

Alaska State Board of Education & Early Development
March 13 & 14, 2014
Department of Education & Early Development
801 West 10th Street
Juneau, AK
Unapproved Agenda

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

Thursday, March 13, 2014

8:00 AM Call to Order.....Jim Merriner, Chair
Oath of OfficeJim Merriner, Chair
Roll Call.....Jim Merriner, Chair
Pledge of Allegiance Jim Merriner Chair
Disclosures of potential conflicts of interestJim Merriner, Chair
Approval of Agenda for March 13, 2014.....Jim Merriner, Chair
Board Member Recognition.....Jim Merriner, Chair
8:10 AM Welcome by Juneau School DistrictJim Merriner, Chair
.....Sean O'Brien, Vice President, Juneau School Board
Presentation for Molly Yerkes, 2014 Milken Award..... Jim Merriner, Chair
.....Commissioner Hanley
.....Esther Cox, Previous Milken Winner
8:25 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 March 13, and 8:30 a.m. on March 14 (audio only). Click on the meeting name to listen to

- 10:45 AM 4. Charter School Reapplications.....Commissioner Hanley
.....Dr. Susan McCauley, Director
4A. Star of the North - Fairbanks North Star Borough School District
4B. Kaleidoscope - Kenai Peninsula Borough School District
- 11:15 AM 5. Review Graduation Requirements.....Commissioner Hanley
.....Dr. Susan McCauley, Director
- 11:45 AM 6. Education Opportunity Act Resolution 02-2014.....Commissioner Hanley
.....Jim Merriner, Chair
- 12:15 PM LUNCH
- 1:00 PM Regulations
7. Regulations to go out for public comment.....Commissioner Hanley
- 7A. School AccountabilityDr. Susan McCauley, Director
- 7B. Administrator with alternate experience
.....Dr. Susan McCauley, Director
.....Sondra Meredith, Teacher Certification Administrator
- 7C. Standards-Based Test.....Commissioner Hanley
.....Les Morse, Deputy Commissioner
- 2:45 PM BREAK
- 3:00 PM 8. Regulations to Adopt.....Commissioner Hanley
- 8A. Praxis.....Dr. Susan McCauley, Director
.....Sondra Meredith, Teacher Certification Administrator
- 8B. Pupil Transportation.....Elizabeth Nudelman, Director

BUSINESS MEETING

4:00 PM 9. Subcommittee Appointments.....Jim Merriner, Chair

4:05 PM Recess

4:15 PM Alaska Public School Trust Meeting

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March 13 & 14, 2014
Department of Education & Early Development
801 West 10th Street
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Unapproved Agenda

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

Friday, March 14, 2014

- 8:30 AM Call to Order.....Jim Merriner, Chair
Roll Call.....Jim Merriner, Chair
Disclosures of potential conflicts of interestJim Merriner, Chair
Approval of Agenda for March 14, 2014.....Jim Merriner, Chair
Student Entertainment..... Juneau Douglas High School Chamber Choir
.....Richard Moore, Conductor

BUSINESS MEETING CONTINUED

- 9:00 AM Regulations
10. Regulations to go out for public comment.....Commissioner Hanley
- 10A. Accountability System.....Dr. Susan McCauley, Director
- 10B. Administrator with alternate experience..
.....Dr. Susan McCauley, Director
.....Sondra Meredith, Teacher Certification Administrator
- 10C. Standards-Based Test.....Commissioner Hanley
.....Les Morse, Deputy Commissioner

- 9:30 AM 11. Regulations to Adopt.....Commissioner Hanley
 11A. Praxis.....Susan McCauley, Director
Sondra Meredith, Teacher Certification Administrator
 11B. Pupil Transportation.....Elizabeth Nudelman, Director

STANDING REPORTS

- 9:45 AM 12. Teaching & Learning Report.....Commissioner Hanley
Dr. Susan McCauley, Director

- 10:15 AM 13. Assessment, Accountability & Information Management Report
Commissioner Hanley
Elizabeth Davis, Assessment Administrator

10:40 AM BREAK

- 11:00 AM 14. Libraries, Archives & Museums Report.....Commissioner Hanley
Linda Thibodeau, Director

11:30 AM LUNCH

12:00 Depart for SLAM building tour

- 1:30 PM 15. Legislative and Budget Report.....Commissioner Hanley
 Marcy Herman, Legislative Liaison
Heidi Teshner, Director, Administrative Services

- 1:50 PM 16. Rural Education Report.....Commissioner Hanley

- 2:15 PM 17. Mt. Edgecumbe High School Report.....Commissioner Hanley
.....Randy Hawk, Director
- 2:35 PM BREAK
- 2:50 PM 18. Attorney General’s Report.....Commissioner Hanley
.....Luann Weyhrauch, Assistant Attorney General
- 3:00 PM 19. Northwest Arctic Borough School District Appeal
.....Les Morse, Deputy Commissioner
..... Bride Seifert, Administrative Law Judge
- 3:30 PM 20. Commissioner’s Report.....Commissioner Hanley
- 3:45 PM 21. Consent Agenda.....Jim Merriner, Chair
- 21A. Approve Minutes January 27, 2014
- 21B. Approve Minutes December 5 & 6, 2013
- 21C. Approve Major Maintenance Grant Fund List
- 21D. Approve Alaska Gateway Waiver
- 21E. Approve Galena Waiver
- 21F. Approve Klawock Waiver
- 21G. Approve Yakutat Waiver
- 21H. Approve Yupiit Waiver
- 21I. Approve Star of the North Charter School Reapplication
- 21J. Approve Kaleidoscope Charter School Reapplication
- 21K. Approve Resolution 02-2014, Education Opportunity Act
- 4:00 PM Board Comments
- 4:15 PM Adjourn

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

March 13, 2014

From: Michael Hanley, Commissioner

Oath of Office

ISSUE

Chair Merriner will administer the oath of office to three new members of the State Board of Education & Early Development.

◆ BACKGROUND

- Governor Parnell has appointed Kathleen Yarr to the First Judicial District seat effective January 27, 2014; Barbara Thompson to a Public-at-Large seat, and Kenneth Gallahorn to the Second Judicial District seat effective March 1, 2014.
- AS 39.05.040 requires members of each board within state government to take an oath of office before entering duties of office.
- Chair Merriner will conduct the swearing in.

“I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of Alaska, and that I will faithfully discharge my duties as *a member of the State Board of Education and Early Development* to the best of my ability.”

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1

◆ **ISSUE**

The board is being asked to consider five school district requests for a waiver of the 70% minimum expenditure for instruction requirement for fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

- AS 14.17.520 requires school districts to budget for and spend a minimum of 70% of their school operating budgets each fiscal year on the instructional component of their budgets. AS 14.17.520(d) allows a district that is unable to comply with the requirement to request a waiver from the board. The board may grant the waiver if it determines that the district's failure "was due to circumstances beyond the control of the district."
- If a district's budget does not require a waiver, but after year-end the audited financial statements show the minimum requirement was not met, that district may request a waiver after the fact. The board granted two such waivers for FY1999, four in FY2000, one in FY2002, three in FY2003, one in FY2004, one in FY2005, two in FY2006, five in FY2007, three in FY2008, three in FY2009, five in FY2010, two in FY2011, and five in FY2012.
- The history of school districts requesting budget and financial statement waivers is included in the Operating Fund Minimum Expenditure for Instruction Summary spreadsheet in this packet.
- After review of the FY2013 audited financial statements, the department sent notification to the five districts not meeting the requirements of AS 14.17.520.
- Behind this cover memo are: 1) a copy of AS 14.17.520; 2) the Operating Fund Minimum Expenditure for Instruction Summary; and 3) EED's notification letter and instructions.
- Each waiver request will be addressed separately under agenda items:
 - 1A. Alaska Gateway School District
 - 1B. Galena City School District
 - 1C. Klawock City School District
 - 1D. Yakutat School District
 - 1E. Yupiit School District
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve each waiver request separately under Agenda Items 21D-H.

Alaska Statute 14.17.520

Sec. 14.17.520. Minimum expenditure for instruction.

(a) A district shall budget for and spend a minimum of 70 percent of its school operating expenditures in each fiscal year on the instructional component of the district budget.

(b) The commissioner shall reject a district budget that does not comply with (a) of this section and, unless a waiver has been granted by the board under (d) of this section, shall withhold payments of state aid from that district, beginning with the payment for the second full month after rejection and continuing until the school board of the district revises the district budget to comply with (a) of this section.

(c) The commissioner shall review the annual audit of each district for compliance with the expenditure requirements of (a) of this section. If the commissioner determines that a district does not meet those requirements, the commissioner shall advise the district of the determination, calculate the amount of the deficiency, and deduct that amount from state aid paid to the district for the current fiscal year. A deduction in state aid required under this subsection begins with the payment for the second full month after the determination, unless a waiver has been granted by the board under (d) of this section.

(d) A district that has been determined by the commissioner to be out of compliance with the requirements of this section may, within 20 days of the commissioner's determination, request a waiver by the board of the imposition by the commissioner of any reduction in state aid payments under (b) or (c) of this section. The request must be in writing and must include an analysis of the reasons and causes for the district's inability to comply with the requirements of this section. The board may grant the waiver if the board determines that the district's failure to meet the expenditure requirements of this section was due to circumstances beyond the control of the district. The request must also be submitted to the Legislative Budget and Audit Committee, which shall review the district's request and forward the committee's recommendations on it to the board.

(e) The commissioner shall submit an annual report on actions taken by the commissioner or the board under this section to the Legislative Budget and Audit Committee by April 15 of each year.

(f) In this section, "instructional component" includes expenditures for teachers and for pupil support services.

Department of Education & Early Development
Operating Fund Minimum Expenditures for Instruction Summary

	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	FY 2005	FY 2005	FY 2006	FY 2006	FY 2007	FY 2007	FY 2008	FY 2008	FY2009	FY 2009	FY2010	FY2010	FY2011	FY2011	FY2012	FY2012	FY2013	FY2013	FY2014
	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget
Alaska Gateway	67%	66%	66%	63%	66%	65%	63%	67%	66%	66%	67%	67%	67%	65%	70%	65%	70%	*68%	69%
Aleutian Region	66	70	69	72	70	70	72	71	68	69	63	63	65	63	67	64	67	66	69
Aleutians East Borough	67	68	66	64	68	64	64	66	66	67	67	68	66	66	67	67	66	66	68
Anchorage	77	77	77	77	78	77	77	80	79	79	79	79	79	79	79	79	80	80	77
Annette Island	66	66	70	71	71	72	70	73	70	70	70	70	72	73	70	71	72	72	
Bering Strait	70	70	71	69	70	66	70	71	67	66	67	69	67	70	67	69	70	70	70
Bristol Bay Borough	62	62	62	61	64	64	60	61	63	60	60	61	62	61	63	61	64	62	62
Chatham	69	66	65	65	66	67	67	66	66	63	65	67	65	66	64	62	64	66	66
Chugach	76	80	74	80	79	76	79	83	77	84	77	81	81	79	74	78	70	79	78
Copper River	69	68	69	69	68	68	67	70	68	66	67	67	65	65	65	66	66	67	65
Cordova City	69	69	69	69	67	70	67	71	69	69	70	71	70	72	71	70	71	70	70
Craig City	76	79	79	79	78	78	80	80	79	78	80	79	76	73	77	77	76	75	75
Delta Greely	75	74	72	73	74	74	70	72	73	72	71	70	72	70	70	71	71	71	71
Denali Borough	73	71	72	70	71	69	68	71	70	71	68	71	70	70	72	71	72	74	72
Dillingham City	73	71	72	70	72	70	73	73	70	70	74	72	74	73	75	74	77	76	75
Fairbanks North Star Borough	76	76	75	75	75	76	74	78	77	77	76	78	78	78	77	77	78	79	79
Galena City	72	72	72	70	73	73	71	75	70	71	70	71	70	71	71	68	71	*69	70
Haines Borough	69	70	69	70	70	70	70	73	71	73	72	74	72	74	75	76	74	75	74
Hoona City	56	58	53	56	60	59	62	63	60	62	60	61	62	65	65	64	66	68	64
Hydaburg City	67	65	67	60	70	56	71	62	58	59	55	55	59	59	60	57	61	61	64
Iditarod Area	61	61	62	60	61	62	60	64	61	62	60	61	60	62	63	65	61	62	61
Juneau Borough	76	76	76	77	77	78	79	80	77	78	78	78	78	78	78	79	79	80	80
Kake City	62	60	59	59	61	55	54	58	59	58	58	57	59	61	60	60	60	61	60
Kashunamiut	73	67	70	68	70	70	70	70	70	65	70	65	70	68	70	66	64	61	63
Kenai Peninsula Borough	73	71	73	72	74	73	74	75	73	74	74	74	74	74	75	74	76	76	75
Ketchikan Gateway Borough	76	78	77	77	77	76	74	77	76	78	77	77	78	77	78	78	79	80	81
Klawock City	67	66	68	66	67	65	66	65	66	65	71	69	72	70	72	68	70	*68	70
Kodiak Island Borough	75	73	74	72	74	73	72	74	72	73	73	72	74	74	73	72	74	73	74
Kuspuk	64	66	63	61	65	67	62	63	64	65	62	61	64	62	66	62	66	66	66
Lake & Peninsula Borough	65	65	65	65	66	65	66	67	65	64	67	66	65	62	66	65	65	67	67
Lower Kuskokwim	74	75	73	74	71	75	72	75	75	74	76	74	74	75	74	76	78	78	78
Lower Yukon	67	67	68	69	70	69	70	68	67	69	67	67	71	68	70	71	71	70	71
Matanuska Susitna Borough	78	76	77	76	79	78	78	80	80	79	79	78	79	78	78	78	78	79	78
Nenana City	70	71	69	70	70	71	70	74	75	75	75	74	72	73	75	74	73	74	73
Nome City	64	64	66	64	65	66	62	64	64	65	64	65	64	65	66	64	68	66	68
North Slope Borough	66	63	64	63	64	64	63	65	61	61	64	63	65	65	66	65	67	66	66
Northwest Arctic Borough	65	63	63	62	63	63	65	67	65	61	60	61	60	62	62	61	66	67	64
Pelican City	61	55	56	55	60	60	59	56	59	63	61	56	58	49	62	53	56	45	52
Petersburg City	72	72	71	74	71	71	70	74	73	74	74	75	74	73	73	72	72	72	73
Pribilof Islands	60	63	68	62	64	63	65	66	69	67	68	64	68	61	67	61	64	54	60

Department of Education & Early Development Operating Fund Minimum Expenditures for Instruction Summary

	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%
	FY 2005	FY 2005	FY 2006	FY 2006	FY 2007	FY 2007	FY 2008	FY 2008	FY2009	FY 2009	FY2010	FY2010	FY2011	FY2011	FY2012	FY2012	FY2013	FY2013	FY2014
	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget	Audit	Budget
Saint Mary's	64	62	65	62	65	64	62	62	62	58	61	47	61	60	61	54	61	55	61
Sitka Borough	79	77	78	76	78	77	77	79	79	79	77	78	77	78	79	78	79	80	80
Skagway City	60	65	65	65	67	66	68	74	70	71	66	66	64	65	61	62	63	58	63
Southeast Island	68	66	67	60	71	70	72	67	69	67	68	67	67	72	67	67	67	65	69
Southwest Region	67	69	67	67	67	65	67	69	67	68	68	65	66	65	68	67	69	70	70
Tanana City	56	51	48	41	48	40	54	51	54	49	54	56	53	54	54	54	62	51	62
Unalaska City	70	72	70	72	70	70	71	72	70	71	72	72	72	72	72	71	72	72	71
Valdez City	74	74	71	74	74	76	71	74	74	76	76	76	75	76	76	77	77	74	76
Wrangell City	69	70	69	70	68	70	67	71	68	70	68	70	69	71	71	74	72	72	72
Yakutat City	68	68	69	70	71	71	70	71	70	67	70	66	69	71	70	66	70	*69	70
Yukon Flats	63	59	62	60	62	61	64	65	60	60	61	61	61	57	64	62	67		66
Yukon/Koyukuk	68	67	66	68	73	67	71	70	67	67	70	68	71	73	72	70	71	71	72
Yupit	69	68	69	71	68	60	70	70	72	68	70	65	71	# 63	70	71	71	68	66
Total Waivers	32	1	32	2	24	5	24	3	28	3	27	5	26	3	23	5	23	4	24
	Bold	= Waiver Requested and Approved																	
	*	= Waiver being requested																	
	#	= Waiver Requested and Denied																	
% OF PERCENTAGES BY CA																			
Districts below 60%	2	4	4	4	1	4	3	3	4	4	3	4	4	4	1	4	1	5	1
Districts between [60% - 65%]	10	8	5	13	9	10	10	6	8	10	10	10	8	11	10	11	10	6	11
Districts between [65% - 70%]	20	18	23	11	14	13	11	13	16	14	14	16	14	10	12	13	12	15	12
Districts at 70% and above	21	23	21	25	29	26	29	31	25	25	26	23	27	28	30	25	30	26	29
	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	52	53

† Minimum Expenditure for Instruction Percentages for FY1999 and FY2004 Budgets and Audits have been removed.

SCHOOL FINANCE / FACILITIES

810 West 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2891
Fax: 907.463.5279

January 15, 2014

(Sample notification to districts needing a waiver)

Rod Schug, Superintendent
Yakutat City School District
P.O. Box 429
Yakutat, AK 99689

Dear Mr. Schug:

In accordance with the Alaska Statute 14.17.520(c), the Alaska Department of Education & Early Development has reviewed the Yakutat City School Districts FY2013 Audited Financial Statements and determined that the Yakutat City School District is below the 70% minimum expenditure for instruction requirement and did not apply for and receive a FY2013 budget waiver. Alaska Statute 14.17.520(c) requires a deduction in state aid to begin with the payment for the second full month after the determination, unless the State Board of Education & Early Development has granted a waiver. Alaska Statute 14.17.520(d) allows a district to request a waiver from the requirements of this statute within 20 days of this determination. **The waiver request is due at the department by February 3, 2014.**

If the State Board of Education were to deny the Yakutat City School District financial statement waiver request the department would withhold \$26,235 in state aid.

The waiver must include a statement of the reason(s) and cause(s) that were beyond the district's control and account for the district's inability to comply with the minimum expenditure for instruction requirement. The body of the waiver request letter is to contain a persuasive argument providing detailed information to support the reasons and causes that account for the districts inability to comply with the minimum expenditure for instruction requirement. After receipt of the waiver the department may request additional information. This additional information will aid the department in understanding more fully the reason(s) and cause(s) behind the district inability to comply with the minimum expenditure requirement.

We have enclosed a document outlining the waiver request instructions and a spreadsheet with the districts functions and object code budget to actual comparison. If you have any questions or need any assistance, please contact Meredith Boman at (907) 465-8683.

Sincerely,

Elizabeth Nudelman
School Finance Director

Enclosures

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1A

◆ **ISSUE**

The board is being asked to consider the Alaska Gateway School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Alaska Gateway School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$6,532,341	70%	\$6,387,437	68%	(\$144,904)	(2%)
School Administration Support 450	195,001	2%	207,309	2%	12,308	6%
District Administration 510	279,920	3%	299,919	3%	19,999	7%
District Administration Support 550	364,808	4%	373,937	4%	9,129	3%
Operations & Maintenance 600	1,892,349	20%	2,067,909	22%	175,560	9%
Student Activities 700	77,659	1%	84,781	1%	7,122	9%
Community Services 780	-	-	-	-	-	-
Total	\$9,342,078	100%	\$9,421,292	100%	\$79,214	1%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	66%	63%	65%	67%	66%	67%	65%	65%	68%	N/A
Budgeted %	67%	66%	66%	63%	66%	67%	67%	70%	70%	69%
Actual Enrollment	443	412	412	375	383	362	385	375	362	

* Alaska Gateway School District operates seven schools in seven communities.

- Behind this cover memo is the district's waiver letter request.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$207,467 from the Alaska Gateway School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve the Alaska Gateway School District waiver request under Agenda Item 21D.



ALASKA GATEWAY SCHOOL DISTRICT

P.O. BOX 226 TOK, AK 99780

907-883-5151 Fax: 907-883-5154

TODD POAGE, SUPERINTENDENT

February 3rd, 2014

State of Alaska board of Education & Early Development
801 West 10th Street, Suite 200
P.O. BOX 110500
JUNEAU, AK 99811-0500

Dear State Board of Education & Early Development:

Pursuant to Chapter 83 SLA 1998, the Alaska Gateway School District (AGSD) is required to budget and expend 70% of its school operating funds for FY13 on instruction. Unfortunately, AGSD was unable to meet this requirement for the fiscal year 2013. Therefore, we are respectfully requesting a waiver of the 70% minimum expenditure for instruction as set forth in Alaska Statute 14.17.520(d)

During the past school year, AGSD continued efforts to provide quality educational services in the most financially efficient manner possible without compromising educational opportunities for students. AGSD attempted to meet the minimum expenditure requirement by continually reviewing expense classifications and by working directly with the Department of Education. However, AGSD was unable to meet the 70% minimum expenditure per the instruction requirement due to a slight decrease in enrollment and higher than anticipated spending within Operations & Maintenance (O&M) mostly related to energy and summer maintenance.

The main factors that resulted in AGSD not meeting the 70% instructional expenditure are listed below:

- In FY2013 we dropped from 374.55 students to 361.80, most of these students were in the brick and mortar schools, 13 students through the formula add up.
- High fixed costs that are required to maintain each of the schools and the main office that are not reduced even when enrollment numbers decline.
- An increase in both fuel and power costs for FY13.
 - The increase added \$68K more than we budgeted.
 - Our low economy of scale also creates a high per pupil expense in the area of utilities. For example in Northway where we have 39 students the average cost per pupil for O&M is \$6607, compared to the average for the whole district, 362 students, at \$5,820.
- The District believed the 70/30 requirement could be met with the projections of what would not be spent on energy; we did not anticipate the cost of summer maintenance. As you know the budget is built in January and February based on some factors that are unknown at that time.
- With each year our schools age, maintenance needs increase, this is a fact. We have a chronic "sprinkler system" problem with Tok School (freezing and corroded pipes); Tok School is our

newest school at 21 years old. The sprinkler system in Dot Lake School has also been giving us problems (freezing). Sewer problems at both Northway and Tetlin. There was an increase in contractors having to come in and help with the school problems. Additional supplies required to fix said problems.

- Our Special Education "410" we spent \$36,620 less as we hired a company to do online speech therapy, this caused a decrease on the instructional side.
- There was a change in teaching staff at Tanacross, a high end teacher resigned in the middle of the year and we replaced them with a first year teacher (\$41K difference). We budgeted a half time teacher at Eagle (\$25K) this did not materialize. The remaining amount of the (-\$72K) would be for the hire of new teachers coming in at the bottom of the pay scale.
- Instructional non-certified salaries had an unspent amount of \$28,039, this was from an employee's salary being recoded to a grant, their salary was written into the grant, we did not know we had the grant at the time of the submission of our FY13 budget.
- Supplies not spent, \$28K was from correspondence allotments that were not spent by the end of the school year. There was also \$20K left in our district wide supply account.
- Realized savings with the biomass plant were not enough to offset the increased energy costs districtwide.
 - Although we did realize savings with the biomass plant, the plant not being operational until December cost \$40K in fuel, if the plant was up and running we would not have spent that amount in O&M. We did spend less in energy, but could have saved more with the plant running Sept through April instead of December through April.
 - Again our aging schools have cost AGSD more with maintenance. Buildings are having more issues each year, so we are having to spend more time and money on keeping up with the problems. We struggle with preventative maintenance; we are always in a catch 22 situation.
 - There were also increases in our power costs but these amounts were normal at 4-6% higher overall.

AGSD operations and maintenance budget represents 22% of the school operating fund expenditures. These higher than normal fixed O&M costs along with a slight decrease in student enrollment numbers and lower than budgeted teacher salaries did not allow the District to meet the 70% instructional expenditure. On an ending note, we were much closer to meeting the 70/30 missing it by 2.2%. We strive to meet this goal, predicting the future is always hard to do. We try to anticipate costs, anticipating that we will be able to meet the standards set by the State. Unfortunately we did not meet this standard again this year.

If you have any questions, please call at your earliest convenience.

Respectfully,



Todd Poage,
Superintendent

cc: Anna Fairclough, Chair
Legislative Budget and Audit Committee

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1B

◆ **ISSUE**

The board is being asked to consider the Galena City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Galena City School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$19,494,317	71%	\$15,808,348	69%	(\$3,685,969)	(19%)
School Administration Support 450	730,617	3%	791,411	3%	60,794	8%
District Administration 510	868,223	3%	844,939	4%	(23,284)	(3%)
District Administration Support 550	1,200,660	5%	1,123,806	5%	(76,854)	(6%)
Operations & Maintenance 600	4,423,833	16%	3,539,195	16%	(884,638)	(20%)
Student Activities 700	299,510	1%	267,230	1%	(32,280)	(11%)
Community Services 780	374,790	1%	372,477	2%	(2,313)	(1%)
Total	\$27,391,950	100%	\$22,747,406	100%	(\$4,644,544)	(17%)

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	72%	70%	73%	75%	71%	71%	71%	68%	69%	N/A
Budgeted %	72%	72%	73%	71%	70%	70%	70%	71%	71%	70%
Actual Enrollment	3,680	3,639	3,727	3,759	3,649	3,683	3,814	3,741	3,745	

* Galena City School District operates three schools in the community of Galena.

- Behind this cover memo is the district's waiver letter request.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$114,836 from the Galena City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve the Galena School District waiver request under Agenda Item 21E.

GALENA CITY SCHOOL DISTRICT

GALENA, ALASKA 99741
PHONE (907) 656-1205
FAX (907) 656-2238

SUPERINTENDENT
Chris Reitan



Alaska Department of Education & Early Development
801 West 10th Street, Suite 200
Juneau, AK 99801-1894

Dear State Board of Education and Early Development and Commissioner Hanley:

Pursuant to Alaska Statute 14.17.520 the Galena City School District is required to budget and expend 70% of its school operating funds for FY 13 on instruction. Unfortunately, GCSD was unable to meet this requirement for FY 13. Therefore we are respectfully requesting a waiver of the 70% minimum expenditure for instruction as set forth in Alaska Statute 14.17.520(d).

The Galena City School District is a city school district. The District operates the Sidney Huntington School, Galena's preK-12 community school; the Galena Interior Learning Academy, which is a district-operated state-wide boarding school program; and the Interior Distance Education of Alaska, a state-wide correspondence program.

In May 2012 the Department enacted new accounting procedures for districts operating boarding school programs which directly impacted how GCSD can budget our operational costs for Galena Interior Learning Academy, GCSD's district-operated boarding school program. These new compliance requirements relate to the District's boarding school program and require that boarding home program expenditures no longer be included in the District's operating fund, but rather in a separate Special Revenue Fund. The segregation of these expenditures, which were considered "instructional" for purposes of AS 14.17.520 prior to May 2012 now trigger the district to be out of compliance and not meet the 70% minimum threshold.

The Galena City School District works hard to provide the best educational services in the most financially responsible manner possible. On behalf of the Galena City School District Board of Education and the students, I am requesting a waiver of the 70% requirement for expenditures in instruction as set forth in AS 14.17.520. This waiver is requested as a direct result of compliance changes made in 2012.

Sincerely,

Chris Reitan, GCSD Superintendent

Cc: The Honorable Anna Fairclough, Chair
Legislative Budget and Audit Committee (LB&A)
State Capitol, Room 514
Juneau, AK 99801

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1C

◆ **ISSUE**

The board is being asked to consider the Klawock City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Klawock City School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$2,474,573	70%	\$2,495,231	68%	\$20,658	1%
School Administration Support 450	52,232	2%	52,524	1%	292	1%
District Administration 510	347,231	10%	376,222	10%	28,991	8%
District Administration Support 550	125,137	4%	143,272	4%	18,135	14%
Operations & Maintenance 600	396,490	11%	475,102	13%	78,612	20%
Student Activities 700	121,011	3%	131,619	4%	10,608	9%
Community Services 780	-	-	-	-	-	-
Total	\$3,516,674	100%	\$3,673,970	100%	\$157,296	4%

History of Instructional Expenditures Percentages and Actual Enrollments

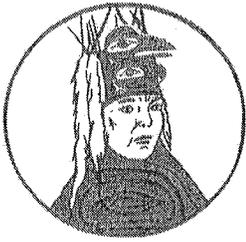
	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	66%	66%	65%	65%	65%	69%	70%	68%	68%	N/A
Budgeted %	67%	68%	67%	66%	66%	71%	72%	72%	70%	70%
Actual Enrollment	160	136	140	136	125	137	137	136	131	

* Klawock City School District operates one school in the community of Klawock.

- Behind this cover memo is the district's waiver request letter.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$76,548 from the Klawock City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve the Klawock City School District waiver request under Agenda Item 21F.



Klawock City School District

P.O. Box 9 Klawock, Alaska 99925 907-755-2220 Fax: 907-755-2913

Jim Holien
Superintendent

Kelli Larson
K-12 Principal

January 27, 2014

State of Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Alaska Department of Education
& Early Development

JAN 30 2014

Commissioner's Office

Dear State Board of Education,

Please accept this waiver request from the Klawock City School District pertaining to Alaska Statue 14.17.520. This request for the 70% minimum expenditure for instruction is due to factors outside of the district's control.

The small size of our district makes meeting the 70% requirement difficult. There are several areas that factor into this issue, but by far our biggest area of concern pertains to Operations and Maintenance. In this category alone, expenditures exceeded budget predictions by nearly \$80,000. Non-certified salaries and benefits make up \$48,000 of this figure. This increase resulted from additional hiring caused by long-term illnesses of employees for which the district could not predict or plan. Additionally, energy costs continued to escalate and the district spent \$37,000 more than budgeted. Again, clearly out of the district's control.

There are a few other areas to note as well. District Administration was nearly \$29,000 more than budgeted for due to annual leave cash out by the former Superintendent. The other areas of concern are found mostly in employee benefits, which were higher than budgeted due to additional hires needed in non-instructional areas. To compound this, the actual benefits for instructional employees were less than budgeted.

Due to the size of our district it is very difficult to reduce costs in non-instructional areas. These costs are typically fixed and cannot be avoided. Unfortunately, these costs have increased dramatically over recent years and each year they increase, it becomes more and more difficult to meet the 70% requirement. Klawock City School District continues to make every effort to use our funding for instruction and will continue to fight to protect our instructional program.

I hope the information provided above is acceptable and that our request for a waiver will be approved. Please contact me if you have any questions. (907)755-2917

Sincerely,

A handwritten signature in black ink, appearing to read "J. Holien", written over the word "Sincerely,".

Jim Holien
Superintendent

cc: The Honorable Anna Fairclough, Chair
Legislative Budget and Audit Committee (LB&A)

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1D

◆ **ISSUE**

The board is being asked to consider the Yakutat School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Yakutat School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$1,812,314	70%	\$1,829,316	69%	\$17,002	1%
School Administration Support 450	61,718	2%	49,110	2%	(12,608)	(20%)
District Administration 510	147,435	6%	149,704	6%	2,269	2%
District Administration Support 550	109,141	4%	116,538	4%	7,397	7%
Operations & Maintenance 600	471,006	18%	431,603	16%	(39,403)	(8%)
Student Activities 700	0	0%	74,516	3%	74,516	100%
Community Services 780	-	-	-	-	-	-
Total	\$2,601,614	100%	\$2,650,787	100%	\$49,173	2%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	68%	70%	71%	71%	67%	66%	71%	66%	69%	N/A
Budgeted %	68%	69%	71%	70%	70%	70%	69%	70%	70%	70%
Actual Enrollment	133	133	118	122	121	110	119	105	95	

* Yakutat School District operates one school in the community of Yakutat.

- Behind this cover memo is the district's waiver request letter.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$26,235 from the Yakutat School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve the Yakutat School District waiver request under Agenda Item 21G.



YAKUTAT SCHOOL DISTRICT
CITY AND BOROUGH OF YAKUTAT
429 FOREST HWY. • P.O. BOX 429
YAKUTAT, ALASKA 99689

DISTRICT OFFICE (907) 784-3317
HIGH SCHOOL (907) 784-3318
FAX (907) 784-3446
ELEMENTARY SCHOOL (907) 784-3394
FAX (907) 784-3945

February 3, 2014

State of Alaska
Board of Education & Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

Dear Commissioner Hanley and State Board of Education Members:

The Yakutat School District (YSD) is requesting a waiver to the 70% minimum expenditure for instruction as required by AS 14.17.520 due to reasons and causes beyond the district's control including our student activities and sports programs travel budgets for Fiscal Year 2013 (FY13.)

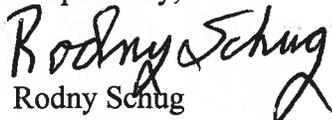
There are several reasons and causes why YSD audited instructional expenditures were unable to meet the 70% minimum requirement for the FY13 school year. Even though our student enrollment rates continue to decline, we are working hard to make improvements to reduce our fixed costs. We still face the challenge of high costs of interscholastic activities for our students and staff to travel. In this aspect, the YSD faces the same challenges that many communities face in rural Alaska: which are inherently fixed costs tied to fuel (transportation).

The costs of heating fuels and basic transportation needs have been steadily increasing and, even after implementing district wide energy efficiency upgrades, and less staff travel, our heating and transportations costs have not declined as opposed to the funds appropriated for it.

The additional student activities expenditures that made the YSD unable to meet the 70% instructional requirement were beyond the district's control because they were not expected, and were due to unplanned extra travel. This is primarily attributed to an outstanding year for YSD academics and sports, and consequentially, the additional travel expenses related to these activities contributed to the sports and activities to be overspent for FY13.

Over the past five years the YSD has struggled to keep fixed expenses within a shrinking budget, providing quality education and providing a safe environment for our students and we strive to meet the 70% requirement annually. The audited general fund instructional expenditures did not meet YSDs goal of 70%, and the YSD respectfully requests a budget waiver.

Respectfully,


Rodny Schug
Superintendent

Cc: The Honorable Anna Fairclough, Chair LB&A

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 1E

◆ **ISSUE**

The board is being asked to consider the Yupiit School District’s request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Yupiit School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$8,728,984	71%	\$9,249,518	68%	\$520,534	6%
School Administration Support 450	150,932	1%	150,819	1%	(113)	0%
District Administration 510	470,524	4%	768,100	6%	297,576	63%
District Administration Support 550	286,038	2%	566,010	4%	279,972	98%
Operations & Maintenance 600	2,520,850	20%	2,806,741	20%	285,891	11%
Student Activities 700	198,960	2%	140,225	1%	(58,735)	(30%)
Community Services 780	-	-	-	-	-	-
Total	\$12,356,288	100%	\$13,681,413	100%	\$1,325,125	11%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	68%	71%	60%	70%	68%	65%	63%	71%	68%	N/A
Budgeted %	69%	69%	68%	70%	72%	70%	71%	70%	71%	66%
Actual Enrollment	445	446	458	460	445	449	450	448	431	

* Yupiit School District operates three schools in three communities.

- Behind this cover memo is the district’s waiver letter request.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$327,471 from the Yupiit School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item only. The board will be asked to approve the Yupitt School District waiver request under Agenda Item 21H.

Yupit School District

Box 51190 • Akiachak, AK 99551 • Telephone (907) 825-3600 • FAX (907) 825-3655



February 3, 2014

Jim Merriner, Chair
Alaska Board of Education & Early Development
801 West 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

Re: Request for FY13 Financial Waiver for the Yupit School District

Dear Alaska Board of Education Members:

Request: The Yupit School District (YSD) requests a FY13 waiver to the 70% minimum expenditure for instruction requirement due to reasons and causes beyond the districts control including a decline in enrollment, increasing energy costs, and the general cost of doing business due to YSD's remote location.

Information Pertinent to FY13: YSD projected 452 students; however, the FY13 OASIS calculation resulted in the funding for 431 students. The loss of the revenue associated with an unexpected 5% decrease in student enrollment caused the District to implement a purchasing freeze early in FY13 in most operational areas of the budget. The goal of this freeze was to operate within available revenue. However this freeze unfortunately affected instructional areas of the budget and contributed to YSD not meeting the minimum instructional expenditure requirement.

Operation and Maintenance utilities and energy expenditures were \$1,456,071 reflecting 11% of YSD total general fund costs of \$13,681,413 also contributed to YSD needing to request a FY13 financial waiver. Ever increasing fuel and transportation of goods and service costs to the three rural and isolated villages, with no connecting roads, contributed as well. For most of the school year, all mail service and freight arrives by air service.

One of biggest challenges facing YSD was and continues to be high maintenance costs. The warranties on some of the equipment in our schools have lapsed. Replacing parts and sending in a specialist to troubleshoot mechanical system problems expensive. In addition, implementation of a viable school and teacher housing maintenance program is underway. These matters significantly affected YSD FY13 costs in non-instructional spending areas.

In addition, YSD encountered other non-instructional increased costs that contributed to not meeting the 70% minimum expenditure for instruction requirement by 2%. YSD entered into a Settlement Agreement with the Department of Education and Early Development requiring an independent accountant work with the District on budget and other operational areas. The independent accountant costs were not included in the FY13 YSD original budget. YSD subsequently contracted CFO services to assist YSD staff in addressing operational changes recommended by the independent accountant; these costs were not in the original FY13 budget.

Actions Toward Improved Operations: YSD is moving positivity forward to address long standing operational issues. Revised budget processes have been implemented that provide information to manage the District. YSD implemented a 15:1 pupil-teacher ratio, effective on a go-forward basis, in FY14. YSD standard operating procedures have been reviewed and updated. The Business and Non-Instruction Operations section of Board Policy was reviewed, updated and approved in FY13.

A district-wide Turn-Around team met several times early this year to identify issues to remedy challenges facing the District. The information gathered from these meetings was then used by the Board during strategic planning meetings. A new strategic plan was approved by the YSD Board of Education in December 2013.

All employees are now being evaluated, with 'plans for improvement' used where needed.

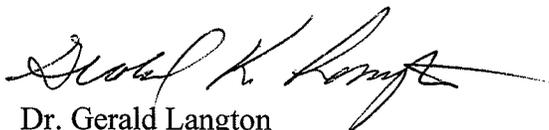
Most District meetings are now being handled via audio or video conferencing as opposed to flying people between villages. The School Board decided to hold meetings in Akiachak to limit airfare costs.

YSD reviews all resignations to determine whether the vacated position should be filled or not. In addition, key employees have retired or resigned. YSD's superintendent retired in February 2013. YSD's business manager recently resigned to focus on her family. Such staff changes allows the District to evaluate current practices for continuation or to move in a different direction.

YSD has actively been working with the independent accountant with the focus being improved operations district wide. The YSD Board and Administration are committed to providing quality education and will remain vigilant in seeking cost savings and efficient instructional needs.

On behalf of the Yupiit School District Board of Education and the students of the Yupiit School District, your consideration, of YSD's FY13 financial waiver request for not meeting the 70% minimum instruction requirement for the 2012-2013 school year, is greatly appreciated.

Sincerely,



Dr. Gerald Langton
Superintendent

cc: Elizabeth Nudleman, Director of School Finance, DEED
The Honorable Anna Fairclough, Chair, Legislative Budget & Audit Committee

Akiak School
P.O. Box 227
Akiak, Alaska 99552
Tel. (907) 765-4600
FAX (907) 765-4632

Akiachak School
P.O. Box 51190
Akiachak, Alaska 99551
Tel. (907) 825-3616
FAX (907) 825-3656

Tuluksak School
P.O. Box 115
Tuluksak, Alaska 99679
Tel. (907) 695-5625
FAX (907) 695-5645

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 2

◆ **ISSUE**

The board is being asked to approve the final annual list of major maintenance capital projects eligible for funding under the school major maintenance grant fund.

◆ **BACKGROUND**

- This matter comes before the board each year when the Capital Improvement Program (CIP) lists of eligible projects are 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.
- Behind this cover memo is the Major Maintenance Grant Fund Final List.
- In previous years, the board approved both the major maintenance and construction grant lists under the same agenda item; however, this year the School Construction Grant Fund List has not been finalized yet, pending the outcome of an appeal process. Therefore the department is asking for approval of only the major maintenance list at this time, and will bring forward the construction list at the conclusion of the appeal process.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will be taken during the business meeting under Agenda Item 21C.

