considered filed or submitted at the time the filing or submission is received in electronic form by the department.

(b) For the purposes of this section, "postmark date" means the date of mailing stamped or otherwise marked by the United States Postal Service or a private delivery service on a document with prepaid postage and correctly addressed to the department's office. (Eff.

\_\_\_/\_\_\_/\_\_\_, Register \_\_\_)

**Authority:**    AS 14.03.127            AS 14.07.020            AS 14.07.060

**4 AAC 33.690. Definitions.** (a) In AS 14.03.127 and 4 AAC 33.600 - 4 AAC 33.690, unless the context requires otherwise,

(1) "department" means the Department of Education and Early Development;

(2) "district" means a borough or city school district, a regional educational attendance area, and a state boarding school;

(b) In 4 AAC 33.600 - 4 AAC 33.699, unless the context requires otherwise,

(1) "applicant's share" has the meaning given in AS 14.03.127(c)(1) ;

(2) "commissioner" means the commissioner of education and early development;

(3) "initial average Internet download speed" means the Internet speed a district reports on FCC Form 471(Services Ordered and Certification Form) filed in its application with the Universal Service Administrative Company under the universal service program for

(A) fiscal year 2015; or

(B) the first year the district applies under both the universal service

program and AS 14.03.127, whichever date is later;

(3) "Mbps" means Megabit per second of Internet download speed;

(3) "universal services program" has the meaning given in AS 14.03.127(c)(2).

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

**Authority:**    AS 14.03.126            AS 14.07.020            AS 14.07.060

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 5C**

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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 secondary students.

◆ **BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, added with the passage of House Bill 278, Alaska's Education Opportunity Act.
- These proposed regulations add 4 AAC 06.065 to allow secondary students the opportunity to challenge core courses by demonstrating mastery of course material.
- At a minimum, school districts will need to offer twice annually assessments for challenging courses in mathematics, language arts, social studies, and science and world languages.
- 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 10C.

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

**4 AAC 06.065. Challenging Courses.** (a) By July 1, 2015 districts must provide secondary students with the opportunity to challenge core courses by demonstrating mastery of the course material. Districts shall provide this opportunity at least twice annually. Districts shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include, but need not be limited to a written assessment.

(b) Students who successfully challenge a course by demonstrating mastery shall receive full credit for the course. Credits awarded under this section shall be based on a “pass” grade and shall not be included in a computation of grade point average. Students may not challenge courses when they have either completed or challenged a more advanced course of study. (Eff. \_\_/\_\_/\_\_, Register)

**Authority:**    AS 14.03.073                    AS 14.07.060

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 6A**

◆ **ISSUE**

The board is being asked to adopt amendments to regulations related to school accountability.

◆ **BACKGROUND**

- In June 2013, the board approved a large body of school accountability regulations related to Alaska's flexibility waiver from the Elementary and Secondary Education Act (ESEA).
- The U.S. Department of Education permits amendments to flexibility waivers in response to what states learn during their initial implementation of the new systems affiliated with the flexibility waivers. Amendments are characterized as either technical or substantive. Technical amendments are basically "clean-up" changes. Substantive amendments involve a different method or result in a different outcome than what was originally proposed and approved.
- The substantive changes relate to the following areas of the school accountability regulations:
  - The Alaska School Performance Index (ASPI) metric calculation method for alternative schools.
  - The method by which the graduation rate indicator of ASPI is calculated for schools with very small graduating classes;
  - The criteria used for a school with a very small graduating class to meet the graduation rate target;
  - The date used for determining the 12<sup>th</sup>-graders for whom a school is held accountable for the college and career readiness indicator in ASPI;
  - The date used for determining the 11<sup>th</sup>-graders for whom a school is held accountable for WorkKeys/ACT/SAT participation;
  - The criteria requiring a 4- or 5-star school to complete a school improvement plan;
  - The requirement for the type of school improvement plan needed for 4- or 5- star schools; and
  - The notification date for providing preliminary ASPI scores to schools.
- The technical changes relate to the following areas of the school accountability regulations:
  - Attendance rate percentages and adding two decimal places;
  - Graduation rate percentages and adding two decimal places;
  - Inclusion of the chart for generating points for WorkKeys participation;
  - Language clarification regarding meeting annual measurable objectives;
  - Language clarification regarding subgroups used for annual measurable objectives; and
  - Corrections related to the number of years that a school remains a focus school.

- The proposed regulations and public comment 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 an information item. Action will take place under 11A.

4 AAC 06.812 is amended to read:

**4 AAC 06.812. Alaska school performance index.** (a) Each year, the department will determine a school performance index score for each school in the state, based on a 100-point scale. The index is the Alaska school performance index.

(b) Each factor included in the Alaska school performance index has a maximum of 100 points. The factors and the weighting of each factor in the index is as follows:

(1) for schools with students in grades kindergarten through eight,

(A) academic achievement, 35 percent;

(B) school progress, 40 percent;

(C) attendance rate, 25 percent;

(2) for schools with students in grades 9 – 12 **that are not alternative schools as defined under 4 AAC 06.899(24)**,

(A) academic achievement, 20 percent;

(B) school progress, 40 percent;

(C) attendance rate, 10 percent;

(D) graduation rate, 20 percent;

(E) college and career readiness indicator, eight percent;

(F) participation rate for the WorkKeys assessment, two percent;

**(3) for alternative schools as defined under 4 AAC 06.899(24) with students in grades 9-12,**

**(A) academic achievement, 10 percent;**

**(B) school progress, 50 percent;**

**(C) attendance rate, 10 percent;**

**(D) graduation rate, 20 percent;**

**(E) college and career readiness indicator, eight percent;**

**(F) participation rate for the WorkKeys assessment, two percent;**

**(4)**[(3)] for schools with students in a combination of grades kindergarten through 12, the factors and weighting under (1)-**(3)** [ and (2)] of the subsection, applied proportionally to the percentage of students enrolled in each grade span in the school as reported on the first day of testing under 4 AAC 06.737; [.]

(c) Under the Alaska School Performance Index, a school's

(1) academic achievement score is the percent of all students tested on the state standards-based assessments described in 4 AAC 06.737 who score proficient or higher on the state assessments in reading, writing, and mathematics if the school meets or exceeds a 95 percent assessment participation rate under 4 AAC 06.820(a) ; if a school

does not meet a 95 percent assessment participation rate, students who were not tested will be counted as not proficient;

(2) school progress score is the school's score on the growth and proficiency index described in 4 AAC 33.540, or a combination as calculated under this paragraph of the scores of the school and each of the school's subgroups on the index, up to a maximum of 100 points; for each of the subgroups listed in this paragraph that have more than five students enrolled at the school, 10 percent of the school's progress score consists of the subgroup's score on the growth and proficiency index; each subgroup included in the school score represents 10 percent of overall progress points and the all-students group represents the remaining percentage to total 100 percent; the four subgroups are

- (A) Alaska Natives and American Indians;
- (B) economically disadvantaged students;
- (C) students with disabilities; and
- (D) students with limited English proficiency;

(3) attendance rate shall be calculated as a percent as set out in 4 AAC 06.895(i), based on all students enrolled at the school, and the department will award points based on the following scale:

**(A) for all schools except alternative schools as defined under 4 AAC**

**06.899(24) with students in grades 9-12:**

**(i) 96.00-100 percent, 100 points;**

**(ii) 93.00-95.99 percent, 95 points;**

**(iii) 90.00-92.99 percent, 80 points;**

**(iv) 85.00-89.99 percent, 50 points;**

**(v) 70.00-84.99 percent, 25 points;**

**(vi) below 70.00 percent, zero points;**

**(B) for alternative schools as defined under 4 AAC 06.899(24) with students in grades 9-12:**

**(i) 88.00-100 percent, 100 points;**

**(ii) 83.00-87.99 percent, 95 points;**

**(iii) 78.00-82.99 percent, 80 points;**

**(iv) 73.00-77.99 percent, 50 points;**

**(v) 65.00-72.99 percent, 25 points;**

**(vi) below 65.00 percent, zero points;**

[(A) 96 - 100 PERCENT, 100 POINTS;

(B) 93 - 95 PERCENT, POINTS;

(C) 90 - 92 PERCENT, 80 POINTS;

(D) 85 - 89 PERCENT, 50 POINTS;

(E) 70 - 84 PERCENT, 25 POINTS;

(F) BELOW 70 PERCENT, ZERO POINTS;]

(4) graduation rate shall be calculated under 4 AAC 06.825, and the department will award points based on the following scale, with schools permitted to use the high graduation rate:

- (A) for all schools except alternative schools as defined under 4 AAC 06.899(24) with students in grades 9-12:**
- (i) four-year or five-year rate of 98.00-100 percent, 100 points;**
  - (ii) four-year rate of 90.00-97.99 percent, or five-year rate of 93.00-97.99 percent, 95 points;**
  - (iii) four-year rate of 85.00-89.99 percent, or five-year rate of 89.00-92.99 percent, 90 points;**
  - (iv) four-year rate of 80.00-84.99 percent, or five-year rate of 85.00-88.99 percent, 70 points;**
  - (v) four-year rate of 70.00-79.99 percent, or five-year rate of 80.00-84.99 percent, 50 points;**
  - (vi) four-year rate of 60.00-69.99 percent, or five-year rate of 70.00-79.99 percent, 25 points;**
  - (vii) four-year rate of 50.00-59.99 percent, or five-year rate of 60.00-69.99 percent, 10 points;**
  - (viii) four-year rate below 50.00 percent, or five-year rate below 60.00 percent, zero points;**

**(B) for alternative schools as defined under 4 AAC 06.899(24) with students in grades 9-12:**

- (i) four-year or five-year rate of 75.00-100 percent, 100 points;**
- (ii) four-year rate of 65.00-74.99 percent, or five-year rate of 70.00-74.99 percent, 95 points;**
- (iii) four-year rate of 60.00-64.99 percent, or five-year rate of 65.00-69.99 percent, 90 points;**
- (iv) four-year rate of 55.00-59.99 percent, or five-year rate of 60.00-64.99 percent, 70 points;**
- (v) four-year rate of 45.00-54.99 percent, or five-year rate of 50.00-59.99 percent, 50 points;**
- (vi) four-year rate of 40.00-44.99 percent, or five-year rate of 45.00-49.99 percent, 25 points;**
- (vii) four-year rate of 35.00-39.99 percent, or five-year rate of 40.00-44.99 percent, 10 points;**
- (viii) four-year rate below 35.00 percent, or five-year rate below 40.00 percent, zero points;**

[(A) FOUR-YEAR OR FIVE-YEAR RATE OF 98 - 100 percent, 100 points;

(B) FOUR-YEAR RATE OF 90 - 97 PERCENT, OR FIVE-YEAR RATE OF 93 - 97 percent, 95 points;

(C) FOUR-YEAR RATE OF 85 - 89 PERCENT, OR FIVE-YEAR RATE OF 89 - 92 percent, 90 points;

(D) FOUR-YEAR RATE OF 80 - 84 PERCENT, OR FIVE-YEAR RATE OF 85 - 88 percent, 70 points;

(E) FOUR-YEAR RATE OF 70 - 79 PERCENT, OR FIVE-YEAR RATE OF 80 - 84 percent, 50 points;

(F) FOUR-YEAR RATE OF 60 - 69 PERCENT, OR FIVE-YEAR RATE OF 70 - 79 percent, 25 points;

(G) FOUR-YEAR RATE OF 50 - 59 PERCENT, OR FIVE-YEAR RATE OF 60 - 69 percent, 10 points;

(H) FOUR-YEAR RATE BELOW 50 PERCENT, OR FIVE-YEAR RATE BELOW 60 percent, zero points;

**(5) For schools that have six or fewer students in either the four-year or five-year graduation cohort as calculated under 4 AAC 06.825 or both for the current year, the four-year and five-year graduation rates will be calculated by aggregating the graduation rate data for up to three consecutive years so that the aggregated cohort, the denominator in 4 AAC 895 (i)(1), is greater than six for each of the specified four-year and five-year rate. When there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in either but not both the four-year or five-year cohort, the school**

**will receive points based upon the four- or five-year cohort in which the graduation rate can be calculated with at least seven students.**

**In cases when there are insufficient data to make a graduation-rate determination with a cohort of at least seven students over three consecutive years in neither the four- or five-year cohorts, the graduation-rate indicator and its weight in the overall ASPI score will be removed from the calculation.**

(6) [(5)] college and career readiness indicator is the average score for all students in 12<sup>th</sup> grade enrolled on **the first day of the administration of the state standards-based assessment under 4 AAC 06.737** [OCTOBER 1] at the school who participated in WorkKeys assessment, the ACT, the SAT, or a combination of two or more of these assessments with points awarded for a student's achievement on one of those assessments based on the following scale:

(A) award of a WorkKeys gold or platinum certificate, an ACT score of 25 or higher, or an SAT score of 1680 or higher, 100 points;

(B) award of a WorkKeys silver certificate, an ACT score of 23-24, or an SAT score of 1560-1679, 95 points;

(C) award of a WorkKeys bronze certificate, an ACT score of 21-22, or an SAT score of 1450-1559, 80 points;

(D) no WorkKeys certificate, an ACT score below 21, or an SAT score below 1449, zero points;

(7) [(6)] participation rate for the WorkKeys assessment is the number of students in the 11<sup>th</sup> grade who took the WorkKeys assessment at least once, divided by the number of students in the 11<sup>th</sup> grade enrolled in the school on **October 1,**[THE FIRST DAY THAT THE WORKKEYS ASSESSMENT IS OFFERED.]

**(A) The department will award points based on the following scale:**

**(i) WorkKeys participation rate of 95.00 to 100 percent, 100**

**points;**

**(ii) WorkKeys participation rate of 90.00 to 94.99 percent, 50**  
**points;**

**(iii) WorkKeys participation rate below 90.00, 0 points.**

**(B) However, alternative schools as defined under 4 AAC 06.899(24)**

**with students in grades 9-12 will be awarded points based on the following scale:**

**(i) WorkKeys participation rate of 85.00 to 100 percent, 100 points;**

**(ii) WorkKeys participation rate of 60.00 to 84.99 percent, 50 points;**

**(iii) WorkKeys participation rate below 60.00, 0 points.** (Eff.

11/1/2007, Register 184; am 10/16/2013, Register 208; am \_\_/\_\_/2014, Register  
\_\_)

**Authority:** AS 14.03.123            AS 14.07.020            AS 14.07.060  
AS 14.07.170            AS 14.50.080

4 AAC 06.815(c) is amended to read:

(c) Each annual measurable objective established under (a) of this section is an increment over the percent proficient in the base year. The equal increments will be determined so that at the end of six years, the percent not proficient in the base year will be reduced by one-half. **A district or school meets the annual measurable objective for the all students group or a subgroup if it meets the target set for the district or school.** However, a district or school meets the annual measurable objective for

(1) the district or school if it meets the annual measureable objective calculated for the all-students group for the state as a whole; and

(2) a subgroup at the district or school if it meets the annual measureable objective for the subgroup for the state as a whole. (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 \_\_/\_\_/2014, Register \_\_)

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

4 AAC 06.825 is amended by adding a subsection to read:

**(c) A school or subgroup with 10 or fewer students in the denominator of the fraction computed under 4 AAC 06.895(i) that does not meet the graduation rate under (a) of this section for the current year satisfies the graduation rate requirement of this section if all but one of those students graduates.**

(Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 11/10/2005, Register 176; am 8/1/2008, Register 187; am 2/4/2011, Register 197; am 10/16/2013, Register 208; am \_\_/\_\_/2014, Register \_\_)

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

4 AAC 06.835(b) is amended to read:

(b) Not later than **August** [JULY] 1 of each year, the department will notify districts of the preliminary designation of the star rating of each school within the district. A designation of a school's star rating is final if the district does not, within 30 days after receipt of the preliminary designation, submit a request to have the designation reviewed under 4 AAC 06.875(b). (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 8/20/2010, Register 195; am 10/16/2013, Register 208; am \_\_/\_\_/2014, Register \_\_)

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

4 AAC 06.845 is amended to read:

**4 AAC 06.845. School improvement plan.** (a) Not later than November 1 of each school year, a district shall prepare a school improvement plan for a school in the district that receives a star rating of one, two, or three stars under 4 AAC 06.835, and shall submit the plan to the department if the plan is for a school that received one or two stars. A district shall require a school in the district that receives a star rating of four or five stars to prepare a school improvement plan if the school

(1) for two consecutive years, failed to meet its annual measureable objective under 4 AAC 06.815 for the school as a whole or for any subgroup at the school **under 4 AAC 06.830;**

[(2) FOR TWO CONSECUTIVE YEARS, EXPERIENCED A DECLINE IN THE SCHOOL'S GROWTH AND PROFICIENCY INDEX SCORE UNDER 4 AAC 33.540 FOR ONE OR MORE SUBGROUPS;]

**(2)** [(3)] enrolls students in grade 12, and experienced a decline in the school's graduation rate for the school as a whole or for any subgroup at the school; or

**(3)** [4] has a participation rate of less than 95 percent under 4 AAC 06.820(a).

(b) Unless the department approves an alternative improvement planning process under (c) of this section, a school or district will prepare the school improvement plan required under (a) of this section **for schools with rating of one, two, or three stars** through the use of a computerized self-assessment and improvement program selected by the department that addresses each of the following domains of successful schools:

(1) curriculum;

(2) assessment policy and practice;

(3) instruction;

(4) school learning environment;

(5) professional development policy and practices;

(6) leadership.

(c) The department may approve an alternative school improvement planning process under (b) of this section only if the

(1) school demonstrates that it is implementing an effective school improvement plan through the accreditation process under 4 AAC 04.300; **or**

[(2) SCHOOL IS DESIGNATED A FOUR- OR FIVE-STAR SCHOOL UNDER 4 AAC 06.835 AND THE SCHOOL IMPROVEMENT PLAN IS SPECIFIC TO A PARTICULAR IDENTIFIABLE DEFICIENCY; OR]

**(2)** [(3)] district in which the school is located can establish by a preponderance of the evidence that the school has an alternative school improvement planning process that will address as or more effectively than the program selected by the department

(A) each of the domains listed in (b) of this section; and

(B) each specific deficiency at the school identified by an audit or other process.

**(d) A school or district will prepare school improvement plans for schools with rating of four or five stars required under (a) of this section in a format approved by the department that addresses the particular deficiencies identified under (a) of this section.**

**(e)** [(d)] If a school in a district has been designated a focus school under 4 AAC 06.840, the district shall consult with the department and draft for the school a school improvement plan under (a) of this section that complies with the requirements of 4 AAC 06.868 and is approved by the department. If a school in the district has been designated a priority school under 4 AAC 06.840, the district shall consult with the department and draft for the school a school improvement plan under (a) of this section that complies with the requirements of 4 AAC 06.864 and is approved by the department. (Eff. 11/23/2003, Register 168; am 11/1/2007, Register 184; am 10/16/2013, Register 208 am \_\_/\_\_/2014, Register \_\_)

Register \_\_, \_\_ 2014 EDUCATION AND EARLY DEV.

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

4 AAC 06.868(d) is amended to read:

(d) The department will identify a school that is not removed from focus school status after **two** [THREE] years as a focus school for the next two years. After consultation with the district, the department will determine what additional interventions are necessary for the school. Additional interventions may include a state-level intervention under 4 AAC 06.872. (Eff. 10/16/2013, Register 208 am \_\_/\_\_/2014, Register \_\_)

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

4 AAC 06.899 is amended by adding a new paragraph to read:

**(24) “alternative school” means a school that has been specifically designed to exclusively serve high-risk secondary students. Alternative schools are designed to meet the needs of secondary students confronted with barriers to graduation such as credit deficiencies, below-proficient academic performance, a history of low attendance, high drop-out risk or drop-out history, often due to such factors as poverty, homelessness, mental health conditions, substance abuse, and teen parenting.** (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 \_\_, \_\_ 2014 EDUCATION AND EARLY DEV.

Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208 am \_\_/\_\_/2014, Register

\_\_)

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

AS 14.50.080

# **PUBLIC COMMENT**

**Fry, Eric V (EED)**

---

**From:** eric.fry@alaska.gov  
**Sent:** Monday, March 24, 2014 4:18 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Sarah Ferrency  
E-Mail: [ferrencys@sitkaschools.org](mailto:ferrencys@sitkaschools.org)  
Telephone: 907 966-1375

I am commenting on: 4 AAC 06.812 - .899 – School Accountability.

My Comments: I am writing in support of the proposed changes to school accountability rules for alternative schools. Students attend alternative schools because they face greater challenges than the general population, and the proposed system acknowledges this fact and accommodates for it as well as we could hope. An ideal system would use other tools to measure the work that alternative schools use in addition to or in place of the ones listed- metrics such as school re-engagement, improvement in attendance, etc, that are specific to the work that we do. I understand that is a hard sell, and these proposed changes are an excellent first step in painting a truer picture of alternative school performance. I appreciate the Department's willingness to work with us and not settle for letting difficult cases fall through the cracks in order to improve ASPI ratings.

Sincerely,  
Sarah Ferrency  
Co-Principal, Pacific High School

**From:** THOMAS HERMON [<mailto:Thomas.Hermon@matsuk12.us>]  
**Sent:** Friday, April 25, 2014 2:27 PM  
**To:** EED-Webmaster, EED Webmaster (EED sponsored)  
**Subject:** ASPI (Attendance)

To Whom It May Concern:

I am a teacher who has been teaching here in Alaska for 24 years. Parts of the new ASPI are well contrived; however that attendance piece is misguided. Schools are not responsible for student attendance. We have no control over this parenting issue. To hold schools accountable for students who walk through our doors is ridiculous. There needs to be consequences for parents who do not send their children to school. Schools should not be penalized. I would hope that your team would look over this flawed section of the evaluation tool, and base the rubric on academic growth alone.

Sincerely,  
Tom Hermon

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# Anchorage School District

## Education Center

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April 3, 2014

Alaska Department of Education  
& Early Development

APR 07 2014

Mr. Mike Hanley  
Commissioner's Office  
Department of Education and Early Development  
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PO Box 110500  
Juneau, AK 99811-0500

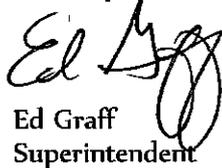
Commissioner's Office

Dear Commissioner Hanley:

In response to the request for review and public comment on the proposed amendments to 4 AAC 06.812-.899 School and District Accountability, the Anchorage School District forwards the attached comments.

I appreciate the opportunity to forward our comments as they related to the proposed amendments in the Department of Education and Early Development regulations. My staff and I are available to answer any questions regarding our comments and will forward any additional remarks to the requirements as you deem necessary.

Sincerely,



Ed Graff  
Superintendent

Attachment

cc: Anchorage School Board  
Mike Graham, Chief Academic Officer  
Vernon Campbell, Executive Director, Federal Programs  
Jane Stuart, Executive Director, Assessment and Evaluation

*Educating All Students for Success in Life*

Anchorage School Board Tam Agosti-Gisler, President  
Natasha von Imhof, Vice President  
Kameron Perez-Verdia, Clerk

Bettye Davis, Treasurer  
Eric Croft

Pat Higgins  
Kathleen Plunkett

Superintendent Ed Graff

4 AAC 06.812

Anchorage School District supports all the proposed changes to 4 AAC 06.812, which will align Alaska school performance index criteria with the proposed changes related to alternative schools under 4 AAC 06.899(24). Further comments by Anchorage on changes related to alternative schools can be found under 4 AAC 06.899 of this document.

4 AAC 06.812(c)(5)

Anchorage School District supports amending regulations on behalf of schools with small graduation cohorts. When graduation data is aggregated for up to three years and still does not attain a count of at least seven students, it is a strong indication that the group size is insufficient for fairly rating a school's performance level. For this reason, the proposed modification is a significant improvement.

4 AAC 06.812(c)(6)

Anchorage School District supports the use of the first day of the administration of the state standards-based assessment as the indicator for averaging the scores of grade 12 students taking WorkKey, ACT and/or SAT.

4 AAC 06.812(c)(7)

Anchorage School District supports the use of October 1 as the indicator of all grade 11 students who could have potentially taken WorkKeys e.g. the denominator with the number of students taking WorkKeys as the numerator.

4 AAC 06.812(c)(7)(B)

Anchorage School District supports the change in weighting for the factors of academic achievement and school progress for those identified as alternative schools with students in grades 9 - 12.

4 AAC 06.815(c)

Anchorage School District supports the inclusion of language, which clarifies how school and districts may meet annual measurable objectives.

4 AAC 06.825(c)

Anchorage School District supports the additional criteria for schools with small populations to meet the graduation rate requirements as a part of Annual Measurable Objective (AMO).

4 AAC 06.835(b)

Anchorage School District supports the change in ASPI / Star rating of schools delivery date to August 1 for the following reasons.

1. Avoid using preliminary data and potential discrepancies between preliminary and final data.
2. Reduce the burden of duplicating reports with preliminary data followed by reporting using final data.

## 3. Align with the Summary Oasis due date of July 15.

## 4 AAC 06.845(a)(1)

Anchorage School District supports the addition of "...under 4 AAC 06.830..." as it helps to specify which subgroups are included.

## 4 AAC 06.845(a)(1)-(3)

Anchorage School District supports modifying current language for high performing schools with 4- or 5-stars. Under current regulation, a 4- or 5- star school must create a school improvement plan if the school:

- has a subgroup that misses an AMO target for two consecutive years,
- has a subgroup with a declining growth and proficiency index over a two-year period,
- has a subgroup that misses the participation rate, or
- has a subgroup that misses its graduation rate target.

Given this, a 4- or 5- star school with a subgroup growth and proficiency index score of 100 (the highest possible) could decline as little as one point (to 99) and still be required to develop of an improvement plan. This constitutes an excessive level of accountability. A substantive decline in a subgroup's growth and proficiency index score will most likely show in the subgroup's AMO performance anyway. Of the two academic performance measures, the AMO is the most rigorous. Therefore, the proposed removal of the growth and proficiency element as a trigger for improvement planning will simplify administering this requirement, eliminate a redundant accountability measure and ensure that 4- and 5-star schools are not developing improvement plans due to inconsequential changes in high performing growth and proficiency index scores.

## 4 AAC 06.845(b)

Anchorage School District supports the inclusion of "...for schools with rating of one, two or three stars..." for specifying which schools are subject to using a computerized self-assessment and improvement program selected by the department when preparing a school improvement plan.

## 4 AAC 06.845(c)

Anchorage School District supports the removal of 4- and 5-star schools from the categories of schools, which are subject to using a computerized self-assessment and improvement program selected by the department when preparing a school improvement plan.

## 4 AAC 06.845(d)

Anchorage School District supports 4- and 5-star schools preparing school improvement plans in a format approved by the department and limited to the particular deficiencies identified under 4 AAC 06.845(a). As previously written,

the regulations subjected 4- and 5-star schools to using a computerized self-assessment and improvement program selected by the department when preparing a school improvement plan. The current program selected by the department requires high levels of support at the school, district and department levels. Under a differentiated accountability system, devoting significant resources to supporting 4- and 5-star schools as they navigate the current program selected by the department is not an effective use of the public school system's valuable resources.

#### 4 AAC 06.868(d)

Anchorage School District supports language, which modifies (from three to two years) when the department will identify a school that is not removed from focus school status. The department indicates that this is a correction related to the number of years that a school remains a focus school.

#### 4 AAC 06.899

Anchorage School District supports the addition of a definition for an "alternative school" under the state accountability system. This addition supports the changes being proposed under 4 AAC 06.812. Modifying ASPI to account for the unique role alternative schools play in individualizing education for at-risk students who might otherwise drop out of school is a welcome change. Anchorage commends the department's speedy efforts to draft amendments, which will more appropriately differentiate between traditional schools and alternative schools when making ASPI determination.

However, Anchorage School District encourages the department to continue developing proposals to amend ASPI on behalf of other special schools, which will not be included in the department's definition of alternative schools. Other special schools may include those that work with incarcerated, neglected and delinquent youth, as well students whose least restrictive environment is a self-contained day school. In such cases, these students have no access to typically developing peers and are subject to transfer from the special school when a lesser restrictive environment is deemed more appropriate. An ASPI rubric that measures special schools (not fitting the definition for alternative) using a traditional school model is problematic for reasons similar to why alternative school modifications are currently being proposed.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 1:58 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Nancy Mason

E-Mail: [nmason@yksd.com](mailto:nmason@yksd.com)

Telephone: 907 534-2204

I am commenting on: 4AAC 06.812-.899

My Comments: amending the calculation of the graduation rate indicator for very small schools

As a principal/teacher of a small rural K-12 school, I am very much in support of the proposed change for graduation rate. This year, our school will have two seniors, both of whom will be graduating. Next year, our school will have only one senior. We are working hard as a staff to support our senior so that he can graduate, but with such a small number, if the student does not graduate, it would really skew our graduation indicator. The proposed change will help provide a realistic picture of a small school's graduation rate.

