

Alaska State Board of Education & Early Development
September 18 & 19, 2014
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

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

Thursday, September 18, 2014

8:00 AM Call to OrderEsther Cox, Chair
Roll Call..... Esther Cox, Chair
Pledge of Allegiance.....Esther Cox, Chair
Approval of Agenda for September 18, 2014.....Esther Cox, Chair
Disclosures of potential conflicts of interestEsther Cox, Chair

8:15 AM Public Comment.....Esther Cox, 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 September 18, and 8:30 a.m. on September 19 (audio only). Click on the meeting name to listen to the meeting proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

Comment can also be made by visiting your local Legislative Information Office (LIO). The following LIO's will participate: Anchorage, Barrow, Bethel, Cordova Fairbanks, Juneau, Kenai, Ketchikan, Kodiak, Kotzebue, Mat-Su, Nome, Seward, Sitka and Unalaska. For more information about LIO's, call 465-4648. **In the event there are more than two hours of public comment, the board may move**

to amend the agenda to extend the oral hearing to accommodate those present before 7:55 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

- 9:00 AM 1. Mount Edgecumbe Science Curriculum.....Commissioner Hanley
.....J Thayne, Director
.....Bernie Gurule, Principal
.....Mike Mahoney, Teacher
.....Jack Davis, Teacher
.....Chohla Moll, Teacher
.....Matt Hunter, Teacher
.....Lyle Sparrowgrove, Curriculum Coach

- 10:00 AM BREAK

- 10:10 AM 2. Career & Technical Education.....Commissioner Hanley
.....Dr. Susan McCauley, Director

- 3. Pre-Kindergarten.....Commissioner Hanley
.....Dr. Susan McCauley, Director
.....Paul Sugar, Education Specialist

- 4. Funding.....Commissioner Hanley
.....Heidi Teshner, Director

- 11:00 AM 5. Teacher Certification & PRAXIS update.....Commissioner Hanley
.....Dr. Susan McCauley, Director
.....Sondra Meredith, Education Administrator

- 11:20 AM 6. Chief School Administrator & Superintendent.....Commissioner Hanley
.....Dr. Susan McCauley, Director
.....Sondra Meredith, Education Administrator

- 12:00 noon LUNCH

- 1:00 PM 7. Arts Education.....Commissioner Hanley
.....Shannon Daut, ASCA Executive Director
.....Dr. Annie Calkins, Special Projects Coordinator, ASCA
- 1:20 PM 8. Assessment Development & Technology Practice Test
.....Commissioner Hanley
.....Erik McCormick, Director
.....Elizabeth Davis, Education Administrator
.....Marianne Perie, Director of the Center for Educational Testing and Evaluation
- 2:00 PM Regulations
9. Regulations to go out for Public Comment.....Commissioner Hanley
- 9A. Charter Schools.....Elizabeth Nudelman, Director
.....Dr. Susan McCauley, Director
- 9B. Correspondence.....Elizabeth Nudelman, Director
.....Dr. Susan McCauley, Director
- 9C. Accountability Updates.....Erik McCormick, Director
- 9D. Residential School App.....Elizabeth Nudelman, Director
- 9E. Assessment Updates.....Erik McCormick, Director
.....Elizabeth Davis, Education Administrator
- 3:00 PM BREAK
- 3:10 PM 9F. Natural & Cultural History Repository.....Linda Thibodeau, Director
- 9G. Math Credits.....Dr. Susan McCauley, Director
- 9H. Restraint & Seclusion.....Dr. Susan McCauley, Director
- 9I. Standards.....Commissioner Hanley
- 4:30 PM RECESS

State Board of Education & Early Development
September 18 & 19, 2014
Anchorage School District
5530 E. Northern Lights Blvd.
Anchorage, AK

Unapproved Agenda

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

Friday, September 19, 2014

8:30 AM Call to Order and Roll Call.....Esther Cox, Chair
Approval of Agenda for September 19, 2014.....Esther Cox, Chair
Disclosures of potential conflicts of interestEsther Cox, Chair

WORK SESSION CONTINUED

8:35 AM 10. Regulations to Adopt.....Commissioner Hanley
10A. HSGQE Elimination.....Erik McCormick, Director
10B. Challenging CoursesMarcy Herman, Legislative Liaison

Business Meeting

9:00 AM Regulations
11. Opening a Period of Public Comment.....Commissioner Hanley
11A. Charter Schools.....Elizabeth Nudelman, Director
.....Dr. Susan McCauley, Director
11B. Correspondence.....Elizabeth Nudelman, Director
.....Dr. Susan McCauley, Director

- 11C. Accountability Updates.....Erik McCormick, Director
- 11D. Residential School App.....Elizabeth Nudelman, Director
- 11E. Assessment Updates.....Erik McCormick, Director
- 11F. Natural & Cultural History Repository.....Linda Thibodeau, Director
- 11G. Math Credits.....Dr. Susan McCauley, Director
- 11H. Restraint & Seclusion.....Dr. Susan McCauley, Director
- 11I. Standards.....Commissioner Hanley

- 10:00 AM 12. Regulations to Adopt.....Commissioner Hanley
- 12A. HSGQE Elimination.....Erik McCormick, Director
- 12B. Challenging CoursesMarcy Herman, Legislative Liaison

10:20 AM BREAK

Other Business

- 10:35 AM 13. June Board Meeting Dates.....Esther Cox, Chair

Standing Reports

- 10:45 AM 14. Teaching & Learning Support ReportDr. Susan McCauley, Director
- 11:15 AM 15. Assessment, Accountability & Information Management Report
.....Erik McCormick, Director
- 11:45AM 16. Rural Education Report.....Chris Simon, Coordinator

12:00 noon LUNCH

- 1:00 PM 17. Mt. Edgecumbe High School Report.....J Thayne, Director
- 1:45 PM 18. Libraries, Archives & Museums Report.....Linda Thibodeau, Director
- 2:15 PM 19. Attorney General’s Report.....Luann Weyhrauch, Assistant Attorney General
- 2:45 PM 20. Commissioner’s ReportCommissioner Hanley
- 3:10 PM 21. Consent Agenda.....Esther Cox, Chair
- 21A. Approve Minutes of June 5 & 6, 2014, meeting
21B. Approve Minutes of July 30, 2014, meeting
- 3:20 PM Board Comments
- 3:45 PM Adjourn

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

September 18, 2014

From: Mike Hanley, Commissioner

Agenda Item: 1

◆ **ISSUE**

The following report to the board is an introduction to the Mt. Edgecumbe Science Department and curriculum.

◆ **BACKGROUND**

- The presentation will address the vision, foundation, and opportunities within the MEHS science curriculum as well as a brief analysis of prior years' data. They will also identify standard alignment, best practices, model programs, and technology integration.
- The presentation will include a description of the current curriculum (courses offered, scope and sequence, and strengths/weaknesses).
- Feedback received from the State Board will be incorporated into their planning process.
- Behind this cover memo is the introduction of the Mt. Edgecumbe Science Department staff who will present to the board their work regarding the curriculum.
- Superintendent Troy "J" Thayne, Principal Bernie Gurule, and Curriculum Coach Lyle Sparrowgrove will be present to brief the board.

◆ **OPTIONS**

This is an informational item. No action is required.

Introducing the MEHS Science Department



Michael Mahoney grew up in Kodiak and has taught at Mt. Edgecumbe for a long time. He teaches Oceanography, Integrated Science 1, Chemistry, Organic & Biochemistry, Environmental Science, and Sea Tech Internship. Mr. Mahoney has earned awards for both his teaching and Student Council advising. He hopes to become the Braves' first swim coach in the near future. Mr. Mahoney's family owns the first electric vehicle in Sitka.



Chohla Moll teaches Integrated Science 2 and Marine Biology. She has taught Genetics and Integrated Science 1 in past years. This is her 12th year teaching, 10th year at Mt. Edgecumbe High School. Mrs. Moll earned both her Bachelors of Science in General Biology and her M.A.T. from University of Alaska Southeast. She is the daughter of science teachers and grew up in Sitka. Mrs. Moll worked in Glacier Bay National Park at the USGS Biological Field Station while in college. This scientific research experience fed her enthusiasm for science. Mrs. Moll's philosophy is that hands-on place-based instruction is the best way to teach science. She excels at making real life connections to content and at bringing students and scientists together in authentic research experiences.



Jack Davis grew up in Barrow. This is Mr. Davis's 7th year teaching at Mt. Edgecumbe High School. Before coming to Mt. Edgecumbe, Mr. Davis taught in the Bering Strait School District villages of Golovin and Unalakleet for 13 years. He also taught in the Anchorage School District for 4 years at Steller Secondary School. He received his B.A. General Science Degree with emphasis in Biology and Chemistry from Harding University in 1989. He earned his Masters in School Administration from the University of Alaska Anchorage in 2009. Mr. Davis has taught Integrated Science 1 and 2, Algebra 1 and 2, Computer 1 and 2, Digital Photography, and this year he is piloting a new course called Anatomy & Forensics. He enjoys traveling with his wife of 25 years and 4 children. His hobbies include photography, construction, music, cooking and running. He plans to run the Boston Marathon in April of 2015. Mr. Davis has his private pilot certificate.



Matt Hunter is a life-long Sitka resident beginning his 9th year teaching at Mt. Edgecumbe. He teaches: Physics, Algebra 2, Geometry, Private Pilot Ground School, and Emergency Trauma Technician. He earned his B.A. in Physics and Mathematics from St. Olaf College in 2005 and his M.A.T. from the University of Alaska Southeast in 2006. Mr. Hunter is a volunteer EMS Lieutenant with the Sitka Fire Department and currently serves as Deputy Mayor of the City and Borough of Sitka. He is recognized as the local WWII history expert and maintains the website www.sitkaww2.com. Mr. Hunter has his private pilot certificate.

Part 1: Where We Came From and Where We're Going (Michael Mahoney)

Mt. Edgecumbe High School (MEHS) has continually been on the razor's edge of Standards Based teaching. Even before the State of Alaska had adopted high stakes testing for students in March of 2000, MEHS Science had aligned the curriculum to the Alaska State Content & Performance Standards for our Integrated Science 1 & 2 classes. The primary focus of these two classes was to ensure that all state requirements were met by the end of the sophomore year. This would allow students the best opportunity to do well on state assessments.

In 2006 with the adoption of the Grade Level Expectations (GLEs) MEHS Science curriculum was again re-aligned with the more specific nature of the GLEs. As shown with the mean raw scores in the data analysis section, proficiency has been on the rise as we hone our classes to meet the ever-changing needs of our students.

The 2012 roll out of the new Alaska English Language Arts and Mathematics Standards has had two major effects on the MEHS Science curriculum. First, the addition of literacy standards for science has added a very welcomed cross-curricular focus to units in all levels of classes. The January 2014 in-service focused on the addition of literacy strategies into other content areas. Close reads, paragraph shaping, focus on sentence structure and herringbone activities were added to classes this spring. Second, the standards prompted us to look into new standards for science. With the help of Lyle Sparrowgrove and Bjorn Wolter, Education Specialist at DEED, we were exposed to the Next Generation Science Standards (NGSS). These standards are equivalent to the English and Mathematics standards regarding focus and rigor. We may need to include a third required Integrated Science class, due to the increased rigor of the NGSS, depending on which testing method the State of Alaska chooses to employ in the future. We are currently in the process of aligning our curriculum to the NGSS while retaining our alignment with Alaska GLEs.

Part 2: Integrated Science 1 & 2, the Foundation (Jack Davis)

Mt. Edgecumbe has a unique variety of science course offerings that can take students from Jr. High science level content to well into university graduate level research. I teach Integrated Science 1, which is a physical science and Integrated Science 2, which is Life Sciences.

At Mt. Edgecumbe High School we do not currently have an entrance placement exam for incoming students. We require all freshman to take Integrated Science 1, This course covers:

Scientific method	Laws of Motion	Chemistry	Electricity
Nuclear Chemistry	Earth Science	Astronomy	

Integrated Science 1 uses a variety of formative and summative assessment methods to keep the course challenging as well as substantial. One goal over the past year has also been to incorporate more scaffolding in this course to support math and language content standards

Integrated Science 2 is our second required science course that is required for graduation. This is a life science course that covers:

Taxonomic Classification of Living Things	Scientific Method	Viruses & Bacteria	Protists & Fungi
Plant & Animal Cell Structures	Heredity & Chemistry of Genetics	Ecosystems	Body Systems & Dissections

We guide students through a Science Report Format Activity in both of these courses. This Science Report Format Activity teaches our students how to gather and write scientifically studied content.

Both of these courses are prerequisites for all science electives. These two courses and at least one science elective are required to graduate from MEHS.

Part 3: Exciting Science Opportunities at MEHS (Chohla Moll)

The science credit requirements are 3 credits. The first two credits are required to be Integrated Science 1 and Integrated Science 2, while the third credit students are allowed to choose. Students can choose for a fourth credit either a science, social studies or math class. There are 10 classes that students have to choose from for their third science credit. We have three different levels of rigor for these courses: Basic, Advanced and University Research.

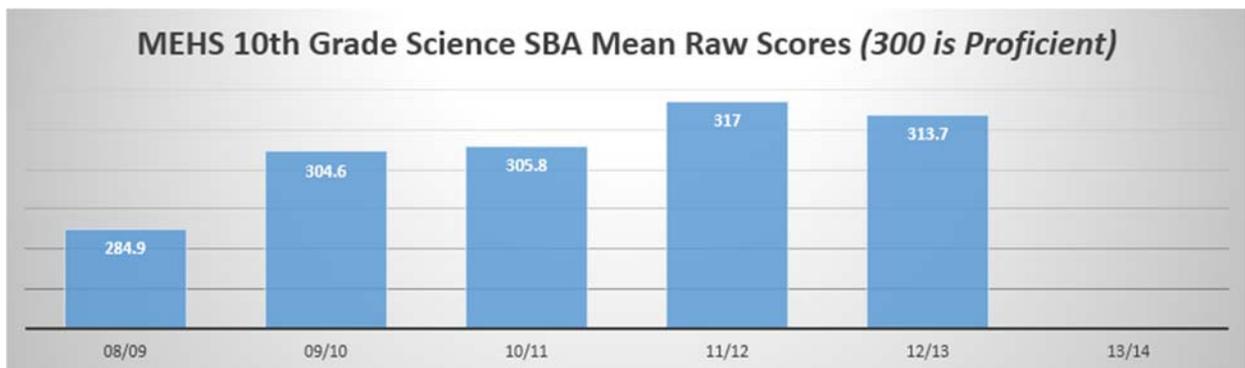
- The Basic level classes are high interest classes that are accessible for all students. They build on the concepts covered in Integrated Science 1 and 2 and but focus on a specific area of science that students might be interested in. These classes help a lot of students who are not interested in a career in science get their 3rd credit requirement.
- The Advanced level classes are more difficult in rigor. Students who are interested in science related fields post high school are encouraged to take these classes.
- The University Research level classes give students authentic scientific research experience. Students who are interested scientific research fields take these classes and are encouraged to continue in the programs through multiple semesters/years. This gives students a more comprehensive and authentic experience with scientific research.

Rigor Level	Classes	Student Grade Level
Basic	- Integrated Science 1 - Integrated Science 2	9 & 10
Meets	- Oceanography - Marine Biology - Environmental Science - Anatomy & Forensics	10, 11 & 12
Exceeds	- Chemistry - Organic/Bio Chemistry - Physics - Engineering Academy	10, 11 & 12
University Level Research/Programs	- SeaTech - Molecular Ecology (Genetics) - CNA Program	10, 11 & 12

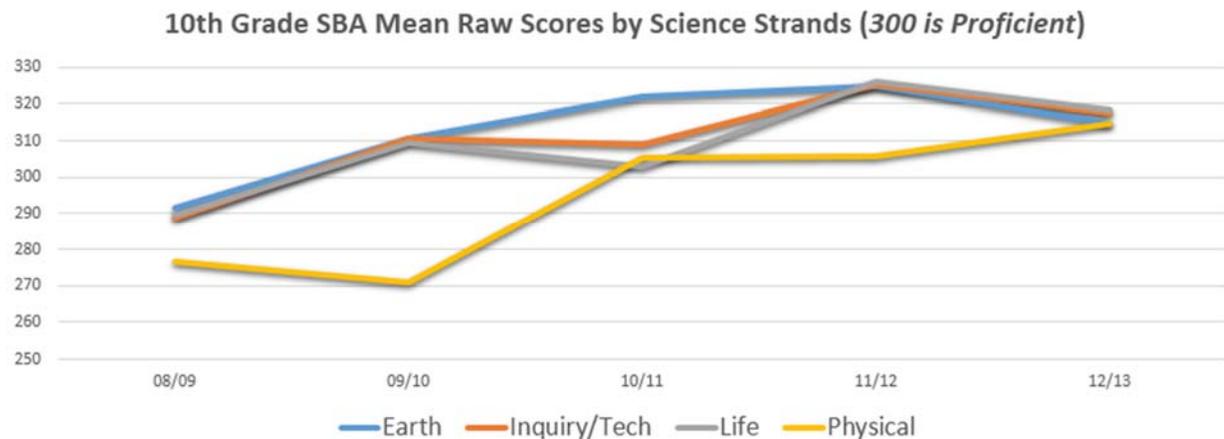
Part 4: Data Analysis & Collaboration (Matt Hunter)

Student proficiency trends positively and show continuous growth in the quality of science education for the MEHS student. The science department has been proactive in aligning classes to the state standards since the original GLE's over a decade ago.

After the SBA's began in 2008/2009, the science department received paper reports of student scores. We recently gained access to the Pinnacle Analytics software to easily analyze student data in real time. In 2011, we met and identified relative weaknesses in student score trends. The department changed the integrated science curriculum to greatly reduce a hands-on electricity and magnetism unit in order to focus more on physical and earth science GLE's. The student scores increased dramatically, though we all miss that fun months-long unit! Note the change from 2010/11 to 2011/12 school years:

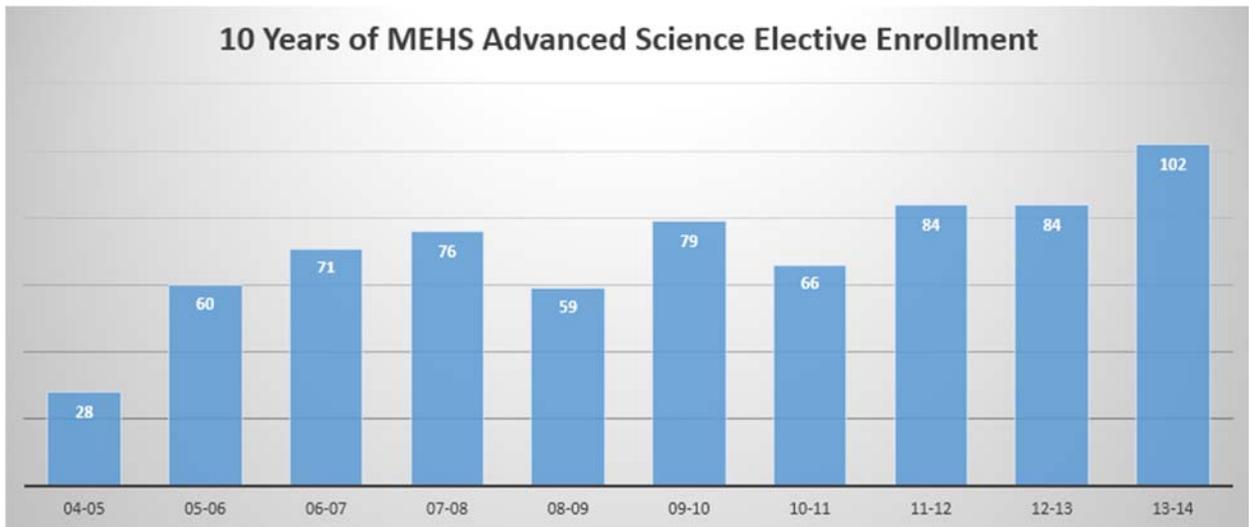


After the 2011-2012 school year, these data showed that the physical science strand persisted as a relative weakness in the curriculum. The integrated science teachers adjusted their curriculum to spend additional time on this subject. As a result, student scores in 2012-2013 showed a balanced proficiency across the strands:



In 2010-2011, the school changed graduation requirements to increase student choice. This change allowed students to choose between a fourth social studies, science, or

math credit instead of mandating the 4th social studies course. Advanced science enrollment has increased steadily for years, but the numbers increased even more after this student choice was allowed. Additionally, students have a greater variety of credit opportunities as the science department has created new classes that cater to student interests. The chart below shows total enrollment in our advanced science courses over the past ten years. (The classes included are: Chemistry, Organic/Bio Chemistry, Physics, Genetics, and SeaTech.)