**State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2015)
Major Maintenance Grant Fund**

Final List

Feb 19	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	Petersburg City	Petersburg Middle/High School Boiler Rehabilitation	\$36,657	\$36,657	\$0	\$36,657	\$10,997	\$25,660	\$25,660
2	2	2	Yukon-Koyukuk	Andrew K Demoski K-12 School Renovation, Nulato	\$10,528,383	\$10,528,383	\$0	\$10,528,383	\$210,568	\$10,317,815	\$10,343,475
3	3	3	Nome City	Districtwide Lighting Replacement	\$267,165	\$267,165	\$0	\$267,165	\$80,149	\$187,016	\$10,530,491
4	4	4	Fairbanks	Barnette K-8 Magnet School Renovation, Phase 4	\$10,168,215	\$10,168,215	\$0	\$10,168,215	\$3,050,464	\$7,117,751	\$17,648,242
5	5	5	Lower Kuskokwim	Bethel Campus Boiler Replacement	\$2,646,326	\$2,646,326	\$0	\$2,646,326	\$52,927	\$2,593,399	\$20,241,641
6	6	6	Kake City	Kake High School Boiler Replacement, Phase 2	\$250,924	\$250,924	\$0	\$250,924	\$25,092	\$225,832	\$20,467,473
7	7	7	Valdez City	Hermon Hutchens Elementary HVAC System Upgrades	\$1,454,370	\$1,454,370	\$0	\$1,454,370	\$509,029	\$945,341	\$21,412,814
8	8	8	Petersburg City	Districtwide Food Service Renovations	\$1,594,652	\$1,594,652	\$0	\$1,594,652	\$478,396	\$1,116,256	\$22,529,070
9	9	9	Annette Island	Metlakatla High School Kitchen Renovation	\$1,015,715	\$1,015,715	\$0	\$1,015,715	\$20,314	\$995,401	\$23,524,471
10	10	10	Denali Borough	Anderson K-12 School Water Line Replacement	\$242,304	\$242,304	\$0	\$242,304	\$48,461	\$193,843	\$23,718,314
11	11	11	Aleutians East	Sand Point K-12 School Heating System Renovation	\$290,724	\$290,724	\$0	\$290,724	\$101,753	\$188,971	\$23,907,285
12	12	12	Chatham	Klukwan K-12 School Boiler Replacement	\$57,225	\$57,225	\$0	\$57,225	\$1,144	\$56,081	\$23,963,366
13	13	13	Haines	Mosquito Lake K-8 School Sprinkler Upgrades	\$91,103	\$91,103	\$0	\$91,103	\$31,886	\$59,217	\$24,022,583
14	14	14	Galena	Galena Interior Learning Academy Headquarters Classroom Building Renovation	\$7,708,674	\$7,708,674	\$0	\$7,708,674	\$385,434	\$7,323,240	\$31,345,823
15	15	15	Saint Marys	St. Mary's Campus Upgrades	\$3,717,328	\$3,717,328	\$0	\$3,717,328	\$185,866	\$3,531,462	\$34,877,285
16	16	16	Haines	Haines Vocational Education Building Mechanical Upgrades	\$1,697,626	\$1,697,626	\$0	\$1,697,626	\$594,169	\$1,103,457	\$35,980,742
17	17	17	Northwest Arctic	Buckland K-12 Heating System Improvements	\$736,786	\$736,786	\$0	\$736,786	\$147,357	\$589,429	\$36,570,171
18	18	18	Galena	Sidney Huntington High School Floor Renovation	\$560,297	\$560,297	\$0	\$560,297	\$28,015	\$532,282	\$37,102,453
19	19	19	Valdez City	Hermon Hutchens Elementary Fire Alarm, Clock, And Intercom Replacement	\$539,621	\$539,621	\$0	\$539,621	\$188,867	\$350,754	\$37,453,207

**State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2015)
Major Maintenance Grant Fund**

Final List

Feb 19	Dec 17	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
20	20	20	Southeast Island	Thorne Bay Multipurpose Building Roof Replacement	\$233,431	\$233,431	\$0	\$233,431	\$4,669	\$228,762	\$37,681,969
21	21	21	Craig City	Craig Elementary School Door & Flooring Replacement	\$138,462	\$138,462	\$0	\$138,462	\$13,846	\$124,616	\$37,806,585
22	22	22	Kuspuk	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	\$1,258,584	\$1,258,584	\$0	\$1,258,584	\$25,172	\$1,233,412	\$39,039,997
23	23	23	Annette Island	Metlakatla High School Gym Sound & Acoustic Renovation	\$303,487	\$303,487	\$0	\$303,487	\$6,070	\$297,417	\$39,337,414
24	24	24	Nome City	Nome Elementary School Gym Flooring Replacement	\$119,149	\$119,149	\$0	\$119,149	\$35,745	\$83,404	\$39,420,818
25	25	25	Craig City	Craig Middle School Renovation	\$11,176,539	\$11,176,539	\$0	\$11,176,539	\$1,117,654	\$10,058,885	\$49,479,703
26	26	26	Chatham	Tenakee K-12 School Roof Replacement	\$578,960	\$578,960	\$0	\$578,960	\$11,579	\$567,381	\$50,047,084
27	27	27	Hoonah City	Hoonah Campus Boiler Replacement	\$246,757	\$246,757	\$0	\$246,757	\$74,027	\$172,730	\$50,219,814
28	28	28	Valdez City	Hermon Hutchens Elementary East Wing Flooring Replacement	\$313,604	\$313,604	\$0	\$313,604	\$109,761	\$203,843	\$50,423,657
29	29	29	Nenana City	Nenana K-12 School Major Maintenance	\$3,674,171	\$3,674,171	\$0	\$3,674,171	\$183,709	\$3,490,462	\$53,914,119
30	30	30	Yupit	Districtwide Fuel Tank Farm Removal/Replacement	\$6,165,858	\$6,165,858	\$0	\$6,165,858	\$123,317	\$6,042,541	\$59,956,660
31	31	31	Ketchikan	Ketchikan High School Biomass Boiler	\$2,083,615	\$2,083,615	\$0	\$2,083,615	\$625,084	\$1,458,531	\$61,415,191
32	32	32	Copper River	District Office Renovation	\$1,042,043	\$1,042,043	\$0	\$1,042,043	\$20,841	\$1,021,202	\$62,436,393
33	33	33	Kenai Peninsula	Kenai Middle School Asbestos Removal/Security Upgrade	\$7,458,445	\$7,458,445	\$0	\$7,458,445	\$2,610,456	\$4,847,989	\$67,284,382
34	34	34	Lower Kuskokwim	Bethel Campus Fire Pumphouse & Fire Protection Upgrades	\$2,838,677	\$2,838,677	\$0	\$2,838,677	\$56,774	\$2,781,903	\$70,066,285
35	35	35	Haines	Haines High School Air Handlers Replacement	\$500,911	\$500,911	\$0	\$500,911	\$175,319	\$325,592	\$70,391,877
36	36	36	Southeast Island	Thorne Bay K-12 School Fire Suppression System Replacement	\$440,959	\$440,959	\$0	\$440,959	\$8,819	\$432,140	\$70,824,017
37	37	37	Hydaburg City	Hydaburg Elementary Roof Replacement	\$903,644	\$903,644	\$0	\$903,644	\$180,729	\$722,915	\$71,546,932
38	38	38	Alaska Gateway	Tok K-12 School Sprinkler Renovation	\$581,315	\$581,315	\$0	\$581,315	\$11,626	\$569,689	\$72,116,621
39	39	39	Lower Kuskokwim	Nuniarmiut K-12 School Wastewater Upgrades, Mekoryuk	\$1,037,460	\$1,037,460	\$0	\$1,037,460	\$20,749	\$1,016,711	\$73,133,332

State of Alaska
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Feb 19	Dec 17	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
40	40	40	Yukon Flats	Boiler & Control Upgrades, 4 Schools (Fort Yukon, Beaver, Chalkyitsik, Stevens Village K-12)	\$2,768,223	\$2,768,223	\$0	\$2,768,223	\$55,364	\$2,712,859	\$75,846,191
41	41	41	Fairbanks	Woodriver Elementary Renovation, Phase 3	\$9,952,322	\$9,952,322	\$0	\$9,952,322	\$2,985,697	\$6,966,625	\$82,812,816
42	42	42	Bristol Bay Borough	Bristol Bay School Boiler Installation	\$637,626	\$637,626	\$0	\$637,626	\$223,169	\$414,457	\$83,227,273
43	43	43	Denali Borough	Anderson K-12 School Roof & Siding Replacement, Cantwell K-12 School Roof Replacement	\$2,062,100	\$2,062,100	\$0	\$2,062,100	\$412,420	\$1,649,680	\$84,876,953
44	44	44	Kenai Peninsula	Homer High School Roofing Replacement	\$5,616,930	\$5,616,930	\$0	\$5,616,930	\$1,965,925	\$3,651,005	\$88,527,958
45	45	45	Ketchikan	Ketchikan High School Security Upgrades	\$1,029,688	\$1,029,688	\$0	\$1,029,688	\$308,906	\$720,782	\$89,248,740
46	46	46	Denali Borough	Districtwide Security Upgrades	\$2,249,662	\$2,249,662	\$0	\$2,249,662	\$449,932	\$1,799,730	\$91,048,470
47	47	47	Haines	Mosquito Lake K-8 School Air Handler Replacement	\$149,245	\$149,245	\$0	\$149,245	\$52,236	\$97,009	\$91,145,479
48	48	48	Kodiak Island	Larsen Bay K-12 School Roof Replacement	\$885,683	\$885,683	\$0	\$885,683	\$265,705	\$619,978	\$91,765,457
49	49	49	Wrangell City	Wrangell High School/Stikine Middle School Fire Alarm Upgrades	\$501,011	\$501,011	\$0	\$501,011	\$150,303	\$350,708	\$92,116,165
50	50	50	Valdez City	Valdez High School/Hermon Hutchens Elementary Gym Lighting Upgrades	\$865,814	\$865,814	\$0	\$865,814	\$303,035	\$562,779	\$92,678,944
51	51	51	Fairbanks	Tanana Middle School Mechanical Upgrades	\$9,663,174	\$9,663,174	\$0	\$9,663,174	\$2,898,952	\$6,764,222	\$99,443,166
52	52	52	Copper River	Slana K-12 School Renovation	\$1,375,840	\$1,375,840	\$0	\$1,375,840	\$27,517	\$1,348,323	\$100,791,489
53	53	53	Yukon Flats	Venetie K-12 School Generator Building Renovation	\$2,613,670	\$2,613,670	\$0	\$2,613,670	\$52,273	\$2,561,397	\$103,352,886
54	54	54	Alaska Gateway	Tanacross K-8 School Renovation	\$3,935,200	\$3,935,200	\$0	\$3,935,200	\$78,704	\$3,856,496	\$107,209,382
55	55	55	Lower Yukon	Scammon Bay K-12 School Emergency Lighting System Installation	\$42,610	\$42,610	\$0	\$42,610	\$852	\$41,758	\$107,251,140
56	56	56	Kake City	Kake High School Plumbing Replacement	\$605,696	\$605,696	\$0	\$605,696	\$60,570	\$545,126	\$107,796,266
57	57	57	Haines	Haines High School & Pool Locker Room Renovation	\$1,979,264	\$1,979,264	\$0	\$1,979,264	\$692,742	\$1,286,522	\$109,082,788

**State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2015)
Major Maintenance Grant Fund**

Final List

Feb 19	Dec 17	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
58	58	58	Lower Yukon	Scammon Bay K-12 School Siding Replacement	\$651,236	\$651,236	\$0	\$651,236	\$13,025	\$638,211	\$109,720,999
59	59	59	Lower Yukon	Fuel Tank & Soil Remediation, 4 Sites (Pilot Station, Ignatius Beans, Pitka's Pt., Scammon Bay K-12 Schools)	\$5,230,620	\$5,230,620	\$0	\$5,230,620	\$104,612	\$5,126,008	\$114,847,007
60	60	60	Yukon Flats	Chalkyitsik K-12 School Water Tank Replacement	\$1,351,847	\$1,351,847	\$0	\$1,351,847	\$27,037	\$1,324,810	\$116,171,817
61	61	61	Chatham	Klukwan K-12 School Roof Replacement	\$1,347,878	\$1,347,878	\$0	\$1,347,878	\$26,958	\$1,320,920	\$117,492,737
62	62	62	Ketchikan	Ketchikan High School Emergency Generator	\$2,384,470	\$2,384,470	\$0	\$2,384,470	\$715,341	\$1,669,129	\$119,161,866
63	63	63	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	\$88,806	\$88,806	\$0	\$88,806	\$1,776	\$87,030	\$119,248,896
64	64	64	Lower Kuskokwim	Fuel Tank Remediation, Bethel	\$302,720	\$302,720	\$0	\$302,720	\$6,054	\$296,666	\$119,545,562
65	65	65	Kodiak Island	East Elementary School Roof Replacement	\$1,199,100	\$1,199,100	\$0	\$1,199,100	\$359,730	\$839,370	\$120,384,932
66	66	66	Hoonah City	Hoonah Natatorium Plumbing Renovations	\$456,876	\$456,876	\$0	\$456,876	\$137,063	\$319,813	\$120,704,745
67	67	67	Lower Yukon	Hooper Bay K-12 School Electrical Provisions Installation	\$42,610	\$42,610	\$0	\$42,610	\$852	\$41,758	\$120,746,503
68	68	68	Kake City	Kake High School Cafeteria Floor Structural Repairs	\$176,649	\$176,649	\$0	\$176,649	\$17,665	\$158,984	\$120,905,487
69	69	69	Hoonah City	Hoonah Natatorium DDC Controls Upgrade	\$337,956	\$337,956	\$0	\$337,956	\$101,387	\$236,569	\$121,142,056
70	70	70	Yakutat City	Yakutat High School Locker Room Renovation	\$499,879	\$499,879	\$0	\$499,879	\$149,964	\$349,915	\$121,491,971
71	71	71	Yakutat City	Yakutat Schools Mechanical System Upgrades	\$6,159,526	\$6,159,526	\$0	\$6,159,526	\$1,847,858	\$4,311,668	\$125,803,639
72	72	72	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	\$298,329	\$298,329	\$0	\$298,329	\$5,967	\$292,362	\$126,096,001
73	73	73	Fairbanks	Joy Elementary Roof Replacement	\$1,102,435	\$1,102,435	\$0	\$1,102,435	\$330,730	\$771,705	\$126,867,706
74	74	74	Kodiak Island	East Elementary & Karluk K-12 School Underground Storage Tank Replacements	\$1,241,679	\$1,241,679	\$0	\$1,241,679	\$372,504	\$869,175	\$127,736,881
75	75	75	Yakutat City	Yakutat High School Exterior Upgrades	\$1,838,495	\$1,838,495	\$0	\$1,838,495	\$551,548	\$1,286,947	\$129,023,828

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Final List

Feb 19	Dec 17	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
76	76	76	Yukon Flats	Fort Yukon K-12 School Soil Remediation & Tank Farm Replacement	\$8,889,258	\$8,889,258	\$0	\$8,889,258	\$177,785	\$8,711,473	\$137,735,301
77	77	77	Southwest Region	Twin Hills K-8 School Renovation	\$2,621,463	\$2,621,463	\$0	\$2,621,463	\$52,429	\$2,569,034	\$140,304,335
78	78	78	Yukon Flats	Cruikshank School Soil Remediation & Fuel Tank Replacement, Beaver	\$1,182,262	\$1,182,262	\$0	\$1,182,262	\$23,645	\$1,158,617	\$141,462,952
79	79	79	Kuspuk	Districtwide Heating & Sprinkler Upgrades	\$5,706,032	\$5,706,032	\$0	\$5,706,032	\$114,121	\$5,591,911	\$147,054,863
80	80	80	Copper River	Glennallen K-12 School & Kenny Lake K-12 School Energy Upgrade	\$2,510,322	\$2,510,322	\$0	\$2,510,322	\$50,206	\$2,460,116	\$149,514,979
81	81	81	Copper River	Glennallen Voc-Ed Facility Upgrade	\$738,248	\$738,248	\$0	\$738,248	\$14,765	\$723,483	\$150,238,462
82	82	82	Bering Strait	Districtwide Fuel Tank Demolition	\$937,600	\$937,600	\$0	\$937,600	\$18,752	\$918,848	\$151,157,310
83	83	83	Hoonah City	Hoonah Natatorium Fire Alarm Upgrade	\$264,405	\$264,405	\$0	\$264,405	\$79,321	\$185,084	\$151,342,394
84	84	84	Southwest Region	Manokotak K-12 School Sewer & Water Upgrades	\$264,549	\$264,549	\$0	\$264,549	\$5,291	\$259,258	\$151,601,652
85	85	85	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	\$1,333,881	\$1,333,881	\$0	\$1,333,881	\$26,678	\$1,307,203	\$152,908,855
86	86	86	Yukon Flats	Venetie K-12 School Soil Remediation & Fuel Tank Replacement	\$1,601,895	\$1,601,895	\$0	\$1,601,895	\$32,038	\$1,569,857	\$154,478,712
87	87	87	Lower Yukon	LYSD Central Office Renovation	\$3,056,476	\$3,056,476	\$0	\$3,056,476	\$61,130	\$2,995,346	\$157,474,058
88	88	88	Southeast Island	Port Protection K-12 School Gymnasium Relocation & Foundation	\$175,163	\$175,163	\$0	\$175,163	\$3,503	\$171,660	\$157,645,718
89	89	89	Lower Yukon	Marine Header & Pipeline, 2 Sites (Pilot Station & Ignatius Beans K-12 Schools)	\$1,843,507	\$1,843,507	\$0	\$1,843,507	\$36,870	\$1,806,637	\$159,452,355
90	90	90	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	\$3,894,017	\$3,894,017	\$0	\$3,894,017	\$77,880	\$3,816,137	\$163,268,492
91	91	91	Kodiak Island	East Elementary, Peterson Elementary & Ouzinkie K-12 School Flooring Replacements	\$2,361,982	\$2,361,982	\$0	\$2,361,982	\$708,595	\$1,653,387	\$164,921,879
92	92	92	Southwest Region	Ekwok K-8 School Renovation	\$4,977,122	\$4,977,122	\$0	\$4,977,122	\$99,542	\$4,877,580	\$169,799,459
93	93	93	Yupit	Akiak K-12 School Power Generation	\$903,926	\$903,926	\$0	\$903,926	\$18,079	\$885,847	\$170,685,306
94	94	94	Southwest Region	Aleknagik K-8 School Renovation	\$4,731,834	\$4,731,834	\$0	\$4,731,834	\$94,637	\$4,637,197	\$175,322,503

State of Alaska
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Feb 19	Dec 17	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
95	95	95	Kodiak Island	Kodiak Middle School Fire Panel Replacement	\$449,422	\$449,422	\$0	\$449,422	\$134,827	\$314,595	\$175,637,098
96	96	96	Kodiak Island	Kodiak Middle School & Peterson Elementary HVAC Controls Replacement	\$2,861,862	\$2,861,862	\$0	\$2,861,862	\$858,559	\$2,003,303	\$177,640,401
97	97	97	Southeast Island	Thorne Bay & Port Protection K-12 Schools Gymnasium Lighting Upgrades	\$681,636	\$681,636	\$0	\$681,636	\$13,633	\$668,003	\$178,308,404
98	98	98	Yukon Flats	Stevens Village K-12 School Soil Remediation & Fuel Tank Replacement	\$1,069,876	\$1,069,876	\$0	\$1,069,876	\$21,398	\$1,048,478	\$179,356,882
99	99	99	Kodiak Island	East Elementary Interior Renovation	\$2,582,623	\$2,582,623	\$0	\$2,582,623	\$774,787	\$1,807,836	\$181,164,718
100	100	100	Lower Yukon	Hooper Bay K-12 School Emergency Lighting & Retrofit	\$293,640	\$293,640	\$0	\$293,640	\$5,873	\$287,767	\$181,452,485
101	101	101	Lower Yukon	Security Access System Upgrades - 6 Sites	\$1,519,482	\$1,519,482	\$0	\$1,519,482	\$30,390	\$1,489,092	\$182,941,577
102	102	102	Kodiak Island	Underground Storage Tank Replacements, 4 Sites (Chiniak, Port Lions, Old Harbor, Larsen Bay K-12 Schools)	\$805,148	\$805,148	\$0	\$805,148	\$241,544	\$563,604	\$183,505,181
TOTALS:					\$214,602,666	\$214,602,666	\$0	\$214,602,666	\$31,097,485	\$183,505,181	

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 3

◆ **ISSUE**

The board will watch a movie produced by the Alaska Association of Student Government regarding suicide prevention entitled *Railway of Hope*.

◆ **BACKGROUND**

- AASG has been working for over five years on breaking down the walls that surround suicide. It has provided workshops at its conferences to produce the *Railway of Hope* movie in an effort to train people to recognize the signs of suicide.
- *Railway of Hope* is a final cumulative project in AASG's fight against suicide. *Railway of Hope* is a suicide-prevention program created by students in order to train others and is designed to be used in an assortment of venues from a community meeting to classrooms. It comes with a discussion guide, list of activities, and additional resources.
- AASG has made the program free and available to anyone who fills out a request form. All actors in the film are Alaskan students.
- Carly Williams, Student Advisor to the board, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action will be taken.

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 4A

◆ **ISSUE**

The board is being asked to approve the reapplication of the Star of the North Secondary Charter School for a period of ten years, terminating on June 30, 2024. The initial charter was approved in 2004 for ten years.

◆ **BACKGROUND**

- On November 19, 2013, the Fairbanks North Star Borough Board of Education approved Star of the North Secondary Charter School's reapplication for a period of ten years.
- The Overview and Charter School Rating Template provide information relevant to Star of the North Secondary Charter School's request for reapplication, and 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 Agenda Item 21I.

Star of the North Secondary Charter School

	Overview
History	<ul style="list-style-type: none"> Opened in 2004 with an initial ten year charter to serve academically at-risk students The school is comprised of three programs: the Middle School Program at North Pole Academy, the 9th and 10th grade program at North Pole Academy, and the 11th and 12th grade programs at both North Pole Academy and the Career Education Center.
Enrollment	<ul style="list-style-type: none"> Enrollment for the current school year: 196 students, grades 7-12 (North Pole Academy has 93 students and the Career Education Center has 103 students). Teacher/pupil ratio at North Pole campus is 1:17. The ratio at Career Education Center is 1:23. Maximum enrollment is 100 at North Pole Academy and 100 at Career Education Center.
Facility	<ul style="list-style-type: none"> There are two campuses. The North Pole Academy is at 2945 Monk Court in North Pole. The Career Education Center is at 724 27th Avenue, Suite 1, in Fairbanks. Both campuses lease facilities from private landlords.
Staff	<ul style="list-style-type: none"> North Pole Academy campus: 7 teachers (including one head teacher); 1 special education teacher; 2 aides; 1 administrative secretary; 1 classroom tutor Career Education Center campus: 5 teachers (including one head teacher); 1 halftime special education teacher; 1 secretary; 1 part-time guidance counselor
Budget	<ul style="list-style-type: none"> Program budget: \$1,921,380 Rental costs: \$220,000 (includes both campuses)
Instructional Program	<ul style="list-style-type: none"> The instructional program emphasizes small learning communities and differentiated materials to assist students who are academically at-risk and not succeeding at the traditional district secondary schools. Academic interventions for students who are struggling are a focus of the program with credit recovery options for high school students. The program also emphasizes the development of study skills, integrated learning, and positive adult and peer interactions.
Student Achievement	<ul style="list-style-type: none"> 2 star rating under Alaska School Performance Index Percent Advanced/Proficient in Reading: 72.9% District Average: 83.1% State Average: 78.3% Percent Advanced/Proficient in Writing: 52.6% District Average: 77.7% State Average: 73.8% Percent Advanced/Proficient in Math: 35.6% District Average: 74.6% State Average: 69.4%

	<ul style="list-style-type: none"> ● Graduation Rate (4 years): 53.33% ● Graduation Rate (5 years): 68.81% ● Attendance Rate: 94.08% (Middle School), 78.89% (High School)
Miscellaneous	<ul style="list-style-type: none"> ● Waivers of district policy are in place related to the following: teacher evaluations, use of facilities, textbook/materials selection, student absences, final evaluations, schedules, and student distinctions upon graduation. ● Waivers to Negotiated Collective Bargaining Agreements are in place related to the following: teacher transfers, teacher preparation periods, partial student attendance days, and teacher work day. ● North Pole campus students use district buses at no additional charge. Career Education Center does not provide student transportation. ● North Pole campus participates in the school lunch program. Career Education Center does not participate.



Charter School Rating Template for

Star of the North

FY 15

**Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500**

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Rating Template for Application

This Rating Template is a guideline of criteria to be addressed in an application for a charter. Please see the directions included in the application for more information.

Upon receipt of an application to operate a charter school, the Department's Charter School Technical Review Team will evaluate the application using this Rating Template. The team will identify any deficiencies in the application and determine if any modifications or additional information are necessary. Once the Technical Review Team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The rating template is in a scoring guide format and will be used by the EED Charter School Technical Review Team to evaluate applications received. Each item on the rating template corresponds to one of the fifteen criteria in the application.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed.

Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded NA check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

The application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths.

The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*
 - Alaska Department of Education & Early Development
 - Attn: Charter School Program Manager
 - 801 W. 10th Street, Suite 200
 - PO Box 110500
 - Juneau, Alaska 99811-0500
- (e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."
- (f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.eed.state.ak.us/State Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:	Star of the North
Date of Application and Rating Template:	December 13, 2013
District:	Fairbanks North Star Borough

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The APC has a maximum of nine members: at least two teachers, three staff members, and three members of the community. (A new change to this charter allows for members of the community to fill non-staff seats, with preference to former parents and students.) The APC has an annual meeting every January as well as monthly meetings throughout the school year.
b. Is there an independent academic policy on file?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. By-laws are in place.
<i>What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy.</i>				
<i>Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.</i>				

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. All provisions are addressed in the contract as well as the required signatures.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The By-laws and the General Conditions for Charter School Contracts are all-inclusive.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The By-laws are current, amended and approved in November, 2013.
<i>What Reviewers Will Look For:</i> Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.				
<i>Suggested Sources of Evidence:</i> Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.				

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	With the exception of one or two subgroups, the school is close to the Annual Measurable Objectives targets.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Given the mobility rate of the student population, the SBA scores may show considerable fluctuations.
c. Has the school demonstrated progress, where applicable, on other assessments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Due to the small numbers tested and the nature of the student population, scores may fluctuate considerably.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Student data from statewide assessments is used to differentiate curriculum and schedule students.
e. Where performance-based assessments are used, does the school have clear criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Performance-based assessments are used at the classroom level. Students are provided detailed rubrics outlining the criteria upon which they will be assessed..
<i>What Reviewers Will Look For:</i> Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.				
<i>Suggested Sources of Evidence:</i> Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.				

4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Students accepted for enrollment are those at-risk students who would benefit from the academic program. The student population is diverse with students from all socio-economic backgrounds who receive a range of academic services.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. An intervention process includes appropriate scheduling, screening assessments, tutoring sessions, and differentiation of course materials.
c. Is the school systematically informing parents of their child's performance and progress?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Examples of some of the communication methods include student contracts, monthly letters, periodic postcards, automated phone calls for attendance, report cards, parent conferences, graduation plans, and use of PowerSchool.
d. Did the charter school provide student assessment participation rates?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The participation rate for Grades 3-10 on SBAs was 100%. The participation rate for Grade 11 students on WorkKeys was 44%.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The Report Card to the Public makes this comparison.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The Report Card to the Public makes this comparison.
g. Has the charter school shown disaggregated scores across all categories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The Report Card to the Public reports the scores across all sub-groups.

4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. In addition to district wide in-services, the school is conducting a needs survey in order to provide appropriate teacher training.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school is currently using several processes for analyzing its data. Additionally, curriculum review is underway to determine if the courses of study meet the Alaska Mathematics and English/Language Arts Standards.
<p>What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories.</p>				
<p>Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.</p>				

5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. After initial contact is made for information purposes, an enrollment application is completed and reviewed and an interview occurs.
b. Are eligible students specifically defined?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. All students are eligible to attend if they are not under suspension or expulsion action and are of public school age.
c. What are the provisions for accommodating additional students, if necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A determination is made whether enrollment limits may be adjusted. A random drawing is used, with a wait list for future openings.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. There is a wait list should space become available.
e. Is there a provision for accommodating vacancies that may occur mid-year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	New students are enrolled as space becomes available, ideally at the beginning of a new quarter or semester.

What Reviewers Will Look For: Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.

Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.

6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The Fairbanks North Star Borough School District provides many educational options for students.

What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.

Suggested Sources of Evidence: Check local provision.

7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Fairbanks North Star Borough district policies are in place.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The administrative structure of the school demonstrates this understanding.
c. Is there compelling evidence that the school's leadership is strong?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. A designated Program Director/Head Teacher model is currently in place. This may change to a full-time Program Director as staff changes, as the new teacher evaluation model is implemented, and as more focus on educational and instructional leadership is needed.
d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Examples of two challenges handled well are the issues of the age/developmental ranges of students and that of students who are not successful in this type of program.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Appeals begin at the school level and may also be appealed at the district level. The process is outlined in a district student handbook. Staff appeals follow the district process outlined in negotiated agreements.
<p>What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.</p>				
<p>Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.</p>				

8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. A 2014-2015 budget is in place.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Indirect costs are at the state approved rate for support and administrative services.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school is not eligible.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. A statement from the Chief Financial Officer documents this.
<i>What Reviewers Will Look For:</i> Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.				
<i>Suggested Sources of Evidence:</i> A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.				

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. An audit statement from the Chief Financial Officer documents this.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes.
c. Has the school achieved efficiencies in its operation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. A 2013-2014 budget documents this.
<i>What Reviewers Will Look For:</i> Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.				
<i>Suggested Sources of Evidence:</i> Financial audits & financial statements.				

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Current facilities are leased and were built to serve the philosophy of the program.
<i>What Reviewers Will Look For:</i> Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.				
<i>Suggested Sources of Evidence:</i> A drawn schematic of the physical plant.				

11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The middle school ratio does not exceed 1:20, and has been slightly lower than that the last five years. The high school ratio overall is 1:16.
b. Is the plan reasonably based on projected enrollment figures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Staffing needs are periodically revisited and positions adjusted (i.e. counseling position, special education teachers and aides).
What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.				
Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.				

12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Data shows little overall fluctuation in enrollment numbers.
b. Has the school's enrollment been at a maximum?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The school's enrollment has consistently been within a few students of its maximum number.
What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.				
Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.				

13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The differentiated instruction and focus on support and skill remediation courses address the at-risk student population.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In addition to the district curriculum revision cycle, the school uses Alaska STEPP and AdvancED ASSIST to assess curriculum.
c. Has the school undertaken curriculum review and revision?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Curriculum is reviewed and revised according to the district cycle.
d. Is there evidence to support effective intervention with students who are "at risk?"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The entire focus of the program is intervention for at-risk students.
e. Is the school addressing the needs of students with educational disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school has a special education teacher on site and other district teachers, staff, and resources available.
f. Where applicable, does the school address the needs of students with limited English proficiency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. In addition to differentiated instruction, self-paced courses, and small groups for study and testing, tutoring services are also available.

What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.

Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Both the Fairbanks Education Association and the Fairbanks North Star Borough School District agree to waivers to the collective bargaining contract.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What Reviewers Will Look For: Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.				
Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.				

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Either Star of the North or the district may terminate the charter by mutual consent. Breach of contract provisions are outlined in the contract.
What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.				
Suggested Sources of Evidence: Check for written charter school termination clause.				

ALASKA STATUTES

Article 2. Charter Schools

- 250. Establishment of charter schools
- 255. Organization and operation of a charter school
- 260. Funding for charter school
- 263. Charter school grant program
- 265. Admission
- 270. Teacher or employee transfers, evaluations, and negotiated agreements
- 275. Contracts; duration
- 280. Regulations
- 290. Definitions

Sec. 14.03.250. Establishment of charter schools.

- (a) A charter school may be established as provided under [AS 14.03.250 - 14.03.290](#) upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school.
- (b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under [AS 14.03.255\(c\)](#).
- (c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

- (a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from [AS 14.14.130\(c\)](#); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in [AS 14.03.075](#) and other competency tests required by the department.
- (b) A charter school shall...
 - (1) keep financial records of the charter school;
 - (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
 - (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.
- (c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:
- (1) a description of the educational program;
 - (2) specific levels of achievement for the education program;
 - (3) admission policies and procedures;
 - (4) administrative policies;
 - (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
 - (6) the method by which the charter school will account for receipts and expenditures;
 - (7) the location and description of the facility;
 - (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
 - (9) the teacher-to-student ratio;
 - (10) the number of students served;
 - (11) the term of the contract, not to exceed a term of 10 years;
 - (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
 - (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
 - (14) other requirements or exemptions agreed upon by the charter school and the local school board.
- (d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

- (a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.
- (b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.
- (c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall

cooperate with the local school district or the department in complying with the requirements of [AS 14.17.910](#).

- (d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.265. Admission.

- (a) The program of a charter school may be designed to serve...
 - (1) students within an age group or grade level;
 - (2) students who will benefit from a particular teaching method or curriculum; or
 - (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.
- (b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.
- (c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

- (a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.
- (b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.
- (c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under [AS 44.62](#) (Administrative Procedure Act) necessary to implement [AS 14.03.250 - 14.03.290](#).

Sec. 14.03.290. Definitions.

In [AS 14.03.250 - 14.03.290](#),

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under [AS 14.03.250 - 14.03.290](#) that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

ALASKA ADMINISTRATIVE CODE

TITLE 4 EDUCATION & EARLY DEVELOPMENT JULY 2002 SUPPLEMENT INCLUDING REGISTERS 153 THROUGH 162

4 AAC 33.110. Charter schools

- (a) A local school board shall prescribe the application procedure described in [AS 14.03.250](#)
- (b) The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including
 - (1) a copy of the charter;
 - (2) a list of the members of the academic policy committee and their qualifications;
 - (3) the length of term of the charter;
 - (4) the charter school's bylaws;
 - (5) education programs to be offered at the charter school, including promotion and graduation requirements;
 - (6) a written instructional program that addresses academic standards, including the statewide student assessment system under [4 AAC 06.710 - 4 AAC 06.790](#);
 - (7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;
 - (8) plans for serving special education, vocational education, gifted, and bilingual students;
 - (9) written admissions procedures;
 - (10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
 - (11) a written administrative policy manual;
 - (12) a written budget summary and financial plan;
 - (13) a written plan for the charter school's facility;
 - (14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
 - (15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
 - (16) any written collective bargaining contract with teachers or employees;
 - (17) the written termination clause that must appear in the contract between the charter school and the local school board; and
 - (18) proof of compliance with applicable law.
- (b) Repealed 3/31/2002.
- (c) Repealed 3/31/2002.
- (d) Repealed 3/31/2002.
- (e) Repealed 3/31/2002.
- (f) Repealed 3/31/2002.
- (g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this

section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

- (h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.
- (i) The State Board of Education and Early Development will approve an application for a charter school if the
 - (1) local school board has approved the application; and
 - (2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including [AS 14.03.250 - 14.03.290](#) and this section.
- (j) Repealed 3/31/2002.
- (k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.
- (l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under [AS 14.07.070](#).
- (m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.
- (n) Repealed 8/6/2004.
- (o) In this section,
 - (1) "charter school" has the meaning given that term in [AS 14.03.290](#);
 - (2) "commissioner" means the commissioner of education and early development;
 - (3) "department" means the Department of Education and Early Development;
 - (4) "local school board" has the meaning given that term in [AS 14.03.290](#).

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: [AS 14.03.250](#), [AS 14.03.280](#), [AS 14.07.020](#), [AS 14.07.060](#)

Editor's note: The address for mailing the application and decision described in [4 AAC 33.110\(g\)](#) is: Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500.

As of Register 151 (October 1999), the regulations attorney made technical revisions under [AS 44.62.125 \(b\)\(6\)](#) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999a, and the corresponding title change of the commissioner of education.

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

March 13, 2014

From: Mike Hanley, Commissioner

Agenda Item: 4B

◆ **ISSUE**

The board is being asked to approve the reapplication of the Kaleidoscope School of Arts and Science for a period of five years, terminating on June 30, 2019. The initial charter was approved in 2004 and renewed in 2008.

◆ **BACKGROUND**

- On December 2, 2013, the Kenai Peninsula Borough Board of Education approved the Kaleidoscope School of Arts and Science reapplication for a period of five years.
- The Overview and Charter School Rating Template provide information relevant to the Kaleidoscope School of Arts and Science request for reapplication, and 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 Agenda Item 21J.

Kaleidoscope School of Arts & Science

	Overview
History	<ul style="list-style-type: none"> Opened in 2004 with a five year charter and renewed in 2008
Enrollment	<ul style="list-style-type: none"> Current enrollment: 252 students, grades K-6 Desired enrollment: 252 students or more Current teacher/pupil ratio ranges from 1:16 to 1:24
Facility	<ul style="list-style-type: none"> Located at: 549 N. Forest Drive, Kenai, Alaska The facility is a school district building formerly occupied by Sears Elementary School.
Staff	<ul style="list-style-type: none"> Staff: 1 principal; 15 teachers; 1 special education teacher; 1 part-time special education/speech pathologist
Budget	<ul style="list-style-type: none"> Program budget is \$2,517,388 The charter school does not pay rent for use of the district facility.
Instructional Program	<ul style="list-style-type: none"> Educates the whole child through integrated arts and science to nurture meaningful learning Integrated thematic year-long conceptual learning and themed quarterly units Operates under the philosophy that students learn best through hands-on practice
Student Achievement	<ul style="list-style-type: none"> 5 star rating under Alaska School Performance Index Percent Advanced/Proficient in Reading: 93% District Average: 87.8% State Average: 78.3% Percent Advanced/Proficient in Writing: 97.2% District Average: 84.1% State Average: 73.8% Percent Advanced/Proficient in Math: 95.8% District Average: 78.7% State Average: 69.4%
Miscellaneous	<ul style="list-style-type: none"> Students use district buses at no additional charge. The school participates in the school lunch program.



Charter School Rating Template for

Kaleidoscope School of Arts & Science

FY 15

**Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500**

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Rating Template for Application

This Rating Template is a guideline of criteria to be addressed in an application for a charter. Please see the directions included in the application for more information.

Upon receipt of an application to operate a charter school, the Department's Charter School Technical Review Team will evaluate the application using this Rating Template. The team will identify any deficiencies in the application and determine if any modifications or additional information are necessary. Once the Technical Review Team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The rating template is in a scoring guide format and will be used by the EED Charter School Technical Review Team to evaluate applications received. Each item on the rating template corresponds to one of the fifteen criteria in the application.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed.

Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded NA check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

The application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths.

The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*
 - Alaska Department of Education & Early Development
 - Attn: Charter School Program Manager
 - 801 W. 10th Street, Suite 200
 - PO Box 110500
 - Juneau, Alaska 99811-0500
- (e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."
- (f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.eed.state.ak.us/State Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:	Kaleidoscope School of Arts & Science
Date of Application and Rating Template:	January 7, 2014
District:	Kenai School District

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The Academic Policy Committee (APC) consists of eight members who meet at least six times per year. Monthly minutes from the 2012-2013 school year were provided.
b. Is there an independent academic policy on file?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The Academic Policy includes the mission statement, philosophy statement, and descriptions of school policies.
What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy.				
Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.				

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. A signed contract including all fourteen provisions is included in the application.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The By-laws and the General Conditions for Charter School Contracts are all-inclusive.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The By-laws are current.
What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.				
Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where				

committee has adopted bylaws, etc.

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The school has achieved a 5 star rating on the Alaska School Performance Index (ASPI).
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The percentage of students who score proficient or above on SBAs and the student growth rate demonstrate student progress.
c. Has the school demonstrated progress, where applicable, on other assessments?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	AIMSweb, Curriculum Based Measurements, Bangor Assessment of Reading are examples of other assessments used by the school to demonstrate academic success.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. A variety of assessment tools are used to track student progress.
e. Where performance-based assessments are used, does the school have clear criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student portfolios are kept with writing samples, math assessments, and project samples. Writing assessments and formative classroom assessments are scored using rubrics.

What Reviewers Will Look For: Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.

Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.

4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school follows district guidelines that ensure non-discrimination policies with regard to race, gender, national origin, color, disability or age.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school follows the district policy on intervention, using intervention teams that meet on a regular basis, develop student plans, and have classroom monitoring.
c. Is the school systematically informing parents of their child's performance and progress?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. This is done on a regular basis through report cards, parent conferences, and distribution of assessment results.
d. Did the charter school provide student assessment participation rates?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The school has a 100% participation rate.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. SBA assessment results for 2011, 2012, 2013 were compared to district data .
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. SBA assessment results for 2011, 2012, and 2013 were compared to state data.
g. Has the charter school shown disaggregated scores across all categories?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The Report Card to the Public reports disaggregated data.

4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. A professional development committee meets monthly to refine the focus of schoolwide professional development which is designed to meet the needs of the students as evidenced by assessment data.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. This is demonstrated through formative assessments, student portfolios, professional development, and through the use of consultants and trainings.
What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories.				
Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.				

5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school has an admission procedure aligned to the district's admission procedures for charter schools.
b. Are eligible students specifically defined?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. All students are eligible to apply.
c. What are the provisions for accommodating additional students, if necessary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. If there are more applicants than slots available, a lottery is held.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. There is an established lottery procedure.
e. Is there a provision for accommodating vacancies that may occur mid-year?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. A waiting list for each grade level is kept.
What Reviewers Will Look For: Evidence that the school is viable in terms, of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.				
Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions/enrollment procedures.				

6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	There are private and public school options in the district.
What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.				
Suggested Sources of Evidence: Check local provision.				

7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school follows the Kenai School District Charter School Policy as well as the Kaleidoscope Academic Policy.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The administrative duties are outlined in the charter application. Additionally, the administrator complies with school district administrative policy.
c. Is there compelling evidence that the school's leadership is strong?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The current administrator is in her third year with the school and has received positive evaluations. The APC members often serve more than one term and are led by a strong chairperson.
d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. A 5-year strategic plan was developed to assist through staffing changes. The APC has developed many procedures and processes to keep the focus on the goals and vision of the school.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school has a complaint procedure, as well as a district Charter School Oversight Committee.
What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.				
Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.				

8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Budget documents are in place.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The district implements indirect costs, going toward services such as data processing, human resources, accounting, purchasing, warehouse and delivery.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school is eligible for and receives local funding.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The school achieves a positive or zero ending fund balance each year.

What Reviewers Will Look For: Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.

Suggested Sources of Evidence: A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. District budgetary procedures and requirements are followed. An annual district audit of the budget is conducted.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Independent audit reports document the school has met this obligation.
c. Has the school achieved efficiencies in its operation?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. The school has a positive fund balance, strong enrollment, and fiscally sound school operations.

What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.

Suggested Sources of Evidence: Financial audits & financial statements.

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The school is located in a building formerly occupied by another district school. The school has budgeted for the costs associated with the facility.
What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.				
Suggested Sources of Evidence: A drawn schematic of the physical plant.				

11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The ratio ranges from 1:16-24 students. The school intends to maintain its current enrollment numbers.
b. Is the plan reasonably based on projected enrollment figures?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The enrollment number will be reviewed annually.
What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.				
Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.				

12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Enrollment numbers for the last five years show consistent enrollment at full capacity.
b. Has the school's enrollment been at a maximum?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. Maximum enrollment is 252 students.
What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.				
Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.				

13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. An integrated arts and sciences program focuses on hands-on practice. Scaffolding and guided lessons ensure all students are engaged and build on each student's strengths and weaknesses.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Curriculum quality is monitored by evaluating student performance on assessments. Implementation is monitored through assessments, teacher observations, anecdotal records, and parent and student feedback.
c. Has the school undertaken curriculum review and revision?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Yes. There is a continuous process in place for both formal and informal review and revision of all curriculum. There is a planned cycle by subject area.
d. Is there evidence to support effective intervention with students who are "at risk?"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Tutors work with at-risk students as determined by the intervention team.
e. Is the school addressing the needs of students with educational disabilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. Special education students are serviced through both inclusion and pull-out services, as determined by the intervention team.
f. Where applicable, does the school address the needs of students with limited English proficiency?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. LEP students are served by a tutor who works with the district ELL department to write and implement a plan and to support the tutor.
<p>What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.</p>				
<p>Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.</p>				

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The staff adheres to all components of the negotiated collective bargaining agreement of the school district.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes.
What Reviewers Will Look For: Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.				
Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.				

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Yes. The contract contains termination language.
What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.				
Suggested Sources of Evidence: Check for written charter school termination clause.				

ALASKA STATUTES

Article 2. Charter Schools

- 250. Establishment of charter schools
- 255. Organization and operation of a charter school
- 260. Funding for charter school
- 263. Charter school grant program
- 265. Admission
- 270. Teacher or employee transfers, evaluations, and negotiated agreements
- 275. Contracts; duration
- 280. Regulations
- 290. Definitions

Sec. 14.03.250. Establishment of charter schools.

- (a) A charter school may be established as provided under [AS 14.03.250 - 14.03.290](#) upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school.
- (b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under [AS 14.03.255\(c\)](#).
- (c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

- (a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from [AS 14.14.130\(c\)](#); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in [AS 14.03.075](#) and other competency tests required by the department.
- (b) A charter school shall...
 - (1) keep financial records of the charter school;
 - (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;

- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
 - (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.
- (c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:
- (1) a description of the educational program;
 - (2) specific levels of achievement for the education program;
 - (3) admission policies and procedures;
 - (4) administrative policies;
 - (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
 - (6) the method by which the charter school will account for receipts and expenditures;
 - (7) the location and description of the facility;
 - (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
 - (9) the teacher-to-student ratio;
 - (10) the number of students served;
 - (11) the term of the contract, not to exceed a term of 10 years;
 - (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
 - (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
 - (14) other requirements or exemptions agreed upon by the charter school and the local school board.
- (d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

- (a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.
- (b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.
- (c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall

cooperate with the local school district or the department in complying with the requirements of [AS 14.17.910](#).