Thank you.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 2:01 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Anne Titus

E-Mail: [atitus@yksd.com](mailto:atitus@yksd.com)

Telephone: 907 468-4465

I am commenting on: 4AA06.812.899

My Comments: I really agrees with this proposed change,it will help our rural schools. Something needs to be done out here.If you only have a school with one or two kids who are seniors,you should not be penalized if one does not make it.Thanks

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 2:52 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Vicky Charlie  
E-Mail: [vcharlie@yksd.com](mailto:vcharlie@yksd.com)  
Telephone: 907 798-7212

I am commenting on: 4 AAC 06.812 - .899 – School Accountability My Comments: I'm in support of the proposed changes to regulation. They will really help with our district's graduation rate.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 4:51 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Kristin Garot

E-Mail: [kristin.garot@juneauschools.org](mailto:kristin.garot@juneauschools.org)

Telephone: 907 523-1801

I am commenting on: 4 AAC 06.812 - .899

My Comments: I am writing in regard to 4 AAC 06.812 - .899 (School Accountability).

I am the principal of Yaakoosge Daakahidi Alternative High School in Juneau and have been watching with care the proposal to make adjustments to the school rating system for alternative schools. Thank you for considering the changes as proposed.

The challenges of an alternative school are many. Our students are facing situations both in and out of their control that have growing impacts on their academic performance. We want our school to be a place where students who have not seen success for whatever reason or are experiencing a situation that is proving to be a barrier to their education to find success and make progress toward graduation and whatever comes next for them. Our staff works hard to provide students with meaningful opportunities to learn, to help students increase their self advocacy skills and social-emotional learning, and prepare students as they plan for the next phase of their lives after graduation.

Making adjustments to how success is measured in the school accountability plan will only help in providing real feedback for how we can demonstrate what we're doing well and what we need to work on. It is disheartening, for example, to know that under the current system if our students have poor attendance (a hallmark of many at-risk students who have experienced educational trauma) we are impacted in not just attendance but also participation rate in testing (Work Keys) -- and that even if we demonstrate academic growth that attendance factor completely overshadows all other elements.

As a school leader, I want to be able to use the school accountability measure from the state to provide meaningful information to my school community. Adapting the metric to reflect special circumstances for students in an alternative setting helps me to be able to share better information, make more effective changes in our practice, and see specifically what academic factors we can adjust to promote learning for our community.

Thank your for considering these changes.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 8:52 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Karin Parker  
E-Mail: [kdp99577@gmail.com](mailto:kdp99577@gmail.com)  
Telephone: 907 694-0715

I am commenting on: 4 AAC 06.812 - .899 – School Accountability.

My Comments: I am writing in support of the proposed modifications to the regulations. These changes reflect the at-risk student population enrolled in Alternative Schools throughout the state and supports the amazing work done in Alaska's Alternative Schools. Each of the students enrolled in an Alternative School has a life experience or a life choice that has put them significantly behind in credit, significantly lowered their school attendance, and negatively impacted school success. Alternative Schools enroll these students, begin working with them at their current level of functioning, and move them forward toward graduation. The modifications to this regulation allow Alternative Schools to operate from a more equal playing field and allow the ASPI rating system and the evaluation of these schools to more accurately reflect the true school performance.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 10:22 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Rosemary Fish  
E-Mail: [fish\\_rosemary@asdk12.org](mailto:fish_rosemary@asdk12.org)  
Telephone: 907 742-1120  
I am commenting on: 4 ACC 06.812- ,899-  
My Comments:  
I strongly support -

providing a different metric for alternative schools; amending the calculation of the graduation rate indicator for very small schools; amending the criteria for requiring a 4-star or 5-star school to complete an improvement plan; amending the date for providing preliminary ASPI scores to schools; and technical changes to bring more clarity

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 10:34 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Craig Kind  
E-Mail: [ckind64@gmail.com](mailto:ckind64@gmail.com)  
Telephone: 907 347-7269

I am commenting on: 4 AAC 06.812 - .899 – School Accountability My Comments: I write to you today in support of the proposed revisions to the Alaska School Performance Index (ASPI) as it applies to alternative schools.

While I believe the ASPI needs to be revised, it is important to note how much of an improvement it is over past measurements of school success. Adequate Yearly Progress (AYP), with its focus on disaggregated data for subgroups, made schools accountable for the progress of all students, and that was an important step. As originally implemented, ASPI recognized that there is no single way to measure that progress, and its inclusion of a growth component, attendance rates, and indicators of college and career readiness were major improvements over AYP.

Having looked over the ASPI results for many schools in the Fairbanks North Star Borough School District, I would argue that the new ratings are a relatively solid measurement of school success. However, the method for calculating ASPI is still flawed when it comes to alternative programs, specifically schools that not only accept at-risk students, but actively seek them out and recruit them.

As the head teacher of the Fairbanks campus of Star of the North Secondary School (the Career Education Center or CEC), I see this first-hand. Our program is designed to take only juniors and seniors, and while we get our fair share of students who come to us on track to graduate in four or five years, the vast majority of students we enroll are behind on credits. In fact, when we discuss the ideal CEC applicant with counselors and administrators in the district, we emphasize the value of our program to students behind on credits, especially if they are eighteen to twenty years old.

Of course, this emphasis on and recruiting of such older students means we are actively putting our four- and five-year graduation rates at risk. Doing so has a significant effect on our ASPI rating as currently calculated, but we have no plans to change our program or our policies. In fact, the student graduations we celebrate most energetically are those of six-year graduates (and we've had more than a few), who earn us no points on the ASPI worksheet.

A similar situation occurs with our North Pole campus with their recruitment of younger students. One of the selling points of North Pole Academy is its focus on skill development for students not performing well on standardized tests. When we describe the value of this program to people, we emphasize the wide range of interventions we provide in the areas of reading, writing, and mathematics.

Of course, this means that we are actively recruiting students who are typically below proficient on state assessments, and those results have been evident in our yearly pass rates on the SBAs and HSGQE. We accept this, however, because we are not focused on that snapshot of group results. We are more interested in the progress we see in individual student results. While the current ASPI formula gives some weight to student growth, I do not believe it goes far enough.

Alternative schools are not seeking to be five- or even four-star school because that is not who they are. They are not seeking to be exempt from accountability, only to have their progress appropriately measured. Shifting more weight from the snapshot of yearly assessment results to the growth indicator is a good start. Altering the point scale for a

school's attendance rate makes sense for programs that deal with homeless youth, students who work to survive, and kids who just have a difficult home life. And adjusting the graduation rate expectations for schools that rarely, if ever, enroll students in a ninth-grade cohort makes the most sense of all.

By the current definition of an alternative school in the proposed amendments, my school, Star of the North Secondary, may or may not be considered under the revised ASPI calculation. We are not exclusive to at-risk students as other programs are, but that does not deter me from supporting these proposed changes to the Alaska School Performance Index.

ASPI is an improvement over AYP, but it can do better to measure the progress of schools and programs that not only accept at-risk students, but seek them out and recruit them.

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 6B**

◆ **ISSUE**

The board is being asked to consider amendments to regulations related to requirements for obtaining a Type B superintendent certificate.

◆ **BACKGROUND**

- Regulation currently requires that to receive a Type B superintendent endorsement, an applicant must meet the following requirements:
  - have completed a master's or higher degree;
  - be recommended by the preparing institution; and
  - have completed at least five years of employment as a teacher or administrator to include at least three years of employment as a teacher in a position requiring a teaching certificate.
  
- The proposed amendments would permit five years of employment in a leadership position on an Alaska school district's management team to substitute for the five years employment as a teacher and administrator.
  
- The proposed regulations and public comment 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 11B.

4 AAC 12.345 (a) is amended to read:

(a) The department will issue an administrative certificate (Type B) with a superintendent or other administrative endorsement, valid for five years, to an applicant who has a master's or higher degree, is recommended by the preparing institution, and

(1) has met the minimum experience requirements, as follows:

(A) for a superintendent endorsement, at least five years of satisfactory employment as a teacher or administrator, with a minimum of

(i) three years of employment as a teacher in an elementary or secondary program with a teacher certificate under 4 AAC 12.305, a regular teacher certificate (Type A) issued before September 29, 2005 or a comparable certificate issued by another state and [(ii)] one year of employment as an administrator with an administrative certificate or comparable certificate from another state; or

**(ii) five years employment in a district-wide leadership position on an Alaska school district's management team, as documented by a letter of recommendation from the school district's superintendent.**

(B) for other administrative endorsements, three years of satisfactory employment as a teacher or special services provider in an elementary or

secondary program with a teacher certificate under 4 AAC 12.305, a special services certificate (Type C) issued under 4 AAC 12.355, or a comparable certificate issued by another state;

(C) for a special education administrator endorsement, three years of satisfactory employment as a teacher in an elementary or secondary program with a teacher certificate under 4 AAC 12.305 or a comparable certificate issued in another state;

(2) has completed a school administration program accepted by the commissioner under 4 AAC 12.307, or for the special education administrator endorsement a special education administration program accepted by the commissioner under 4 AAC 12.307. (Eff. 9/29/2005l Register 175; am 8/31/2008, Register 187; am 9/17/2011, Register 199, am 9/7/2012, Register 203; am \_\_/\_\_/2014, Register \_\_)

**Authority:** AS 14.07.060 AS 14.30.255

AS 14.20.020

# **PUBLIC COMMENT**

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, March 21, 2014 3:02 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Caitlin Montague-Winebarger

E-Mail: [cnwinebarger@alaska.edu](mailto:cnwinebarger@alaska.edu)

Telephone: 907 799-6822

I am commenting on: 4 AAC 12.345(a)

My Comments: To Whom it May Concern,

In response to the pending change in Type B Administrator licensure, I am writing to urge the legislature to keep policy as it stands. I have worked in education in the state for many years, although only for 2 as a certified teacher, in a classroom. As such, I could potentially stand to benefit from the changes. However, the potential damage that could be done by those having spent no time teaching in an actual classroom far outweighs any possible personal gains in the future.

There is something transformative and particularly special about time spent in the classroom. It gives adults a unique perspective into the lives of children and young adults, and it also changes you. It changes the ways in which you think about education, equity, decision making, time management, frustration, societal values, democracy and social justice. These changes are not to be underestimated in importance, and are not something that one can acquire through formal schooling, completing advanced degrees, or working in a leadership position in a Central Office.

Having a first-hand working knowledge of teaching, an understanding of the pressures of day-to-day instruction, are important threads in the fabric of administration. Without such experiences, how can administrators be trusted to make decisions at a district level that truly are well thought-out and keep everyone's best interest in mind, and in heart? A step away from teachers and teaching is not a step in the right direction, and that is exactly what this legislation suggests; a de-professionalizing of educators is the message that this legislation sends. I believe that is the wrong suggestion, the wrong message, and the wrong direction.

Thank you for your time and consideration.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, March 21, 2014 2:45 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Jill Exe  
E-Mail: [jill.exe@nsbsd.org](mailto:jill.exe@nsbsd.org)  
Telephone: 907 250-2603

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: I am not in support of the change in this regulation. I have been a teacher for 21 years in Alaska and believe strongly that teachers and paraprofessionals deserve to have a superintendent that has worked in a classroom. Most educators go through a long process to become teachers. I worked a booth at a career fair and students were asked to complete a list of what it took to do certain jobs. The kids were amazed that the requirements for teaching were much more stringent than those of other Alaska positions. To be a teacher in Alaska one must have a 4 year degree, an Alaska teaching certificate that requires two extra courses, Alaska History and culture course, and be highly qualified in the areas you teach through a HOUSSE or a Praxis exam. A teacher may not be able to even teach all of the courses or grade levels within one building, but we are thinking about letting any business person be the superintendent of a District. I believe that allowing any management experience to count for teaching experience to be a slap in the face of teachers. I oppose this regulation adoption.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, March 21, 2014 4:10 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Joan Walser

E-Mail: [jwalser@kuspuk.org](mailto:jwalser@kuspuk.org)

Telephone: 907 675-4693

I am commenting on: 4 AAC 12.345(a)

My Comments: Dear Board Members Jim Merriner, Esther J. Cox, Barbara A. Thompson, Kathleen R. Yarr, Kenny Gallahorn, and Sue Hull,

At a time when more rigor is the expectation for students and staff, is a shift to lower expectations for those in a leadership position appropriate? I am opposed to amending 4 AAC12.345 (a) language to allow management experience to substitute for teaching experience for Type B certification.

I began teaching in rural Alaska in 1983. My background includes teaching in both rural and urban public schools, preparing pre-service teachers at UAF, service with the State-wide Mentor Program, secondary instructional coaching, and now working as a Director of Curriculum and Instruction. I know that with each shift in my career, the experience I gained informed and enhanced my performance as I started on a new learning curve.

In my opinion, the 3 years of classroom experience is a bare minimum and should be increased to 5 or 6 years. As an experienced teacher, I can assure you a management role does not substitute for having lived the day-to-day reality of preparing differentiated lessons, interacting with parents, creating a safe and engaging classroom environment, and experiencing the joys and frustrations of guiding children's social, emotional and intellectual growth for nine months for multiple years.

Another concern is the amendment language provides no guidance on/definition of the role a management team member played. Alaska has had a mixed bag of superintendents over the 30 years of my public education tenure; many exceptional as well as the occasional clunkers. Are all of you confident that one superintendent's recommendation is sufficient evidence the manager will be an effective education leader?

This topic came to my attention through my state-wide network of education colleagues following the March 13th meeting. A review of the agenda indicates Dr. McCauley, for whom I have respect, presented it. Our persistent, unanswered question, however, was why the amendment was necessary. We shared impressions on the increase in Outside districts hiring Chief Executive Officers to specifically serve as managers. In the successful models, indicated by increases in student achievement, the CEO manages facilities and personnel, while administration with educational experience maintain the vision and focus for curriculum, instruction, implementation of systemic initiatives, and professional development. Is the amended language meant to create a shift toward that model in Alaska? If so, then my preference would be for an Alaskan district to hire a CEO and use that title.

In closing, I would caution you to not underestimate the credibility that 3 or more years of classroom experience provides in the collaborative interactions of administrators and teachers. As we all move forward in a rapidly shifting educational landscape, I urge you to strengthen not compromise policies that define leadership experience for schools and districts.

Advocating for students and teachers,



## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, March 21, 2014 3:29 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Cathy Anderegg  
E-Mail: [cathy.anderegg@gmail.com](mailto:cathy.anderegg@gmail.com)  
Telephone: 907 723-5671

I am commenting on: 4 AAC 12.345 (a)

My Comments: I am writing to urge the State School Board to eliminate the proposed change to 4 AAC 12.345 (a) which would allow a superintendent endorsement to be granted to individuals who have not experienced the K-12 classroom as a teacher.

First of all, why is this necessary? Individuals are currently able to serve in the role of superintendent without the Type B certification with superintendent endorsement. These individuals are technically the Chief Executive Officers of their districts and are in effect called superintendent and have the same duties. The biggest limitation is that they do not have the capacity to evaluate individuals who hold Type B certificates. This is not a bad thing. Those who have earned the certification and stepped into administrative roles from teachers to leaders should be treated professionally and not be evaluated by those who have not completed like requirements.

Secondly, K-12 classroom teaching is a unique experience. Those of us who have been teachers recognize the organization, structure, planning, and flexibility needed on a daily basis to differentiate instruction to meet the needs of all students in our classrooms. This is beyond the pedagogy intrinsic in the instruction. Those who have not had K-12 teaching experience should not be allowed to bypass it with five years of experience in school district management; it is akin to substituting apples for oranges. I have experience in both. Nothing about the district management experience has any parallels to the classroom teaching experience. Being a member of a District management team does not magically make one an expert in curriculum design, standards alignment, structuring and organizing a school or an individual classroom or the time it takes to cultivate trust and relationships among students, parents, and teachers. Teachers learn and live all of these things and more, on a daily basis.

If this proposed amendment passes, I believe it will send a message that the State School Board does not intend. Condoning a substitution such as this implies that a few years as an administrator qualifies an individual to make judgment and evaluation regarding a profession of which s/he has no direct experience. This stance would not only alienate our teachers, it will strike an enormous blow to dedicated individuals who continue to fight for recognition as professionals.

## Knuth, Dorothy K (EED)

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**From:** dorothy.knuth@alaska.gov  
**Sent:** Friday, March 21, 2014 12:42 PM  
**To:** Knuth, Dorothy K (EED)  
**Subject:** Comments on Regs

Name: Laura Allen

E-Mail: [Allen\\_laura@asdk12.org](mailto:Allen_laura@asdk12.org)

Telephone: 907 727-1253

I am commenting on: 4 AAC 12.345(a)

My Comments: In regards to the regulation that would allow management experience to substitute for teaching experience for a Type B admin certification:

As a current administrator holding a type B certification, I know how critical it is that administrators have teaching experience in order to effectively supervise teachers. Managing and teaching are two very different practices. There is certainly an art to each one, however teachers need a very specific type of leadership, evaluation, and supervision in order to provide the most appropriate education to our students. I realize that not all type B administrators are building principals or are directly supervising teachers, however building principals do have to have a type B. If there is a need for a different type of certification for different types of administrators, then it may be much more appropriate to pursue that structure in order to meet whatever need this change is trying to address.

There's also the issue of what it means to have management experience. For example, there is a difference between managing a fast food restaurant versus managing a large corporation or business. Would those hold equal weight in this application process? They certainly should not.

In all honesty, I know two administrators who do not have direct teaching experience. The difference between these administrators and the proposed regulation changes is that these two administrators have been working in the school setting for years. They have worked directly with teachers in a variety of settings, and they have extensive training in student development and learning. Yet even with that, they face a very different kind of learning curve in their roles as administrators, simply because they do not have the teaching experience. I support these two as administrators because of their background in student learning and development, and I would support other administrators who had a similar background. Yet there is a enormous difference between these administrators and the possibility of administrators who had management experience outside of the school setting. The learning curve is simply too steep to be effective.

## Knuth, Dorothy K (EED)

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**From:** dorothy.knuth@alaska.gov  
**Sent:** Friday, March 21, 2014 12:01 PM  
**To:** Knuth, Dorothy K (EED)  
**Subject:** Comments on Regs

Name: Stephen Courtright  
E-Mail: [s.courtright@gmail.com](mailto:s.courtright@gmail.com)  
Telephone: 907 738-2247

I am commenting on: 4 AAC 12.345(a)

My Comments: Valuable though management experience may be in the running of a school district, it is not and must not be a substitute for teaching experience. Those running our schools must be first and foremost educators, not businesspeople.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, March 25, 2014 9:18 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: David Pelto  
E-Mail: [dpja1980@gci.net](mailto:dpja1980@gci.net)  
Telephone: 907 354-5548

I am commenting on: 4AAC12.345a Type B Certificate My Comments: The Department of Education & Early Development proposes to amend this section to allow management experience to substitute for teaching experience.

As retired teachers, we would like to go on record as being strongly opposed to this change.

It is already possible for an individual to manage a school district and to become the titular head as a CEO.

To be a superintendent has always meant that not only could the respective individual manage a school district and become its manager but also that the individual had experience in the classroom and some understanding of that part of the educational process. We feel it is important that being a superintendent continue to mean that an individual understands what is going on in the classrooms under his/her management. A superintendent should have the experience that allows him/her to know and understand the teaching process so that they can make good academic decisions for classrooms based on their personal knowledge and not based totally on the knowledge of their administrative staff.

David Pelto and Judith Anderegg

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, March 28, 2014 4:22 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Rick Luthi  
E-Mail: [rluthi@lpsd.com](mailto:rluthi@lpsd.com)  
Telephone: 907 246-4280

I am commenting on: 4AAC 12.345(a) - Type B Administrator My Comments: I would like an explanation as to why this is being considered?

I believe there is no substitute for time in a classroom.

I would think folks in Educational Leadership positions should understand from experience what a classroom teacher experiences.

After all aren't those in Educational Leadership positions supposed to be our "Master Teachers".

As I read this I could serve in any capacity deemed "a leadership" position and after five years the Superintendent can write a letter and then I receive a Type B. Just doesn't seem right.....

I would like to know who proposed this change and why the change is being considered. Who is this change going to serve?

Rick Luthi

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Monday, March 31, 2014 3:24 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Dawn Brettrager

E-Mail: [swimmom24\\_7@yahoo.com](mailto:swimmom24_7@yahoo.com)

Telephone: 907 745-7085

I am commenting on: 4 AAC 12.345(a) - Type B Administrator My Comments: I am concerned about this legislation because it is another step in reducing accountability in our education system. We wouldn't accept driving a go-cart as experience to replace the requirement to having a driving permit prior to getting a driver's license, so why would we accept experience outside of the education setting as acceptable to be an education administrator? Unless a person has walked a mile in the shoes of a classroom teacher, there is no way to replace teaching experience with simply having management experience. An education administrator is not in the position to manage the adults, as much as, they are there to ensure a quality education and be able to relate to the importance of the process of education. Teaching and managing a classroom of 25 - 35 students does not compare to business management. If someone has been a manager at McDonald's they have the same understanding as someone who has been in the classroom? I think not!

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Monday, March 31, 2014 2:52 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Katy Journey Scrivo  
E-Mail: [kjscrivo@gmail.com](mailto:kjscrivo@gmail.com)  
Telephone: 907 491-0952

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: I vehemently oppose this amendment! The best administrators have many years of teaching experience under their belts. Studying the philosophy, pedagogy, art, and intricacies of teaching is vastly different than actually teaching. We wouldn't expect the public to settle for a Chief of Staff at a medical institution who has never practiced medicine. Why on earth would we expect the public and the teaching staff to settle for administrators who've never taught?!? This is an absurd amendment and should be removed from the regulations.

## Fry, Eric V (EED)

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**m:** eric.fry@alaska.gov  
**Sent:** Monday, March 31, 2014 2:14 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Jennifer Litera  
E-Mail: [arcticteacher@yahoo.com](mailto:arcticteacher@yahoo.com)  
Telephone: 907 852-5097

I am commenting on: 4AAC 12.345(a) Type B Administrator My Comments: The North Slope Education Administrator's Association would like to provide our comments on the proposed regulation 4 AAC 12.345(a) Type B Administrator.

As the union representation for the principals and assistant principals of the North Slope Borough School District, NSEAA can not support the proposed regulation change which would allow a candidate to bypass the required three years teaching experience in an elementary or secondary program and possess a type A teaching certificate.

The members of NSEAA feel that a Superintendent holds the highest position in a school district, a position that requires one to lead all aspects of the district. Our children are the greatest asset; by placing a person in a Superintendent role without having been in the classroom with school age children puts future generations at risk.

It is vital to have the teaching experience as this provides the basic foundation of understanding how students learn. Without the understanding of what it takes to teach, there could be no true direction for instructional leaders. It is essential to have teaching experience as so many district decisions revolve around student learning. Having teaching experience gives the particular person a perspective that can't be obtained otherwise. A perspective that allows an individual to understand how students learn, communicate, socialize and interact with each other in the classroom setting.

Experience as a teacher is critical to the role of Superintendent. Without this experience it would be impossible for a Superintendent to adequately understand the complex needs and priorities of a school district.

Jennifer Litera  
President of the North Slope Educators Administration Association Barrow, AK

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 01, 2014 10:23 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Richard Trombley  
E-Mail: [jimtrombleynpak@gmail.com](mailto:jimtrombleynpak@gmail.com)  
Telephone: 907 240-9126

I am commenting on: 4 aac 12.345(a) type "b" cert My Comments: It is my experience that for bosses to do a reasonable job, being the boss of a given area (whether it is private-sector, public-sector or anything really)they need to have actual experience in the basic function for that area if they are to properly function in the capacity as head of that area. Imagine a restaurant manager who never cooked, imagine a construction company manager that never built anything, this is the total lack of reasonable competence that you are proposing with this regulation. At the very least, a Superintendent needs to have 5 years teaching experience and 5 years administration experience. I could see substituting outside management experience to fulfill the administrative requirement (although it would be undesirable)If rural districts are finding it hard to broaden the applicant pool for their top job, perhaps, the board would better help the rural districts by creating a waiver process by which each individual school district board could create a plan and have it submitted to Dept of Education for approval, rather than creating an elitist system for bringing in unqualified management (which is what the proposed regulation would do, in effect, bypass the opportunity for someone to move up through the ranks) Thank you for allowing public input.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 01, 2014 6:26 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: John Parker  
E-Mail: [toybox@gci.net](mailto:toybox@gci.net)  
Telephone: 907 486-3084

I am commenting on: 4 AAC 12.345(a) – Type B toyboxtor.

My Comments: It is amazing that a proposal can simply state a requirement as simplistically as: "having been a member of school districts management team." There is no fundamental definition as to what a management team position encounters. Perhaps there is something missing when the fundamental qualification goes undefined. For that reason I must be opposed to any such adoption for the type B certification proposal.

Theo Lexmond  
P.O. Box 873  
Cooper Landing, Alaska 99572

April 4, 2014

Alaska State Board of Education  
Atten: Dottie Knuth, Executive Secretary to the Board  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

Alaska Department of Education  
& Early Development

APR 07 2014

Dear Commissioner Hanley and State Board Chair Merriner,

Commissioner's Office

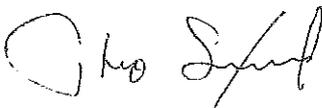
I am writing to comment on a proposal before the Alaska State Board of Education, put forward by the Department of Education and Early Development, to change Title 4 of the Alaska Administrative Code: 4AAC 12.345 (a), to permit five years of employment in a leadership position in Alaska to substitute for five years employment as a teacher or administrator, for the purpose of becoming a certified school superintendent in Alaska.

I have read recently, in the Fairbanks Daily News Miner, that NEA-Alaska president, Ron Fuhrer, expressed dismay that this regulatory change would lead to superintendents with no teaching experience evaluating teachers. He was quoted as saying, "Those folks should not be evaluating a teacher and determining whether or not a teacher is efficient or exemplary or needs to be non-retained." I find this to be a specious argument that does not stand up to scrutiny. It appears that NEA-Alaska finds it acceptable for administrators who were teachers, early in their school careers, to evaluate all kinds of other professionals who work in the schools with a background and training that is foreign to teachers, but the shoe can never be on the other foot. At present, many former teachers, turned administrators, successfully manage and evaluate accountants, personnel specialists, nurses, therapists, psychologists, and even attorneys in the larger school districts. Why is it that former teachers are the only ones ever capable of supervising everyone else in the schools, but someone with a background outside of teaching can never successfully supervise teachers? I submit that NEA-Alaska's argument on this subject lacks consistency and reason.

I encourage the Alaska State Board of Education to keep its eye firmly on the prize of what is best for children in this and all matters. I am of the opinion that this regulatory change would have the effect of expanding the pool of talented people drawn into educational leadership in Alaska. Enhanced talent leads to better schools and better outcomes for the children served by those schools. The changed regulation still requires that superintendent candidates prove themselves in the schools, by acquiring five years of experience in a leadership position in Alaska, before acquiring a superintendent's certificate. And, as Susan McCauley, of Alaska DOEED has pointed out, there is nothing in this new regulation preventing a local school board from continuing to make teaching experience a priority consideration in their search for superintendent candidates, should they feel that this is of particular importance to them.

I encourage the Alaska State Board of Education to adopt this regulation. Please do not succumb to the argument that only teachers can supervise teachers, but teachers are capable of supervising everyone else. It's a nonsensical argument that leaves local school boards with a weaker candidate pool, from which to select their future school leaders, than need be the case. A weak candidate pool is bad for kids- especially in districts that have trouble drawing a solid pool of candidates now. Thank you for considering my remarks.

Sincerely,



Theo Lexmond, M.S.ed., NCSP  
Nationally Certified School Psychologist  
Special Education Administrator- Retired

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, April 04, 2014 1:57 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Michael Byer  
E-Mail: [mbyer@hbsd.net](mailto:mbyer@hbsd.net)  
Telephone: 907 766-6725

I am commenting on: 4 AAC 12.345(a) – Type B Administrator My Comments: The question that comes immediately to mind is, "why would you not want to have an administrator who has actual experience and knowledge of teaching?" I think the regulation as is, mandating teaching experience, was wisely chosen. Those who would lead, should intimately understand those they are leading.

I don't know where this change in regulation is originating from, but i would strongly oppose it.

Michael Byer, Superintendent  
Haines Borough School District

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Saturday, April 05, 2014 5:39 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Thomas Pease  
E-Mail: dipietro@alaska.net  
Telephone: 907 277-4351

I am commenting on: 4 AAC 12.345 Type B Administrator My Comments: Dear Commissioner Hanley and Members of the Alaska Board of Education:

Thank you for this opportunity to comment on a recent proposal to change the criteria required to earn a type B administrative certificate. I encourage you to abandon this amendment and replace it with more, rather than less, stringent educational experience requirements.

### WHERE IS THE NEED?

No need is evident for this amendment. Such a drastic change in administrative qualifications should be based on an explicit need that data can verify. From my experience, there is no shortage of prospective administrators, at least not in large, urban districts. I have several colleagues who hold administrative certificates, but who cannot find jobs as school administrators because there are no openings. Furthermore, significant education budget cuts eliminated, and continue to eliminate, administrative positions, creating an even greater surplus of certified administrators who have administrative experience. Why would the State reduce education-related experience to become an administrator at a time when there is a surplus of qualified candidates?

### WHAT IS THE RATIONALE?

Under this proposal, administrators would no longer be required to hold a type A teaching certificate or have any classroom experience. Yet, these same administrators would be charged with supervising teachers and evaluating teacher performance. Our State does not allow an individual to be appointed a judge without practicing law first. Our State would not consider applicants for the position of State Epidemiologist who have not graduated from medical school and who do not hold a medical license. Cities do not hire building code administrators who do not hold engineering degrees and have construction experience. Why, then, would the State consider placing individuals in school administration positions who are not licensed educators and who have no teaching experience? For the State to reduce the amount of educational experience required to become an administrator at a time when teachers must complete more course work, more exams, more training, and more years on the job to become tenured, defies reason.