In summary, the MEHS Science Department is a highly organized group of educators who share a passion for science and professional growth. We have an established curriculum review process that allows us to continually respond to student needs as represented by a range of assessment data. We are at the cutting edge of the Next Generation Science Standards alignment, and we are excited to watch our student scores increase over the coming decades.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 2

◆ ISSUE

As requested, the board will be briefed regarding the Career & Technical Education program within the Teaching & Learning Support Division. The update will focus on current challenges, department actions to address those challenges, and continued focus on CTE core operations.

◆ BACKGROUND

- The CTE program is responding to the following new challenges:
 - o CTE is in a state of significant transition. In the last three months 75% of the CTE program's professional level staff positions have been vacated. The program administrator and one education specialist retired, and a second education specialist resigned.
 - o As part of its annual program review, the U.S. Department of Education noted an improvement area for one of our core CTE performance goals: gathering data for the percentage of postsecondary concentrators who have earned an industry recognized credential in a CTE program of at least 6 credit hours, or a certificate or degree. Meeting this performance goal in the future will require increased collaboration between the department and the University of Alaska.
 - o As a result of a federal onsite monitoring of the Carl Perkins CTE grant in November 2013, the department received several findings that need to be addressed. The most significant finding requires EED to strengthen its annual CTE statewide assessment.
- In responding to these challenges, the department has taken the following actions:
 - o EED is actively recruiting nationwide to fill its CTE vacancies via Workplace Alaska, the NASDCTE State Director listserv, its associate member listserv, and their collective social media outlets.
 - o EED has assigned Todd Brocious as the Acting CTE Director and hired Terri Campbell as a short-term non-permanent employee to support CTE through its transition.
 - o EED is working with its CTE federal program officer, with postsecondary leadership, and with legal counsel to fully address the special conditions assigned under the program improvement plan.
 - o EED is pursuing a contract for services with Brustein & Manasevit for assistance in remediating some of the more complex findings such as EED's insufficient state

assessment. Michael Brustein was the Chief of the Vocational and Adult Education Branch at the federal Health Education & Welfare (HEW) Office of General Counsel, where he was a principal architect of the federal CTE regulations. In 1979 Congress established the U.S. Education Department and Brustein was asked to serve on that Transition Team, where he established the federal Vocational Education Office. Once the new department opened in May 1980, Brustein started the law firm, and has worked with all 50 states on CTE issues. Additionally he has authored the seminal manuals on Perkins I, Perkins II, Perkins III, and Perkins IV and served as General Counsel to the American Vocational Association and to the National Association of the Career and Technical Information.

- o EED also is consulting state CTE directors from other rural states for guidance and samples of state assessments that satisfy Carl Perkins IV requirements.
- o EED is working internally on drafting responses for the monitoring findings.
- During this time of transition, the department is maintaining focus of the following core operations:
 - o The CTE Program is providing uninterrupted service to its grant and contract recipients.
 - o Approximately 85% of FY15 CTE district applications have been processed and approved, and more are nearly complete. This is above average for this point in the calendar year. The remaining applications are being reviewed.
 - o All FY15 postsecondary contracts and reimbursable service agreements are either finalized or nearing completion.
 - o EED's commitments/responsibilities outlined in the Alaska Career and Technical Education Plan (in concert with the Department of Labor & Workforce Development and the University of Alaska) continue to be met.
 - o A thorough fiscal analysis of the Carl Perkins budget has been conducted and a sustainable level of staffing for the program has been charted.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 3

◆ **ISSUE**

As requested, the board will be briefed on the Early Learning program within the Teaching & Learning Support Division. The update will focus on the activities of the Head Start, Pre-K, Parents as Teachers, and Pre-Elementary programs.

◆ **BACKGROUND**

- The FY14 Alaska Pre-Kindergarten Program grants served approximately 290 children and their families in eight districts. Programs used the Teaching Strategies Gold (TSG) assessment tool. All child assessments have been completed, as have the Early Childhood Environmental Rating Scale (ECERS) program assessments. The year-end TSG child outcome assessments are completed and being verified now, with preliminary data analysis occurring for this presentation to the Board. FY15 brings the beginning of a new two-year Pre-K grant cycle, which will fund six school district proposals through FY17, assuming continued legislative funding. The following districts are receiving state funds to serve 305 children in their pre-K programs:

Anchorage:	48 children
Mat-Su:	81 children
Lower Kuskokwim:	45 children
Yukon Koyukuk:	10 children
Juneau:	64 children
Nome:	60 children
Total	308 children

- The FY14 Parents as Teachers grantees completed year two of their three-year grant cycle. They served 305 children and their families with home visits using the nationally recognized Parents as Teachers program and curricula. This program will maintain its level of funding for and projects through FY15. In FY16, unless legislative action changes the allocation, the budget will be reduced by \$373,000 as that amount was three-year funding in SB182 passed in 2012. A new competition for Parents as Teachers grants may be scheduled to begin late next spring for the next grant cycle using the remaining \$307,500 funding in the base budget.
- The FY14 pre-elementary school approval process more than doubled the number of health and safety inspections provided this year, with the largest increase occurring in school district run pre-school classrooms. So far this year, we have assisted approximately 10 programs that were having difficulties obtaining inspections from their local fire marshals. Our Early Childhood Background Check system has received a comprehensive upgrade, and multiple training sessions have occurred in Anchorage, Fairbanks, and Juneau. Implementation of the new upgrades will begin through the new

fiscal year. All of the state's pre-elementary programs have been assigned an online Background Check System account and pin number.

- Head Start grantees' preliminary year-end reports show they served 3,352 children and their families in approximately 100 communities. We expect final numbers for FY14 to be verified by the end of September. Their funding remains the same for FY15. Grants have been awarded to all 16 programs that will continue implementation of the Teaching Strategies Gold child outcomes assessment and Classroom Assessment Scoring System (CLASS) implementation with teaching staff in all Alaskan Head Start programs. Head Start sites continue use of the department's unique identifier system. This allows children's progress and status to move with the child as they transition to kindergarten, as well as allowing longitudinal progress through K-12. We will begin our first links to third-grade assessment data late this summer and early fall.
- The Early Learning Grant to Best Beginnings continues provision of the Imagination Library project, providing 22,006 children birth to age five with children's books. Additionally they support grants to seven community-based early childhood partnerships, Early Childhood PSAs, and support for the development and implementation of the "Words Count" & "Story TRACKS" language and literacy development initiative.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Paul Sugar, Education Specialist, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 4

◆ ISSUE

The board will be briefed on the department funding and specifically be provided an overview of the Fiscal Year 2015 Authorized Operating Budget.

◆ BACKGROUND

- At the June 2014 meeting, the board requested a briefing on department finance and the budget process.
- This presentation, which is very similar to the presentations the department uses with the Legislative Finance Subcommittees, is designed to develop an understanding of the department budget. The presentation will:
 - o Clarify the mission and core services of the department, and identify the funding within the core services.
 - o Highlight statewide public school funding, agency operations, and funding for partnerships.
 - o Outline the budget by fund source, including federal, state General Fund, and other fund sources.
 - o Build an understanding of the total agency operations funding.
- Behind this cover memo is a copy of a PowerPoint titled “Alaska Department of Education & Early Development, FY2015 Authorized Operating Budget.”
- Commissioner Hanley and Heidi Teshner, Administrative Services Director, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

Alaska Department of Education & Early Development

FY2015 Authorized Operating Budget

**State Board of Education
& Early Development**

September 18, 2014



Department of Education & Early Development

Alaska Constitution – Alaska Statutes

Alaska Constitution Section 7.1 – Public Education

Responsibility: To establish and maintain a system of public schools.

Key Functions: Fund, Provide oversight and support, Set standards, Assess students towards standards.

State Education Policy – AS 14.03.015

The purpose of education is to help ensure that all students will succeed in their education and work.

Governing Statutes – Alaska Statutes Title 14

Department of Education & Early Development

Mission

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

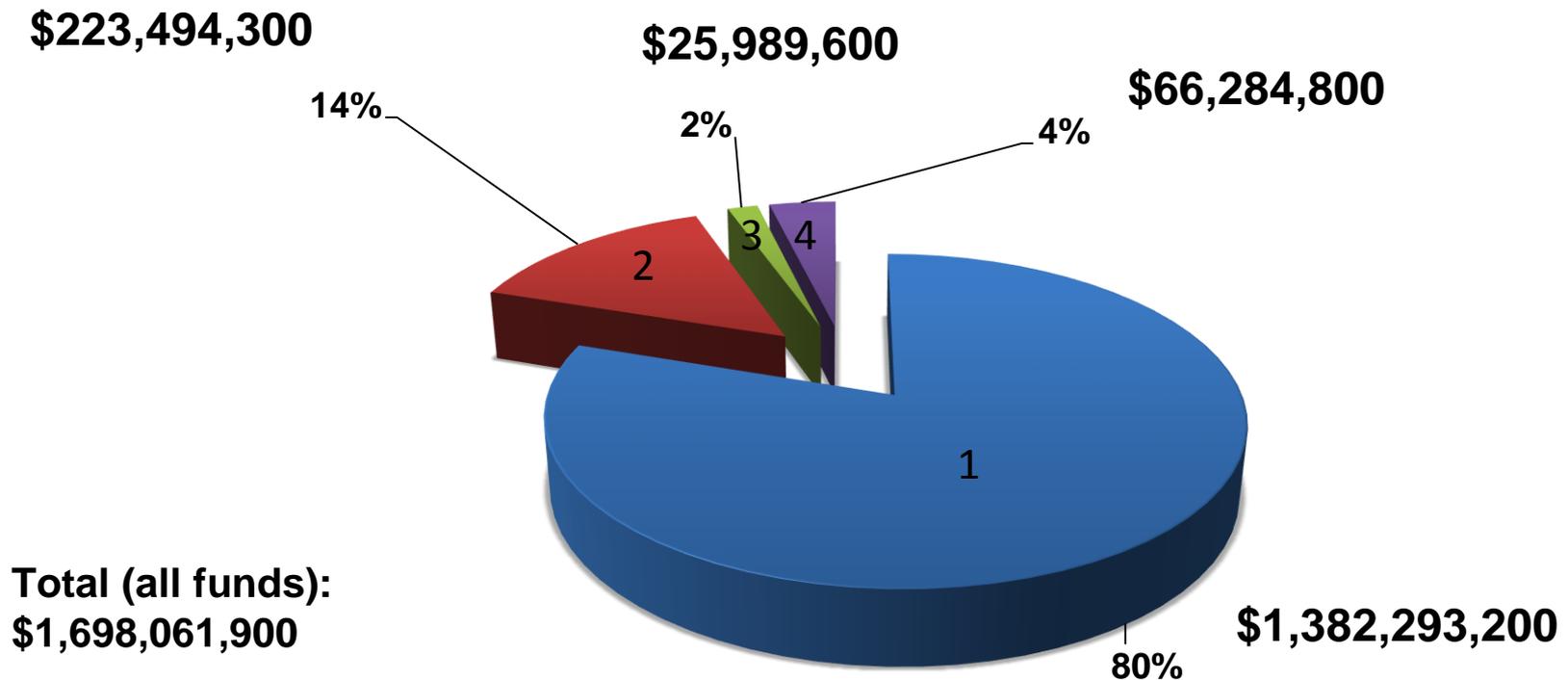
Core Services

- 1. Public School Funding** – Ensure funding is appropriately distributed to recipients based on legislative appropriations and by Statute.
- 2. Fiscal Accountability, Compliance and Oversight** – Ensure the department effectively and efficiently manages state, federal and other funds.
- 3. School Effectiveness Programs** – Assist districts by providing programs, technical on-site and distance delivery support, and early intervention services.
- 4. Active Partnerships** – Provide opportunities for, and collaborate with government entities, and other public and private organizations.

Department of Education & Early Development FY2015 Authorized Operating Budget

DEED Budget by Core Services

- 1. Public School Funding
- 2. Fiscal Accountability, Compliance and Oversight
- 3. School Effectiveness Programs
- 4. Active Partnerships



Department of Education & Early Development

Total department funding (FY2015 Authorized): **\$1,698,061.9**

	All Funds	UGF	DGF	Other	Federal	PFT	PPT	NP
	\$ 1,698,061,900.0	\$ 1,408,921,800.0	\$ 28,361,900.0	\$ 26,887,600.0	\$ 233,890,600.0	332	14	18
CORE SERVICES								
1. Public School Funding	\$ 1,382,293,200.0	\$ 1,351,502,200.0	\$ 10,000,000.0	\$ -	\$ 20,791,000.0	0	0	0
Foundation Program	\$ 1,293,765,700.0	\$ 1,262,974,700.0	\$ 10,000,000.0	\$ -	\$ 20,791,000.0	0	0	0
Pupil Transportation	\$ 76,773,900.0	\$ 76,773,900.0	\$ -	\$ -	\$ -	0	0	0
Boarding Home Grants	\$ 6,960,300.0	\$ 6,960,300.0	\$ -	\$ -	\$ -	0	0	0
Youth in Detention	\$ 1,100,000.0	\$ 1,100,000.0	\$ -	\$ -	\$ -	0	0	0
Special Schools	\$ 3,693,300.0	\$ 3,693,300.0	\$ -	\$ -	\$ -	0	0	0
Alaska Challenge Youth Academy /1	\$ -	\$ -	\$ -	\$ -	\$ -	0	0	0
2. Fiscal Accountability, Compliance and Oversight	\$ 223,494,300.0	\$ 13,502,300.0	\$ 904,000.0	\$ 2,355,100.0	\$ 206,732,900.0	115	0	2
Executive Administration	\$ 903,400.0	\$ 881,000.0	\$ -	\$ 22,400.0	\$ -	5	0	0
Administrative Services	\$ 1,649,500.0	\$ 769,100.0	\$ -	\$ 735,400.0	\$ 145,000.0	10	0	1
Information Services	\$ 1,052,900.0	\$ 306,600.0	\$ -	\$ 746,300.0	\$ -	7	0	0
School Finance and Facilities	\$ 3,064,900.0	\$ 2,256,300.0	\$ -	\$ 808,600.0	\$ -	14	0	1
Student and School Achievement /2	\$ 161,077,000.0	\$ 7,089,100.0	\$ -	\$ -	\$ 153,987,900.0	65	0	0
Teacher Certification	\$ 920,600.0	\$ 200.0	\$ 904,000.0	\$ 16,400.0	\$ -	5	0	0
Child Nutrition	\$ 52,701,800.0	\$ 101,800.0	\$ -	\$ -	\$ 52,600,000.0	9	0	0
EED State Facilities Rent	\$ 2,124,200.0	\$ 2,098,200.0	\$ -	\$ 26,000.0	\$ -	0	0	0
3. School Effectiveness Programs	\$ 25,989,600.0	\$ 14,714,300.0	\$ 11,000,000.0	\$ -	\$ 275,300.0	11	0	0
Student and School Achievement /3	\$ 884,000.0	\$ 884,000.0	\$ -	\$ -	\$ -	1	0	0
Statewide Mentoring Program	\$ 2,300,000.0	\$ 2,300,000.0	\$ -	\$ -	\$ -	0	0	0
State System of Support	\$ 1,962,500.0	\$ 1,962,500.0	\$ -	\$ -	\$ -	7	0	0
Early Learning Coordination /5	\$ 7,843,100.0	\$ 7,567,800.0	\$ -	\$ -	\$ 275,300.0	3	0	0
Pre-Kindergarten Grants	\$ 2,000,000.0	\$ 2,000,000.0	\$ -	\$ -	\$ -	0	0	0
Alaska Performance Scholarship Awards	\$ 11,000,000.0	\$ -	\$ 11,000,000.0	\$ -	\$ -	0	0	0
4. Active Partnerships	\$ 66,284,800.0	\$ 29,203,000.0	\$ 6,457,900.0	\$ 24,532,500.0	\$ 6,091,400.0	206	14	16
Student and School Achievement /4	\$ 5,602,700.0	\$ 4,437,800.0	\$ 464,600.0	\$ 700,300.0	\$ -	0	0	0
Online with Libraries (OWL)	\$ 761,800.0	\$ 761,800.0	\$ -	\$ -	\$ -	0	0	0
Live Homework Help	\$ 138,200.0	\$ 138,200.0	\$ -	\$ -	\$ -	0	0	0
Alaska Learning Network	\$ 850,000.0	\$ 850,000.0	\$ -	\$ -	\$ -	0	0	0
Early Learning Coordination /6	\$ 1,618,000.0	\$ 1,618,000.0	\$ -	\$ -	\$ -	0	0	0
Professional Teaching Practices Commission	\$ 299,800.0	\$ 299,800.0	\$ -	\$ -	\$ -	2	0	0
Alaska State Council on the Arts	\$ 2,071,100.0	\$ 803,100.0	\$ 10,900.0	\$ 458,200.0	\$ 798,900.0	6	0	0
Mt. Edgecumbe Boarding School	\$ 10,775,600.0	\$ 4,622,700.0	\$ 57,400.0	\$ 6,095,500.0	\$ -	36	10	0
State Facilities Maintenance	\$ 1,185,300.0	\$ -	\$ -	\$ 1,185,300.0	\$ -	8	0	0
Library Operations	\$ 14,226,500.0	\$ 9,889,800.0	\$ 63,000.0	\$ 1,068,300.0	\$ 3,205,400.0	35	0	5
Archives	\$ 1,321,700.0	\$ 1,123,600.0	\$ -	\$ 158,100.0	\$ 40,000.0	10	0	0
Museum Operations	\$ 2,115,400.0	\$ 1,693,400.0	\$ 362,000.0	\$ -	\$ 60,000.0	14	4	0
Alaska Commission on Postsecondary Education	\$ 22,353,900.0	\$ -	\$ 5,500,000.0	\$ 14,866,800.0	\$ 1,987,100.0	95	0	11
WWAMI	\$ 2,964,800.0	\$ 2,964,800.0	\$ -	\$ -	\$ -	0	0	0

Notes

/1 Alaska Challenge Youth Academy was transferred to the Department of Military and Veterans Affairs

/2 Student and School Achievement includes \$6,830.8 GF, \$258.3 GF/M, and all Federal Receipts

/3 Student and School Achievement includes \$414.0 GF WorkKeys, \$150.0 GF Statewide Literacy, \$320.0 K-3 Literacy

/4 Student and School Achievement includes \$960.0 GF ANSEP, \$100.0 GF AMEREF, \$377.8 GF/MH, \$464.6 TVEP,

\$347.5 VA Receipts, \$100.0 MHTAAR, \$252.8 SDPR

/5 Early Learning Coordination - Head Start (\$7,305.7 GF and \$275.3 Federal), Early Learning Admin (\$262.1 GF)

/6 Early Learning Coordination includes \$937.5 GF Best Beginnings, \$680.5 GF Parents as Teachers