- (d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.265. Admission.

- (a) The program of a charter school may be designed to serve...
 - (1) students within an age group or grade level;
 - (2) students who will benefit from a particular teaching method or curriculum; or
 - (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.
- (b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.
- (c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

- (a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.
- (b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.
- (c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under [AS 44.62](#) (Administrative Procedure Act) necessary to implement [AS 14.03.250 - 14.03.290](#).

Sec. 14.03.290. Definitions.

In [AS 14.03.250 - 14.03.290](#),

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under [AS 14.03.250 - 14.03.290](#) that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

ALASKA ADMINISTRATIVE CODE

TITLE 4 EDUCATION & EARLY DEVELOPMENT JULY 2002 SUPPLEMENT INCLUDING REGISTERS 153 THROUGH 162

4 AAC 33.110. Charter schools

- (a) A local school board shall prescribe the application procedure described in [AS 14.03.250](#)
- (b) The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including
 - (1) a copy of the charter;
 - (2) a list of the members of the academic policy committee and their qualifications;
 - (3) the length of term of the charter;
 - (4) the charter school's bylaws;
 - (5) education programs to be offered at the charter school, including promotion and graduation requirements;
 - (6) a written instructional program that addresses academic standards, including the statewide student assessment system under [4 AAC 06.710 - 4 AAC 06.790](#);
 - (7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;
 - (8) plans for serving special education, vocational education, gifted, and bilingual students;
 - (9) written admissions procedures;
 - (10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
 - (11) a written administrative policy manual;
 - (12) a written budget summary and financial plan;
 - (13) a written plan for the charter school's facility;
 - (14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
 - (15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;
 - (16) any written collective bargaining contract with teachers or employees;
 - (17) the written termination clause that must appear in the contract between the charter school and the local school board; and
 - (18) proof of compliance with applicable law.
- (b) Repealed 3/31/2002.
- (c) Repealed 3/31/2002.
- (d) Repealed 3/31/2002.
- (e) Repealed 3/31/2002.
- (f) Repealed 3/31/2002.
- (g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this

section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

- (h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.
- (i) The State Board of Education and Early Development will approve an application for a charter school if the
 - (1) local school board has approved the application; and
 - (2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including [AS 14.03.250 - 14.03.290](#) and this section.
- (j) Repealed 3/31/2002.
- (k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.
- (l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under [AS 14.07.070](#).
- (m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.
- (n) Repealed 8/6/2004.
- (o) In this section,
 - (1) "charter school" has the meaning given that term in [AS 14.03.290](#);
 - (2) "commissioner" means the commissioner of education and early development;
 - (3) "department" means the Department of Education and Early Development;
 - (4) "local school board" has the meaning given that term in [AS 14.03.290](#).

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: [AS 14.03.250](#), [AS 14.03.280](#), [AS 14.07.020](#), [AS 14.07.060](#)

Editor's note: The address for mailing the application and decision described in [4 AAC 33.110\(g\)](#) is: Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, PO Box 110500, Juneau, Alaska 99811-0500.

As of Register 151 (October 1999), the regulations attorney made technical revisions under [AS 44.62.125 \(b\)\(6\)](#) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999a, and the corresponding title change of the commissioner of education.

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 5

◆ **ISSUE**

The board will be briefed on Alaska's current graduation requirements.

◆ **BACKGROUND**

- Currently, as prescribed in 4 AAC 06.875, Alaska students must earn at least 21 units of credit in order to receive a high school diploma, including four language arts credits, three social studies credits, two mathematics credits, two science credits, and one health/physical education credit.
- Other than a requirement that the three social studies credits include one-half credit in Alaska history, the completion of specific courses is not prescribed in regulation.
- Local school boards may require of their students more than the minimum number of credits prescribed in regulation, as well as require the completion of specific courses.
- Behind this cover memo are documents showing how Alaska compares with other states in terms of the credits required for graduation, as well as the number of credits currently required by Alaskan school districts.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary.

High School Graduation Requirements

State High School Graduation Requirements

Credits	Alaska Requires	Lower Number of Credits than Alaska	Same Number of Credits as Alaska	Higher Number of Credits than Alaska
Total	21	23 states	1 state	25 states
English	4	3 states	45 states	1 state
Mathematics	2	3 states	4 states	42 states
Social Studies	3	14 states	26 states	9 states
Science	2	19 states	5 states	25 states
Arts	0	NA	24 states	25 states
Health	.5	24 states	20 states	5 states
PE	.5	17 states	8 states	24 states
Foreign Language	0	NA	40 states	9 states

Alaska School District High School Graduation Requirements

Credits	# of Credits Required	Same # of Credits as Required	Higher # of Credits than Required
Total	21	8 districts	45 districts
English	4	52 districts	1 district
Mathematics	2	6 districts	47 districts
Social Studies	3	37 districts	16 districts
Science	2	17 districts	36 districts
Health/PE	1	14 districts	39 districts

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 6

◆ **ISSUE**

The board will consider approving a resolution urging passage of the Governor's Education Opportunity Act.

◆ **BACKGROUND**

- Among the department's statutory duties is to recommend plans to improve student performance. It is appropriate for the board, as head of the department, to consider resolutions that relate to such plans.
- The Governor has filed the Education Opportunity Act (companion bills SB 139 and HB 278) with the legislature for consideration this session.
- The bills would address a number of significant topics, including funding, charter schools, residential schools, student assessments, high school credits, and a Department of Labor & Workforce Development program that provides funds for vocational and technical education.
- The bills provide more funding for districts and residential schools and, potentially, for charter schools; promote family choice in regard to high school courses, assessments, charter schools, and residential schools; and promote readiness for careers and postsecondary education, including rural Alaska.
- A draft resolution, a summary of the Education Opportunity Act, and a copy of the bill are behind this cover memo.
- Commissioner Hanley will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will take place under Agenda Item 21K.

TALKING POINTS
GOVERNOR'S EDUCATION INITIATIVE
7 Components to Improve Education

1. Base Student Allocation (BSA) Increase

- FY 15 – Increase of \$85 per student to \$5,765
- FY 16 – Increase of \$58 per student to \$5,823
- FY 17 – Increase of \$58 per student to \$5,881
- This allocation is in addition to the 25M one time funding that has been included in the budget to offset energy and increased fixed costs.
- The proposed BSA increase recognizes that instructional costs have also gone up and that a modest increase will provide relief to school district budgets in support of delivering quality education to Alaska's students.

2. Repeal of Exit Exam

- Removes exit exam (HSGQE) that has outlived its usefulness. With more rigorous standards and other assessments in place, it is no longer needed.
- Provides choice of tools to inform students, parents, schools of readiness for college or career training. Currently, WorkKeys is required in 11th grade. This bill allows students to choose most relevant test; WorkKeys or the SAT, ACT.
- The savings from repealing the exit exam will cover one administration per high school student of his or her choice of the SAT or ACT (college-prep) or WorkKeys (career-prep).
- Because these assessments are used as qualifying assessments for the Alaska Performance Scholarship (APS), every high school student will have opportunity for his or her achievement to be evaluated for APS.
- Former students who have certificates of achievement will have opportunities to pass the exit exam until June 30, 2017, and gain a high school diploma.

3. Testing out for Credit

- This bill would require that a school district provide a high school student an opportunity to "test out" of a class and allow students to earn course credits in math, language arts, science, social studies, and world languages by demonstrating mastery of the content through a district-approved assessment. Credit would also apply to the Performance Scholarship.
- This allows students to advance at their own pace, using school time to add to their skills and knowledge. Some students will be able to complete high school early or earn additional credits toward college.

4. Tax Credits

- This credit incentivizes the private sector to partner with local school districts in two ways- 1) fund scholarships to students earning dual credits (high school and college credit) to defray costs of tuition, registration, course and textbook fees, and 2) for housing at residential schools (construction, maintenance or operations).

5. **Technical vocational education program (TVEP)**

- TVEP sunsets June 2014. This bill would extend that sunset until 2024. TVEP currently provides funds to identified educational institutions across Alaska for technical and vocational education (or CTE).
- The bill requires institutions receiving TVEP to offer courses that permit high school students to earn dual credit by requiring articulation agreements between the institution and at least one high school.

6. **Charter schools- Appeals and Funding clarification**

- Currently, charter school applicants have no recourse for reconsideration if denied by their local school board. This bill would require local school boards to put in writing approvals or denials of charter school applications, with relevant findings of fact and conclusions of law. A written decision by the local board creates a public record and promotes accountability.
- If denied, applicants may appeal to the commissioner. The commissioner may remand the appeal back to the local school board for further review, uphold the denial, or suggest approval. If approval is suggested, the application goes to the state board for review and consideration.
- This bill provides clarification of current language designed to fund charter schools in the same manner as other schools in a district. The clarifying language includes specific formulaic components of the BSA that a student generates. These include the special needs, career and technical instruction, pupil transportation components as well as the facilities component (construction and major maintenance) that specific schools generate. These funding provisions provide more clarity and financial stability for charter schools.

7. **Residential schools**

- Districts can only apply to open a new residential school that would be available for funding during open application periods. The bill would require that DEED open an annual application period.
- The bill would also increase the boarding to reflect basic understanding of actual costs to house and care for a student 24/7. This promotes the financial stability of such schools.

RESOLUTION OF THE STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT

In Support of the Governor's Education Opportunity Act

Resolution 02-2014

WHEREAS, the State Board of Education & Early Development is head of the Department of Education & Early Development, one of whose statutory duties is to recommend plans to improve student performance,

WHEREAS, the Education Opportunity Act would increase funding, provide families with more choice in education, and promote student readiness for careers and postsecondary education,

WHEREAS, the Education Opportunity Act would increase the base student funding in fiscal years 2015, 2016, and 2017, recognizing that districts' operating costs increase over time,

WHEREAS, the Education Opportunity Act would repeal the outdated High School Graduation Qualifying Exam and, instead, offer public school students state-funded administration of a college-admission or work-readiness assessment, which also may be used to qualify for an Alaska Performance Scholarship,

WHEREAS, the Education Opportunity Act would require districts to allow high school students to earn course credits in math, language arts, science, social studies, and world languages by passing a district-chosen assessment, so students can advance at their own pace and use their school time productively,

WHEREAS, the Education Opportunity Act would offer tax credits to companies to fund scholarships for high school students enrolled in dual-credit (postsecondary and high school) courses, and to fund housing costs at public residential schools,

WHEREAS, the Education Opportunity Act would extend for 10 years the state's Technical Vocational Education Program, which funds training programs that align with Alaskan industries' workforce needs, including rural Alaska,

WHEREAS, the Education Opportunity Act would require training programs that receive funds under the Technical Vocational Education Program to offer dual-credit (high school and postsecondary) courses,

WHEREAS, the Education Opportunity Act would require local school districts to put in writing approvals and denials of charter school applications, with relevant findings of fact and conclusions of law, thus providing a public record,

WHEREAS, the Education Opportunity Act would provide applicants for charter schools a state appeal process for local denials of charter applications,

WHEREAS, the Education Opportunity Act would clarify the components of state funding that districts must provide to charter schools, providing for equal treatment of schools,

WHEREAS, the Education Opportunity Act would require the department to open an application period for residential schools each year, providing a regular opportunity for districts to establish such schools, which increase educational opportunities for students, especially in rural Alaska,

WHEREAS, the Education Opportunity Act would increase state funding for room and board at residential schools, promoting the financial stability of such schools,

THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development, in its desire to improve student performance, supports passage of the Education Opportunity Act.

PASSED and APPROVED _____(Date)

Jim Merriner, Chair

On behalf of the State Board of Education and Early Development

SENATE BILL NO. 139

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-EIGHTH LEGISLATURE - SECOND SESSION

BY THE SENATE RULES COMMITTEE BY REQUEST OF THE GOVERNOR

Introduced: 1/24/14

Referred: Education, Finance

A BILL

FOR AN ACT ENTITLED

1 **"An Act increasing the base student allocation used in the formula for state funding of**
2 **public education; repealing the secondary student competency examination and related**
3 **requirements; relating to high school course credit earned through assessment; relating**
4 **to a college and career readiness assessment for secondary students; relating to charter**
5 **school application appeals and program budgets; relating to residential school**
6 **applications; increasing the stipend for boarding school students; extending**
7 **unemployment contributions for the Alaska technical and vocational education**
8 **program; relating to earning high school credit for completion of vocational education**
9 **courses offered by institutions receiving technical and vocational education program**
10 **funding; relating to education tax credits; making conforming amendments; and**
11 **providing for an effective date."**

12 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

1 * **Section 1.** AS 14.03 is amended by adding a new section to read:

2 **Sec. 14.03.073. Course credit earned through mastery of course content.**

3 (a) A school district shall provide a high school student with the opportunity to earn
4 credit for a course offered in the school in mathematics, language arts, science, social
5 studies, and world languages, if the student proves mastery of the course content
6 through a district-approved assessment. Course credit earned under this subsection
7 shall meet district and statewide requirements for graduation and the course credit
8 requirements of the Alaska performance scholarship program under AS 14.43.810 -
9 14.43.849.

10 (b) The board shall adopt regulations implementing this section.

11 * **Sec. 2.** AS 14.03.075 is repealed and reenacted to read:

12 **Sec. 14.03.075. College and career readiness assessment.** (a) A student may
13 not be issued a secondary school diploma unless the student takes a college and career
14 readiness assessment or receives a waiver from the governing body.

15 (b) A student who fails to qualify for the issuance of a diploma under (a) of
16 this section by the end of the student's final semester of attendance, but who has met
17 all other graduation requirements of a governing body and the state, shall be awarded a
18 certificate of achievement.

19 (c) The department shall provide funding for the fee for a single
20 administration of a college and career readiness assessment for each secondary student
21 within two years of the student's expected graduation.

22 (d) In this section, "college and career readiness assessment" means the SAT,
23 ACT, or WorkKeys assessment.

24 * **Sec. 3.** AS 14.03.078 is amended to read:

25 **Sec. 14.03.078. Report.** The department shall provide to the legislature by
26 February 15 of each year an annual report regarding the progress of each school and
27 school district toward high academic performance by all students. The report required
28 under this section must include

29 (1) information described under AS 14.03.120(d);

30 (2) [THE NUMBER AND PERCENTAGE OF STUDENTS IN
31 EACH SCHOOL WHO PASS THE EXAMINATION REQUIRED UNDER

1 AS 14.03.075, AND THE NUMBER WHO PASS EACH SECTION OF THE
2 EXAMINATION;

3 (3)] progress of the department

4 (A) toward implementing the school accountability provisions
5 of AS 14.03.123; and

6 (B) in assisting high schools to become accredited;

7 (3) [(4)] a description of the resources provided to each school and
8 school district for coordinated school improvement activities and staff training in each
9 school and school district;

10 (4) [(5)] each school district's and each school's progress in aligning
11 curriculum with state education performance standards;

12 (5) [(6)] a description of the efforts by the department to assist a public
13 school **or district** that receives a **low performance** designation **under AS 14.03.123**
14 [OF DEFICIENT OR IN CRISIS];

15 (6) [(7)] a description of intervention efforts by each school district
16 and school for students who are not meeting state performance standards; **and**

17 (7) [(8)] the number and percentage of turnover in certificated
18 personnel and superintendents [;

19 (9) THE NUMBER OF TEACHERS BY DISTRICT AND BY
20 SCHOOL WHO ARE TEACHING OUTSIDE THE TEACHER'S AREA OF
21 ENDORSEMENT BUT IN AREAS TESTED BY THE HIGH SCHOOL
22 COMPETENCY EXAMINATION].

23 * **Sec. 4.** AS 14.03.120(d) is amended to read:

24 (d) Annually, before the date set by the district under (e) of this section, each
25 public school shall deliver to the department for posting on the department's Internet
26 website and provide, in a public meeting of parents, students, and community
27 members, a report on the school's performance and the performance of the school's
28 students. The report shall be prepared on a form prescribed by the department and
29 must include

30 (1) information on accreditation;

31 (2) results of norm-referenced achievement tests;

1 (3) results of state standards-based assessments in reading, writing, and
2 mathematics;

3 (4) a description, including quantitative and qualitative measures, of
4 student, parent, community, and business involvement in student learning;

5 (5) a description of the school's attendance, retention, dropout, and
6 graduation rates [, INCLUDING THE NUMBER AND PERCENTAGE OF
7 STUDENTS WHO RECEIVED A DIPLOMA UNDER A WAIVER FROM THE
8 COMPETENCY EXAMINATION REQUIRED UNDER AS 14.03.075(a),] as
9 specified by the state board;

10 (6) the annual percent of enrollment change, regardless of reason, and
11 the annual percent of enrollment change due to student transfers into and out of the
12 school district;

13 (7) if Native language education is provided, a summary and
14 evaluation of the curriculum described in AS 14.30.420;

15 (8) [THE NUMBER AND PERCENTAGE OF STUDENTS IN
16 EACH SCHOOL WHO TAKE AND WHO SUCCESSFULLY COMPLETE AN
17 ALTERNATIVE ASSESSMENT PROGRAM IN READING, ENGLISH, OR
18 MATHEMATICS; AND THE NUMBER AND PERCENTAGE OF PUPILS IN
19 EACH SCHOOL WHO SUCCESSFULLY COMPLETE THE ALTERNATIVE
20 ASSESSMENT PROGRAM BUT WHO DO NOT REACH THE STATE
21 PERFORMANCE STANDARDS AT THE COMPETENCY EXAM LEVEL IN
22 READING, ENGLISH, OR MATHEMATICS; A SCHOOL MAY NOT REPORT
23 RESULTS UNDER THIS PARAGRAPH UNLESS THE SCHOOL COMPLIES
24 WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY
25 REQUIREMENTS OF 34 C.F.R. 99;

26 (9)] the performance designation assigned the school under
27 AS 14.03.123 and the methodology used to assign the performance designation,
28 including the measures used and their relative weights; and

29 (9) [(10)] other information concerning school performance and the
30 performance of the school's students as required by the state board in regulation.

31 * Sec. 5. AS 14.03.123(f) is amended to read:

1 (f) In the accountability system for schools and districts required by this
2 section, the department shall

3 (1) implement 20 U.S.C. 6301 - 7941 (Elementary and Secondary
4 Education Act of 1965), as amended;

5 (2) implement state criteria and priorities for accountability including
6 the use of

7 (A) measures of student performance on standards-based
8 assessments in language arts [READING, WRITING,] and mathematics [,
9 AND INCLUDING COMPETENCY TESTS REQUIRED UNDER
10 AS 14.03.075];

11 (B) measures of student improvement; and

12 (C) other measures identified that are indicators of student
13 success and achievement; and

14 (3) to the extent practicable, minimize the administrative burden on
15 districts.

16 * **Sec. 6.** AS 14.03.250 is repealed and reenacted to read:

17 **Sec. 14.03.250. Application for charter school.** (a) A local school board shall
18 prescribe an application procedure for the establishment of a charter school in that
19 school district. The application procedure must include provisions for an academic
20 policy committee consisting of parents of students attending the school, teachers, and
21 school employees and a proposed form for a contract between a charter school and the
22 local school board, setting out the contract elements required under AS 14.03.255(c).

23 (b) The decision of the local school board approving or denying the
24 application for a charter school must be in writing and must include all relevant
25 findings of fact and conclusions of law.

26 (c) If the local school board approves an application for a charter school, the
27 local school board shall forward the application to the state board for review and
28 approval.

29 (d) If the local school board denies an application for a charter school, the
30 applicant may appeal the denial to the commissioner. The appeal to the commissioner
31 shall be filed not later than 60 days after the local school board issues its written

1 decision of denial. The commissioner shall review the local school board's decision to
 2 determine whether the findings of fact are supported by substantial evidence and
 3 whether the decision is contrary to law. A decision of the commissioner upholding the
 4 denial by the local school board is a final decision not subject to appeal to the state
 5 board.

6 (e) If the commissioner approves a charter school application, the
 7 commissioner shall forward the application to the state board for review and approval.
 8 The application shall be forwarded not later than 30 days after the commissioner
 9 issues a written decision. The state board shall exercise independent judgment in
 10 evaluating the application.

11 * **Sec. 7.** AS 14.03 is amended by adding a new section to read:

12 **Sec. 14.03.253. Charter school application appeal to commissioner.** In an
 13 appeal to the commissioner under AS 14.03.250, the commissioner shall review the
 14 record before the local school board. The commissioner may request written
 15 supplementation of the record from the applicant or the local school board. The
 16 commissioner may

- 17 (1) remand the appeal to the local school board for further review;
 18 (2) approve the charter school application and forward the application
 19 to the state board with or without added conditions; or
 20 (3) uphold the decision denying the application for the charter school.

21 * **Sec. 8.** AS 14.03.255(a) is amended to read:

22 (a) A charter school operates as a school in the local school district except that
 23 the charter school (1) is exempt from the local school district's textbook, program,
 24 curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the
 25 principal of the charter school shall be selected by the academic policy committee and
 26 shall select, appoint, or otherwise supervise employees of the charter school; and (3)
 27 operates under the charter school's annual program budget as set out in the contract
 28 between the local school board and the charter school under (c) of this section. A local
 29 school board may exempt a charter school from other local school district
 30 requirements if the exemption is set out in the contract. A charter school is subject to
 31 [SECONDARY SCHOOL COMPETENCY TESTING AS PROVIDED IN

1 AS 14.03.075 AND OTHER COMPETENCY] tests required by the department.

2 * **Sec. 9.** AS 14.03.260(a) is amended to read:

3 (a) A local school board shall provide an approved charter school with an
 4 annual program budget. The budget shall be not less than the amount generated by the
 5 students enrolled in the charter school less administrative costs retained by the local
 6 school district, determined by applying the indirect cost rate approved by the
 7 Department of Education and Early Development. The "amount generated by students
 8 enrolled in the charter school" is to be determined in the same manner as it would be
 9 for a student enrolled in another public school in that school district **and includes**
 10 **funds generated by special needs under AS 14.17.420(a)(1), secondary school**
 11 **vocational and technical instruction under AS 14.17.420(a)(3), and pupil**
 12 **transportation under AS 14.09.010. A school district shall direct state aid under**
 13 **AS 14.11 for the construction or major maintenance of a charter school facility to**
 14 **the charter school that generated the state aid, subject to the same terms and**
 15 **conditions that apply to state aid under AS 14.11 for construction or major**
 16 **maintenance of a school facility that is not a charter school.**

17 * **Sec. 10.** AS 14.07.165 is amended to read:

18 **Sec. 14.07.165. Duties.** The board shall adopt

- 19 (1) statewide goals and require each governing body to adopt written
 20 goals that are consistent with local needs;
- 21 (2) regulations regarding the application for and award of grants under
 22 AS 14.03.125;
- 23 (3) regulations implementing provisions of AS 14.11.014(b);
- 24 (4) regulations requiring approval by the board before a charter school,
 25 state boarding school, or a public school may provide domiciliary services;
- 26 (5) regulations implementing the **college and career readiness**
 27 **assessment** [SECONDARY SCHOOL STUDENT COMPETENCY
 28 EXAMINATION] provisions of AS 14.03.075 **and providing for the needs of a**
 29 **student who is a child with a disability and setting standards for a waiver under**
 30 **AS 14.03.075; the regulations may address the conditions, criteria, procedure,**
 31 **and scheduling of the assessment** [, INCLUDING THE CRITERIA AND

1 PROCEDURE UNDER WHICH A GOVERNING BODY USES A WAIVER TO
 2 GRANT A DIPLOMA TO A STUDENT; CRITERIA REGARDING GRANTING A
 3 WAIVER MUST INCLUDE PROVISIONS THAT A WAIVER MAY ONLY BE
 4 GRANTED FOR STUDENTS WHO ENTER THE SYSTEM LATE OR HAVE
 5 RARE OR UNUSUAL CIRCUMSTANCES MERITING A WAIVER].

6 * **Sec. 11.** AS 14.07.165 is amended by adding a new subsection to read:

7 (b) In this section, "child with a disability" has the meaning given in
 8 AS 14.30.350.

9 * **Sec. 12.** AS 14.16 is amended by adding a new section to article 2 to read:

10 **Sec. 14.16.100. Application for residential school.** A school district shall
 11 apply to the department for approval to establish and operate a statewide or district-
 12 wide residential school. The department shall accept applications during an open
 13 application period conducted annually. A period of open application in itself does not
 14 indicate that the department will approve the establishment of a new residential
 15 school.

16 * **Sec. 13.** AS 14.16.200(b) is amended to read:

17 (b) Costs that may be claimed by a district for reimbursement under (a) of this
 18 section are

19 (1) one round trip on the least expensive means of transportation
 20 between the student's community of residence and the school during the school year if
 21 the district expends money for the trip; and

22 (2) a per-pupil monthly stipend to cover room and board expenses as
 23 determined by the department on a regional basis and not to exceed the following
 24 amounts:

25 (A) for the Southeast Region (Region I), \$1,230 [\$820];

26 (B) for the Southcentral Region (Region II), \$1,200 [\$800];

27 (C) for the Interior Region (Region III), \$1,452 [\$968];

28 (D) for the Southwest Region (Region IV), \$1,509 [\$1,006];

29 (E) for the Northern Remote Region (Region V), \$1,776

30 [\$1,184].

31 * **Sec. 14.** AS 14.17.470 is amended to read:

1 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,765
2 [\$5,680].

3 * **Sec. 15.** AS 14.17.470, as amended by sec. 14 of this Act, is amended to read:

4 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,823
5 [\$5,765].

6 * **Sec. 16.** AS 14.17.470, as amended by secs. 14 and 15 of this Act, is amended to read:

7 **Sec. 14.17.470. Base student allocation.** The base student allocation is \$5,881
8 [\$5,823].

9 * **Sec. 17.** AS 23.15.835(d) is amended to read:

10 (d) Notwithstanding AS 23.15.840(a), for the fiscal years ending June 30,
11 2009, through June 30, 2024 [2014], the money collected under this section or
12 otherwise appropriated to the Alaska Workforce Investment Board, formerly known as
13 the Alaska Human Resource Investment Council, shall be allocated directly in the
14 following percentages to the following institutions for programs consistent with
15 AS 23.15.820 - 23.15.850 and capital improvements:

16 University of Alaska	45 percent
17 University of Alaska Southeast	5 percent
18 Galena Project Education Vocational Training Center	4 percent
19 Kotzebue Technical Center	9 percent
20 Alaska Vocational Technical Center	17 percent
21 Northwestern Alaska Career and Technical Center	3 percent
22 Southwest Alaska Vocational and Education Center	3 percent
23 Yuut Elitnaurviat, Inc. People's Learning Center	9 percent
24 Delta Career Advancement Center	3 percent
25 New Frontier Vocational Technical Center	2 percent

26 * **Sec. 18.** AS 23.15.835(e) is amended to read:

27 (e) The institutions receiving funding under (d) of this section shall provide an
28 expenditure and performance report to the department by November 1 of each year
29 that includes the

30 (1) percentage of former participants in the program who have jobs
31 one year after leaving the program;

1 (2) median wage of former participants seven to 12 months after
2 leaving the program;

3 (3) percentage of former participants who were employed after leaving
4 the program who received training under the program that was related or somewhat
5 related to the former participants' jobs seven to 12 months after leaving the program;

6 (4) percentage of former participants who indicate some level of
7 satisfaction with the training received under the program; [AND]

8 (5) percentage of employers who indicate satisfaction with the services
9 provided through the program;

10 **(6) description of each vocational education course funded through**
11 **the allocation set out in (d) of this section that permits high school students to**
12 **earn dual credit upon course completion, and the number of high school students**
13 **who earned dual credit in the past year; and**

14 **(7) copy of any articulation agreement established under (g) of this**
15 **section that either was in effect for the prior year or is in process for the next**
16 **year of funding, and the number of high school students who earned dual credit**
17 **under each articulation agreement.**

18 * **Sec. 19.** AS 23.15.835 is amended by adding new subsections to read:

19 (g) The institutions receiving funding under (d) of this section shall establish
20 and maintain at least one articulation agreement under which dual credit may be
21 earned by high school students upon completion of a vocational education course.

22 (h) An institution's failure to comply with (e) or (g) of this section shall result
23 in a withholding penalty of 20 percent of the funding allocated under (d) of this
24 section in the following year.

25 * **Sec. 20.** AS 23.15.850 is amended by adding new paragraphs to read:

26 (3) "articulation agreement" means a dual-credit partnership between a
27 school district and an institution receiving financing under AS 23.15.835(d) that
28 describes vocational education courses, student eligibility, course location, academic
29 policies, student support services, transcribing of credit, funding, and other items
30 required by the partnering institutions;

31 (4) "dual credit" means simultaneous high school credit and credit

1 towards a career or vocational certification.

2 * **Sec. 21.** AS 43.20.014(a) is amended to read:

3 (a) A taxpayer is allowed a credit against the tax due under this chapter for
4 cash contributions accepted for

5 (1) direct instruction, research, and educational support purposes,
6 including library and museum acquisitions, and contributions to endowment, by an
7 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
8 four-year college accredited by a regional accreditation association;

9 (2) secondary school level vocational education courses, programs, and
10 facilities by a school district in the state;

11 (3) vocational education courses, programs, and facilities by a state-
12 operated vocational technical education and training school;

13 (4) a facility or an annual intercollegiate sports tournament by a
14 nonprofit, public or private, Alaska two-year or four-year college accredited by a
15 regional accreditation association;

16 (5) Alaska Native cultural or heritage programs and educational
17 support, including mentoring and tutoring, provided by a nonprofit agency for public
18 school staff and for students who are in grades kindergarten through 12 in the state;

19 (6) education, research, rehabilitation, and facilities by an institution
20 that is located in the state and that qualifies as a coastal ecosystem learning center
21 under the Coastal America Partnership established by the federal government; [AND]

22 (7) the Alaska higher education investment fund under AS 37.14.750;

23 **(8) the funding of a scholarship awarded by a nonprofit**
24 **organization to a dual-credit student to defray the cost of tuition, registration,**
25 **course, and textbook fees; and**

26 **(9) the construction, operation, or maintenance of a residential**
27 **housing facility by a residential school approved by the Department of Education**
28 **and Early Development under AS 14.16.200.**

29 * **Sec. 22.** AS 43.20.014(a), as that subsection read following amendment by sec.14, ch. 92,
30 SLA 2010, until amended by sec. 21, ch. 74, SLA 2012, is amended to read:

31 (a) A taxpayer is allowed a credit against the tax due under this chapter for

1 cash contributions accepted

2 (1) for direct instruction, research, and educational support purposes,
3 including library and museum acquisitions, and contributions to endowment, by an
4 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
5 four-year college accredited by a regional accreditation association;

6 (2) for secondary school level vocational education courses and
7 programs by a school district in the state;

8 (3) by a state-operated vocational technical education and training
9 school; [AND]

10 (4) for the Alaska higher education investment fund under
11 AS 37.14.750;

12 **(5) for the funding of a scholarship awarded by a nonprofit**
13 **organization to a dual-credit student to defray the cost of tuition, registration,**
14 **course, and textbook fees; and**

15 **(6) for the construction, operation, or maintenance of a residential**
16 **housing facility by a residential school approved by the Department of Education**
17 **and Early Development under AS 14.16.200.**

18 * Sec. 23. AS 43.20.014(f) is amended by adding new paragraphs to read:

19 (3) "dual-credit student" means a secondary level student in the state
20 who simultaneously earns college and high school credit for a course;

21 (4) "nonprofit organization" means a charitable or educational
22 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)
23 (Internal Revenue Code).

24 * Sec. 24. AS 43.65.018(a) is amended to read:

25 (a) A person engaged in the business of mining in the state is allowed a credit
26 against the tax due under this chapter for cash contributions accepted for

27 (1) direct instruction, research, and educational support purposes,
28 including library and museum acquisitions, and contributions to endowment, by an
29 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
30 four-year college accredited by a regional accreditation association;

31 (2) secondary school level vocational education courses, programs, and

1 facilities by a school district in the state;

2 (3) vocational education courses, programs, and facilities by a state-
3 operated vocational technical education and training school;

4 (4) a facility or an annual intercollegiate sports tournament by a
5 nonprofit, public or private, Alaska two-year or four-year college accredited by a
6 regional accreditation association;

7 (5) Alaska Native cultural or heritage programs and educational
8 support, including mentoring and tutoring, provided by a nonprofit agency for public
9 school staff and for students who are in grades kindergarten through 12 in the state;

10 (6) education, research, rehabilitation, and facilities by an institution
11 that is located in the state and that qualifies as a coastal ecosystem learning center
12 under the Coastal America Partnership established by the federal government; [AND]

13 (7) the Alaska higher education investment fund under AS 37.14.750;

14 **(8) the funding of a scholarship awarded by a nonprofit**
15 **organization to a dual-credit student to defray the cost of tuition, registration,**
16 **course, and textbook fees; and**

17 **(9) the construction, operation, or maintenance of a residential**
18 **housing facility by a residential school approved by the Department of Education**
19 **and Early Development under AS 14.16.200.**

20 * Sec. 25. AS 43.65.018(a), as that subsection read following amendment by sec. 35, ch. 92,
21 SLA 2010, until amended by sec. 21, ch. 74, SLA 2012, is amended to read:

22 (a) A person engaged in the business of mining in the state is allowed a credit
23 against the tax due under this chapter for cash contributions accepted

24 (1) for direct instruction, research, and educational support purposes,
25 including library and museum acquisitions, and contributions to endowment, by an
26 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
27 four-year college accredited by a regional accreditation association;

28 (2) for secondary school level vocational education courses and
29 programs by a school district in the state;

30 (3) by a state-operated vocational technical education and training
31 school; [AND]

1 (4) for the Alaska higher education investment fund under
2 AS 37.14.750;

3 (5) for the funding of a scholarship awarded by a nonprofit
4 organization to a dual-credit student to defray the cost of tuition, registration,
5 course, and textbook fees; and

6 (6) for the construction, operation, or maintenance of a residential
7 housing facility by a residential school approved by the Department of Education
8 and Early Development under AS 14.16.200.

9 * Sec. 26. AS 43.65.018(f) is amended by adding new paragraphs to read:

10 (3) "dual-credit student" means a secondary level student in the state
11 who simultaneously earns college and high school credit for a course;

12 (4) "nonprofit organization" means a charitable or educational
13 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)
14 (Internal Revenue Code).

15 * Sec. 27. AS 43.75.018 is amended to read:

16 (a) A person engaged in a fisheries business is allowed a credit against the tax
17 due under this chapter for cash contributions accepted for

18 (1) direct instruction, research, and educational support purposes,
19 including library and museum acquisitions, and contributions to endowment, by an
20 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
21 four-year college accredited by a regional accreditation association;

22 (2) secondary school level vocational education courses, programs, and
23 facilities by a school district in the state;

24 (3) vocational education courses, programs, and facilities by a state-
25 operated vocational technical education and training school;

26 (4) a facility or an annual intercollegiate sports tournament by a
27 nonprofit, public or private, Alaska two-year or four-year college accredited by a
28 regional accreditation association;

29 (5) Alaska Native cultural or heritage programs and educational
30 support, including mentoring and tutoring, provided by a nonprofit agency for public
31 school staff and for students who are in grades kindergarten through 12 in the state;

1 (6) education, research, rehabilitation, and facilities by an institution
 2 that is located in the state and that qualifies as a coastal ecosystem learning center
 3 under the Coastal America Partnership established by the federal government; [AND]

4 (7) the Alaska higher education investment fund under AS 37.14.750;

5 **(8) the funding of a scholarship awarded by a nonprofit**
 6 **organization to a dual-credit student to defray the cost of tuition, registration,**
 7 **course, and textbook fees; and**

8 **(9) the construction, operation, or maintenance of a residential**
 9 **housing facility by a residential school approved by the Department of Education**
 10 **and Early Development under AS 14.16.200.**

11 * Sec. 28. AS 43.75.018(a), as that subsection read following amendment by sec. 42, ch. 92,
 12 SLA 2010, until amended by sec. 23, ch. 74, SLA 2012, is amended to read:

13 (a) A person engaged in a fisheries business is allowed a credit against the tax
 14 due under this chapter for cash contributions accepted

15 (1) for direct instruction, research, and educational support purposes,
 16 including library and museum acquisitions, and contributions to endowment, by an
 17 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
 18 four-year college accredited by a regional accreditation association;

19 (2) for secondary school level vocational education courses and
 20 programs by a school district in the state;

21 (3) by a state-operated vocational technical education and training
 22 school; [AND]

23 (4) for the Alaska higher education investment fund under
 24 AS 37.14.750;

25 **(5) for the funding of a scholarship awarded by a nonprofit**
 26 **organization to a dual-credit student to defray the cost of tuition, registration,**
 27 **course, and textbook fees; and**

28 **(6) for the construction, operation, or maintenance of a residential**
 29 **housing facility by a residential school approved by the Department of Education**
 30 **and Early Development under AS 14.16.200.**

31 * Sec. 29. AS 43.75.018 is amended by adding new paragraphs to read:

1 (3) "dual-credit student" means a secondary level student in the state
2 who simultaneously earns college and high school credit for a course;

3 (4) "nonprofit organization" means a charitable or educational
4 organization in the state that is exempt from taxation under 26 U.S.C. 501(c)(3)
5 (Internal Revenue Code).

6 * **Sec. 30.** AS 43.77.045(a) is amended to read:

7 (a) In addition to the credit allowed under AS 43.77.040, a person engaged in
8 a floating fisheries business is allowed a credit against the tax due under this chapter
9 for cash contributions accepted for

10 (1) direct instruction, research, and educational support purposes,
11 including library and museum acquisitions, and contributions to endowment, by an
12 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
13 four-year college accredited by a regional accreditation association;

14 (2) secondary school level vocational education courses, programs, and
15 facilities by a school district in the state;

16 (3) vocational education courses, programs, and facilities by a state-
17 operated vocational technical education and training school;

18 (4) a facility or an annual intercollegiate sports tournament by a
19 nonprofit, public or private, Alaska two-year or four-year college accredited by a
20 regional accreditation association;

21 (5) Alaska Native cultural or heritage programs and educational
22 support, including mentoring and tutoring, provided by a nonprofit agency for public
23 school staff and for students who are in grades kindergarten through 12 in the state;

24 (6) education, research, rehabilitation, and facilities by an institution
25 that is located in the state and that qualifies as a coastal ecosystem learning center
26 under the Coastal America Partnership established by the federal government; [AND]

27 (7) the Alaska higher education investment fund under AS 37.14.750;

28 (8) the funding of a scholarship awarded by a nonprofit
29 organization to a dual-credit student to defray the cost of tuition, registration,
30 course, and textbook fees; and

31 (9) the construction, operation, or maintenance of a residential

1 **housing facility by a residential school approved by the Department of Education**
 2 **and Early Development under AS 14.16.200.**

3 * **Sec. 31.** AS 43.77.045(a), as that subsection read following amendment by sec. 49, ch. 92,
 4 SLA 2010, until amended by sec. 25, ch. 74, SLA 2012, is amended to read:

5 (a) In addition to the credit allowed under AS 43.77.040, a person engaged in
 6 a floating fisheries business is allowed a credit against the tax due under this chapter
 7 for cash contributions accepted

8 (1) for direct instruction, research, and educational support purposes,
 9 including library and museum acquisitions, and contributions to endowment, by an
 10 Alaska university foundation or by a nonprofit, public or private, Alaska two-year or
 11 four-year college accredited by a regional accreditation association;

12 (2) for secondary school level vocational education courses and
 13 programs by a school district in the state;

14 (3) by a state-operated vocational technical education and training
 15 school; [AND]

16 (4) for the Alaska higher education investment fund under
 17 AS 37.14.750;

18 **(5) for the funding of a scholarship awarded by a nonprofit**
 19 **organization to a dual-credit student to defray the cost of tuition, registration,**
 20 **course, and textbook fees; and**

21 **(6) for the construction, operation, or maintenance of a residential**
 22 **housing facility by a residential school approved by the Department of Education**
 23 **and Early Development under AS 14.16.200.**

24 * **Sec. 32.** AS 43.77.045(f) is amended by adding new paragraphs to read:

25 (3) "dual-credit student" means a secondary level student in the state
 26 who simultaneously earns college and high school credit for a course;

27 (4) "nonprofit organization" means a charitable or educational
 28 organization in the state that is exempt from taxation under 26 U.S.C 501(c)(3)
 29 (Internal Revenue Code).

30 * **Sec. 33.** The uncodified law of the State of Alaska is amended by adding a new section to
 31 read:

1 TRANSITION: STUDENT TESTING IN PROGRESS. Until June 30, 2017, a school
2 district shall continue to administer the competency examination under former AS 14.03.075,
3 and the regulations adopted under former AS 14.03.075, in effect on August 31, 2014, to a
4 student who seeks to qualify for a secondary school diploma under former AS 14.03.075, as it
5 read on August 31, 2014.

6 * **Sec. 34.** The uncodified law of the State of Alaska is amended by adding a new section to
7 read:

8 TRANSITION: CHARTER SCHOOL APPLICATIONS. Sections 6 and 7 of this Act
9 apply to charter school applications filed with a local school board on or after September 1,
10 2014.

11 * **Sec. 35.** The uncodified law of the State of Alaska is amended by adding a new section to
12 read:

13 TRANSITION: REGULATIONS. The Department of Education and Early
14 Development, the Department of Labor and Workforce Development, and the Department of
15 Revenue may proceed to adopt regulations necessary to implement their respective changes
16 made by this Act. The regulations take effect under AS 44.62 (Administrative Procedure Act),
17 but not before the effective date of the relevant provision of this Act implemented by the
18 regulation.

19 * **Sec. 36.** Sections 17 and 35 of this Act take effect immediately under AS 01.10.070(c).

20 * **Sec. 37.** Section 14 of this Act takes effect July 1, 2014.

21 * **Sec. 38.** Sections 1, 15, and 18 - 20 of this Act take effect July 1, 2015.

22 * **Sec. 39.** Section 16 of this Act takes effect July 1, 2016.

23 * **Sec. 40.** Sections 22, 25, 28, and 31 of this Act take effect January 1, 2021.

24 * **Sec. 41.** Except as provided in secs. 36 - 40 of this Act, this Act takes effect September 1,
25 2014.

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7A

◆ **ISSUE**

The board is being asked to open a period of public comment on amendments to regulations related 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. 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 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 12th-graders for whom a school is held accountable for the college and career readiness indicator in ASPI;
 - The date used for determining the 11th-graders for whom a school is held accountable for WorkKeys/ACT/SAT scores 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.

- A PowerPoint presentation detailing the proposed amendments and the proposed regulations can be found behind this cover memo.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

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

Proposed Amendments to School Accountability Regulations



Background

- Alaska's flexibility waiver from elements of the Elementary & Secondary Education Act (ESEA) was approved on May 20, 2013
- Board approved new school accountability regulations in June 2013
- Created the Alaska School Performance Index (ASPI)
- All schools receive rating of 1 – 5 stars

Why proposed changes?