### QUALIFICATIONS MUST MATCH JOB DESCRIPTION

This proposal potentially places unqualified individuals in a supervisory role. School administrators must understand children and interact with students and parents effectively. They must be exceptional communicators and fair and consistent disciplinarians. Administrators must be familiar with curriculum, and with a variety of teaching and learning styles. They are responsible for creating a master schedule and for identifying instructors' strengths and weaknesses. Administrators must provide ongoing professional learning opportunities. None of these skills can be mastered or even understood without extensive experience in the classroom. Anecdotally, the best administrators I've worked for have

had extensive classroom experience spanning multiple age groups. Conversely, the weakest administrators I've taught under have had limited classroom experience. I would not choose to work for an administrator who had no classroom experience or did not hold a teaching certificate. These observations apply to superintendents as well. Perhaps the most respected superintendent in Alaska's history, Dr. Carol Comeau, brought to her leadership position many years of classroom experience. Her depth of teaching experience and her knowledge of students, curriculum and classroom demands contributed to her long tenure as Anchorage's premier superintendent. Classroom experience cannot be replicated in other work sectors and should remain a primary requirement to become an education administrator.

#### AMENDMENT LANGUAGE LACKS SPECIFICITY

This amendment would allow an individual with "five years employment in a district-wide leadership position on an Alaska school district's management team" to earn a type B administrative certificate. Yet, "leadership position" is not defined as being specific to education. Under the proposed amendment, a "leader" such as the Director of Building Safety, the Director of Payroll, or the Director of Food Service could conceivably become a school principal or even a superintendent. Their skill sets, while probably highly developed, may not meet the demands of a school administrator as outlined above. Additionally, requiring "a letter of recommendation from the school district's superintendent" does not ensure that the most qualified candidate is selected for an administrative position. Instead, this language promotes the notion of "it's not what you know but who you know" when awarded a job. This last clause could potentially reinforce "the good ole boy" hiring practice that all institutions need to abandon.

#### CONCERNS SPECIFIC TO THE TEACHER EVALUATION PROCESS

As mentioned earlier, a critical duty of a school administrator is to evaluate staff performance. These evaluations often take the form of two or more classroom observations and require extensive knowledge of the content area being taught. To conduct a fair and thorough evaluation, administrators must know, and preferably have mastered, best teaching practices. Since the evaluation report becomes a permanent part of the educator's file, it is critical to an educator's tenure and ultimately, his/her career. Placing a school administrator with no teaching experience in the role of classroom evaluator could produce inaccurate evaluations and could negatively impact a qualified educator's career.

#### A BETTER AMENDMENT PROPOSAL

Instead of eliminating the 5-year teaching requirement, I urge you to increase the number of years required in the classroom to become an administrator. So many administrative duties depend on extensive instructional knowledge that this more stringent requirement would attract only the most qualified applicants for administrative positions. Increasing the current 5-year teaching requirement to 8 or 10 years would reduce the potential risks of hiring an unqualified candidate for an administrative position, a risk that the current amendment creates. Now is not the time to loosen qualification requirements on administrators as we attempt to attain more stringent academic goals and as we attempt to attract and retain the most qualified candidates to the education field.

Thank you for reconsidering the amendment to eliminate the licensing and teaching experience requirements for future administrators.

Sincerely,

Thomas Pease  
Anchorage School District

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Sunday, April 06, 2014 10:19 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Alison Anteau  
E-Mail: [alimusic@yahoo.com](mailto:alimusic@yahoo.com)  
Telephone: 907 339-9552  
I am commenting on: 4 AAC 12.345 (a)  
My Comments: Date: April 6, 2014

Dear Commissioner Hanley and Members of the Alaska Board of Education:

I am writing because I am concerned about the proposal to change the requirements for an Administrative Type B license (4 AAC 12.345a). I am deeply disturbed at the move to allow people with no education experience, especially classroom experience, to become principals. Not only do I believe this amendment should be dropped, but I believe principals should be required to have more experience as educators before becoming administrators.

Administrators are the leaders and evaluators for teachers. In order to effectively manage and evaluate teachers, they should have a deep knowledge of the profession. Administrators should know and be able to use best practices in teaching. They should keep their finger on the pulse of education and be well aware of changing techniques. It is not enough to just take a class on the methods, but they should also have had the opportunity to try out those methods in a classroom. Thinking about teaching and best practices is far easier than actually doing. How can teachers accept and trust feedback from evaluators who have no experience? In fact, I believe that administrators should be required to get into their schools' classrooms and actually teach a certain number of hours every year. It is easy to forget the daily obstacles teachers must navigate in their classrooms. The makeup of classrooms has changed drastically over the 20 years. Administrators should have first hand experience seeing and working with these changes, working in current conditions, not conditions they remember from years ago. Furthermore, managing people in a business setting is not the same as managing a classroom and teaching effectively. We need administrators who understand that.

Teachers are being scrutinized more than ever. Evaluations are a critical piece of ascertaining the effectiveness of a teacher. Evaluations done by a non-educator casts doubt on the whole process. The Anchorage School District has adopted the Danielson Model of evaluation. Part of what teachers are evaluated on is knowledge of best practices and whether we are keeping abreast of changes in our subject areas. We are then evaluated on whether we use that knowledge effectively in our instruction. If our evaluator does not know or has never experienced this, how can we be fairly evaluated? What will this do for morale? Will this damage careers of fully capable teachers because their evaluators don't know what to look for? Will this give teachers who need more guidance false confidence in their own abilities?

This Amendment suggests there is a lack of candidates looking for administrative positions in our schools. However, there are a number of current teachers with administrative degrees who have not become administrators because there are no positions available for them. Perhaps it is tougher to recruit for administrator positions in the more remote areas of Alaska. But I believe this is not the answer.

Administrators are also the face of our schools. A big portion of the job is effectively communicating with parents about a range of issues, including curriculum and teaching strategies to help those struggling academically and behaviorally. Will parents be able to trust administrators with little to no education background? Will these administrators be able to

assess, brainstorm and troubleshoot curricular and behavioral issues? Will they be able to adequately address parent questions and concerns?

Thank you for your time. I sincerely hope you reconsider this amendment to ease the requirements for becoming a school administrator in Alaska.

Sincerely,

Alison Anteau

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, April 11, 2014 9:47 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Cindy Lelake  
E-Mail: [lelakecindy60@gmail.com](mailto:lelakecindy60@gmail.com)  
Telephone: 907 360-9768

I am commenting on: 12.345(a)

My Comments: I believe that proposed changes governing criteria for becoming a school administrator carry the risk of undermining an effective teacher evaluation process. Currently administrators must have a type A teaching certificate and 5 years of classroom experience. That requirement would be changed if the amendment is adopted to 5 years in a "district-wide leadership position on an Alaska school district's management team." "Leadership position" is not defined.

Thus a person with no teaching experience and no formal teacher training could become a supervisor whose responsibilities include evaluating teacher performance.

Effective teacher evaluations must be based on first-hand knowledge of best teaching practices. If teacher certification and teaching experience are not providing this knowledge, some other provision must be in place to equip administrators with the skills needed to perform accurate and meaningful teacher evaluations.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, April 11, 2014 12:42 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Timothy Andrew  
E-Mail: [Tandrew.ak@gmail.com](mailto:Tandrew.ak@gmail.com)  
Telephone: 907 337-6527

I am commenting on: 4 AAC 12.345(a)

My Comments: I don't believe that the students, staff, or public will be well served by allowing district management experience be credited in lieu of classroom teaching experience when certifying public school administrators in Alaska.

The current requirement of three years classroom teaching experience doesn't seem too onerous. More importantly, the perspective that classroom teaching experience provides an administrator whose (arguably) most important role is that of an instructional leader, is invaluable. While district management experience provides important perspective to school leaders, it does not replace the instructional perspective gained from teaching.

Thank you for the opportunity to share these comments.



# Anchorage School District

## Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

April 16, 2014

Alaska Department of Education  
& Early Development

APR 21 2014

Commissioner's Office

Mr. Mike Hanley  
Commissioner's Office  
Department of Education and Early Development  
Attn. Regulations Review  
801 West Tenth Street, Suite 200  
PO Box 110500  
Juneau, AK 99811-0500

Dear Commissioner Hanley:

In response to the request for review and public comment on the proposed amendments to 4 AAC 12.345(a)—Type B Administrator, the Anchorage School District forwards the attached comments.

I appreciate the opportunity to forward our comments as they related to the proposed amendments in the Department of Education and Early Development regulations. My staff and I are available to answer any questions regarding our comments and will forward any additional remarks to the requirements as you deem necessary.

Sincerely,

Ed Graff  
Superintendent

Attachment

cc: Anchorage School Board  
Todd Hess, Chief Human Resources Officer  
Robb Donohue-Boyer, Executive Director, Certified & Classified Staffing

*Educating All Students for Success in Life*

Anchorage School Board Tam Agosti-Gisler, President  
Natasha von Imhof, Vice President  
Kameron Perez-Verdia, Clerk

Bettye Davis, Treasurer  
Eric Croft

Pat Higgins  
Kathleen Plunkett

Superintendent Ed Graff

The language in the code on (1) (A) (i) needs updating as it speaks to regular teacher certificate (Type A), which no longer exist. Teachers have now moved to a three tiered format (Initial, Professional, Master). It is unfortunate that a similar change was not also proposed for Type B certificates.

- a. Concern A– If we are changing this section, change other sections so to follow current certificate titles.

**The proposed change only speaks to the requirements to obtain a Type B with a Superintendent endorsement:**

The proposed change would allow anyone in a “district-wide leadership” position to be issued a Type B Administrative certificate with a superintendent endorsement even if they did not meet the requirements associated with having been a certificated teacher, or having had an administrative cert from another state and having been an administrator in that state for one year.

- a. The new “exception” language that would allow that to occur would require a document of support from the school district’s superintendent.
- b. It appears from the language that (unlike a Type M certificate, which requires recommendation and is only good in the specific sponsoring district) once issued, it could be used as evidence of a superintendent certificate in any Alaskan district. For example, our King Career Center Type M teachers can't take their certificate to Mat-Su and use it. The district would have to responsor specifically for Mat-Su.
- c. Concern B – Absent that type of language, the universal usability of the regulation change would allow the certificate to be used not just in the recommending district, but also throughout the state.
- d. Concern C – The vagueness of what is a “district wide leadership position.” A case could be made that the language could (and possibly would) cover everything from Accounting Supervisors, to Curriculum Coordinators, to Nutrition Supervisors, to Directors of Facilities, to Grant Manager positions. The list could be quite exhaustive.
- e. Concern D – Since the exception language doesn’t apply to principals, it is very likely that a superintendent who obtained their endorsement through the recommendation change would be supervising principals and others without having had like experiences.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Friday, April 18, 2014 1:39 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Connie A. Newman  
E-Mail: [newmanc@psd-k12.org](mailto:newmanc@psd-k12.org)  
Telephone: 907 546-3337

I am commenting on: [ [https://education.alaska.gov/regs/comment/4\\_AAC\\_12\\_345a.pdf](https://education.alaska.gov/regs/comment/4_AAC_12_345a.pdf) ]4 AAC 12.345(a) – Type B Administrator.

My Comments: I recommend that a school district administrator needs to have teaching experience to be effective in leading a school system. I have observed a district which hired a district level administrator without classroom teaching experience and the students nor the staff benefited from the services or management skills of the manager.

Thank you for the opportunity to comment.



# FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000  
www.k12northstar.org



April 18, 2014

Commissioner's Office  
Department of Education and Early Development  
ATTN: Regulations Review  
801 West 10<sup>th</sup> Street, Suite 200  
PO Box 110500  
Juneau, AK 99811-0500

RE: 4 AAC 12.345(a) Type B Administrator

The Fairbanks North Star Borough School District does not support the proposed regulation change in 4AAC 12.345(a), Type B Administrator. The proposed addition seeks to permit the substitution of five years of employment in a leadership position as an additional avenue for meeting the minimum requirements for a superintendent endorsement.

We believe it is important for a person leading our principals and teachers to have "walked in their shoes" by gaining valuable experience as a teacher or a principal. The impact of this experience and knowledge is critical in maintaining credibility in the superintendent's understanding of the complexity of the principal role and in the decision making related to school level administration. District experience alone is not comparable to the experience of being a principal. Educators with a type B certificate need to be able to evaluate teaching and provide input to instructional improvements. They need to have experienced the complexity of the day-to-day operations of overseeing a school so they can be realistic about the expectations and responsibilities principals are asked to accomplish. While we support a waiver process for unique circumstances as it currently exists, we do not support an open door to a superintendent endorsement with this less robust component of prior principal experience.

We respectfully express our concerns regarding this proposed change and ask that it not be adopted.

Respectfully submitted,

Dr. Karen Gaborik  
Interim Superintendent of Schools

cc: Roxa Hawkins, Temporary Assistant Superintendent for Elementary Education  
Traci Gatewood, Executive Director of Human Resources  
FNSB Board of Education



April 21, 2014

Commissioner's Office  
Department of Education and Early Development  
Att: Regulations Review  
801 West Tenth St.  
Suite 200  
PO Box 110500  
Juneau, Alaska 99801

Alaska Department of Education  
& Early Development

APR 22 2014

Commissioner's Office

Dear Commissioner Hanley,

I am writing in support of the proposed changes to 4 AAC 12.345(a).

The superintendent's position in a school district is a difficult one in the best of times. The superintendent's duties are multi-faceted and as the district's educational leader she/he is responsible for implementing and overseeing all policies of the board of education. The superintendent must be intimately familiar with educational law, legislative process, school finance, personnel regulations, facility requirements, labor law, public relations, and instructional best practices as well as possessing the ability to work with the board of education, staff, and community and have a passion for the well being of young people. It is little wonder that persuading qualified men and women to enter the superintendent role is becoming more difficult.

School boards need the flexibility to recruit the very best person possible to lead their district. The legislature has already enacted legislation to allow districts to employ a Chief School Administrator (14.14.130). This proposed change would allow a potential superintendent to substitute Alaska leadership experience in lieu of employment as a teacher or administrator in order to obtain an Administrative Type B certificate.

I support the change in AAC 12.345 (a) to give districts one more option to attract and select the best qualified person to lead a school district.

Sincerely,

Joseph Reeves, Executive Director

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 23, 2014 4:14 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Elaine O'Rourke  
E-Mail: [eorourke@kuspuk.org](mailto:eorourke@kuspuk.org)  
Telephone: 907 675-4250

I am commenting on: 4AAC12.345(a)

My Comments: In this time in education of requiring more "rigor"- of curriculum, of teachers, of teacher evaluations, of assessments and of students, it is surprising and disappointing to hear that someone is trying to sidestep the requirements for attaining Type B Administration certification.

Being an educational administrator usually means that one has paid their dues in the field and has attained experience and knowledge that they would like to share with others in the areas of educational leadership- to lead by example and pass on well-earned knowledge that can assist others in becoming better in the field.

Simply serving on a "management team" in a school district certainly does NOT prepare one to be an educational leader. Even if one completes a program for administration, without teaching experience, it is a moot point. Without practical experience in this field, it is absolutely impossible for anyone to really know what it is to teach children in a K-12 setting. To know what is to deal with students, parents, staff, and indeed administration is a years-long process of self-reflection, learning and growth. It cannot be replicated simply by completing some classes and serving in a leadership position in a school district.

There is NO EQUAL to being a teacher or a principal. It would be a grave injustice to the many dedicated professionals in our field who have completed the Type B certification (as is) to amend it in the way proposed.

I certainly hope that the esteemed State Board of Education does not support this proposal or any one like it in the future that devalues the hard work, time and commitment it takes to become a true educational administrator.

Thank you

Dale Cope, Ph.D  
23617 Big Sky Drive  
Chugiak, Alaska 22567

April 28, 2014

Mr. Jim Merriner  
Chairman, State Board of Education  
Alaska Department of Education & Early Development  
Office of the Commissioner  
ATTN: Dottie Knuth, Executive Secretary to the Board  
801 West 10th Street, Suite 200  
P.O. Box 110500  
Juneau, AK 99811-0500

Dear Chairman Merriner:

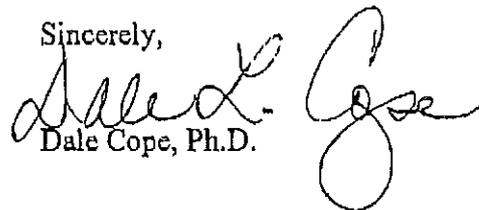
As a long-time Alaskan educator, I am writing to support the proposed regulations regarding an alternative route to earn a Type B certificate. In my view, what matters most for an educational leader or superintendent is their leadership skills, at least as much as whether they were a teacher.

The proposed amendment broadens who can achieve a Type B administrator's certificate, providing an alternative critical for rural and small districts. Allowing the certification of additional staff gives small districts flexibility, as they may only have one or two staff with Type B certificates. Equally importantly, opening an alternative route, even if only to a small degree, to non-traditional candidates for superintendent is sure to introduce fresh thinking and approaches to our systems.

The ability to administer a school district depends on a range of leadership and educational skills, which are not singularly tied to time spent as a teacher. As a educator, it is my belief that the skills necessary for a classroom teacher differ from those needed to lead a district. Classroom teaching experience should not preclude administrative service and certification.

Alaska's regulations allow teaching experience to count towards the overall five year requirement, and I would suggest that allowing administrative experience should carry equal weight. By allowing flexibility in more than one route to the necessary certification, we recognize that there are multiple skills and paths that prepare someone to be an educational leader.

Sincerely,

  
Dale Cope, Ph.D.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Monday, April 28, 2014 7:05 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Eric Campbell  
E-Mail: [ecampbell@bdo.com](mailto:ecampbell@bdo.com)  
Telephone: 907 770-2246

I am commenting on: 4 aac12.345(a) Type B Certificate My Comments: Currently, an individual must have a minimum of five years satisfactory employment as a teacher or administrator, with a minimum of three years employment as a teacher. Under the existing regulation, two years of teaching experience can be substituted for equivalent experience as an administrator. The proposed regulation allowing the substitution in the reverse direction is a logical conclusion. Being involved in the management of a district is just as valuable as teaching, as management skills are a different skill set. The ability to administer a school district, including evaluation of certified staff, does not require a skill set dependent upon the skills necessary to be a classroom teacher. The lack of classroom teaching experience should not be an automatic bar to administrative service and certification.

There are some very capable individuals that are not considered for the pool of Superintendents, Asst. Superintendents etc... that are highly qualified and could add to the diversity and knowledge base of Alaskan School Districts.

Currently the pool of applicants for rural and small districts is very limited, and could be vastly improved by allowing an alternative. Small districts may have limited capacity and only have one or two staff with Type B certificates, so allowing the certification of additional staff will add much needed flexibility.

Each district's school board would still consider their pool of applicants and their experiences and retain the final decision regarding whom they hire.

The amendment allows the substitution of five years' experience as an administrator for three years as a teacher makes sense. While time teaching is a valued and highly applicable pathway to a Type B, it is not the only path. Alaska's regulations should include sufficient regulatory flexibility to accommodate the unique circumstances posed by our vast geography and the wide differences between districts, while at the same time help to generate skills from lower 48 states that could help expand the knowledge base in Alaska.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Monday, April 28, 2014 5:43 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Tim Doran  
E-Mail: [timothy.doran@k12northstar.org](mailto:timothy.doran@k12northstar.org)  
Telephone: 907 452-2456

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: I strongly urge you to reject this amendment. This provision allows an individual to receive their Type B certificate with a Superintendent endorsement without ever having taught in a school. They would be able to evaluate principals and teachers with their Type B, even though they would have no benefit of instructional knowledge or experience when doing evaluations of principals and teachers. It would be like my evaluating the work of a plumber or an electrician or my daughter's medical skills. I simply do not have the background or experience to fully judge the nuances and discreet skills involved in such areas of expertise.

Changing the regulation in this manner, opens up a myriad of issues. Anyone on a district management team, e.g. director of facilities or business manager or director of human resources, etc., though very competent individuals in their own areas, would now be able to become certified to evaluate people in a profession about which they may have no experience or knowledge. This becomes a very open-ended and slippery slope. It may even present potential legal implications as to the competence of the evaluator, especially at a time when there is a focus on "highly" qualified and "highly" effective educators. It seems disingenuous to demand standards on one front and toss them aside on another front.

Currently a school district can hire a "Chief School Officer" instead of a Superintendent, but this person can not do evaluations because they do not need to be certified. They may not have any prior educational experience. Most Districts value the importance of hiring an experienced educator who is fully certified and has teaching and/or principal experience. But that is a decision by a local school district and there are workable ways to address the issue of evaluation.

In part this amendment has been initiated by an individual who has district management team experience but who has neither taught nor been a principal in any school situation. The State Board does have the option to consider a waiver for a specific District situation. It is not necessary, nor advisable, to throw open the door without regard to standards.

As an individual with over 30 years of school administrator experience in Alaska, I strongly urge you to reject this regulation change.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 9:16 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Carin Smolin  
E-Mail: [carin.smolin@juneauschools.org](mailto:carin.smolin@juneauschools.org)  
Telephone: 907 523-1877

I am commenting on: 4 AAC 12.345 (a)

My Comments: Please consider including the minimum experience requirements (Section Aii... "five or edited to three," years employment in a district-wide leadership position...) to also be included in section (B) for other administrative endorsements in addition to the option for the superintendent endorsement.

### Case in point:

I have been working for the Juneau School District for 7 years in a district-wide leadership position, hold a Type A teaching certificate, worked for the Southeast Regional Resource Center for 23+ years as an program manager for local, regional and statewide programs, but have not worked in an "LEA" as teacher prior to joining the district. I am unable to attain the Principal Certification because my time at SERRC or in the district is not recognized under the current regulations. Addressing this modification would allow me and others in similar positions working in leadership positions in districts or nonprofit educational entities, to seek the Principal Administrator endorsement and be recognized by my district with that credential. Under this regulation, I can apply for a superintendent endorsement yet not an administrator endorsement.

Thank you for considering this edit in the proposed amendment.

Carin Smolin, 515 Laurel Drive, Douglas, AK 99824

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 10:49 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: John Sedor  
E-Mail: sedor@alaskalaw.pro  
Telephone: 907 677-3600

I am commenting on: 4 AAC 12.345(a)

My Comments: I am writing in support of the proposed regulatory change to 4 AAC 12.345(a), which would amend the current regulation regarding the issuance of a Superintendent endorsement. The amendment would allow management experience to substitute for teaching experience as a requirement for the Superintendent endorsement. The comments below are based on my 25+ years working with Alaska school boards and district administrations in a myriad of settings.

Currently, in order to be issued a Superintendent endorsement, an interested individual must have "at least five years of satisfactory employment as a teacher or administrator, with a minimum of three years' employment as a teacher" (4 AAC 12.345(a)(1), emphasis added). Without the teaching experience, a Superintendent endorsement cannot be issued regardless of the skill set, abilities, or interest of the individual (or the interest of an Alaska School Board in employing the individual). The issue at stake in this proposed regulatory change is whether this requirement – 3 years classroom teaching experience – is essential to quality school district management. It is not. There is more than one path to becoming a successful educational leader.

The proposed regulatory change would add a second path. It would provide an alternative route to allow an endorsement to be issued on the showing of "five years employment in a district-wide leadership position on an Alaska school district management team." Under the proposed regulatory change, the potential pool of individuals eligible for a Superintendent endorsement would be expanded to include individuals who have a master's degree or higher (4 AAC 12.345(a)), are recommended by the preparing institution (Id.), and have five years' experience in a district-wide leadership position for an Alaska district. Suffice to say, this is an expansion of degree, not of kind. The increased number of individuals who might become qualified under the proposed regulation is modest at best. This is far from opening the proverbial floodgates of potentially eligible superintendent candidates.

The proposed change would simply allow an individual to substitute Alaska educational leadership work for classroom experience. This makes obvious sense. The very thing the regulatory section makes available is a "ticket" (the endorsement) to compete for educational leadership positions. What is more relevant to an educational leadership position: successful educational leadership experience or classroom experience (which classroom experience often occurred many years ago)? Successful educational leadership experience is at least as likely a predictor of educational leadership success as classroom experience.

This is not to say that classroom experience is not or cannot be valuable; in many situations it may, in fact, be preferred. Instead, it is to say that other experiences, specifically actual educational leadership experiences, can be equally as valuable. In this vein, the skill sets required for the two positions are fundamentally different. For instance, the experience of being evaluated as a teacher (knowing or learning how to be effectively evaluated) is independent and wholly different from the ability to effectively and successfully evaluate staff, whether certified or classified. While a person with teaching experience may, in fact, be or become an excellent district-wide educational leader, it is not an exclusive path. There are educational leaders who have found their way to their leadership calling through non-traditional paths that did not include classroom experience. Alaska is too diverse, sparsely populated, and independent-

minded to require, as it currently does, one path to leadership. Given this, to artificially restrict the potential pool of eligible individuals makes no analytic sense.

The existence and quality of educational leadership in this State is not ultimately determined by the State Board. This Board provides, by regulation, the pool of potentially eligible individuals for school district leadership positions. The State Board of Education does not select these educational leaders. That responsibility lies, as it should, with local boards of education. It is our local boards who decide who will be their educational leaders. It is our local boards who decide whether our educational leaders are effective (through board evaluation and employment contract decisions). This proposed regulatory change merely provides a slightly larger pool of potential applicants. That is all. Providing a larger pool would be beneficial to Alaska school boards, to schools, and to students.

Current market conditions support this proposed change. As to the current size of the pool and challenges faced by Alaska districts, I would refer the State Board to others more intimately familiar with the current market such as local school boards and the Association of Alaska School Boards. That being said, I think increasing the pool of potentially eligible applicants from which a local school board might select its next educational leader would be a positive step. I have met competent educational leaders who have had a non-traditional journey as noted above; it would be a benefit to local school districts and the State to invite them into the pool. Moreover, the larger the pool and the greater the quality of that pool, the less need there would be for districts to consider employment or contract of non-certified chief school administrators (AS 14.14.130 and 4 AAC 12.325) or interim Superintendents. Finally, the expansion of the eligible pool would, where accessed by an individual previously not eligible for a Superintendent endorsement, provide the State with greater uniformity of oversight of chief school administrators as the Ethics and Professional Conduct rules would apply to the newly certified/endorsed individuals.

I encourage the Board of Education to adopt this proposed regulation to allow Alaska school boards' greater flexibility in finding, selecting and employing our next educational leaders.

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 12:09 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Todd Poage

E-Mail: [tpoage@agsd.us](mailto:tpoage@agsd.us)

Telephone: 907 883-5151

I am commenting on: 4 AAC 12.345(a) – Type B Administrator My Comments: April 29, 2014

Alaska State Board of Education

Attn: Dottie Knuth, Executive Secretary to the Board

801 West 10th Street, Suite 200

P.O. Box 110500

Juneau, Alaska 99811-0500

Dear Chairman Merriner and State Board Members:

The purpose in writing this comment is to explain the Alaska Gateway School District's (AGSD) support to the State Board of Education for an exception to the regulations that guide the issuance of a Type B certificate. As a school district, we are interested in expanding the existing regulation to accommodate non-traditional district level administrators who may not be eligible for a Type A certificate. We believe students across Alaska are best served when the hiring process for district leadership positions, such as the superintendency, have the deepest pool of quality applicants possible. We also believe that local control for a Regional School Board's hiring process is broadened thru potentially providing an augmented selection of candidates to interview. We do realize that being a classroom teacher, administrator and then superintendent is the preferred and most-recommended path but occasionally an exception may be in order for a qualified applicant that has taken an alternate career route. Thanks for your time and consideration.

Cordially,

Todd Poage, Superintendent

Alaska Gateway School District

"Educating All Students To Reach Their Full Potential As Responsible Citizens"

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 4:55 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Deborah Lancaster  
E-Mail: [debbe.lancaster@nsbsd.org](mailto:debbe.lancaster@nsbsd.org)  
Telephone: 907 978-0078

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: I have been a classroom teacher since 2000 and was a small business owner for many years prior to 2000. I have thought about this issue since I became a teacher directly from the business world. While I have a passion for teaching, I am becoming an administrator this year because I see a great need. During my years of teaching, I have had numerous administrators on various levels, so I feel like I have seen and experienced a pretty good spectrum of administrative abilities. In addition, I have also worked in a schools ranging in size from a 16 student K-12 in Alaska to a 5A in another state. I understand the issues concerning this proposed regulation and would like to offer the following comments.

Currently, an individual must have a minimum of five years satisfactory employment as a teacher or (emphasis added) administrator, with a minimum of three years employment as a teacher. Under the existing regulation, two years of teaching experience can be substituted for equivalent experience as an administrator. The proposed regulation simply allows the substitution in the reverse direction.

- The amendment broadens the pool of applicants, especially important for rural and small districts, by allowing an alternative. Small districts may have limited capacity and only have one or two staff with Type B certificates, so allowing the certification of additional staff gives them flexibility.
- Each district's school board would still consider their pool of applicants and their experiences and retain the final decision regarding whom they hire.
- The amendment allows the substitution of five years experience as an administrator for three years as a teacher.
- The ability to administer a school district, including evaluation of certified staff, does not require a skill set dependent upon the skills necessary to be a quality classroom teacher.
- At a minimum, the lack of classroom teaching experience should not be an automatic bar to administrative service and certification.
- There is precedent for this type of amendment, as a similar process was followed when a school psychologist without a Type A certificate successfully petitioned the State Board to obtain a limited Type B so he could serve as a district level special education director.