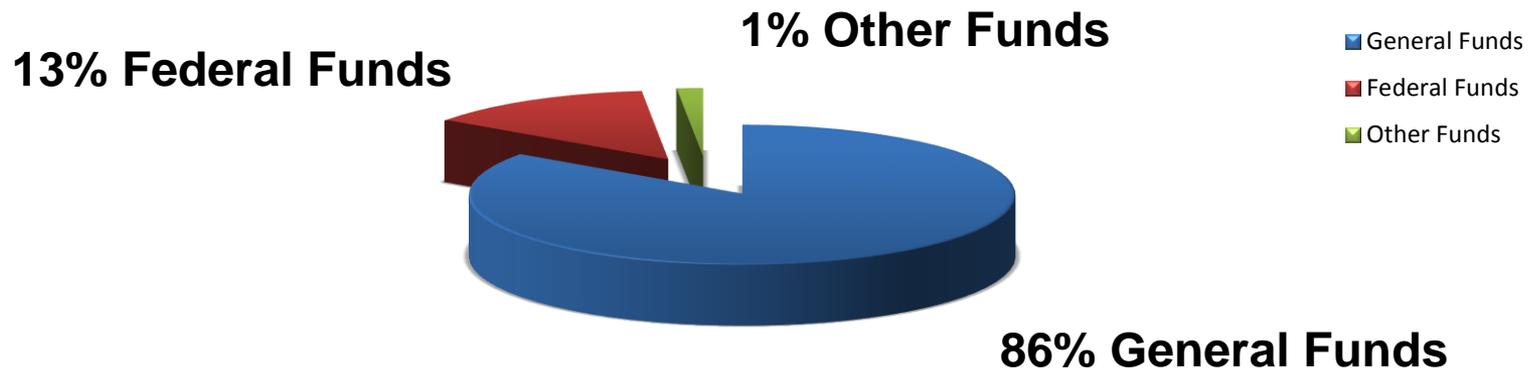
Department of Education & Early Development

FY2015 Authorized Operating Budget

(includes School Debt Reimbursement)

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<i>K-12 Formula Programs</i>	29,300.0	1,458,844.6	20,791.0	0.0	1,508,935.6
<i>Agency Operations</i>	18,444.7	57,419.6	213,099.6	26,804.8	315,768.7
Total	47,744.7	1,516,264.2	233,890.6	26,804.8	1,824,704.3

FY2015 Operating Budget by Fund Source

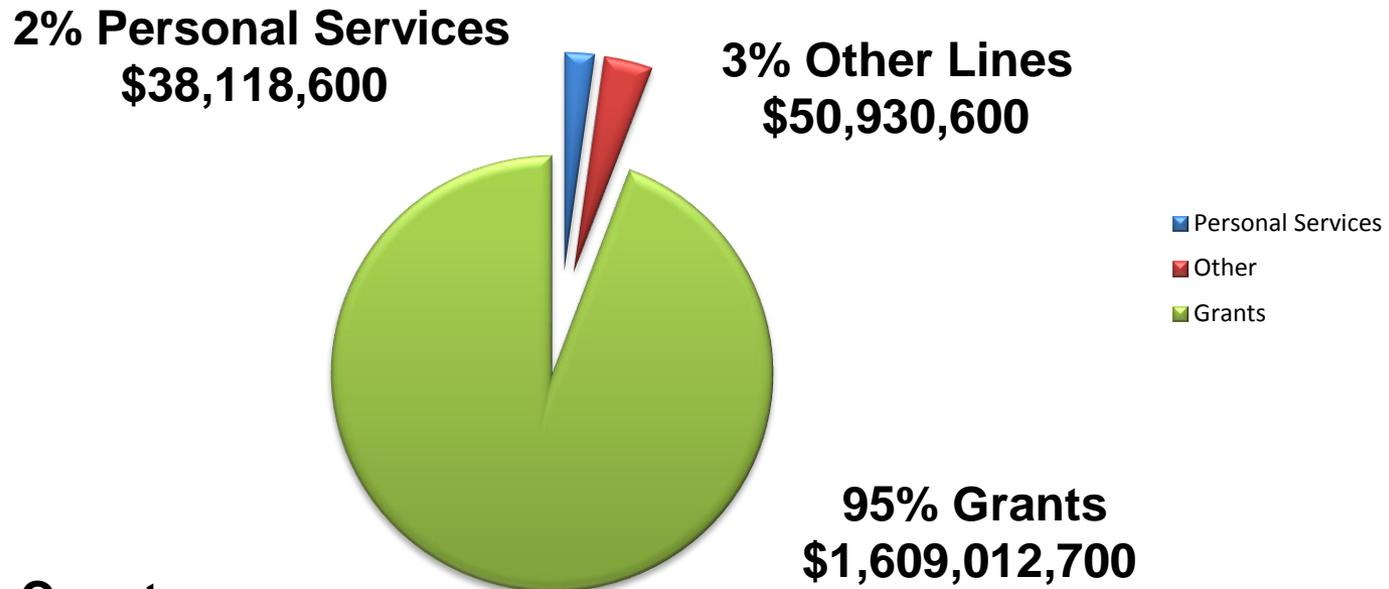


Department of Education & Early Development

FY2015 Authorized Operating Budget

(includes School Debt Reimbursement)

FY2015 Operating Budget by Line Item (All Funds)



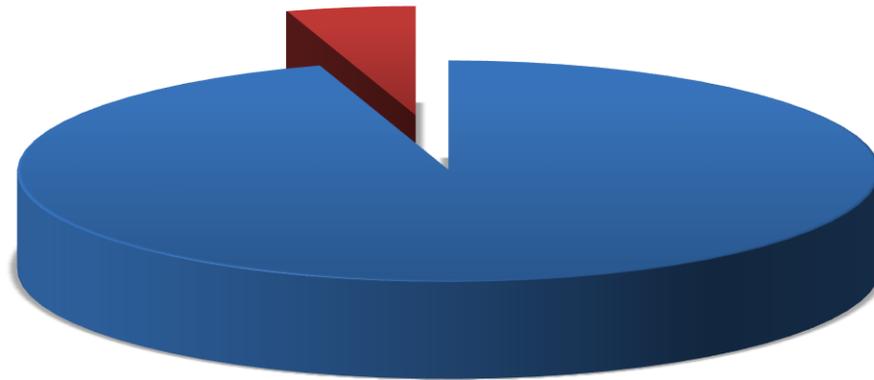
Position Count:

Full-time	332
Part-time	14
Non-perm	18

Department of Education & Early Development FY2015 Authorized Operating Budget

FY2015 Operating Budget (General Fund only)

5% Agency Operations
\$75,864,300



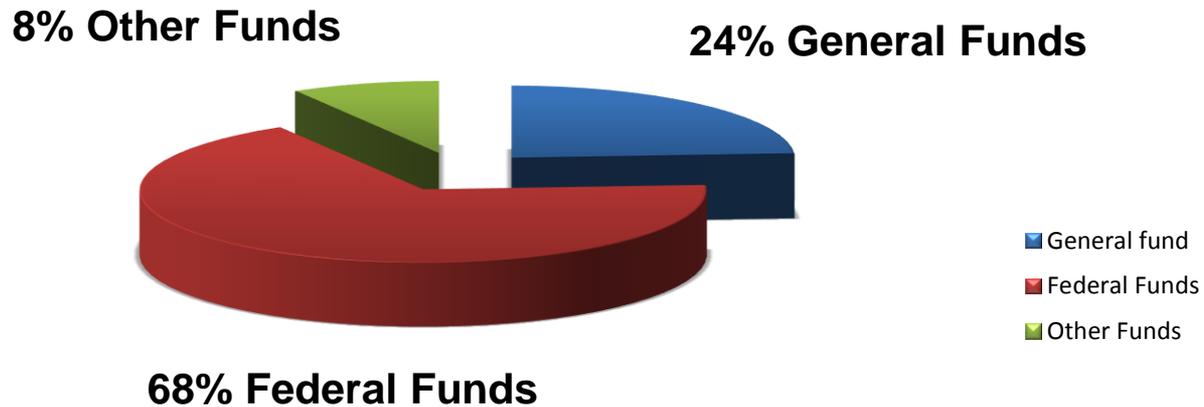
■ K-12 Formula Programs
■ Agency Operations

95% K-12 Formula Programs
\$1,488,144,600

Department of Education & Early Development FY2015 Authorized Operating Budget

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
<i>Agency Operations</i>	18,444.7	57,419.6	213,099.6	26,804.8	315,768.7

FY2015 Agency Operations By Fund Source



Department of Education & Early Development

FY2015 Authorized Operating Budget

(includes School Debt Reimbursement)

Department of Education & Early Development
FY2015 Authorized Budget

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	10,000,000	1,262,974,700	20,791,000	0	1,293,765,700
Boarding Home Grants	0	6,960,300	0	0	6,960,300
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,693,300	0	0	3,693,300
Pupil Transportation	0	76,773,900	0	0	76,773,900
Alaska Challenge Youth Academy	0	0	0	0	0
School Debt Reimbursement	19,300,000	107,342,396	0	0	126,642,396
Subtotal K- 12 Formula Programs	29,300,000	1,458,844,596	20,791,000	0	1,508,935,596

	Positions			Designated	Unrestricted	Federal	Other	Total
	PFT	PPT	NP	General Funds	General Funds	Funds	Funds	
Agency Operations:								
Executive Administration	5			0	881,000	0	22,400	903,400
Administrative Services	10		1	0	769,100	145,000	735,400	1,649,500
Information Services	7			0	306,600	0	746,300	1,052,900
School Finance & Facilities	14		1	0	2,256,300	0	808,600	3,064,900
Student and School Achievement	66			464,600	12,410,900	153,987,900	700,300	167,563,700
Online With Libraries (OWL)	0			0	761,800	0	0	761,800
Live Homework Help	0			0	138,200	0	0	138,200
Alaska Learning Network	0			0	850,000	0	0	850,000
State System of Support	7			0	1,962,500	0	0	1,962,500
Statewide Mentoring Program	0			0	2,300,000	0	0	2,300,000
Teacher Certification	5			904,000	200	0	16,400	920,600
Child Nutrition	9			0	101,800	52,600,000	0	52,701,800
Early Learning Coordination	3			0	9,185,800	275,300	0	9,461,100
Pre-Kindergarten Grants	0			0	2,000,000	0	0	2,000,000
Professional Teaching Practices Commission	2			0	299,800	0	0	299,800
Alaska State Council on the Arts	6			10,900	803,100	798,900	458,200	2,071,100
Mt. Edgecumbe Boarding School	36	10		57,400	4,622,700	0	6,095,500	10,775,600
State Facilities Maintenance	8			0	0	0	1,185,300	1,185,300
State Facilities Rent	0			0	2,098,200	0	26,000	2,124,200
Library Operations	35		5	63,000	9,889,800	3,205,400	1,068,300	14,226,500
Archives	10			0	1,123,600	40,000	158,100	1,321,700
Museum Operations	14	4		362,000	1,693,400	60,000	0	2,115,400
ACPE - Program Admin & Operations	95		11	5,582,800	0	1,987,100	14,784,000	22,353,900
WWAMI Medical Education	0			0	2,964,800	0	0	2,964,800
Alaska Performance Scholarship Awards	0			11,000,000	0	0	0	11,000,000
Subtotal Agency Operations	332	14	18	18,444,700	57,419,600	213,099,600	26,804,800	315,768,700
Total	332	14	18	47,744,700	1,516,264,196	233,890,600	26,804,800	1,824,704,296

Total GF: 1,564,008,896

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 5

◆ ISSUE

The board will be briefed regarding plans to provide recommendations to the board for increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.

◆ BACKGROUND

- During the board meeting on March 14, 2014, the board approved changes to regulations regarding the use of Praxis II exams to gain highly qualified status, add endorsements, and qualify for professional certification.
- These changes were prompted by updates to the exam offerings by the publisher of the Praxis series of exams, Educational Testing Service (ETS), as well as inconsistencies among passing scores used for certification, highly qualified status, and endorsement.
- At that meeting, the board requested additional information regarding the advisability of, and future opportunities for, increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
- During the board meeting on June 5, 2014, the board requested that the department make recommendations regarding the following certification objectives:
 - Increasing the rigor of legacy content area exams;
 - Establishing a minimum score on a content area exam (i.e. Praxis II) for all endorsements;
 - Requiring educators to pass an exam to demonstrate proficiency in reading instruction and/or reading in the content area; and
 - Requiring a content-specific exam for administrators and special service providers.
- In order to bring to the board solid recommendations for possible implementation, the department plans to convene an Educator Certification Advisory Group to make advisory recommendations regarding the following topics:
 - Current regulations governing testing requirements and educator certification;
 - A national perspective of Alaska certification testing requirements;
 - Technical considerations such as implementation timelines and to whom the requirements would be applied; and
 - Impact of changing current certification requirements for recruitment and hiring of educators.

- The Educator Certification Advisory Group will be composed of the following representatives, with specific individuals yet to be determined:
 - o 5 school district representatives (i.e. superintendents or other district office administrators);
 - o 5 university representatives including representation from University of Alaska Statewide, University of Alaska Southeast, University of Alaska Fairbanks, University of Alaska Anchorage, and Alaska Pacific University;
 - o 1 Alaska Board of Education representative;
 - o 1 EED consultant with reading expertise; and
 - o 1 representative of the National Education Association – Alaska.

- A full-day meeting is planned for September 23, 2014, in Anchorage at the Talking Books Library.

- Recommendations for the board’s consideration will be presented at the board meeting in December 2014.

- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Education Administrator of Teacher Certification, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 6

◆ ISSUE

The board will be briefed on relevant statute and regulations regarding the position of Chief School Administrator or Superintendent, as well as options for considering alternate routes by which individuals could qualify for serving in these positions.

◆ BACKGROUND

- During the work session of the December 6, 2013, meeting of the State Board of Education & Early Development, board members discussed possible avenues for amending regulations to permit an alternate route for obtaining a Type B certificate with a superintendent endorsement.
- The intent of the board was to encourage a larger pool of applicants for school superintendent positions.
- At the request of the board, proposed regulations establishing an alternate route to obtaining a Type B certificate with a superintendent endorsement were developed and put out for public comment at the board meeting on March 14, 2014.
- Currently, in order to qualify for a Type B certificate with superintendent or other administrative 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 with a minimum of three years employment as a teacher.
- The proposed amendment permitted five years of employment in a leadership position on an Alaska school district's management team to substitute for the five years of employment as a teacher and administrator.
- Public comment included both support and lack of support for the proposed amendments to regulation. Comments supportive of the proposed amendment focused on increasing the applicant pool for superintendent vacancies. Comments in opposition to the proposed amendment centered on the importance of teaching experience for individuals who are permitted to conduct evaluations of teachers.
- At its meeting on June 5, 2014, the board voted against approval of the proposed regulations and requested that the department reconsider alternate paths for obtaining a

Type B certificate with a superintendent endorsement, including broadening the definition of teaching experience.

- Behind this cover memo is a document that includes the following information about which the board will be briefed:
 - o Relevant statute and regulation;
 - o Current avenues available through statute and regulation for serving as Chief School Administrator;
 - o Current requirements for obtaining a Type B certificate;
 - o Relevant repealed regulation;
 - o Summary of approaches taken in other states;
- Dr. Susan McCauley, Director of Teaching and Learning Support, and Sondra Meredith, Administrator of Teacher Certification, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

STATUTE

AS 14.14.130. Chief school administrator.

- (a) A school board may select and employ a qualified person as the chief school administrator for the district. In this subsection, "employ" includes employment by contract.
- (b) If the district employs a chief school administrator, the administrator shall administer the district in accordance with the policies that the school board prescribes by bylaw.
- (c) If the district employs a chief school administrator, the administrator shall select, appoint, and otherwise control all school district employees that serve under the chief school administrator subject to the approval of the school board.
- (d) This section does not prohibit two or more school districts from sharing the services of a chief school administrator.

AS 14.20.149(c) Employee evaluation.

A person may not conduct an evaluation under this section unless the person holds a type B certificate or is a site administrator under the supervision of a person with a type B certificate, is employed by the school district as an administrator, and has completed training in the use of the school district's teacher evaluation system.

REGULATION

4 AAC 12.345. Administrative certificate (Type B); provisional certificate (provisional Type B)

(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;

Chief School Administrator & Superintendent Supporting Information

(B) for other administrative endorsements, three years of satisfactory employment as a teacher in an elementary or secondary program with a teacher certificate under 4 AAC [12.305](#) or a comparable certificate issued by another state;

4 AAC 12.325. Certification requirements for administrators performing specific duties

(a) An individual must possess an administrative certificate issued under this chapter if a district has vested that individual with the primary authority and responsibility of any of the following administrative functions:

- (1) selection, appointment, oversight, review, and control of employees of the district required to hold certificates issued under this chapter;
- (2) oversight of planning and development of one or more educational programs of the district.

CURRENT OPTIONS FOR SERVING AS CHIEF SCHOOL ADMINISTRATOR
--

Authority	Without a Type B	With a Type B	With a Type B & Supt Endorsement
Administer the district in accordance with the policies that the school board prescribes by bylaw (AS 14.14.130)	Y	Y	Y
Select, appoint, and otherwise control all school district employees (AS 14.14.130)	Y	Y	Y
Conduct an evaluation of an employee who is required to hold an administrator, teacher or special service providers certificate (AS 14.20.149)	N	Y	Y
Oversee the planning and development of educational programs of the district (4 AAC 12.325)	N	Y	Y
Oversee & review the employees of the district who are required to hold an administrative, teaching, or special service providers certificate. (4 AAC 12.325)	N	Y	Y

Chief School Administrator & Superintendent Supporting Information

Selection, appointment, oversight, review, and control of employees of the district required to hold an administrative, teaching, or special service providers certificate. (4 AAC 12.325)	N	Y	Y
--	---	---	---

TYPE B REQUIREMENTS

- Master’s degree or higher
- Completion of an approved superintendent or other administrative program
- 5 years of experience in education
 - 3 years of teaching experience
 - 1 year of administrative experience

PREVIOUS REGULATION

Type B regulations as of August 8, 1991

4 AAC 12.030. ADMINISTRATIVE CERTIFICATE (Type B)

(a) The administrative certificate, valid for five years, with a superintendent or other administrative endorsement, shall be issued to an applicant who

- (1) has completed an approved program in school administration;
- (2) has a master's or higher degree;
- (3) is recommended by the preparing institution or the certifying state agency; and
- (4) 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 three years of employment as a teacher in an elementary or secondary program with a regular certificate or a comparable certificate issued by another state and a minimum of one year of *employment* as an administrator with an administrative certificate or a comparable certificate from another state;
- (B) for other administrative endorsements, three years of satisfactory employment as a teacher in an *elementary* or secondary program with a *regular* certificate or a comparable certificate issued by another state.

(b) Except as otherwise provided by 4 AAC 12.042, the applicant must have earned at least six semester hours of credit within the five years immediately preceding application.

(c) Repealed 4/9/87.

(d) Repealed 4/9/87.

(e) Upon written request of a district school board, an administrative certificate may be issued to an applicant who does not meet all of the requirements of (a) and (b) of this section if

- (1) the applicant has at least a master's degree from an accredited institution; and

Chief School Administrator & Superintendent Supporting Information

(2) the state Board of Education determines that the applicant is qualified on the basis of the applicant's educational background, classroom experience or other related experience in the field of education, as well as other demonstrated strengths.

(f) A certificate issued under (e) of this section is valid only in the district that requested issuance of the certificate, is valid only for employment as the chief school administrator of that district, and expires if the holder ceases employment as the chief school administrator of that district.