- Feedback/response from districts and schools
- Lessons learned having now implemented new system
- Increase clarity
- Fine-tune system for transparency and accountability

Nature of amendments

- **Technical**
 - “Clean-up”
- **Substantive**
 - A different method than what was originally proposed
 - Result in a different outcome than what was originally proposed

Alternative Schools

- Substantive change
- Page 2; Section 06.812(b)(3)
- Page 4; Section 06.812(c)(3)(B)
- Page 6; Section 06.812(c)(4)(B)
- Page 9; Section 06.812(c)(7)(B)
- Page 14; Section 06.899(24)

What prompted the change?

What steps did EED take?

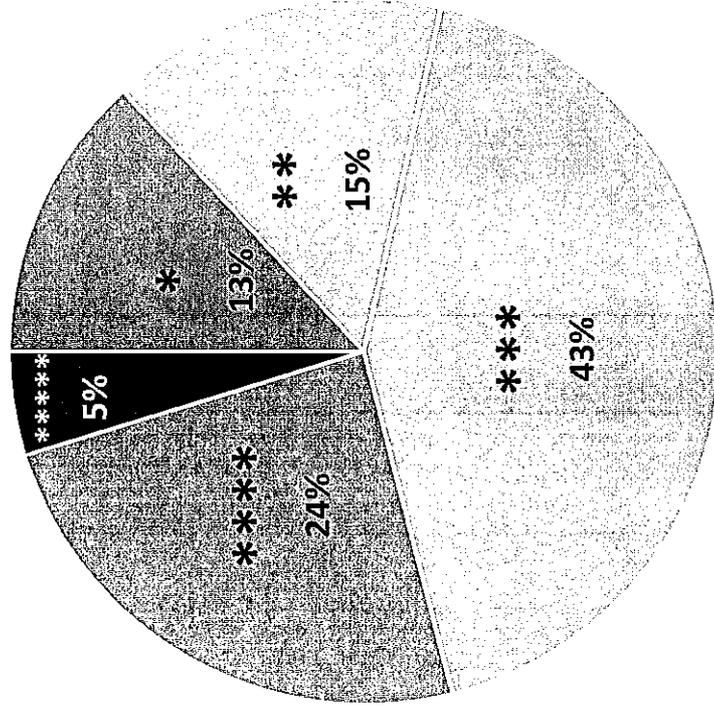
What definition applies?

- 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.

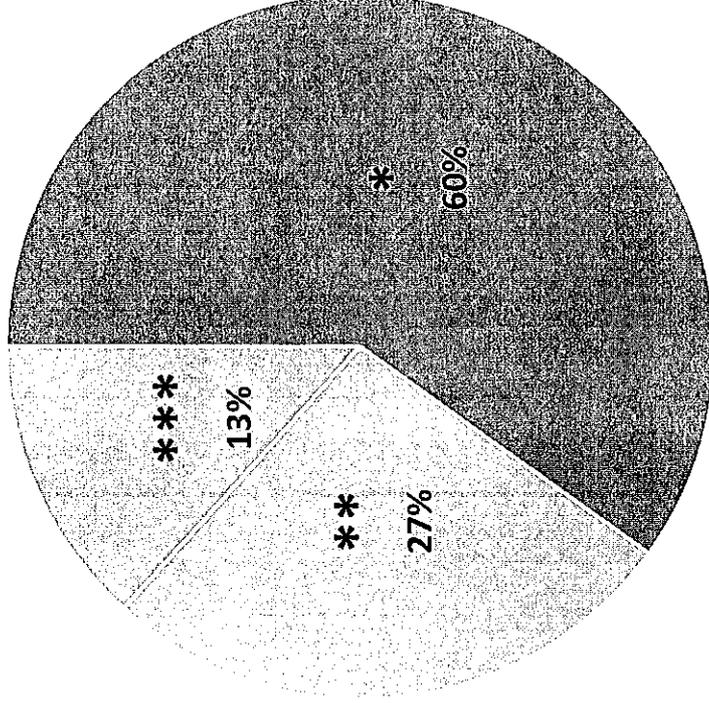
What data inform the change?

Current Distribution of Star Ratings

Non-Alternative Schools



Alternative Schools



Schools with Grade 12, 2012-2013

What are the proposed changes?

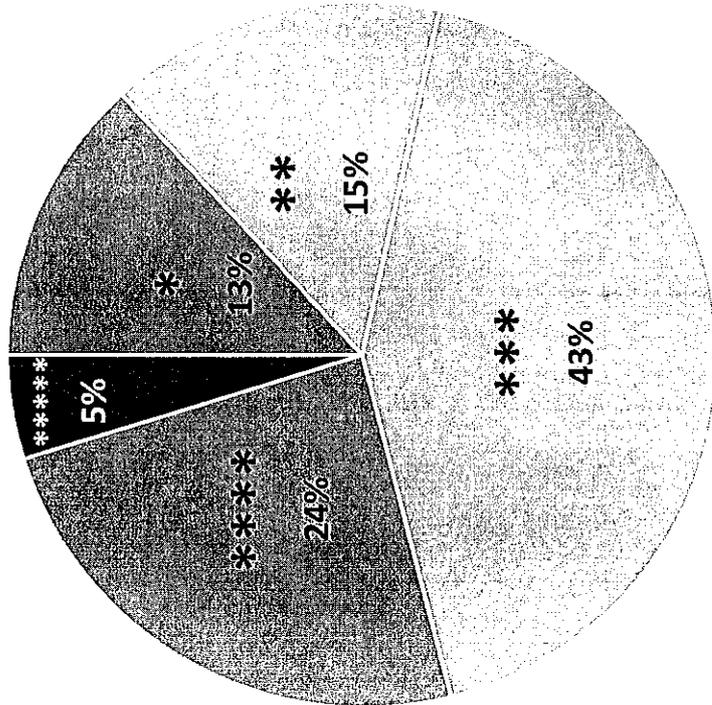
- Decrease the weighting of Academic Achievement from 20% to 10% of the index for grades 9 - 12
- Increase School Progress weighting from 40% to 50% of the index for grades 9 – 12
- Adjust Graduation Rate points to reduce the percent of graduates needed for the corresponding ASPI points
- Adjust Attendance Rate to reduce the attendance rate needed for the corresponding ASPI points
- Adjust WorkKeys participation rate to reduce the participation rate needed for the corresponding ASPI points

Effects on Alternative Schools

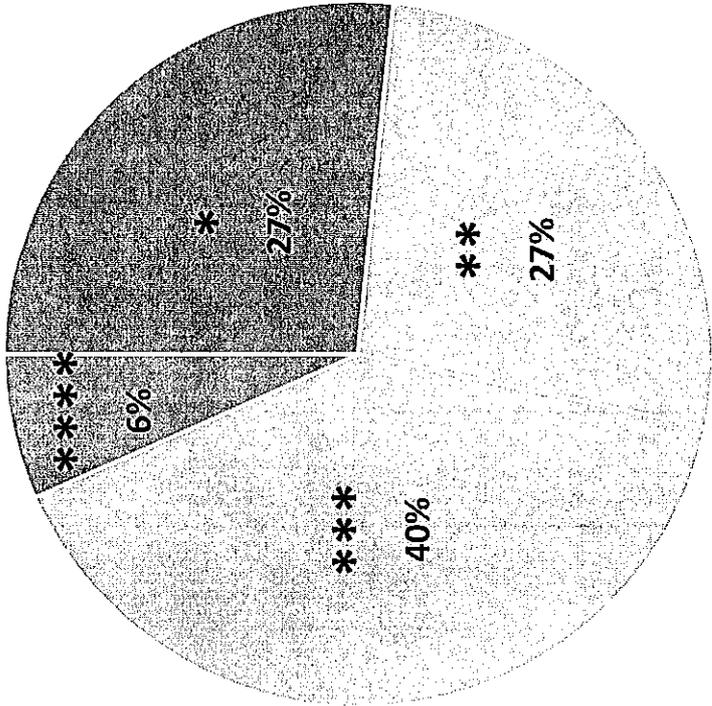
- ASPI points increased for all schools.
- Star ratings increased for 9 of the 15 alternative schools under the proposed changes.
- 2 schools increased two stars.
- There would still be no five-star schools, plus 1 four-star school.
- 4 schools remained at one star; however, 2 of these schools were within two points of reaching two stars.

Distribution of Star Ratings with Proposed Regulation Changes

Non-Alternative Schools



Alternative Schools



Schools with Grade 12, 2012-2013

Graduation Rate & Small Schools

- Substantive changes
- Pages 7 and 8 of regulations; Section 06.812(c) – new section (5)
 - Use up to 3 years of aggregated data to reach cohort size of at least 7 students
- Page 10 of regulations; Section 06.825(c)
 - Allows small school with 10 or fewer students in graduation cohort to meet graduation rate target if all but one student graduates

ACT/SAT/WorkKeys Scores & 12th Graders

- Substantive change
- Page 8 of regulations; Section 06.812(c)(6)
- Changes student enrollment date used to determine the 12th graders for whom a school will be held accountable for the college and career readiness component of ASPI
- Changes date from October 1 to the 1st day of SBA testing in April

WorkKeys Participation & 11th Graders

- Substantive change
- Page 8 of regulations; Section 06.812(c)(7)
- Changes student enrollment date used to determine the 11th graders for whom a school will be held accountable for WorkKeys participation as part of the college and career component of ASPI
- Changes date from the 1st day of WorkKeys testing to October 1

School Improvement Plans

- Substantive change
- Page 11 of regulations; Section 06.845(a)(2)
 - Removes requirement for 4- and 5-star school to complete a school improvement plan if there is a decline in the growth & proficiency index for one or more subgroup
- Page 12 of regulations; Section 06.845(b)
- Page 13 of regulations; Section 06.845(d)
 - Permits 4- and 5- star schools to complete school improvement plan focused only on the specific area needing improvement, rather than using the comprehensive STEPP planning tool

Notification Date for ASPI scores & star rating

- Substantive change
- Page 11 of regulations; Section 06.835(b)
- Changes notification date to districts of preliminary ASPI score from July 1 to August 1

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 12th 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 11th grade who took the WorkKeys assessment at least once, divided by the number of students in the 11th 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 __)

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

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7B

◆ **ISSUE**

The board is being asked to open a period of public comment on 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 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 10B.

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 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

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7C

◆ **ISSUE**

The board is being asked to consider a possible amendment to regulations regarding high school grade levels tested on the state's standards-based assessments.

◆ **BACKGROUND**

- The board will be briefed on the history, intent and requirements for the grade levels tested on the standards-based assessment as required by 4 AAC 06.737.
- The discussion will include:
 - the legal requirements for grades that must be tested;
 - the new assessments as they relate to the school and district accountability systems; and
 - the new assessments as they relate to the new educator evaluation systems.
- Behind this cover memo is a copy of 4 AAC 06.737 Standards-based test with one possible amendment highlighted.
- Deputy Commissioner Morse will be present to brief the board.

◆ **OPTIONS**

This is an information discussion. If the board determines that it wants to act on the discussion, the action will take place in Agenda Item 10C.

4 AAC 06.737 is amended to read:

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 tests 2012 - 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 2014 – 2015. For school years after school year 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] **eleven**, 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 __/__/2014, Register __)

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 8A

◆ **ISSUE**

The board is being asked to adopt proposed regulations regarding the use of Praxis I and II exams to satisfy the basic competency requirement, gain highly qualified status, add endorsements, and qualify for Professional certification.

◆ **BACKGROUND**

- Alaska uses the Praxis I and II series for teachers to satisfy the basic competency requirement, gain highly qualified status, add endorsements, and qualify for Professional certification. Educational Testing Service (ETS), the publisher of the Praxis series of exams, periodically reviews, revises, and updates its Praxis I and II exam offerings.
- The recommended changes will allow updated exams to be used to gain highly qualified status in English, mathematics, government/political science, economics, and theater; revise historical minimum scores based on the most recent testing data; and ensure consistency in the minimum scores required for endorsements, highly qualified status, and professional certification.
- In order to satisfy the basic competency exam requirements, the proposed changes will add the newest version of the Praxis I exam and set minimum scores on the individual tests in reading, writing, and mathematics.
- For the purpose of qualifying for a Professional certificate, the recommended changes will add additional exams being offered by ETS in the following areas: business education, family and consumer science, health education, physical education, social sciences, technology education, and vocational education.
- ETS has developed new tests for mathematics, general science, English, German, and French. The proposed changes would allow educators to continue to qualify for endorsements in these areas using the new exams.
- The recommended minimum scores on the new and previously adopted exams are based on information and data provided by ETS including multi-state score setting studies, concordance tables, and the most recent test data summaries.
- The proposed regulations also clarify the requirements for an endorsement in school psychology and make corrections to the text for the purpose of increased clarity.
- The proposed regulations, a side-by-side comparison table, and a summary of the August 2013 stakeholder meeting can be found behind this cover memo.

- The public comment period was open until March 4, 2014. Comments received by the time of this packet (February 25, 2014) can be found behind this cover memo. Comments received after February 25, 2014, will be distributed at the meeting.
- 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. Action will take place under Agenda Item 11A.

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
133	Art Content Knowledge	155	<i>To be discontinued</i>	AL – 150; ME – 151; MO – 153; MS – 139; NJ – 150; ND – 146; SC – 149; SD – 143; TN – 150	ID – 155; LA – 155; WI – 155	AR – 157; IN – 159; CT – 157; DE – 161; HI – 166; KS – 156; KY – 158; MD – 159; MT – 162; NV – 156; OH – 157; PA – 161; UT – 159 VA – 159 WV – 160 WY – 161; GU – 161
5134 or 0134	Art Content Knowledge	158	Continuing	AL - 154; ID – 151; SD - 151	AK - 158; DC - 158; DE - 158; HI - 158; ME - 158; MO - 158; MS - 158; ND - 158; NH - 158; NJ - 158; PA - 158; RI - 158; UT - 158; VA - 158; WI - 158; WV - 158; GU - 158	KS - 160; LA – 159; WY - 160
5235 or 0235	Biology Content Knowledge	144	Continuing	ID – 139; AL - 143; AR - 142		CT - 152; DC - 150; DE - 157; HI - 151; IA - 149; IN - 157; KS - 150; KY - 146; LA - 150; MD - 150; ME - 150; MO - 150; MS - 150; MT - 151; NC - 150; ND - 153; NH - 153; NJ - 152; NV - 145; PA - 147; RI - 157; SD - 147; TN - 148; UT - 149; VA - 155; VT - 151; WI - 152; WV - 152; WY - 148
100	Business Education	620	<i>To be discontinued</i>	AL – 570; IN – 480; KY – 590; LA – 570; WV – 570		

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5101 or 0101	Business Education: Content Knowledge	154	Continuing	AL - 147; ID - 148; KS – 150; MS - 153; SD - 148;	AK - 154; AR - 154; CT - 154; DC - 154; DE - 154; HI - 154; KY - 154; LA - 154; MD - 154; ME - 154; MO - 154; NC - 154; ND - 154; NJ - 154; PA - 154; SC - 154; TN - 154; UT - 154; WI - 154; GU - 154	IA - 165; IN - 161; NV – 161; RI - 167; VA - 157; WV - 157; WY - 174
5245 or 0245	Chemistry Content Knowledge	139	Continuing	SD - 135	ID - 139	AL - 150; CT - 151; DC - 152; DE - 158; HI - 154; IA - 141; IN - 151; KS - 152; KY - 147; LA - 151; MD - 153; MO - 152; MS - 151; MT - 148; NC - 152; ND - 147; NH - 153; NJ - 152; NV - 151; OH - 152; PA - 154; RI - 156; TN - 152; UT - 151; VA - 153; VT - 160; WI - 152; WV - 157; WY - 151
5571 or 0571	Earth and Space Science Content Knowledge	144	Continuing	NC – 136	ID - 144	AL – 150; AR – 145; CT - 157; DE - 150; IA - 147; IN - 155; KS - 150; KY - 147; MO - 147; MD - 152; MT - 151; ND - 149; NH - 148; NJ - 153; OH - 151; PA - 157; SD - 150; TN - 146; UT - 153; VA - 156; VT - 158; WI - 152; WY - 150
910	Economics	460	<i>To be discontinued</i>		IN - 460	AL – 520; MS – 490; MT – 500; ND – 510; SD – 500; TN – 530; UT – 560; WY – 510

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5911 or 911	Economics	150	New	AL - 144; SD - 147	HI - 150; IA - 150; ID - 150; MD - 150; MS - 150; MT - 150; ND - 150; TN - 150; UT - 150; WI - 150; WY - 150	
5011 or 0011	Elementary Curriculum, Instruction, Assessment	156	Continuing			KS - 163; MO - 164; MS - 158; ND - 158; NE - 159; TN - 159; WY - 160
5014 or 0014	Elementary: Content Knowledge	143	Continuing	SD - 140; TN - 140; VI - 140	VA - 143;	CO - 147 DC - 145 DE - 151 HI - 153; IA - 151 LA - 150 MS - 153 MT - 154 WI - 147 GU - 149
5041 or 0041	English Content Knowledge	158	<i>To be discontinued</i>		MO - 158	HI - 164; IN - 160; LA - 160; VA - 172
5038	English Content Knowledge	167	New	AL - 147; UT - 162; KS - 162	AK - 167; CO - 167; DC - 167; DE - 167; ID - 167; ME - 167; MS - 167; NC - 167; NJ - 167; NV - 167; PA - 167; SD - 167; TN - 167; WV - 167; GU - 167; VI - 167	ND - 168
5039	English Language Arts: Content & Analysis	168	New	IA - 167	AK - 168; MD - 168; NH - 168; SC - 168; VT - 168	
42	English Language, Literature & Composition: Essay	160	<i>To be discontinued</i>	AR - 150; KY - 155; NH - 155; SC - 150	CT - 160; UT - 160; VT - 160	
5044 or 0044	English Language, Literature, Comp: Content & Analysis	166	Continuing		KY - 166; MD - 166; RI - 166	CT - 172

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
120	Family & Consumer Science	610	<i>To be discontinued</i>	AR – 560 HI – 560; ID 580; IN- 540; GA- 550; KS – 600; KT- 600; LA – 510; MD – 590; MO – 600; ME – 570;; MN – 550; MS – 560; NC – 540; NJ – 550; PA – 600; SC – 540; TN – 580; VA – 550; WI- 590; WV – 530;	NV-610	CT – 630; OR – 630
5121 or 0121	Family & Consumer Science	164	To be discontinued	AL - 146; AR - 153; DC - 159; HI - 153; ID - 157; IN - 157; LA - 141; MD - 159; ME - 155; MS - 153; NC – 148; IA - 162; KS - 162; KY - 162; MO - 162; PA - 162; RI – 162; ND - 160; NJ - 150; SC - 148; SD - 150; TN - 157; UT - 159; VA - 150; WI - 159; WV - 146; WY - 158; GU - 153	NV - 164	CT - 168; DE – 165
5122	Family & Consumer Science	153	<i>New</i>	AL – 146; IN – 148; LA – 141; NC – 148; NJ – 150; OH – 148; SC – 148; SD – 150; VA – 150; WV - 146	AR – 153; HI – 153; MS - 153	CT – 168; ID – 157; KS – 162; KY – 162; MD – 159; ME – 155; MO – 162; NV – 164; PA – 162; TN – 157; UT – 159; WI – 159; WY – 158
173	French Content Knowledge	160	<i>To be discontinued</i>	AL – 148; DC – 155; HI – 158; ID – 157; KY – 159; LA – 156; ND – 156; OR – 146; WI - 156; WV - 131	IN - 160	

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5174	French World Language	162	Continuing	IA – 153; ID - 156; IN - 156; KS - 159; LA - 157; MS - 153; SD - 152; TN - 156; UT - 160; WV - 160	AK - 162; AL - 162; AR - 162; DC - 162; DE - 162; HI - 162; KY - 162; MD - 162; ME - 162; MO - 162; MT - 162; NC - 162; ND - 162; NH - 162; NJ - 162; NV - 162; PA - 162; RI - 162; SC - 162; VT - 162	VA - 163
171	French: Productive Language Skills	171	<i>To be discontinued</i>	OR - 160	AK - 171	DC - 173
5511	Fundamental Subjects: Content Knowledge	150	New	MS - 142; NC - 148	PA - 150	IA - 162
431	Gen. Science Content #1	146	<i>To be discontinued</i>	DC – 136; TN - 138/145		OH – 150; OR-152; HI – 157; NJ – 148; NV - 150
432	Gen. Science Content #2	144	<i>To be discontinued</i>	NJ – 133; DC-143		KY – 146; OH- 149; OR-150; WV - 149
433	Gen. Science: Content Essays	145	<i>To be discontinued</i>	NH – 135; TN - 130 NV – 135;	CT - 145; VT - 145	
5435 or 0435	General Science: Content Knowledge	146	Continuing	SD - 143	PA - 146	AL - 147; CO - 152; CT - 157; DC - 157; DE - 160; HI - 152; IA - 149; ID - 149; LA - 156; MO - 154; NC - 151; ND - 150; NJ - 152; NV - 152; RI - 153; UT - 166; VT - 157; WI - 154; WV - 153; GU - 150; VI - 154
920	Geography	590	<i>To be discontinued</i>	AL – 560; ND - 530	SD – 520; TN – 580; UT – 630; WY - 620	ID – 600; MT - 610

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
921 or 5921	Geography	149	Continuing	AL - 145; IN - 138; ND - 140; SD - 138	TN - 149	IA - 160; ID - 153; MD - 168; MT - 155; UT - 159; WI - 153; WY - 157
181	German Content Knowledge	158	<i>To be discontinued</i>	<i>AL - 142; HI - 148; IN - 147; KY - 157; LA - 151; ND - 150; OR - 156; WI - 153; WV - 132</i>		<i>ID - 159</i>
5183	German World Language	163	Continuing	AL - 161; IA - 155; ID - 157; KS - 160; LA - 157; MS - 154; SD - 154; TN - 157; UT - 160; WV - 160	AK - 163; AR - 163; DC - 163; DE - 163; HI - 163; IN - 163; KY - 163; MD - 163; ME - 163; MO - 163; MT - 163; NC - 163; ND - 163; NH - 163; NJ - 163; NV - 163; PA - 163; RI - 163; SC - 163; VA - 163; VT - 163	
182	German: Productive Language Skills	178	<i>To be discontinued</i>	<i>OR - 160</i>		
930	Government/Political Science	610	<i>To be discontinued</i>	<i>AL - 570; ND - 490; IN - 390; SD - 540; TN - 600</i>	<i>ID - 610</i>	<i>MT - 620; UT - 660; WY - 640</i>
931 or 5931	Government/Political Science	149	New	AL - 143	AK - 149; HI - 149; IA - 149; ID - 149; MD - 149; MT - 149; ND - 149; SD - 149; TN - 149; UT - 149; WI - 149; WY - 149	

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5550 or 0550	Health Education	670	<i>To be discontinued</i>	<i>AL – 580; HI – 560; ID – 630; IN – 420; KS – 620; KY – 630; MD – 630; ME – 640; MO – 620; MS – 600; NC – 640; NV – 600; OH – 480; PA – 650; SD – 580; TN – 570; WI – 610; WV – 640; WY – 640</i>	<i>UT – 670</i>	<i>CT – 680; SC – 680</i>
551 or 5551	Health Education	155	New	AL - 145; HI - 142; KS - 153; MO - 153; MS - 149; NV - 149; OH - 127; SD - 145; TN - 144; WI - 151	ID - 155; KY - 155; MD - 155	CT - 164; DE - 162; IA - 156; IN - 158; ME - 156; NC - 156; PA - 158; RI - 162; SC - 164; UT - 162; WV - 156; WY - 156
5856 or 0856	Health & Physical Education	152	New	AR - 144; NC - 149; NJ - 151; PA - 146;		DC - 156; KY - 156; NV - 159; VA - 151
5857	Health & Physical Education: Content Knowledge	160	New	New exam. Recommended score based on multi-state standard study. State minimum score have not been published.		
5061 or 0061	Math: Content Knowledge	121	To be discontinued			AR - 125; CT - 137; HI - 136; IN - 136; KY - 125; LA - 135; MD - 141; MO - 137; RI - 142; VA - 147
63	Math: Proofs, Models, and Problems: Part 1	171	To be discontinued	AR - 144; KY - 141; SC - 137; UT - 159; VT - 154		

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5161	Mathematics: Content Knowledge	160	New	AL - 145; KS - 152;	CO - 160; DC - 160; DE - 160; HI - 160; IA - 160; ID - 160; MD - 160; ME - 160; MS - 160; NC - 160; ND - 160; NH - 160; NJ - 160; NV - 160; PA - 160; SC - 160; SD - 160; TN - 160; UT - 160; VT - 160; WV - 160; GU - 160; VI - 160	
5146 or 0146	Middle School Content Knowledge	140	Continuing			SD - 141; TN - 150; WI - 146; WY-150
5049 or 0049	Middle School English/Language Arts	154	To be discontinued			CT - 164; HI - 160; IN - 163; KY - 158; LA - 160; MD - 160; MO - 163; RI - 165; VA - 164
5047	Middle School English/Language Arts	164	New	KS - 158; UT - 158; AL - 146	AK - 164; AR - 164; DC - 164; DE - 164; IA - 164; ID - 164; MD - 164; ME - 164; MS - 164; NC - 164; ND - 164; NH - 164; NJ - 164; NV - 164; SC - 164; SD - 164; TN - 164; VT - 164; WV - 164	
69	Middle School Mathematics	145	To be discontinued	HI - 143		CT - 158; IN - 156; KY - 148; LA - 148; MD - 152; MO - 158; RI - 158; VA - 163

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5169	Middle School Mathematics	165	New	AL – 148; KS – 157	AR – 165; DC – 165; DE - 165; IA – 165; ID – 165; MD - 165; ME – 165; MS – 165; NC – 165; ND – 165; NH - 165; NJ – 165; NV – 165; SC – 165; SD – 165; TN - 165; UT – 165; VT – 165; WV – 165	
439	Middle School Science	136	Continuing	NC – 134; TN – 135		AL – 142; AR – 146; CT – 162; DC - 150; DE – 146; HI – 148; IA – 146; ID – 143; IN - 148; KS – 149; KY – 144; LA – 150; MD – 145; ME - 142; MO – 149; MS – 144; ND – 145; NH - 158; NJ – 145; NV – 143; RI – 154; SC – 145; SD - 138; VA – 162; VT – 157; WV – 151; WY – 147
5089 or 0089	Middle School Social Studies	149	Continuing	NV – 148; SD - 145; TN – 140	AL – 149; AR – 149; ID – 149; KY – 149; LA – 149; MS – 149; NC - 149	CT – 160; DC - 155; DE – 164; HI – 152; IA – 152; IN - 156; KS – 155; MD – 154; ME - 153; MO – 154; ND - 152 NH - 153; NJ – 158; RI – 160; SC – 150; VA – 160; VT – 165; WV – 151; WY - 153
140	Multiple Subject Assessments for Elementary	146	Discontinued			OR – 147

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5113 or 0113	Music Content Knowledge	154	Continuing	AL – 150; HI - 139; ID – 148; KS – 152; LA – 151; ME - 151; ND – 149; NJ – 153; SD – 150; WI - 150; GU - 139		DC - 161; DE - 155; IN – 157; MS – 161; NH – 161; PA - 158; RI – 160; UT – 156; VA – 160; WV – 155; WY - 156
5091 or 0091	Physical Education	146	<i>New</i>	<i>AL – 141; ID – 143; MS – 145; ND – 143; SD – 140</i>	LA – 146	<i>DE – 152; HI – 155; IN – 153; KS – 148; MD – 153; ME – 149; MO – 153; NC – 152; NJ – 148; UT – 152; WI – 150; WV – 150; GU – 148</i>
481	Physical Science Content Knowledge	145	Continuing	SD – 143; WV - 142	AR – 145; ID - 145	DE – 154; HI – 149; IA - 150; ME – 147; MS – 147; MT – 152; NH - 148; UT – 150; WI – 150; WY - 153
5265 or 0265	Physics Content Knowledge	127	Continuing	WV - 126	IA - 127	AL – 138; CT - 141; DC - 143; DE - 144; HI - 153; ID - 129; IN - 149; KS - 141; KY - 133; LA - 141; MD - 143; MO - 141; MS - 139; MT - 135; NC - 133; ND - 132; NH - 146; NJ - 141; OH - 132; PA - 140; RI - 146; SD - 130; TN - 144; UT - 136; VA - 147; VT - 140; WI - 141; WY - 137
951	Social Sciences: Content Knowledge	161	New	IA - 147; PA - 160		

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5081 or 0081	Social Studies: Content Knowledge	152	Continuing	CO – 150; ID - 150; MS – 150; SD – 146; WV - 148	MO - 152; NV - 152	AL - 153; CT - 162 DC – 155; DE – 157; HI – 154; IA - 155; IN - 156; KS - 158; ME - 157; NC - 158; ND - 153; NJ - 157; PA - 157; RI - 162; UT - 159; VA - 161; WI - 153; WY - 158; GU - 154
191	Spanish Content Knowledge	152	<i>To be discontinued</i>	<i>WV-143; NJ-149; SC-148</i>	<i>TN-152</i>	<i>AR-155; MO-158; OR-166; PA-166; DE-159; IN 159; NV- 160; OH-160; KY-160; DC-153; GA-167; HI-171; VA-161</i>
5195	Spanish World Language	168	Continuing	AL - 158; IA - 153; KS - 165; LA - 157; MS - 160; SD - 160; TN - 163; WV – 163; ID - 163	AK - 168; AR - 168; DC - 168; DE - 168; HI - 168; IN - 168; KY - 168; MD - 168; ME - 168; MO - 168; MT - 168; NC - 168; ND - 168; NH - 168; NJ - 168; NV - 168; PA - 168; RI - 168; SC - 168; UT – 168; VA - 168; VT - 168	
220	Speech Communication	560	<i>To be discontinued</i>	<i>AR-550;MS-510; MO-530; IN-490; VA-470</i>	<i>NC-560; NJ-560</i>	<i>GA-660; OR-640; TN-570; NV-580; WV-600</i>
5221 or 0221	Speech Communication	146	<i>Continuing</i>	<i>AR – 141; ID – 143; MO – 142; MS – 134; NC – 143; NJ – 143; SD – 143; TN – 144; UT – 142</i>	<i>AL – 146; KY – 146; LA – 146; NV – 146</i>	<i>KS – 148; OR – 155; WV – 150</i>

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
50	Technology Education	630	<i>To be discontinued</i>	AL - 540 AR - 550; HI - 560; ID - 590; IN - 590; KS - 570; KY - 600; LA - 600; MD - 580; ME - 570; MO - 570; MS - 560; NC - 580; NJ - 570; NV - 580; OR - 620; PA - 620; SC - 570; SD - 560; TN - 580; UT - 600; VA - 610; WI - 590; WV - 570; WY - 600		CT - 640
5051 or 0051	Technology Education	159	New	AL - 154; ID - 154; ND - 150; SD - 154; TN - 156	AK - 159; AR - 159; DE - 159; HI - 159; IN - 159; KY - 159; LA - 159; MD - 159; ME - 159; MS - 159; NC - 159; NJ - 159; NV - 159; OR - 159; PA - 159; SC - 159; UT - 159; WI - 159; WV - 159; WY - 159	CT - 166; IA - 171; KS - 160; MO - 166; RI - 166; VA - 162;
640	Theater Content Knowledge	560	<i>To be discontinued</i>	AL - 510; ID - 540; ME - 530; ND - 440; SD - 540	MD - 560	AR - 580; KY - 630; NJ - 570; SC - 590; TN - 610; UT - 600; WI - 600; WY - 630
641 or 5651	Theater Content Knowledge	157	New	AL - 143; AR - 154; ID - 148; MD - 151; ME - 146; ND - 132; NJ - 153; SC - 156; SD - 148	DC - 157; WI - 157	IA - 162; KY - 162; RI - 159; TN - 159; UT - 162; WY - 162
890	Vocational General Knowledge	640	<i>To be discontinued</i>	ME - 540		
940	World and U.S. History	440	Discontinued			NV - 470; TN - 490

Praxis I & II Exam Information—State by State comparison

Test #	Test Name	Alaska Passing Score	ETS Status	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
5941 or 0941	World and U.S. History: Content Knowledge	141	Continuing	SD - 135; TN - 136	ID - 141	AL - 143; IA - 147; IN - 158; MD - 160; MT - 146; ND - 151; NV - 152; UT - 156; WI - 150; WY – 146

Italics indicate Historical Scores

Praxis I & II Exam Information—State by State comparison

Test #	Test Name/ETS Status	Alaska Passing Score	Lower Score than Alaska	Same Score as Alaska	Higher Score than Alaska
Praxis I (Basic Competency Exam)					
0730 or 5730	Praxis I: PPST-Mathematics/ To be discontinued	172 (Minimum) *	CT – 171; ND - 170; NE – 171; OK – 171; GU - 170	MS – 172; NV - 172	HI – 173; PA – 173; WI – 173; DE – 174; KY – 174; LA – 175; MD – 177; OR – 175; VA – 178; VT - 175
0710 or 5710	Praxis I: PPST-Reading/ To be discontinued	172 (Minimum) *	NE - 170	CT – 172; HI – 172; MS – 172; PA - 172	DE – 175; KY – 176; LA – 176; MD – 177; ND – 173; NV – 174; OK – 173; OR – 174; VA – 178; VT – 177; WI – 175; GU - 173
0720 or 5720	Praxis I: PPST-Writing/ To be discontinued	172 (Minimum) *	CT – 171; HI – 171; OR – 171; GU - 170	NE – 172; NV – 172; OK – 172;	DE – 173; KY – 174; LA – 175; MD – 173; MS – 173; ND – 173; PA – 173; VA – 176; VT – 174; WI - 174
Combined	*Combined Score Required/ To be discontinued	522	None of the individual test (Reading, Writing, and Mathematics) can score below 172. The average of the three scores must be 174.		
Praxis: Academic Skills for Educators (Basic Competency Exams)					
5732	Praxis: Mathematics/ New	150		AR – 150; DC – 150; HI – 150; MS – 150; NC – 150; NH – 150; NJ – 150; NV – 150; SC – 150; TN – 150; VT – 150; WV – 150; DD – 150; VI - 150	

Praxis I & II Exam Information—State by State comparison

5712	Praxis: Reading/ New	156		AR – 156; DC – 156; HI – 156; MS – 156; NC – 156; NH – 156; NJ – 156; NV – 156; SC – 156; TN – 156; VT – 156; WV – 156; DD – 156; VI - 156	
5722	Praxis: Writing/ New	162		AR – 162; DC – 162; HI – 162; MS – 162; NC – 162; NH – 162; NJ – 162; NV – 162; SC – 162; TN – 162; VT – 162; WV – 162; DD – 162; VI - 162	

4 AAC 04.210(d) is amended to read:

(d) Except as provided in (e) and (f) of this section, a teacher is highly qualified to teach a core academic subject in a high school or middle school if the teacher holds a valid teaching certificate issued under AS 14.20.015, AS 14.20.017, AS 14.20.020, or AS 14.20.022, and

(1) has a bachelor's or graduate degree in that subject from a regionally accredited institution of higher education;

(2) has completed 30 semester hours or equivalent in that subject from regionally accredited institutions of higher education;

(3) has obtained certification from the National Board for Professional Teaching Standards in that subject;

(4) taught that subject in middle or high school in another state and was designated as highly qualified to teach that subject in middle or high school by that state, and if the designation was not revoked or withdrawn;

(5) meets the objective uniform standard set out in 4 AAC 04.212(b) for a highly qualified middle or high school teacher in that subject, if applicable;

(6) if a middle school teacher, has achieved the required score or higher on a [THE] Praxis II examination for that subject described in the following table:

Praxis II Examination	Required Score
Middle School English Language Arts -5049 or 0049	154

<u>Middle School English Language Arts - 5047</u>	<u>164</u>
Middle School Mathematics – 0069	145
<u>Middle School Mathematics – 5169</u>	<u>165</u>
Middle School Science – 0439	136
Middle School Social Studies - 5089 or 0089	<u>149</u> [147]

or

(7) if a middle or high school teacher, has achieved the required score or higher on a [THE] Praxis II examination for that subject described in the following table:

Praxis II Examination	Required Score
Art Content Knowledge – 0133	155
Art Content Knowledge – <u>5134 or</u> 0134	158
Biology Content Knowledge – <u>5235 or</u> 0235	<u>144</u> [139]
Chemistry Content Knowledge – <u>5245 or</u> 0245	139
Earth and Space Science Content Knowledge – <u>5571 or</u> 0571	144
Economics – 0910	460
<u>Economics – 5911 or 0911</u>	<u>150</u>
English Content Knowledge - 5041 or 0041	158
<u>English Content Knowledge – 5038</u>	<u>167</u>
<u>English Language Arts: Content & Analysis—5039</u>	<u>168</u>
English Language, Literature, and Composition: Content and Analysis – <u>5044 or</u> 0044	166
French Content Knowledge – 0173	<u>160</u> [157]

French World Language – 5174	162
General Science: Content Knowledge <u>5435 or</u> 0435	<u>146</u> [149]
General Science: Content Knowledge, Part1 - 0431 and Part 2 – 0432	Part 1: 146 Part 2: <u>144</u> [138]
Geography - 0920	590
Geography – <u>5921 or</u> 0921	<u>149</u> [151]
German Content Knowledge – 0181	158
German World Language – 5183	163
Government/Political Science – 0930	610
<u>Government/Political Science – 5931 or 0931</u>	<u>149</u>
Mathematics Content Knowledge - 5061 or 0061	<u>121</u> [119]
<u>Mathematics Content Knowledge – 5161</u>	<u>160</u>
Musical Content Knowledge – <u>5113 or</u> 0113	<u>154</u> [148]
Physical Science Content Knowledge -0481	145
Physics Content Knowledge – <u>5265 or</u> 0265	<u>127</u> [129]
Social Studies Content Knowledge – 5081 or 0081	<u>152</u> [150]
Spanish <u>Content Knowledge</u> – 0191	152
Spanish World Language - 5195	168
Speech Communication - 0220	560
Speech Communication – <u>5221 or</u> 0221	<u>146</u> [143]
Theatre – 0640	560
<u>Theatre – 5641 or 0641</u>	<u>157</u>
World and U.S. History - 0940 [(not offered by test publisher after June 30, 2005)]	440

World and U.S. History – 5941 or 0941	141
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(History: Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am ____/____/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.305(b) is amended to read:

(b) The department will issue a professional teacher certificate, valid for five years to an applicant who has

(1) met the requirements of (a) of this section for an initial teacher certificate;

(2) passed

(A) the competency examination by achieving qualifying scores as described in (a)(2) of this section, if under AS 14.20.015 , 14.20.017, or 14.20.022 the applicant had not yet met competency examination requirements as of the date of the initial teacher certificate; and

(B) a Praxis II content area examination by attaining the score set out for the appropriate examination under 4 AAC 04.210, **(j) of this section,** or an equivalent content area examination designated by the department;

(3) completed three semester hours in Alaska studies and three semester hours in multicultural education or cross cultural communications;

(4) completed a teacher education program, or an alternate teacher preparation program accepted by the commissioner under 4 AAC 12.307 or (e) of this section, and from which the applicant has obtained a recommendation for certification;

(5) completed any academic or other training that the department designated, at the time of application, as necessary for professional development,

(A) based on student achievement data; or

(B) to permit the teacher to be considered highly qualified under 4 AAC 04.210 - 4 AAC 04.212;

(6) earned at least six semester hours of college credit within the five years immediately preceding application; and

(7) has had at least two years of employment as a teacher while holding a valid teacher certificate issued by a state.

4 AAC 12.305 is amended by adding a new subsection to read:

(j) A teacher may satisfy the requirements of (b)(2)(B) of this section by achieving the required score or higher on a Praxis II examination described in the following table:

<u>Praxis II Examination</u>	<u>Required Score</u>
<u>Business Education – 0100</u>	<u>620</u>

<u>Business Education – 5101 or 0101</u>	<u>154</u>
<u>Family & Consumer Science – 0120</u>	<u>610</u>
<u>Family & Consumer Science – 5121 or 0121</u>	<u>164</u>
<u>Family & Consumer Science-5122</u>	<u>153</u>
<u>Fundamental Subjects: Content Knowledge-5511</u>	<u>150</u>
<u>Health Education – 5551 or 0551</u>	<u>155</u>
<u>Health Education – 5550 or 0550</u>	<u>670</u>
<u>Health & Physical Education – 5856 or 0856</u>	<u>152</u>
<u>Health & Physical Education: Content Knowledge--5857</u>	<u>160</u>
<u>Physical Education – 5091 or 0091</u>	<u>146</u>
<u>Social Sciences: Content Knowledge-0951</u>	<u>161</u>
<u>Technology Education – 0050</u>	<u>630</u>
<u>Technology Education – 0051 or 5051</u>	<u>159</u>
<u>Vocational General Knowledge – 0890</u>	<u>640</u>

(History: Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 8/15/2008, Register 187; am 10/31/2008, Register 188; am 9/17/2011, Register 199; am 9/7/2012, Register 20; am ____/____/____, Register ____)

Authority: AS 14.07.060

AS 14.20.020

4 AAC 12.310(a) is amended to read:

(a) The **following** Praxis I: Academic Skills Assessments **are** [IS] designated as [A] competency **examinations** [EXAMINATION] for teachers under AS 14.20.020(i) with the following qualifying scores for this state:

(1) for the Computer Based Test (adaptive),

(A) reading: 322;

(B) writing: 321; and

(C) mathematics: 318;

(2) for the Computerized Pre-Professional Skill Test, an average score of 174 with no score less than 172 on each of the reading, writing, and mathematics tests; **and**[.]