The crux of the matter is straightforward. While time teaching is a valued and highly applicable pathway to a Type B, it is not the only path. Alaska's regulations should include sufficient regulatory flexibility to accommodate the unique circumstances posed by our vast geography and the wide differences between districts.

Thank you for your consideration. Your support would be greatly appreciated.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Tuesday, April 29, 2014 9:12 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Carla Seavey  
E-Mail: [carla.seavey@nsbsd.org](mailto:carla.seavey@nsbsd.org)  
Telephone: 907 852-9525

I am commenting on: 4 AAC 12.345(a) -Type B Administrator My Comments: If passed, the amendment cited above will broaden the pool of applicants, especially important for rural and small districts, by allowing an alternative. Small districts may have limited capacity and have only one or two staff with Type B certificates. Allowing the certification of additional staff gives these districts flexibility. Of course, each district's school board would still consider their pool of applicants and their experiences and retain the final decision regarding whom they hire.

This amendment allows five years of experience as an administrator to substitute for three years as a teacher. The ability to administer a school district, including evaluation of certified staff, does not require a skill set dependent upon the skills necessary to be a classroom teacher. At a minimum, the lack of classroom teaching experience should not be an automatic bar to administrative service and certification.

The crux of the matter is straightforward. While time engaged in teaching is a valued and highly applicable pathway to a Type B, it is not the only path. Alaska's regulations should include sufficient regulatory flexibility to accommodate the unique circumstances posed by our vast geography and the wide differences between districts.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 8:48 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Judy Norton-Eledge  
E-Mail: [jnorton-eledge@gci.net](mailto:jnorton-eledge@gci.net)  
Telephone: 907 351-1876

I am commenting on: 4 AAC 12.345(a) – Type B Administrator My Comments: Dear Board Members, I am writing this response to your recent posting of changes to the AK State Type B Certification (4AAC12.345(a) I am perplexed as to why this change is being requested unless it is being promoted by someone without the three -year teaching requirement and unable to receive a Type B. It is my understanding districts can currently choose to hire an Administrator without a Type B certificate now. Why would the State of Alaska lower their standard for administrators in the state of Alaska?

With the new teacher evaluation system being based on two strong instructional models it seems strange we would expect to give someone, with no instruction experience, the opportunity to evaluate a teacher on instruction. Why would we tighten the standards for teachers and yet lower them for the one who is doing the evaluation?

As a professional I have worked hard for many years to obtain the Type B Administrative Certificate I now hold. I would not want a doctor receiving their certification without first interning? I would expect nothing less of those evaluating teachers and students.

I encourage you to keep our profession unique in requiring those evaluating other educators to have experience in instruction, the most important aspect in education directly affecting students.

Regards,  
Judy Norton-Eledge  
Retired Educator  
Anchorage, AK

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 9:54 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: LuAnne Nelson  
E-Mail: [lanelson54@gmail.com](mailto:lanelson54@gmail.com)  
Telephone: 907 235-6524

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: Dear Board Members,

I am writing this response to your recent posting of changes to the AK State Type B Certification (4AAC12.345(a). My experience of 30 + years as a classroom teacher, state coach and mentor for rural teachers has proven time and again the administrator position can be the make or break position of a school.

Schools are not businesses. It is vital that the administrator know exactly what running a classroom entails. This can not be gained from observation only. If you want to improve a school system improve the leadership at the school level. This is not the way to do this.

I encourage you to consider that people in these positions will be doing the evaluation of teachers. They need to be fully aware of the demands of the job. Please do not diminish the expectations of the people who will applying and gaining these positions.

Sincerely,

LuAnne Nelson  
Nelson Educational Way, consultant and mentor

**Mary Anniagruk Sage  
Barrow, Alaska 99723**

April 28, 2014

Alaska State Board of Education  
Attn: Dottie Knuth, Executive Secretary to the Board  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

Dear Chairman Merriner,

Please add my voice to those supporting the proposed the amendment to add an additional route to a Type B certification.

We face many challenges in education in rural Alaska, and one of them is retention of a well-qualified and effective staff. Opening the door, however slightly, to additional superintendent candidates gives us as Board members a broader pool from which to select our superintendent, which is healthy.

While teaching is certainly a valuable pathway to qualify for a superintendency, it is not the only route. Alaska's regulations should include sufficient flexibility to accommodate the unique circumstances we face in our state. Having the best and broadest pool of qualified applicants for consideration by local school boards is profoundly important.

Just as the current regulations allow time teaching to fulfill the required five years of experience as teacher or administrator, the proposed regulations would allow time as an administrator to fulfill the five year requirement. This proposed amendment essentially allows any combination to of years of experience as a teacher or administrator to work (0/5, 4/1, 3/2, 2/3, 1/4, or 5/0). In doing so, it allows our Districts to select the best leadership we can find.

Thank you for considering these comments, and let me close by reiterating my full support of the proposed amendment to the regulations governing the Type B certification in Alaska.

Sincerely,



Mary Anniagruk Sage  
Board Member, NSBSD Board of Education

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 10:09 AM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Kay Schuster

E-Mail: [kayschuster@ak.net](mailto:kayschuster@ak.net)

Telephone: 907 301-0559

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

My Comments: Although I believe administrators need to continue the training in management, removing the requirement of teaching experience would be detrimental to the schools.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 12:46 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Gregg Wilbanks  
E-Mail: [Greggwilbanks@gmail.com](mailto:Greggwilbanks@gmail.com)  
Telephone: 907 570-1404

I am commenting on: 4 AAC 12.345 (a) type B administrator My Comments: Dear Chairman Merriner:

I support the proposed regulations providing an alternative to earn a Type B certificate. As a principal with over 20 years experience in education in Alaska, I know that an educational leader or superintendent needs skills and experience that reach beyond a classroom. I think we should encourage good people and their innovative approaches and ideas.

The proposed amendment broadens who can get a Type B, which is especially important for rural and small districts, where I spent a substantial part of my career.

There is more than one way to develop the skills necessary to become a solid educational leader.

Thank you for your important work.

Sincerely,

Gregg Wilbanks

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 2:30 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Ron Fuhrer  
E-Mail: [ron.fuhrer@neaalaska.org](mailto:ron.fuhrer@neaalaska.org)  
Telephone: 907 274-0536

I am commenting on: Comments on proposed amendments to 4 AAC 12.345(a). Administrative certificate (Type B) My Comments: NEA-Alaska would like to go on record opposing the proposed amendments to the Type B Superintendent certification process currently being proposed by the Department of Education and Early Development (DEED).

It appears that the intent of the amendment is to certify Superintendents without requiring classroom teaching experience as an essential element of the certification process. The state has raised the bar with the new state standards and teacher evaluation regulations. Why are they considering lowering the bar when it comes to the certification process for school superintendents?

Current regulation requires that Type B superintendent certificates are only issued to applicants who have met the following criteria:

- Have completed a master's or higher degree and be recommended by the preparing institution.
- Have completed at least five years of employment as a teacher or administrator to include at least three years of employment as a teacher in a position requiring a teacher certificate.

The changes proposed would eliminate ALL classroom teaching experience as a requirement for obtaining a Type B superintendent certificate. The superintendent of a school district is the "head evaluator." This individual will make administrative decisions regarding evaluation procedures and practices. They could even evaluate teachers. This means teacher evaluations and thus employment decisions could be determined by an individual who has never spent a single day as a classroom teacher. NEA-Alaska find this to be completely unacceptable.

There is already a process in place within the state of Alaska to allow an individual without a Superintendent certificate to operate as the head of a school district. State law allows a district to hire a Chief school administrator under Sec. 14.14.130. This individual can perform all the duties of a Superintendent with the exception of evaluating staff.

Chief school administrator.

- (a) A school board may select and employ a qualified person as the chief school administrator for the district. In this subsection, "employ" includes employment by contract.
- (b) If the district employs a chief school administrator, the administrator shall administer the district in accordance with the policies that the school board prescribes by bylaw.
- (c) If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees that serve under the chief school administrator subject to the approval of the school board.
- (d) This section does not prohibit two or more school districts from sharing the services of a chief school administrator.

A Type B certificate should never be given to someone without classroom experience. This could open the door to allow individuals who are unqualified, with no educational experience, to evaluate teachers and determine their employment status.

**NORTH SLOPE BOROUGH SCHOOL DISTRICT**

April 30, 2014

Alaska State Board of Education  
Attn: Dottie Knuth, Executive Secretary to the Board  
801 West 10<sup>th</sup> Street, Suite 200  
P.O. Box 110500  
Juneau, Alaska 99811-0500

Dear Commissioner Hanley and State Board Chair Merriner,

My purpose in writing is to support the proposed changes to 4 AAC 12.345(a) Type B Administrator. The State Board of Education needs to assist local school boards in being able to hire talented individuals who are capable of filling superintendent vacancies.

Alaska education regulations currently exclude someone from holding an administrator certificate in Alaska who had not been a teacher first. Such a requirement unnecessarily limits applicants from which school boards may select superintendents. To link a superintendency solely to the teaching profession is to deny our districts access to talent that would otherwise be available. It would be like requiring a president of a university to have been a professor, a governor to have been a legislator, or a commissioner of education to have been a superintendent. While useful, these prerequisites should not be preclusive.

I know one argument to not change the regulation is that current rules allow the district to use a Chief Executive Officer rather than a superintendent. For most small to medium sized districts in Alaska, it comes down to capacity - there may be only one (or two) Type B holding administrators on the staff. A Type B certificate is required to evaluate certified administrators, and thus the regulations are in fact a barrier to being a superintendent in most districts in the state. So, though this provision expands the pool for large school districts, it is not available for small districts.

In my decades working in education within our state, I have witnessed progress as our state modified rules that reflected older operating realities. A modern school district takes a complex set of skills to administer and lead, crossing across systems, personnel, finances, change, and a host of other demanding elements. I am by natural tendency conservative, not quick to change, and depend on the stability provided by our laws and regulations, but in this case I see that teaching is one pathway to district leadership, but there are equally compelling alternatives.

In writing this letter, I am supporting change. If your Board or administration has another approach to allowing talented individuals to work in our districts, I am not tied to the currently proposed strategy, but I do think it is time to amend the current limitations.

Sincerely,



Reggy Cowan  
Superintendent, NSBSD

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 2:58 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: John Conwell

E-Mail: [jconwell@ucsd.net](mailto:jconwell@ucsd.net)

Telephone: 907 581-3151

I am commenting on: 4 AAC 12.345(a)

My Comments: I am opposed to amending this regulation to allow for management experience to substitute for teaching or administrative experience for the purpose of earning a certificate to become a superintendent of an Alaska school district.

It is essential for those advising the governing body of a school district, and those who are the instructional leaders of a school district, that they have a foundation in sound educational practices and methodologies. Management experience in a field other than education cannot, and does not, prepare an education professional who endeavors to lead a public school or district.

I strongly urge the state board to reject this proposal and to continue the requirement that educators who step up to lead our schools and districts as superintendents have prior experience as a teacher or a school administrator.

April 30, 2014

Mr. Jim Merriner  
Chairman, State Board of Education  
Alaska Department of Education & Early Development  
ATTN: Dottie Knuth, Executive Secretary to the Board  
801 West 10th Street, Suite 200  
P.O. Box 110500  
Juneau, AK 99811-0500

Dear Chairman Merriner:

I support the proposed regulations for an alternative to earn a Type B certificate. As a statewide instructional consultant with substantial service across a wide swath of Alaska, I note that the keys to a successful superintendent are their leadership skills and education (not only teaching) experience. We should support new entrants to the leadership pool.

The proposed amendment allows, not mandates. In doing so, it offers another path for skilled people to join our leadership teams, improving our ability to lead our schools and serve our students. It would still be up to a district's school board to decide who was best to lead their district.

Administering a school district, including evaluating certified staff, requires more than the skills needed for a classroom teacher. The presence or absence of classroom teaching on a resume should not be a complete barrier to a certificate, which should be awarded based on a broader definition such as encompassed in the regulation.

Teaching is one very important route to a Type B, but there should be an alternative such as in the proposed regulation. Flexibility in the routes offered will help find the best leaders possible. It is a systems question, rather than a fence in/fence out proposition as the regulation currently stands.

Sincerely,

*Cris Goldy*

Cris Goldy, Educational Consultant

## Fry, Eric V (EED)

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 3:20 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Barbara Cadiente-Nelson  
E-Mail: [Barbara.Cadiente-Nelson@juneauschools.org](mailto:Barbara.Cadiente-Nelson@juneauschools.org)  
Telephone: 907 723-9367

I am commenting on: 4AAC 12.345(a)

My Comments: I am in support of the proposed changes to Regulation 4 AAC 12.345(a) - Type B Administrator for personal reasons. I am a certified secondary language arts teacher (MAT) who after one year in the schools as a PITAAS student which culminated in my earning a Masters of Art in Teaching, and two years more as a classroom teacher, I left the district to lead a culturally relevant, place-based education curriculum development project. In the capacity as SHI Education Department Director for 3 years, I gained skills and experience as a program administrator of Indian Education Programs which I could not have acquired in the school district. In 2008, I was hired as an Indian Education Grants Program Administrator for the Juneau School District and am currently classified as a "specialist" not a "coordinator" because I do not have nor qualify under current criteria to earn a Type B (I need one more year in the classroom before I can qualify to enter into an administrator certification education program.) Without this standing, I cannot supervise "certified" staff although I supervised a highly credentialed staff of 12 in my previous capacity as a department director. Too, without this standing, I do not have the leverage to effect necessary changes in the development and delivery of culturally responsive curricula, programs, and policies even though these is my role in the district (the structure of this institution is hierarchical based on degrees and certifications). Please duplicate Section (a) II in Section B under "other administrative endorsements" so that other professionals in my situation can apply for Type B administrative endorsement.

These regulations as is create inequities on several levels.

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 3:37 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Ronalda Cadiente Brown  
E-Mail: [r1cadiente@gmail.com](mailto:r1cadiente@gmail.com)  
Telephone: 907 723-9370

I am commenting on: 4 AAC 12.345A Type B Administrator My Comments: I am in favor of a change in this regulation as it supports and values experience as part of the important preparation for work as a school administrator. I support this change for a variety of reasons. As a former administrator I drew heavily from my formal undergraduate training in psychology and sociology more than from any education courses (including those from Stanford University where I obtained my Master's degree in Curriculum and Teacher Education. Schools are about people, not solely test scores and an ability to understand and motivate students and professionals is paramount to their success and inevitably your own. Coursework in policy & budget are important, but are basically management strategies that one can further refine with experience. I've managed millions of dollars in my various roles and worked with policy (I enjoy that aspect tremendously, but it is but a sliver of the administrative role. Also, the need remains high in rural communities in our state for educators who commit themselves to the people. We hear again and again about the revolving door. I am in favor of this amendment and anticipate the opportunity for rural Alaskans to find continuity in leadership as a result of this change. I appreciate the Board review and see it as forward thinking (we would not be the first state to look at possible management changes for school improvement.

## **Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 3:42 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Lisa Parady

E-Mail: [lisa.parady@gmail.com](mailto:lisa.parady@gmail.com)

Telephone: 907 903-1689

I am commenting on: 4AAC12.345(a)

My Comments: Dr. Elizabeth Skiles Parady P.O. Box 626 Barrow, Alaska 99723

April 29, 2014

Mr. Jim Merriner  
Chairman, State Board of Education  
Alaska Department of Education & Early Development  
Office of the Commissioner  
ATTN: Dottie Knuth, Executive Secretary to the Board  
11 West 10th Street, Suite 200  
P.O. Box 110500  
Juneau, AK 99811-0500

Dear Chairman Merriner and Members of the Board of Education:

I write this to comment in favor of the proposed amendment to regulations (4AAC12.345(a)) regarding an alternative pathway to earn a Type B certificate. Let me begin by clarifying that I do so as an individual and not in any of my official capacities. After six years as assistant superintendent of the North Slope Borough School District, I believe that an educational leader or superintendent needs an overall skill set and experience that is best suited to the respective district or situation presented. Teaching is vitally important, but not singularly so in terms of the background required to be an effective superintendent. A superintendent can be successful by bringing a background that is broader than teaching. I believe Alaska should encourage good people to come into the state's K-12 system with new ideas, energy and most importantly knowledge and skill.

The proposed amendment broadens the pool of applicants but only slightly. The requirements are very specific and would support a limited number of people to avail themselves of the regulation. However if a person meets the criteria, they should not be "fenced out" simply due to the restrictive teaching requirement. Allowing for individuals who meet the thorough criteria to become Type B certified only opens the door to allow that individual to be more competitive in a pool of superintendents considered by individual district school boards. It leaves hiring decisions with local school boards, where it belongs. Small districts may only have one or two staff with Type B certificates, so allowing the certification of additional staff gives them the much needed flexibility in terms of capacity.

The skills necessary to administer a school district, including evaluation of certified staff, are different than those necessary to be a quality classroom teacher. Classroom teaching experience should not be an insurmountable barrier to administrative service and certification.

Another question that arises here is why not just stick to the chief administrative officer? It is a matter of depth. Being an effective superintendent requires more than being a manager of a district. It requires the ability to lead instructionally as well. In today's environment of unfunded mandates to implement standards, new evaluation and assessment systems, it would be virtually impossible for a CAO to do the job with fidelity and not be able to lead instruction. Allowing the limited Type B certification is a fix to what was an attempt to allow for people with nontraditional backgrounds to actually do the job that is truly required of a district leader.

The current regulation allows teaching to entirely meet the five years of required teaching or administrative experience. The proposed amendment simply swings the hinge the other way, allowing five years of administrative experience to meet the same requirement. The heart of the matter is how to certify a range of competent educational leaders possible to let them serve the students of Alaska.

Thank you for the opportunity to comment. Thank you for your consideration.

Respectfully,

Elizabeth Skiles Parady, J.D., Ed.D

**Fry, Eric V (EED)**

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**From:** eric.fry@alaska.gov  
**Sent:** Wednesday, April 30, 2014 3:48 PM  
**To:** Fry, Eric V (EED)  
**Subject:** Comments on Regs

Name: Debra Van Dyke

E-Mail: [debravandyke@hotmail.com](mailto:debravandyke@hotmail.com)

Telephone: 907 662-2882

I am commenting on: 4 AAC 12.345(a) – Type B Administrator My Comments: Prior to issuing Type B Principal certificates applicants must have teaching experience. We need to keep this requirement. Please do not change this requirement.

Debra Van Dyke

Name: Norman Eck

E-Mail: [neck@nwarctic.org](mailto:neck@nwarctic.org)

Telephone: 907 442-1802

I am commenting on: 4 AAC 12.345(a) – Type B Administrator.

Comments: Currently, an individual must have a minimum of five years satisfactory employment as a teacher or (emphasis added) administrator, with a minimum of three years employment as a teacher. Under the existing regulation, two years of teaching experience can be substituted for equivalent experience as an administrator. The proposed regulation simply allows the substitution in the reverse direction.

If passed the amendment will broaden the pool of applicants, especially important for rural and small districts, by allowing an alternative. Small districts may have limited capacity and only have one or two staff with Type B certificates, so allowing the certification of additional staff gives them flexibility.

Each district's school board would still consider their pool of applicants and their experiences and retain the final decision regarding whom they hire.

The amendment allows the substitution of five years experience as an administrator for three years as a teacher.

The ability to administer a school district, including evaluation of certified staff, does not require a skill set dependent upon the skills necessary to be a classroom teacher.

At a minimum, the lack of classroom teaching experience should not be an automatic bar to administrative service and certification.

There is precedent for this type of amendment, as a similar process was followed in 2001 when a school psychologist without a Type A certificate successfully petitioned the State Board to obtain a limited Type B so he could serve as a district level special education director.

The crux of the matter is straightforward. While time teaching is a valued and highly applicable pathway to a Type B, it is not the only path. Alaska's regulations should include sufficient regulatory flexibility to accommodate the unique circumstances posed by our vast geography and the wide differences between districts.

Alaska Department of Education  
& Early Development

APR 28 2014

Commissioner's Office

April 22-14  
Why Hot Spr. Ak

Att Mike Hanley

Title 4 of the Alaska Admin. Code  
4 AAC 12 345 (a) Admin - Cert.  
(type B)

I strongly object to this change.  
We should be promoting the advancement  
among our own ranks. Why else  
should our teachers strive to advance  
in their chosen field, knowing  
they can be left behind in promotion  
by some one from a much larger  
pool of job seekers? Education, begets  
Education.

Sincerely  
Regional School Board  
Member Y.K.S.D.  
Diane Gurtler

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

**June 5, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 7**

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**◆ ISSUE**

At the request of Chair Merriner, the board will hold an executive session to evaluate the performance of the Commissioner of Education & Early Development.

An executive session is necessary for this purpose in accordance with the state's open meetings act, AS 44.62.310(c)(2), specifically the provision related to "subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion."

**◆ SUGGESTED MOTION**

I move the State Board of Education & Early Development convene in executive session to evaluate the performance of the Commissioner of Education & Early Development.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 8**

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◆ **ISSUE**

The board is scheduled to elect its officers for school year 2014–2015.

◆ **BACKGROUND**

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year. The June meeting is the final regular meeting of the school year.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2013 and are:
  - Chair – Jim Merriner
  - First Vice-Chair – Esther Cox
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2014, through June 30, 2015, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memorandum.

◆ **OPTIONS**

Elect officers for the 2014-2015 school year.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Elect officers for the 2014–2015 school year.

◆ **SUGGESTED MOTIONS**

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as Chair to serve from July 1, 2014, to June 30, 2015.

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as First Vice-Chair to serve from July 1, 2014, to June 30, 2015.

I move the State Board of Education & Early Development elect \_\_\_\_\_  
as Second Vice-Chair to serve from July 1, 2014, to June 30, 2015.

### **Chapter 3. Organization and duties of the state board**

#### **3.1. Officers**

The officers of the state board are the chair, first vice-chair and second vice-chair.

*Adopted March 2004*

#### **3.2. Election of officers**

The officers of the board are elected at the last regular meeting of the board each school year, and serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit.

*Adopted March 2004*

#### **3.3. Duties of the chair**

The board chair shall

3.3.1. Preside at all meetings of the board.

3.3.2. Maintain liaison with other members of the board and with the commissioner when the board is not in session.

3.3.3. Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.

3.3.4. Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.

3.3.5. Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees, and appoint the members of advisory committees that the board establishes.

3.3.6. Advise the commissioner at times when the board is not in session.

#### **3.4. Duties of the first vice-chair**

The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in that office.

#### **3.5. Duties of the second vice-chair**

If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 9**

◆ **ISSUE**

The board is scheduled to set its meeting calendar for school year 2014-2015.

◆ **BACKGROUND**

- According to board bylaws, the board is scheduled at the last regularly scheduled meeting of each school year to adopt a calendar indicating the planned date and location of each regular meeting for the next school year. The June meeting is the last meeting of the school year.
- In addition to its quarterly meetings, the board traditionally sets a special meeting annually in October to consider school district waivers from the 70% minimum expenditure requirement law and another in January to consider upcoming legislation and the department's budget.
- The department did some preliminary budget analysis and is recommending the locations based on the available resources.
- The department presents the following meeting schedule. The board may choose to change any part of the proposal. Meeting dates have been chosen to not conflict with national meetings already set, and to coordinate with other in-state meetings and board activities.

<b>Date</b>	<b>Location</b>	<b>Meeting Type</b>
September 17, 18, 19, 2014	Fairbanks	Retreat?/regular quarterly
October 27, 2014	Video-Teleconference/Noon	Special -70/30 waivers
December 4 & 5, 2014	Anchorage	Regular quarterly
January 26, 2015	Video-Teleconference/Noon	Special – legislative & budget
March 19, 20, 2015	Juneau	Regular quarterly
June 11, 12, 2015	Anchorage	Regular quarterly

- The board should decide if it wants to have a retreat as part of one of its meetings.
- Calendars for school year 2014-2015 follow this cover memo.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

◆ **OPTIONS**

Set the meeting dates for school-year 2014–2015.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Set the meeting dates for school-year 2014-2015.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development set the following calendar for the 2014–2015 school year.

<b>Date</b>	<b>Location</b>	<b>Meeting Type</b>
September 17, 18, 19, 2014	Fairbanks	Retreat?/regular quarterly
October 27, 2014	Video-Teleconference/Noon	Special -70/30 waivers
December 4, 5, 2014	Anchorage	Regular quarterly
January 26, 2015	Video-Teleconference/Noon	Special – legislative & budget
March 19, 20, 2015	Juneau	Regular quarterly
June 11, 12, 2015	Anchorage	Regular quarterly

# Calendar for year 2014 (United States)

<p><b>January</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>1:● 7:● 15:○ 24:● 30:●</p>	<p><b>February</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28</p> <p>6:● 14:○ 22:●</p>	<p><b>March</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>1:● 8:● 16:○ 23:● 30:●</p>
<p><b>April</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>7:● 15:○ 22:● 29:●</p>	<p><b>May</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>6:● 14:○ 21:● 28:●</p>	<p><b>June</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p> <p>5:● 13:○ 19:● 27:●</p>
<p><b>July</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> <p>5:● 12:○ 18:● 26:●</p>	<p><b>August</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>3:● 10:○ 17:● 25:●</p>	<p><b>September</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> <p>2:● 8:○ 15:● 24:●</p>
<p><b>October</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>1:● 8:○ 15:● 23:● 30:●</p>	<p><b>November</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30</p> <p>6:○ 14:● 22:● 29:●</p>	<p><b>December</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30 31</p> <p>6:○ 14:● 21:● 28:●</p>

Holidays and Observances:		
Jan 1 New Year's Day	May 11 Mothers' Day	Oct 31 Halloween
Jan 20 Martin Luther King Day	May 26 Memorial Day	Nov 11 Veterans Day
Feb 14 Valentine's Day	Jun 15 Fathers' Day	Nov 27 Thanksgiving Day
Feb 17 Presidents' Day	Jul 4 Independence Day	Dec 24 Christmas Eve
Apr 13 Thomas Jefferson's Birthday	Sep 1 Labor Day	Dec 25 Christmas Day
Apr 20 Easter Sunday	Oct 13 Columbus Day (Most regions)	Dec 31 New Year's Eve

Calendar generated on [www.timeanddate.com/calendar](http://www.timeanddate.com/calendar)

# Calendar for year 2015 (United States)

<p><b>January</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>4:○ 13:● 20:● 26:●</p>	<p><b>February</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>3:○ 11:● 18:● 25:●</p>	<p><b>March</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p> <p>5:○ 13:● 20:● 27:●</p>
<p><b>April</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p> <p>4:○ 11:● 18:● 25:●</p>	<p><b>May</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>3:○ 11:● 18:● 25:●</p>	<p><b>June</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> <p>2:○ 9:● 16:● 24:●</p>
<p><b>July</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>1:○ 8:● 15:● 24:● 31:○</p>	<p><b>August</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>6:● 14:● 22:● 29:○</p>	<p><b>September</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>5:● 13:● 21:● 27:○</p>
<p><b>October</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>4:● 12:● 20:● 27:○</p>	<p><b>November</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p> <p>3:● 11:● 19:● 25:○</p>	<p><b>December</b></p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> <p>3:● 11:● 18:● 25:○</p>

Holidays and Observances:			
Jan 1	New Year's Day	Nov 11	Veterans Day
Jan 19	Martin Luther King Day	Nov 26	Thanksgiving Day
Feb 14	Valentine's Day	Dec 24	Christmas Eve
Feb 16	Presidents' Day	Dec 25	Christmas Day
Apr 5	Easter Sunday	Dec 31	New Year's Eve
Apr 13	Thomas Jefferson's Birthday		
May 10	Mothers' Day		
May 25	Memorial Day		
Jun 21	Fathers' Day		
Jul 3	'Independence Day' observed		
Jul 4	Independence Day		
Sep 7	Labor Day		
Oct 12	Columbus Day (Most regions)		
Oct 31	Halloween		

Calendar generated on [www.timeanddate.com/calendar](http://www.timeanddate.com/calendar)

◆ **ISSUE**

The board is being asked to open a period of public comment on proposed changes to multiple regulations related to the repeal of the High School Graduation Qualifying Exam (HSGQE) and the inclusion of participation in college and career ready assessments as now required for a high school diploma. The board is being asked to open a period of public comment on proposed changes to the Alaska Supplement for WorkKeys Assessment document, which is adopted by reference in regulations.