(In effect before 7/28/59; am 6/9/61, Register 3; am 4/4/63, Register 10; am 1128/66, Register 20; am 9/8/66, Register 24; am 5/30/71, Register 38; am 10/4/73, Register 47; am 8/30/75, Register 55; am 9/30/83, Register 87; am 8/30/84, Register 91; am 8/30/86, Register 99; am 4/9/87, Register 102; am 6/13/.87, Register 102; am 8/8/91, Register 119)
 Authority: AS 14.07.060
 AS 14.20.020

Provisions repealed as of 5/14/92

SUMMARY OF OTHER STATES' ALTERNATIVE APPROACHES
--

Current Alaska Requirements	Alternatives used in other states
Master's degree or higher	<ul style="list-style-type: none"> • Bachelor's degree and life experience equivalent to a master's degree in a management field
Completion of an approved superintendent program	<ul style="list-style-type: none"> • Administrative Apprenticeship or Internship Program • Performance review or assessment conducted by local school board • Panel Review • Coursework completed while being employed as the superintendent • Intensive course of study in education management, governance, organization and planning • Individual professional development plan • Passing scores on a content area exam (i.e. School Leaders Licensure Assessment or SLLA exam, administered by ETS) • Often a combination of the items listed above
5 years of experience in education <ul style="list-style-type: none"> • 3 years of teaching experience • 1 year of administrative experience 	<ul style="list-style-type: none"> • Recommendation from an employing school district • Relevant work experience– typically business or military

Chief School Administrator & Superintendent Supporting Information

	<ul style="list-style-type: none">• Experience in a senior position of leadership, such as CEO of business, military officer, or other positions with responsibilities similar to those of a district superintendent• Varied number of years of experience (range 2 to 5)• Administrative Apprenticeship or Internship Program with mentoring (Gain experience by being on the job...provisional certificate issued until necessary experience level is reached)• Special service (School Psychologist, School Nurse, Speech-Language Pathologist, etc.) experience also accepted
--	--

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 7

◆ **ISSUE**

The board will be briefed on a report regarding Alaska arts education.

◆ **BACKGROUND**

- In September 2011 the board received a report entitled “On Thin Ice” which outlined the status of arts education in Alaska public schools, including reference to access to arts education for all students, curriculum, professional development, administrative leadership, funding, and the Artists in the Schools program.
- Following that report, the Alaska State Council on the Arts (ASCA), working with support from the department, provided curriculum workshops to school district staff on development of art education curriculum. The curriculum development became a requirement for districts to receive support for Arts in the Schools grants.
- The ASCA also developed a project called New Visions to support a number of districts in effective incorporation of arts education.
- This last year, districts were surveyed, and a new version of the “On Thin Ice” report has been developed. The report will be provided to the board at the meeting.
- Shannon Daut, Alaska State Council on the Arts Executive Director, and Dr. Annie Calkins, Special Projects Coordinator for ASCA, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 8

◆ ISSUE

The board will be briefed on recent assessment development activities. A demonstration of the new Technology Practice Test will be included.

◆ BACKGROUND

- Alaska has selected the Achievement and Assessment Institute (AAI) at the University of Kansas to develop a custom assessment that measures the Alaska English Language Arts and Mathematics Standards. The Alaska Standards were adopted in 2012.
- AAI is the umbrella organization for four specialized educational research centers at the University of Kansas, including the Center for Educational Testing & Evaluation (CETE), a nationally recognized research center specializing in large-scale assessment and online test-delivery systems.
- The new, custom assessment from AAI, Alaska Measures of Progress (AMP), will be administered for the first time in spring 2015.
- In preparation for the new AMP assessment, AAI has developed a Technology Practice Test (TPT) so that students and teachers in schools can begin to use the electronic test delivery engine.
- The TPT has been designed to give students experience with grade-appropriate technology-enhanced items.
- Erik McCormick, Director of Assessment, Accountability & Information Management; Elizabeth Davis, Education Administrator; and Marianne Perie, Director of the Center for Educational Testing and Evaluation, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9A

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding charter schools.

◆ BACKGROUND

- House Bill 278, The Education Opportunity Act, amended statute regarding charter schools.
- The proposed regulations reflect the new requirements of these amended statutes for the following charter school topics:
 - o Application procedures;
 - o Application appeal procedures;
 - o A one-time grant program for new charter schools; and
 - o Pupil transportation for students attending charter schools.
- Behind this cover memo are the proposed regulations, as well as the relevant amended statutes regarding charter schools including AS 14.03.250, AS 14.03.253, AS 14.03.264, and AS 14.09.010.
- Dr. Susan McCauley, Director of Teaching and Learning Support, and 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 11A.

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

4 AAC 27.057. Charter school transportation policy. (a) A local school board shall adopt a charter school transportation policy that describes the transportation services that will be provided by the district to students attending a charter school operated by the district if

(1) a district provides transportation services under AS 14.09.010; and

(2) the district operates a charter school or an application for the establishment of a charter school in the district is pending with the district under AS 14.03.250.

(b) A district shall submit to the department an application for approval of its charter school transportation policy on a form provided by the department

(1) not later than April 15, 2015, if a charter school is in operation in the district on July 1, 2014; or

(2) not later than 30 days after approval of a charter school by a local school board, if a charter school is approved by a local school board after July 1, 2014, and a charter school transportation policy approved by the department is not in effect in the district.

(c) The application to the department shall include

(1) evidence that the charter school transportation policy was developed in compliance with AS 14.09.010(e)(1); and

(2) the charter school transportation policy adopted by the local school board that provides transportation service for charter school students in compliance with

AS 14.09.010(e)(2); and

(3) other documents or information the department needs to evaluate a charter school transportation policy adopted by a local school board.

(d) Not later than 60 days after receipt by the department of an application for approval of a charter school transportation policy, the department shall grant approval for a charter school transportation policy if the charter school transportation meets the requirements of AS 14.09.010 and this section.

(e) If a district seeks to amend an approved charter school transportation policy, it shall submit an application for approval of an amendment of the charter school transportation policy on a form provided by the department not later than April 15 of the fiscal year prior to the fiscal year when the proposed amendment will take effect. An application for approval of an amendment of a charter school transportation policy must meet the requirements of subsection (c).

(f) Not later than 60 days after receipt by the department of an application for approval of an amendment of a charter school transportation policy, the department shall grant approval for the amendment of a charter school transportation policy if the amendment meets the requirements of AS 14.09.010 and this section. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.09.010

4 AAC 33.110 is repealed and readopted to read:

4 AAC 33.110. Charter school application and review procedure. (a) The application procedure required by AS 14.03.250(a) for the establishment of an initial or renewed charter for a charter school must be in writing and must be available upon request at the school district's central office. The local school board shall require an applicant to submit sufficient information so that the local school board may conduct a thorough review of the proposed charter school. An application shall conform to the content areas and formatting standards set out at the

department's website at http://education.alaska.gov/Alaskan_Schools/Charter. An application, upon final approval by the state Board of Education and Early Development, will operate as the charter for the school. In addition to the requirements of AS 14.03.250(a), an application must include, at a minimum,

- (1) a list of the members of the academic policy committee and their qualifications;
- (3) the length of the term of the contract required under AS 14.03.255(c);
- (4) the charter school's bylaws;
- (5) a description of the education program to be offered at the charter school and mechanisms for student assessment to be utilized in addition to those required by state law;
- (6) a written instructional program that addresses state content standards under 4 AAC 04 and that aligns with the content on the statewide student assessment system under 4 AAC 06.710 – 4 AAC 06.790;
- (7) written objectives for program achievement;
- (8) a description of and schedule for staff development activities;
- (9) a school schedule and calendar;
- (10) plans for serving special education, vocational education, gifted, and bilingual students;
- (11) written admissions policies and procedures;
- (12) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (13) a written administrative policy manual;
- (14) a written budget summary and financial plan, including

(A) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget; and

(B) the method by which the charter school will account for receipts and expenditures;

(15) a written plan for the charter school's facility;

(16) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

(17) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(18) a requested or existing exemption for the charter school from a written collective bargaining contract;

(19) a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted;

(20) the written termination clause that must appear in the contract between the charter school and the local school board;

(21) proof of compliance with applicable law; and

(22) other documents or information the district needs to evaluate the proposed charter school.

(b) Not later than 30 days after a local school board's decision to approve an initial application or a renewal application for a charter school, the local school board shall forward the application to the state Board of Education and Early Development for review and approval under AS 14.03.250(c) by mailing to the department

(1) the complete application filed with the local school board, including all supporting documents required by subsection (a);

(2) the written decision of the local school board;

(3) all other materials considered by the local school board in support or in opposition to the application; and

(4) the minutes of the local school board meeting at which the charter school was approved.

(c) An initial application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months prior to the planned start-up date for the new school. A renewal application for a charter school approved by a local school board may not be submitted to the department under subsection (b) more than 12 months prior to the expiration of the existing contract.

(d) An initial application and a renewal application approved by a local school board and submitted to the department under subsection (b) must be received by the department at least 90 days before the next regularly scheduled meeting of the state Board of Education and Early Development.

(e) The state Board of Education and Early Development shall review an initial application or a renewal application approved by the local school board and submitted to the department under subsection (b). The state Board of Education and Early Development shall consider an initial application or a renewal application in the order in which it is received.

(f) Not later than 60 days after a local school board issues a decision to deny an initial application or a renewal application for a charter school, an applicant may file a notice of appeal to the commissioner under AS 14.03.250(d). In the notice of appeal, the applicant shall specify

the grounds for its appeal, stating which, if any, finding of fact or conclusion of law in the local school board's decision is alleged to be in error. If the applicant alleges that a finding of fact is in error, the applicant shall specify in the notice of appeal the evidence in the record before the local school board that supports a contrary finding of fact. With the notice of appeal, the applicant shall file with the commissioner

(1) the complete application submitted to the local school board, including all supporting documents required by (a) of this section;

(2) the written decision of the local school board;

(3) any other materials considered by the local school board in support or in opposition to the application;

(4) the minutes of the local school board meeting at which the charter school was approved or denied, or if the minutes are not yet available, the date on which the minutes will be available for review by the department ; and

(5) within ten working days of receipt of the commissioner's written request for a hearing transcript, a transcript of any recorded testimony presented to the local school board regarding the charter school application.

(g) The commissioner shall review an appeal of a local school board decision denying an initial or renewal application for a charter school under AS 14.03.250(d).

(h) If the commissioner upholds the denial of an application, the applicant may file an appeal of the commissioner's decision to the state Board of Education and Early Development within 30 days of the issuance of the commissioner's decision. The commissioner shall forward the appeal to the state Board of Education and Early Development immediately for consideration at its next meeting. The state Board of Education and Early Development shall issue a decision

within 90 days after the filing of an appeal of a commissioner's decision upholding a denial of an application.

(i) If the commissioner approves an initial or renewal application by overturning a denial by the local school board, the commissioner shall forward the application and record to the state Board of Education and Early Development not later than thirty days after the commissioner issues a written decision of approval. The state Board of Education and Early Development shall consider the application at its next meeting.

(j) The state Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(k) A decision of the state Board of Education and Early Development granting or denying approval for a charter school application is a final agency action for purposes of an appeal to the superior court. (Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171; am ___/___/___, Register ___)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
 AS 14.03.253 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.113. Amendment of charter. A charter school may apply to a local school board for an amendment to its charter during the term of its contract with the local school board. If a local school board approves an amendment to the charter, an amended contract shall be executed to conform to the amended charter. The local school board shall forward an amended charter and amended contract to the department. A charter school may make district-approved changes to its program that do not require an amendment to its charter without review by the

state Board of Education and Early Development, except that a change of program that involves the addition of an elementary or secondary program must be approved by the local school board and the state Board of Education and Early Development. (Eff. ___/___/___, Register __)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
 AS 14.03.280

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.115. Operation of charter schools. (a) The department may audit the charter school's program during the term of the contract under AS 14.03.255(c) and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070. Notwithstanding any provision of a charter or contract, a charter school must comply with state and federal law. A change in state or federal law taking effect during the term of an existing contract or charter will override an inconsistent provision of a contract or charter. (Eff. ___/___/___, Register __)

Authority: AS 14.03.250 AS 14.03.280 AS 14.07.060
 AS 14.03.255 AS 14.07.020

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.117. Charter School Grant Program. (a) A charter school that is established on or after July 1, 2014 may apply to the department for one-time grant funding under AS 14.03.264. An application shall be submitted on a form prescribed by the department. Applicant charter schools shall provide evidence in their application that demonstrates that grant funding will be used to provide educational services as defined under AS 14.03.264(a).

Applications must be submitted to the department on or before September 15 if a charter school wishes to receive funding based on student enrollment on October 1 of the same fiscal year.

(b) A charter school that received reduced grant funding in a previous fiscal year as permitted under AS 14.03.264(c) may apply for the balance of the grant amount using the procedures described in (a) of this section.

(c) The department shall notify a newly approved charter school of their eligibility for grant funding under AS 14.03.264 promptly after its approval by the State Board of Education and Early Development. (Eff. ____/____/____, Register ____)

Authority: AS 14.03.264 AS 14.07.020 AS 14.07.060

4 AAC 33 is amended by adding a new section to read:

4 AAC 33.119. Definitions. In 4 AAC 33.110 – 4 AAC 33.119,

- (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; am ____/____/____, Register ____)

Authority: AS 14.03.250 AS 14.07.020 AS 14.07.060
 AS 14.03.280

AS 14.03.250 is repealed and reenacted to read:

(a) 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).

(b) A decision of a local school board approving or denying an application for a charter school must be in writing, must be issued within 60 days after the application, and must include all relevant findings of fact and conclusions of law.

(c) If a local school board approves an application for a charter school, the local school board shall forward the application to the state Board of Education and Early Development for review and approval.

(d) If a local school board denies an application for a charter school, the applicant may appeal the denial to the commissioner. The appeal to the commissioner shall be filed not later than 60 days after the local school board issues its written decision of denial. The commissioner shall review the local school board's decision to determine whether the findings of fact are supported by substantial evidence and whether the decision is contrary to law. A decision of the commissioner upholding the denial by the local school board may be appealed within 30 days to the state Board of Education and Early Development.

(e) If the commissioner approves a charter school application, the commissioner shall forward the application to the state Board of Education and Early Development for review and approval. The application shall be forwarded not later than 30 days after the commissioner issues a written decision. The state Board of Education and Early Development shall exercise independent judgment in evaluating the application.

(f) A local school board that denied an application for a charter school approved by the state board on appeal shall operate the charter school as provided in AS 14.03.255 - 14.03.290.

AS 14.03 is amended by adding a new section 14.03.253 to read:

(a) In an appeal to the commissioner under AS 14.03.250, the commissioner shall review the record before the local school board. The commissioner may request written supplementation of the record from the applicant or the local school board. The commissioner may

- (1) remand the appeal to the local school board for further review;
- (2) approve the charter school application and forward the application to the state Board of Education and Early Development with or without added conditions; or
- (3) uphold the decision denying the charter school application; if the commissioner upholds a local school board's decision to deny a charter school application and the applicant appeals to the State Board of Education and Early Development, the commissioner shall

**Amended Charter School Statutes- AS 14.03.250, AS 14.02.253, AS 14.03.264, and
AS 14.09.010**

immediately forward the application and record to the state Board of Education and Early Development.

(b) In an appeal to the state Board of Education and Early Development of a denial of a charter school application under (a)(3) of this section, the state board shall determine, based on the record, whether the commissioner's findings are supported by substantial evidence and whether the decision is contrary to law. The state board shall issue a written decision within 90 days after an appeal.

AS 14.03 is amended by adding a new section 14.03.264 to read:

(a) A charter school that is established on or after the effective date of this section may receive a one-time grant from the department equal to the amount of \$500 for each student enrolled in the school on October 1 of the first year in which the school applies for the grant. The charter school shall use a grant received under this section to provide educational services. In this subsection, "educational services" includes curriculum development, program development, and special education services.

(b) The department shall establish by regulation procedures for the application for and expenditure of grant funds under (a) of this section.

(c) If the amount appropriated in a fiscal year for the charter school grant program is insufficient to meet the amounts authorized under (a) of this section, the department shall reduce pro rata the per pupil grant amount by the necessary percentage as determined by the department. If a charter school grant is reduced under this subsection, the charter school may apply to the department in a subsequent fiscal year for the balance of the grant amount.

AS 14.09.010 is amended by adding new subsections to read:

(e) A school district that provides transportation services under this section shall provide transportation services to students attending a charter school operated by the district under a policy adopted by the district. The policy must

- (1) be developed with input solicited from individuals involved with the charter school, including staff, students, and parents;
- (2) at a minimum, provide transportation services for students enrolled in the charter school on a space available basis along the regular routes that the students attending schools in an attendance area in the district are transported; and
- (3) be approved by the department.

(f) If a school district fails to adopt a policy under (e) of this section, the school district shall allocate the amount received for each student under (a) of this section to each charter school operated by the district based on the number of students enrolled in the charter school.

(g) Nothing in (e) of this section requires a school district to establish dedicated transportation

**Amended Charter School Statutes- AS 14.03.250, AS 14.02.253, AS 14.03.264, and
AS 14.09.010**

routes for the exclusive use of students enrolled in a charter school or authorizes a charter school to opt out of a policy adopted by a school district for the purpose of acquiring transportation funding.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9B

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding correspondence study programs.

◆ BACKGROUND

- House Bill 278, The Education Opportunity Act, amended AS 14.03 to add Article 3 Correspondence Study Programs.
- This new statute addresses the requirements for students' individual learning plans and the use of and accounting for student allotments.
- The new statute includes language contained in current regulations, as well as language that requires amendments to current regulation.
- Therefore, the proposed regulations eliminate redundancy between the new statute and current regulation, as well as provide new language to further define or clarify requirements of the new statute.
- Behind this cover memo are the proposed regulations, as well as the new statutes for correspondence study programs including AS 14.03.300 and AS 14.03.320.
- Dr. Susan McCauley, Director of Teaching and Learning Support, and 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 09.160 is amended to read:

4 AAC 09.160. Fund balance. (a) All money in the year-end fund balance of a district's school operating fund are subject to the 10 percent limit described in AS 14.17.505(a) , except for money in the following five categories:

(1) encumbrances;

(2) inventory;

(3) prepaid expenses, which may including fuel;

(4) self-insurance;

(5) federal impact aid received

(A) in response to the application for impact aid submitted in the fiscal year that immediately preceded the current fiscal year; and

(B) on or after March 1 of the current fiscal year that was awarded as a result of applications that were submitted before the application for impact aid for the current fiscal year.

(6) unexpended annual student allotment funds as provided under AS 14.03.320(d).

(b) A district shall include in the report required under 4 AAC 06.121(5) (A) a schedule that identifies the amount of money in the categories listed in (a) of this section.

(c) For purposes of AS 14.17.505(a) , "unreserved portion of the year-end fund balance of a school operating fund" means the portion of the fund balance remaining after the deduction of the items listed in (a) of this section. (Eff. 12/13/87, Register 104; am 8/5/90, Register 115; am 6/19/2011, Register 198; am __/__/____, Register ____)

Authority: AS 14.03.320 AS 14.17.505 AS 14.17.920

4 AAC 33.421 is repealed and reenacted to read:

4 AAC 33.421. Correspondence study program requirements. (a) Each correspondence student's individual learning plan must provide for

(1) monitoring of each student by the assigned certificated teacher; the monitoring must include at least monthly teacher-student or teacher-parent contact and quarterly reviews of the student's work or progress in the individual learning plan; the district must maintain a record of the contact required under this paragraph;

(2) a grade, or other determination that the student has met the standards for a course, determined and assigned by the certificated, highly-qualified teacher who is responsible for the course; the plan may provide for review and consideration of any recommendations submitted by the student or the student's parents;

(3) a transcript that includes the source of any course taken by the student that was not offered or approved by the governing body of the district, or, in the case of a program that is a charter school, by the charter school, and for which no public money was provided; the

transcript must note whether the student's mastery of the content of the course was approved by the district as meeting a requirement for graduation; and

(4) a signed agreement between the certificated teacher assigned by the correspondence study program and at least one parent of each student that verifies that

(A) the student and parent have the same right to access the district appeal process as students and parents in the district's other programs;

(B) the textbooks or other curriculum materials and the course of study are appropriate for the student, aligned to state standards, and comply with AS 14.03.090 and AS 14.18.060, and a certificated teacher has reviewed all textbooks and other curriculum materials for each student.

(b) In addition to the requirements set out in AS 14.03.300 and this section, the individual learning plans for students who have obtained a proficiency level of below proficient or far below proficient on the most recent administration of Alaska's statewide standards-based assessments must identify strategies to move the student toward proficiency in the related subject.

(c) A correspondence study program must conform with statewide goals and standards, as set out in 4 AAC 04. For each course offered for credit by the program, the program must assign a certificated teacher who has the primary responsibility for the course.