(3) for the Academic Skills for Educators Test,

(A) reading (5712): 156;

(B) writing (5722): 162; and

(C) mathematics (5732): 150.(Eff. 9/29/2005, Register 175; am 9/30/2005, Register 175; am 12/21/2007, Register 184; am ____/____/_____, Register ____)

Authority: AS 14.07.060 AS 14.20.010 AS 14.20.020

AS 14.20.030

4 AAC 12.395 is amended to read:

4 AAC 12.395. Endorsements. (a) The department will endorse a teacher certificate under 4 AAC 12.305, or an administrative or a special services certificate (Type B or C) in one or more

development levels, content areas, or specialty areas applicable to the type of certificate, if the following requirements are met:

(1) a recommendation from the applicant's preparing institution with an attestation verifying the applicant's completion of an approved educational program at the institution in the level or area for which endorsement is sought; for the purposes of this paragraph, to be an approved educational program, the program must

(A) for a teacher certificate under 4 AAC 12.305, be offered in an institution that meets the program standards set out in 4 AAC 12.305;

(B) for an administrative certificate (Type B), be offered in an institution that meets the program standards set out in 4 AAC 12.305;

(C) for a special services certificate (Type C), meet the standards set out in 4 AAC 12.355(d) ;

(2) for a teacher certificate under 4 AAC 12.305,

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

(i) a doctorate degree;

(ii) a master's degree;

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

(B) official scores demonstrating that the applicant meets or exceeds the qualifying scores for this state on [BOTH] the appropriate Praxis II **examination** **or** [MULTIPLE CHOICE AND CONSTRUCTED RESPONSE] examinations in the content area, as follows:

(i) for an endorsement in mathematics, the qualifying scores are **121** [146] on Mathematics: Content Knowledge (**5061 or 0061**), and 171 on Mathematics: Proofs, Models, and Problems, Part 1 (**0063**); **or a score on the Mathematics: Content Knowledge (5161) of 160.**

(ii) for an endorsement in science, the qualifying scores are **146** [155] on General Science: Content Knowledge Part 1 (**0431**), **144** [149] on General Science: Content Knowledge Part 2 (**0432**), and 145 on General Science: Content Essays (**0433**); **or a score on the General Science Content Knowledge (5435 or 0435) of 146.**

(iii) for an endorsement in English, the qualifying scores are 158 on English Language, Literature, and Composition: Content Knowledge (**5041 or 0041**), and 160 on English Language, Literature, and Composition: Essays (**0042**); **or a score on the English: Content Knowledge (5038) of 167.**

(iv) for an endorsement in German, the qualifying scores are **158** [153] on German: Content Knowledge **(0181)**, and 178 on German: Productive Language Skills **(0182)**; **or a score on the German: World Language (5183) of 163;**

(v) for an endorsement in French, the qualifying scores are **160** [162] on French: Content Knowledge **(0173)**, and 171 on French: Productive Language Skills **(0171)**; **or a score on the French: World Language (5183) of 162.**

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

(1) hold a master's or higher degree in school psychology and [(1)] be recommended for endorsement by an institution whose psychology program has been approved by the National Council for Accreditation of Teacher Education, the National Association of State Directors of Teacher Education and Certification, the National Association of School Psychologists, or the American Psychological Association, and have completed a 1,200-hour internship in school psychology, 600 hours of which must be completed on site in preschool or kindergarten - grade 12 programs; or

(2) hold a master's degree or higher in a related field and be a nationally certified school psychologist under the National School Psychologist Certification System established by the National Association of School Psychologists. (Eff. 9/29/2005, Register 175; am ____/____/_____, Register ____)

PUBLIC COMMENT

Knuth, Dorothy K (EED)

From: dorothe.knuth@alaska.gov
Sent: Tuesday, February 18, 2014 6:27 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Posie Boggs
E-Mail: phouse@ghci.net
Telephone: 907 337-3139

I am commenting on: 4 AAC 12.305

My Comments: Hello,

I am commenting on the regulation 4 AAC 4 & 4 AAC 12, Praxis Scores. (Title 4 of the Alaska Administrative Code 4 AAC 04.210 Highly Qualified Teachers, 4 AAC 12.305 Teacher certification, 4 AAC 12.310 Designation and qualifying scores of teacher competency examination, and 4 AAC 12.395)

Alaskan teachers must pass ALL reading questions in the Praxis II Reading and Language section. This section contains 60 test items, 32 of which assess reading instructional knowledge. Further, all teachers of reading , K-6, special educates, and reading specialists need to pass a stand alone Licensure Test of Beginning Reading Instructional Knowledge that covers:

Criteria for a Stand-Alone
Licensure Test of Beginning
Reading Instructional Knowledge

A dedicated reading test should meet the following four criteria:

1. A minimum of 90 items to ensure adequate assessment of researchbased beginning reading instructional knowledge.
2. At least 50% of the items assess researchbased beginning reading instructional knowledge.
3. At least one OR or CR question so that test-takers can indicate how well they can demonstrate in writing their diagnostic interpretation of student reading errors.
4. A clear distinction between characteristic reading elements in, and skills needed for, imaginative/ literary texts and characteristic reading elements in, and skills needed for, informational/expository texts in order to address Common Core's division of reading standards.

The cut score should match an equivalent one to the raw score should be identical to the one used in Massachusetts— for reciprocity and comparison of results.

If Alaska does not require a stand alone Licensure Test of Beginning Reading Instructional Knowledge, then teacher must pass ALL reading questions in the Reading and Language. This section contains 60 test items, 32 of which assess reading instructional knowledge. Even if all 32 test items focus on research-based reading instructional knowledge, it should be made public that this test is not an adequate assessment of reading instructional knowledge. The parents of Alaska should not be tricked again into believing their children will be competitive readers if the bar is set low and teachers are not highly knowledgeable and skilled in teaching reading.

The Alaska EED should create a repeating Teacher Summer Boot Camps to remediate teacher's reading instructional knowledge until all teachers of reading can pass with cut score that match Massachusetts's cut scores on a similar test

such as The Massachusetts Foundations of Reading Test (90). Developed in 2001 by NES/Pearson with reading researchers, reading specialists, and reading faculty in Massachusetts and later adopted by Connecticut (2009), Wisconsin (2012), North Carolina (2012), and New Hampshire (2013), the test contains 100 multiple-choice test items (85 of which count for the score), plus two essay questions requiring analysis of children's reading errors.

Serial reading failure in Alaska should be no more if we supported teacher by giving them the scientific information and experience in the instruction of reading.

Thank you for taking my testimony.

Posie Boggs testifying as the mother of four adults Alaskans, their future children, every child in Alaska below proficient on the NAEP reading assessment, every Adult Alaskan who cannot read well enough to pass a GED test, and as a volunteer for Literate Nation Alaska Coalition, The Alaska Branch of the International Dyslexia Association, and Decoding Dyslexia Alaska.

Below is the full text of How to Address Common Core's Reading Standards, Licensure Tests for K-6 Teachers by Sandra Stotsky stating the case and with her permission, I am inserting it below as part of my testimony.

No. 111

February 2014

by Sandra Stotsky

Pioneer's Mission

Pioneer Institute is an independent, non-partisan, privately funded research organization that seeks to improve the quality of life in Massachusetts through civic discourse and intellectually rigorous, data-driven public policy solutions based on free market principles, individual liberty and responsibility, and the ideal of effective, limited and accountable government.

Pioneer's Centers

This paper is a publication of the Center for School Reform, which seeks to increase the education options available to parents and students, drive system-wide reform, and ensure accountability in public education. The Center's work builds on Pioneer's legacy as a recognized leader in the charter public school movement, and as a champion of greater academic rigor in Massachusetts' elementary and secondary schools. Current initiatives promote choice and competition, school-based management, and enhanced academic performance in public schools.

The Center for Better Government seeks limited, accountable government by promoting competitive delivery of public services, elimination of unnecessary regulation, and a focus on core government functions. Current initiatives promote reform of how the state builds, manages, repairs and finances its transportation assets as well as public employee benefit reform.

The Center for Economic Opportunity seeks to keep Massachusetts competitive by promoting a healthy business climate, transparent regulation, small business creation in urban areas and sound environmental and development policy. Current initiatives promote market reforms to increase the supply of affordable housing, reduce the cost of doing business, and revitalize urban areas.

The Center for Health Care Solutions seeks to refocus the Massachusetts conversation about health care costs away from government-imposed interventions, toward market-based reforms. Current initiatives include driving public discourse on Medicaid; presenting a strong consumer perspective as the state considers a dramatic overhaul of the health care payment process; and supporting thoughtful tort reforms.

Pioneer Institute is a tax-exempt 501(c)3 organization funded through the donations of individuals, foundations and businesses committed to the principles Pioneer espouses. To ensure its independence, Pioneer does not accept government grants.

Sandra Stotsky

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* The original version of this essay was co-authored with Margie Gillis (Haskins Laboratories and Literacy How) and is posted on the Literate Nation website.

Executive Summary

Licensure tests—which typically assess the basic content knowledge needed for professional practice—are a key measure of quality control for entry into most professions, such as engineering, medicine, social work, or law. There are two major reasons for teacher licensure tests: (a) to protect the public (as with most licensure tests) and (b) to make teacher training programs accountable for the initial academic competence of those who complete their programs. Over 46 states have adopted Common Core’s English language arts standards, and at present their teachers are to be held accountable for student achievement by means of tests based on these standards. It is in these states’ best interest to ensure that all prospective teachers of elementary-age (K-6) students are prepared to address Common Core’s reading standards at the beginning of their teaching careers, not after several years of professional development.

The purpose of this report is to provide information to state legislators, boards of education, and departments of education on why they should adopt a stand-alone and comprehensive reading licensure test addressing Common Core’s reading standards. We do not tell states what test to adopt. Rather, we describe the features they should

consider before they decide on a test that these prospective teachers should be required to pass if the state does not already require a reading test adequately addressing all of Common Core’s reading standards.

I. Introduction

Licensure tests—which typically assess the basic content knowledge needed for professional practice—are a key measure of quality control for entry into most

professions (think engineering, medicine, social work, or law). It is important to note at the outset that licensure tests for prospective teachers are NOT designed to predict later student achievement (Stotsky, 2007). They are constructed to determine if prospective teachers in a particular field have the entry-level knowledge that peers and teaching faculty in a particular field deem necessary for beginning teachers of record in that field. (ETS, 2004). More precisely, subject matter tests are constructed to discriminate between those test-takers who are and are not “just acceptably qualified individuals” (i.e., just at the level of subject matter knowledge required for entry-level teaching in the field). Raw scores on a licensure test might have a loose relationship with student achievement, but those who don’t pass a pass/fail test don’t get a license to teach.

There are two major reasons for teacher licensure tests: (a) to protect the public (as with most licenses) and (b) to make teacher training programs accountable for the initial academic competence of those who complete their programs. Over 46 states have adopted Common Core’s English language arts standards, and their teachers will be held accountable for student achievement on tests based on these standards. It is in these states’ best interest to ensure that all prospective teachers of elementary-age (K-6) students are prepared to address Common Core’s reading standards at the beginning of their teaching careers.

The purpose of this essay is to provide information to state legislators, boards of education, and departments of education on why they should adopt a stand-alone and comprehensive reading licensure test addressing Common Core’s reading

standards. We do not tell states what test to adopt. Rather, we describe the features they should consider before they decide on a test that these prospective teachers should be required to pass if the state does not already require a reading test adequately addressing all of Common Core’s reading standards.

II. Background Knowledge

Most states began to require the passing of a licensure test for entry into the teaching profession only about two decades ago, even though passing a licensure test has been required for admission to most other professions for many decades. A provision in Title II in the 1998 reauthorization of the Higher Education Act compelled all states to require licensure tests for new teachers (Stotsky, 2006). Each state henceforth had to report annually on the pass rates for each cohort of prospective teachers completing training programs in the state’s teacher training institutions. Title II allowed each state to decide what licensure tests it would require, what the passing scores would be, and when any of the licensure tests could be taken, e.g., after or before completion of student teaching or admission to a training program (Rigden, 2006).

By 2005, all states had a test of prospective teachers’ basic reading and writing skills in place. Most also required a second (or sometimes third) test for licensure – specifically, a test of subject matter knowledge or the field of the license. Most states chose to use either one or more of the PRAXIS II tests already developed by Educational Testing Service (ETS) or the tests developed by National Evaluation Systems (NES), now owned by an educational publishing company (Pearson), tailored to a state’s own licensing regulations, K-12 standards,

and professional teaching standards. Tests of reading instructional knowledge are considered subject tests.

Title II did not specify whether the reading instructional knowledge of a prospective teacher of elementary-age children should be assessed on a test of its own or as part of a more comprehensive subject test, or to what depth a test should go. In many states, the knowledge base for reading instruction was assessed on a general elementary curriculum test along with topics in mathematics, history, geography and science, and possibly arts and physical education, resulting in skimpy attention to each component of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and reading comprehension).

Nor were formats specified. A test could consist only of multiple-choice questions, of essay questions, or of a mixture of both. Even the grade levels a test covered were left up to only the state. A test of reading instructional knowledge could stress the major components of reading instruction in only the elementary grades (K-3 or K-5), in a larger span of grades (K-12), or in only the secondary grades.

In April 2000, the National Reading Panel (NRP) issued its report *Teaching Children to Read*, describing the major elements supported by high-quality research for improving beginning reading instruction (NICHHD, 2000). The analysis conducted by the NRP found that most children can benefit from systematic instruction in the following areas: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Despite the research support for this body of reading instructional knowledge, two studies that examined syllabi for reading methods courses in a sample of education schools after 2000 (National Council on Teacher Quality, 2006; Steiner & Rozen, 2004) found that few schools of education expected an understanding of the above-mentioned body of knowledge in their reading methods courses.

III. Rationale for a Comprehensive Stand-Alone Licensure Test of Beginning Reading Instructional Knowledge for Prospective Teachers of Elementary-Age or Pre-Elementary-Age Children

The major reason for states to require a licensure test of beginning reading instructional knowledge for prospective teachers of pre-elementary- or elementary- age children is that most education schools do not offer the reading methods courses these teachers need before they begin their teaching careers. Instead, they offer reading methods coursework that may undermine if not deliberately contradict what is known from almost 100 years of reading research (Stotsky, 2005).

Another reason for states to require a dedicated, or stand-alone, reading licensure test is that a multi-subject test cannot offer many items on reading instruction and test-takers can miss all those items and still pass the test. But even a stand-alone test (i.e., a test with its own pass score) isn't a strong assessment of a test-taker's beginning reading instructional knowledge if the test contains only 60 or so multiple-choice items and no questions requiring test-takers to write short essays diagnosing children's reading errors. For example, ETS's new PRAXIS II test titled *Elementary Education: Multiple Subjects (5031)* contains four separately-scorable sections, one of which is on Reading and Language. This section contains 60 test items, 32 of which assess reading instructional knowledge. Even if all 32 test items focus on research-based reading instructional knowledge, this test is not an adequate assessment of reading instructional knowledge.

IV. Recommended Content and Weights in a Comprehensive Stand-Alone Licensure Test of Beginning Reading Instructional Knowledge for Prospective Teachers of Elementary-Age and Pre-Elementary-Age Children

State legislators and boards and departments of education need to consider content and weights for major strands in comprehensive stand-alone reading licensure tests for prospective teachers of elementary- and pre- elementary-age children. Both need to be considered because teacher licensure tests use compensatory scoring (total number right across all sections) to arrive at the total score. Weights are typically based on the number of test items in a particular category and a heavy weight for an important category will ensure that all test-takers must earn some points in it. Overall, there should be about 100 multiple- choice (or selected response) items on a test (worth about 80% of the test) to allow for piloting some items for future tests that don't count for test-takers' scores, as well as two open or constructed response (OR or CR) items accounting for about 20% of the test.

We recommend the following weights or percentages:

–35% for a strand on phonological and phonemic awareness, understanding of the alphabetic principle and concepts of print, the role of phonics, and word analysis skills and strategies;

–30% for a strand on the development of vocabulary/concepts as well as comprehension strategies for imaginative and informational texts. Vocabulary study can be integrated with reading comprehension because it is the major component in it but it should be about 15% of the weight of this strand;

–15% for a strand on reading assessment and instruction; –20% for OR or CR questions requiring the integration of knowledge (such as diagnosing children's reading errors).

V. Criteria for a Stand-Alone Licensure Test of Beginning Reading Instructional Knowledge

A dedicated reading test should meet the following four criteria:

1. A minimum of 90 items to ensure adequate assessment of research- based beginning reading instructional knowledge.
2. At least 50% of the items assess research- based beginning reading instructional knowledge.
3. At least one OR or CR question so that test-takers can indicate how well they can demonstrate in writing their diagnostic interpretation of student reading errors.
4. A clear distinction between characteristic reading elements in, and skills needed for, imaginative/ literary texts and characteristic reading elements in, and skills needed for, informational/expository texts in order to address Common Core's division of reading standards.

VI. Stand-Alone Licensure Tests of Beginning Reading Instructional Knowledge Used in More than One State

1. The Massachusetts Foundations of Reading Test (90). Developed in 2001 by NES/Pearson with reading researchers, reading specialists, and reading faculty in Massachusetts and later adopted by Connecticut (2009), Wisconsin (2012), North Carolina (2012), and New Hampshire (2013), the test contains 100 multiple-choice test items (85 of which count for the score), plus two essay questions requiring analysis of children's reading errors. The test makes a clear distinction between informational and literary texts. NES/Pearson shares the copyright with Massachusetts for this test. States that adopt this test set their own cut score. However, they are advised to set the cut score close to the one established by Massachusetts so that comparisons can be made on pass/fail rates and reciprocity is possible for teachers who move from one state to the other. A 100-item practice test reflecting the kinds of test items on the test is available at http://www.mtel.nesinc.com/PDFs/MA_FLD090_PRACTICE_TEST.pdf.

2. The PRAXIS II Teaching Reading (0204/5204). This test was copyrighted in 2013 and is used in about 13 states, according to ETS. It consists of 90 multiple-choice items and three essay questions. It is described as reflecting the five essential components of effective reading instruction identified by the National Reading Panel and as designed for "licensing an entry-level reading teacher" or "adding a reading endorsement to an existing license." It is further described as designed for "individuals whose preparatory program has included intensive training in the teaching of reading." About 36% of the test addresses "emergent literacy (oral language, concepts of print), phonological awareness, alphabetical principle/phonics, and word analysis." Vocabulary is worth another 14%. Comprehension and fluency are another 25%. "Instructional practices" are covered by three essay questions worth another 25%. However, test objectives do not make a clear distinction between imaginative/literary texts and informational/expository texts and the different elements in, and skills needed for, each major type of text, as indicated by the section of this test titled "Reading Comprehension Strategies across Text Types."

3. The PRAXIS II Teaching Reading: Elementary Education (5203). Copyrighted October 2013 and used in three states (Maryland, Tennessee, and Virgin Islands), according to ETS, this test is like the PRAXIS II reading test 0204/5204; it has 90 multiple-choice questions and three essay questions. But it is not clear from the ETS website for whom this test is designed or how its reading test items differ from those in 0204/5204; it appears different chiefly because it has a section on how writing supports reading instead of a section on instructional practices. Like 0204/5204, the test is described as reflecting the five essential components of effective reading instruction identified by the National Reading Panel, but, also like 0204/5204, the test does not make a clear distinction between imaginative/literary texts and informational/expository texts and the different elements in, and skills needed for, each major type of text, as indicated in the section of this test titled "Reading Comprehension Strategies across Text Types."

4. Reading Teacher (177). American Board Certification for Teacher Excellence (ABCTE) offers a stand-alone reading test that may be allowed in some states as an alternative to the required reading test for initial licensure of an elementary or special education teacher. However, the test at present seems to be used most frequently as an endorsement in reading for an already-licensed elementary teacher. It is a relatively strong test of the basic elements of beginning reading instructional knowledge.

VII. Who Should Take a Comprehensive Stand-Alone Licensure Test of Beginning Reading Instructional Knowledge and Why

All prospective teachers of pre-elementary-age and elementary-age children should be required to pass a comprehensive stand-alone licensure test of reading instructional knowledge: early childhood teachers licensed to teach grades K, 1, 2, and 3; elementary teachers licensed up to grade 6; and most special education teachers. It is obvious why the prospective elementary teacher licensed for K-6 needs to take a test addressing beginning reading instructional knowledge no matter what grade level that teacher teaches. But it may be less obvious why special education and early childhood teachers should as well.

Today, most special education teachers work side by side in the elementary classroom with the elementary teacher. Accordingly, they should know as much about the teaching of beginning reading as the elementary teacher does (Stotsky, 2009). The only group of prospective special education teachers who would benefit from being prepared for a

different test, if it existed, are those planning to teach the deaf or hearing-impaired child. They need a test (preceded by the right reading coursework) that does NOT emphasize phonics—or sounding out. But, no such test has yet been developed, even at Gallaudet University, and it is completely unclear what the content of reading methods coursework is for prospective teachers of deaf children.

Prospective teachers of pre-school children also needs to know about the full scope of beginning reading through the elementary grades, even though most of the children they teach are not yet readers, because they are responsible for developing basic academic habits and attention spans for formal schooling. Education faculty in Massachusetts agreed that these prospective teachers should be required to take the same stand-alone reading test that elementary and special education teachers take.

VIII. How and Why Licensure Tests for Reading Specialists Are Different

Teachers of record in self-contained elementary classrooms (Early Childhood or Elementary teachers, now often accompanied by Special Education teachers) are typically not equipped by their professional preparation programs to work one-on-one with children who are struggling to learn how to read. That is the work of a reading specialist (whether called a dyslexia specialist or a Title I Reading Teacher). In Massachusetts, there was general agreement that a reading specialist should know more than a classroom teacher and pass a different stand-alone test of reading instructional knowledge.

The distinction between these two stand-alone tests (and between the preparation programs leading to licensure as an elementary teacher who teaches reading as well as other subjects, or as a reading specialist) remains important even if the distinction is not observed in many state frameworks for teacher and specialist licensure or even in the tests they take. This distinction should affect the weights and content on the licensure test a specialist should be expected to pass (as well as the student teaching or practicum experience). The reading specialist (like a doctor boarded in a specialized area of medicine) is not a semi-administrator (e.g., a director of reading). The reading specialist is, and should be trained as, a clinician (e.g., a diagnostician plus) who can do one-on-one work with struggling readers. They need to know the material assessed on a test of beginning reading instructional knowledge. But they need to know a lot more about the kinds of diagnostic tests that are available and have a firm grounding in the neurological aspects of reading.

The licensure test for a reading specialist is an advanced test (like a medical board exam) that requires a firm base in neurology and should culminate a master's degree program for those wanting a license as a reading specialist. The preparation program for a reading or dyslexia specialist should be under the joint auspices of a medical school and an education school. Given the advanced nature of a licensure test for such a specialist, we recommend that about 20% of the test address principles of test construction and interpretation of test results, understanding of formal and informal reading and writing assessments, and understanding of screening and diagnosis of reading difficulties. Another 15% should address the neurological

aspects of reading and writing (with test items developed and vetted by neurologists and neuropsychologists). ETS provides two tests for Reading Specialist. One test (0300), re-issued in 2008, provides minimal coverage of foundational reading skills. The other, 0301/5301, is a new test with 80 multiple-choice questions and two open response questions. It appears to cover basic reading skills far more extensively than 0300, and in its overall categories and weights bears a close resemblance to the Massachusetts Reading Specialist test (08). None of these tests, however, contains test items on the neurological aspects of reading and writing. Thus, all current licensure tests lack coverage of some of the areas that these prospective specialists should address in coursework for a master's degree.

IX. Cut Score Issues

A cut score is the pass/fail cut-off. Where it is placed reflects both professional and political judgment. It determines what percentage of test-takers pass or fail the licensure test. A low cut score means that most test-takers pass. A very high cut score means that few do. The cut score is not intended to reflect how many test items a test-taker SHOULD get right, but the level of entry-level knowledge those setting the cut score deem acceptable for a beginning teacher of record. For that reason, those selected to be on the cut-score setting committee should reflect the range of institutions that prepare and hire teachers with this license.

For states using the Massachusetts Foundations of Reading Test (90), the raw score should be identical to the one used in Massachusetts—for reciprocity and comparison of results. At present, the

Connecticut test has a cut score that is very close to the one used in Massachusetts. By September 2014, the cut score in Wisconsin will be identical to the one used in Massachusetts.

X. Concluding Remarks

Over 46 states have adopted Common Core’s English language arts and reading standards, and teachers in these states will be held accountable for student achievement on tests based on Common Core’s standards. It is in these states’ best interest to ensure that all prospective teachers of preK to 6 students are prepared to address Common Core’s reading standards at the beginning of their teaching careers, not afterwards.

Contrary to the thinking of many education researchers, licensure tests for prospective teachers are NOT designed to predict later student achievement. They are constructed to determine if prospective teachers in a particular field have the entry-level knowledge that peers and teaching faculty in a particular field deem necessary for beginning teachers of record in that field.

In choosing a dedicated reading licensure test for prospective teachers of young children (early childhood, elementary, and special education teachers), states should make sure that there is:

1. A minimum of 90 items to ensure adequate assessment of research-based beginning reading instructional knowledge, with at least 50% of the items assessing research-based beginning reading instructional knowledge.
2. At least one Open or Constructed Response question so that test-takers can indicate how well they can demonstrate in writing their

diagnostic interpretation of student reading errors.

3. A clear distinction between the features of literary texts and the features of informational texts in order to address Common Core’s division of reading standards.

About the Author:

Sandra Stotsky is professor of education emerita at the University of Arkansas. She served as Senior Associate Commissioner at the Massachusetts Department of Elementary and Secondary Education from 1999-2003, where she was in charge of developing or revising all the state’s K-12 standards, teacher licensure tests, and teacher and administrator licensure regulations. Her most recent book is *The Death and Resurrection of a Coherent Literature Program*, Rowman & Littlefield, 2012.

About Pioneer:

Pioneer Institute is an independent, non-partisan, privately funded research organization that seeks to change the intellectual climate in the Commonwealth by supporting scholarship that challenges the “conventional wisdom” on Massachusetts public policy issues.

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 8B

◆ **ISSUE**

The board is being asked to adopt proposed amendments to regulation 4 AAC 06.120(a)(2), Chart of Accounts effective dates; 4 AAC 27, Transportation of Pupils; and to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts for amendments related to the pupil transportation program.

◆ **BACKGROUND**

- Proposed amendments to 4 AAC 06.120(a)(2) would provide for an effective date for changes to the Uniform Chart of Accounts and Account Descriptions for Public School Districts.
- Proposed amendments to 4 AAC 27 are to be in compliance with AS 14.09.010(b), which was adopted under House CS for CS for Senate Bill 182, which passed during the fiscal year 2012 legislature. AS 14.09.010(b) included a provision requiring the department to adopt regulations that provide for oversight of, and support to, school districts in achieving a safe and cost-effective student transportation system.
- Proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts will amend and create descriptions to clarify how to report pupil transportation expenditures for consistency among the districts and outline the expenditures that are eligible under the Pupil Transportation Program.
- The proposed amended regulations, proposed amended uniform chart of accounts description, and the public comment received can be found behind this cover memo.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 11B.

4 AAC 06.120 (a)(2) is amended to read:

(2) [FOR FISCAL YEARS BEGINNING ON OR AFTER JULY 1, 1998 AND ENDING BEFORE JULY 1, 2001, THE ALASKA DEPARTMENT OF EDUCATION UNIFORM CHART OF ACCOUNTS AND ACCOUNT CODE DESCRIPTIONS FOR PUBLIC SCHOOL DISTRICTS, 1996 EDITION;] for fiscal years beginning on or after July 1, 2001, and ending before July 1, 2013, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2000 Edition; for fiscal years beginning on or after July 1, 2013 **and ending before July 1, 2014**, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2012 Edition; **for fiscal years beginning on or after July 1, 2014, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2014 Edition;**

Eff. 1/1/76, Register 56; am 1/22/81, Register 77; am 8/2/81, Register 79; am 2/10/83, Register 85; am 3/24/85, Register 93; am 8/29/85, Register 95; am 4/12/86, Register 97; am 6/28/87, Register 102; am 12/23/88, Register 108; am 8/5/90, Register 115; am 12/20/97, Register 144; am 5/17/2001, Register 158; am 3/23/2006, Register 177; am 12/02/2012, Register 204; ; am ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.170 AS 14.14.050

AS 14.07.060

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.006. Program requirements. (a) The purpose of the pupil transportation grant program is to provide basic to and from school transportation services.

(b) Districts will use the most cost efficient methods when developing and establishing both regular and special education routes, procuring contractor services or equipment, and other services related to basic to and from school transportation services.

(c) Eligible expenditures that can be charged to the pupil transportation program include only those direct costs for operating and transporting pupils under the provisions of AS 14.09 and this chapter, and must be reported in accordance with 4 AAC 06.121(4). (Eff. / /____, Register)

Authority: AS 14.07.030 AS 14.07.060 AS 14.09.010

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.011. Establishment of regular routes. (a) A regular pupil transportation route may be established by a district if:

(1) eight or more pupils reside more than one and one-half miles from the attendance center to be served by the route, measured from the closest point of the school property to the closest point of the residence property; and

(2) the entire route is over regularly maintained roads, having at least a gravel surface, which are under the supervision and all-weather maintenance of the Department of Transportation and Public Facilities, a public utility district, a municipality, a borough service area, or any other agency supported by public funds; adequate turnaround space for transportation vehicles must be available on the route.

(b) A transportation route must be free from duplicate mileage unless

(1) the pickup point requiring the duplicate mileage serves at least three pupils and is at least one mile in one direction from the main route; or

(2) the pickup point requiring the duplicate mileage serves 15 or more pupils.

(c) Kindergarten pupils may be included in any regular pupil transportation route;

however, special runs for transporting only kindergarten pupils to and from school will not be an eligible expenditure under the pupil transportation program. (Eff. / / ____, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

AS 14.07.030

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.021. Establishment of special education routes. (a) Special education pupils must be transported in accordance with the provisions of AS 14.30.347.

(b) Special education routes are not subject to the restriction in paragraph 4 AAC 27.011(a)(1).

(c) Fees paid for services of or aide to the driver on a special education route will be an eligible expenditure under the pupil transportation program, if those services are required as part of a pupil's IEP. (Eff. __/ / ____, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.30.347

AS 14.07.030 AS 14.09.010

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.032. In-lieu-of agreements. (a) A district may establish agreements with parents to provide reimbursement for transporting their children to the nearest attendance center or bus pickup in place of extending an existing route or establishing a new route.

(b) The following limitations apply to in-lieu-of agreements entered under (a) of this section:

(1) unless the child is a special education pupil, the pupil's residence must be more than one and one-half miles from both the nearest regular bus route and the pupil's attendance center;

(2) the per mile rate may not exceed the maximum rate paid by the district for the travel of its administrative employees when using their private vehicle for school business; and

(3) reimbursements must be based on the actual miles traveled and not the number of pupils transported. (Eff. / /____, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.036. Hazardous routes. (a) Those routes within one and one-half miles of an attendance center which cannot be safely traveled by children because of traffic, weather, or other hazards may be designated by the governing body of the district as hazardous routes.

(b) A resolution by the governing body designating a hazardous route must state the nature and anticipated duration of the hazard. A hazardous-route designation applies only during the period the hazard exists and for a maximum of one school year. (Eff. __/ /____, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.010
AS 14.09.030

4 AAC 27.056. Required transportation reports and documents. (a) Each district that receives pupil transportation grant funds from the department shall submit the following pupil transportation reports to the commissioner, on forms prescribed by the department:

(1) the pupil transportation program annual report shall be submitted to the department no later than October 1 each year;

(2) the pupil transportation program quarterly report shall be submitted to the department no later than 15 days after the end of each quarter of the fiscal year of the report. The final quarterly report is due to the department no later than July 15 of each year, unless the district is offering summer school transportation services, then the final report is due to the department no later than August 15 of each year;

(3) the school bus accident report shall be submitted to the department immediately following a reportable accident and must be completed by the owner/leaseholder of a school bus when a school bus:

(A) on an off-terminal premises makes contact with another vehicle, object, or person; or leaves a roadway or parking area; and

(B) on an on-terminal premises makes contact that results in injury to a pupil passenger, whether pupil is inside or outside the bus;

(4) the accident summary report shall be submitted within 10 days after the end of each month there is a reportable school bus accident. If there are no reportable

accidents in a month then this form may be completed and submitted within 10 days after the end of each quarter.(Eff. / /____, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.030
AS 14.07.030 AS 14.09.010

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.086. Competitive pupil transportation proposals. (a) All contracts for pupil transportation awarded by a district school board must be based on the competitive proposal process. The district must follow the requirements of 4 AAC 27.086(c). A request for proposal must, at a minimum, contain the following:

(1) a general description of the required service areas; number of routes and runs; number, size, and age limitation of school buses required; approximate mileage to be run; and approximate number of pupils to be transported;

(2) a contract terms of not less than three years if feasible;

(3) a statement that the contract is governed by AS 14.09 and this chapter;

(4) a statement that if there is a cancellation or termination of a contract due to deficiencies in performance by the contractor that upon cancellation or termination of the contract, the district may exercise its option to buy or lease from the contractor, and the contractor agrees to sell or lease to the district, any or all regular to and from school buses and spare buses, which as of the date of delivery or said thirty (30) day notice of cancellation from the district to the contractor are being used by the contractor;

(5) any reporting and document submittal requirements, including the tracking of ridership and mileage;

- (6) liquidated damage clause due to lack of performance; and
- (7) fuel adjustments.

(b) The request for proposal for the basic to and from school transportation services may include activity bus services and optional equipment, which exceeds the minimum standards for Alaska school buses adopted under 4 AAC 27.110, so long as the activity bus services and optional equipment costs are not included in the base costs of the basic to and from school transportation services and the request for proposal clearly itemizes contract costs as follows:

- (1) costs of the basic to and from school transportation services required to meet the minimum standards for Alaska school buses adopted under 4 AAC 27.110;
- (2) costs of activity bus services, provided on a cost per bus, per day, per hour, and per half hour basis; and
- (3) costs of optional equipment in excess of the minimum standards for Alaska school buses adopted under 4 AAC 27.110, provided on a cost per bus basis.

(c) The district shall ensure that all solicitations for requests for proposals commence six months prior to the expiration date of the current contract. Pre-bid conferences shall be held 30 days after the release of the request for proposal. All requests for proposals shall be due to the district 14 days after the pre-bid conference and opened on that same day in public at the hour and place stated in the solicitation for proposals.

(d) After the district's school board action to offer a transportation contract, and following any board actions on petitions for reconsideration by proposers, the district school board shall forward a copy of the written proposed contract and successful proposal to the department no later than April 15 of the fiscal year preceding the first year of the contract. In

addition, a copy of the final signed written contract shall be forwarded to the department no later than the first day of the contract.

(e) Notwithstanding subsection (c), all districts with an average daily membership of 4,500 or more shall work with the department to align, bid, and remain on the same term cycle. (Eff. / /_____, Register)

Authority: AS 14.07.060 AS 14.07.030 AS 14.09.010

4 AAC 27 is amended by adding a new section to read:

4 AAC 27.951. Measurement of distance to attendance center. For purposes of this chapter, in determining whether a pupil resides at least a specified distance from the pupil’s attendance center or nearest transportation route pickup point, the distance to be measured is the shortest route, measured from the closest point of the residence property, by which a pupil could actually walk to the location while not crossing private property without the permission of the property owner. (Eff. / /_____, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010
AS 14.07.030

4 AAC 27.990(a)(5) is repealed:

(5) Repealed / /_____. (Eff. 5/30/71, Register 38; am 9/14/77, Register 63; am 7/8/99, Register 151; am 7/23/99, Register 151; am 6/4/2004, Register 170; am / /2013, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.030

4 AAC 27.990(a) is amended by adding new paragraphs to read:

(12) “attendance center” means the neighborhood school within a district to which a pupil is to be transported for educational purposes;

(13) “bus route” or “route” means the shortest distance necessary to transport a given group of pupils to and from a pickup point nearest their homes and their attendance center, but does not include the distance from where a transportation vehicle is garaged to the start of its route;

(14) “IEP” means an individualized education program as set out in AS 14.30.278 and 4 AAC 52.140.

(15) “school bus” means a type of bus specially designed and manufactured for the transporting of pupils to and from school and school events;

(16) “to and from” means transporting a pupil from their scheduled pick-up point to and from school on regular scheduled school days;

(17) “duplicate mileage” means any portion of a route that travels both directions on the same street or roadway;

(18) “spare buses” means those buses used by a district for to and from school transportation services in the event of a mechanical failure in the primary bus fleet;

(19) “activity buses” means a bus owned, leased, or contracted by a district and regularly used to transport pupils on field trips, athletic trips, extracurricular, and other non-instructional activities;

(20) “optional equipment” means any equipment not required in the most current edition of the minimum standards for Alaska school buses under 4 AAC 27.110;

(21) “eligible expenditure” means only those costs associated with operating the basic to and from school transportation services, such as direct administrative and staff

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salaries and benefits, contracted services, supplies, and equipment. (Eff. 5/30/71,
Register 38; am 9/14/77, Register 63; am 7/8/99, Register 151; am 7/23/99, Register 151;
am 6/4/2004, Register 170; am / /2013, Register)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

AS 14.07.030

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O	557	INDIRECT COST POOL
R	600	OPERATIONS AND MAINTENANCE OF PLANT
R	700	STUDENT ACTIVITIES
R	760	STUDENT TRANSPORTATION – <u>TO AND FROM SCHOOL</u>
<u>R</u>	<u>761</u>	<u>STUDENT TRANSPORTATION – SCHOOL ACTIVITIES</u>
<u>R</u>	<u>762</u>	<u>STUDENT TRANSPORTATION – OTHER</u> <u>TRANSPORTATION SERVICES</u>
R	770	ADULT AND CONTINUING EDUCATION INSTRUCTION
O	771	ADULT BASIC EDUCATION
R	780	COMMUNITY SERVICES
R	790	FOOD SERVICES
R	850	DEBT SERVICE
R	860	EXPENDABLE TRUST
R	880	CONSTRUCTION AND FACILITIES ACQUISITION
O	881	ADMINISTRATION
O	882	SITE ACQUISITION AND INVESTIGATION
O	883	DESIGN
O	884	CONSTRUCTION MANAGEMENT
O	885	CONSTRUCTION
O	886	EQUIPMENT/FURNISHINGS
R	900	OTHER FINANCING USES
R	000	UNDESIGNATED

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OBJECT CODES - EXPENDITURES

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R	310	CERTIFICATED SALARIES
O	311	CERTIFICATED SUPERINTENDENT
O	312	CERTIFICATED ASSOCIATE/ASSISTANT SUPERINTENDENT
O	313	CERTIFICATED PRINCIPAL/ASSISTANT PRINCIPAL
O	314	CERTIFICATED DIRECTOR/COORDINATOR/MANAGER
O	315	CERTIFICATED TEACHER
O	316	CERTIFICATED EXTRA DUTY PAY
O	317	CERTIFICATED SUBSTITUTES
O	318	CERTIFICATED SPECIALISTS
R	320	NON-CERTIFICATED SALARIES
O	321	NON-CERTIFICATED DIRECTOR/COORDINATOR/MANAGER
O	322	NON-CERTIFICATED SPECIALISTS
O	323	NON-CERTIFICATED AIDES
O	324	NON-CERTIFICATED SUPPORT STAFF
O	325	NON-CERTIFICATED MAINTENANCE/CUSTODIAL
O	326	NON-CERTIFICATED FOOD SERVICE STAFF
O	327	NON-CERTIFICATED BUS DRIVERS
O	328	NON-CERTIFICATED CONSTRUCTION LABOR
O	329	NON-CERTIFICATED SUBSTITUTE/TEMPORARIES
<u>O</u>	<u>330</u>	<u>NON-CERTIFICATED SCHOOL BUS AIDES AND MONITORS</u>
	350	<u>TOTAL EMPLOYEE BENEFITS</u>
R	360	EMPLOYEE BENEFITS
O	361	INSURANCE - LIFE AND HEALTH
O	362	UNEMPLOYMENT INSURANCE
O	363	WORKERS' COMPENSATION
O	364	FICA CONTRIBUTION
O	365	RETIREMENT CONTRIBUTION - TRS
O	366	RETIREMENT CONTRIBUTION - PERS
O	369	OTHER EMPLOYEE BENEFITS

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O	444	SITE REPAIR AND MAINTENANCE SERVICES
R	445	INSURANCE AND BOND PREMIUMS
O	446	PROPERTY INSURANCE
O	447	LIABILITY INSURANCE
O	448	FIDELITY BOND PREMIUMS
O	449	STUDENT ACCIDENT INSURANCE
R	450	SUPPLIES, MATERIALS AND MEDIA
O	451	TEACHING SUPPLIES
O	452	MAINTENANCE AND CONSTRUCTION SUPPLIES AND MATERIALS
O	453	JANITORIAL SUPPLIES
O	454	OFFICE SUPPLIES
<u>O</u>	<u>455</u>	<u>SCHOOL BUS MAINTENANCE, SUPPLIES & MATERIALS</u>
O	456	WAREHOUSE INVENTORY ADJUSTMENT
O	457	SMALL TOOLS AND EQUIPMENT
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O	459	FOOD
O	460	MILK
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O	473	PERIODICALS
O	479	OTHER SUPPLIES, MATERIALS AND MEDIA
R	480	TUITION AND STIPENDS
O	481	TUITION
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R	490	OTHER EXPENSES
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O	493	INTEREST
O	494	LOSS ON INVESTMENTS
R	495	INDIRECT COSTS

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R	500	CAPITAL OUTLAY
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<u>R</u>	<u>515</u>	<u>SCHOOL TRANSPORTATION VEHICLES AND</u>
		<u>EQUIPMENT</u>
R	520	LAND
R	523	BUILDINGS AND IMPROVEMENTS PURCHASED
R	525	DEPRECIATION
O	527	CONTINGENCY
O	528	OVERHEAD
R	532	INTEREST ON LONG-TERM DEBT
R	533	REDEMPTION OF PRINCIPAL ON LONG-TERM DEBT
R	540	OTHER CAPITAL OUTLAY EXPENSES
R	550	TRANSFER TO OTHER FUNDS
O	551	TRANSFER TO GENERAL FUND
O	552	TRANSFER TO SPECIAL REVENUE FUND
O	553	TRANSFER TO DEBT SERVICE FUND
O	554	TRANSFER TO CAPITAL PROJECTS FUND
O	555	TRANSFER TO ENTERPRISE FUND
O	556	TRANSFER TO INTERNAL SERVICE FUND
O	557	TRANSFER TO EXPENDABLE TRUST FUND
R	560	OTHER NONCURRENT DEBITS
O	561	AGENCY FUND OUTFLOW
O	562	TRANSFER TO OTHER GOVERNMENTAL UNITS

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- 760 **STUDENT TRANSPORTATION – TO AND FROM SCHOOL** - Activities of transporting students [BETWEEN HOME] **to** and **from** school **only that meet the Minimum Standards for Alaska School Buses**. Included here are the director/coordinator/manager of transportation, bus drivers, and support staff. Examples of the types of expenditures to include are salaries, employee benefits, [AND] other administrative costs for managing the student transportation system, **and any contractor-operated services**. Travel related to student activities and student instructional travel is **not** included here, but in their respective functions. **Expenses related to Student Transportation – School Activities should be included in Function 761. (Required)**
- 761 **STUDENT TRANSPORTATION – SCHOOL ACTIVITIES** - Activities of **transporting students on school buses for activities, field trips, and other non-educational activities only. Examples of the types of expenditures to include are salaries, employee benefits, and other administrative and direct costs for providing the transportation of pupils outside the normal to and from school transportation services, including any contracted services. Travel related to student activities and student instructional travel is not included here, but in their respective functions. (Required)**
- 762 **STUDENT TRANSPORTATION – OTHER TRANSPORTATION SERVICES** - **Expenditures for optional equipment beyond the Minimum Standards for Alaska School Buses that the district chooses to add to school buses and any other expenditures that are not to and from school transportation services or school activities and cannot be classified in Function 760 or Function 761. (Required)**
- 770 **ADULT AND CONTINUING EDUCATION INSTRUCTION** - Activities of teaching adults and out-of-school youth in an educational program not based primarily on previous education attainment and which is generally characterized by less than full time attendance. Included here are the director/coordinator/manager of adult education, classroom teachers, teacher aides, and other support staff. Included also are specific inservice teacher training, conferences or workshops for adult and continuing education teacher's staff development. Examples of the types of expenditures to include are salaries, employee benefits, teaching supplies, textbooks, classroom equipment and repair, and travel between schools and/or other locations for adult and continuing instructional purposes. **(Required)**
- 771 **ADULT BASIC EDUCATION** - Instruction costs for providing fundamental education to adults whom have never attended school or who have interrupted formal schooling. **(Optional)**
- 780 **COMMUNITY SERVICES** - Activities provided by a school or school district for purposes of relating to the community as a whole or some segment of the community **not** directly related to providing education for students. Specifically, it is an additional responsibility delegated to the school district beyond its primary function of providing