◆ **BACKGROUND**

- Governor Parnell signed his comprehensive education legislation, House Bill 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repeals the (HSGQE) and replaces it with a student's choice of participation in the SAT, ACT or WorkKeys assessments.
- The required college and career ready assessments will be taken during the last two years of high school for students seeking a diploma.
- A review was conducted to eliminate regulations that will no longer be required with the repeal of the HSGQE.
- Proposed regulation amendments reflect the change from the HSGQE and Grade 11 WorkKeys requirements to a new diploma requirement for participation in college and career ready assessments.
- The college and career ready assessments are the ACT, SAT and WorkKeys. A student must take one of the three assessments to qualify for a diploma. The state of Alaska will pay for one administration of one assessment per an individual.
- The WorkKeys supplement specifies that accommodations for students who are English learners are only state-allowed accommodations; ACT no longer allows accommodations for English learners in Alaska. English learners who use accommodations are eligible for the Alaska Performance Scholarship, meet the requirements for the college- and career-ready assessment for graduation, and have scores that can be used for school accountability (Alaska School Performance Index). They are not eligible for an ACT National Career Readiness Certificate (NCRC).
- The proposed amended regulation and the Alaska Supplement for WorkKeys Assessment 2014 version can be found behind Cover Memo 5A.
- Commissioner Hanley and Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on changes to 4 AAC 06.710, Statewide student assessment system; 4 AAC 06.715, Work ready/college ready transitional skills curriculum and benchmark assessments; 4 AAC 06.717, College and career readiness assessments; 4 AAC 06.720, Program evaluation; 4 AAC 06.737, Standards-based test; 4 AAC 06.755, High school graduation qualifying examination; 4 AAC 06.758, High school graduation qualifying examination results; 4 AAC 06.759, High school graduation qualifying examination: remediation; 4 AAC 06.771, High school graduation qualifying examination reexamination; 4 AAC 06.772, High school graduation qualifying examination waivers; 4 AAC 06.773, Waiver for entering the public school system late; 4 AAC 06.774, Rare or unusual circumstances; 4 AAC 06.775, Statewide assessment program for students with disabilities; 4 AAC 06.777, Students that have passed another state's competency examination; 4 AAC 06.780, Procedures for appeal from a denial of a waiver from the high school graduation qualifying exam; 4 AAC 06.789, Requests by parents for high school graduation qualifying examination waivers, exemptions, and appeals; 4 AAC 06.790, Definitions.

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

**June 6, 2014**

**From: Mike Hanley, Commissioner**

**Agenda Item: 10B**

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◆ **ISSUE**

The board is being asked to open a period of public comment on regulations regarding funding for Internet services related to HB 278, to bring schools' Internet speeds up to 10 megabits of download a second (Mbps).

◆ **BACKGROUND**

- The FCCS for HB 278 added a new section in statute, AS 14.03.127, to provide funding for eligible districts to upgrade Internet speeds to 10 Megabits per second (Mbps).
- If insufficient funding is appropriated, the state share shall be distributed pro rata to eligible school districts. The funding authorized for Internet services for schools in FY15 is \$5 million.
- Eligible districts are those that: 1) qualify for discounted rates for Internet services under the federal universal services program (also known as E-Rate), and 2) in FY 14 have sites with download Internet speeds of less than 10 Mbps.
- All districts in Alaska qualify for E-Rate discounts, but some districts already exceed the download speed and would not be eligible for these funds.
- The authorizing language, AS 14.03.126 Funding for Internet services, and proposed regulations can be found behind Cover Memo 5B.
- Linda Thibodeau, Director of Libraries, Archives, & Museums, and Valerie Oliver, E-Rate consultant, 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 33.600 through 4 AAC 33.690, regarding funding for internet services.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 10C**

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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 secondary students.

◆ **BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, added with the passage of House Bill 278, Alaska's Education Opportunity Act.
- These proposed regulations add 4 AAC 06.065 to allow secondary students the opportunity to challenge core courses by demonstrating mastery of course material.
- At a minimum, school districts will need to offer twice annually assessments for challenging courses in mathematics, language arts, social studies, and science and world languages.
- The proposed regulations can be found behind cover memo 5C.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will present the brief to 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 secondary school course credit.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 11A**

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◆ **ISSUE**

The board is being asked to adopt amendments to regulations related to school accountability.

◆ **BACKGROUND**

- In June 2013, the board approved a large body of school accountability regulations related to Alaska's flexibility waiver from the Elementary and Secondary Education Act (ESEA).
- The U.S. Department of Education permits amendments to flexibility waivers in response to what states learn during their initial implementation of the new systems affiliated with the flexibility waivers. Amendments are characterized as either technical or substantive. Technical amendments are basically "clean-up" changes. Substantive amendments involve a different method or result in a different outcome than what was originally proposed and approved.
- The substantive changes relate to the following areas of the school accountability regulations:
  - The Alaska School Performance Index (ASPI) metric calculation method for alternative schools;
  - The method by which the graduation rate indicator of ASPI is calculated for schools with very small graduating classes;
  - The criteria used for a school with a very small graduating class to meet the graduation rate target;
  - The date used for determining the 12<sup>th</sup>-graders for whom a school is held accountable for the college and career readiness indicator in ASPI;
  - The date used for determining the 11<sup>th</sup>-graders for whom a school is held accountable for WorkKeys/ACT/SAT participation;
  - The criteria requiring a 4- or 5-star school to complete a school improvement plan;
  - The requirement for the type of school improvement plan needed for 4- or 5- star schools; and
  - The notification date for providing preliminary ASPI scores to schools.
- The technical changes related to the following areas of the school accountability regulations:
  - Attendance rate percentages and adding two decimal places;
  - Graduation rate percentages and adding two decimal places;
  - Inclusion of the chart for generating points for WorkKeys participation;

- Language clarification regarding meeting annual measurable objectives;
  - Language clarification regarding subgroups used for annual measurable objectives; and
  - Corrections related to the number of years that a school remains a focus school.
- The proposed regulations and public comment can be found behind Cover Memo 6A.
  - Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.812 Alaska school performance index, 4 AAC 05.815(c) Annual measurable objective, 4 AAC 06.825 Graduation rate, 4 AAC 06.845 School improvement plan, 4 AAC 06.868(d) Focus school status, 4 AAC 06.899 Alternative school definition.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 11B**

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◆ **ISSUE**

The board is being asked to consider amendments to regulations related to the requirements for obtaining a Type B superintendent certificate.

◆ **BACKGROUND**

- Regulation currently requires that to receive a Type B superintendent endorsement, an applicant must meet the following requirements:
  - have completed a master's or higher degree;
  - be recommended by the preparing institution; and
  - have completed at least five years of employment as a teacher or administrator to include at least three years of employment as a teacher in a position requiring a teaching certificate.
  
- The proposed amendments would permit five years of employment in a leadership position on an Alaska school district's management team to substitute for the five years employment as a teacher and administrator.
  
- The proposed regulations and public comment can be found behind Cover Memo 6B.
  
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 12.345(a) Administrative Certificate (Type B).

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 12**

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◆ **ISSUE**

This is a standing report for the board regarding the Division of Teaching & Learning Support.

◆ **BACKGROUND**

- The Educator Evaluation Working Conference held on April 9 & 10 welcomed over 150 educators from 30 districts across Alaska. Evaluations from participants were very positive and provided EED with useful information regarding how to continue to support districts as they design evaluation systems that comply with the new evaluation regulations. Focus during the 2015-16 school year will be on the incorporation of student learning data into evaluations using a Student Learning Objective model.
- The Instructional Support Team continues to build awareness and provide support to districts, schools, and teachers in the implementation of Alaska's new English Language Arts and Mathematics Standards. In April the content specialists joined with the NEA-Alaska to offer training in high-quality standards instruction at the Alaska NEA Leading the Profession Conference. To provide further access to the standards, the team is developing a downloadable Alaska Standards App that will allow educators, parents, and community members to easily search the standards on a mobile device. At the end of May the team will welcome a host of educators from across the state at the 2014 TLS Summer Teacher Institute. The institute is being offered in two strands, Literacy and Math, and will provide teachers the opportunity to grow in their understanding of the ELA and Math Standards, as well as practice the instructional strategies important to the transition and implementation of the new standards.
- The annual meeting of the Alaska Career & Technical Education (CTE) Plan Advisory Committee was held to review the inter-agency progress to date and to recommend priority actions for the 2014-15 school year. One of the federal reporting requirements for Perkins IV secondary CTE grants is "graduation rate," a measure that is benchmarked to the state's Elementary & Secondary Education Act (ESEA) graduation rate measure. The 2012-2013 statewide data for high school graduates who had completed 2 or more credits within a CTE program ("CTE concentrators") show 90.1% of those students earned their high school diploma in four years. Statewide totals for students with at least 2 credits of CTE courses in SY 2011-12 and 2010-11 showed similar positive graduation rates, at 89.4% and 90.2%, respectively.
- The School Recognition & Support team has been developing a school improvement handbook to support districts and schools in the completion of required school improvement plans, focusing on plans required for one- and two-star schools.
- The Early Childhood Education Team is actively planning for continued service to communities for the 2014-2015 school year. The FY14 Alaska Pre-Kindergarten Program

grants serve approximately 290 children and their families in eight districts. This year's legislative process resulted in the maintenance of the \$2 million in pre-kindergarten funding. There is an ongoing competition for these pre-k funds. Applications are due May 23, and award notification will be made June 13. The FY14 Parents as Teachers grants continue program implementation. Through the third quarter, 272 children in 206 families received approximately 2,000 home visits using the nationally recognized Parents as Teachers programs and curricula. This program will maintain its level of funding for FY15. Head Start grantees serve 3,200 children and their families in approximately 100 communities. Their funding remains the same for FY15. Grant applications are due June 1 with awards following by July.

- Sondra Meredith, Administrator for Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 13**

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◆ **ISSUE**

This is a standing report for the board regarding Assessment & Accountability.

◆ **BACKGROUND**

- The board will be briefed on the characteristics of the Alaska Measures of Progress (AMP), the new statewide assessment system.
- The board will be briefed on the results of the following recent events:
  - Technical Advisory Committee (TAC) Meeting, April 22-23
  - Planning meeting with AAI, May 13-14
  - Alaska High School Content Designation Workshop, June 3-6
- The board will be briefed on the following upcoming events:
  - Passage writing workshops
    - Juneau, June 23-27
    - Fairbanks, July 14-18
  - Practice test item reviews, July TBA
- Behind this cover memo is a summary of the Alaska Measures of Progress assessment system.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

## Components of the Alaska Measures of Progress Testing Program

**Practice Test:** The practice test will be available in the fall of 2014. The focus of the practice test is to give students experience with the online assessment technology. There will be three practice tests: grades 3-5, grade 6-8, and grades 9-10. Each practice test will have traditional item types, such as multiple choice, and items that utilize technology enhanced items, such as dropdown menus or drawing lines. Students, teachers, and members of the community have unlimited access to the practice test.

**Testlets:** The testlets are short, 8-10 item tests available to teachers to use to inform their instruction. These optional, no-stakes assessment tools are designed around instructional targets. The testlets will be available beginning in January of 2015.

**Interim Benchmark Assessment:** The optional interim assessment will be available to districts beginning in the fall of 2015. The purpose of the interim is to provide information on students' progress on grade level standards in English language arts and math. The assessments are given twice per year, in the fall and winter. These assessments will be adaptive and will be scored on the same vertical scale as the summative assessment and will be designed to meet the requirements for the educator evaluation regulations.

**Summative Assessment:** The summative assessment will have two subtests, English language arts and mathematics. Although the assessment is not timed, each subtest will take most students between 90-120 minutes. The summative will be rolled out in two phases. The first two years the assessment will be fixed form. After two years, Alaska will have enough items to have an adaptive assessment. Adaptive assessments provide greater score precision and provides an assessment experience for students that is "a good fit." Items that require keyboarding and listening items will also be phased in.

**2015 Test Window:** The test window for AMP will be March 30-May 1. The Department of Education & Early Development (EED) has provided direction to districts regarding grade-level scheduling for the 5-week window. The paper/pencil science test will be administered March 30 – April 10. The paper/pencil AMP for approved schools will be administered April 13-24.

**Scoring:** Students will receive scores from 1-4, with 1 being the lowest score and 4 being the highest. The score of 3 is the "meets standard" score. The descriptions of the scores are being developed.

**Technology:** Most students will take the online assessment. EED and the Achievement & Assessment Institute (AAI) will work with schools in the summer and fall of 2014 to assist them in getting ready for the online delivery. AMP is administered using a test delivery engine called KITE. It can be installed on desktops, laptops, and tablets. Once opened it shuts down all other applications on the device, making the test administration secure. In addition, AMP utilizes a local caching service (LCS). A LCS is an application that is loaded onto a laptop or desktop; the LCS enables testing to continue if there is minimal bandwidth.

**Educator Involvement:** Educators will be involved in the development of many aspects of AMP. Currently we are planning passage writing workshops, bias/sensitivity item reviews, content reviews, high school content designation, and standard setting committees. Many of these activities will utilize technology, allowing teachers in remote villages to participate. EED will provide both online and in-person training for educators. We are currently working with AAI to determine the most effective and economical rollout plan

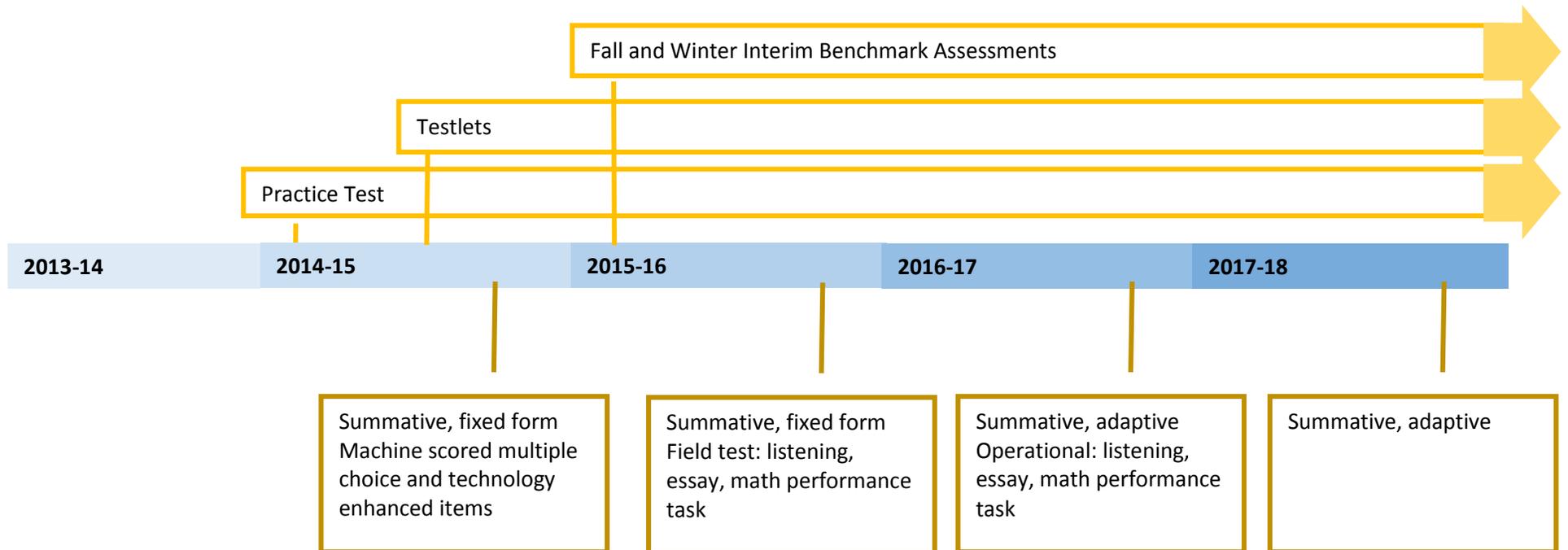
**Information for families and communities:** EED is working with AAI to develop a variety of materials and other methods to communicate to students, families, and communities about the new assessment.

## Assessment Activities Timeline (2014-15)

- June and July 2014: Passage Writing Workshops, Juneau (6/23-27) and Fairbanks (7/14-18)
- July 2014: Practice Test item remote-review (bias and sensitivity)
- Fall 2014: Practice Test available; will be available throughout year
- Fall 2014: Item reviews with Alaskan Educators begin; ongoing
- Fall 2014: AMP rollout activities begin; ongoing
- January 2015: Testlets available
- January/February 2015 (date TBD): District Test Coordinator Testing
- March 30 – May 1 2015: AMP online test window
- June 29 – July 2 2015: Standard Setting for 2015 assessment



## Assessment Development Timeline



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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 14**

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◆ **ISSUE**

This is a standing report to the board regarding legislation and budget.

◆ **BACKGROUND**

- The board will be briefed on the department's FY15 budget and on legislation that passed during the 2014 legislative session that affects the department.
- A listing of passed legislation can be found behind this cover memo.
- Behind this cover memo are: 1) 2014 Legislative Session - passed legislation; 2) 2014 legislative summary memo; and 3) FY15 Budget Summary.
- Marcy Herman, Legislative Liaison, and Heidi Teshner, Administrative Services Director, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

**2014 Legislative Session – Passed Legislation of Interest to EED**

<b>BILL</b>	<b>SHORT TITLE</b>	<b>PRIME SPONSOR(S)</b>	<b>DESCRIPTION</b>	<b>STATUS</b>
<a href="#"><u>HB 154</u></a>	NATURAL AND CULTURAL HISTORY REPOSITORIES	THOMPSON	Designates the state museum as a repository of natural and cultural history collections. Also designates that the repository shall be operated and maintained in the state capital, however other branch museums may be established and maintained in other communities in the state.	AWAITING TRANSMITTAL
<a href="#"><u>HB 210</u></a>	SCHOOLS: RESTRAINT, SECLUSION, CRISIS TRG	MILLETT, AUSTERMAN	Relating to crisis intervention training for school personnel; and relating to restraint and seclusion of students in public schools	AWAITING TRANSMITTAL
<a href="#"><u>HB 211</u></a>	EMPLOYMENT OF PERSONS WITH DISABILITIES	MILLETT, GATTIS	Relating to the education and employment of individuals with disabilities.	AWAITING TRANSMITTAL
<a href="#"><u>HB 266</u></a>	APPROP: OPERATING BUDGET/LOANS/FUNDS	RLS BY REQUEST OF THE GOVERNOR	FY2015 Operating Budget legislation.	AWAITING TRANSMITTAL
<a href="#"><u>HB 278</u></a>	EDUCATION	RLS BY REQUEST OF THE GOVERNOR	Governor’s comprehensive education legislation.	SIGNED MAY 13, 2014
<a href="#"><u>SB 119</u></a>	BUDGET: CAPITAL	RLS BY REQUEST OF THE GOVERNOR	FY2015 Capital Budget legislation.	AWAITING TRANSMITTAL
<a href="#"><u>SB 128</u></a>	ELECTRONIC BULLYING	MEYER	Relating to the crime of harassment electronically toward any person 18 years or younger.	AWAITING TRANSMITTAL



**MEMORANDUM NUMBER 2014-010**

**To:** Superintendents  
Business Managers

**From:** Mike Hanley, Commissioner

**Date:** May 14, 2014

**Subject:** 2014 Regular Legislative Session

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The purpose of this memorandum is to provide a summary of education related legislation passed during the regular session. This information is preliminary because not all bills have been transmitted or signed by the governor.

**FY2015 Operating Budget ~ Awaiting Transmittal to Governor**

House Bill 266 contains the department’s operating budget for FY2015. Attached is a schedule titled “FY2015 Projected State Program Allocations based on Legislative Appropriations.” This schedule totaling \$1.4 billion includes FY2015 estimated funding levels, by district, for the following programs: Foundation, \$42.9 million one-time grant funding (funded in the Capital Budget), Boarding Home Stipends, Residential Boarding Program, Youth in Detention, Special Schools, Alaska Challenge Youth Academy, Pupil Transportation, and School Debt Retirement. The funding levels listed by district are projected allocations and are subject to change based on actual FY2015 average daily membership and/or individual program requirements.

HB 266 also provides \$11 million to the Alaska Performance Scholarship and \$2 million to the Pre-Kindergarten grants program which are continuation grants from FY2014.

**FY2015 Capital Budget ~ Awaiting Transmittal to Governor**

Senate Bill 119 includes over \$43 million in appropriations for the renovation and/or replacement of schools in Kwethluk and Saint Mary’s. SB 119 also appropriates \$37,500,000 for the Statewide Library, Archives and Museum (SLAM) Facility and \$1.7 million for deferred maintenance at Mt. Edgecumbe High School. The one page attachment titled, “FY2015 Capital Grants for School Districts – Summary” provides detail for these grants.

Additionally, SB 119 provides \$3 million for Nutritional Alaskan Foods for Schools. One half of the appropriation will be distributed based on the School District Cost Factor and the other half is to be distributed based on a school district’s ADM. This program will continue to be

administered by the Department of Commerce, Community, and Economic Development. School Districts may be reimbursed for purchases of nutritional Alaskan foods which include:

- Finfish or shellfish caught or harvested in Alaskan waters;
- Livestock raised in Alaska;
- Milk produced from livestock in Alaska;
- Fruits or vegetables grown in Alaska;
- Native produce and berries commercially harvested in Alaska; and
- Costs of transporting/shipping those goods.

Other school related grants have been identified in the capital budget through the Department of Commerce, Community & Economic Development. If you have specific questions, please contact Janet Davis with the Division of Community & Regional Affairs at (907) 451-2746.

### **Additional Information:**

The Alaska Learning Network was funded at \$850.0, a \$250.0 reduction. The Alaska Statewide Mentor Project/Alaska Administrator coaching project was reduced by \$700.0 to \$2,300.0.

### **Free Conference Committee Substitute for House Bill No. 278 Education ~ Signed by the Governor**

FCCS for House Bill 278 is the Governor's comprehensive education legislation introduced this session. The legislation provides new educational opportunities, such as charter, correspondence and residential schools, and vocational training. The bill also includes an increase to school funding.

FCCS HB278 increased the base student allocation (BSA) to a total of \$150 million over three years: \$150 in 2015, to \$5,830; another \$50 in 2016, to \$5,880; and another \$50 in 2017, to \$5,930. The legislation also provides an additional \$95,101,400 in funding for schools outside the BSA: \$42,953,500 in 2015; \$32,243,700 in 2016; and \$19,904,200 in 2017.

FCCS HB278 repeals the existing High School Graduation Qualifying Exam (HSGQE) and replaces it with the requirement to participate in the SAT, ACT, or WorkKeys. The state will pay for one exam per student in the last two years of high school. FCCS HB278 also allows for the issuance of retroactive diplomas for students who completed all other graduation requirements, but did not pass the exit exam.

FCCS HB278 changes the appeal process for charter schools to allow applicants to appeal to the Commissioner of Education & Early Development as well as the State Board of Education & Early Development. FCCS HB278 also provides a one-time \$500 per student start-up grant to new charter schools; provides a funding boost to charter schools by decreasing the minimum number of students required to establish the funding rate for a school over the first three years or in the previous year; and requires districts to provide transportation to charter school students where transportation services are already being provided to neighborhood schools.

In addition, FCCS HB278 increases the per-pupil monthly room and board stipend to residential schools. The new rates beginning in FY2015 are Region I - \$1,230; Region II - \$1,200; Region III - \$1,452;

Region IV - \$1,509; and Region V - \$1,776. FCCS HB278 also increases state funding for correspondence students by increasing the multiplier from .80 to .90 of the BSA (a 10% increase).

In addition, FCCS HB278 changes the reimbursement rate for costs of school construction debt from a 60% state reimbursement and 40% local to 50% state reimbursement and 50% local.

Another component of FCCS HB278 will be four cost studies that will provide legislators with information to make future policy decisions related to education. The Department of Administration is tasked with preparing a statewide school district salary and benefits proposal to include a review of teacher tenure. The Department of Education & Early Development will submit a report detailing the use of prototypes in school design and construction. The Legislative Budget & Audit Committee will procure two studies, one to evaluate the state's current education funding systems and recommend changes or an alternate model; the second study is to provide updated data for the school size factor and the district cost factors. All reports are due to the legislature by June 15, 2015.

Other key provisions in FCCS HB278 include a three-year pilot program for underserved middle school students to participate in programs like Alaska Native Science and Engineering Program (ANSEP); allow students to test out of courses they have mastered and earn credits to apply toward graduation and the Alaska Performance Scholarship; when determining the maximum voluntary local contribution, the municipality may include funding distributed outside the BSA; funding for eligible schools to increase internet download speed; increases to the technical and vocational education program (TVEP) funding and adds Ilisagvik College as a participant; requires school districts to report to the department on the performance and attendance of students whose parents or guardians are in the active duty military; and extensively expands education tax credits.

#### **House Committee Substitute for Committee Substitute for Senate Bill No. 128 Electronic Bullying ~ Awaiting Transmittal to Governor**

House CS for CS for Senate Bill 128 amends AS 11.61.120(a) by adding a new subsection making repeated sending or publishing of electronic communications that taunt, insult, challenges, or intimidates any person under 18 years of age a misdemeanor. The bill requires that the electronic communication must place the person in reasonable fear of physical injury and allows for punishment outside the school system.

#### **Committee Substitute for House Bill No. 210 Schools: Restraint, Seclusion, Crisis Training ~ Awaiting Transmittal to Governor**

CS for House Bill 210 amends several subsections of AS 14.33 by requiring a school district's safety plan be made available to parents, legal guardians, students and the public. If an incident of restraint or seclusion occurs, the student's parents or legal guardians need to be informed the same day as the incident. With the exception of emergency situations, only those who have undergone training in crisis intervention on restraint, escort, and seclusion, approved by the Department of Education & Early Development, can engage in physical restraint or seclusion. Each school district needs to report all instances of restraint and seclusion on an annual basis to the Department of Education & Early Development.

**Senate Committee Substitute for Committee Substitute for House Bill No. 211 Employment of Persons with Disabilities ~ Awaiting Transmittal to Governor**

Senate CS for CS for House Bill 211 makes Alaska an Employment First state. The bill amends AS 14.30.278 by adding two new subsections, one to direct school districts, when working with students over 15 years of age through transition services, to help students become gainfully employed or enrolled in postsecondary education; the second subsection defines gainfully employed. Public resources are to be synchronized to educate, train, and craft an individualized learning plan for these individuals to succeed in the job market. This information will be reported annually to the Alaska Mental Health Trust Authority by EED. The information is currently gathered voluntarily under the Part B State Performance Plan Indicator #14; Secondary Transition/Post-School Outcomes – Competitive Employment, Enrolled in School.