(d) In accordance with AS 14.07.050, AS 14.08.111 (9), and AS 14.14.090 (7), a program that is not a charter school must use curriculum materials, including textbooks and other instructional aids, that have been reviewed and selected by the governing body of the district, are of the same quality as those materials that the district offers in the district's other programs, and are in compliance with AS 14.03.090 and AS 14.18.060. A program that is a charter school must

review and approve all curriculum materials for compliance with AS 14.03.090 and AS 14.18.060.

(e) An employee of the district, including a certificated staff member, may not advocate religious, partisan, sectarian, or denominational doctrine as part of the employee's instructional or other duties. Nothing in this subsection prevents a parent from providing supplemental instruction to the parent's own child using materials of the parent's choice, if the materials were not purchased with money provided by the department or district.

(f) The district must require students to participate in the statewide student assessment program as required by 4 AAC 06.710 - 4 AAC 06.790. The correspondence study program must

(1) provide, and require parents to sign, a written statement that they understand, and will abide by, the requirements of the assessment program; and

(2) follow the requirements of 4 AAC 06.765 for test security, by

(A) providing a secure testing facility to administer all testing requirements of the assessment program; or

(B) entering into agreements with districts and schools where the testing is administered that allow correspondence program students to participate in testing at that location.

(g) A district that offers a correspondence program must have an open enrollment policy for the program for the entire school year. However, a program that is a charter school may limit its enrollment in accordance with AS 14.03.265.

(h) A correspondence study program may not pay for or provide money for services or materials that do not reasonably relate to the delivery of the students' instructional needs. Text

books, curriculum materials, school supplies, tutoring services, athletic equipment and technology expenses may be approved by the certificated teacher who has primary responsibility for the course. Funding for other materials or services requires the approval of the correspondence program director or their trained designee and the valid instructional purpose served by the expenditure must be noted in the student’s individual learning plan. Business managers or other administrative personnel who are not certificated under 4 AAC 12.305 or 4 AAC 12.345 may process receipts, reimbursement requests, or other paperwork related to expenditures or fund account activity, but may not fulfill the responsibilities of certificated teachers, program directors, or trained designees as outlined in this subsection.

(i) A correspondence study program, or a parent through a fund account under 4 AAC 33.422, may contract with a private individual to provide tutoring to a student in a subject described in 4 AAC 04.140, fine arts, music, or physical education, if

(1) the instruction is part of the student's individual learning plan under (d) of this section; and

(2) the tutor is not vested with the primary responsibility to plan, instruct, or evaluate the learning of the student in the subject. (Eff. 12/25/2002, Register 164; am 8/6/2004, Register 171; am 2/20/2005, Register 173; am 9/19/2008, Register 187; am __/__/____, Register __)

Authority:	AS 14.03.090	AS 14.07.020	AS 14.07.030
	AS 14.07.050	AS 14.07.060	AS 14.08.111
	AS 14.14.090	AS 14.14.110	AS 14.17.430
	AS 14.30.010		

4 AAC 33.422 is amended to read:

4 AAC 33.422. Fund accounts. (a) A correspondence study program may provide a fund account to the student's parents for the purpose of meeting instructional expenses for the student enrolled in the program. Expenditures from a fund account must be for the student's instructional needs as described on the individual learning plan under 4 AAC 33.421(d).

(b) Textbooks, equipment, and other curriculum materials purchased with state money, including money provided to the parent through a fund account, are property of the district. Materials that are not consumables must be returned to the district when the student leaves the program for any reason.

(c) A fund account may not be used to pay for any item or service excluded under 4 AAC 33.421(**h**)[(g)].

(d) The fund account may not be used by the district or the parent to supplant district funds or obligations for IEP services.

(e) If a correspondence study program provides for a fund account, the governing body of the district, or, in the case of a program that is a charter school, the charter school, must establish written standards, consistent with 4 AAC 33.405 - 4 AAC 33.490, on what constitutes appropriate and allowable expenditures of a fund account.

(f) The district or charter school must approve all expenditures from the fund account under the written standards established by the district under (e) of this section. The district's or charter school's approval process may include pre-authorization for items identified by the district in its written standards.

(g) The district or charter school may not permit the transfer of funds between student fund accounts. (Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am __/__/____, Register __)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.08.101 AS 14.14.110 AS 14.17.430
AS 14.30.010

4 AAC 33.426 is amended to read:

4 AAC 33.426. Core Course Requirements. (a) A student enrolled in a correspondence study program, whether full-time or part-time, must take at least 50 percent of the student's coursework that the student takes through the correspondence study program in core courses. A student enrolled in more than two correspondence classes must take core courses in at least two different subject areas.

(b) A district may waive the requirement of (a) of this section if the district determines that the student is a senior and needs less than 50 percent of the student's curriculum in core courses to qualify for high school graduation from the correspondence study program in which the student is enrolled.

(c) A district shall waive the requirement of (a) of this section if the student obtained a proficiency level of advanced or proficient in all subject areas as outlined in 4 AAC 06.739 during the previous academic year.

[(c)] **(d)** Core course work performed outside the student's correspondence study program may not count towards the requirements set out under (a) of this section.

[(d)] **(e)** In this section, "core course" means

(1) a course of study in

- (A) English;
- (B) mathematics;
- (C) social studies;
- (D) science;
- (E) technology;
- (F) world languages; or

(2) a course required by a student's IEP if the student is receiving special education and related services under 4 AAC 52. Eff. 8/6/2004, Register 171; am 9/19/2008, Register 187; am 2/16/2013, Register 205; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.030 AS 14.07.060
AS 14.08.101 AS 14.14.110 AS 14.17.430
AS 14.30.010

AS 14.03 is amended by adding new section 14.03.300 to read:

(a) A district or the department that provides a correspondence study program shall annually provide an individual learning plan for each student enrolled in the program developed in collaboration with the student, the parent or guardian of the student, a certificated teacher assigned to the student, and other individuals involved in the student's learning plan. An individual learning plan must

- (1) be developed with the assistance and approval of the certificated teacher assigned to the student by the district;
- (2) provide for a course of study for the appropriate grade level consistent with state and district standards;
- (3) provide for an ongoing assessment plan that includes statewide assessments required for public schools under AS 14.03.123(f);
- (4) include a provision for modification of the individual learning plan if the student is below proficient on a standardized assessment in a core subject;
- (5) provide for a signed agreement between the certificated teacher assigned to the student and at least one parent or the guardian of each student that verifies compliance with an individual learning plan;
- (6) provide for monitoring of each student's work and progress by the certificated teacher assigned to the student.

(b) Notwithstanding another provision of law, the department may not impose additional requirements, other than the requirements specified under (a) of this section and under AS 14.03.320, on a student who is proficient or advanced on statewide assessments required under AS 14.03.123(f).

AS 14.03 is amended by adding new section 14.03.320 to read:

(a) Except as provided in (e) of this section, the department or a district that provides a correspondence study program may provide an annual student allotment to a parent or guardian of a student enrolled in the correspondence study program for the purpose of meeting instructional expenses for the student enrolled in the program as provided in this section.

(b) A parent or guardian may purchase nonsectarian services and materials from a public, private, or religious organization with a student allotment provided under (a) of this section if

- (1) the services and materials are required for the course of study in the individual learning plan developed for the student under AS 14.03.300;
- (2) textbooks, services, and other curriculum materials and the course of study
 - (A) are approved by the school district;
 - (B) are appropriate for the student;
 - (C) are aligned to state standards; and
 - (D) comply with AS 14.03.090 and AS 14.18.060; and
- (3) the services and materials otherwise support a public purpose.

(c) Except as provided in (d) of this section, an annual student allotment provided under this section is reserved and excluded from the unreserved portion of a district's year-end fund balance in the school operating fund under AS 14.17.505.

(d) The department or a district that provides for an annual student allotment under (a) of this section shall

- (1) account for the balance of an unexpended annual student allotment during the period in which a student continues to be enrolled in the correspondence program for which the annual allotment was provided;
- (2) return the unexpended balance of a student allotment to the budget of the department or district for a student who is no longer enrolled in the correspondence program for which the allotment was provided;
- (3) maintain a record of expenditures and allotments; and
- (4) implement a routine monitoring of audits and expenditures.

(e) A student allotment provided under (a) of this section may not be used to pay for services provided to a student by a family member. In this subsection, "family member" means the student's spouse, guardian, parent, stepparent, sibling, stepsibling, grandparent, stepgrandparent, child, uncle, or aunt.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9C

◆ ISSUE

The board is being asked to open a period of public comment on multiple regulations regarding accountability updates related to House Bill 278. Proposed changes include a modification to the ASPI accountability reporting system, allowance for teachers to be exempt from jury service while serving in low-performing schools, and new reporting requirements that summarize the performance of students from families on active military duty.

◆ BACKGROUND

- Governor Parnell signed his comprehensive education legislation, HB 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repealed the High School Graduation Qualifying Exam and replaced it with a requirement of participation in either the SAT, ACT or WorkKeys assessment.
- The proposed regulation amendment reflects an adjustment in the Alaska School Performance Index (ASPI) reporting related to the WorkKeys transition from a required assessment to an optional assessment. This regulation also makes conforming changes to the alternate school ASPI rating adopted by the board in June.
- Prior to Alaska's approval of the ESEA waiver, teachers were eligible for jury service exemption if they were employed by a school that did not meet Adequate Yearly Progress. HB 278 allows a teacher employed by a low-performing school to claim jury service exemption.
- A proposed regulation amendment reflects an update to allow teachers to be eligible for jury service exemption if they are employed by a school that is currently identified as a one- or two-star school in the ASPI system.
- A proposed regulation amendment reflects a new requirement to include counts and performance data for students from families that are on active military duty. The information will be included in the state Report Card system that is published online.
- Behind this cover memo are the proposed amended regulations.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ OPTIONS

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

4 AAC 06.812(b) is amended to read:

(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 an alternative school,

(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, **10** [EIGHT] percent;

[(F) PARTICIPATION RATE FOR THE WORKKEYS ASSESSMENT,

TWO PERCENT;]

(3) for alternative schools 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, **10** [EIGHT] percent;

(F) PARTICIPATION RATE FOR THE WORKKEYS ASSESSMENT,

TWO PERCENT;]

(Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208; am ___/___/_____, Register ___)

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

4 AAC 06.812(c)(7) is repealed:

(7) repealed ___/___/_____. (Eff. 11/1/2007, Register 184; am 10/16/2013, Register 208)

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

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

4 AAC 06.883. Jury service exemption. A teacher employed by a school that is currently identified as a one- or two-star school under 4 AAC 06.835 is eligible for the jury service exemption described under AS 09.20.030(b). (Eff. ___/___/_____, Register ___)

Authority: AS 09.20.030 AS 14.07.020 AS 14.07.060

4 AAC 06.895(1) is amended to read:

(1) For purposes of this section, subgroups of students must include each subgroup described in 4 AAC 06.830 and, in addition, males, females, migrants, [AND] students other than migrants, **and students from families on active military duty.** (Eff. 11/23/2003, Register

Register _____, _____ 2014 EDUCATION AND EARLY DEV.

168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am ___/___/____, 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) "students from families on active military duty" means students whose parents or guardians are on active duty in the armed forces of the United States, the United States Coast Guard, the Alaska National Guard, the Alaska Naval Militia, or the Alaska State Defense Force. (Eff. 11/23/2003, Register 168; am 6/13/2004, Register 170; am 1/19/2006, Register 177; am 7/25/2007, Register 183; am 2/4/2011, Register 197; am 10/3/2011, Register 200; am 10/16/2013, Register 208; am ___/___/____, 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**

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9D

◆ ISSUE

The board is being asked to open a period of public comment on proposed amendments to the residential school regulations for two items: 1) to implement an open application period annually in accordance with HB278; 2) to provide for a request for an alternative count day in substitution for the specified count day.

◆ BACKGROUND

- Previously, the statewide residential educational program was enacted through AS 14.16.200, State funding for districts operating statewide residential educational programs. The initial legislation, which was effective beginning in fiscal year 2007, allowed for up to three programs that had been established prior to 2005 to apply to the department for approval. Galena, Nenana, and Lower Kuskokwim applied and were approved. Districts are reimbursed a per-pupil monthly stipend for a nine-month year. The stipend rate is set in statute. The program also provides for one round-trip ticket per student, at the least expensive means, between the student's community of residence and the school.
- Previously, AS 14.16.200 was amended during the fiscal year 2011 legislature to allow the department to consider up to three additional programs under the existing statute.
- Previously, in 2013, statute and regulation language was amended to include variable-length programs. The department then opened a period of applications, and four additional districts qualified: Anchorage, Bering Strait, Chugach, and Northwest Arctic.
- Item 1 relates to HB278; a new section has been added at AS 14.16.100 that directs the department to provide an annual period of open applications for the residential program. The proposed regulation implements an annual period of applications for the residential program.
- Item 2 provides an opportunity for districts to request an alternative count day for variable term programs. The alternative count day must be during the October count period at AS 14.17.600 and must reflect the number of students the district will continue to house throughout the entire school year.
- Behind this cover memo are: 1) proposed amended regulations for 4 AAC 33.090 and 2) authorizing language, AS 14.16.100. 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 11D.

4 AAC 33.090 (c) is amended to read:

(c) The department will **open a period of application annually on May 1. The application period will close on June 30.** [ESTABLISH A PERIOD OF OPEN APPLICATIONS AND SOLICIT PROPOSALS FROM DISTRICTS TO ESTABLISH ADDITIONAL STATEWIDE OR DISTRICT-WIDE RESIDENTIAL SCHOOLS WHEN THE DEPARTMENT DETERMINES THAT ESTABLISHMENT OF ADDITIONAL SCHOOLS IS WARRANTED.] The department may require that applications be targeted to provide a particular program to meet specific needs of students in the state. A period of open application and solicitation does not imply that the department will approve the establishment of any new schools. [IN DETERMINING WHETHER TO ESTABLISH A PERIOD OF OPEN APPLICATIONS, THE DEPARTMENT WILL CONSIDER THE

(1) DEMAND FOR RESIDENTIAL SCHOOLS, INCLUDING THE DEMAND AND NEEDS IN DIFFERENT REGIONS OF THE STATE;

(2) CAPACITY OF EXISTING SCHOOLS; AND

(3) PUBLIC INTEREST.] (Eff. 10/22/2006, Register 180; am 6/8/2013, Register 206; am 10/16/2013, Register 208; am 2/21/2014, Register 209; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.165
AS 14.16.100 AS 14.16.200

4 AAC 33.090 (h) is amended to read:

(h) A district may apply during a period of open application under (c) of this section for approval to operate a variable-term statewide or district-wide residential school that will house students for the entire school calendar. The minimum term for each student must be at least two

weeks. A variable-term school is eligible for reimbursement for a monthly stipend for up to nine months of the school year under (f) of this section for the number of students that it housed on the last day of the student count period under AS 14.17.600 if the district will continue to house at least the same number of students throughout the entire school term. **Upon written request the commissioner may permit a district to report the number of students it housed on a day other than the last day of the student count period if is within the count period set out in AS 14.17.600 and that date more accurately reflects the numbers of students the district will house throughout the school term.** A variable-term school is eligible for a one-time air fare reimbursement under AS 14.16.200(b) (1) for the number of students housed by the school on the last day of the student count period, based on the average cost of round-trip air fare for all statewide or district-wide residential schools. A district may not include students housed by a variable-term school in the school's student count submitted to the department for foundation funding under AS 14.17; a student being housed by a variable-term school during the student count period may be included in the count of the student's district of residence. In this subsection, "variable-term statewide or district-wide residential school" means a statewide or district-wide residential school that rotates students in and out of the school during the school year for the entire school term as defined under AS14.03.030. (Eff. 10/22/2006, Register 180; am 6/8/2013, Register 206; am 10/16/2013, Register 208; am 2/21/2014, Register 209; am ___/___/____, Register _____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.165
AS 14.16.100 AS 14.16.200

Sec. 22. AS 14.16 is amended by adding a new section to article 2 to read:

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

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9E

◆ **ISSUE**

The board is being asked to open a period of public comment on multiple regulations regarding assessment updates related to House Bill 278 and changes to the state assessment system. Proposed changes include revisions to the *Participation Guidelines for Alaska Students in State Assessments* document and the establishment of a waiver system for the college- and career-ready assessments.

◆ **BACKGROUND**

- Governor Parnell signed his comprehensive education legislation, HB 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repealed the High School Graduation Qualifying Exam and replaced it with a requirement of participation in either the SAT, ACT or WorkKeys assessments.
- A proposed regulation amendment reflects a requirement in HB278 for a waiver system to support individuals that are unable to participate in the college and career ready assessments for reasons that are outside of their control.
 - A high school student that enters the public school after the completion of all scheduled administrations of the college- and career-ready assessments may be considered for a waiver from participating.
 - A high school student also may be considered for a waiver from participating in the college- and career-ready assessments under a limited number of situations that are defined as rare and unusual circumstances.
- A proposed regulation amendment reflects the need to revise the *Participation Guidelines* document based on major changes to the state assessment system and the state assessment delivery systems. The publication is adopted by reference in 4 AAC 06.775.
 - Changes to the *Participation Guidelines* include combining the *Alaska Supplement for WorkKeys Assessment* publication to have a single document for all statewide assessments. The *WorkKeys Supplement* is adopted by reference in 4 AAC 06.775.
- Behind this cover memo are: 1) proposed amended regulations, and 2) the *Participation Guidelines*.
- Erik McCormick, Director of Assessment, Accountability & Information Management, and Elizabeth Davis, Education Administrator for Assessment, will be present to brief the board.

◆ **OPTIONS**

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

4 AAC 06.775(a) is amended to read:

(a) When administering to students with disabilities the statewide assessments under 4 AAC 06.710 **and 4 AAC 06.717**, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Assessments*, dated **December 2014** [JUNE 2011], adopted by reference. [HOWEVER, WHEN ADMINISTERING THE COLLEGE AND WORK PREPAREDNESS ASSESSMENT DESCRIBED IN 4 AAC 06.717, A DISTRICT SHALL FOLLOW THE REQUIREMENTS OF THIS SECTION AND THE DEPARTMENT'S *ALASKA SUPPLEMENT FOR WORKKEYS ASSESSMENT*, DATED JANUARY 2012, ADOPTED BY REFERENCE.] Eff. 12/19/2002, Register 164; am 9/17/2004, Register 171; am 11/10/2005, Register 176; am 10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; ; am __/__/____, Register ____)

Authority: AS 14.03.075 AS 14.07.060

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

4 AAC 06.721. College and career readiness assessment waivers. (a) A governing body shall grant a waiver from participation in the college and career readiness assessments under 4 AAC 06.717 if a student

(1) submits to the governing body, on a form prescribed by the department, a complete waiver request;

(2) demonstrates, to the satisfaction of the governing body, that the student has met all other state and governing body requirements for graduation; and

(3) demonstrates, to the satisfaction of the governing body, that the student has

(A) entered the public school system late, as provided in
4 AAC 06.722; or

(B) a rare or unusual circumstance as provided in 4 AAC 06.723.

(b) The governing body's decision approving or denying the request for a waiver must be in writing and be delivered by registered mail. The governing body may deliver courtesy copies to the student or the student's parents or legal guardian by other methods. The governing body shall also provide a copy of the decision to the department. The governing body shall state the reason for its decision in the written decision. A denial of a waiver request may be appealed to the department as provided in 4 AAC 06.724. The governing body's written decision and notice must include a statement that the decision may be appealed to the department as provided in 4 AAC 06.724. (Eff. __/__/____. Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.030
AS 14.07.060 AS 14.07.165

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

4 AAC 06.722. Waiver for entering the public school system late. (a) For purposes of a waiver from participating in the college and career readiness assessments under 4 AAC 06.717, a student enters the public school system late if the student arrives in the state after the completion of all scheduled administrations in the student's year of intended graduation. A student who resides in the state but attends a private school or is home schooled as provided in AS 14.30.010 and transfers to a public school after the completion of all scheduled administrations in the student's year of intended graduation is not eligible for a waiver.