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- 324 NON-CERTIFICATED SUPPORT STAFF - Individuals who are hired to perform administrative support services such as secretaries, bookkeepers, data processing clerks, attendance clerks, accounting clerks, and technicians. (Optional)
- 325 NON-CERTIFICATED MAINTENANCE/CUSTODIAL - Individuals hired to keep the grounds, buildings, and equipment in repair or daily upkeep such as janitors, electricians, plumbers, and gardeners. (Optional)
- 326 NON-CERTIFICATED FOOD SERVICE STAFF - Individuals hired into the school food service program who are responsible for preparing or serving food to students or staff. (Optional)
- 327 NON-CERTIFICATED BUS DRIVERS - Individuals hired to drive buses for student transportation. (Optional)
- 328 NON-CERTIFICATED CONSTRUCTION LABOR - Individuals hired to work on a construction project. (Optional)
- 329 NON-CERTIFICATED SUBSTITUTE/TEMPORARIES - Individuals hired to perform duties in the absence of regular employees or of a short-term nature. Includes substitute teachers who do **not** need a teaching certificate as a condition of their employment. Includes substitute secretaries, aides, bookkeepers, and data processing clerks. (Optional)
- 330 NON-CERTIFICATED SCHOOL BUS AIDES AND MONITORS – The salaries for school bus aides and monitors on to and from school transportation services for both regular and special education routes and other State-approved student transportation. Expenditures can occur while students are in transit and while they are being loaded and unloaded, and it includes directing traffic at the loading stations. (Optional)**
- 350 TOTAL EMPLOYEE BENEFITS - Expenditures for all employee benefits. All employee benefits are required to be prorated to the functions with the corresponding salary. Object codes 360-399 have been reserved for employee benefits.
- 360 EMPLOYEE BENEFITS - Expenditures by the school district for the benefit of the employees including life, health and accident premiums, unemployment insurance, workers' compensation premiums, FICA, SBS, TRS, and PERS. These amounts are items **not** included in the gross salary nor considered compensation. **(Required)**
- 361 INSURANCE - LIFE AND HEALTH - Expenditures by the school district for life, health and accident insurance for the benefit of the employees. (Optional)
- 362 UNEMPLOYMENT INSURANCE - Expenditures by the school districts to provide unemployment insurance for employees. (Optional)

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- transportation fares or private vehicle reimbursement at the designated rate per mile. Staff accompanying students as chaperones are recorded under student travel. **(Required)**
- 421 STAFF TRANSPORTATION - Expenditures for employee airfare, mileage allowances, car rental, aircraft charters, train fares, bus fares, and ferry fares. Conference fees are also recorded here. (Optional)
- 422 STAFF PER DIEM - Expenditures for housing, meals, daily travel allowances, and other expenditures for employees while away from home on business. (Optional)
- 425 STUDENT TRAVEL - Expenditures for transportation and related costs of classroom related and extra-curricular travel for students and chaperones. **Expenditures for contracted services for to and from school transportation services and other State-approved student transportation should not be include here, but rather under object 440. (Required)**
- 426 STUDENT TRANSPORTATION - Expenditures for student airfare, mileage allowances, car rental, aircraft charters, train fares, and bus fares. (Optional)
- 427 STUDENT PER DIEM - Expenditures for housing, meals, daily travel allowances, and other expenditures for students while away from home. (Optional)
- 430 UTILITY SERVICES - Expenditures for utility services provided by public or private organization. Included are water/sewage and disposal services, telephone services, and postage machine rental and postage. Energy services are **not** included here but in Energy, object 435. **(Required)**
- 431 WATER AND SEWAGE - Expenditures to third parties for water consumption and sewage facilities. (Optional)
- 432 GARBAGE - Expenditures to third parties for garbage collection and related services. (Optional)
- 433 COMMUNICATIONS - Expenditures to third parties for services such as telephone and internet, as well as postage machine rentals and postage. (Optional)
- 434 OTHER UTILITY SERVICES - Expenditures to third parties for other utility services that cannot be accounted for elsewhere. (Optional)
- 435 ENERGY - Expenditures for electricity, heating oil, natural or bottled gas, coal, gasoline, diesel, and other energy. **(Required)**
- 436 ELECTRICITY - Expenditures for electricity paid to a private or public utility company. (Optional)

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- 437 NATURAL OR BOTTLED GAS - Expenditures for natural or bottled gas paid to a private or public utility company. (Optional)
- 438 GASOLINE, DIESEL OR HEATING OIL - Expenditures for gasoline, diesel or heating oil that is used to produce energy. Vehicle gasoline or diesel are **not** included here but in Supplies, Materials, and Media, object 450. (Optional)
- 439 OTHER ENERGY - Expenditures for other energy that cannot be accounted for elsewhere. (Optional)
- 440 OTHER PURCHASED SERVICES - Expenditures for purchased services which include building, equipment, or land rentals, repair and maintenance services, advertising, and printing. Included are bus and other vehicle rental when operated by school district personnel, lease of data processing equipment, lease-purchase arrangements, and similar rental agreements. **School bus contracts related to contractor-operated services for to and from school transportation services and other State-approved student transportation should be included here.** (Required)
- 441 RENTALS - Expenditures for the lease or rental of land, buildings and equipment for the temporary or long-range use of the school district. Included are bus and other vehicle rental when operated by school district personnel, lease of data processing equipment, lease-purchase arrangements and similar rental agreements. (Optional)
- 442 BUILDING REPAIR AND MAINTENANCE SERVICES - Expenditures for contracted building repairs and maintenance services. (Optional)
- 443 EQUIPMENT REPAIR AND MAINTENANCE SERVICES - Expenditures for contracted equipment repairs and maintenance services. (Optional)
- 444 SITE REPAIR AND MAINTENANCE SERVICES - Expenditures for contracted site repairs and maintenance services. (Optional)
- 445 INSURANCE AND BOND PREMIUMS - Expenditures for all types of insurance coverage, including property, liability, fidelity, and student accident. Insurance for group health is **not** included here but under Employee Benefits, object 360. (Required)
- 446 PROPERTY INSURANCE - Expenditures for all forms of insurance covering the loss of or damage to property of the school district from fire, theft, storm or any other peril. Included are costs for appraisals of property for insurance purposes. (Optional)
- 447 LIABILITY INSURANCE - Expenditures for insurance coverage of the school district or its officers against losses resulting from judgments awarded against the system. Included are expenditures (not judgments) made in lieu of liability insurance. (Optional)

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- 454 OFFICE SUPPLIES - Expenditures for all supply items necessary for the operation of an office, such as printed stationery and forms, duplicating supplies, pencils and pens, and minor office equipment not capitalized. (Optional)
- 455 SCHOOL BUS MAINTENANCE, SUPPLIES AND MATERIALS – Expenditures relating to the maintenance, supplies, and materials of the student transportation vehicles. These include lubricants, tires and tubes, repairing and replacing parts for school buses and other transportation vehicles, repairing and replacing parts for equipment, fuel (gasoline and diesel) for buses and other equipment, and inspecting vehicles for safety. (Optional)**
- 456 WAREHOUSE INVENTORY ADJUSTMENT - Recorded here are inventory shrinkage determined by an audit or count of items held in a store or warehouse inventory. Expenditures for the purpose of these items are generally debited to an Asset account, and are charged to the proper appropriation as they are requisitioned. Only a loss should be charged to this account. If the physical inventory reflects an overage in items, the excess is debited to the Asset account "Inventory." (Optional)
- 457 SMALL TOOLS AND EQUIPMENT - Expenditures for articles not readily classified as supplies but as minor equipment. Items are inexpensive and are expendable, including but not limited to: shop tools, office appliances, home economics dishes and kitchen utensils, items for science laboratories, and athletic equipment. (Optional)
- 458 VEHICLE GASOLINE, DIESEL AND OIL - Expenditures of all gasoline, diesel and lubricants used for the district's vehicles or equipment. (Optional)
- 459 FOOD - Expenditures of all food to be served in the school food service program. Food purchased for instructional purposes are **not** included here but in Teaching Supplies, object 451. (Optional)
- 460 MILK - Expenditures of all milk to be served in the school food service program. (Optional)
- 471 TEXTBOOKS - Expenditures for prescribed books purchased for students or groups of students and resold or furnished free to them. Included are the costs of textbooks and binding or repairs. (Optional)
- 472 LIBRARY BOOKS - Expenditures for regular or incidental purchases of library books available for general use by students, including any reference books, even though such reference books may be used solely in the classroom. Included are costs of binding or other repairs to school library books. (Optional)

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- 473 PERIODICALS - Expenditures for periodicals and newspapers for general use in the school library. A periodical is any publication appearing at regular intervals of less than a year and continuing for an indefinite period. (Optional)
- 479 OTHER SUPPLIES, MATERIALS AND MEDIA - Expenditures for all other supplies, materials, and media items that cannot be accounted for elsewhere. (Optional)
- 480 TUITION AND STIPENDS - **(Required)**
- 481 TUITION - Expenditures to reimburse other school districts which educate a student or students residing in one's own district. (Optional)
- 485 STIPENDS - Expenditures by the school district for the meals and lodging of students in a private home or other facility when such students are required to live away from home to attend school on a regular basis. Included are payments and allowances to boarding home and RSVP students and short-term vocational education lodging costs. Payments to school board members are also included. Payments to permanent or temporary school personnel for salary or extra-duty are **not** included here but in Certificated Salaries, object 310 or Non-certificated Salaries, object 320. (Optional)
- 487 STUDENT TRANSPORTATION – IN-LIEU-OF AGREEMENTS – Expenditures relating to the reimbursement of mileage for school transportation service expenditures paid to parents who transport their children to the nearest attendance center or bus pickup point. (Student Transportation Fund 205 Only) (Required)**
- 490 OTHER EXPENSES - Expenditures for goods and services that cannot be accounted for elsewhere, including items in optional codes 491 - 494. **(Required)**
- 491 DUES AND FEES - Expenditures for dues and fees including dues in professional organizations as determined by school district policy and procedures. Fees paid to paying agents are also recorded here. (Optional)
- 492 JUDGMENTS AGAINST THE SCHOOL DISTRICT - Expenditures from current funds for all judgments (except as indicated) against the school district that are not covered by liability insurance, but are of a type that might have been covered by insurance. Only included are amounts paid as the result of court decisions. Judgments against the school district resulting from failure to pay bills or debt service are recorded under the appropriate expenditure accounts as though the bills or debt service had been paid when due. (Optional)
- 493 INTEREST - Expenditures from current funds for interest on short-term debt. (Optional)
- 494 LOSS ON INVESTMENTS - (Optional)

Alaska Department of Education and Early Development
Uniform Chart of Accounts and Account Code Descriptions
2012 Edition

- 495 INDIRECT COSTS - Expenditures related to indirect cost recovery on grants and the corresponding credit to the General Fund. (Function 550 Only) **(Required)**
- 500 CAPITAL OUTLAY - Expenditures of fixed assets or additions to fixed assets. To determine if an item should be capitalized, the following criteria should be met: (1) the life of the item purchased must be longer than one year; (2) the cost should exceed a minimum amount to be specified by the district; (3) the item purchased is not a repair part; and (4) an improvement must increase the value, or extend the life, of the item being improved. **(Required)**
- 510 EQUIPMENT - Expenditures for furnishings, classroom or office equipment, vehicles, generators, and other equipment. (See Appendix A for additional guidance on supplies vs. equipment.) **(Required)**
- 515 STUDENT TRANSPORTATION VEHICLES AND EQUIPMENT – Expenditures related to the purchase of school buses and other transportation vehicles for to and from school transportation services and other State-approved student transportation. (Student Transportation Fund 205 Only) (Required)**
- 520 LAND - Expenditures for the actual cost of appraisals, including the cost of transportation, per diem, or other such related costs which are caused by the direct act of appraising a site by a qualified appraiser. Include the acquisition cost, legal expenses, relocating businesses, dwellings, household furnishings, persons and personal belongings, in accordance with legal requirements when condemnation action is being pursued to obtain the land. **(Fund 500 and Proprietary Fund Only) (Required)**
- 523 BUILDINGS AND IMPROVEMENTS PURCHASED - Expenditures associated with landscaping, drainage, playground equipment, and lighting not related to the building. **(Fund 500 and Proprietary Fund Only) (Required)**
- 525 DEPRECIATION - **(Required)**
- 527 CONTINGENCY - For estimated capital project costs dependent upon the occurrence of future events. **(Fund 500 Capital Projects Only)** (Optional)
- 528 OVERHEAD - Expenditures by the Department of Education and Early Development for department administration costs. **(Fund 500 Capital Projects only)** (Optional)
- 532 INTEREST ON LONG-TERM DEBT - **(Required)**
- 533 REDEMPTION OF PRINCIPAL ON LONG-TERM DEBT - **(Required)**
- 540 OTHER CAPITAL OUTLAY EXPENSES - Expenditures for other capital outlay expenses that cannot be accounted for elsewhere. **(Required)**

PUBLIC COMMENT

From: [Knuth, Dorothy K \(EED\)](#)
To: [Nudelman, Elizabeth M \(EED\)](#); [Watson, Dennis G \(EED\)](#); [Hattan, Rebecca E \(LAW\)](#)
Cc: [Hanley, Michael S \(EED\)](#); [Morse, Les \(EED\)](#); [Fry, Eric V \(EED\)](#)
Subject: FW: Comments on Regs
Date: Thursday, January 30, 2014 3:46:52 PM

-----Original Message-----

From: dorothy.knuth@alaska.gov [<mailto:dorothy.knuth@alaska.gov>]
Sent: Thursday, January 30, 2014 3:33 PM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Michael Abbott
E-Mail: abbott_mike@asdk12.org
Telephone: 907 742-4389

I am commenting on: 4 AAC 06.120(a)(2); 4 AAC 27. Pupil Transportation.

My Comments: The Anchorage School District respectfully request the Department of Education & Early Development (DEED) reconsider the proposed regulations - 4AAC27.086, subparagraph (2); and regulation -4AAC27.110, subparagraph (c).

The Anchorage School District appeals to the DEED to consider the award of multiple-year contracts, since contractors who need to purchase buses and hire drivers to provide the service, would more likely submit a bid when afforded the security of a long-term arrangement. This would encourage competition and may result in lower bid prices.

The Anchorage School District also asks the DEED to reassess the time-frame (six-months) for solicitation of proposals. It would be difficult for any contractor, other than the incumbent, to prepare and submit their bid, especially in a large school district, if such a short period of time was used. Generally, a vendor submitting a bid in this region will need a number of months to adequately complete their due diligence. School officials should promote competitive bidding by giving all prospective bidders adequate time to prepare and submit their bids.

Additionally School officials, whenever possible, should cooperate with other school districts when bidding transportation services. Typically, districts which have participated in such programs have experienced cost savings.

From: [Knuth, Dorothy K \(EED\)](#)
To: [Nudelman, Elizabeth M \(EED\)](#); [Watson, Dennis G \(EED\)](#); [Hanley, Michael S \(EED\)](#); [Morse, Les \(EED\)](#)
Cc: [Hattan, Rebecca E \(LAW\)](#); [Fry, Eric V \(EED\)](#)
Subject: FW: Comments on Regs
Date: Friday, January 31, 2014 10:08:46 AM

-----Original Message-----

From: dorothy.knuth@alaska.gov [<mailto:dorothy.knuth@alaska.gov>]
Sent: Friday, January 31, 2014 9:57 AM
To: Knuth, Dorothy K (EED)
Subject: Comments on Regs

Name: Renee Tonne

E-Mail: renee.tonne@k12norsthstar.org

Telephone: 907 452-2000

I am commenting on: 4AAC 27.086

My Comments: 4 AAC 27.086 Competitive pupil transportation proposals

(a)(2) Contract terms of not less than three years, and not more than five years.

I think the language should include the option for contract extensions. Contract extensions may work in some districts favor to manage costs, allowing school bus contractor to spread costs over longer time period.

NORTH SLOPE BOROUGH SCHOOL DISTRICT

Nunamiut Amogqut

Nunamiut School
P.O.Box 21029
Anaktuvuk Pass,
Alaska 99721
(907) 661-3226
FAX (907) 661-6215

Atkasuk Eagles

Tinmiaqpat
Meade River School
P.O.Box 91030
Atkasuk, Alaska 99791
(907) 633-6315
FAX (907) 633-6215

Barrow Whalers

Barrow High School
P.O.Box 960
Barrow, Alaska 99723
(907) 852-8950
FAX (907) 852-8969

HMSWolves

Eben Hopson, Sr.
Memorial Middle School
P.O. Box 509
Barrow, Alaska 99723
(907) 852-3880
FAX (907) 852-7794

Aragic Foxes

Fred Ipalook
Elementary School
P.O. Box 450
Barrow, Alaska 99723
(907) 852-4711
FAX (907) 852-4713

Kiita Uqpiich

Kiita Learning
Community
P.O. Box 169
Barrow, Alaska 99723
(907) 852-9677
FAX (907) 852-4334

Ilaveooloc Rams

Harold Kaveoolook School
P.O. Box 20
Kaktovik, Alaska 99747
(907) 640-6626
FAX (907) 640-6718

Nuiqsut Trappers

Trapper School
P.O. Box 167
Nuiqsut, Alaska 99789
(907) 480-6712
FAX (907) 480-6621

Tilciqag Horooners

Tilciqag School
P.O. Box 148
Point Hope, Alaska 99766
(907) 368-2262/2263
FAX (907) 368-2770

Kali Qavvllch

Kali School
P.O. Box 59077
Point Barrow, Alaska 99759
(907) 833-2311
FAX (907) 833-2315

Alok Huskies

Alak School
P.O. Box 10
Wainwright, Alaska
99782
(907) 763-2541
FAX (907) 763-2565



Mr. Mike Hanley, Commissioner
Dept of Education & Early Development
PO Box 110500
Juneau AK, 99811-0500

January 25, 2014

RE: Public comments Memo# 2014-004
Transportation of Pupils

Dear Mr. Hanley,

Thank you for the opportunity to provide these comments and reactions to the proposed regulations implementing Alaska Statutes as they apply to school transportation services.

In general the regulations read as though reimbursement is based on some approved per mile cost of the system operation. The previous method of cost reimbursement was changed in 2004 but the regulations do not seem to accurately reflect that the current system operating reimbursement costs are paid to each district by the State using a per-capita formula. There are references, for instance, to school districts using the most efficient routing to reduce the cost of operation. Language, such as this, in the regulations is superfluous. Each district is paid based on a per capita cost established in 2004, which was based on the cost experience for the previous year. Since then there have been increases in the reimbursement amount based on increases in the CPI.

Current legislation allows the increase related to the CPI to "Sunset" with FY 2016. The current "Sunset" date should certainly be amended to add at least four more years to the FY 2016 expiration date.

The current concern however is that in section of 4AAC 27.011 (2) (c) which states "Special runs for transporting only kindergarten pupils to and from school will not be an eligible expenditure under the pupil transportation program." This statement is of course inconsistent as the State does not allocate funds to the districts base on operating, "Special runs" but rather by the ADM or per-capita reimbursement. The objection is that there should be some stated provision allowing for districts to transport kindergarteners, as the only passengers, when the route has been identified as a Hazardous Route with normal ADM reimbursement calculations.

M&O Box 455 Barrow, Alaska 99723 (907) 852-4710 Fax (907) 852-9760

NORTH SLOPE BOROUGH SCHOOL DISTRICT

Nunamiut Anlogayt

Nunamiut School
P.O. Box 21029
Anaktuvuk Pass,
Alaska 99721
(907) 661-3226
FAA (907) 661-6215

Atqasuk Eagles

Tiamiaqoat
Meade River School
P.O. Box 91030
Atqasuk, Alaska 99791
(907) 633-6315
FAX (907) 633-6215

Barrow Whalers

Barrow High School
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Barrow, Alaska 99723
(907) 852-8950
FAA (907) 852-8969

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Arctic Foxes

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Ipallook
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FAX (907) 852-4713

Kiita Uqoich

Kiita Learning
Community
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Barrow, Alaska 99723
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FAA (907) 852-4334

Kaveolook Roms

Harold Kaveolook School
P.O. Box 20
Kaktovik, Alaska 99747
(907) 640-6626
FAA (907) 640-6718

Nuiqsut Troopers

Trapper School
P.O. Box 167
Nuiqsut, Alaska 99789
(907) 480-6712
FAA (907) 480-6621

Tikigaq Hqrpooners

Tikigaq School
P.O. Box 148
Point Hope, Alaska 99766
(907) 368-2262/2263
FAA (907) 368-2770

Kali Qovviich

Kali School
P.O. Box 59077
Point Lay, Alaska 99759
(907) 833-2311
FAA (907) 833-2315

Alak Huskies

Alak School
P.O. Box 10
Wainwright, Alaska
99782
(907) 763-2541



Thank you for consideration of these comments.



Director of Maintenance & Operations

CC Superintendent Cowan

Linda Janousek, Transportation Program Manager

M&O Box 455 Barrow, Alaska 99723 (907) 852-4710 Fax (907) 852-9760

From: [Knuth, Dorothy K \(EED\)](#)
To: [Hanley, Michael S \(EED\)](#); [Morse, Les \(EED\)](#); [Hattan, Rebecca E \(LAW\)](#); [Nudelman, Elizabeth M \(EED\)](#); [Watson, Dennis G \(EED\)](#)
Subject: FW: Comments on Regs
Date: Wednesday, January 22, 2014 9:42:23 AM

This pertains to Chart of Accounts in Pupil Trans reg. - first comment rec'd.

dk

-----Original Message-----

From: dorothy.knuth@alaska.gov [<mailto:dorothy.knuth@alaska.gov>]

Sent: Wednesday, January 22, 2014 7:15 AM

To: Knuth, Dorothy K (EED)

Subject: Comments on Regs

Name: Eileen Herman

E-Mail: nsbs@acsalaska.net

Telephone: 907 803-3737

I am commenting on: 4 AAC 06.120(a)(2)

My Comments: This is actually not a major change - just keeping up with current edition. It should be adopted simply because it is an update due.

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

March 13, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9

◆ **ISSUE**

The board is being asked to select subcommittee assignments that have been vacated by departing board members.

◆ **BACKGROUND**

- The board is involved in many subcommittees and other assignments.
- There is one vacancy on each of the following subcommittees:
 - the Public School Trust Fund subcommittee
 - the Governor's Council on Disabilities & Special Education
 - the Technical Advisory Committee (TAC)
 - the Mt. Edgecumbe High School Advisory Board
- A copy of the board's subcommittee/appointment roster follows this memo.

◆ **OPTIONS**

Select members to be on all subcommittees listed.

Select members to be on some subcommittees and seek further information on the others.

Seek further information on all subcommittees listed.

◆ **ADMINISTRATION'S RECOMMENDATION**

Select members to be on all subcommittees listed. Subcommittee assignments do not require a formal motion.

State Board of Education & Early Development Sub-Committee Assignments

NAME	Appointment Begin/End	Reappointment Begin/End	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Meets Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact
Esther Cox	2/13/2003 3/1/2015	3/31/2005 3/1/2010 3/1/2015	3rd Judicial District	Chair 6/07 - 6/12					9/12/2012			6/10/2010	
Jim Merriner	3/1/2009 3/1/2015		Public-At- Large	Chair 7/12, 7/13	6/10/2010					9/12/2012			6/10/2010
James Fields	3/22/2013 3/1/2018		REAA				12/6/2013						
Barbara Thompson	3/01/2014 3/1/2019		Public-At- Large										
Kenny Gallahorn	3/01/2014 3/1/2019		2nd Judicial District										
Sue Hull	3/1/2013 3/1/2018		4th Judicial District				12/6/2013						
Kathleen Yarr	1/27/2014 3/01/2016		1st Judicial District - Vacant										
Lt. Col Doug Hays	12/1/2012	Indef.	Military Advisor										12/6/2013
Carly Williams	Dec-12	n/a	Student Advisor										

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10A

◆ **ISSUE**

The board is being asked to open a period of public comment on amendments to regulations related 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. 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 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 12th-graders for whom a school is held accountable for the college and career readiness indicator in ASPI;
 - The date used for determining the 11th-graders for whom a school is held accountable for WorkKeys/ACT/SAT scores 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.
- A PowerPoint presentation detailing the proposed amendments and the proposed regulations can be found behind Cover Memo 7A.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S 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 amendments to 4 AAC 06.812 -.899, School and District Accountability.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10B

◆ **ISSUE**

The board is being asked to open a period of public comment on 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 can be found behind Cover Memo 7B.

- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S 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 amendments to 4 AAC 12.345(a) Administrative Certificate (Type B).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10C

◆ **ISSUE**

The board is being asked to consider a possible amendment to regulations regarding high school grades tested on the standards-based assessments.

◆ **BACKGROUND**

- The board will be briefed on the history, intent and requirements for the grade levels tested on the Standard- Based assessment as required by 4 AAC 06.737.
- The discussion will include:
 - the legal requirements for grade that must be tested;
 - the new assessments as they relate to the school and district accountability systems; and
 - the new assessments as they relate to the new educator evaluation systems.
- The copy of Standard-Based Test with the one possible amendment highlighted can be found behind Cover Memo 7C.
- Deputy Commissioner Morse 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.

Take no action.

◆ **ADMINISTRATION'S RECOMMENDATION**

The Administration has no recommendation.

◆ **POSSIBLE SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 06.737, Standards-based test, amending the grade level designation for testing in reading, writing and mathematics annually to every student in grades three through ten to grades _____.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11A

◆ **ISSUE**

The board is being asked to adopt proposed amendments to regulations regarding the use of Praxis I and II exams to satisfy the basic competency requirement, gain highly qualified status, add endorsements, and qualify for Professional certification.

◆ **BACKGROUND**

- Alaska uses the Praxis I and II series for teachers to satisfy the basic competency requirement, gain highly qualified status, add endorsements, and qualify for Professional certification. Educational Testing Service (ETS), the publisher of the Praxis series of exams, periodically reviews, revises, and updates its Praxis I and II exam offerings.
- The recommended changes will allow updated exams to be used to gain highly qualified status in English, mathematics, government/political science, economics, and theater; revise historical minimum scores based on the most recent testing data; and ensure consistency in the minimum scores required for endorsements, highly qualified status, and professional certification.
- In order to satisfy the basic competency exam requirements, the proposed changes will add the newest version of the Praxis I exam and set minimum scores on the individual tests in reading, writing, and mathematics.
- For the purpose of qualifying for a Professional certificate, the recommended changes will add additional exams being offered by ETS in the following areas: business education, family and consumer science, health education, physical education, social sciences, technology education, and vocational education.
- ETS has developed new tests for mathematics, general science, English, German, and French. The proposed changes would allow educators to continue to qualify for endorsements in these areas using the new exams.
- The recommended minimum scores on the new and previously adopted exams are based on information and data provided by ETS including multi-state score setting studies, concordance tables, and the most recent test data summaries.
- The proposed regulations also clarify the requirements for an endorsement in school psychology and make corrections to the text for the purpose of increased clarity.
- The proposed regulations, a side-by-side comparison table, and a summary of the August 2013 stakeholder meeting can be found behind Cover Memo 8A.

- The public comment period was open until March 4, 2014. Comments received by the time of this packet (February 25, 2014) can be found behind Agenda Item 8A. Comments received after February 25, 2014, will be distributed at the meeting.
- Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator for Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

◆ **SUGGESTED MOTION**

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.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11B

◆ **ISSUE**

The board is being asked to adopt proposed amendments to regulation 4 AAC 06.120(a)(2), Chart of Accounts effective dates; 4 AAC 27, Transportation of Pupils; and to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts for amendments related to the pupil transportation program.

◆ **BACKGROUND**

- Proposed amendments to 4 AAC 06.120(a)(2) would provide for an effective date for changes to the Uniform Chart of Accounts and Account Descriptions for Public School Districts.
- Proposed amendments to 4 AAC 27 are to be in compliance with AS 14.09.010(b), which was adopted under House CS for CS for Senate Bill 182, which passed during the fiscal year 2012 legislature. AS 14.09.010(b) included a provision requiring the department to adopt regulations that provide for oversight of and support to school districts in achieving a safe and cost-effective student transportation system.
- Proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts will amend and create descriptions to clarify how to report pupil transportation expenditures for consistency among the districts and outline the expenditures that are eligible under the Pupil Transportation Program.
- The proposed amended regulations, proposed amended uniform chart of accounts description, and the public comment received can be found behind Cover Memo 8B.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations and account code description.

Amend the proposed regulations and account code description and adopt as amended.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Amend the proposed regulations and account code description and adopt as amended.

◆ **SUGGESTED 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.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 12

◆ **ISSUE**

This is a standing report for the board regarding the Division of Teaching & Learning Support.

◆ **BACKGROUND**

- On April 9 & 10, TLS will partner with the Alaska Staff Development Network to present the Educator Evaluation Working Conference aimed at assisting districts with the design of educator evaluation systems that meet the requirements of recently adopted educator evaluation regulations.
- The Instructional Support Team continues to build awareness and provide support in the transition to Alaska's new English language arts and mathematics standards through a variety of activities. In January, over 100 teachers attended sessions at the 2014 Response to Intervention Conference in Anchorage offered by the Instructional Support Team and focused on providing instructional strategies for standards implementation. Professional development was provided to special education teachers at the Alaska Statewide Special Education Conference. Through a webinar format, students enrolled in the Educational Leadership master's program at the University of Alaska Anchorage increased understanding concerning the new Alaska standards, assessments, and the Alaska School Performance Index. The team has developed recorded courses that are available to districts for credit through the University of Alaska Southeast or to individuals for continuing education credit through the department's eLearning module. All of the information provided in the modules is offered on the department's website for districts to use in designing their professional development. Available on the website are copies of PowerPoint presentations from all of the conferences at which professional development on the standards has occurred.
- The Special Education team continues their busy district monitoring schedule, having completed monitoring for thirteen districts, with three more districts scheduled for the remainder of the school year. The team completed another successful statewide Special Education Conference held in Anchorage on February 10-12, with 332 educators from 42 districts in attendance.
- The Child Nutrition Programs team is working with districts to help them understand the new U.S. Department of Agriculture competitive food regulations, which impact all foods sold on campus, including fundraisers, school stores, and vending machines. These regulations go into effect for the 2014-2015 school year.

- The Career & Technical Education Team has been working to increase CTE offerings through the Alaska Learning Network (AKLN). Currently eight CTE courses are available through AKLN, including five new courses developed by the University of Alaska through Perkins grants. These new courses include four Health Sciences courses, and an Introduction to Education course. Students may earn both secondary and postsecondary credit for successfully completing these courses.
- The School Recognition & Support team has continued to provide targeted support to our 45 Focus/Priority Schools. Supported by 1003(a) funds, at least 35 of the 45 schools participated in the Anchorage RTI Conference sending school teams of principals and teachers. Through the EED Liaisons, this team continues to assist schools with the development of school improvement plans offering direct assistance and feedback regarding the plans.
- Dr. Susan McCauley, Director of Teaching & Learning Support, 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**

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 13

◆ **ISSUE**

This is a standing report for the board regarding Assessment, Accountability and Information Management.

◆ **BACKGROUND**

- The board will be briefed on the following assessment development activities:
 - Alternate Assessment Test window, January 27 – April 4
 - English Language Proficiency Assessment, February 1 – March 31
 - Standards Based Assessment (reading, writing, mathematics and science) test window, March 31 – April 14
 - High School Graduation Qualifying Examination test window, April 1-3
 - Alaska Technical Advisory Committee, April 23-24
- The board will be briefed on the status of the new Alaska English language arts and mathematics assessments contract.
- The board will be briefed on the status of EED's district and school technology readiness evaluation efforts.
- Elizabeth Davis, Assessment Administrator, 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**

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 14

◆ **ISSUE**

This is standing report regarding recent activities in the Division of Libraries, Archives & Museums.

◆ **BACKGROUND**

- Items to be discussed will include:
 - State Archives:
 - Investigation of electronic archiving
 - Consulting archivist program
 - SLAM: Update on the SLAM (State Library, Archives & Museum) building project:
 - Two documents related to the project are behind this memo
 - An on-site tour for the board is scheduled for after lunch. Please wear clothing suitable for a construction site; shoes without heels or open toes will not be allowed. Hardhats, vests and safety goggles will be provided
 - The State Museum is in “move mode” now and is closed to the public
 - Updates on Live Homework Help and the OWL (Online With Libraries) programs are included because last year the legislature provided state funding for the programs.

- Documents behind this memo are: 1) the special February 14, 2014, OWL edition of the Friday Bulletin, 2) a map showing OWL libraries in Alaska, and 3) Live Homework Help summary.

- Linda Thibodeau, Director of Libraries, Archives & Museums, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is necessary

State of Alaska Library Archives Museum Project (SLAM)
State Project Number: 68816

Project Briefing 2013

What a difference one year makes!

January 2013 – a hole in the ground



December 2013 – closing in the vault



The SLAM project was fully negotiated and bid in 2012, then again in 2013. Both years DOTPF issued a partial award – based on incremental funding available - to PCL Construction Services. PCL has guaranteed the current maximum price only through July 2014.

Schedule Summary

- Contract Award to PCL Construction – September 2012
- Construction began on site – December 2012
- Groundbreaking Ceremony – January 2013
- Planned Museum Closure/Transfer of Objects to Vault – Spring 2014
- Planned Occupancy of SLAM – January 2016
- Grand Opening – May 2016

Budget Summary

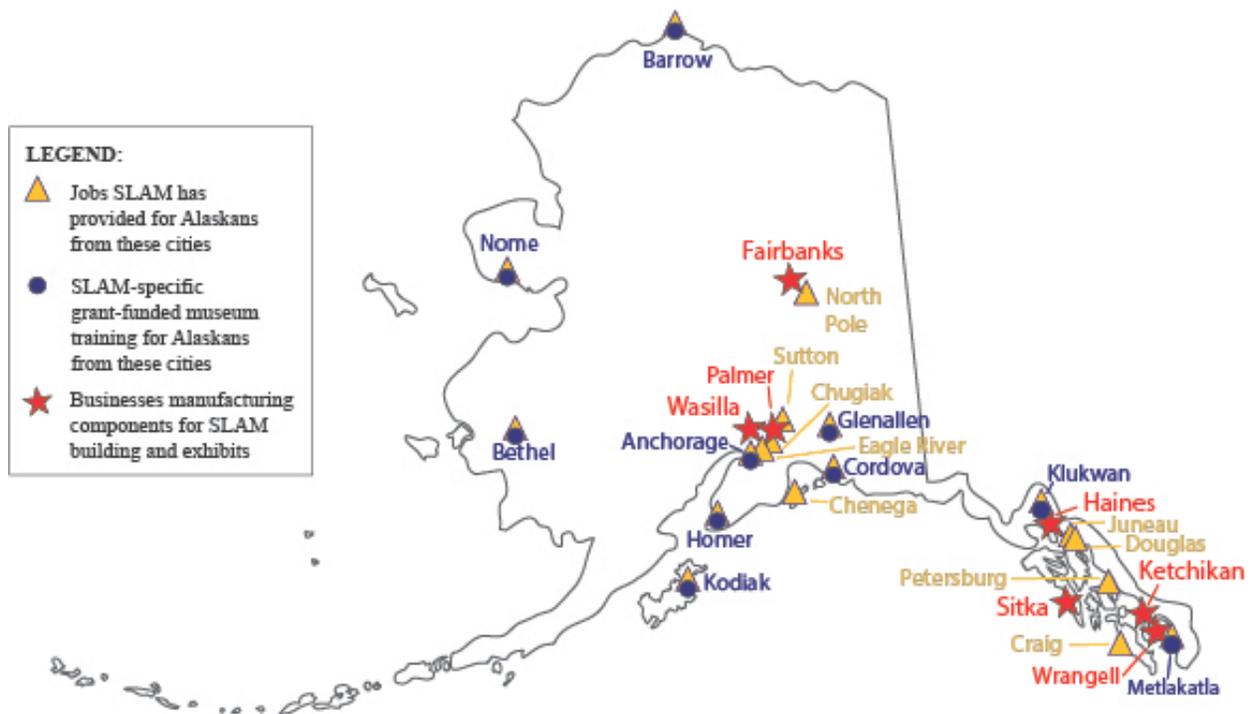
- **\$101.4M** – Appropriated 2006-14
- **\$37.215M** – Remaining budget need in FY 15 to execute final phase of the construction agreement
- Costs of delaying the project funding beyond FY 15 include, but are not limited to:
 - The building will not open on time and will be unusable without required occupancy permit
 - Additional LAM operating costs for extending 3 current leases beyond June 2016
 - Operating expenses to maintain collections storage in an otherwise empty building
 - Museum will lose a third season of gate revenue to supplement operating costs
 - De- and re-mobilization of subcontractors because some work must come to a halt
 - Escalation costs due to rebidding scopes of work
 - General ongoing contracting costs including administration, management
 - Additional responsibility for risk would be taken by the state for escalation of costs beyond planned completion instead of keeping these costs with the contractor

SLAM provides jobs and education for Alaskan communities

A number of Alaskan contractors have been and will be used on SLAM construction. Communities benefitting from SLAM jobs are shown on the map below in yellow triangles.

A grant from the Institute of Museum and Library Services (IMLS) provides collections packing and moving training for 22 Alaskan museum staff members from around the state. These communities are shown by blue circles.

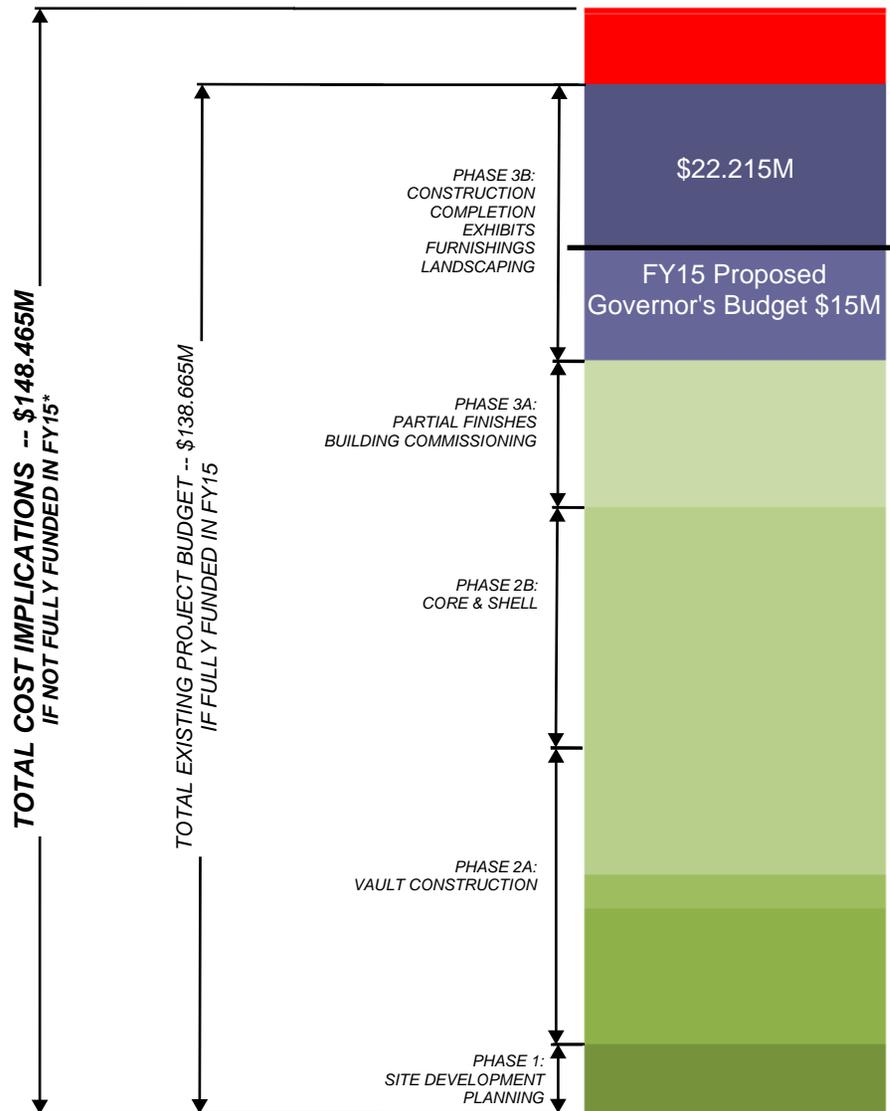
Locations for Alaskan businesses that are manufacturing components for SLAM building and exhibits are shown by red stars. Bucher Glass of Fairbanks, for example, received the contract for construction and installation of the exterior curtain walls and interior glass.



Cost-savings

The SLAM project team focuses on value, seeking opportunities to reduce cost and increase value to the State. To date an estimated **\$11.79 million** have been saved through deliberate efforts on the part of DOT/PF, the design team and EED. Value was achieved through a number of processes, details of which are available upon request:

- Space planning
- Energy efficiency
- Site planning and design
- In-house development and installation of permanent exhibitions
- Building materials and smart construction
- Administration
- Design and construction administration services
- Ongoing partnerships
- EED and DOTPF partnership



■ Additional Cost Requirements -- \$9.8M

*Incurred if \$37.215M is not funded in the FY15 allocation

■ Remaining Need-- \$37.215M

- Unallocated -- \$22.215M
- FY15 Proposed Governor's Budget -- \$15M

■ FY14 Capital Budget -- \$20M

■ FY13 Capital Budget -- \$49M

■ FY12 Capital Budget -- \$5M

■ FY11 Statewide Education Bonds -- \$18.5M

■ Original Allocations -- \$8.95M

SLAM Funding

FRIDAY BULLETIN

NEWS FROM THE ALASKA DIVISION OF LIBRARIES, ARCHIVES & MUSEUMS



2/14/2014

This newsletter is available weekly and previous issues are available at <http://lam.alaska.gov/fridaybulletin>.

Submissions for the Friday Bulletin should be sent to linda.thibodeau@alaska.gov and may be edited for content and length if used.

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CONNECTING WITH OWL

INTRODUCTION

Welcome to our first ever themed issue of the Friday Bulletin. In this issue we are highlighting the Online With Libraries (OWL) Network, a group of over 90 Alaskan public libraries offering broadband internet, videoconferencing, up to date computers and digital literacy resources. More on the OWL project can be found at <http://library.alaska.gov/dev/owl.html>.