Attachments:

1. FY2015 Projected State Program Allocations based on Legislative Appropriations
2. FY2015 Capital Grants for School Districts – Summary

cc: Elizabeth Nudelman, Director  
Division of School Finance & Facilities

Marcy Herman, Legislative Liaison  
Office of the Commissioner

Heidi Teshner, Director  
Division of Administrative Services

**Alaska Department of Education & Early Development**  
**FY2015 Projected State Program Allocations based on Legislative Appropriations**

*Allocations are subject to adjustment based on individual program requirements.*

PREPARED 5/7/14	FY2015 Projected ADM	Projected Total Foundation @ \$5,830	HB 278 Projected One-time Grant \$42.9M on AADM	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2015 TOTALS
ALASKA GATEWAY	381	7,765,142	237,067					742,545		8,744,754
ALEUTIAN REGION	31	1,301,211	39,011					0		1,340,222
ALEUTIANS EAST	219	4,861,044	167,165					73,305	712,598	5,814,112
ANCHORAGE	47,879	327,732,819	12,807,120		45,600	512,252	1,281,400	22,106,918	51,372,307	415,858,416
ANNETTE ISLANDS	292	3,060,284	131,719					57,506		3,249,509
BERING STRAIT	1,654	30,598,409	1,168,563		431,184			86,632		32,284,788
BRISTOL BAY	125	1,458,318	69,222					361,143		1,888,683
CHATHAM	143	3,105,107	95,434					42,687		3,243,228
CHUGACH	302	2,835,143	84,860		273,600			0		3,193,603
COPPER RIVER	445	6,471,314	199,260					687,222		7,357,796
CORDOVA	309	3,554,514	129,131					111,998	966,117	4,761,760
CRAIG	577	4,900,905	160,616					133,672		5,195,193
DELTA/GREELY	868	9,905,408	303,086					1,365,971		11,574,465
DENALI	857	6,647,737	215,794					404,629		7,268,160
DILLINGHAM	490	6,585,119	217,561	34,310				634,683	823,059	8,294,732
FAIRBANKS	14,066	120,417,882	4,570,318			112,797		12,183,919	11,621,820	148,906,736
GALENA	3,835	22,621,583	670,328		3,517,074			78,519		26,887,504
HAINES	244	2,640,171	107,933					158,352	990,016	3,589,472
HOONAH	105	2,209,113	72,730					33,878	68,819	2,384,540
HYDABURG	67	1,506,656	46,289					0		1,552,945
IDITAROD	291	5,677,299	174,336	21,300				43,618		5,916,553
JUNEAU	4,803	38,488,231	1,518,985			89,733		3,092,783	14,120,698	57,310,430
KAKE	99	1,749,234	58,289					29,038		1,836,561
KASHUNAMIUT	312	3,784,035	162,592					1,634		3,948,261
KENAI	8,773	77,592,424	2,987,202	26,960		69,143		7,924,942	3,084,544	91,685,215
KETCHIKAN	2,218	23,411,450	822,167			69,081		1,673,461	2,804,199	28,780,358
KLAWOCK	129	2,032,955	72,142					81,486		2,186,583
KODIAK	2,470	25,888,305	900,085					2,047,228	4,190,420	33,026,038
KUSPUK	331	6,071,436	227,154	7,540				234,049		6,540,179
LAKE AND PENINSULA	318	8,614,715	276,483					127,768	1,901,415	10,920,381
LOWER KUSKOKWIM	4,072	60,519,505	2,225,783		493,376	98,193		1,219,968		64,556,825
LOWER YUKON	2,001	31,192,985	1,193,214					2,096		32,388,295
MAT-SU	17,594	149,257,877	5,173,411	4,920		63,181		15,518,054	23,135,501	193,152,944
NENANA	917	6,940,281	207,195		1,213,756			137,755		8,498,987
NOME	724	8,916,860	293,796			85,620		480,108	222,509	9,998,893
NORTH SLOPE	1,750	16,905,273	914,545					2,119,194		19,939,012
NORTHWEST ARCTIC	1,881	35,791,166	1,147,964	17,120	799,794			51,231	4,228,145	42,035,420
PELICAN	10	465,180	12,295					775		478,250
PETERSBURG	424	5,783,962	195,988					171,446	492,518	6,643,914
PRIBILOF	87	1,611,409	60,891					0		1,672,300
SAINT MARY'S	180	3,474,422	103,614					37,523		3,615,559
SITKA	1,341	14,140,446	508,622					605,279	2,519,241	17,773,588
SKAGWAY	85	750,812	35,696					3,295		789,803
SOUTHEAST	210	5,729,782	169,153					260,974		6,159,909
SOUTHWEST	610	9,858,959	388,530	68,630				394,266		10,710,385
TANANA	42	1,022,742	35,085					21,691		1,079,518
UNALASKA	420	4,606,711	180,361					294,341	688,179	5,769,592
VALDEZ	607	4,400,420	233,139					482,620	1,685,751	6,801,930
WRANGELL	273	3,273,018	112,649					206,764	205,940	3,798,371
YAKUTAT	97	1,377,252	48,508					72,407		1,498,167
YUKON FLATS	248	7,101,197	228,840					70,664		7,400,701
YUKON/KOYUKUK	1,368	12,821,417	405,237	5,120				102,934		13,334,708
YUPIIT	431	6,575,183	267,878					903		6,843,964
Mt. EDGE CUMBE	400	3,109,409	118,464							3,227,873
OTHER	11	26,027,300					2,411,900		808,600	29,247,800
Sub Totals	128,405	1,185,141,531	42,953,500	185,900	6,774,384	1,100,000	3,693,300	76,773,874	126,642,396	1,443,264,885
TOTALS	128,405	\$1,185,141,531	\$42,953,500	\$185,900	\$6,774,384	\$1,100,000	\$3,693,300	\$76,773,874	\$126,642,396	\$1,443,264,885

- 11 OTHER INCLUDES OTHER ADJUSTMENTS.
- 12 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).
- 13 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

Alaska Department of Education & Early Development  
 FY2015 Capital Grants for School Districts - Summary

District	Project Description	Amount
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**SB119 - Capital Budget**

*Department of Education & Early Development*

**School Construction Grant Fund (AS 14.11.005)**

Lower Kuskokwim	Kwethluk K-12 Replacement School Design, Planning, Foundation / Final <i>funding</i>	31,516,900
St. Mary's	Andreafski High School Gym	11,762,891
	<b>Total</b>	<b><u>43,279,791</u></b>

*Department of Education & Early Development*

Alaska Digital Teaching Initiative Three-Year Demonstration Project	4,000,000
Alaska Native Science & Engineering Program (ANSEP)	1,000,000
State Library, Archives and Museum Facility Construction Funding	37,500,000
Mount Edgecumbe High School Deferred Maintenance	1,700,000
	<b><u>44,200,000</u></b>

**Grand Total Capital Grants for Schools**

**87,479,791**



# **FY2015 Operating Budget**

*Conference Committee – Agency Budget*

*May 9, 2014*

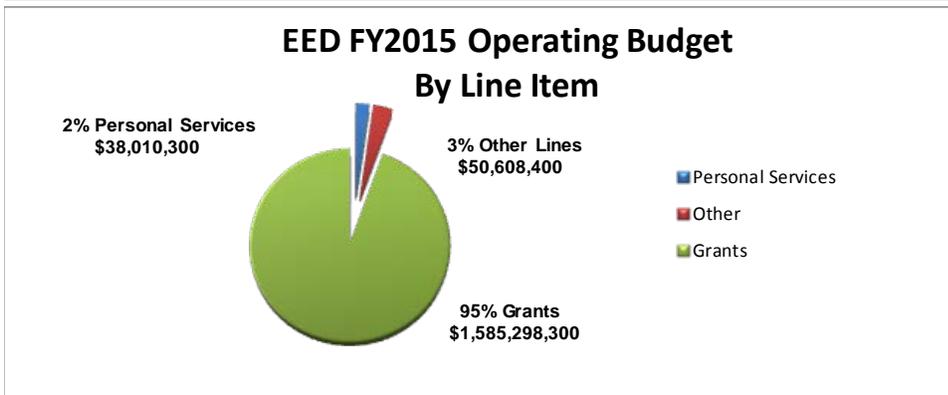
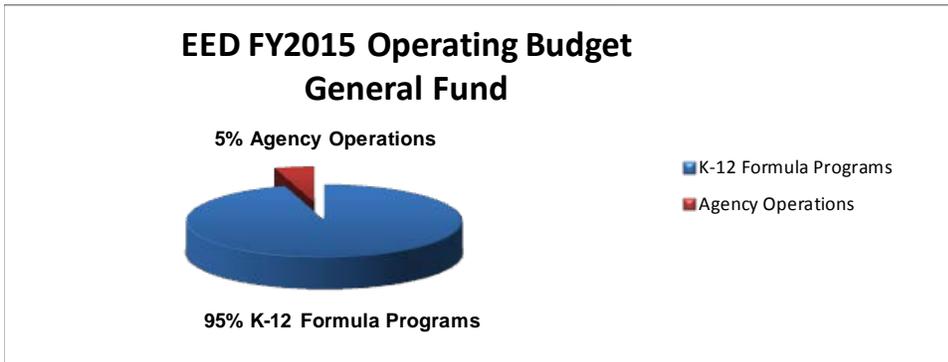
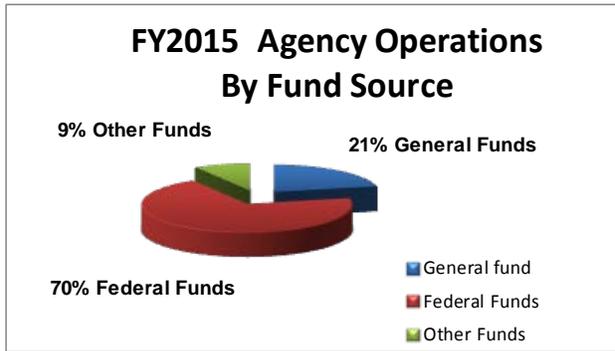
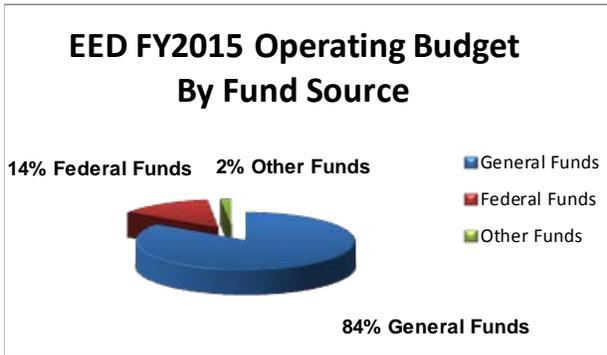
**Department of Education & Early Development  
FY2015 Operating Budget - Conference Committee\***

*\*includes school debt reimbursement, foundation program, pupil transportation & ARRA*

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<b>K-12 Formula Programs</b>	29,300.0	1,317,495.3	20,791.0	0.0	<b>1,367,586.3</b>
<b>Agency Operations</b>	18,331.8	48,011.7	213,099.6	26,887.6	<b>306,330.7</b>
<b>Total</b>	<b>47,631.8</b>	<b>1,365,507.0</b>	<b>233,890.6</b>	<b>26,887.6</b>	<b>1,673,917.0</b>

**Position Count:**

Full-time 332  
Part-time 14  
Non-perm 17



**Department of Education & Early Development  
FY2015 Conference Committee**

	<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
<b>K-12 Formula Programs:</b>					
Foundation Program	10,000,000	1,123,874,900	20,791,000	0	1,154,665,900
Boarding Home Grants	0	4,710,800	0	0	4,710,800
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,693,300	0	0	3,693,300
Pupil Transportation	0	76,773,900	0	0	76,773,900
Alaska Challenge Youth Academy	0	0	0	0	0
School Debt Reimbursement	19,300,000	107,342,396	0	0	126,642,396
<b>Subtotal K- 12 Formula Programs</b>	<b>29,300,000</b>	<b>1,317,495,296</b>	<b>20,791,000</b>	<b>0</b>	<b>1,367,586,296</b>

	<b>Positions</b>			<b>Designated General Funds</b>	<b>Unrestricted General Funds</b>	<b>Federal Funds</b>	<b>Other Funds</b>	<b>Total</b>
	<b>PFT</b>	<b>PPT</b>	<b>NP</b>					
<b>Agency Operations:</b>								
Executive Administration	5			0	881,000	0	22,400	903,400
Administrative Services	10		1	0	769,100	145,000	735,400	1,649,500
Information Services	7			0	306,600	0	746,300	1,052,900
School Finance & Facilities	14			0	1,636,200	0	808,600	2,444,800
Student and School Achievement	66			434,500	8,623,100	153,987,900	700,300	163,745,800
Online With Libraries (OWL)	0			0	761,800	0	0	761,800
Live Homework Help	0			0	138,200	0	0	138,200
Alaska Learning Network	0			0	850,000	0	0	850,000
State System of Support	7			0	1,962,500	0	0	1,962,500
Statewide Mentoring Program	0			0	2,300,000	0	0	2,300,000
Teacher Certification	5			904,000	200	0	16,400	920,600
Child Nutrition	9			0	101,800	52,600,000	0	52,701,800
Early Learning Coordination	3			0	9,185,800	275,300	0	9,461,100
Pre-Kindergarten Grants	0			0	2,000,000	0	0	2,000,000
Professional Teaching Practices Commission	2			0	299,800	0	0	299,800
Alaska State Council on the Arts	6			10,900	803,100	798,900	458,200	2,071,100
Mt. Edgecumbe Boarding School	36	10		57,400	4,622,700	0	6,095,500	10,775,600
State Facilities Maintenance	8			0	0	0	1,185,300	1,185,300
State Facilities Rent	0			0	2,098,200	0	26,000	2,124,200
Library Operations	35		5	63,000	4,889,800	3,205,400	1,068,300	9,226,500
Archives	10			0	1,123,600	40,000	158,100	1,321,700
Museum Operations	14	4		362,000	1,693,400	60,000	0	2,115,400
ACPE - Program Admin & Operations	95		11	5,500,000	0	1,987,100	14,866,800	22,353,900
WWAMI Medical Education	0			0	2,964,800	0	0	2,964,800
Alaska Performance Scholarship Awards				11,000,000	0	0	0	11,000,000
<b>Subtotal Agency Operations</b>	<b>332</b>	<b>14</b>	<b>17</b>	<b>18,331,800</b>	<b>48,011,700</b>	<b>213,099,600</b>	<b>26,887,600</b>	<b>306,330,700</b>
<b>Total</b>	<b>332</b>	<b>14</b>	<b>17</b>	<b>47,631,800</b>	<b>1,365,506,996</b>	<b>233,890,600</b>	<b>26,887,600</b>	<b>1,673,916,996</b>

**Department of Education & Early Development**  
**Operating Budget Comparison - General Funds (Designated & Unrestricted)**  
**FY2014 Management Plan to FY2015 Conference Committee**

	FY2014 Management Plan	FY2015 Conference Committee	Management Plan to Conference Committee	% Change
<b>K-12 Formula Programs:</b>				
Foundation Program	1,151,248.0	1,133,874.9	-17,373.1	-1.5%
Boarding Home Grants	3,749.5	4,710.8	961.3	25.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,691.7	3,693.3	1.6	0.0%
Pupil Transportation	75,466.0	76,773.9	1,307.9	1.7%
Alaska Challenge Youth Academy	4,791.4	0.0	-4,791.4	-100.0%
School Debt Reimbursement	128,263.1	126,642.4	-1,620.7	-1.3%
<b>Subtotal Formula Programs</b>	<b>1,368,309.7</b>	<b>1,346,795.3</b>	<b>-21,514.4</b>	<b>-1.6%</b>

	FY2014 Management Plan	FY2015 Conference Committee	Management Plan to Conference Committee	% Change
<b>Agency Operations:</b>				
Executive Administration	878.6	881.0	2.4	0.3%
Administrative Services	769.7	769.1	-0.6	-0.1%
Information Services	305.5	306.6	1.1	0.4%
School Finance & Facilities	1,853.6	1,636.2	-217.4	-11.7%
Student and School Achievement	12,969.4	9,057.6	-3,911.8	-30.2%
Online With Libraries	761.8	761.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
Alaska Learning Network	1,100.0	850.0	-250.0	-22.7%
State System of Support	1,963.2	1,962.5	-0.7	0.0%
Statewide Mentoring Program	3,000.0	2,300.0	-700.0	-23.3%
Teacher Certification	905.8	904.2	-1.6	-0.2%
Child Nutrition	101.9	101.8	-0.1	-0.1%
Early Learning Coordination	9,186.6	9,185.8	-0.8	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.7	299.8	0.1	0.0%
Alaska State Council on the Arts	815.0	814.0	-1.0	-0.1%
Mt. Edgecumbe Boarding School	4,671.5	4,680.1	8.6	0.2%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	2,098.2	0.0	0.0%
Library Operations	4,958.2	4,952.8	-5.4	-0.1%
Archives	1,124.5	1,123.6	-0.9	-0.1%
Museum Operations	2,060.2	2,055.4	-4.8	-0.2%
ACPE - Program Admin & Operations	4,000.0	5,500.0	1,500.0	37.5%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	8,000.0	11,000.0	3,000.0	37.5%
<b>Subtotal Agency Operations</b>	<b>66,926.4</b>	<b>66,343.5</b>	<b>-582.9</b>	<b>-0.9%</b>

**Total Education**      **1,435,236.1**      **1,413,138.8**      **-22,097.3**      **-1.540%**

**Department of Education & Early Development**  
**Operating Budget Comparison - Total Funds**  
**FY2014 Management Plan to FY2015 Conference Committee**

	<b>FY2014 Management Plan</b>	<b>FY2015 Conference Committee</b>	<b>Management Plan to Conference Committee</b>	<b>% Change</b>
<b>K-12 Formula Programs:</b>				
Foundation Program	1,172,039.0	1,154,665.9	-17,373.1	-1.5%
Boarding Home Grants	3,749.5	4,710.8	961.3	25.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,691.7	3,693.3	1.6	0.0%
Pupil Transportation	75,466.0	76,773.9	1,307.9	1.7%
Alaska Challenge Youth Academy	4,791.4	0.0	-4,791.4	-100.0%
School Debt Reimbursement	128,263.1	126,642.4	-1,620.7	-1.3%
<b>Subtotal Formula Programs</b>	<b>1,389,100.7</b>	<b>1,367,586.3</b>	<b>-21,514.4</b>	<b>-1.55%</b>

	<b>FY2014 Management Plan</b>	<b>FY2015 Conference Committee</b>	<b>Management Plan to Conference Committee</b>	<b>% Change</b>
<b>Agency Operations:</b>				
Executive Administration	901.0	903.4	2.4	0.3%
Administrative Services	1,651.7	1,649.5	-2.2	-0.1%
Information Services	1,051.7	1,052.9	1.2	0.1%
School Finance & Facilities	2,661.7	2,444.8	-216.9	-8.1%
Student & School Achievement	167,679.1	163,745.8	-3,933.3	-2.3%
Online With Libraries	761.8	761.8	0.0	0.0%
Live Homework Help	138.2	138.2	0.0	0.0%
Alaska Learning Network	1,100.0	850.0	-250.0	-22.7%
State System of Support	1,963.2	1,962.5	-0.7	0.0%
Statewide Mentoring Program	3,000.0	2,300.0	-700.0	-23.3%
Teacher Certification	922.2	920.6	-1.6	-0.2%
Child Nutrition	52,703.4	52,701.8	-1.6	0.0%
Early Learning Coordination	9,462.1	9,461.1	-1.0	0.0%
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	0.0%
Professional Teaching Practices Commission	299.7	299.8	0.1	0.0%
Alaska State Council on the Arts	1,912.3	2,071.1	158.8	8.3%
Mt. Edgecumbe Boarding School	10,755.8	10,775.6	19.8	0.2%
State Facilities Maintenance	1,181.4	1,185.3	3.9	0.3%
State Facilities Rent	2,124.2	2,124.2	0.0	0.0%
Library Operations	9,232.7	9,226.5	-6.2	-0.1%
Archives	1,353.4	1,321.7	-31.7	-2.3%
Museum Operations	2,120.2	2,115.4	-4.8	-0.2%
ACPE - Program Admin & Operations	20,570.4	22,353.9	1,783.5	8.7%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	8,000.0	11,000.0	3,000.0	37.5%
<b>Subtotal Agency Operations</b>	<b>306,511.0</b>	<b>306,330.7</b>	<b>-180.3</b>	<b>-0.1%</b>

**Total Education**                      **1,695,611.7**                      **1,673,917.0**                      **-21,694.7**                      **-1.3%**

**Positions:**

Full-time	334.0	332.0	-2.0
Part-time	14.0	14.0	0.0
Non-Perm	18.0	17.0	-1.0
<b>Total</b>	<b>366.0</b>	<b>363.0</b>	<b>-3.0</b>

Department of Education & Early Development  
 Operating Budget - Changes from FY2014 Management Plan to  
 FY2015 Conference Committee

		FY2014 Management Plan						
		334	14	18	1,435,236.1	233,942.5	26,433.1	1,695,611.7
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				46.7	15.6	119.2	181.5
Personal Services	Working Reserve Rate Reductions				-48.5	-21.1	-64.7	-134.3
Foundation Program	Remove FY14 Foundation Program_PEF tracking				-1,115,748.0			-1,115,748.0
Foundation Program	FY15 Foundation Program need (BSA \$5,680)				1,123,874.9			1,123,874.9
Foundation Program	FY15 Governor - Remove One-time-item				-25,000.0			-25,000.0
Foundation Program	FY15 Governor - One-time-item Schoo Dist. Aid				25,000.0			25,000.0
Foundation Program	FY15 Conference Committee - remove one-time-item				-25,000.0			-25,000.0
Foundation Program	Public School Trust Fund decrement				-500.0			-500.0
Pupil Transportation	Remove FY14 Pupil Transportation_PEF tracking				-75,466.0			-75,466.0
Pupil Transportation	FY15 Pupil Transportation entitlement				76,773.9			76,773.9
School Debt Reimbursement	Remove FY14 School Debt Reimbursement				-128,263.1			-128,263.1
School Debt Reimbursement	FY15 School Debt Reimbursement projection				128,910.2			128,910.2
School Debt Reimbursement	FY15 Governor's Amd				-2,267.8			-2,267.8
Boarding Home Grants	Add four new 180-day residential programs				961.3			961.3
Special Schools	FY15 SESA increment				1.6			1.6
Alaska Challenge Youth Academy	FY15 Transfer ACYA to Dept of Military and Veteran's Affairs				-4,791.4			-4,791.4
School Finance & Facilities	FY15 Efficiency reduction				-217.8			-217.8
Student & School Achievement	FY15 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0
Student & School Achievement	Remove OTI FY14 MH Trust Recommendations (MHTAAR)						-100.0	-100.0
Student & School Achievement	Remove year 3 and FY14 carryforward of Iditarod School District theme-based learning program				-581.6			-581.6
Student & School Achievement	FY15 Efficiency reduction	-2			-382.2	-16.0		-398.2
Student & School Achievement	FY15 Confernece Committee - Eliminate TerraNova Assessment funding				-253.6			-253.6
Student & School Achievement	FY15 Confernece Committee - Eliminate HSGQE funding				-2,700.0			-2,700.0
Student & School Achievement	FY15 Alaska Technical & Vocational Education Program Funding increase (TVEP)				4.1		0.0	4.1
Alaska Learning Network (AKLN)	FY15 Conference Committee - Reduce AKLN funding				-250.0			-250.0
Statewide Mentoring Program	FY15 Conference Committee - Reduce Mentor funding				-700.0			-700.0
Pre-Kindergarten Grants	Remove FY14 Pre-K OTI				-2,000.0			-2,000.0
Pre-Kindergarten Grants	FY15 Pre-K grants - current level of service				2,000.0			2,000.0
Alaska State Council on the Arts	FY15 increase for Rasmuson Foundation Harper Arts Touring program						160.0	160.0
Archives	Delete long-term, non-perm and funding for completed Archivist project			-1		-30.4		-30.4
ACPE - Program Admin & Ops	FY15 AlaskAdvantage Education Grant				1,500.0			1,500.0
ACPE - Program Admin & Ops	FY15 Increase in Interagency Receipts authorization for Longitudinal Data System project						240.0	240.0
Alaska Performance Scholarship Awards	FY15 Alaska Performance Scholarship Awards				3,000.0			3,000.0
<b>Total Proposed Operating Changes</b>		<b>-2.0</b>	<b>0.0</b>	<b>-1.0</b>	<b>-22,097.3</b>	<b>-51.9</b>	<b>454.5</b>	<b>-21,694.7</b>
<i>Total FY2015 Conference Committee - Operating</i>		<i>332</i>	<i>14</i>	<i>17</i>	<i>1,413,138.8</i>	<i>233,890.6</i>	<i>26,887.6</i>	<i>1,673,917.0</i>

**Alaska Department of Education & Early Development**

Public School Funding Program

FY2014 Closeout vs FY2015 Projected

Updated 5/7/2014

	<i>Closeout</i>	<i>Leg update</i>	
	FY2014	FY2015	
	<i>Actual</i>	<i>Projected</i>	Difference
Regular ADM	117,322.21	117,562.60	240.39
Correspondence ADM	11,114.00	10,842.63	(271.37)
<b>Total ADM 1/</b>	<b>128,436.21</b>	<b>128,405.23</b>	<b>(30.98)</b>
<b>Adjusted ADM</b>	<b>248,434.15</b>	<b>247,714.89</b>	<b>(719.26)</b>
Basic Need	\$1,411,106.0	\$1,450,994.4	\$39,888.4
Required Local Effort	(222,114.1)	(228,347.6)	(6,233.5)
Deductible Impact Aid 2/	(70,470.4)	(67,595.6)	2,874.8
Supplemental Funding Floor	96.6	80.9	(15.7)
Quality Schools Grant	3,974.9	3,982.1	7.2
Military Flow Through and Other	26,027.3	26,027.3	0.0
<b>Total</b>	<b>\$1,148,620.3</b>	<b>\$1,185,141.5</b>	<b>\$36,521.2</b>
<b>Funding Sources</b>			
1004 General fund: Public Education Fund/formula	1,117,829.3	1,154,350.5	36,521.2
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,000.0	10,000.0	-
<b>Total</b>	<b>\$1,148,620.3</b>	<b>\$1,185,141.5</b>	<b>\$36,521.2</b>
1004 General fund: non-formula**	46,000.0	42,953.5	(3,046.5)

1/ Districts project conservatively and project flat ADMs.

2/ Feds make payments from previous years applications in FY2014.

<b>**Additional funding outside the Public Education Fund (PEF) / formula</b>	
FY2014	HB65 - \$25 million in one-time funding to be distributed to school districts for additional state aid.
FY2014	SB18 - \$21 million in one-time capital funding to be distributed to school districts.
FY2015	\$42,953.5 in one-time funding to be distributed to districts for additional state aid.

**Alaska Department of Education & Early Development**  
**FY2015 Projected State Program Allocations based on Legislative Appropriations**

Allocations are subject to adjustment based on individual program requirements.

PREPARED 5/7/14	FY2015 Projected ADM	Projected Total Foundation @ \$5,830	HB 278 Projected One-time Grant \$42.9M on AADM	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2015 TOTALS
ALASKA GATEWAY	381	7,765,142	237,067					742,545		8,744,754
ALEUTIAN REGION	31	1,301,211	39,011					0		1,340,222
ALEUTIANS EAST	219	4,861,044	167,165					73,305	712,598	5,814,112
ANCHORAGE	47,879	327,732,819	12,807,120		45,600	512,252	1,281,400	22,106,918	51,372,307	415,858,416
ANNETTE ISLANDS	292	3,060,284	131,719					57,506		3,249,509
BERING STRAIT	1,654	30,598,409	1,168,563		431,184			86,632		32,284,788
BRISTOL BAY	125	1,458,318	69,222					361,143		1,888,683
CHATHAM	143	3,105,107	95,434					42,687		3,243,228
CHUGACH	302	2,835,143	84,860		273,600			0		3,193,603
COPPER RIVER	445	6,471,314	199,260					687,222		7,357,796
CORDOVA	309	3,554,514	129,131					111,998	966,117	4,761,760
CRAIG	577	4,900,905	160,616					133,672		5,195,193
DELTA/GREELY	868	9,905,408	303,086					1,365,971		11,574,465
DENALI	857	6,647,737	215,794					404,629		7,268,160
DILLINGHAM	490	6,585,119	217,561	34,310				634,683	823,059	8,294,732
FAIRBANKS	14,066	120,417,882	4,570,318			112,797		12,183,919	11,621,820	148,906,736
GALENA	3,835	22,621,583	670,328		3,517,074			78,519		26,887,504
HAINES	244	2,640,171	107,933					158,352	990,016	3,896,472
HOONAH	105	2,209,113	72,730					33,878	68,819	2,384,540
HYDABURG	67	1,506,656	46,289					0		1,552,945
IDITAROD	291	5,677,299	174,336	21,300				43,618		5,916,553
JUNEAU	4,803	38,488,231	1,518,985			89,733		3,092,783	14,120,698	57,310,430
KAKE	99	1,749,234	58,289					29,038		1,836,561
KASHUNAMIUT	312	3,784,035	162,592					1,634		3,948,261
KENAI	8,773	77,592,424	2,987,202	26,960		69,143		7,924,942	3,084,544	91,685,215
KETCHIKAN	2,218	23,411,450	822,167			69,081		1,673,461	2,804,199	28,780,358
KLAWOCK	129	2,032,955	72,142					81,486		2,186,583
KODIAK	2,470	25,888,305	900,085					2,047,228	4,190,420	33,026,038
KUSPUK	331	6,071,436	227,154	7,540				234,049		6,540,179
LAKE AND PENINSULA	318	8,614,715	276,483					127,768	1,901,415	10,920,381
LOWER KUSKOKWIM	4,072	60,519,505	2,225,783		493,376	98,193		1,219,968		64,556,825
LOWER YUKON	2,001	31,192,985	1,193,214					2,096		32,388,295
MAT-SU	17,594	149,257,877	5,173,411	4,920		63,181		15,518,054	23,135,501	193,152,944
NENANA	917	6,940,281	207,195		1,213,756			137,755		8,498,987
NOME	724	8,916,860	293,796			85,620		480,108	222,509	9,998,893
NORTH SLOPE	1,750	16,905,273	914,545					2,119,194		19,939,012
NORTHWEST ARCTIC	1,881	35,791,166	1,147,964	17,120	799,794			51,231	4,228,145	42,035,420
PELICAN	10	465,180	12,295					775		478,250
PETERSBURG	424	5,783,962	195,988					171,446	492,518	6,643,914
PRILOF	87	1,611,409	60,891					0		1,672,300
SAINT MARYS	180	3,474,422	103,614					37,523		3,615,559
SITKA	1,341	14,140,446	508,622					605,279	2,519,241	17,773,588
SKAGWAY	85	750,812	35,696					3,295		789,803
SOUTHEAST	210	5,729,782	169,153					260,974		6,159,909
SOUTHWEST	610	9,858,959	388,530	68,630				394,266		10,710,385
TANANA	42	1,022,742	35,085					21,691		1,079,518
UNALASKA	420	4,606,711	180,361					294,341	688,179	5,769,592
VALDEZ	607	4,400,420	233,139					482,620	1,685,751	6,801,930
WRANGELL	273	3,273,018	112,649					206,764	205,940	3,798,371
YAKUTAT	97	1,377,252	48,508					72,407		1,498,167
YUKON FLATS	248	7,101,197	228,840					70,664		7,400,701
YUKON/KOYUKUK	1,368	12,821,417	405,237	5,120				102,934		13,334,708
YUPIIT	431	6,575,183	267,878					903		6,843,964
Mt. EDGE CUMBE	400	3,109,409	118,464							3,227,873
OTHER	VI	26,027,300					2,411,900		808,600	29,247,800
Sub Totals	128,405	1,185,141,531	42,953,500	185,900	6,774,384	1,100,000	3,693,300	76,773,874	126,642,396	1,443,264,885
TOTALS	128,405	\$1,185,141,531	\$42,953,500	\$185,900	\$6,774,384	\$1,100,000	\$3,693,300	\$76,773,874	\$126,642,396	\$1,443,264,885

VI OTHER INCLUDES OTHER ADJUSTMENTS.  
 VI OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).  
 VII OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

SCHOOL CONSTRUCTION DEBT RETIREMENT AS 14.11.100 - FY2015 ESTIMATED STATE AID  
for October 15 Reporting

5/9/2014 9:45	90% BOND SALES 7/1/77 TO 1/1/82 2YR LAG	80% ESTIMATED CASH PAYMENTS 2YR LAG	80% BOND SALES 7/1/83 TO 3/31/90 CURRENT PAY	70% BOND SALES 4/1/90 TO PRESENT CURRENT PAY	60% BOND SALES 6/30/99 TO PRESENT CURRENT PAY	90% BOND SALES 6/30/99 TO 10/31/2006 CURRENT PAY	60%-70% ESTIMATED NEW BONDS CURRENT PAY	SCHOOL DIST.	ESTIMATED TOTAL DEBT RETIREMENT BY DISTRICT FOR FY2015	Reduction	ACTUAL ENTITLEMENT BY DISTRICT FOR FY2015
ALEUTIANS EAST				218,824	493,773		0	ALEUTIANS EAST	712,598	0	712,598
ANCHORAGE			88,569	32,315,512	12,900,611		6,232,199	ANCHORAGE	51,536,891	164,582	51,372,308
CORDOVA				575,435	390,681		0	CORDOVA	966,117	0	966,117
DILLINGHAM				823,059			0	DILLINGHAM	823,059	0	823,059
FAIRBANKS		474,122		9,492,699			1,655,000	FAIRBANKS	11,621,820	0	11,621,820
HAINES				906,016			84,000	HAINES	990,016	0	990,016
HOONAH				68,819			0	HOONAH	68,819	0	68,819
JUNEAU				12,836,656	650,189		642,180	JUNEAU	14,129,025	8,327	14,120,698
KENAI				1,982,394			1,102,150	KENAI	3,084,544	0	3,084,544
KETCHIKAN				2,498,765	305,433		0	KETCHIKAN	2,804,199	0	2,804,199
KODIAK				2,034,554	912,537		1,669,500	KODIAK	4,616,591	426,171	4,190,420
LAKE & PEN						900,540	1,000,875	LAKE & PEN	1,901,415	0	1,901,415
MAT-SU				15,748,049	3,001,952		4,385,500	MAT-SU	23,135,501	0	23,135,501
NOME				135,222	87,287		0	NOME	222,509	0	222,509
NORTH SLOPE				751,852	119,367		797,515	NORTH SLOPE	1,668,733	1,668,733	0
NORTHWEST ARCTIC				3,535,141	259,960	433,044	0	NORTHWEST ARCTIC	4,228,145	0	4,228,145
PETERSBURG				181,440	311,078		0	PETERSBURG	492,518	0	492,518
SITKA				2,024,571	494,670		0	SITKA	2,519,241	0	2,519,241
UNALASKA				688,179			0	UNALASKA	688,179	0	688,179
VALDEZ				64,040	1,621,711		0	VALDEZ	1,685,751	0	1,685,751
WRANGELL				205,940			0	WRANGELL	205,940	0	205,940
<b>TOTALS</b>	<b>0</b>	<b>474,122</b>	<b>88,569</b>	<b>87,087,166</b>	<b>21,549,249</b>	<b>1,333,584</b>	<b>17,568,919</b>		<b>128,101,609</b>	<b>2,267,813</b>	<b>125,833,796</b>

THESE ENTITLEMENTS ARE SUBJECT TO ADJUSTMENTS BASED ON ACTUAL BOND PAYMENTS.