(b) In addition to the requirements of 4 AAC 06.721, a student's request for a waiver under this section must be supported by documentation

(1) of enrollment from the school in which the student is currently enrolled including the student's initial enrollment date;

(2) of previous enrollment from the out-of-state school district from which the student transferred; the documentation must include enrollment date and exit date from the school district; and

(3) that verifies the date of the student's physical presence in this state before enrollment in any of the schools or school options in this state as provided in (a) of this section; documentation may include

(A) records or receipts of airlines, the Alaska Marine Highway system, or other carriers;

(B) hotel receipts; and

(C) affidavits or certifications by persons acquainted with or related to the student who have personal knowledge of the applicant's physical presence in the state. (Eff. __/__/____. Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.030

AS 14.07.060 AS 14.07.165

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

4 AAC 06.723. Rare or unusual circumstances. (a) For purposes of a waiver from participating in the college and career readiness assessments, and except as provided in (b) - (d) of this section a student has a rare or unusual circumstance meriting a waiver if

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

(2) the circumstance was beyond the control of the student, the student's parents, and the school; for purposes of this paragraph, a circumstance beyond the control of the student, the student's parents, and the school is limited to

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

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the student from taking the college and career readiness assessments; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking the college and career readiness assessments and was beyond the control of the student and the student's parents; the following conditions are not rare or unusual circumstances under this section:

(i) pregnancy or childbirth, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(ii) treatable depression, stress, or stress-related conditions, unless the affidavit or certification verifies that an emergency occurred that meets the requirements of this subparagraph;

(iii) a condition caused by illegal alcohol or substance use;

(C) a disability arising in the student's secondary school enrollment and the disability arising too late to apply for a meaningful accommodation from the testing vendor; a waiver under this subparagraph must be consistent with the recommendations of the student's IEP or section 504 team; a request for a waiver under this subparagraph may not be granted unless the student's principal and the district's superintendent concur with the waiver request;

(D) a significant and uncorrectable system error; a waiver may not be granted under this subparagraph unless the student's

(i) completed examination materials from the last administration of the student's year of intended graduation are lost in transit between the school district and the testing vendor after the test has been administered; a request for a waiver under this sub-subparagraph must be supported by documentation from the district that verifies that the district mailed the examination materials to the department, and by documentation from the United States Postal Service, or from the carrier used to transport the examination materials, verifying that the examination materials are lost; or

(ii) school or district failed to administer the exam on a scheduled administration date while the student was in the 12th grade. (Eff. __/__/____.

Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.030
AS 14.07.060 AS 14.07.165

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

4 AAC 06.724. Procedures for appeal from a denial of a waiver from college and career readiness assessments. (a) A student or student's parent may appeal to the department the denial of a request for a waiver from participation in the college and career readiness assessments under 4 AAC 06.717. The appeal must be filed on a form provided by the governing body and prescribed by the department. The appeal form must be postmarked no later than 30 days after receipt of the notice of the denial.

(b) The person requesting the appeal must state the grounds for the appeal, including a brief summary of the nature of the original waiver request and a brief statement explaining how the governing body erred in its decision to deny the waiver.

(c) The appeal will be determined on the record and decided by a panel consisting of three members appointed by the commissioner. The commissioner may appoint to the panel a member of the board or an employee of the department. Depending on the number of appeals, the commissioner may designate more than one panel. A panel may deliberate in person, through correspondence, by telephone, audio, or video teleconference, or other electronic means.

(d) Within 20 days after the filing of an appeal, the governing body shall forward to the department the entire record relating to the student's waiver request. The record must include

(1) the student's application for a waiver from participating in a college and career readiness assessment and any supporting documents supplied with the application;

(2) a copy of the governing body's graduation requirements; and

(3) a copy of the student's most current official transcript.

(e) The panel shall, in a timely manner, consider the appeal, including the record, and the appeal request and material that the person requesting the appeal submitted under (b) of this section.

(f) The panel shall submit a recommended decision to the commissioner after the panel has deliberated on the record presented. The recommended decision must be limited to whether the record supports the decision of the governing body and whether the governing body properly followed 4 AAC 06.721 - 4 AAC 06.723. In the recommended decision, the panel may only overturn the denial issued by the governing body if the record fails to support the denial by substantial evidence, or the governing body erred in applying the requirements of 4 AAC 06.721 - 4 AAC 06.723. Failure of the governing body to comply with the requirements of this section is not by itself grounds for the panel, in a recommended decision, to overturn a denial issued by a governing body.

(g) The commissioner shall adopt all, part, or none of the panel's recommended decision, or remand the matter back to the panel, a different panel of the commissioner's designation, or the governing body with written instructions for further deliberations. The commissioner shall notify the student and the governing body by certified mail of the commissioner's decision on the appeal, or in the case of a remand, of the time schedule authorized for further deliberation and submission of a recommended decision if applicable.

(h) The commissioner's decision under (g) of this section is a final administrative decision of the department for purposes of appeal to the superior court under the Alaska Rules of Appellate Procedure. (Eff. __/__/____. Register ____)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.030
 AS 14.07.060 AS 14.07.165

Participation Guidelines

For Alaska Students in State Academic Assessments

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

Alaska State Regulation



December 2014

Contents

The Purpose of the Participation Guidelines.....	4
Introduction to Accessibility and Accommodations.....	5
Determining if an Adaptation is a Modification or Accommodation	7
Alaska Measures of Progress (AMP) Assessment.....	10
Student Supports for Assessment	10
Types of Student Supports for the Alaska Measures of Progress Assessment	12
Universal Tools for AMP Computer-Based Assessment.....	13
Accessibility Tools for AMP Computer-Based Assessment	14
Accommodations for AMP Computer-Based Assessment	15
Accommodations for AMP Computer-Based Assessment	16
Alaska Measures of Progress (AMP) Paper/Pencil Test Administration	17
Universal Tools for AMP Paper/Pencil Test Administration.....	17
Accommodations for AMP Paper/Pencil Test Administration	18
Student Supports for ELLs for Content Assessments	20
Accessibility Tools for ELLs for Content Assessments	20
Accommodations for ELLs for Content Assessments	21
Alaska Science Standards Based Assessment (SBA)	22
Accommodations for Alaska Science SBA	22
Alaska Alternate Assessment (AA)	24
Alternate Assessment Participation Criteria Checklist.....	26
Student Supports for the Alaska Alternate Assessment	27
Accessibility Features and Supports for the Alternate Assessment.....	28
Common Allowable Supports for the Alternate Assessment.....	29
Science Alternate Assessment.....	30
Early Literacy Screener	31
English Language Proficiency (ELP) Assessment	32
Accommodations for ELLs with Disabilities for the ELP Assessment	32
Alternate English Language Proficiency (ELP) Assessment	35
Alternate ELP Assessment Participation Criteria Checklist	36
National Assessment of Educational Progress (NAEP).....	37
College and Career- Readiness Assessments	38
SAT Assessment.....	39
American College Testing (ACT)	40

WorkKeys Assessment..... 41

Allowable Accommodations for the ACT WorkKeys 41

Accommodations for Students with Disabilities for WorkKeys Assessment..... 42

Accommodations for LEP Students for WorkKeys 45

Appendix A 46

Acronyms and definitions..... 48

The Purpose of the Participation Guidelines

Regulatory Guidance for Alaska Districts

The *Participation Guidelines for Alaska Students in State Assessments* is designed to help Alaska fulfill its commitment to include all students in state assessments. The United States Department of Education, Office of Elementary and Secondary Education administers the Elementary and Secondary Education Act (ESEA) reauthorized in 2001 as No Child Left Behind, which requires assessment for all students, including regular education students, students with IEPs, students with Section 504 plans, and students with limited English proficiency. The *Participation Guidelines* explains the assessment options available to students and is subject to change based on revisions to the statewide assessment system.

ESEA requires accommodations (as appropriate) for students with disabilities. Policy also includes accommodations for students with limited English proficiency (LEP). Federal and state laws require accommodations be identified in students' Individual Education Plans (IEPs), Section 504 plans, or LEP plans; test administrators must provide accommodations as documented. The Participation Guidelines, as adopted in 4 AAC 06.775, integrate and explain what is required, by law, of schools and districts with regard to providing instruction and assessment accommodations for these students.

Statewide Student Assessment System

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

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

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

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

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

Introduction to Accessibility and Accommodations

Every student is required to participate in the statewide assessments; it is essential to provide an experience for each student that results in a fair and accurate measurement of progress and achievement. The Alaska Comprehensive System of Student Assessment is built on a foundation of accessibility for all students, including students with disabilities and English language learners, but not limited to those groups. The validity of the assessment results depends upon all students having appropriate accessibility and/or accommodation supports when needed based on the constructs being measured in the assessment.

This document explains the assessment options available to a student with a disability and the decisions that must be made by the student's IEP or section 504 team. The first decision is whether a student is on a diploma track or a non-diploma track. A student who is not on a diploma track is required to participate in the Alaska Alternate Assessment, which is based on alternate achievement standards. (See Alaska Alternate Assessment section)

Students on a diploma track will participate in the regular assessments. Decisions must be made regarding how best to accommodate students so that their disability does not mask proficiency during an assessment.

Accessibility Tools

Accessibility tools or features provide **all** students with the opportunity to access the content measured in the assessment. The use of the tool does not change what is being measured. Accessibility tools are chosen by the student based on the student's preferences. Some accessibility features are available at all times; others are only available when a teacher or team provides them for a student based on documented need. Accessibility tools may be embedded within a computer-based assessment (e.g. highlighter) or outside of the technology (e.g. scratch paper).

Accommodations

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

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations. The accommodations provided to a student should generally be the same for classroom instruction and for assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment. For example, providing spell-check for classroom assignments is appropriate; providing spell-check on an English/Language Arts subtest would change what the test items are measuring and is not allowed.

Accommodations for Students with Disabilities on an IEP or 504 Plan

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

Research shows that an unfamiliar test accommodation given to a student with a disability can sometimes lower test performance results. Accordingly, an IEP or 504 team should be cautious about adding an accommodation shortly before an assessment. In general, a good practice is to make sure an accommodation has been used in the student's

regular or special education classes for at least three months or 90 days before testing. This will ensure that the student has experience with the accommodation and that the accommodation is appropriate for the student.

When assessments are provided on computer-based platforms, the IEP team must take care to ensure that students have opportunities to become familiar with the technological aspects of the assessment process. Students should have the opportunity to use the computer-based practice tests to be familiar with how accommodations will be made available on computer-based assessments. In addition to taking training assessments using the same platform, it is also important for educators to provide opportunities for all students to use technology in instruction and learning activities.

Accommodations for English Language Learners (ELLs) for Content Assessments

All students identified as Limited English Proficient (LEP) must participate in statewide academic assessments. An LEP student is an individual whose first language is not English, or a student who is an American Indian, Alaska Native, or native resident who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency. See Regulation 4 AAC 34.090(a)(2) for a full definition of an LEP student. For the purposes of this guide, the term **English language learner (ELL) refers to currently identified LEP students**, not former LEP students.

Students identified as LEP must be provided reasonable accommodations on state academic assessments, to the extent practicable. Accommodations are allowed for students who are ELLs when testing for academic content knowledge and skills, but not when testing for English language proficiency. For details on the process for identification of LEP students refer to the *Guidance for Limited English Proficient Student Identification, Assessment and Data Reporting* on the department website at <http://education.alaska.gov/tls/assessment/elp.html>.

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

Teams of people (teachers, administrators, etc.) who know the educational needs of the ELL student should make decisions concerning appropriate ELL accommodations to be used during statewide content assessments. Teams should include a teacher or administrator, when available, who has specialized training or experience with limited English speaking students and instruction. Because of the close link between assessment and instruction, the accommodations provided for the assessment should reflect those provided in classroom instruction and assessment. Research shows ELL students gain in language acquisition yearly; therefore, accommodations should be reviewed accordingly to reflect growth. Once a decision is made, it is essential to document the accommodations in the ELL student's file.

Accommodations for Students with a Transitory Impairment

Students with a transitory impairment are not regarded as individuals with disabilities if the impairment is transitory and minor (Americans with Disabilities Act, Amendments Act of 2008, Section 3 (3)(B)). A transitory impairment is an impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time. On a case-by-case basis, where appropriate documentation exists, students who are identified with a transitory impairment may receive testing accommodations. The need for

accommodations must be made by a school committee and documented prior to testing. Copies of this documentation must be kept at the school or district.

Modifications

A modification is a change in the content, format, and/or administration of a test that alters what the test is designed to measure or the comparability of scores. Modifications may be used for instruction but not for assessment. A **modification makes an assessment invalid**. The following chart provides examples of accommodations and modifications.

Accommodation	Modification
Read aloud writing, math or science subtest	Read aloud the reading test
Clarification of test directions	Clarification of test items
Using a keyboard without spell or grammar check	Using a keyboard with spell and grammar check

Determining if an Adaptation is a Modification or Accommodation

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

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

First, the two threshold questions:

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

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

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

3. Does the adaptation impede the measuring of the skill that is being tested? This question is often difficult to answer, and the following questions might help:
 - a. Would the adaptation give the student an unfair advantage over a student who has the same proficiency level, but who is not eligible to use the adaptation?
 - b. Does any research support the conclusion that this adaption does not alter the ability of the test to measure the student’s skill level? (IEP or 504 teams may consult with the department at any time.)

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

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

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

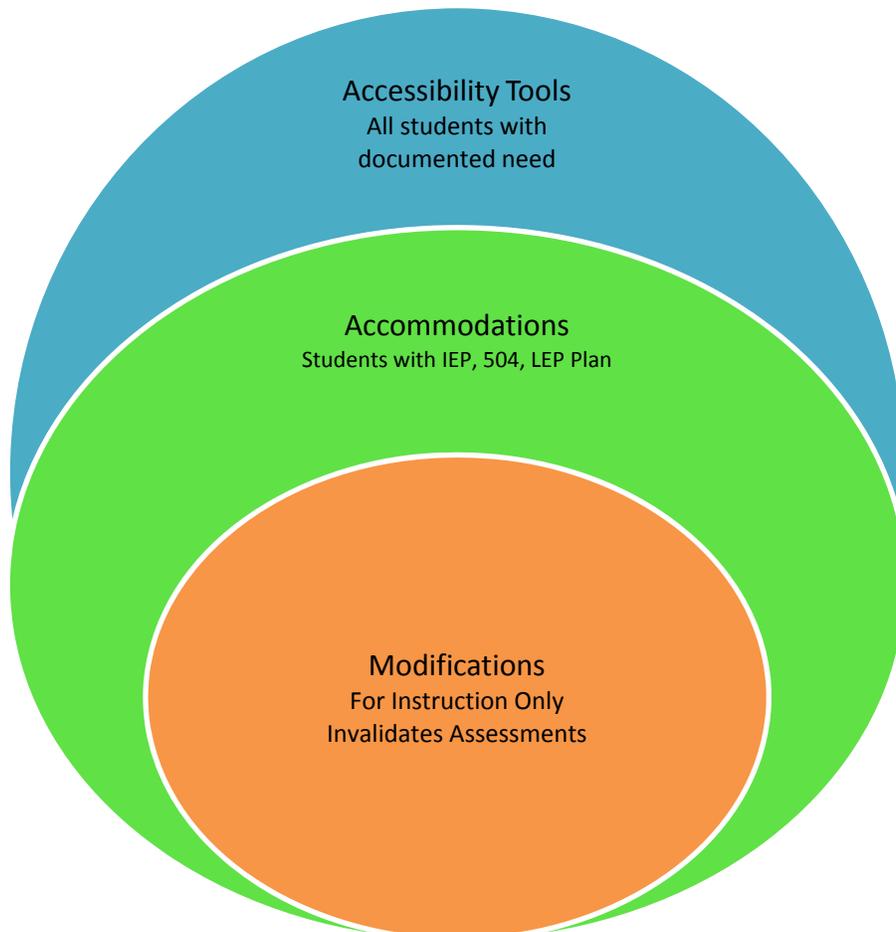
If the answers to questions 3, 4, and 5 are no, then the adaptation is an allowable accommodation, and it may be used on regular academic assessments. This is particularly true if research supports the use of the accommodation.

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

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

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

This diagram shows the relationship between Accessibility Tools, Accommodations, and Modifications.



Alaska Measures of Progress (AMP) Assessment

Computer-Based Assessment (CBA)

The Alaska Measures of Progress (AMP) assessment is designed to measure student growth and achievement in the Alaska English Language Arts and Mathematics Standards (adopted in 2012). AMP is administered to all students (except those with significant cognitive disabilities who are on the Alternate Assessment program) in grades 3-10 in the spring. AMP is a computer-based assessment, however, a paper/pencil version is available for schools that do not have the technological capacity to administer the computer-based assessment. The first two years of the assessment will be a fixed form assessment, followed by the implementation of the block-adaptive AMP.

The accessibility tools and accommodations available on the computer-based AMP and the paper/pencil AMP are mostly the same. However, some differences exist and educators must refer to the appropriately labeled tables for clarification.

Student Supports for Assessment

Accessibility and Accommodations

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

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

In addition, accessibility tools (for all students) and accommodations (for students with disabilities and English learners) can be provided to students based on the decisions of the instructional team. Accessibility tools and accommodations can be either embedded or non-embedded.

- Embedded accessibility tools and accommodations are those that are within the test engine. They are either part of the test (referred to as universal tools) or activated for an individual student via the Personal Needs and Preferences (PNP) Profile process.
- Non-embedded accessibility tools and accommodations are those that are outside of the technology. For example, use of math manipulatives.

AMP Personal Needs and Preferences (PNP) Profile

The Alaska Measures of Progress test engine uses a PNP to control the accessibility tools and accommodation tools provided to a student. The PNP is part of a student's AMP record and is completed by an educator. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students. The PNP is completed using the existing IEP, ELL Plan, 504 Plan, or documented student need.

The PNP is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP is linked to the student's test record and can be accessed by the educators at the new school.

Universal Tools

Universal tools are supports or preferences that are available to **all** students taking the AMP computer-based assessment or the paper/pencil assessment. Universal tools are available at all times and their use is based on student choice, need or preference. Universal tools for computer-based assessments, such as a highlighter or screen magnification, are incorporated into the test engine. These tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Universal tools do not change score interpretation. Similarly, universal tools require no additional test security measures.

Accessibility Tools

Accessibility tools are supports that are available to **all** students with a documented need taking the Alaska Measures of Progress computer-based assessment. The documented need does **not** have to be an IEP, 504 Plan, or ELL Plan. The Accessibility tools do not alter the test construct (what the test is measuring) or change the reliability or validity of the assessment. Accessibility tools do not change score interpretation. Similarly, accessibility tools require no additional test security measures.