To date, the network has held over 1500 videoconferences. We define a videoconference as any video call longer than five minutes.

OWL: CONNECTING ALASKANS

LIBRARY TECHNOLOGY HELPS STUDENTS EXPLORE POST-GRAD OPTIONS

A recent KUCB story detailed how students in Unalaska are getting information on apprenticeship opportunities by having videoconferences with people who had field experience. The story, “Library Technology Helps Students Explore Post-Grad Options”, appeared on 2/5/2014 and can be found at <http://kucb.org/news/article/library-technology-helps-students-explore-post-grad-options/>.

READING SHAKESPEARE TOGETHER: CRAIG, HAINES & KENAI

In a 2/7/2014 story titled “AK: Connecting” for Alaska Public Media, Margaret Friedenauer touches on the potential of OWL to connect different parts of the state:

William Shakespeare probably didn't have this mind when he imagined his plays being performed.

On a cold and dreary evening in Southeast Alaska, library patrons gather to read Shakespeare's Hamlet. *The catch? They aren't in the same room:*

“The news is brought that Hamlet has returned to Denmark....

If it sounds like Craig Librarian Amy Marshal is on a Skype-like connection, that's because she is.

Marshall was physically in Craig, but joined online by people at the Haines and Kenai libraries using the Online With Libraries program, called OWL for short.

The article goes on talk about several other aspects of OWL, including the ability to slash the cost of author visits to remote communities. Read more at <http://www.alaskapublic.org/2014/02/07/ak-connecting/>.

OWL PROJECT CONNECTS LIBRARIES STATEWIDE

Another Alaska Public Media item, appearing on 6/27/2013 and titled “OWL Project Connects Libraries Statewide” provided additional ways that OWL libraries have added to the life of Alaskans:

- In Craig, the kids write song lyrics; a Nashville musician puts them to music, and they jam together.
- The Juneau Library scheduled a virtual visit to the Royal Tyrrell Museum where kids got to see dinosaurs on display.
- Literary agents listen to book pitches from Bush village residents.
- Fishermen download e-books and audiobooks while in port.

- Rural villagers access equipment manual databases while repairing chain saws or snow machines.

Read more at <http://www.alaskapublic.org/2013/06/27/owl-project-connects-libraries-statewide/>.

ARCHIVED VIDEOCONFERENCES

When we have permission and believe an OWL videoconference will be of interest to others, we record it. All of our available archived videoconferences are listed at <http://library.alaska.gov/dev/owlArchives.html> in reverse chronological order. Here are some selected videoconferences by topic:

ALASKA NATIVE THEMED VIDEOCONFERENCES

[Kiligvak Hunter: A Story from Anaktuvuk Pass - January 31, 2014](#)

Presenter: Raymond Paneak, Ruth Rulland and Jeff Rasic

Length: 1 hour 10 minutes

Description: The Inupiat have lived in the North Slope since the beginning of time. They were even there hunting mammoths about 12,000 years ago! The Inupiat Heritage Center is opening a new exhibit to showcase the Inupiaq legend of hunting mammoths near Anaktuvuk Pass. Simon Paneak and Elijah Kakinya were two well-known story tellers who both have versions of this very legend. Their stories give cultural meaning and context to the Ice Age fossils that we are displaying from the Ikpikpak River. The Inupiat Heritage Center is honored to invite Raymond Paneak (Paneak's son) and Ruth Rulland (Kakinya's daughter) to share with the public the importance of oral history and memories of their fathers, the great story tellers themselves. Jeff Rasic, Archeologist from Gates of the Arctic National Park and Preserve, has also been invited to talk about the prehistoric and modern use of mammoth ivory to make tools and sculptures.

[Beginning Lingit Language - January 30, 2014](#)

Presenter: Joanne Elsie Spud, Kaawjeil

Length: 58 minutes

Description: Beginning Lingit Language Instructor, Joanne Elsie Spud, Kaawjeil, will introduce easy words and commonly used phrases in a fun and easy learning atmosphere. If you are brave and want to try and say the words you can! But even if you are feeling a little shy, hearing the words and phrases is a very good introduction to the Lingit Language.

[Viewing Cultural Landscape through Tlingit Placenames: An Example from Chilkoot Village Site – February 13, 2013](#)

Presenter: Dr. Anastasia Wiley (SRS Corp, Haines, Alaska)

Length: 1 hour 43 minutes

Description: Discussion of Tlingit place names at a February 21, 2013 event at the Haines Public Library.

DAILY LIVING

[Radon in Alaska / We Can! - February 6, 2014](#)

Presenter: Julie Cascio, UAF Cooperative Extension

Length: 1 hour 22 minutes

Description: Two back to back programs from Julie Cascio of UAF Cooperative Extension. First part is on Radon safety and second part is on promoting activity and good eating habits in children.

[Paying Off Debt - November 5, 2013](#)

Presenter: Sarah Lewis, Alaska Cooperative Extension Service

Length: 57 minutes

Description: Sarah Lewis from the Cooperative Extension Service will give a presentation on ways to increase family and financial resilience through strategies for paying off debt; assessing "good" vs. "bad" debt, what to pay off first, managing credit card debt and planning a debt payoff schedule.

[Internet Safety for Families - August 29, 2013](#)

Presenter: Det. Shawn Phelps, Juneau Police Department

Length: 28 minutes

Description: Internet safety tips, including a discussion of risky behaviors and safety scenarios.

Supplementary material: [Alaska Internet Circle of Safety](#); [Internet Circle of Safety Resource links](#)

[Maintaining Your Fuel Oil Tank - May 2, 2013](#)

Presenter: Sarah Moore, Alaska Department of Environmental Conservation

Length: 1 hour 5 minutes

Description: Sarah Moore of the Alaska Department of Environmental Conservation provides information on home fuel oil tanks.

OUTDOORS IN ALASKA

[Project WILD: Alaska Wildlife Curriculum - January 23, 2014](#)

Presenter: Tennie Bentz

Length: 1 hour 17 minutes

Description: Tennie Bentz (Dept. Fish & Game) shared information on conservation workshops, resources and the Project Wild curriculum. These workshops are fun, hands-on, interactive and designed to fit the needs of classroom teachers, environmental educators, para-professionals, parents, or community members.

[Seaweeds of Alaska - March 7, 2013](#)

Presenter: Mandy Lindeberg of NOAA's Auke Bay Laboratories

Length: 58 minutes

Description: Mandy Lindeberg of NOAA's Auke Bay Laboratories discusses seaweed commonly found in Alaska and tours viewers around her "Guide to Seaweeds of Alaska."

Supplementary material available at <http://www.seaweedsomalaska.com>

[Recreational Boating Safety – February 8, 2013](#)

Presenters: Mike Folkerts (US Coast Guard) and Deb Ylijoki (State of Alaska Boating Safety)

Length: 51 minutes

Description: Mike Folkerts, recreational boating specialist for the Coast Guard, will discuss safety equipment boaters are required to carry on board. Make sure your vessel is properly equipped with personal flotation devices, navigation lights and sound signals.

ALASKA KNOWLEDGE CENTER

Part of the original grant for OWL provided for the creation of digital literacy training and resources. Part of this aspect of OWL is the Alaska KnOWLedge Center, built by librarians Roz Goodman and Krystie Depue. It is a mix of links to preexisting resources and some tutorials created specifically for Alaskan audiences. The Center is linked from the main OWL page and can be found directly at <http://library.alaska.gov/dev/knowledge.html>.

KNOWLEDGE CENTER CAN HELP WITH PFD APPLICATIONS

The application period for the Alaska Permanent Fund Dividend ends 3/31/2014. If you haven't filed yet, you might want to visit the Alaskan Essentials section of the Alaska KnOWLedge Center and check out these two tutorials:

- MyAlaska Tutorial (<http://library.alaska.gov/dev/knowledge/myAlaska.html>)
- 2014 PFD Application Links (http://library.alaska.gov/dev/OWL_PFDlinks.pdf)

When you're ready to apply, visit <http://pfd.alaska.gov/>.

CONNECTING WITH OWL

We hope that this special issue of the Friday Bulletin has helped you see how OWL is helping Alaskans statewide through their libraries. There are more stories and activities than we can fit in these pages. Here are some further links for exploration and for connecting with OWL staff and participating libraries:

- [Project Page](#)
- [Staff Contact Information](#)
- [Calendar of Upcoming Videoconferences](#)
- [Facebook Page](#)

Questions about the OWL project can be directed to OWL Network Coordinator Shane Southwick (Phone: 907.269.4611, Email: shane.southwick@alaska.gov)

FRIDAY BULLETIN

Linda Thibodeau, State Librarian and Director

Division of Libraries, Archives, and Museums · Alaska Department of Education and Early Development
PO 110571, Juneau, AK 99811-0571 · Tel: 465-2911 · Fax: 465-2151 · linda.thibodeau@alaska.gov

ALASKA OWL

Online With Libraries



Locations of OWL libraries around Alaska.

Live Homework Help Progress Report for the Board of Education, March 2014

What do Alaskan students do when confronted by a homework problem they and their parents can't solve? They get online and go to Live Homework Help!

Since July 2008, tutoring sessions have been conducted with Alaskan students using the Live Homework Help program. The growth of the program has been significant; see the table below. The service is offered from noon until 2 am Alaska Time and serves Alaskan students grades 4 through early college.

The Alaska State Library is proud of this service to Alaskan students. Live Homework Help assists Alaskan students do well in courses, participate in statewide initiatives such as the Alaska Performance Scholarships, meet goals and prepare for post-secondary success.

Most of the students are from grades 9-12; but students in the primary schools use the service as do an increasing number of university students.

- Math is the most tutored subject with tutoring sessions in Algebra I and II, trigonometry, statistics, geometry, and calculus.
- Tutoring is also provided for physics, chemistry, and biology.
- Writing assistance is provided.

Since we track use by zip code we know that there is good use of the service across the state.

Tutors are qualified, monitored and approved by the vendor. The cost is \$7.50 per session and the average session is 20.35 minutes. The table shows the increase in Alaskan use of the tutoring service over the years.

Fiscal Year	# Students Served
2008	5,073
2009	8,384
2010	8,571
2011	12,536
2012	18,065
2013	36,545

Comments from happy users:

- *Amazing, great-educated tutor that was explaining things to me that no one else could explain. This tutor is amazing and I am likely to revisit this website again in the near future whenever I need help!*
- *I am so glad that the Alaska State Library offers this service. I am working on my language skills and this service has tremendously helped me. English is a second language to me and I am getting all the help that I need to improve it. Thank you.*
- *I was familiar with homework help but didn't know that I could get help with my resume here. That was awesome.*
- *Please continue offering this brilliant tool. It is helping me tremendously.*
- *This service is excellent. It allows me to stay on the right path when I start feeling lost.*
- *My tutor was excellent. I enjoyed working with her. She helped me critique my personal narrative analysis and did a great job giving me advice. I hope to be able to work with her in the future. Thank you so much for providing this service I would be one lost puppy without it. :-)*
- ***I LOVE THIS SERVICE IT ROCKS! THANK YOU FOR PROVIDING IT!***

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 15

◆ **ISSUE**

This is a standing report to the board regarding legislation and budget.

◆ **BACKGROUND**

- The board will be briefed on the status of legislative bills that affect the department that are currently moving in the House and Senate.
- A listing of current bills can be found behind this cover memo.
- The board will be briefed on the status of the department's FY 2015 budget, including any changes made to the budget by the House Finance Subcommittee. Materials will be distributed at the meeting.
- Marcy Herman, Legislative Liaison, will be present to brief the board on the legislative bills, and Heidi Teshner, Director of Administrative Services, will be present to brief the board on the budget.

◆ **OPTIONS**

This is an information update. No action is required.

BILL	SHORT TITLE	PRIME SPONSOR(S)	DESCRIPTION	STATUS
<u>HB 21</u>	FOUR-DAY SCHOOL WEEK	P.WILSON, T.WILSON	Relating to the length of a school week	(H)FIN
<u>HB 27</u>	STUDENT COUNT ESTIMATES	FEIGE, COSTELLO	Relating to student counts, unreserved school operating fund balances, restrictions on school district money, and estimates for public school funding	(H)FIN
<u>HB 31</u>	CONSTITUTIONAL HISTORY CURRICULUM	KELLER	Requiring school districts to develop and require completion of a history of American constitutionalism curriculum segment;	(H)RLS
<u>HB 41</u>	FORWARD FUNDING FOR EDUCATION	GATTIS	Relating to forward funding of education programs	(H)EDC
<u>HB 45</u>	ELECTRONIC BULLYING IN SCHOOLS	COSTELLO, GATTIS	Relating to harassment, intimidation, or bullying by students attending a public school in the state	(H)EDC
<u>HB 55</u>	AUTHORIZE FIREARMS FOR SCHOOL PERSONNEL	LYNN, LEDOUX	Allowing school districts and private schools to adopt a policy authorizing one or more permanent employees to possess one or more firearms on school grounds under certain conditions	(H)EDC
<u>HB 93</u>	CHARTER SCHOOLS	GATTIS	Relating to the authorization, monitoring, and operation of charter schools	(H)EDC
<u>HB 95</u>	BASE STUDENT ALLOCATION; DISTRICT PLAN	GARA	Requiring school districts to provide a plan for hiring highly qualified teachers; adjusting the base student allocation used in the formula for state funding of public education to account for inflation since fiscal year 2011	(H)EDC

<u>HB 128</u>	PREKINDERGARTEN SCHOOL PROGRAMS/PLANS	KAWASAKI	Relating to prekindergarten programs within a school district; relating to pre-elementary students and pre-elementary schools; providing for the establishment of a statewide early childhood education plan;	(H)EDC
<u>HB 150</u>	TECHNICAL/VOCATIONAL EDUCATION PROGRAM	NEUMAN	Extending the unemployment contributions for the Alaska technical and vocational education program.	(H)FIN
<u>HB151</u>	SCHOOL GRADING SYSTEM	REINBOLD	Establishing a public school and school district grading system for purposes of improving accountability and transparency; providing for Alaska strategic educators in public schools;	(H)EDC
<u>HB154</u>	MUSEUM OF THE NORTH	THOMPSON	Relating to natural and cultural history repositories.	(S)RLS
<u>HB155</u>	EXTENDING SCHOOL TERM FOR PUBLIC SCHOOLS	JOSEPHSON	Extending the school term; and providing for an effective date.	(H)EDC
<u>HB162</u>	TEACHER TENURE	T. WILSON	Act relating to tenure of public school teachers; and providing for an effective date.	(S)EDC
<u>HB179</u>	BROADBAND DISCOUNTS FOR SCHOOLS	NAGEAK	Providing for public school funding for Telecommunications or Internet services.	(H)FIN
<u>HB189</u>	HAZING	KREISS-TOMKINS	Relating to hazing.	(H)EDC
<u>HB190</u>	CREDIT FOR SECONDARY SCHOOL COURSES	SEATON	Providing for course credit in secondary school based on demonstrated mastery of the subject.	(S)RLS
<u>HB196</u>	SCHOOL DISTRICT EMPLOYEE HEALTH INSURANCE	(H) EDUCATION	Relating to group insurance coverage and self-insurance coverage for school district employees;	(H)L&C

<u>HB197</u>	LITERACY PROGRAM	LEDOUX	Requiring the establishment of a reading program in school districts for grades kindergarten through three; providing for student retention in grade three; and providing for a report on the reading program and on student retention.	(H)EDC
<u>HJR 1</u>	CONST. AM: EDUCATION FUNDING	KELLER	Proposing amendments to the Constitution of the State of Alaska relating to state aid for education	(H)JUD
<u>SB 6</u>	FUNDING FOR SCHOOL MEALS	WIELECHOWSKI	Providing for funding for school lunch and breakfast;	(S)FIN
<u>SB 15</u>	PREKINDERGARTEN SCHOOL PROGRAMS/PLANS	FRENCH	Relating to prekindergarten programs within a school district; relating to pre-elementary students and pre-elementary schools	(S)EDC
<u>SB 33</u>	GAS PIPELINE PROPERTY TAX EXEMPTION	WIELECHOWSKI	Exempting a certain gas pipeline with a design capacity of 500,000,000 or more cubic feet of gas a day from the state's oil and gas exploration, production, and pipeline transportation property taxes until the pipeline generates revenue for its owners; and relating to the determination of full and true value for the purpose of determining the amount of required local contribution for public school funding	(S)CRA
<u>SB82</u>	BROADBAND DISCOUNTS FOR SCHOOLS	OLSON	Providing for public school funding for Telecommunications or Internet services.	(S)FIN
<u>SB90</u>	SCHOOL DISTRICT EMPLOYEE HEALTH INSURANCE	DUNLEAVEY	Relating to group insurance coverage and self-insurance coverage for school district employees;	(S)FIN
<u>SB91</u>	HAZING	FAIRCLOUGH	Relating to hazing.	(S)JUD
<u>SB93</u>	TECHNICAL/VOCATIONAL EDUCATION PROGRAM	OLSON	Extending the unemployment contributions for the Alaska technical and vocational education program.	(S)FIN

<u>SB100</u>	CORRESPONDENCE STUDY PROGRAM; ALLOTMENTS	DUNLEAVY	Relating to correspondence study programs; and providing for an effective date.	(S)EDC
<u>SJR 9</u>	CONST. AM: EDUCATION FUNDING	DUNLEAVY	Proposing amendments to the Constitution of the State of Alaska relating to state aid for education	(S)JUD

SECOND SESSION BILLS

BILL	SHORT TITLE	PRIME SPONSOR(S)	DESCRIPTION	STATUS
<u>HB 210</u>	STUDENT RESTRAINT, SECLUSION, PSYC DRUGS	MILLETT	Relating to the administration of psychiatric medication to a student; relating to crisis intervention training for school personnel; and relating to restraint, escort, and seclusion of students in public schools.	(H)EDC
<u>HB 211</u>	EMPLOYMENT OF PERSONS WITH DISABILITIES	MILLETT	Relating to the education and employment of individuals with disabilities.	(H) RLS
<u>HB 220</u>	REPEAL SECONDARY SCHOOL EXIT EXAM	HIGGINS	Repealing the secondary student competency examination and related requirements.	(H)EDC
<u>HB 233</u>	SEXUAL ABUSE/ASSUALT PREVENTION PROGRAMS	TARR, GARA	Relating to sexual abuse and sexual assault awareness and prevention efforts in public schools.	(H)EDC
<u>HB 245</u>	SCHOOL FUNDING: REQ'D LOCAL CONTRIBUTION	T WILSON	Repealing the required local contribution to school funding; making conforming changes	(H)JUD
<u>HB 257</u>	ACCESS TO STUDENT DATA	REINBOLD	Relating to restrictions on the collection, storage, and handling of student data.	(H)EDC

<u>HB 278</u>	EDUCATION: FUNDING/TAX CREDITS/PROGRAMS	RULES BY REQUEST OF GOVERNOR	Increasing the base student allocation used in the formula for state funding of public education; repealing the secondary student competency examination and related requirements; relating to high school course credit earned through assessment; relating to a college and career readiness assessment for secondary students; relating to charter school application appeals and program budgets; relating to residential school applications; increasing the stipend for boarding school students; extending unemployment contributions for the Alaska technical and vocational education program; relating to earning high school credit for completion of vocational education courses offered by institutions receiving technical and vocational education program funding; relating to education tax credits	(H)EDC
<u>HB 280</u>	EDUCATION FOR DEAF & HEARING IMPAIRED	LEDOUX	Relating to public school students who are deaf or hard of hearing.	(H)EDC
<u>HB 291</u>	STIPEND FOR BOARDING SCHOOLS	GATTIS	Increasing the stipend for boarding school students	(H)FIN
<u>HR 9</u>	DELAY IMPLEMENTATION OF ED STANDARDS	T WILSON	Urging the commissioner of education and early development and the state Board of Education and Early Development to delay implementation of statewide education standards.	(H)EDC
<u>SB 107</u>	ESTABLISH K THROUGH 3 READING PROGRAMS	STEVENS	Relating to school and school district accountability; relating to the duties of the Department of Education and Early Development; and establishing a reading program for public school students enrolled in grades kindergarten through three.	(S)EDC
<u>SB 111</u>	REPEAL SECONDARY SCHOOL EXIT EXAM	STEVENS, GARDNER	Repealing the secondary student competency examination and related requirements.	(S)FIN
<u>SB113</u>	STIPEND FOR BOARDING SCHOOLS	COGHILL	Increasing the stipend for boarding school students.	(S)EDC

<u>SB 139</u>	EDUCATION: FUNDING/TAX CREDITS/PROGRAMS	RULES BY REQUEST OF GOVERNOR	Increasing the base student allocation used in the formula for state funding of public education; repealing the secondary student competency examination and related requirements; relating to high school course credit earned through assessment; relating to a college and career readiness assessment for secondary students; relating to charter school application appeals and program budgets; relating to residential school applications; increasing the stipend for boarding school students; extending unemployment contributions for the Alaska technical and vocational education program; relating to earning high school credit for completion of vocational education courses offered by institutions receiving technical and vocational education program funding; relating to education tax credits. (S)EDC
<u>SB 147</u>	BASE STUDENT ALLOCATION	GARDNER	Increasing and providing an inflation adjustment to the base student allocation used in the formula for state funding of public education. (S) EDC
<u>SB 163</u>	EMPLOYMENT OF PERSONS WITH DISABILITIES	MCGUIRE	Relating to the education and employment of individuals with disabilities. (S)L&C

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 16

◆ **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.
- Commissioner Hanley will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

Rural Education Coordinator Report

Rural Outreach

- The Inuit Circumpolar Council – Alaska will hold an ICC – Alaska Stakeholders Symposium centered on education, in Nome, on April 16 & 17. Representing the department, I am serving as a facilitator to the planning committee.
- There are now two options on the Kivalina Evacuation & School Access Road project. The stakeholders of the Northwest region continue to discuss the pros and cons of each.
- Represented the department at a reception hosted by the UAF Department of Alaska Native Studies and Rural Development in Juneau.

Other State Agency Outreach

- Continue serving on the Title IV (Alcoholic Beverage Control) Steering Review Committee and Local Option/Written Order subcommittee. The next ABC Board Stakeholders Group meeting will take place on March 25 in Anchorage.
- Attended the Alaska Native Language Preservation & Advisory Council meeting to offer support for their efforts.
- Continue assisting with the Alaska Cultural Trust under the auspices of the Alaska State Council on the Arts.

Other Organization Outreach

- Appointed to the Rural Alaska Community Action Program Board of Directors and serving on the Audit Committee along with the Child Development Committee. RurAL CAP currently provides Head Start of Early Head Start in 24 communities across Alaska.
- Attended the Northwest Indian Education Coordinators meeting with representatives from Washington, Oregon, Idaho, and Montana to share ideas and best practices for schools serving predominately Native American students. It was interesting to hear the similarities across the Northwest.

Future Events

- Provide assistance with the Choose Respect booth at the small schools basketball tournament in March.
- Alaska Society for Technology in Education Conference
- RurAL CAP Board of Directors Meeting
- Mt. Edgecumbe High School visit
- ICC – Alaska Stakeholder Symposium in April.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 17

◆ **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 (MEHS) Report
March 14, 2014**

2013-2014 Enrollment

This year we enrolled 16 new students for second semester. This replaces the exact number of students we lost (16) over Winter Break. This is the best 1st Semester/2nd Semester return rate that we have had. That being said, we lost students for a variety of reasons after they returned to MEHS – five of which were new students.

We ended the semester with 386 students, and as of February 19 our enrollment is 371, which is a net loss of 15 students and one more than this time last year.

	Girls	Boys	Total
9	61	31	92
10	58	37	95
11	63	36	99
12	52	33	85
Total	234	137	371

January Inservice

- Monday:** Karen Melin (EED) presented to our staff Literacy Strategies aligned to the new standards. Many of the examples and activities she provided could be used right away in classrooms across the curriculum.
- Tuesday:** Data Analysis of MAP – Identified weak areas – Math/Language Arts shared strategies to strengthen weak areas across the curriculum.
- Wednesday:** Departments developed lessons using shared Math/Language Arts strategies.
- Thursday:** Continued lesson development, Suicide Prevention Training (*Railway of Hope*).
- Friday:** L.E.P. Training and Data Analysis, Sharing of lessons with Math/Language Arts strategies.

Teacher Evaluation System

Bernie Gurule and a committee of four teachers have been working toward compliance with the new teacher evaluation system. SERRC has been offering technical assistance to districts in meeting this requirement.

The committee traveled to Juneau on February 7-8 to participate in the Southeast Alaska Support for Planning and Implementing an Effective Certified Evaluation System workshop. The intent is to be trained on the evaluation system's logistics, norms, timelines, principles, acknowledgements and alignments with of the Alaska state statutes and

regulations. The committee has decided to pursue the development of the Charlotte Danielson model and modify it to the specifics of Mt. Edgecumbe High School academic goals, objectives, and professionalism to benefit each and every student enrolled in our institution.

AdvancED Surveys

As part of our AdvancED Accreditation, we are required to survey our staff, our parents, and our students on a variety of topics related to the AdvancED standards. In addition to those questions, each survey ends with the same three open-ended questions. They are:

- What do you like best about your school?
- What do you like least about your school?
- What is one suggestion you would like to offer to improve your school?

The surveys are anonymous, and the results to these open-ended questions were very interesting. A vast majority of the results were extremely positive and reflect favorably on MEHS and the job we are doing. This is even more gratifying, knowing that the surveys are anonymous and we got a return of 92% of the seniors, 76% of the juniors, 75% of the sophomores, and 100% of the freshmen, or 87% of the total student body.

SeaTech and WWF

As mentioned before, our SeaTech program taught by Michael Mahoney has partnered with the Scripps Institute in San Diego. Through this partnership, the SeaTech program formed another partnership with the WWF (World Wildlife Fund). The WWF gave the SeaTech program a \$10,000 grant last year to help fund their travel to San Diego. Since then, the SeaTech program has been highlighted on the WWF blog “Don’t be a Bucket Head” <http://dontbeabuckethead.org/high-school-students-partner-with-scripps-faculty-to-study-acoustics/>

The SeaTech program attended the Alaska Marine Science Symposium in Anchorage in January. We had three students attend and present their research and posters at the conference. Many people continue to be amazed at the level of science these high school students are undertaking. So much so that researchers are asking to work with them because so little is known about their species. Samantha Weaver (Sitka) and Austin Bacon (Sitka) are now two of only a handful of scientists in the world who are familiar with Spotted Seal (Samantha) and Ribbon Seal (Austin) acoustic ranges. They even received job offers! Taylor Stumpf (Craig) presented research on Orca acoustics. The paper that Josh Jones (Scripps) has written on Ice Seal Acoustics that has five MEHS students as co-authors has been accepted by the journal “Arctic,” and with some final edits it will be printed.

Law Enforcement Cadet Corps

MEHS is in our third year of the Law Enforcement Cadet Corps. The LECC was formed as part of a multi-agency partnership to expose high school students from rural areas of the state to potential career opportunities and skill development in Law Enforcement, Armed

Services, National Guard, and Search and Rescue. Mt. Edgecumbe is a natural partner, as it offers exposure to students from all over the state. It is intended that students involved would have exposure to the program over a four-year enrollment at MEHS.

Program components of the LECC program include: Basic Training, Health & Safety, Careers, Leadership, Responsibility, Civic Duty, and eventually experience in Ride-Alongs with the Sitka Police Department. Experience in this program also helps to develop self-confidence and job skills that prepare them for the work world.

In conjunction with the LECC program, UAS has offered new courses related to law enforcement -- Intro to Law Enforcement and Community Policing. These options help students to choose career paths in local law enforcement, VPSO positions, criminal justice, and possibly the Alaska State Troopers.

Jayson Christner is in his second year as the LECC instructor. He was hired by the Trooper Academy to be coordinator of this organization. Mr. Christner was once the dormitory administrator here on campus and currently serves as an Assistant Wrestling Coach. The cadets recently completed a mini-academy in which 20 students graduated and several earned promotions, rank, and leadership positions.

Archery

Andrew Friske, our Residential Principal, contacted NASP (National Archery in the Schools Program) to see what it would take to bring archery to MEHS. NASP found out that we were a boarding school with an extensive recreation program and they became willing partners. Equipment was ordered, and they flew down to do an extensive training for our staff. We are in the process of updating the far end of the field house to be an indoor archery range. The students are looking forward to this new activity.

Fund the Future – KTUU

One of our students, Karina Catalone (Manokotak), was nominated for Fund the Future Scholarship with KTUU television. KTUU came to MEHS the first week back from Winter Break to do a piece featuring Karina at MEHS. While on campus, they also did a feature on MEHS. Both pieces were aired over KTUU.

Student Recognition/Activities

DDF had nine students who qualified for State this year (Feb. 14- 16). This is a good number for us because the program is relatively new and has only twelve students on the team. The nine that qualified for State are: Aana Rangitsch (Palmer), Ruth Phillips (Sitka), Sabrina Michaels (Kwethluk), Mildred Nanouk (Unalakleet), Hayley Stumpf (Craig), Korbin Storms (Unalakleet), Taylor Stumpf (Craig), Hailey Shervy (Craig), and Breezi McClenahan (Sitka)

The MEHS Wrestling team won a third consecutive Region V Title and qualified 15 wrestlers for State, where we finished 10th overall. Paul Johanson (Hoonah) was our only State Champion, taking the title at heavyweight. Other notable achievements were Deirdre Creed (Kotzebue), 6th at 98 pounds and Moses Jackson (Kwethluk), 6th at 113 pounds.

Shanelle Afcan (Marshall) was one of two students named as Alaska's representatives to the U.S. Senate Youth Program. Both students will participate in an intensive week-long educational program in Washington, D.C., in March. In addition, each student receives a \$5,000 scholarship.

Shanelle was also a 2014 Spirit of Youth Winner. Shanelle won for the category of Science and the Environment. Shanelle began an initiative at Mount Edgecumbe High School to get local seafood into the school meal program. She created an outreach campaign to educate students on the importance of local eating. Once local food was secured in her own school, she took her campaign to the legislative session to further educate Alaskans about food security and preserving culture.

The MEHS Yupik Dance Group has been invited to perform at this year's Arctic Winter Games to be held in Fairbanks, March 15-22. Countries represented at the Games are USA (Alaska), Canada, Greenland, Denmark, and Russia. This will be a great experience for our students.

Indian Ed Grant

In past years, MEHS involvement with the Indian Education Grant was through a consortium with Sitka School District, STA (Sitka Tribe of Alaska), and SNEP (Sitka Native Education Program). Our Indian Ed Grant Programs included the Home/School Coordinator, the Culture Room Coordinator, tutors for after school tutoring, Founders Day events, and other cultural activities. It was mutually agreed to go our separate ways because of the complexity of each organization's rules regarding employment and purchasing.

MEHS will apply for the grant solely for our purposes. Doing so will obviously reduce our headaches with the consortium, but it also will decrease the buying power of the grant due to coming under the state's umbrella (personnel, contracts, etc.). We will work hard to maximize our Indian Ed dollars to keep as many of the past programs intact.

Governor's Budget

The Governor's budget came out in late December and as reflective of the decreased revenues and "live within our means," MEHS received a net increase of \$23,700 over last year's budget. Obviously, we are waiting for the end of the legislative session to see what the final impact to our budget will be, but we are already looking at possible budget cuts to maintain a balanced budget.

We will have normal personnel cost increases, contractual increases tied to the Anchorage CPI, increased transportation costs, and increases in our city utilities (electrical, sewer, garbage and water). We estimate these increases costs to the budget to range from \$400,000 to \$600,000, with the biggest unknown being electrical costs due to our dam extension project.

To balance the budget, we will look at staff reductions/realignments due to retirements, cuts in some programs/courses, energy efficiency/conservation options, and reduction in some student activities travel. Final determination will be based upon results of the Legislative session.

Maintenance

Also included in the Governor's Budget was \$1,700,000 in deferred maintenance. This allocation was greatly appreciated because it is so important to stay on top of our aging facilities. Next on the deferred maintenance list for MEHS is the locker room renovation and girls dorm siding replacement.

Maintenance has been working hard on energy upgrades – anything from switching florescent lighting to LED lighting, installing software to turn off computers at night, and having DDC controls to control pumps, lights, fans, and heating. It is our hope that all of this work will pay off in reduced electrical consumption, which will help us with our budget shortfall for next year. But, until we go through next year and see what the actual costs will be, any savings at this time is just a projection.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 18

◆ **ISSUE**

This is a standing report from the Attorney General's Office on education-related legal matters.

◆ **BACKGROUND**

- Behind this cover memo is the Assistant Attorney General's report.
- Assistant Attorney General Luann Weyhrauch will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

MEMORANDUM

State of Alaska *Department of Law*

TO: Members, State Board of
Education

DATE: February 20, 2014

FILE NO.: 663-01-0113

TEL NO.: (907) 465-3600

FAX: 465-2520

FROM: Rebecca Hattan
Luann Weyhrauch
Assistant Attorneys General
Labor & State Affairs Section
Department of Law

SUBJECT: Attorney General's
Report

The following memorandum describes developments in litigation matters that have occurred since the last board meeting. For information on ongoing matters in which no new developments have occurred, please see previous reports.

ONGOING LITIGATION

1. *Disability Law Center on behalf of G.M. v. State (In Re: G.M. II)*. The Disability Law Center filed an appeal of the Department's findings in an administrative complaint. This appeal concerns the Alaska Gateway School District on its implementation of a student's IEP, and the sufficiency of corrective action ordered by the Department. Briefing in this case is underway. The Department's primary argument in this case is that the Disability Law Center has filed a Superior Court appeal of an administrative complaint that concerns issues that were redressable in a due process hearing, which does not constitute a final agency decision and should have been properly appealed in a due process hearing. Briefing is currently stayed pending settlement efforts. The next status report to the court is due March 7, 2014.

2. *Disability Law Center on behalf of J.S. v. State (In Re: J.S. II)*. The Disability Law Center (DLC) filed an appeal of the Department's findings in an administrative complaint. This appeal concerns the Alaska Gateway School District's implementation of a student's functional behavior assessment and the related development of a behavioral intervention plan. The Department's primary argument in this case is that the DLC has filed a Superior Court appeal of an administrative complaint that concerns issues that were redressable in a due process hearing, which does not constitute a final agency decision and should have been properly appealed in a due process hearing. On January

13, 2014, the parties entered into a settlement agreement. As part of the settlement the Department sent a letter to the school district regarding the advisability of (a) preparing a functional behavior assessment and a behavior intervention plan for J.S.; and (b) utilizing the autism expertise of the Special Education Service Agency in preparing the individualized education program for J.S. The department also agreed to meet with representatives of DLC on January 14, 2014, to discuss the administrative complaint process. On January 14, 2014, the appeal was dismissed.

3. *Grasmick v. Mat-Su et al.* Parents of a disabled child appealed two due process hearing decisions in federal district court, and simultaneously filed a law suit against the Matanuska Susitna Borough School District, the Department of Education and Early Development as well as a number of District and Department employees. The parents allege violations of the IDEA, Section 504 of the Rehabilitation Act, and Section 1983 of the Civil Rights Act of 1971. As of this date, the Department is awaiting a ruling on its Motion to Dismiss all claims against the Department and the Department employee named in this lawsuit. The motion also requested clarification from the court that the Department is not a proper party to the underlying appeal in this case. The State and District are currently awaiting decisions from the court on a number of pending motions.

4. *Miebs v. Anchorage School District et al.* Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service Mr. Chamberlain attended several other high schools in the state, including Mt. Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development. Plaintiff's theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. Judge Tan granted Ms. Miebs an extension of time in order to properly serve the Department of Education. The State has now been properly served, and has answered Ms. Miebs' complaint. A status hearing in this matter took place on November 22nd, 2013, and a trial date will be set shortly, following a case planning conference between the parties. The Department is primarily represented in this matter by Cheryl Mandala, an attorney in the Torts section of the Department of Law, in consultation with Rebecca Hattan.

5. *DEC Enforcement Matter related to Contamination at Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T

Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979. From that era to the present, numerous factual and legal issues cloud the extent of each party's responsibility.

On September 24-25, 2014, the PRPs, along with their consultants and attorneys, convened in Anchorage for a mediation aimed at setting the allocation (percentage of responsibility) that each party would bear in a negotiated agreement to share past and future clean-up costs for PCB and TCE contamination. The mediation is a confidential process; it is part of a settlement negotiation. The parties were able to reach a tentative agreement on some issues, but not on others. The PRPs are now working on the terms of a draft settlement agreement. Once the PRPs agree on the terms of a draft agreement, there will be a separate negotiation with DEC before an agreement can be finalized.

6. *Appeal by Northwest Arctic Borough School District of Cost Estimate for Kivalina School.* On January 10, 2014, the Northwest Arctic Borough School District filed an appeal of the Department's adjusted cost estimate for construction of the Kivalina school. The state board is the final decision-maker in the appeal. On February 12-13, 2014, the Office of Administrative Hearings (OAH) conducted a hearing in the appeal. On March 7, 2014, OAH is expected to distribute a proposed decision for consideration by the state board. At its meeting of March 13-14, 2014, the state board is expected to consider the proposed decision and any responses that may be filed by the parties.

7. *Ketchikan Gateway Borough et al. v. State of Alaska.* On January 13th, 2014 the Ketchikan Gateway Borough sued the State of Alaska, asking the court for declaratory judgment on several points of constitutional law. The lawsuit argues that the Required Local Contribution component of the Alaska school funding formula violates Article IX, Section 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the Required Local Contribution unconstitutionally deprives the Governor of his veto power under Article IX, section 13. The plaintiffs filed a motion for summary judgment on February 6th, and the parties have agreed on a briefing schedule that will require a response from the State by March 28th, 2014.

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

March 14, 2014

From: Mike Hanley, Commissioner

Agenda Item: 19

◆ **ISSUE**

The board is being asked to make a decision for final action in the matter of the Northwest Arctic Borough School District school construction grant request. At the meeting the board may move into executive session to discuss this legal matter and hear from appropriate department staff, the Administrative Law Judge (ALJ) Bride Seifert, and legal counsel from the Attorney General's office.

◆ **BACKGROUND**

- The Northwest Arctic Borough School District filed an application with the department under AS 14.11.011 for a capital school construction project grant for a new school in Kivalina. Capital improvement grants are awarded for school construction or major maintenance.
- The grant was reviewed, ranked, and placed on the department's November 5 school construction grant list.
- The district requested reconsideration under AS 14.11.016 (a) and the department considered the district requests. Under reconsideration, the department granted additional square footage and additional escalation and related budget increases. The department denied other reconsideration requests and related budget increases.
- The district filed an appeal with the Commissioner under AS 14.11.016 (b). In accordance with statute, an Administrative Law Judge was named to hear the case. A hearing took place February 12 and 13.
- The ALJ will issue a proposed decision on March 7, 2014, which will then be provided to the board by electronic mail.
- The Northwest Arctic Borough School District and the department will have until March 12, 2014, to submit a response to the proposed decision.
- The board will be provided the final proposed decision, and any response(s), on March 13.
- Les Morse, Deputy Commissioner, will be present to brief the board. Counsel from the Attorney General's office and Bride Seifert, Administrative Law Judge, will also be available.

◆ **OPTIONS**

1. adopt the ALJ's proposed decision as the final agency decision;
2. return the case to the ALJ to take additional evidence or make additional findings or for other specific proceedings;
3. revise the proposed enforcement action, determination of best interests, order, award, remedy, sanction, penalty, or other disposition of the case;
4. reject, modify, or amend a factual finding;
5. reject, modify, or amend an interpretation or application of a statute or regulation.

◆ **ADMINISTRATION'S RECOMMENDATION**

The administration is unable to make a recommendation until the proposed decision from the ALJ is available, which is after the preparation of this board packet. An administrative recommendation may be provided at the board meeting.

◆ **SUGGESTED MOTION**

The administration will provide a suggested motion at the board meeting after a review of the proposed decision from the ALJ.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 20

◆ **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**

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21

◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There are eleven (11) items being presented on the consent agenda.
- Behind this cover memo are items 20A through 20K.

21A. Approve Minutes of the January 27, 2014, video-conference meeting

21B. Approve Minutes of the December 5 & 6, 2013, meeting

21C. Approve the Major Maintenance Grant Fund List

21D. Approve Alaska Gateway School District waiver request

21E. Approve Galena City School District waiver request

21F. Approve Klawock City School District waiver request

21G. Approve Yakutat School District waiver request

21H. Approve Yupiit School District waiver request

21I. Approve Star of the North Charter School reapplication

21J. Approve Kaleidoscope Charter School reapplication

21K. Approve resolution number 02-2014 regarding the Education Opportunity Act

◆ **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 January 27, 2014, meeting; approval of the minutes of the December 5 & 6, 2013, meeting; approval of the Major Maintenance Grant Fund List; approval of school district audited waiver requests from the minimum expenditure for instruction for the following districts: Alaska Gateway, Galena, Klawock, Yakutat, and Yupiit; approval of the Star of the North Charter School reapplication; approval of the Kaleidoscope Charter School reapplication; and approval of Resolution 02-2014 regarding the Education Opportunity Act.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21A

◆ **ISSUE**

The board is being asked to approve the minutes of its January 27, 2014, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's January 27, 2014, meeting.

◆ **OPTIONS**

Approve the minutes of the board's January 27, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the January 27, 2014, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the January 27, 2014, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the January 27, 2014, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
January 27, 2014
Juneau, AK

The meeting was called to order by Chair Merriner at noon via video/teleconference originating in the auxiliary board room, Department of Education & Early Development, 801 West 10th Street, Juneau, AK, and through the following phone number: 1-800-315-6338, using code 8578#. Video conference sites included: GCI Tower, 6th floor, 2550 Denali Street, Anchorage, AK; Fairbanks LIO office, 1292 Sadler Way #308, Fairbanks, AK; Juneau State Board Auxiliary Board Room, 801 West 10th Street, Juneau, AK; Kodiak District School Office, 722 Mill Bay Road, Kodiak, AK; Northwest Arctic School District, 774 Third Avenue, Kotzebue, AK; Lake & Peninsula District, Meshik High School, School Road, Pt. Heiden, AK; and Mat-Su School District, 501 North Gulkana, Palmer, AK.

All members were present. The first judicial seat is vacant. The Pledge of Allegiance was recited. The Chair asked if there were any disclosures to be made. There were none. The agenda was amended to include consideration of a resolution regarding the repeal of the High School Graduation Qualifying Exam, placing an action item on the agenda regarding the HSGQE, and changing the venue for the June 2014 meeting. Esther Cox moved and Janel Keplinger seconded a motion to approve the agenda as amended. The motion passed by unanimous roll call vote.

Work Session

Public Comment

Posey Boggs from Anchorage was online. She spoke about a literate nation, teacher quality, and the need for professional teacher exams to reflect highly qualified teachers, especially in K-3 preparation. She described herself as an involved parent, interested in reading and literacy, saying it is a right to have it taught, and teachers need the skills to adequately teach reading and literacy. She said she was advocating for the most rigorous test possible for those teaching in this area.