BOND ENTITLEMENT	\$110,058,568
CASH ENTITLEMENT	<u>474,122</u>
SUB TOTAL	110,532,690
ESTIMATED NEW DEBT	17,568,919
REDUCTION TO NEW DEBT	<u>(2,267,813)</u>
EST. STATE AID-FY2015	125,833,796
EED OVERHEAD	<u>808,600</u>
TOTAL FY2015 STATE AID	126,642,396

## Capital Budget - FY2015 Conference Committee

	General Funds	Other Funds	Total
<b>Deferred Maintenance</b>			
Mt. Edgecumbe High School Deferred Maintenance	1,700,000.0	-	1,700,000.0
<b>Capital Projects</b>			
State Library, Archives and Museum Facility Construction	15,000,000.0	22,500,000.0	37,500,000.0
Alaska Native Science and Engineering Program (ANSEP)	1,000,000.0	-	1,000,000.0
Alaska Digital Teaching Initiative Three-Year Demonstration Project	4,000,000.0	-	4,000,000.0
<b>Total Capital Projects:</b>	<b>20,000,000.0</b>	<b>22,500,000.0</b>	<b>42,500,000.0</b>
<b>School Construction Grants</b>			
Kwethluk K-12 Replacement School (Kasayulie)	-	31,516,900.0	31,516,900.0
St. Mary's School District - Andreafski High School Gym Construction	2,804,791.0	8,958,100.0	11,762,891.0
<b>Total School Construction:</b>	<b>2,804,791.0</b>	<b>40,475,000.0</b>	<b>43,279,791.0</b>
<b>Total Deferred Maintenance:</b>	<b>1,700,000.0</b>	<b>-</b>	<b>1,700,000.0</b>
<b>Total FY2015 Capital Projects</b>	<b>20,000,000.0</b>	<b>22,500,000.0</b>	<b>42,500,000.0</b>
<b>Total School Construction:</b>	<b>2,804,791.0</b>	<b>40,475,000.0</b>	<b>43,279,791.0</b>
<b>Total All:</b>	<b>24,504,791.0</b>	<b>62,975,000.0</b>	<b>87,479,791.0</b>

Notes: SLAM other funding: Alaska Housing Capital Corporate receipts (AHCC); Kwethluk and St. Mary's other funding:

Regional Educational Attendance Area (REAA) and Small Municipal School District School Fund

## Other Legislation

<b>Student and School Achievement</b>	<b>14,000.0</b>	<b>0.0</b>	<b>14,000.0</b>
<i>HB210 Schools: Restraint, Seclusion, Crisis Training</i>			

### HB278 - Education Omnibus Bill

<b>School Finance and Facilities - Prototypical designs for school construction report (includes 1 non-perm position)</b>	<b>620,100.0</b>	<b>-</b>	<b>620,100.0</b>
<b>Student and School Achievement</b>	<b>3,773,800.0</b>	<b>30,100.0</b>	<b>3,803,900.0</b>
<i>College &amp; career readiness assessment</i>	<i>525,000.0</i>	<i>-</i>	<i>525,000.0</i>
<i>Student Report Manager software modifications</i>	<i>35,000.0</i>	<i>-</i>	<i>35,000.0</i>
<i>Handbook modifications and district technical assistance</i>	<i>45,000.0</i>	<i>-</i>	<i>45,000.0</i>
<i>Charter school grants</i>	<i>168,800.0</i>	<i>-</i>	<i>168,800.0</i>
<i>TVEP increase</i>	<i>-</i>	<i>30,100.0</i>	<i>30,100.0</i>
<i>Middle school science, technology engineering expansion project</i>	<i>3,000,000.0</i>	<i>-</i>	<i>3,000,000.0</i>
<b>Library Operations - Internet services for school districts</b>	<b>5,000,000.0</b>	<b>-</b>	<b>5,000,000.0</b>
<b>Public Education Fund</b>	<b>100,439,600.0</b>	<b>-</b>	<b>100,439,600.0</b>
FY2015	<i>43,998,400.0</i>	<i>-</i>	<i>43,998,400.0</i>
FY2016	<i>56,441,200.0</i>	<i>-</i>	<i>56,441,200.0</i>
<b>Department of Education and Early Development</b>	<b>95,101,400.0</b>	<b>0.0</b>	<b>95,101,400.0</b>
<i>Additional State Aid to School Districts - FY2015</i>	<i>42,953,500.0</i>	<i>-</i>	<i>42,953,500.0</i>
<i>Additional State Aid to School Districts - FY2016</i>	<i>32,243,700.0</i>	<i>-</i>	<i>32,243,700.0</i>
<i>Additional State Aid to School Districts - FY2017</i>	<i>19,904,200.0</i>	<i>-</i>	<i>19,904,200.0</i>

## State Debt and Other Obligations

<b>School Debt Reimbursement - Reduce FY2014 appropriation</b>	<b>-15,355,277.0</b>	<b>-</b>	<b>-15,355,277.0</b>
<i>(FY2014 adjusted total: \$112,907,866)</i>			

<b>Alaska Commission on Postsecondary Education - grant and financial aid management system replacement (SB 195)</b>	<b>-</b>	<b>460,000.0</b>	<b>460,000.0</b>
<i>(Funding source: Alaska Higher Education Investment fund)</i>			

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 15**

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◆ **ISSUE**

This is a standing report to the board regarding rural education.

◆ **BACKGROUND**

- The Rural Education Coordinator is located in Fairbanks and works from the Juneau department office periodically and more frequently during the legislative session.
- Behind this cover memo is a bulleted report of activities since the last board meeting, including upcoming meetings.
- Chris Simon, Rural Education Coordinator, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

### **Rural Outreach**

Monitored the Choose Respect booth at the Alaska School Activities Association's small school state tournament in Anchorage.

Attended a two-day education workshop in Nome held by the Inuit Circumpolar Council – Alaska. There were an estimated 50 participants the first day and 25 the second day from North, Northwest and Southwest Alaska. The ICC – Alaska will present the recommendations to the International Inuit Circumpolar Council. The tentative recommendations pertaining to education are:

- Cultural curriculum be developed and implemented to enhance Inuit students' foundational studies.
- Establishment of indigenous language schools with 100% support from all entities.
- Policies and procedure for language revitalizations be developed and implemented in all Inuit school systems and community-based organizations.
- Traditional parenting skills be revitalized and implemented by regional or local tribal entities.

The Tanana Chiefs Conference is in the planning stage to hold its annual Interior Education Summit in Fairbanks. TCC is a consortium of 42 villages. They plan to have a stakeholders meeting in Fairbanks on August 5 and 6. The summit will be organized around consultation sessions to review and provide feedback on actionable recommendations to improve Alaska Native education. There will be four areas of focus: effective teachers and principals, school closure policies, Alaska Native education funding, and comprehensive support through partnerships.

### **Kivalina Evacuation & School Access Road**

The last meeting was held on February 7, 2014, in Anchorage with numerous organizations serving the people of the Northwest Arctic participating. Agencies included: Village IRA, City of Kivalina, U.S. Army Corp of Engineers, Alaska Department of Community & Regional Affairs, Alaska Department of Transportation & Public Facilities, Northwest Arctic Borough, NANA Corporation, WHPacific, Maniilaq, Teck, Bureau of Indian Affairs, and the Northwest Arctic Borough School District.

The purpose was to present the results of the reconnaissance study, receive input from various agencies on selection of potential route, and update on funding. The Southern Route was chosen based on better soil, a quicker route off the island, and being closer to the village than the Northern Route. Survey work (drilling) still needs to be conducted which will probably take place next year. The original cost estimate of new school construction was near \$100 million due to location, utilities, gravel, and other factors. It is currently estimated to be in the neighborhood of \$61 million as of February 2014. The Northwest Arctic Borough School District mentioned it was critical to finalize a location of the new school so the Department of Education & Early

Development can review the funding application. The next steps are to sign documents, clarify airport land issues, put out an RFP, and work toward hiring a Planning Coordinator. The next meeting will be on Friday, June 6 in Kivalina.

#### **Title IV Statute Review**

On March 25, 2014, the Alcoholic Beverage Control Board convened a stakeholders group of approximately 50 people engaged in the alcohol industry, public health, local government, law enforcement, public safety, education, community advocacy and other sectors. The meeting ended with some interim recommendations for licensing, the role of the ABC Board, local option, underage drinking, and Internet sales. The next step is for the subcommittees to meet and refine the recommendations based on feedback received; then the steering committee will review in mid-summer. The final report will be presented for consideration during the 2015 legislative session.

#### **Other Organizations**

Attended or called into several Alaska Native Language & Preservation Advisory Council Meetings since January 2014. Participated in the University of Alaska Teacher Education Consortium meeting.

Future meetings on behalf of the Department of Education & Early Development:

Rural Providers Conference

University of Alaska Southeast Superintendent Program Development

National Congress of American Indians Mid-Year Conference in Anchorage

Rural Alaska Community Action Program

Interior Education Summit

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

**June 6, 2014**

**Mike Hanley, Commissioner**

**Agenda Item: 16**

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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 is a general operating report for Mt. Edgecumbe High School.
- Superintendent Randy Hawk will be present to brief the board.

◆ **OPTIONS**

This is an informational item. No action necessary

# Mt. Edgecumbe High School Report

## June 6, 2014

### **Year-End Enrollment**

Listed below is our current enrollment at the end of the school year. Last year we ended the year at 360.

	<b>Girls</b>	<b>Boys</b>	<b>Total</b>
<b>9</b>	58	31	89
<b>10</b>	56	35	91
<b>11</b>	60	36	96
<b>12</b>	52	33	85
<b>Total</b>	226	135	361

Each year we seem to increase our enrollment at the end of the year and do a better job of retaining students long term. Case in point is this year's senior class. Out of our 85 seniors, 57 (67%) have been with MEHS all four years. In addition to those students, we have 12 (14%) who came as sophomores and stayed their remaining three years. So combined, we have 69 (80%) of this year's graduating class that, once enrolled at MEHS, stayed either 3 or 4 years to completion.

### **Graduation 2014**

Graduation was held on Thursday, May 8 and we had 85 graduates. We had many parents and family attend, which is remarkable because of the cost and the distance they travel.

### **Alaska Performance Scholarship**

This year we had 32 of our 85 graduates (38%) qualify for the Alaska Performance Scholarship. This has been an increase over past years. This is also the third year of our Comprehensive Testing Program (EXPLORE, PLAN, PSAT, ACT/SAT), so we would like to think this has helped to raise the number of students qualifying.

### **Personnel Vacancies**

We had two personnel openings this year. PE teacher Rich Calkins retired after 24 years of teaching, and Bill Winslow, our Business/ETT teacher, is moving out of state. Both will be greatly missed.

Because of budget cuts for next year, we are not filling these positions with new staff. We are adding back a half-time teacher to become full-time and moving other staff around to absorb these cuts.

### **Staff Recognition**

Christy Anderson was named as a Teacher of Excellence in the BP Teacher of Excellence Program. Ms. Anderson is our English I Teacher.

Matt Hunter was named the inaugural recipient of the Excellence in Energy Education Award sponsored by REAP (Renewable Energy Alaska Project). You may remember that Mr. Hunter was instrumental in our involvement with the Wind for Schools Program and his class won last year's statewide Wind Turbine Challenge competition. Mr. Hunter teaches math and physics.

Archie Young, our math teacher and our boys basketball coach, was named to the Alaska Sports Hall of Fame – not only as a player, but as a coach. He joins two other MEHS members: Gil Truitt and Carl Blackhurst already in the Alaska Sports Hall of Fame.

### **AASG Recognition**

At the Spring AASG Conference in April, Mt. Edgecumbe received several awards.

- AASG Student Leader of Excellence - Shannel Afcan
- AASG Administrator of the Year - Andrew Friske
- AASG Service Award – Joint recognition with Sitka High School and Mt. Edgecumbe High School for organizing the RIYSC Awards Banquet (Recognizing Inspiring Youth in the Sitka Community). The schools received a \$500 cash award, which they promptly donated to the Sitka SAVF Shelter.

Mt. Edgecumbe was also awarded the Spring 2015 Conference to be held April 2-4

### **Bullying and Harassment Presentation**

As an initiative to improve student-to-student relationships in our school, our student government sponsored a youth speaker, Tom Thelen, who spoke with our whole student body on bullying and harassment. He also conducted special sessions with the student government and the academic and residential staffs. It was a great presentation and deemed very meaningful and important by both students and staff. It is another example of how our student government is highly involved at Mt. Edgecumbe.

### **Girls State B-Ball**

The MEHS girls basketball team won the Region V 3A title and earned a berth to the state tournament. They placed 2nd in the state tournament this year. Prior to the tournament, Taryn White was named to the 3A 1<sup>st</sup> Team All State Team.

### **Native Youth Olympics**

Every year, we send a team to the Native Youth Olympics in Anchorage. We typically have a respectable showing in some of the events, but this year we had some outstanding

performances capped off with two 1<sup>st</sup>-place winners. Brittany Akaran is the State Champion in One-Arm Reach, and Makiyan Ivanoff is the State Champion in One Foot High Kick.

### MAP Testing Results

This marks our first full year of MAP testing for grades 9-10-11. The intent of MAP testing is to measure our students against national norms and to measure our students' progress over time.

The chart below represents our Mean RIT scores vs the National Mean RIT scores.

Characteristics of the RIT Scale include:

- It is an achievement scale.
- It is an accurate scale.
- It is an equal interval scale.
- It helps to measure growth over time.
- It has the same meaning regardless of grade or age of the student.

MEHS Mean RIT Change vs National Mean RIT Change													
	Grade	Fall 2013		Winter 2014		F to W RIT Change		Spring 2014		W to S RIT Change		Overall RIT Change	
		MEHS Mean RIT	MAP Mean RIT	MEHS Mean RIT	MAP Mean RIT	MEHS Change	MAP Change	MEHS Mean RIT	MAP Mean RIT	MEHS Change	MAP Change	MEHS Change	MAP Change
Math	9	233.8	233.8	235.7	234.9	1.9	1.1	238.4	236	2.7	1.1	4.6	2.2
	10	237.3	234.2	239.5	235.5	2.2	1.3	241.3	236.6	1.8	1.1	4	2.4
	11	239.5	236	241.1	237.2	1.6	1.2	243.2	238.3	2.1	1.1	3.7	2.3
Reading	9	221.7	221.4	223.6	221.9	1.9	0.5	223.6	222.9	0	1	1.9	1.5
	10	223.3	223.2	223.6	223.4	0.3	0.2	224.7	223.8	1.1	0.4	1.4	0.6
	11	224.8	223.4	225.4	223.5	0.6	0.1	226.8	223.7	1.4	0.2	2	0.3
Language	9	221.1	220.6	223.9	221	2.8	0.4	224.5	221.8	0.6	0.8	3.4	1.2
	10	222.4	221.9	224.2	222.2	1.8	0.3	224.7	222.7	0.5	0.5	2.3	0.8
	11	223.8	222.1	225.1	222.7	1.3	0.6	226.6	223.3	1.5	0.6	2.8	1.2

### Teacher Evaluation System

As mentioned in my last report, Bernie Gurule and a committee of four teachers have been working toward compliance with the new teacher evaluation system. The committee has decided to pursue the development of the Charlotte Danielson model and modified it to the specifics of Mt. Edgecumbe High School academic goals and objectives.

SERRC (the Southeast Regional Resource Center) has been offering technical assistance to districts in meeting this requirement. The committee has dedicated many half-day work sessions/teleconferences, as well as full-day and weekend workshops with SERRC. They have met and presented to the entire teaching faculty several times in order to update, generate buy-in, and respond to inquiries. At this point in time, we are nearing completion of the project and the accompanying MEHS Teacher Evaluation Handbook.

The intended timeline for implementing the new evaluation system is that Bernie Gurule will formally present the final product to the State Board for approval, during the

September State Board meeting. This will be in conjunction with the presentation of the MEHS Science Curriculum.

### **AdvancED Update**

On April 17-18<sup>th</sup> the AdvancED Accreditation Team visited MEHS. The Accreditation Team consisted of four members:

- Barbara Remondini - Vice President – Public Schools System Services Accreditation Division – AdvancED - Tempe, Arizona.
- Rhonda Hickok, Assistant Principal of Thunder Mountain High School - Juneau, Alaska.
- Monte Bunes, Principal of Stikine Middle School - Wrangel, Alaska.
- Bill Watkins, Director of Instruction, Kodiak School District - Kodiak, Alaska.

The Accreditation Process was the culmination of many months of internal review, meetings, interviews, and compiling tons of documentation. Attached at the end of my report is a short summary (ppt clips) of the findings of the Accreditation Team. This summary is all that we have received because of the timing of the AdvancED visitation and preparation of this report. (All observational scoring is based upon the rubric scores of 4-Very Evident, 3-Evident, 2-Somewhat Evident, and 1-Not Observed)

### **Summer Projects**

This summer will mark the final phase of our heating upgrades and energy audit. Siemens will be completing the upgrade of all our DDC controls. This will allow us to have our whole heating system computerized, which means controlling the temperature settings, the time schedules, and system monitoring for inefficiencies. This upgrade even allows us to turn off the heat completely for the summer months, which we could never do before because of a faulty, leaking system. This will help greatly with our fuel consumption and budget.

Through the DDC project, we will have some contingency money left over, so we are going to expand the capabilities of the DDC controls system to include keyless door entries and security cameras. This will be a small start to a system that we hope will be incorporated into the whole campus as money becomes available. This start will give us keyless entry to nine doors in the academic building and the field house. It will provide three external cameras around the exterior of the academic building. Moving in this direction will enhance our campus security and emergency preparedness.

### **MEHS Aquatics Center**

I hope to give you an oral update to the pool once the Legislative session is completed and as information is known.



# AdvancED™ External Review Exit Report

Mt. Edgecumbe High School  
April 17-18, 2014



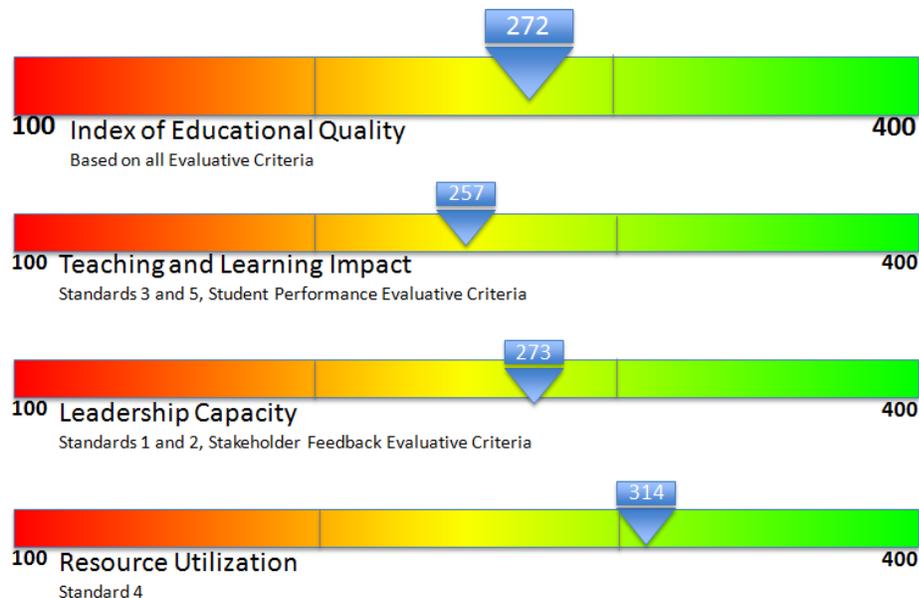
## Interviews & Observations

- 93 Interviews
  - 2 Administrators
  - 25 Teachers
  - 9 Support Staff
  - 41 Students
  - 11 Parents
  - 5 Others
- 26 Effective Learning Environment Observations

## Learning Environment Ratings

1	Equitable Learning Environment	2.39
2	High Expectations Environment	2.15
3	Supportive Learning Environment	2.35
4	Active Learning Environment	2.44
5	Progress Monitoring and Feedback Environment	2.08
6	Well-Managed Learning Environment	2.70
7	Digital Learning Environment	1.78

## Index of Educational Quality



## Powerful Practices

- **Mt. Edgecumbe High School engages all families in meaningful ways.**
- **The school fosters positive student-adult relationships that result in a supportive learning environment.**
- **The school has exceptional support systems that meet the social and emotional needs of each student.**

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## Required Actions

**3.5 – Dedicate PLC time to ensure collaborate effort to improve instructional strategies and practices that can be measurably linked to increases in student achievement.**

**5.2 – Develop systemic processes and procedures for collecting, analyzing and utilizing data to specifically drive instruction, as well as address student learning, effectiveness of programs, and organizational conditions for continuous improvement.**

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## Required Actions

**3.5 – Dedicate PLC time to ensure collaborate effort to improve instructional strategies and practices that can be measurably linked to increases in student achievement.**

**5.2 – Develop systemic processes and procedures for collecting, analyzing and utilizing data to specifically drive instruction, as well as address student learning, effectiveness of programs, and organizational conditions for continuous improvement.**



**Based on our findings from the review of evidence, this External Review Team recommends that**

**Mt. Edgecumbe High School**

**be accredited, pending further review and final action by the AdvancED Accreditation Commission.**

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 17**

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◆ **ISSUE**

This is a standing report regarding Division of Libraries, Archives & Museums (LAM) activities.

◆ **BACKGROUND**

- This report will include activities related to SLAM (State Library, Archives & Museums) building project.
  - The full funding, \$37.5 million, was included in the capital budget, SB119.
  - The State Museum began its move to the new vault on May 19.
  - A description of the digital exhibition pilot project on indigenous watercraft will be provided.
  
- Related to the Archives, Closure of the Nation Archives and Records Administration (NARA) facility brings 1000-plus boxes of Alaska Railroad material to the state. A request has been made for the transfer of Territorial Court records to the state. Many questions about the impact of the closure are being addressed.
  
- Regarding the Library, The Books By Mail Program is changing from a two-library service system to a single library. This program serves Alaskans without a library within 50 miles.
  
- Linda Thibodeau, Director of LAM, 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**

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 18**

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◆ **ISSUE**

This is a standing report from the Attorney General's Office on education-related legal matters.

• **BACKGROUND**

- The report will be provided verbally only at the meeting.
- Assistant Attorney General Rebecca Hattan 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**

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 19**

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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**

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 20**

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◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There are three (3) items being presented on the consent agenda.
- Behind this cover memo are items 20A, 20B and 20C.

20A. Approve Minutes of March 13 & 14, 2014, meeting

20B. Approve Minutes of April 23, 2014, meeting

20C. Approve the Major Maintenance Grant Fund List

◆ **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 March 13 & 14, 2014, meeting; approval of the minutes of the April 23, 2014, meeting; and approval of the Major Maintenance Grant Fund List.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 20A**

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◆ **ISSUE**

The board is being asked to approve the minutes of its March 13 & 14, 2014, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's March 13 & 14, 2014, meeting.

◆ **OPTIONS**

Approve the minutes of the board's March 13 & 14, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the March 13 & 14, 2014, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the March 13 & 14, 2014, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the March 13 & 14, 2014, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**Juneau, AK**  
**March 13 & 14, 2014**

*Thursday, March 13, 2014*

The meeting was called to order by Chair Merriner at 8:00 a.m. in the board meeting room at the Department of Education & Early Development in Juneau. The Oath of Office was administered to three new board members: Barbara Thompson, Member at Large; Kathleen Yarr, First Judicial District; and Kenny Gallahorn, Second Judicial District. All members were present. The Pledge of Allegiance was recited. The Chair asked if anyone had any disclosures. Chair Merriner disclosed that he was an employee of the Galena City School District, and the district audited waiver was on the agenda. It was noted that when this circumstance had come up in the past, the board member had recused him/herself. He said that he would do the same for the work session and the business meeting. The board was in agreement. Sue Hull said she was a member of the Fairbanks North Star Borough School District Board, and the district had a charter school reapplication on the agenda. The chair determined she could participate in the discussion.

The Chair asked if there were any changes to the agenda. There were no changes to the agenda. The agenda for March 13 was moved by Esther Cox, seconded by James Fields, and approved by unanimous roll call vote.

Previous board member Janel Keplinger was online to receive a citation in appreciation from the board for her five years of service. It was also noted that Carol Schaeffer, who could not attend telephonically, would receive a citation from the board for her 10 years of service.

Juneau Superintendent Glenn Gelbrich and Juneau School Board member Sean O'Brien were present to welcome the board to Juneau. Mr. O'Brien said the district has phenomenal leadership, strength, and a resolve for systemic improvement. He noted that the graduation rate was improving, particularly in the Alaska Native population. He said the district emphasizes student achievement, a quality staff, and community support, and they were moving forward with evidence-based practices. He thanked the board for recognizing and honoring Molly Yerkes, the Milken Award winner. Superintendent Gelbrich thanked the board for its service to the state, saying that superintendents statewide valued its offerings. He said he appreciated that the agenda begins with the board's mission. He said the mission of the Juneau School District was preparing students to graduate and succeed beyond high school. He said that Molly Yerkes was a product of Juneau-Douglas High School and is about success for every student.

Molly Yerkes, Principal at Dzantik'i Heeni Middle School in Juneau, and winner of the state Milken Foundation award of \$25,000, was presented with an obelisk from The Milken Foundation by Vice Chair Esther Cox, who is a previous winner of this distinction, and Chair Merriner. Ms. Yerke's family was in attendance as well as staff members from the district.

## **Public Comment**

Christie Reinhardt, Executive Director of Governor's Council on Disabilities and Special Education, said she was happy to see in the Governor's bill the repeal of the exit exam. She said that she was happy to see the restraint and seclusion bill. She thanked the board for its work in expanding opportunities for special education students, supporting charter schools, and commitment to STEM programs, and simply thanked the board for its ongoing work on behalf of Alaska's students.

Theresa Lyons, from the nurse practitioners group, was online and spoke regarding restricting access to ADD and services.

Posie Boggs, from Literate Nation and Alaska Dyslexia Association, online from Anchorage, spoke in support of reading programs and in favor of more rigor in literacy and reading programs.

Vernon Campbell, Executive Director of federal programs for the Anchorage School District, said he hoped the board would consider the district's comments regarding the Praxis changes. He said he commended the department for pulling in the stakeholders on this issue. He suggested that the definition for alternative schools be expanded to include other youth facilities like McLaughlin.

Dave Holmquist from Palmer, President of the Alaska State Alternative Schools, said he supported the changes to Alaska School Performance Index and thanked the department for making the modifications.