Accessibility tools incorporated into the computer-based assessment, unlike universal tools, are only available for students to use when activated by a teacher or test administrator via the Personal Needs and Preferences (PNP) Profile *prior* to testing. The PNP is part of the student's record in the test engine; this test record stores the types of tools that are available to the student during testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

Accommodations

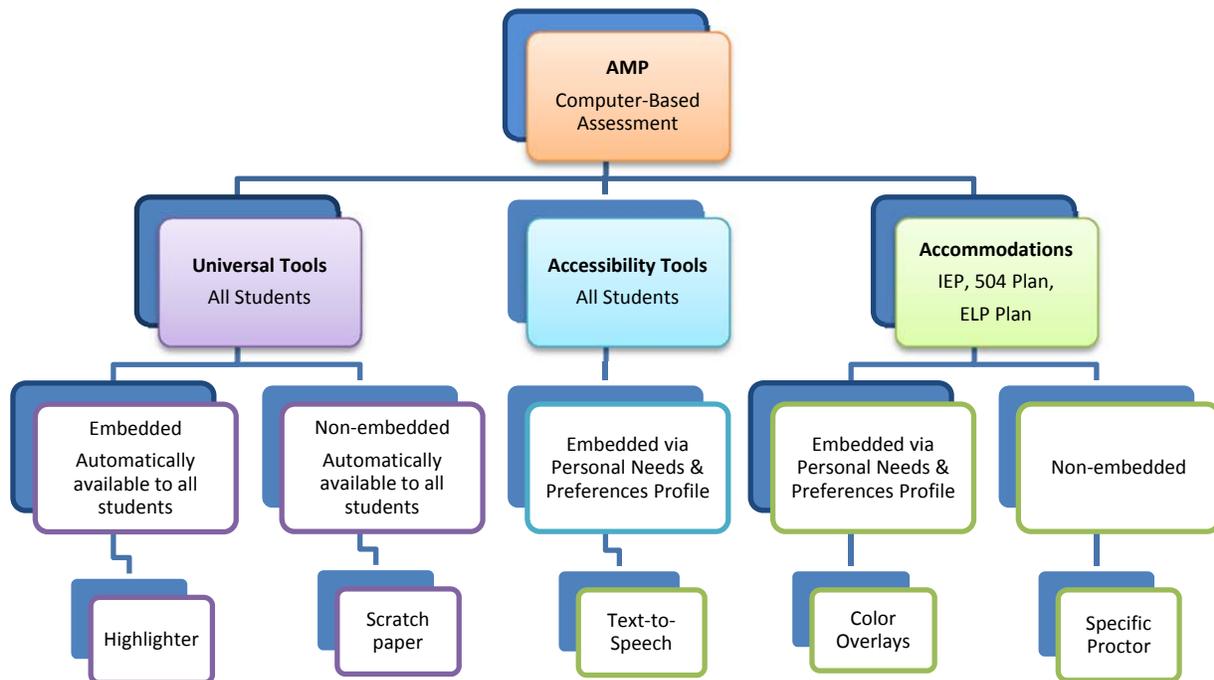
Accommodations are practices and procedures that provide equitable access during instruction and assessments that do not alter the validity of the assessment, score interpretation, reliability or security of the assessment. Accommodations must be made available to students with disabilities with an IEP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

Accommodations that are technology-based, or embedded in the test engine, are provided to the student via the PNP prior to testing. The PNP is part of the student's record in the test engine that controls the accommodation tools that are available to the student during testing. It is a local decision to determine who (teacher, special education teacher, site coordinator, etc.) will complete the PNP for students.

The test administrator provides accommodations that are not technology-based to students during testing. An example of a non-embedded accommodation is preferential seating or using a paper checklist to remind students of steps to be completed.

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

Types of Student Supports for the Alaska Measures of Progress Assessment



Universal Tools for AMP Computer-Based Assessment

Table 1

Universal Tools Available to All Students	
UNIVERSAL TOOL	TOOL DESCRIPTION
Highlighter	Allows students to select text on the screen and highlight the selected text with a yellow background.
Striker	Allows students to place a line through an answer choice that is not desired.
Eraser	Removes highlighting and striker marks from screen.
Tags	Allows students to place small graphics in reading passages to mark important parts such as the main idea, supporting details and key words.
Guide line	When selected, follows the student's pointer and lightly highlights the text of a reading passage line by line.
Search Tool	Allows student to enter search terms. Matching words are then highlighted in orange.
Calculator	Completes simple operations when directed by the student. Available only for selected items.
Graphing Calculator	Allows students to graph functions. Available only for selected items.
Reference sheet	Provides supplemental information such as basic formulas to the student. Available only for selected items.
Use of whole screen magnification	Allows students to use whole screen magnification tool.
Use of graph paper or scratch paper	Scratch paper must be securely destroyed after assessment session.
Using a device to screen out extraneous sounds	Students wear headphones for testing.

Accessibility Tools for AMP Computer-Based Assessment

Table 2

AMP Accessibility Tools (available when selected in the PNP) For students who have an IEP, 504 Plan, ELL plan or documented student need	
ACCESSIBILITY TOOL	TOOL DESCRIPTION
Auditory calming	Provides relaxing, peaceful music that can play while testing.
Magnification - default level	The PNP default for magnification can be set to x2, depending on student need
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.
Text to Speech - Read aloud: <ul style="list-style-type: none"> • directions • embedded directions • math items • writing items 	Allows students to start, stop or replay computer synthesized audio representation of the text associated with the content on the screen. Not allowed for reading items. “Test Items” includes the passage, questions and answer choices.

Accommodations for AMP Computer-Based Assessment

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

Accommodations for Students with Disabilities documented in an IEP or 504 Plan Provided by test proctor or administrator	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE
Administering the test individually or in a small group in a separate location	Students who need additional assistance must take the test in a separate location.
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
Clarification of test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Test administrator or proctor provides accommodation; separate location for testing strongly recommended.
Allowing alternative responses: <ul style="list-style-type: none"> • oral response • signing • pointing • recorded response 	Scribe will enter student responses verbatim into test engine.
Use of math manipulatives	Student use of physical objects for math items, such as fraction circles.
Use of four-function calculator	Students may use a four-function calculator for non-computational test items.
Signing to student: <ul style="list-style-type: none"> • directions & embedded directions • math items • writing items 	Interpreters must sign Test Security Agreement and may not provide additional information to student, such as drawing pictures of math problems.
Use of adaptive devices, equipment and furniture.	Some adaptive devices may require individual test administration as well as a scribe to type responses verbatim into test engine.

Table 3

To determine whether an adaptation not found in this table or in Appendix A is an accommodation or modification, refer to the procedure outlined in the *Introduction to Accessibility and Accommodations* section of this document.

Accommodations for AMP Computer-Based Assessment

Accommodations for Students With Disabilities As documented in the IEP or 504 Plan To be selected in the PNP

Table 4

ACCOMMODATION	ACCOMMODATION DESCRIPTION
Using Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers
One and two switch scanning	An assistive technology device used to respond to test questions.

Alaska Measures of Progress (AMP) Paper/Pencil Test Administration

AMP paper and pencil test administration is available for districts that demonstrate a lack of technological capacity required to participate in the computer-based assessment. Schools must have an approved Waiver from Computer-based Administration of AMP to administer the paper/pencil assessment.

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

Universal Tools for AMP Paper/Pencil Test Administration

Table 5

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

Accommodations for AMP Paper/Pencil Test Administration

Table 6

Accommodations for Students with Disabilities documented in the IEP or 504 Plan

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

Table 6**Accommodations for Students with Disabilities documented in the IEP or 504 Plan**

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

Student Supports for ELLs for Content Assessments

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

The research-based LEP accommodations in Table 7 are ELL-responsive, i.e., have been shown to support ELLs linguistically in order to more accurately assess their academic content knowledge. Careful selection of ELL-responsive accommodations allows for meaningful participation in content assessments and ensures information obtained from the assessment is an accurate reflection of what the assessment is meant to measure rather than a measure of the students' English proficiency level.

ELLs may also use the Universal and Accessibility tools available as documented in their student files. **The accommodations listed below are the only allowable accommodations for ELLs for content assessments.**

Accessibility Tools for ELLs for Content Assessments

Table 7

Accessibility Tools for ELLs as documented in the LEP student file		
ACCESSIBILITY TOOL	Computer-Based Assessment ELA/Math	Paper/Pencil Assessments ELA/Math & Science
Text to Speech - Read aloud/audio CD: <ul style="list-style-type: none"> • directions • embedded directions • math items • writing items • science 	Allows students to start, stop or replay computer audio of the text associated with the content on the screen. Not allowed for the reading items.	Use of provided audio CD strongly recommended unless unavailable or specified 'read aloud by proctor' as justified in ELL plan. Not allowed for the reading items.
Using a device to screen out extraneous sounds	Students may wear noise-cancelling headphones for testing (this does not include music devices).	Students may wear noise-cancelling headphones for testing (this does not include music devices).
Masking portions of the test to direct attention to uncovered items or to maintain place	Two available options: 1. On-screen masking shows answer choices one at a time. 2. Student-controlled option provides a black, rectangular box on the screen that can be resized and moved. The student moves the mask on the screen or adds additional masks.	Students can use blank paper or plastic masking tools to manually limit the amount of visible text.

Accommodations for ELLs for Content Assessments

Table 8

Accommodations for ELLs as documented in the LEP student file	
ACCOMMODATION	Computer-Based Assessment and/or Paper/Pencil Assessment ELA/Math/Science
Administering the test individually or in a small group in a separate location	Students who need individual or group test administration should take the test in a separate location.
Using a specific test proctor	For students who need a familiar test proctor or test administrator.
In English or the native language provide written version of written/oral test directions	Written version of test directions must be verbatim of what is provided in the Test Administration Manual.
In the native language , read aloud and/or repeat written and/or oral test directions, including embedded directions	Translation should be an exact translation, as much as possible; additional clarifying ideas or examples are not allowed.
Clarification of test directions in English or the native language: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Clarification should not provide additional directions or examples.
Provide a commercial word-to-word bilingual dictionary	Dictionaries that include pictures or word definitions are not allowed.
Provide the native language word for an unknown word in a test item when requested by student	Translation should not include additional words, ideas or examples. *Not allowed for reading
Allow the student to respond orally to constructed response items in English for reading, math, and/or science test.	Requires a scribe to transcribe verbatim into the test engine or test booklet. Not allowed for writing test.

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

Alaska Science Standards Based Assessment (SBA)

The Alaska Science Standards Based Assessment (SBA) is administered to all students in grades 4, 8, and 10. It assesses the Alaska Science Standards and Grade Level Expectations. The Science SBA administered in 2015 will be a paper/pencil assessment. Alaska will transition to a computer-based science assessment to be administered in spring 2016.

The accommodations for the Science SBA are different than the English Language Arts and Mathematics content assessments. The accommodations allowed for this paper/pencil test must remain consistent with those allowed from the first administration of the assessment.

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

Accommodations for Alaska Science SBA

Accommodations for Students with Disabilities documented in the IEP or 504 Plan: Timing/Scheduling	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE
Allowing frequent breaks during testing.	Student may take supervised, additional breaks. Caution should be taken that student does not disrupt other testers.
Allowing additional time	The Science SBA is an untimed test; a student with an IEP or 504 accommodation can take additional days, within the window, to complete the assessment.
Administering test at a time of the day most beneficial to the student	Students are required to take the Science SBA on the same day at the same time due to test security; if a student takes the assessment at a different time/day care should be taken to ensure that security of the test is maintained.

Table 9

Accommodations for Students with Disabilities documented in the IEP or 504 Plan: Setting	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE
Administering the test individually or in a small group in a separate location	Students who need individual or group test administration should take the test in a separate location.
Providing special lighting, furniture, or acoustics	Students with physical disabilities may need specific adjustments to their environment.
Preferential seating	Student may need close proximity seating to teacher for additional support.

Accommodations for Students with Disabilities documented in the IEP or 504 Plan: Presentation	
ACCOMMODATION	ACCOMMODATION DESCRIPTION OR USE

Accommodations for Students with Disabilities documented in the IEP or 504 Plan: Presentation

Using the Braille edition or large type edition	Provided by the test contractor.
Reading aloud and, if request, re-reading the test directions (including embedded directions) and/or questions and answer choices	Test must be administered in one-one setting or in small group. Test administrator must read the directions, questions, and answer choices verbatim. Cueing, emphasis, and pausing is not allowed.
Clarification of test directions: <ul style="list-style-type: none"> • student requests clarification • student restates directions 	Clarification must not provide additional directions, examples or cueing students.
Signing directions to the student	Interpreters must sign Test Security Agreement and may not provide additional information to student, such as drawing pictures.
Providing highlighted words in the directions	Caution: highlights on the answer sheet make the assessment unscorable.
Writing helpful verbs on the board or a piece of paper	Verbs must be written verbatim; no additional explanation or examples are allowed, including drawing pictures.
Use of a checklist to remind student of tasks to be completed	Students with organizational or processing challenges may need this accommodation.

To determine whether an adaptation not found in this table or in Appendix A is an accommodation or modification, refer to the procedure outlined in the *Introduction to Accessibility and Accommodations* section of this document.

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

Alaska Alternate Assessment (AA)

The Alaska Alternate Assessment (AA) is based on Alternate Achievement Standards (AA-AAS) for Non-Diploma Track Students.

Students with significant cognitive disabilities will have access to, participate in, and make progress in the general education curricula in compliance with the requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA; 2004). All students must participate in statewide assessments in compliance with the Elementary and Secondary Education Act (ESEA). If students meet the criteria in the following guidelines, they will take an alternate assessment. It is expected that only a small number (less than two percent) of all students will participate in an alternate assessment.

Students taking the Alaska Alternate Assessment are **not** eligible to receive a high school diploma but may be awarded a certificate of achievement (COA). The Alaska Alternate Assessment assesses students with significant cognitive disabilities in grades 3 through 10 in the content areas of reading, writing, and mathematics. Students in grades 4, 8, and 10 will also take the science alternate assessment. After grade 10, there are no required assessments for students who have been eligible for the Alternate Assessment. Students with significant cognitive disabilities in grade 11 or 12 may take the WorkKeys assessment in applied mathematics, reading for information, and locating information if the IEP team determines it supports the transitional plan of the Individualized Education Program.

The Alaska Alternate Assessment is based on content standards called Essential Elements which are aligned to the Alaska Standards but reduced in complexity, breadth, and depth. The proficiency levels (cut scores and descriptors) reflect a different set of academic expectations for students with significant cognitive disabilities. The Essential Elements are located on the department website at <http://education.alaska.gov/tls/assessment/alternateEE.html>.

District personnel must be trained and certified in order to administer the Alternate Assessment. Districts are encouraged to have a lead Alternate Assessment Mentor prepared to train test administrators or assessors. Contact the Alternate Assessment Program Manager for information on the mentor program.

Participation Guidelines

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

Criteria for IEP teams in determining student eligibility for Alternate Assessment

Eligibility for the Alaska Alternate Assessment is a decision made by the IEP team members on an annual basis during the annual IEP meeting. Decisions made by the IEP team are reflected in the student's IEP and kept in the student's special education file. Parents must be informed when their child's achievement will be based on alternate achievement standards. Alternate achievement standards are proficiency scores and proficiency level descriptors that are different from the achievement standards for the general education assessment. Students taking the Alternate Assessment are not eligible to receive a high school diploma.

The IEP form found in the Special Education Handbook includes a page for selecting state and district-wide assessments. The section for students taking the Alternate Assessment must be completed and filed in the student's special education file. This section includes the following information:

1. A statement that the Alaska Alternate Assessment is based on alternate achievement standards, and therefore, does not lead to a diploma.
2. Parents/guardians must be informed when their child's achievement will be based on alternate achievement standards that will lead to a certificate of achievement and not a high school diploma. A parent's (guardian's) signature section is included on the IEP to acknowledge that her/she has been notified that the student is taking the Alternate Assessment for the current school year. If a parent/guardian does not attend the IEP meeting, a letter of notification may be sent by the district.
3. A statement in the IEP by the team describing why the AMP assessment **is not** appropriate. The team must refer to the student's Evaluation Summary and Eligibility Report (ESER), the Present Levels of Academic Achievement and Functional Performance (PLAAFP), and the Alternate Assessment Participation Criteria Checklist to provide evidence that support the decision.
4. A statement in the IEP by the team describing why the Alternate Assessment *is* appropriate based on the participation criteria. The team must refer to the student's ESER, the PLAAFP, and the Alternate Assessment Participation Criteria Checklist to provide evidence that supports the decision.
5. The Participation Criteria Checklist must be reviewed and included in the IEP annually. The Participation Criteria Checklist is available on the Department of Education and Early Development's Alternate Assessment website at <http://education.alaska.gov/tls/assessment/alternate.html>.
6. If a student meets the participation criteria for alternate assessment, the student will take the alternate assessments in all content areas.

Alternate Assessment Participation Criteria Checklist

Students with Significant Cognitive Disabilities

Participation in the Alaska Alternate Assessment requires a yes answer to each of the following questions. Students eligible for Alternate Assessment must take the Alternate in all the content areas: English Language Arts, Mathematics, and Science.

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

The following are not allowable (or acceptable) considerations for determining participation in the Alaska Alternate Assessment:

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

Student Supports for the Alaska Alternate Assessment

Accommodations and Assistive Technology

Students taking alternate assessments may use appropriate accommodations and assistive technology during testing. Accommodations and assistive technology must be listed on the IEP and should be used frequently with the student in the classroom. This ensures that the appropriate accommodations/assistive technologies have been selected for the student and that the student is familiar with the use of the accommodations and technologies. Refer to the *Handbook for the Participation Guidelines: How to Select, Administer and Evaluate the Use of Student Supports for Assessment* located at <http://education.alaska.gov/tls/assessment/accommodations.html>.

Accessibility Provided by the Computer Based Assessment System

Accessibility to the reading, writing, and mathematics assessment is provided via the Personal Learning Profile (PLP) and technology. The PLP consists of two sources of information: the Access Personal Needs and Preferences (PNP) Profile and the First Contact survey. This information is needed prior to testing so that the system knows how to customize each student's experience and can determine which test form from the most appropriate linkage level to deliver.

The PNP profile is used to select the appropriate accessibility features and supports within the system, and thus to tailor each student's experience based on individual needs. It can be completed any time before testing begins and can be changed as a student's needs change. Once updated, the changes appear the next time the student is logged in to the test engine, which is the platform used to administer the reading, writing, and mathematics alternate assessments. The PNP is unique to each student, providing an individualized testing experience that ensures that the student is able to access the content being measured. If a student transfers schools or districts, the PNP is linked to the student's record and can be accessed by the educators at the new school.

The First Contact survey is completed prior to assessment administration and is used to determine the initial placement of the student into the assessment. Instructions on how to fill out the First Contact survey are located in the *Test Administrators' Manual*.

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

The terms used distinguish between the accessibility features and supports that can be utilized by selecting online features via the PNP, those that will need additional tools or materials, and those that can be selected outside of the system. Table 10 (Table 1 in the *Accessibility Manual*) shows which features fall under which category of supports, and each feature and support is described in the following section. Accessibility tools should be documented in the IEP.

Accessibility Features and Supports for the Alternate Assessment

(Table 1 in *Accessibility Manual* for the Alternate Assessment)

Accessibility Feature*	Supports Provided Within DLM Via PNP	Supports Requiring Additional Tools/Materials	Supports Provided Outside the DLM System
Category 1			
Magnification	X		
Invert Color Choice	X		
Color Contrast	X		
Color Overlay	X		
Read Aloud with highlighting – Text to Speech (TTS)			
• Text Only	X		
• Text & Graphics	X		
• Graphics Only	X		
• Nonvisual	X		
Category 2			
Uncontracted Braille		X	
Single-switch system/PNP enabled		X	
Two-switch system		X	
Administration via iPad		X	
Adaptive equipment used by student		X	
Individualized Manipulatives		X	
Category 3			
Human Read Aloud			X
Sign interpretation of text			X
Language translation of text			X
Test administrator enter responses for student			X
Partner-Assisted Scanning (PAS)			X

Table 10

Common Allowable Supports for the Alternate Assessment

Table 11

Student Need	Allowable Support
The student has limited experience with, motor skills for, and/or devices for interacting directly with the computer.	The test administrator may navigate the screens. The student may indicate answer choices to the educator and the educator may enter the responses on behalf of the student. The test administrator may only repeat the question as written until the student makes a choice.
The student is blind and typically reads Braille.	Until Braille forms become available, the test administrator may read aloud using the feature available in the test engine (synthetic) or human read aloud. The test administrator may use objects in place of graphics. Descriptions of graphics may be provided through synthetic read aloud or human read aloud using scripted descriptions. Once Braille forms become available, further instructions will be provided on how to access those forms.
The student has a severe visual impairment and needs larger presentation of content than the 5x magnification setting provides.	The test administrator may use an interactive whiteboard or projector, or a magnification device that works with the computer screen. For familiar texts in ELA assessments, the test administrator may retrieve the texts from the DLM bookshelf in the Tar Heel Readers library and print the texts in the size the student needs.
The student uses sign language to communicate and has limited proficiency in reading text.	The test administrator may sign the text, spelling unfamiliar words and adapting or interpreting the language as needed based on the signs the student is familiar with.
The student has uses eye gaze to communicate.	The test administrator may represent the answer options in an alternate format or layout and enter the student's response.
The student has needs special equipment for positioning (e.g., slant board) or non- computerized materials (e.g., Velcro objects on a board) to respond to questions.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen but the educator may navigate and enter answers the student has demonstrated outside the system.
The student uses graphic organizers, manipulatives, or other tools to complete academic work.	The test administrator may use the equipment and materials the student is familiar with. The student should still interact with the content on the screen but the educator may navigate and enter answers the student has demonstrated outside the system.