Legislative Report. Marcy Herman, Legislative Liaison, reviewed the new bills that have been filed since the December board meeting. She reviewed in some detail the Governor's Omnibus Bill, highlighting the repeal of the HSGQE, being able to test out of a course, the charter school appeal process, opening an annual application for residential schools, dual credit as it applies to the Technical Vocational Education Program, and tax credits for operations, maintenance and construction for boarding school construction. She also indicated that the governor was proposing a Base Student Allocation increase. Chair Merriner inquired about SJR9, which would allow public dollars to go to private schools. Ms. Herman said it was Senator Dunleavy's bill and it would be heard this session. Esther Cox inquired if the state paid for exams such as SAT & ACT. Commissioner Hanley said that under the bill the state would pay for one test, in 11th or 12th grade, but students can take them all, if they desire. Carol Schaeffer inquired if WorkKeys would be removed as a requirement, and the commissioner said that would be up to the board.

Chair Merriner inquired why the digital initiative was in the capital budget. The commissioner said it was a one-time project for three years for training and to build capacity, and it involves infrastructure.

Ms. Herman reviewed a list of legislation that had been held over from last session and new bills recently introduced -- all affecting education. There was particular interest in a House resolution that requested a delay in implementation of the new content standards. The board reviewed the draft of its report to the legislature and made some minor edits. Deputy Commissioner Morse said that any action taken at this meeting could be added to the report.

Budget Report. Deputy Commissioner Morse was present to brief the board regarding the FY2015 department budget. He introduced Heidi Teshner, the newly appointed Administrative Services Director, who began on January 16. He said Mark Lewis was retiring in February. He walked the board through the budget document, saying that agency funds included foundation formula dollars and grants. Sue Hull asked what the board's responsibility or role was in developing the budget. Mr. Morse said it depended on the item. Some of the programmatic pieces are directly related to the work of the board. Ms. Hull asked if the board set priorities for the budget. He said that it is the job of commissioner to bring the budget to the board. The budget is developed in a long process and by working with the governor's office.

Request for Proposal (RFP) Progress. Erik McCormick, Director of Assessment, Accountability & Information Management, was present to brief the board on the RFP progress for a new, custom assessment system for the summative assessments to be given the first time in the spring of 2015. He said there had been five responses, Achievement and Assessment Institute (AAI) of Kansas, Data Recognition Corporation (DRC), Measured Progress, Pearson, and Northwest Evaluation Associates. He indicated that DRC had protested the selection of AAI and that a recommendation would be coming out of the Attorney General's office. Mr. McCormick indicated that an optional interim assessment would be offered to districts, but EED won't require it. He said a formative assessment was not currently in the proposal. He also said that Smarter Balance Assessment Consortium, with whom we are no longer associated, would have limited our involvement in developing the test and there would have been no caching option. He said they were scheduled to meet with GCI, an Internet provider, soon. Sue Hull asked how innovative items would be incorporated. Mr. McCormick said they were being cautious until there was more information and field testing was accomplished. Janel Keplinger thanked Mr. McCormick for his work with the RFP. She said she was curious how to combine innovation testing and how it would work with paper and pencil. Mr. McCormick said they were eager to begin the work and the Technical Advisory Committee will spearhead the work and it will be negotiated with the vendor. He said they were still evaluating computer capability in districts, and should have that work completed in about three weeks.

Resolution. The board was being asked to consider a draft resolution regarding the repeal of the High School Graduating Qualifying Exam. All board members were in support. Members discussed a few edits to be made before it was formalized.

Regulations to go out for public comment. Sondra Meredith, Teacher Certification Administrator, was present to brief the board regarding the use of Praxis I and II exams to satisfy

basic competency, gain highly qualified status, add endorsements, and qualify for professional certification. This regulation would be up for adoption at the March meeting. Ms. Meredith said the stakeholders were those who use the exams in the state and the universities. The proposed amendments will allow the use of updated exams to gain highly qualified status in English, mathematics, government/political science, economics, and theater. The newest version of Praxis I will be added, and the amendments will set qualifying scores in reading, writing and mathematics. Additional exams will be added that are offered by ETS. Chair Merriner reminded the board that the regulation was going out for public comment.

Esther Cox was excused from the meeting.

Business Meeting

Motion re Praxis. Sue Hull moved and Janel Keplinger seconded the following motion: The motion passed by unanimous roll call vote. I move the State Board of Education & Early Development open a period of public comment on 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 examination, and 4 AAC 12.395 Endorsements. The motion was passed by unanimous roll call vote.

Change of Venue for June meeting. Commissioner Hanley and Chair Merriner said there was now an opportunity for the board to meet with the University of Alaska Board of Regents, in Anchorage, prior to its June meeting. The meeting would take place for a half day on June 4, before the regularly scheduled meeting on June 5 and 6. James Fields moved that the June board meeting be moved to Anchorage, from Fairbanks, and include a half-day meeting with the Board of Regents on June 4. Sue Hull seconded the motion. The motion was passed by unanimous roll call vote.

Consent Agenda. James Fields moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: the approval of the department's FY2015 Budget, approval of Resolution 2014 1, repeal of the HSGQE, and the appointment of Heidi Teshner as the Director of Administrative Services. The motion passed by unanimous roll call vote.

Board Comments

Col Hays had no comments.

Carly Williams said that she and Kobe were in Anchorage attending an AASG meeting.

James Fields thanked Chair Merriner for his recent testimony before the legislature.

Janel Keplinger had no comments.

Carol Schaeffer had no comments.

Sue Hull thanked the department for its leadership.

Jim Merriner noted that Dottie Knuth, the commissioner's executive secretary, would be retiring in April and that Randy Hawk, Director at Mt. Edgecumbe High School, would be retiring in June. He reminded board members that their Alaska Public Offices Commission reports were due by March 15. He suggested that it might be time to review regulations regarding required math credits, because of the new standards.

Sue Hull moved to adjourn. James Fields seconded the motion, and the motion passed by unanimous consent.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21B

◆ **ISSUE**

The board is being asked to approve the minutes of its December 5 & 6, 2013, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's December 5 & 6, 2013, meeting.

◆ **OPTIONS**

Approve the minutes of the board's December 5 & 6, 2013, meeting.

Amend the proposed minutes and approve the amended minutes of the December 5 & 6, 2013, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the December 5 & 6, 2013, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the December 5 & 6, 2013, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
December 5 & 6, 2013
Anchorage, AK

December 5, 2013

Work Session

The meeting was called to order by Chair Merriner at 8:00 a.m. at the Anchorage School District Board Room. All members responded to roll call with the exception of Lt. Col. Hays, who was excused. The Pledge of Allegiance was recited. The agenda was moved as presented by Sue Hull, seconded by James Fields, and approved by a unanimous roll call vote. There were no disclosures of potential conflicts of interest.

Public Comment

Christie Reinhart, Executive Director of the Governor's Council on Disabilities and Special Education, updated the board on the pending restraint and seclusion legislation. She indicated that they had been working on the bill for several months. It would change who is allowed to administer medication to students. The intent is to keep kids and personnel safe in school. Some of the basics of the legislation include requiring all school districts to establish a policy on restraint and seclusion, requiring a written report of all incidents being placed in the students file, banning the use of restraints that restrict breathing and all chemical, mechanical or prone restraints, following up to look for triggers to prevent future incidents, and reporting annually to the department on the number of incidents. She thanked the commissioner for his help. She discussed district costs, including in-service training.

Steve Atwater, Superintendent of Kenai Peninsula Borough School District, said he supported the alternative route to certification, saying the pool of applicants is very shallow and the challenge is finding qualified personnel to hire. He saw this as a great way to be flexible.

Cheryl Schweigert from Kotzebue was online representing the Northwest Arctic Borough School District. Her concern was that the new MAPS assessments don't match the new proposed regulations and could restrict MAPS use.

Patrick Bloecher, an environmental health specialist, said he inspects schools and has identified a gap in services and suggested partnering with the department to provide services to schools.

Pat Shier, former and recent board member, said his service on the board was a privilege, and he was happy at University of Alaska Anchorage in his new position. He said he was convinced that success lies in challenging assumptions and casting a wide net. Chair Merrier presented Mr. Shier with a plaque commemorating his service on the board and thanked him for his service.

Work Session

Ethics Act. Because there are new members on the board, Rebecca Hattan, Assistant Attorney General, walked the board through the State of Alaska Executive Branch Ethics Act (AS 39.52), saying that it applied to all board members and all staff present in the room. She said that the Chair was the board's ethics supervisor. His ethics supervisor is Guy Bell in the Department of Administration. She said that public servants have a duty to behave ethically, and the penalties are severe if they do not. She discussed examples with the board and answered all questions, including about gifts. She was asked why the board had to fill out Alaska Public Offices Commission forms, given that the board did nothing with the budget. Ms. Hattan said it was the law.

Alaska Process Industry Careers Consortium. Zachery Mannix, APICC Coordinator, was present to brief the board. He said APICC was involved with the oil, gas, mining, seafood and timber industries, and their focus was to further engineering in schools, such as STEM initiatives, to bolster the work force. He said that in 2009 there was a memo of understanding with the department and University of Alaska to grow engineering academies. Academies began at Dimond and Lathrop high schools with company donations. The mission is to have 25 academies over five years. APICC requested \$4.9 million from the legislature last year and were not funded, but they intend to try again in this year's capital budget. He described the Lead-the-Way Project as a hands-on STEM course in K-12 that encourages students to go from elementary through high school learning math and science skills they would not have an opportunity to otherwise learn.

Dr. Robert Lang, Professor of Civil Engineering at UAA, was present. He said his schedule had been freed up by 25% to work with K-12 programs to develop courses to prepare for new UA engineering facilities. He said teachers have to be trained in a specific curriculum to teach in the program, and was hopeful that it could be done at UA soon, and not have to rely on outside programs. He reviewed the program's courses and how they are interwoven with the Alaska Native Science and Engineering Program. Mr. Mannix said he was not sure how the courses lined up for the Alaska Performance Scholarship but would find out. Commissioner Hanley said the courses have a lot of rigor, and APS courses can be added. Mr. Mannix said it could work in Advanced Placement classes. He said participating teachers are extremely dedicated and enthusiastic, and even doing after-school classes. He wondered if the board could do a letter of support for the legislature.

Alaska Learning Network (AKLN). Dean Deborah Lo, University of Alaska Southeast School of Education, was present to brief the board on its partnership with the department to manage this program, beginning in July 2013. An advisory board consists of 15 members from across the state. Dean Lo walked the board through a PowerPoint describing how the program was structured, how it links with the APS, how the classes are built, some using E 2020/Edgenuity. There are 345 students anticipated for the fall 2103. Dean Lo discussed the initiative for the upcoming year to include increasing enrollment, student retention, course development, alignment with the new standards, summer enrichment possibilities, and more. She said all AKLN teachers will be UAS adjuncts, paid by UAS with wages based on the number of students or \$3,500 per semester. Districts are responsible for the curriculum, and parents are responsible for accelerated courses (outside of the school curriculum). Carly Williams encouraged Dean Lo to keep online courses for college prep, and Sue Hull encouraged her to not close any doors on

courses. Discussion centered on how word is getting out and how to increase visibility. Dean Lo said that so far the completion rates are less than expected, and she thinks students would benefit from supervision, saying that counselor help in districts is sporadic. Mr. Fields commended the university for its interest and taking on the project. Carol Schaeffer said it was offering rural students new opportunities.

University of Alaska Fairbanks Bachelor of Arts in Secondary Education. Dr. Susan McCauley, Director of Teaching & Learning Support, and Dr. Allan Morotti, Dean, University of Alaska Fairbanks School of Education, were present to brief the board. Also Dr. Roy Roehl, Co-Chair Secondary Education Program, and UAF Professor Larry Meath, Co-Chair Secondary Education Program, UAF, were present. This new program would respond to the need for a more efficient way for prospective teachers to complete the education requirements to gain teacher certification. UAF has restructured its secondary education teacher-preparation program. The restructured baccalaureate teacher-preparation program will allow candidates to obtain an Initial teaching certificate with a secondary education endorsement (Grades 7-12) in the following areas: art, biology, chemistry, Earth science, economics, English, French, German, history, mathematics, political science, or Spanish. The teacher-preparation program aligns to standards established by the Alaska Literacy Blueprint, the Alaska Professional Content and Performance Standards, and the Alaska Standards for Culturally-Responsive Educators. The specific content area standards align to standards established by the appropriate specialized professional association recognized by the National Council for the Accreditation of Teacher Education. The program has been approved by the UAF faculty, UA Board of Regents, and the Northwest Commission on Colleges and Universities. The courses can be offered by distance delivery and are eligible for scholarships. Esther Cox said she was encouraged by this program and advised them to retain classroom management in the curriculum.

Alaska Association of Student Government Suicide Prevention. Carly Williams, Student Advisor to the board, and Ariel Hasse, AASG President, presented information on, and a trailer of, *Railway of Hope*, a new suicide prevention movie produced by AASG over a five-year period. The student-funded movie will train students to identify signs of suicide. The movie will be available soon, and the board asked that they see it during its March meeting. Ms. Williams said that the spring AASG meeting would be held at Ben Eielson High School on April 10-12, and invited all board members to attend.

Report to the Legislature. Eric Fry, Information Officer, was present to brief the board on the board's draft report to the legislature, as required by Senate Bill 1, effective in 2011. The report has to be made no later than the 30th legislative day of each regular session. This report would be the third such report. The board chair delivers the report, in person. Mr. Fry reviewed the report and took suggestions for edits and improvement. Mr. Fry will make the final edits before it is delivered.

Regulations to go out for public comment.

Pupil Transportation. Elizabeth Nudelman, Director of School Finance, and Heidi Teshner, School Finance Manager, were present to brief the board. This regulation change stems from a change to statute regarding a safe and cost-effective student transportation system, in Senate Bill 182.

It provides for an effective date for changes to the Uniform Chart of Accounts and Account Descriptions for districts. The proposed amendments are in compliance with the recently passed legislation, including a provision that requires the department to adopt regulations that provide for oversight of, and support to, school districts in achieving a safe and cost-effective student transportation system.

Executive Session. The following motion was made by Esther Cox and seconded by Janel Keplinger: I move the State Board of Education & Early Development convene in executive session to interview candidates for student advisor-elect for the remainder of the 2013-2014 school-year. An executive session is necessary so as to not prejudice the reputation and character of any person being interviewed. The motion passed by unanimous roll call vote.

The board came back into regular session with a motion made by Esther Cox and seconded by Carol Schaeffer as follows: I move the State Board of Education & Early Development reconvene into regular session. The motion passed by unanimous roll call vote.

Esther Cox moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development select Kobe Rizk as its Student Advisor-Elect for the remainder of the school year 2013-2014. On July 1, 2014, Kobe Rizk's one-year term will begin as the Student Advisor to the board and continue through June 30, 2015. The motion passed by unanimous roll call vote. Everyone congratulated Kobe on his selection.

The meeting was recessed until the following day.

December 6, 2013 Work Session Continued.

The meeting was called to order at 8:30 a.m. by Chair Merriner. All members responded to roll call, with the exception of Col. Hays, who was excused. The agenda was amended to add a discussion regarding a teacher administrator waiver, by motion made by Sue Hull and seconded by James Fields. The amended agenda was adopted by unanimous roll call vote.

The chair asked for any disclosures. Chair Merriner said he had previously declared that he was the test coordinator for his school and that the previous ruling was that he could participate in a discussion about testing. There were no objections.

Under the new agenda item, 4 AAC 12.345 addresses the administrator's certificate. Dr. Lisa Parady of the North Slope Borough School District, had requested in a letter to the board a suggested regulation wording. The board reviewed this regulation to ascertain if it could amend the teaching requirement for an administrator's certificate and use other education-related experience instead. Esther Cox noted that there was currently no provision for a waiver and said there was a need for alternative routes to teaching. She said she wasn't comfortable with the suggested language and wondered if a person could request a waiver of some kind with a stipulation from the board. Sue Hull said she agreed that there should be some room for flexibility. She said the criteria should be more general and not too specific. Rebecca Hattan suggested a waiver would need criteria. Esther Cox said she liked Alaska experience, but sees

that a pathway for an alternative route needs to open up. Janel Keplinger suggested that a minimum would be an Alaska Culture course. After more discussion of possible scenarios, Sue Hull suggested that the best approach would be to direct the department to draft a regulation and bring it to the board. Carol Schaeffer said she thought the decision should lie with the commissioner, citing that the board meets only a few times a year and she didn't want to hinder employment if a person had to wait for the board to act. She thought it might also get awkward if an executive session was needed and then, in the end, the person was publically denied the waiver. Deputy Commissioner Les Morse said he had helped Dr. Parady draft the language, and it was meant to only be a starting point for discussion, not a final product. Esther Cox suggested directing the department, as Sue Hull suggested, to think in terms of outside experience vs. Alaska experience and who should have the final determination. The commissioner said he thought the Alaska component was important, saying this is a waiver for a high-quality leader and knowledge of Alaska is critical.

There was a general discussion about when it would come back to the board. Sue Hull said she doesn't want the decision to look arbitrary, but at the same time doesn't like a lot of hoops; it needs to be flexible and noted that when systems are too rigid, it prevents good people from moving forward. Esther Cox said strong criteria were important in the wording. Ms. Parady, who had been called to the table, thanked the board for its discussion. She said she thought room for a waiver was important, Alaska Culture was important, and she had faith in the board's procedure.

Regulations to Adopt

District-operated Statewide Residential Educational Programs. Rebecca Hattan, Assistant Attorney General, was present to brief the board. She characterized the amendments as a technical review. She said there was nothing substantive in the amendments. Elizabeth Nudelman, School Finance Director, said the amendments align regulations with statutes to include variable- term language and add the term "statewide" instead of "districtwide." Jim Merriner asked how the department knew the student count was correct each month. Ms. Nudelman said the expectation is to have a certain level throughout the year, and a district cannot go above the approved number. The commissioner said the intent is important. A steady stream of funding provides stability for the program and gives the department the ability to do a desk audit. Esther Cox asked why the word "school" is being used instead of "program." Rebecca Hattan said program has a different meaning in the department and helps to differentiate the meaning. Sue Hull asked if they could use "approximately" in the count of students. Hattan said the language is in effect for other programs and the commissioner isn't shutting down programs. "Approximately" would have to be defined. James Fields suggested changing language if it wasn't working, otherwise leaving it alone. He noted how Galena came back to the board and asked for more money in a specific instance. Heidi Teshner, School Finance Manager, said the districts submit two audits each year, and the department does review them.

Early Literacy Screening. Dr. Susan McCauley, Director of Teaching & Learning Support, was present to brief the board. She said the proposed regulation has had a supplemental period of public comment, amending the original language to provide two options by which literacy screening tools could be approved, clarified how the data should be reported to the department and how often the screenings should take place, giving districts a variety of tools. Janel

Keplinger thanked the department for its work on the regulation in making it more flexible. The problem that Cheryl Schweigert had raised in public comment concerning the MAPS assessment was now alleviated. Dr. McCauley thanked Assistant Attorney General Rebecca Hattan for her work on the regulation, saying a lot of time had gone into revising the project.

School Recognition. Dr. McCauley was present to brief the board on this project. The amendments to this regulation outline the methods by which schools will receive recognition as high performing or high progress. The proposed language aligns language with the school recognition language in the Elementary and Secondary Education Act flexibility waiver. It allows schools with a two-year graduation cohort of fewer than ten students to meet the school recognition graduation requirement. This applies to nine schools that would not have qualified if the regulation were not amended. Erik McCormick, Assessment Director, said the proposed change also removed “average” (cohort) and substituted “combined,” which more accurately reflects the department’s intent.

Business Meeting

Opening a regulation period of public comment

Esther Cox moved and Janel Keplinger seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on amendments to 4 AAC 06.120(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. There was no discussion. The motion passed by unanimous roll call vote.

Adopting regulation proposals

Carol Schaeffer moved and James Fields seconded the following motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 33.090, District-operated statewide residential educational programs. There was no discussion. The motion passed by unanimous roll call vote.

Janel Keplinger moved and Esther Cox seconded the following motion: I move the State Board of Education & Early Development adopt proposed amendments to 4 AAC 06.713, Early Literacy Screening. There was no discussion. The motion passed by unanimous roll call vote.

Carol Schaeffer moved and James Fields seconded the following motion: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.885 School Recognition. There was no discussion. The motion passed by unanimous roll call vote.

Sub-committee assignments. By consent, James Fields and Sue Hull were appointed to the Public School Trust Fund Advisory Committee, and Lt. Col Hays was appointed to the Military Compact Committee.

Teaching & Learning Support Report. Director Dr. Susan McCauley was present to brief the board. Dr. McCauley said 49 schools will receive banners to display for recognition of high achievement and/or improvement. She indicated that new brochures about standards are being distributed. Sue Hull said the folks from Fairbanks who attended the NEA standards and training meeting were very impressed and thanked Dr. McCauley. Dr. McCauley said there is now a monthly TLS division newsletter that is sent to many education partners, including superintendents, principals, and education organizations. She gave a brief overview of the new evaluation regulation work, saying the board would see the final product at its January meeting.

Nine department staff have been trained and assigned as Liaisons to the ninety eight 1-star and 2-star schools in state. These liaisons have communicated with district and school staff to inform and assist in the completion of school improvement plans, as required by the new accountability regulations. Supporting the implementation of the Alaska English language arts and mathematics standards continues to be the focus of the Instructional Support Team. In September, more than 130 educators convened for the Fall Teaching and Learning Support Institute, where they received support with standards implementation, educator evaluation systems implementation, and Alaska's school and district accountability systems. The team has prepared and recorded a professional development module that will be available to districts by January 2014. Other such modules are in the preparation stages and will be available by spring 2014. The Career and Technical Education staff has been revising resources for districts to use with their teachers and coordinators when aligning local CTE program and course curricula with the state's new English language arts and mathematics standards. During October, a special pre-conference workshop was held in cooperation with the Alaska Association for Career & Technical Education conference for 60 local CTE educators to begin the process. State staff facilitated sessions on development of Personal Learning Career Plans, Career Readiness Standards, and articulation of secondary to postsecondary programs. Materials and links to support these updates will be posted to the department's CTE website. Two TLS teams have begun their annual compliance monitoring. The ESEA federal programs team has been reviewing district applications for the ESEA federal funding during October. They have begun their annual monitoring cycle, recently visiting the North Slope Borough School District. The special education team has completed monitoring activities in the districts of Kenai, Iditarod, North Slope, Kashunamiut, Denali, Unalaska, Petersburg, Sitka, Southeast Islands, Juneau, Pelican, and Haines. Left to be completed are the districts of Skagway, Fairbanks, Mat-Su, and Anchorage.

Assessment, Accountability and Information Management. Director Erik McCormick was present to brief the board. Mr. McCormick said the star system is already showing improvement over Adequate Yearly Progress. He reported that the ANSWERS system (Alaska Navigator Statewide Workforce and Education Related Statistics) in 2012 received a three-year federal grant of \$4 million for the statewide longitudinal data system for K-20. It will link existing data collections and provide information about various student cohorts and sub-groups as a student moves through the education system. He said they are still investigating the data elements to be used and that all agencies are being extremely careful to protect student identity. Regarding electronic testing, he said 36 districts currently can do electronic testing, five are partially up, and 12 more are still being evaluated. Regarding the Request for Proposal for a testing vendor, it is

moving along in the procurement process as prescribed in state law. Five proposals have been received. The RFP went out in mid-September, and was adjusted once in late-September and extended to November 11. In January, he is hoping to have another report. Sue Hull asked if, after the commissioner makes a decision, the board have an opportunity to discuss policy issues. Rebecca Hattan, Assistant Attorney General, said the statute is clear that the commissioner has the responsibility to make the decision. Sue Hull asked if legislators can withhold the money for a contract. The commissioner said we would not know until the contract is awarded, and the department has not yet put forward a contract amount to implement the new assessment. Rebecca Hattan said the board can discuss the decision, but there is no discussion opportunity under the law that could lead to a vote by the board. The decision lands solely with the commissioner. Deputy Commissioner Les Morse said that the federal money comes into play strongly; if we don't do assessments, we lose federal dollars. The commissioner said there was a state-constitutional obligation, as well. Janel Keplinger asked if the English-learning-proficient assessment results will now come later. Erik McCormick said they would be available a little sooner because the comparison work is completed. Board members briefly discussed WorkKeys. Some members said there have been broadband problems, but essentially the program is strong where Career and Technical Education programs are strong.

Rural Report. Chris Simon, Rural Coordinator, was present to brief the board. He noted all the different events and meetings he had attended since the last board meeting. He brought attention to education-related resolutions put forth at the 2013 Alaska Federation of Natives convention. James Fields asked how the rural districts were handling all the changes. Mr. Simon said the division newsletter was a big help and emphasized how important it was to get information to the parents. Dr. McCauley said they were using the Bush Shopper newspaper to get information out and using APRN public radio. Mr. Simon said they plan to the standards ads into the Yupik language, which he said would be very helpful. Dr. McCauley said it was good having Chris Simon out in the rural districts.

Legislative Report. Marcy Herman, Legislative Liaison, was present to brief the board. She presented a list of committee members for the upcoming session and reviewed a list of legislation that was held over from the preceding session. The board asked questions regarding the interim committee and its work. Marcy Herman said the department did not know what the committee ultimately wanted to accomplish, and that a report from their work was due in January. Jim Merriner asked about Senate Finance, and Marcy Herman said they did not have a task force during the interim but will eventually offer recommendations. Regarding HB 197 Literacy Program, Marcy Herman said it was introduced at the end of the session, and received one hearing. She said it mirrors a program in Florida. She said the department had testified once on the bill; it would be expensive to implement, and it would mean summer school for everyone. Regarding SB 15, Prekindergarten School Program/Plans, Deputy Commissioner Les Morse said it is a model plan of what a K-12 program should look like but had no hearings last year. Marcy Herman said the Governor is scheduled to announce his budget on December 12 in Anchorage; after that, education bills will be made public. The majority caucus would be meeting the next week to work on priorities. Sue Hull said that a lot of the drive for information has to do with David Teal's reports on Medicaid, retirement costs, state income, and diminishing resources. She said the department should think about how to partner with the legislature to be part of the

solution. Commissioner Hanley said that on January 7 Senator Stevens will hold a hearing on the Alaska standards in Anchorage, and the department will be represented.

Mt. Edgecumbe High School (MEHS) Report. Randy Hawk, Director, was present to brief the board. To date, there are 388 students enrolled. He said an online application process debuted this fall and was working well. He reviewed the block scheduling. Randy Hawk said that this was the first year working with a dorm contractor and that training for all dorm staff was taking place. MEHS sent teachers to the math conference and a team to the RTI conference this fall. He discussed a \$10,000 grant for the Robotics and Business classes for the Invent Club project, which they are partnering with the Sitka Search & Rescue Program, to develop an unmanned aerial vehicle with an infrared camera, GPS, flight controls, and two-way radio, to make searches more safe and efficient. As part of the grant, students will travel to MIT this coming summer to present the completed project. Forty-nine of 89 seniors have registered to take either the ACT or SAT this year, hoping to qualify for the Alaska Performance Scholarship. MEHS is a four-star school in the state's accountability system. Maintenance is ever ongoing. This year upgrading and replacing the 170 exit signs on campus is necessary for fire protection. Lighting fixtures are being upgraded to comply with an energy audit.

Library, Archives & Museums Report. Director Linda Thibodeau was present to brief the board with Kim Mahoney, Project Engineer for the SLAM project. They did a slide presentation of the work in progress. Linda Thibodeau said the board would get a tour during its March meeting. Linda Thibodeau said she was hopeful the Governor's budget would include the remainder of the money needed to complete the project so they could stay within their budget.

Assistant Attorney General's Report. Rebecca Hattan, Assistant Attorney General, was present to brief the board. She said that the intensive-funding litigations were winding down and she hoped to have them wrapped up soon. She indicated that there might be a lawsuit against the state coming from Ketchikan regarding the education funding formula and the required local contribution. She introduced Luann Weyhrauch, Assistant Attorney General, who had recently been assigned to the department. She said she was very happy to have Luann Weyhrauch on board to help with department matters. Jim Merriner asked about the ongoing litigation regarding the contamination at the Aniak Middle School. Rebecca Hattan said the case has been ongoing since 1958, trying to resolve it and determine who is responsible. The Department of Environmental Conservation is the lead in this environment law case. They have hired an expert for mediation. There will be more reports as the work continues.

Commissioner's Report. Commissioner Hanley was present to brief the board. He said the department was messaging the work on the standards as much as possible. He said those who have been negative have never come to a board meeting to give public comment. Senator Stevens on January 7 will hold a meeting on the standards. He is bringing in some national groups, including the Council of Chief State School Officers, and others to speak to the process taking place around the country. Included in the conversation will be PTA, the State Board, Association of Alaska School Boards, National Education Association-Alaska, school boards, and stakeholders. Carly Williams asked if there were students involved. The commissioner said they would be very welcome to attend and/or testify. The commissioner said the governor spoke about his initiative regarding digital learning at the Alaska Federation of Natives, saying it would

lead to greater access to digital models for students and teachers. He noted that the restraint and seclusion bill was still being modified. He said that because of oil prices the revenue forecast is down, and it will have an impact on the department. The commissioner said that as soon as the budget is announced, he had planned to have a teleconference with superintendents. Sue Hull said thank you and messaging was very important. Janel Keplinger noted that the work on restraint and seclusion was costly but very important. Esther Cox said the board needed to hear from the legislature as to what they think connecting and partnering should look like.

Consent Agenda

Esther Cox moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the September 23-25, 2013, meeting; approval of the minutes of the October 28, 2013, meeting; approval of the appointment of Mr. Christopher Houlette and Mr. Jeremy Kane to serve three-year terms on the Museum Collections Advisory Committee beginning January 1, 2014; approval of the draft annual report to the legislature; and approval of the Baccalaureate Teacher Preparation Program at the University of Alaska Fairbanks. Sue Hull thanked UAF for its work on the new degree program at UAF, saying it was a great asset. The motion passed by unanimous roll call vote.

Board Comments

Carly Williams thanked the board for allowing time for the *Railway of Hope* presentation. She noted that the Alaska Association of School Government spring meeting would be in Fairbanks.

James Fields had no comments.

Janel Keplinger welcomed Kobe to the board and wished everyone happy holidays. She noted that the library in Kodiak would have a grand opening that week.

Sue Hull had no comments.

Carol Schaeffer wished everyone a Merry Christmas and safe travels.

Esther Cox asked what had happened to the situation in Chevak with the sod house. The commissioner said he spoke with the superintendent and the gentleman who brought the issue. He didn't think it was ever taken to the local board, but it was solved at the local level. Ms. Cox said she felt adequate time was allowed on the meeting work session agenda; she thanked Trailside for their performance; she asked for a reminder about the January 7 Senate Education meeting; she welcomed Kobe; and said she appreciated all the work that department staff does, and wished everyone a happy Christmas.

Jim Merriner welcomed Kobe and thanked Carly for her presentation. He said he had stood in for the commissioner at the Teacher of the Year presentation and would be welcoming the Alaska Association of School Business Officials next week for their winter conference. He attended the Foundation for Excellence conference in Boston and found it very worthwhile. He also

welcomed Luann Weyhrauch and thanked the Anchorage School District for the use of their board room, and the board members for their work at this meeting.

The meeting was adjourned with motion made by Sue Hull, seconded by Esther Cox, and passed with unanimous consent.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21C

◆ **ISSUE**

The board is being asked to approve the final annual list of major maintenance capital projects eligible for funding under the school major maintenance 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.
- In previous years, the board approved both the major maintenance and construction grant lists under the same agenda item; however, this year the School Construction Grant Fund List has not been finalized yet, pending the outcome of an appeal process. Therefore the department is asking for approval of only the major maintenance list at this time and will bring forward the construction list at the conclusion of the appeal process.
- The Major Maintenance Grant Fund List can be found behind Cover Memo 2.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Adopt the Major Maintenance Grant Fund List as presented.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the Major Maintenance Grant Fund List as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt the department's FY2015 Major Maintenance Grant Fund List of projects eligible for funding under the Major Maintenance Grant Fund, as presented.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21D

◆ **ISSUE**

The board is being asked to consider the Alaska Gateway School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Alaska Gateway School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$6,532,341	70%	\$6,387,437	68%	(\$144,904)	(2%)
School Administration Support 450	195,001	2%	207,309	2%	12,308	6%
District Administration 510	279,920	3%	299,919	3%	19,999	7%
District Administration Support 550	364,808	4%	373,937	4%	9,129	3%
Operations & Maintenance 600	1,892,349	20%	2,067,909	22%	175,560	9%
Student Activities 700	77,659	1%	84,781	1%	7,122	9%
Community Services 780	-	-	-	-	-	-
Total	\$9,342,078	100%	\$9,421,292	100%	\$79,214	1%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	66%	63%	65%	67%	66%	67%	65%	65%	68%	N/A
Budgeted %	67%	66%	66%	63%	66%	67%	67%	70%	70%	69%
Actual Enrollment	443	412	412	375	383	362	385	375	362	

* Alaska Gateway School District operates seven schools in seven communities.

- All materials for this item are behind Agenda Item 1A.
- If a FY2013 audited financial statement waiver is not approved, the department will withhold \$207,467 from the Alaska Gateway School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$207,467 from the district.

Seek additional information.

◆ **ADMINISTRATIONS RECOMMENDATION**

Approve the district's waiver request based on the district's reasons and causes:

- Decrease in enrollment, and
- Higher operations and maintenance.

◆ **SUGGEST MOTION**

I move the State Board of Education & Early Development approve the Alaska Gateway School District's FY2013 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21E

◆ **ISSUE**

The board is being asked to consider the Galena City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Galena City School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$19,494,317	71%	\$15,808,348	69%	(\$3,685,969)	(19%)
School Administration Support 450	730,617	3%	791,411	3%	60,794	8%
District Administration 510	868,223	3%	844,939	4%	(23,284)	(3%)
District Administration Support 550	1,200,660	5%	1,123,806	5%	(76,854)	(6%)
Operations & Maintenance 600	4,423,833	16%	3,539,195	16%	(884,638)	(20%)
Student Activities 700	299,510	1%	267,230	1%	(32,280)	(11%)
Community Services 780	374,790	1%	372,477	2%	(2,313)	(1%)
Total	\$27,391,950	100%	\$22,747,406	100%	(\$4,644,544)	(17%)

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	72%	70%	73%	75%	71%	71%	71%	68%	69%	N/A
Budgeted %	72%	72%	73%	71%	70%	70%	70%	71%	71%	70%
Actual Enrollment	3,680	3,639	3,727	3,759	3,649	3,683	3,814	3,741	3,745	

* Galena City School District operates three schools in the community of Galena.

- All materials for this item are behind Agenda Item 1B.
- If a FY2013 audited financial statement waiver is not approved then the department will withhold \$114,836 from the Galena City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$114,836 from the district.

Seek additional information.

◆ **ADMINISTRATIONS RECOMMENDATION**

Approve the district's waiver request based on the district's reasons and causes:

- Required accounting change.

◆ **SUGGEST MOTION**

I move the State Board of Education & Early Development approve the Galena City School District's FY2013 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21F

◆ **ISSUE**

The board is being asked to consider the Klawock City School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Klawock City School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$2,474,573	70%	\$2,495,231	68%	\$20,658	1%
School Administration Support 450	52,232	2%	52,524	1%	292	1%
District Administration 510	347,231	10%	376,222	10%	28,991	8%
District Administration Support 550	125,137	4%	143,272	4%	18,135	14%
Operations & Maintenance 600	396,490	11%	475,102	13%	78,612	20%
Student Activities 700	121,011	3%	131,619	4%	10,608	9%
Community Services 780	-	-	-	-	-	-
Total	\$3,516,674	100%	\$3,673,970	100%	\$157,296	4%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	66%	66%	65%	65%	65%	69%	70%	68%	68%	N/A
Budgeted %	67%	68%	67%	66%	66%	71%	72%	72%	70%	70%
Actual Enrollment	160	136	140	136	125	137	137	136	131	

* Klawock City School District operates one school in the community of Klawock.

- All materials for this item are behind Agenda Item 1C.
- If a FY2013 audited financial statement waiver is not approved then the department will withhold \$76,548 from the Klawock City School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$76,548 from the district.

Seek additional information.

◆ **ADMINISTRATIONS RECOMMENDATION**

Approve the district's waiver request based on the district's reasons and causes:

- Higher operations and maintenance, and
- District Administration expenses higher due to Superintendent leave cash out,

- Employee benefits higher than budgeted.

◆ **SUGGEST MOTION**

I move the State Board of Education & Early Development approve the Klawock City School District's FY2013 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21G

◆ **ISSUE**

The board is being asked to consider the Yakutat School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Yakutat School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$1,812,314	70%	\$1,829,316	69%	\$17,002	1%
School Administration Support 450	61,718	2%	49,110	2%	(12,608)	(20%)
District Administration 510	147,435	6%	149,704	6%	2,269	2%
District Administration Support 550	109,141	4%	116,538	4%	7,397	7%
Operations & Maintenance 600	471,006	18%	431,603	16%	(39,403)	(8%)
Student Activities 700	0	0%	74,516	3%	74,516	100%
Community Services 780	-	-	-	-	-	-
Total	\$2,601,614	100%	\$2,650,787	100%	\$49,173	2%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	68%	70%	71%	71%	67%	66%	71%	66%	69%	N/A
Budgeted %	68%	69%	71%	70%	70%	70%	69%	70%	70%	70%
Actual Enrollment	133	133	118	122	121	110	119	105	95	

* Yakutat School District operates one school in the community of Yakutat.

- All materials for this item are behind Agenda Item 1D.
- If a FY2013 audited financial statement waiver is not approved then the department will withhold \$26,235 from the Yakutat School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$26,235 from the district.

Seek additional information.

◆ **ADMINISTRATIONS RECOMMENDATION**

Approve the district's waiver request based on the district's reasons and causes:

- Declining enrollment,
- High costs for heating fuel and transportation

- High costs for student activities and associated travel.

◆ **SUGGEST MOTION**

I move the State Board of Education & Early Development approve the Yakutat School District's FY2013 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21H

◆ **ISSUE**

The board is being asked to consider the Yupiit School District's request for a waiver of the 70% minimum expenditure for instruction requirement for the fiscal year 2013 audited financial statements.

◆ **BACKGROUND**

Yupiit School District FY2013 Budget to Audit Expenditures

Function	FY2013 Budget Dollars	FY2013 Budget Percentage	FY2013 Audited Dollars	FY2013 Audited Percentage	Change In Dollars	Change In Percentage
Instructional 100 - 400	\$8,728,984	71%	\$9,249,518	68%	\$520,534	6%
School Administration Support 450	150,932	1%	150,819	1%	(113)	0%
District Administration 510	470,524	4%	768,100	6%	297,576	63%
District Administration Support 550	286,038	2%	566,010	4%	279,972	98%
Operations & Maintenance 600	2,520,850	20%	2,806,741	20%	285,891	11%
Student Activities 700	198,960	2%	140,225	1%	(58,735)	(30%)
Community Services 780	-	-	-	-	-	-
Total	\$12,356,288	100%	\$13,681,413	100%	\$1,325,125	11%

History of Instructional Expenditures Percentages and Actual Enrollments

	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14
FS Instructional %	68%	71%	60%	70%	68%	65%	63%	71%	68%	N/A
Budgeted %	69%	69%	68%	70%	72%	70%	71%	70%	71%	66%
Actual Enrollment	445	446	458	460	445	449	450	448	431	

* Yupiit School District operates three schools in three communities.

- All materials for this item are behind Agenda Item 1E.
- If a FY2013 audited financial statement waiver is not approved then the department will withhold \$327,471 from the Yupiit School District.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Approve the district's waiver request.

Deny the waiver request and withhold \$327,471 from the district.

Seek additional information.

◆ **ADMINISTRATIONS RECOMMENDATION**

Approve the district's waiver request based on the district's reasons and causes:

- Loss of revenue due to unexpected 5% decrease in enrollment
- Higher operations and maintenance costs,

- Additional costs associated with the Settlement Agreement.

◆ **SUGGEST MOTION**

I move the State Board of Education & Early Development approve the Yupiit School District's FY2013 financial statement waiver request for the 70% minimum expenditure for instruction in accordance with AS 14.17.520(d).

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21I

◆ **ISSUE**

The board is being asked to approve the reapplication of the Star of the North Secondary Charter School for a period of ten years, terminating on June 30, 2024. The initial charter was approved in 2004 for ten years.

◆ **BACKGROUND**

- On November 19, 2013, the Fairbanks North Star Borough Board of Education approved Star of the North Secondary Charter School's reapplication for a period of ten years.
- The Overview and Charter School Rating Template provide information relevant to Star of the North Secondary Charter School's request for reapplication, and can be found behind Agenda Item 4A.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Approve the Star of the North Secondary Charter School's reapplication for a period of ten years.

Seek more information.

Deny the application.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the Star of the North Charter School's reapplication for a period of ten years.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Star of the North Secondary Charter School's reapplication for a period of ten years.

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

March 14, 2014

From: Mike Hanley, Commissioner

Agenda Item: 21J

◆ **ISSUE**

The board is being asked to approve the reapplication of the Kaleidoscope School of Arts and Science for a period of five years, terminating on June 30, 2019. The initial charter was approved in 2004 and renewed in 2008.

◆ **BACKGROUND**

- On December 2, 2013, the Kenai Peninsula Borough Board of Education approved the Kaleidoscope School of Arts and Science reapplication for a period of five years.
- The Overview and Charter School Rating Template provide information relevant to the Kaleidoscope School of Arts and Science request for renewal, and can be found behind Agenda Item 4B.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

Approve the Kaleidoscope School of Arts and Science reapplication for a period of five years.

Seek more information.

Deny the application.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the Kaleidoscope School of Arts & Science reapplication for a period of five years.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Kaleidoscope School of Arts & Science reapplication for a period of five years.

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

March 14, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21K

◆ **ISSUE**

The board will consider approving a resolution urging passage of the Governor's Education Opportunity Act.

◆ **BACKGROUND**

- Among the department's statutory duties is to recommend plans to improve student performance. It is appropriate for the board, as head of the department, to consider resolutions that relate to such plans.
- The Governor has filed the Education Opportunity Act (companion bills SB 139 and HB 278) with the legislature for consideration this session.
- The bills would address a number of significant topics, including funding, charter schools, residential schools, student assessments, high school credits, and a Department of Labor & Workforce Development program that provides funds for vocational and technical education.
- The bills provide more funding for districts and residential schools and, potentially, for charter schools; promote family choice in regard to high school courses, assessments, charter schools, and residential schools; and promote readiness for careers and postsecondary education, including rural Alaska.
- A draft resolution, a summary of the Education Opportunity Act, and a copy of the bill are behind Cover Memo 6.
- Commissioner Hanley will be present to brief the board.

◆ **OPTIONS**

Approve the proposed resolution

Amend the proposed resolution and approve the amended resolution.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the proposed resolution.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development (approve) the proposed resolution (amend the proposed resolution as discussed) supporting the passage of the Governor's Education Opportunity Act and direct the department to distribute it to the legislature.