## **WORK SESSION**

### **Audited District Waivers from the Minimum Expenditure for Instruction Requirement.**

Elizabeth Nudelman, Director of School Finance, was present to brief the board. Five districts were seeking a waiver as a result of audits. They were: Alaska Gateway, Galena, Klawock, Yakutat and Yupiit. Ms. Nudelman explained the department's process, saying that it tries very hard to get the districts to meet the requirement. Waivers are due to circumstances beyond the districts' control, like energy and other operating costs. Ms. Nudelman reviewed each district's waiver request. If the waivers are not approved by the board, the district stands to lose state aid payments because of non-compliance with the statute. There was a brief discussion regarding the Chart of Accounts and coding used in the categories. James Fields asked if these funds included state energy funds, and it was noted that they did.

**Major Maintenance Grant Fund.** Elizabeth Nudelman, Director of School Finance, was present to brief the board. The board was being asked to approve the annual list of major capital projects eligible for funding under the school major maintenance grant fund. There were many questions about how the fund worked, how it was ranked, and how priorities were determined, if there were incentives from the department to keep costs down and how that process is determined. Ms. Nudelman said the application process is in statute. Projects are ranked by independent raters and go through an exhaustive process with significant repairs rising to the top. The board asked for a more in-depth conversation regarding the process at the June meeting.

**Railway of Hope video.** Carly Williams, Student Advisor, presented a video produced by students in the Alaska Association of Student Government (AASG) regarding suicide and suicide prevention. The movie was five years in the making and all the actors are students. The movie is free and available to anyone. The board appreciated the opportunity to see the movie and commended Carly and AASG in its effort in making this movie. The Chair thanked students for reaching out to students.

**Charter School Reapplications.** Dr. Susan McCauley, Director of Teaching & Learning Support, was present to brief the board. She said two charter schools that had been approved by their local boards and were seeking reapplication. Star of the North in the Fairbanks North Star Borough School District was seeking approval for ten years. Kathy Hughes and Craig Kind were present from the school to help brief the board. Star of the North is an alternative school in a small setting, providing district curriculum and credit recovery. Up to 50% of the students are at risk for dropping out; 20% to 30% are in special education. Students enter with poor attendance and graduation rates that are well below the district average. There was a short conversation regarding the mill rate and funding. Lt. Col Hays said he needed more information to make a decision regarding how the students compare to others. Ms. Hughes said students are “reclaimed,” so it’s difficult to collect, and if a student went back to regular school he would likely not graduate. Mr. Kind said to improve student performance, the school emphasizes professional development. They attended the recent Response to Intervention conference, and they are collecting more data all the time. They are successfully using new math for special education students. He said WorkKeys was used a lot and is very appropriate for their students. He said the students see relevancy in the WorkKeys questions.

The second charter school, asking for a five-year reapplication, was Kaleidoscope from the Kenai Peninsula Borough School District. Robin Dahlman, Principal, and Terra Amend from the Academic Policy Committee were present. Ms. Amend said the reapplication process began last fall and is well-supported by parents. There are lots of opportunities for parents to serve at the school. They have a strategic plan in place, and are setting goals with administrators for the future. Their philosophy is teaching the whole child. Ms. Dahlman said this was her third year as principal and that she believed in the community of the school. When asked why they were not seeking a 10-year reapplication, Ms. Dahlman said it was district policy to renew only for five years. Esther Cox said obviously something good was happening at the school and was impressed at how art played into all subjects.

**Graduation Requirements.** Dr. Susan McCauley, Director of Teaching & Learning Support, was present to brief the board regarding current graduation requirements. Dr. McCauley presented a chart indicating all high school graduation requirements. Conversation centered on math and science credits and what disparity those may include. Lt. Col Hays stressed the importance of math and science. James Fields said math helps with the ability to problem solve and is critical. It was suggested that there be a three-year requirement for math instead of the current two-year requirement. Kenny Gallahorn stressed that students need to begin before high school for a good foundation. Kathleen Yarr noted that many students come into the University of Alaska needing remedial math and consumer math skills. Sue Hull inquired about online

delivery methods available. It was suggested that in June the department bring regulations for additional math and science credits -- upping science to three years and math to three or four years -- and providing for an extended period of comment.

**Resolution in Support of the Education Opportunity Act.** Commissioner Hanley and Chair Merriner reviewed the draft resolution and the talking points regarding the bill. Sue Hull said she supported the resolution. Esther Cox had questions regarding student busing and a possible fiscal note. The Commissioner said transportation should at least be recognized as being for all students, and that students are generating the funds. James Fields said he was concerned with a replacement for the exit exam and wondered if WorkKeys would be a good tool. The Commissioner said WorkKeys is required for 11<sup>th</sup>-graders by regulation. Kenny Gallahorn said he supported the bill because it opened up the discussion.

**Regulations to Go Out for Public Comment.** There were three regulation amendment proposals before the board.

**School Accountability.** This regulation proposal would amend the Alaska School Performance Index (ASPI) index among other things. Dr. Susan McCauley, Director of Teaching & Learning Support was present to brief the board. She said the amendments came from feedback from school districts, lessons learned after the original implementation, a need to increase clarity, and to fine-tune for transparency and accountability. Some amendments were technical and some were substantive. The amendments included: adjusting the ASPI metrics for alternative schools, adding new metrics for smaller schools, amending enrollment date for 12<sup>th</sup>-grade students, amending school improvement planning, and amending the preliminary ASPI scores notification date. Sue Hull noted that the work was done quickly and very responsively, and thanked the department.

**Alternative Route for Type B certification.** This regulation proposal would amend the qualifications for a Type B Administrator Teaching Certificate. The proposal arose out of a need for a larger pool of administrative candidates, and came up in public comment at a recent meeting. The proposal substitutes for teaching experience five years of employment in a leadership position in an Alaska school district on a management team. Accomplishing this by a Commissioner's waiver was discussed, but it was decided that a regulation was more transparent. Kenny Gallahorn said he liked the waiver idea, saying it would not come up very often and could be reviewed on a case-by-case basis. After much discussion, Rebecca Hattan, Assistant Attorney General, clarified that if the board wanted to address this by waiver, it would have to put that process into regulation. She cautioned that using a waiver could result in denial of a professional opportunity and therefore could be taken to court. Esther Cox said she thought a waiver would work, but would like to put it out for comment and see the comments. Dr. McCauley noted that a vast majority of superintendent programs require K-12 teaching first.

**Standards-based Test.** This regulation proposal would amend the grade levels tested on the state's standards-based assessments. It was proposed to change the annual testing levels from grades 3-10 to grades 3-11. The Commissioner said our assessment contractor RFP asked for grades 3-10 with a cost option for grade 11 as well. It was noted that perhaps doing only one

grade in high school doesn't give good growth data. An advantage would be more data to compare with other states; a disadvantage would be more testing.

WorkKeys was brought up, and the Commissioner said it is an option to address after the legislative session is over. Deputy Commissioner Les Morse said 11<sup>th</sup>-graders take the ACT or SAT and WorkKeys now. After session we will know more. The cost of testing was discussed, and Mr. Morse said we would be level for the next two years. It was noted that the TerraNova assessment was removed and the exit exam might be removed. Barbara Thompson suggested keeping the 3-10 grade levels unless the department needed the information.

**Regulations to Adopt.** There were two regulations being proposed for adoption.

**Praxis I & II exams.** This regulation proposal would allow updated Praxis I & II exams to be used to gain highly qualified status in English, mathematics, government, political science, economics, and theater. It will revise the minimum scores and ensure consistency in those minimum scores for endorsements, highly qualified, and professional certification. This proposal allows the state to be current as old tests are phased out and new ones become available. Board members asked about the timeline from Educational Testing Service for the changes. It was suggested that this be discussed in June.

**Pupil Transportation.** This regulation proposal would provide for an effective date for changes to the Uniform Chart of Accounts and account descriptions. These changes include descriptions to clarify how to report pupil transportation expenditures. Senate Bill 182, in 2012, required the department to adopt regulations that would provide oversight in achieving cost-effective transportation of students. Some years ago, the department changed from a reimbursable routing program to a per-pupil cost (except for charter schools) program.

## **BUSINESS MEETING**

**Subcommittee Assignments.** The board was asked to fill three subcommittee seats left vacant by departing board members. The following were selected:

Mt. Edgecumbe High School Advisory Board representative: Kenny Gallahorn.

Public School Trust Fund representative: Barbara Thompson.

Technical Advisory Committee representative: Barbara Thompson.

Governor's Council on Disabilities & Special Education representative: Kathleen Yarr.

The meeting was recessed until the following morning at 8:30 a.m.

The annual meeting of the Public School Trust Advisory Board was held.

*Friday, March 14, 2014*

The meeting was called to order by Chair Merriner at 8:30 a.m. All members were present. The Chair asked if there were any disclosures. Kenny Gallahorn said that he lived in Kotzebue and was employed by the Northwest Arctic Borough School District, and that the issue having to do with Kivalina was a school in his district. He recused himself from the conversation and the executive session. Sue Hull said she was a member of the Fairbanks North Star Borough School District Board of Education. There was a charter school reapplication from the district on the agenda, and the Chair said she could participate. Jim Merriner reiterated that he was an employee of the Galena School District and would take the agenda item off the Consent Agenda so he could recuse himself.

The Chair asked if there were any additions to the day's agenda. Commissioner Hanley said he wanted to add two items: 21L, urging approval of the Commissioner's appointment of a new director for Mt. Edgecumbe High School, and 21M, urging approval of the Commissioner's appointment of a new executive secretary. The amended agenda was approved by roll call vote with a motion made by Sue Hull and seconded by Barbara Thompson.

The Juneau-Douglas High School Chamber Choir performed for the board.

**Libraries, Archives & Museums (LAM) Report.** Linda Thibodeau, Director of Libraries, Archives & Museums, was present to brief the board. She gave a brief history of the division, discussing the electronic archiving and the consulting archivist program, and spoke to her report that was included in the board's packet. She introduced Deputy Director Bob Banghart. Mr. Banghart reported on the status of the new LAM building affectionately called SLAM. He said this was the ninth museum he had built in his career and thanked the Department of Transportation & Public Facilities for its understanding of the design process and for working so well with EED in the planning, design, and construction phase of the project. He noted that the state museum was now closed for the duration of the construction, and the artifacts were being readied for the move into a vault. He anticipates that that project will be completed in spring 2016, and said they were relatively on schedule, the contract award having been awarded in September 2012. Concerning the budget, about \$37 million is needed to complete the project and he was hopeful the legislature would appropriate it this session.

The board recessed its meeting for a guided tour of the SLAM project. The board reconvened its meeting after the tour.

**School Accountability.** Esther Cox moved and Barbara Thompson seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 06.812 -.899, School and District Accountability. The motion passed by unanimous roll call vote. Sue Hull thanked the department for being responsive to the public comment received.

**Type B Administrator.** Barbara Thompson moved and Esther Cox seconded the following motion: I move the State board of Education & Early Development open a period of public

comment on amendments to 4 AAC 12.345(a) Administrative Certificate (Type B). The motion passed by unanimous roll call vote.

There was no motion made concerning the **Standards-Based Test** regulation proposal; therefore, the initiative died.

**Praxis I & II.** Barbara Thompson moved and James Fields seconded the following motion: I move the State board of Education & Early Development adopt the proposed amendments to 4 AAC 04.210 Highly Qualified Teachers, 4 AAC 12.305 Teacher Certification, 4 AAC 12.310 Designation and qualifying scores of teacher competency examinations, and 4 AAC 12.395 Endorsements. The motion passed by unanimous roll call vote. Sue Hull said she was hopeful that progress could be made with student performance and discussed a timeline for reading tests to come back to the board for the June meeting.

**Pupil Transportation.** Barbara Thompson moved and Esther Cox seconded the following motion: I move the State Board of Education & Early Development adopt the proposed amendments to regulation 4 AAC 06.120(a)(2), Chart of Accounts effective dates; 4 AAC 27, Transportation of Pupils; and proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts and adopt as amended. The motion was passed by unanimous roll call vote.

**Teaching & Learning (TLS) Report.** Dr. Susan McCauley, Director, was present to brief the board. Dr. McCauley updated the board with the work of the division, citing the upcoming Educator Evaluation Conference, and the work of the Instructional Support Team, which continues to build awareness and provide support for transition into the new standards with conferences, webinars, continuing education credits, and website documents. She said the special education team was busy monitoring and had completed a successful statewide conference. Child Nutrition is busy helping districts understand the new federal food regulations, Career and Tech is continuing to increase CTE awareness with new courses, and the school recognition and support team is continuing to provide targeted support to the 45 focus schools. She said good work was being done in the division by Karen Melin and Deb Riddle. Esther Cox indicated that she enjoyed the TLS Newsletter and wanted to make sure all board members were receiving it. There were some questions regarding educator evaluations. Sondra Meredith, Administrator, said a lot of training is being done and they were working with a group of superintendents, and noted a new workshop in April, in Anchorage, that all were welcome to attend. There was discussion regarding what models were available for implementing the standards. Barbara Thompson noted that the approved models are on the department web site.

**Assessment, Accountability & Information Management Report.** Elizabeth Davis, Assessment Administrator, was present to brief the board. She noted that the Technical Advisory Committee (TAC) meeting would be held in late April, and noted other upcoming dates of meetings and testing. She said assessment was working with a contractor and will have an Alaska-based liaison for support and technology focus, ensuring that new passages on the new assessment will be written by Alaskans. She expects that by fall there will be a short practice test online. The survey for tech readiness has been completed and most schools are prepared and ready for online assessments. She said that 60% of our schools already do online assessments.

The next steps will include collaborating with stakeholders and collecting more specific school information. She said that with local caching about 85% of the districts are ready for online testing. Districts that are not ready have a variety of issues, and they are working with the new assessment vendor to remedy those, noting that paper and pencil is an option. Sue Hull asked how cut scores were being determined. Ms. Davis said they will be discussed at the TAC meeting and are set in conjunction with the vendor and the TAC after hearing from the experts. James Fields asked if there was a timeline. Ms. Davis said the vendor will develop the timeline with EED. The Commissioner reminded the board that they chose today not to test in grades 3-11, so that also will be discussed.

**Legislative and Budget Report.** Heidi Teshner, Administrative Services Director, was present to brief the board regarding the budget process. She said the Alaska's Learning Network (AKLN) base grant had been cut by \$1.1 million. She expected that closeout for the Senate would be the following week, and the Commissioner said he was hoping to save the cut in the Senate side, and he reminded the board that there was still along way to go. Marcy Herman, Legislative Liaison, was present. She reviewed the bills that were moving in the legislature and gave an update on each.

**Rural Education Report.** Commissioner Hanley gave the Rural Education Report, saying that Chris Simon was doing a great job in this position keeping an eye on rural issues. He noted the outreach that Mr. Simon was doing in the rural communities, in particular his work with the Inuit Circumpolar Council. He continues his work on the Alcohol Beverage Control Board, the Alaska Native Language Preservation & Advisory Council, and the Alaska Cultural Trust. In the future Mr. Simon will visit Mt. Edgecumbe High School, RurAL CAP, and the Alaska Society for Technology in Education Conference.

**Commissioner's Report.** Commissioner Hanley was present to brief the board. He noted that he felt he was doing a better job with board updates. Aside from legislative issues, he reported that he had been to Ketchikan recently for an AKLN meeting. He said the latest version of the Governor's education bill had an increased stipend for boarding schools, a new residential school annual application period, the extension of the TVEP (Technical Vocational Education Program) funding, additional tax credits, the BSA increase was in good place to begin the conversation, and a new charter school appeal process was being proposed that included a review by the Commissioner after a school district declined the application.

**Mt. Edgecumbe High School (MEHS) Report.** Randy Hawk, Director, was present to brief the board. He said 16 new students were enrolled after Christmas and as of February 19 there were 371 students enrolled. Those who left at Christmas all cited homesickness. In January, the school had several in-services, which he said were great. He said MEHS was working with the Danielson model to be in compliance with the new teacher evaluation system with the help of the Southeast Regional Resource Center. He was concerned that the Governor's budget had cut \$450,000 and was hopeful some of that would be put back. He was happy that the Governor's budget had put in \$1.7 million for maintenance, which would be used for the boys and girls locker rooms.

**Assistant Attorney General's Report.** Luann Weyhrauch, Assistant Attorney General, was present to brief the board. Ms. Weyhrauch welcomed the new members. She said that her role in the Kivalina appeal was to represent the department and said because of that she could not advise the board. The board will have its own attorney. She said the Ketchikan Gateway Borough school funding case involved an anti-dedication clause, claiming that proceeds from any tax cannot be dedicated to a single purpose and all funding has to proceed by appropriation, and the current funding scheme violates the Governor's veto or is not subject to his veto. The case is ongoing.

**Consent Agenda.** Chair Merriner requested that 21E, the Galena City School District Waiver Request, be pulled from the Consent Agenda. Sue Hull moved to include in the Consent Agenda items 21L and 21M and to remove the Galena City School District Waiver. Barbara Thompson seconded the motion, and the motion was approved by unanimous roll call vote. Barbara Thompson moved and James Fields seconded a motion to approve the Galena City Schools Waiver. The motion was approved by unanimous roll call vote, with Chair Merriner recused.

Esther Cox moved that the board convene in executive session to discuss matters of attorney/client privilege. The motion was seconded by Barbara Thompson. Kenny Gallahorn was recused from the session and the vote. The motion was passed by unanimous roll call vote.

Esther Cox moved that the board reconvene in regular session by consent. The motion was seconded by Katheen Yarr. Concerning the Matter of Northwest Arctic Borough School District, OAH No. 14.-0145-EFG, James Fields moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development adopt this decision as final under the authority of AS 44.64.060(e)(1). The motion was passed by unanimous roll call vote, with Kenny Gallahorn recusing himself.

### **Board Comments.**

Kathleen Yarr thanked the board and the department for its support and said she had learned a lot.

Lt. Col. Hays had no comments.

Sue Hull said she wanted the board to make time to discuss agenda topics for the University of Alaska (UA) Board of Regents meeting in June. She noted an article on innovation and research in the Alaska Dispatch by Dr. Alex Hill that she thought would be a good retreat topic. She encouraged the vision and how it is articulated.

Kenny Gallahorn thanked everyone for the welcome and said it was an exciting first meeting.

Esther Cox said she had attended Senator Stevens' hearing on standards and found it 95% positive. She thought the students did very well. She also made the board's annual report to the legislature. She said she had concerns about the Praxis scores and thought that science needed attention. She welcomed new board members and thanked Dottie Knuth for her service to the department and the board, saying she would miss her.

Carly Williams said it was a good overall meeting and thanked the department, and would have an AASG report for the next meeting.

Barbara Thompson thanked everyone for the welcome, and said she hoped the board would look into recommendations related to teacher education and preparation, what other countries were doing, teacher mentoring and principal coaching, and talk with the UA Board of Regents regarding the same. Chair Merriner noted that there was a consortia meeting soon and requested the exact date. He said he was hoping to get information on impact and effectiveness on mentoring and coaching. Ms. Thompson thanked Dottie Knuth for her service.

James Fields welcomed Lisa Miller, who is taking Dottie Knuth's position. He thanked the Governor for the meeting and thanked Dottie Knuth for her service. He said the conversation was good.

Jim Merriner thanked Esther Cox for doing the legislative report, he thanked Dottie Knuth for her service, and welcomed Lisa Miller. He also thanked the staff for their continued good work and the board and Carly in particular for the Railway of Hope presentation. He noted that the Governor had challenged the board to message the standards and teacher evaluation and said the board needed conversation about how to do that. He noted that there would be a joint meeting with the UA Board of Regents in June.

The board discussed a new special meeting date and chose April 23, 2014, at noon for a brief audio/videoconference meeting to discuss the UA Board of Regents joint meeting agenda, hear a legislative update, and determine how to message evaluation and the standards.

Sue Hull moved to adjourn the meeting. Barbara Thompson seconded the motion, and it was approved by consent.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 20B**

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◆ **ISSUE**

The board is being asked to approve the minutes of its April 23, 2014, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's April 23, 2014, meeting.

◆ **OPTIONS**

Approve the minutes of the board's April 23, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the April 23, 2014, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the April 23, 2014, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the April 23, 2014, meeting.

**Alaska State Board of Education & Early Development**  
**Unapproved Minutes**  
**Juneau, AK**  
**April 23, 2014**

Chair Merriner called to order the meeting at noon via a video/teleconference originating in the auxiliary board room at the Department of Education & Early Development in Juneau. Kathleen Yarr was not present for the roll call but attended later in the meeting.

The Pledge of Allegiance was recited. No members declared a conflict of interest.

There were no changes to the agenda. Approval of the agenda was moved by Barbara Thompson, seconded by Kenny Gallahorn, and approved by unanimous roll call vote.

There was no public comment.

**WORK SESSION**

**Messaging about Education Evaluations.** Commissioner Hanley said Governor Parnell had challenged the board to help with messaging the state's new educator evaluation system.

Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed the department's steps to inform districts about the new system. Dr. McCauley said the department works with an advisory committee from seven districts, which provides statewide direction on districts' needs regarding the new system.

The department has given many presentations to districts, clarifying the system and correcting misperceptions. Districts understand the system; the issue now is how to implement it, Dr. McCauley said. It is important for the department to continue to serve as a convener of districts, she said. The department also offers online resources.

Dr. McCauley suggested that board members encourage people to sign up for the Teaching & Learning Support newsletter, direct people to the department's website, and be aware of professional learning opportunities publicized in the newsletter.

Board members discussed how they could participate in messaging the educator evaluation system beyond what the department is doing, such as communicating with superintendents and local school boards.

**Joint meeting with University of Alaska regents.** Chair Merriner referred to an email he sent to the board from UA Vice President of Academic Affairs Dana Thomas. Dr. Thomas suggested four topics for the joint meeting, which Chair Merriner thought the board could reduce to two or three. Dr. Thomas's suggested topics were: 1) Align UA with K-12 such as through dual-enrollment courses and improving eligibility rates for the Alaska Performance Scholarship and

improving the usefulness of Alaska's Learning Network; 2) choice of a college-ready assessment in high school; 3) improve teacher mentoring; and 4) recruit more Alaskans to be K-12 teachers.

Board members focused on teacher preparation, both pre-service and in-service. Dr. McCauley said there isn't a tight alignment between teacher preparation and the recent shifts in K-12 education in Alaska. Chair Merriner said his two main issues for the joint meeting are teacher preparation and dual enrollment.

**University of Alaska Southeast superintendent endorsement program.** Dr. McCauley said the university is asking the board to approve the concept of a superintendent endorsement program that is under development. The board would consider officially approving the program at its June meeting.

Dr. Deborah Lo, Dean of the UAS School of Education, said the University of Alaska Anchorage has suspended admissions to its superintendent endorsement program, leaving the state with no such program. Meanwhile, Alaska has an unprecedented number of upcoming vacancies in superintendent positions. UAS would like to fill the void, starting with a one-credit summer orientation course for new superintendents before they start work, she said.

Dr. Martin Laster, UAS Educational Leadership Program Coordinator, cited the university's success with its program for principals. He said the superintendent endorsement program has an extraordinary planning team, which needs time to do its work. UAS wants the board to approve the program's concept so that it can recruit students and adjunct faculty.

Board members expressed reservations about the unusual nature of the university's request for conceptual approval. They also raised concerns about the program's leadership standards, which are the district-level standards of the Educational Leadership Constituent Council.

At this time, Esther Cox left the meeting for a prior commitment.

**Legislative and budget report.** Deputy Commissioner Les Morse said the legislature was still working on House Bill 278, the Governor's education bill. In response to a question from Carly Williams, Mr. Morse said the A-F school grading provision is not a priority of legislators and may not pass. The Alaska Association of Student Government does not support the A-F provision. Mr. Morse said the state's operating budget has passed; but the capital budget, contained in Senate Bill 119, is not final.

Heidi Teshner, Director of Administrative Services, referred to a budget document and reviewed reductions in the department's budget, including to Alaska's Learning Network, the Alaska Teacher Mentor Program, and the Governor's Alaska Digital Teaching Initiative; a requirement that the Professional Teaching Practices Commission be funded through fees on teachers by fiscal year 2016; and final funding for the SLAM (State Library, Archives and Museum) building project.

## **BUSINESS MEETING**

**University of Alaska Southeast superintendent endorsement program.** Kathleen Yarr moved: I move the State Board of Education & Early Development approve the initial concept for the superintendent endorsement program at the University of Alaska Southeast; it is anticipated that after further planning UAS will come back before the board for final program approval. Sue Hull seconded the motion. The board approved the motion in a unanimous roll call vote, with Esther Cox absent.

### **Board Comments.**

There were none.

The meeting adjourned at 1:55 p.m. by unanimous consent.

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

**June 6, 2014**

**From: Michael Hanley, Commissioner**

**Agenda Item: 20C**

◆ **ISSUE**

The board is being asked to approve the final annual list of construction capital projects eligible for funding under the school construction grant fund.

◆ **BACKGROUND**

- This matter comes before the board each year when the Capital Improvement Program (CIP) lists of eligible projects is finalized.
- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.
- The department may not award a grant unless the board approves the grant application.
- The school construction list is presented to the board with a recommendation to approve. Generally, in previous years the board approves both the major maintenance and construction grant lists under the same agenda item. This year, because of an outstanding appeal, the construction list was not final at the time the major maintenance list was presented and approved at the March 14, 2014, board meeting; thus, the construction list is presented today to complete the annual process.
- The Construction Grant Fund List can be found behind this memo.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Adopt the Construction Grant Fund List as presented.  
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the Construction Grant Fund List as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt the department's FY15 Construction Grant Fund List of projects eligible for funding under the Construction Grant Fund, as presented.

**State of Alaska**  
**Department of Education and Early Development**  
**Capital Improvement Projects (FY2015)**  
**School Construction Grant Fund**  
**Final List**

Mar. 14	Dec. 17	Nov. 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Lower Kuskokwim	Kwethluk K-12 Replacement School - Kasayulie	\$57,678,571	\$57,678,571	\$25,518,469	\$32,160,102	\$643,202	\$31,516,900	\$31,516,900
2	2	2	Northwest Arctic	Kivalina K-12 Replacement School - Kasayulie	\$100,065,442	\$61,197,650	\$0	\$61,197,650	\$12,239,530	\$48,958,120	\$80,475,020
3	3	3	Saint Marys	Andreafski High School Gym Construction	\$12,381,990	\$12,381,990	\$0	\$12,381,990	\$619,099	\$11,762,891	\$92,237,911
4	4	4	Lower Kuskokwim	Lewis Angapak K-12 School Renovation/Addition, Tuntutuliak	\$55,462,324	\$55,462,324	\$0	\$55,462,324	\$1,109,246	\$54,353,078	\$146,590,989
5	5	5	Yukon-Koyukuk	Jimmy Huntington K-12 Addition/Renovation, Huslia	\$19,159,236	\$19,159,236	\$0	\$19,159,236	\$383,185	\$18,776,051	\$165,367,040
6	6	6	Lower Kuskokwim	J Alexie Memorial K-12 School Replacement, Atmautluak	\$45,188,824	\$45,188,824	\$0	\$45,188,824	\$903,776	\$44,285,048	\$209,652,088
7	7	7	Bering Strait	Shishmaref K-12 School Renovation/Addition	\$18,594,511	\$18,594,511	\$0	\$18,594,511	\$371,890	\$18,222,621	\$227,874,709
8	8	8	Lower Kuskokwim	Bethel Regional High School Cafeteria Addition	\$9,157,375	\$9,157,375	\$0	\$9,157,375	\$183,147	\$8,974,228	\$236,848,937
9	9	9	Kuspuk	Auntie Mary Nicoli Elementary School Replacement, Aniak	\$13,799,174	\$13,799,174	\$0	\$13,799,174	\$275,983	\$13,523,191	\$250,372,128
10	10	10	Aleutians East	Sand Point K-12 School Paving	\$451,346	\$451,346	\$0	\$451,346	\$157,971	\$293,375	\$250,665,503
11	11	11	Kuspuk	Johnnie John Sr. K-12 Replacement School, Crooked Creek	\$10,034,721	\$10,034,721	\$0	\$10,034,721	\$200,694	\$9,834,027	\$260,499,530
12	12	12	Southeast Island	Kasaan K-12 School Covered Physical Education Area	\$430,601	\$430,601	\$0	\$430,601	\$8,612	\$421,989	\$260,921,519
13	13	13	Aleutians East	King Cove K-12 School Paving	\$109,374	\$109,374	\$0	\$109,374	\$38,281	\$71,093	\$260,992,612
14	14	14	Lower Kuskokwim	Water Storage & Treatment, Kongiganak	\$6,173,568	\$6,173,568	\$0	\$6,173,568	\$123,471	\$6,050,097	\$267,042,709
15	15	15	Annette Island	Metlakatla Schools Track & Field Improvements	\$5,398,431	\$5,398,431	\$0	\$5,398,431	\$107,969	\$5,290,462	\$272,333,171
16	16	16	Lower Kuskokwim	Bethel Campus Drainage and Traffic Upgrades	\$1,062,398	\$1,062,398	\$0	\$1,062,398	\$21,248	\$1,041,150	\$273,374,321
17	17	17	Yupiit	Parking & Drive Resurfacing, 3 Schools	\$791,954	\$791,954	\$0	\$791,954	\$15,839	\$776,115	\$274,150,436
Totals:					\$355,939,840	\$317,072,048	\$25,518,469	\$291,553,579	\$17,403,143	\$274,150,436	