Science Alternate Assessment

Table 12

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

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

Early Literacy Screener

Alaska regulations AS 14.07.020(b) and 4 AAC 06.710, require the use of literacy screening assessments in the early grades to ensure that all students are gaining the fundamental reading skills that are essential for building strong literacy skills through graduation. Screening helps to identify or predict students who may be a risk for poor learning outcomes before students fall significantly behind and remediation is needed. These brief, skill specific assessments provide teachers with the information they need to provide targeted instruction to students.

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

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

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

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

The screener must:

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

There are two options for screeners from which to choose. For the current list of approved screeners please see <http://education.alaska.gov/tls/assessment/earlylit.html>.

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

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

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

English Language Proficiency (ELP) Assessment

Students in grades Kindergarten through 12 who have been formally identified as limited English proficient (LEP) students must be assessed annually to monitor their progress in acquiring academic English. Alaska’s secure large-scale English language proficiency (ELP) assessment is based on the WIDA* English Language Proficiency Standards, 2007. It is a tool used to assess the proficiency levels of LEP students’ receptive and productive skills in English in the areas of Listening, Speaking, Reading and Writing. The English language proficiency assessment focuses on the progress and proficiency levels of academic language rather than content area knowledge and skills, therefore, some accommodations that might be appropriate for the classroom or content areas tests should not be used with the ELP assessment as they will invalidate the test. Assessment administration information is available at <http://wida.us/assessment/ACCESS/>.

In general, accommodations for ELLs for the ELP assessment are not allowed. However, ELLs with disabilities may receive some accommodations. Allowable accommodations for ELLs with disabilities are as listed in Table 13.

Accommodations are appropriate when the standard test presentation, timing or response format prevents a student from accessing or responding to the test items because of physical, emotional, cognitive, or learning disabilities, thus denying the student the opportunity to demonstrate what he or she can do in English as measured by the ELP assessment. Accommodations decisions should be made by the IEP or 504 team and documented within the student specific plans.

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

Accommodations for ELLs with Disabilities for the ELP Assessment

Applies to the regular ELP and Alternate ELP Assessments

Accommodation FOR ELLs WITH DISABILITIES				
Test Directions	Table 13			
	Listening	Reading	Writing	Speaking
<i>Test "directions" refers to all text in the Test Administrator's Script that is provided to explain logistics of the test, including all practice items. Directions include what is scripted in the Test Administrator's Script. For Speaking, the directions end just before the test administrator reads "Part A," and for Listening, the directions end just before the test administrator presses Play.</i>				
Translation of directions into native language	Yes	Yes	Yes	Yes
Signing directions to students	Yes	Yes	Yes	Yes
Explanation of directions in English and/or native language	Yes	Yes	Yes	Yes
Repeating directions	Yes	Yes	Yes	Yes
Use of directions that have been marked by teacher in the <i>Student Response Booklet</i>	Yes	Yes	Yes	N/A

Accommodation FOR ELLs WITH DISABILITIES

Presentation Format	Listening	Reading	Writing	Speaking
<i>"Test" refers to test items (including introductory text and graphic support), but not scripted test directions (previously defined)</i>				
Translation of test into native language	No	No	No	No
Translation of test into sign language	No	No	No	No
Oral reading of test in English	No	No	Yes	No
Oral reading of test items in native language	No	No	No	No
Use of bilingual dictionary	No	No	No	No
Use of highlighters (yellow only) by student, in test booklet text only; must not be used in answer area	Yes	Yes	Yes	N/A
Use of marker to maintain place	Yes	Yes	Yes	N/A
Large Print (Student responses must be transcribed into a standard test booklet)	Yes	Yes	Yes	Yes
Low vision aids or magnification device	Yes	Yes	Yes	Yes
Audio amplification device or noise buffer	Yes	Yes	Yes	Yes
Student reads questions or responses aloud to self	Yes	Yes	Yes	N/A
Student reads questions or responses aloud and records with tape recorder	No	Yes	No	No

Setting Format	Listening	Reading	Writing	Speaking
<i>Test may be administered...</i>				
By trained school personnel in non-school setting (e.g., home or hospital)	Yes	Yes	Yes	Yes
With preferential seating	Yes	Yes	Yes	Yes
In study carrel	Yes	Yes	Yes	Yes
In space with special lighting	Yes	Yes	Yes	Yes
In space with special acoustics	Yes	Yes	Yes	Yes
With special furniture for student	Yes	Yes	Yes	Yes
With equipment or technology that the student uses for other tests and school work (e.g., pencils adapted in size or grip, slant board, or wedge)	Yes	Yes	Yes	Yes
Timing/Schedule	Listening	Reading	Writing	Speaking
<i>Flexibility with timing of test is permitted for students who require extra time or have limited attention spans as documented in their IEPs.</i>				
More breaks as needed by student	Yes	Yes	Yes	Yes
Short-segment testing (refers to administration of very brief sections of the test at a time, such as three or four items related to a common theme)	Yes	Yes	Yes	Yes
Extended testing time within same school day	Yes	Yes	Yes	Yes
Extended testing sessions over multiple days	Yes	Yes	Yes	No

Accommodation FOR ELLs WITH DISABILITIES

Response Format	Listening	Reading	Writing	Speaking
<i>Certain devices or practices may be used to facilitate testing for students who have difficulty with bubbling or writing in the correct area of the test booklet.</i>				
Braille writers	N/A	N/A	No	N/A
Computer, word processor, or similar assistive device (spell check, grammar check, and dictionary/thesaurus must be turned off)	N/A	N/A	Yes	N/A
Tape recorders for recording student responses	N/A	N/A	No	No
Scribes: all student responses must be transcribed verbatim, including spelling, punctuation, and paragraph breaks	Yes	Yes	Yes	No
Responses in native language	No	No	No	No
Answers are given orally or by pointing	Yes	Yes	No	N/A

Other Test Administration Considerations for all Students	Listening	Reading	Writing	Speaking
<i>Certain practices can reduce testing anxiety for students. For example, test administrators may...</i>				
Be school personnel familiar to student	Yes	Yes	Yes	Yes
Be special education personnel	Yes	Yes	Yes	Yes
Administer the test in a separate room	Yes	Yes	Yes	Yes
Administer the test in a small group	Yes	Yes	Yes	No
Administer the test to students individually	Yes	Yes	Yes	N/A
Provide verbal praise or tangible reinforcement to increase motivation	Yes	Yes	Yes	Yes
Administer practice test or examples before the administration date of the assessment	Yes	Yes	Yes	Yes

Other Accommodations NOT RECOMMENDED	Listening	Reading	Writing	Speaking
Braille edition of assessment	Possible	Yes	Yes	Possible
Signing questions or answers	No	No	No	No

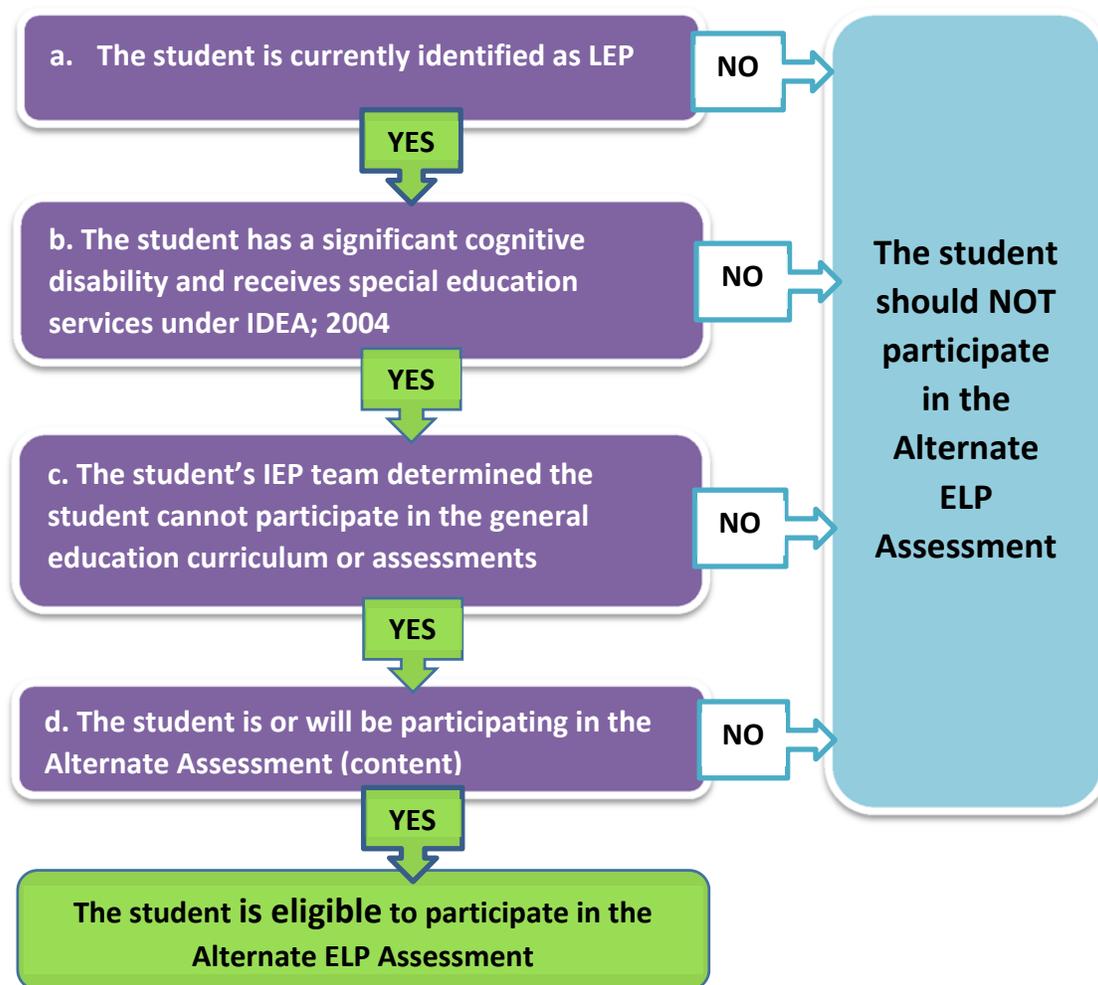
This list of accommodations can also be found in the ELP *Test Administration Manual* at <http://www.wida.us/assessment/ACCESS/>.

Alternate English Language Proficiency (ELP) Assessment

The Alternate ELP assessment is an assessment of English language proficiency (ELP) for students in grades 1 -12 who are formally identified as Limited English Proficient (LEP) and have significant cognitive disabilities that prevent their meaningful participation in the regular English language proficiency assessment. The No Child Left Behind Act (NCLB; 2001) requires that all students identified as LEP be assessed annually for English language proficiency, including students who receive special education services. The Individuals with Disabilities Education Act (IDEA; 2004) also mandates that students with disabilities participate in state-wide and district-wide assessment programs, including alternate assessments with appropriate accommodations, when it is documented in their Individualized Education Programs (IEP).

Each test form in the Alternate ELP test assesses the four language domains of Listening, Speaking, Reading, and Writing. Test forms are divided into the following grade-level clusters: 1 – 2, 3 – 5, 6 – 8 and 9 – 12.

If any response to the criteria below is “No” or “Disagree”, the student **must** participate in the regular ELP assessment with or without accommodations.



The following Participation Criteria Checklist should be a part of the decision making process for students who may be eligible to take the Alternate ELP assessment.

Alternate ELP Assessment Participation Criteria Checklist

Yes/No	Alternate English Language Proficiency Assessment Criteria
	The student has an Individualized Education Program (IEP) and is currently identified as Limited English Proficient (LEP). This applies to all grades. The student meets the eligibility for special education related to the areas of, but not limited to, cognitive impairment, autism, traumatic brain injury, or multiple disabilities.
	The student takes the Alaska Alternate Assessment instead of the Alaska Measures of Progress (AMP) Assessment. This applies to grades 3 through 10 only.
	The student deficits in adaptive behavior/skills that adversely impacts the student’s educational performance and prevents completion of the standard academic curricula that leads to a diploma. This applies to all grades.
	The student requires extensive, frequent, individualized instruction in multiple settings to acquire, maintain, generalize and demonstrate performance of skills, including English language skills. This applies to all grades.
	Objectives written for the student in the designated content area are less complex than the Alaska English/Language Arts and Math Standards, making the regular ELP assessment, even with accommodations, inappropriate for this student. This applies to all grades.
	The accommodations or modifications needed by the student to participate in the regular ELP assessment would compromise the validity of the test. This applies to all grades.
	The decision to participate in the Alternate ELP assessment is not based solely on language, social, cultural, or economic differences or excessive or extended absences. This applies to all grades.
	The decision to place the student on the Alternate ELP assessment is not being made for program administration reasons, such as the student is expected to perform poorly on the regular ELP assessment; the student displays disruptive behaviors or experiences emotional duress during testing. This applies to all grades.

Alaska Policy for Administration of the Alternate ELP Assessment

- It is strongly recommended that districts designate a contact person to oversee the alternate ELP assessment and to work closely with special education staff to meet the testing needs of these students.
- It is strongly recommended that certified teachers administer the alternate ELP assessment.
- The alternate ELP assessment is designed only for **current LEP students** with significant cognitive disabilities.
- The IEP team will determine if the student will take the alternate or regular ELP assessment. For students in grades 3-8, the students must also be taking the Alaska Alternate Assessment (content assessment) instead of the Alaska Measures of Progress (AMP). For students in grades 1, 2, 11 & 12 who do not take the AMP, the IEP team makes the decision about the alternate ELP assessment using the checklist above.
- Test administrators must be certified online annually to administer this assessment.
- Online training is available on this website at <http://www.wida.us/assessment/alternateaccess.aspx>.
- **The alternate ELP assessment does not address Proficiency levels 4, 5, or 6, therefore, a student cannot exit LEP status as ‘Proficient’ on this assessment.**

National Assessment of Educational Progress (NAEP)

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

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

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

The Department of Education & Early Development expects that most English language learners (ELL) will be included on the NAEP. **Only English language learners who have been enrolled in United States schools for less than 1 full academic year before the NAEP assessment may be excluded from any NAEP assessment.** All other English language learners should participate in NAEP with or without NAEP allowed accommodations. The following table lists the NAEP accommodations for English language learners. If you have questions about the NAEP accommodations, please contact the NAEP State Coordinator at 907-465-8729.

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

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

The information regarding accommodations for NAEP can be found at <http://education.alaska.gov/tls/assessment/naep.html>.

College and Career- Readiness Assessments

House Bill 278, or The Education Act, requires all students to take a college-readiness or career-readiness assessment (CCRA) to earn a high school diploma in addition to meeting all local and state credit requirements. The approved college-readiness assessments are the ACT and the SAT; the approved career-readiness assessment is WorkKeys.

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

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

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

SAT Assessment

Developed by the College Board, the SAT is a college admission test that provides college-readiness information to students, families and colleges. The SAT is an aptitude test which assesses reasoning and verbal abilities. Students are required to take the three sections in the SAT: Math, Critical Reading, and Writing. The writing section includes an essay.

Mathematics	Total of 70 minutes: one 20 minute multiple choice and student produced response, two 25 minute multiple choice, and one 20 minute multiple choice section.	The questions require students to apply mathematical concepts and to use data literacy skills in interpreting tables, charts, and graphs. They cover skills in four major areas: <ul style="list-style-type: none"> • Numbers and operations • Algebra and functions • Geometry and measurement • Data analysis, statistics, and probability
Critical Reading	Total of 70 minutes: two 25 minute and one 20 minute multiple choice sections.	The critical reading questions are all multiple choice. They can have one of two formats: <ul style="list-style-type: none"> • Sentence completion • Passage-based reading with long and short excerpts from works in natural sciences, humanities, social sciences, and literary fiction The questions assess students' reading skills, such as: <ul style="list-style-type: none"> • Identifying main and supporting ideas • Determining the meaning of words in context • Understanding the authors' purpose • Understanding the structure and function of sentences
Writing	Total of 60 minutes: 25 minute essay, 25 minute and 10 minute multiple choice sections.	The writing section consists of two types of questions: <ul style="list-style-type: none"> • An essay • Multiple-choice questions The multiple-choice questions ask students to: <ul style="list-style-type: none"> • Recognize sentence errors • Choose the best version of a piece of writing • Improving paragraphs

SAT Accommodations Policy

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

American College Testing (ACT)

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

English	75 questions	45 minutes	Measures standard written English and rhetorical skills.
Mathematics	60 questions	60 minutes	Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 12.
Reading	40 questions	35 minutes	Measures reading comprehension.
Science	40 questions	35 minutes	Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.
Writing Test	1 prompt	30 minutes	Measures writing skills emphasized in high school English classes and in entry-level college composition courses.

Accommodations Allowed for the ACT

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

If a student currently receives accommodations in school due to a professionally diagnosed and documented disability, documentation must be submitted to ACT to request accommodations.

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

WorkKeys Assessment

WorkKeys is a job skills assessment system that helps employers select skilled employees. The three assessments given to students consist of Applied Mathematics, Locating Information, and Reading for Information.

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

Allowable Accommodations for the ACT WorkKeys

The Department of Education & Early Development has developed a separate document to assist school districts with selecting accommodations for students with disabilities and identified LEP students prior to testing with WorkKeys. ACT has provided guidance in the WorkKeys Supervisor's Manual for State Testing-Special Testing. This additional supplement should only be used when selecting accommodations for students with disabilities and identified limited English proficient students for WorkKeys testing. The *Alaska Supplement for WorkKeys Assessment* can be found at <http://education.alaska.gov/tls/assessment/workkeys.html>.

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

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

Accommodations for Students with Disabilities for WorkKeys Assessment

Applies to students on IEP/504 and transitory impairment plans

Table 14

Accommodation	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Timing/Scheduling					
Allowing frequent breaks during testing.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
Allowing additional testing time.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing Must use accommodated form only
Administering at a time of the day most beneficial to the student.	I/P	I/P	■	■	<ul style="list-style-type: none"> May be administered at any time during school day Must use accommodated form only
Administering the test over several days completing the testing on or before the last day of the test window.					<ul style="list-style-type: none"> See page 6 of the <i>Supplement</i>
SETTING					
Administering the test individually in a separate location.	I/P	I/P	■	■	
Administering the test to a small group in a separate location.	I/P	I/P	■	■	
Providing special lighting.	I/P	I/P	■	■	
Providing adaptive or special furniture.	I/P	I/P	■	■	
Providing special acoustics.	I/P	I/P	■	■	
Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).	I/P	I/P	■	■	<ul style="list-style-type: none"> Study carrel must be observable Room supervisor must be able to view student and work area at all times
Using a communication device such as auditory amplification to give directions.	I/P	I/P	■	■	
Using a specific test proctor (e.g. examinee’s regular or special education teacher).	I/P	I/P	■	■	<ul style="list-style-type: none"> Proctor must meet all ACT, Inc.’s staffing requirements in <i>Supervisor’s Manual</i>
Preferential seating.	I/P	I/P	■	■	
Support of physical position of student by increasing or decreasing opportunity for movement.	I/P	I/P	■	■	
Using a checklist to remind student of tasks to be completed.	I/P	I/P	■	■	
PRESENTATION: Test Directions					

Accommodation	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.	P	P	■	■	<ul style="list-style-type: none"> Must use accommodated form only
Signing the verbal instructions to the student.	P	P	■	■	<ul style="list-style-type: none"> May use American Sign Language or Exact English Signing
Allowing student to ask for clarifications on test directions.	P	P	■	■	
Clarifying directions by having student restate them.	P	P	■	■	
Reading, and re-reading if requested, embedded directions.	P	P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing
Providing written version of verbal instructions.	P	P	■	■	
Presenting directions through use of projection equipment.	P	P	■	■	
Providing highlighted words in embedded directions.	P	P	■	■	
Writing helpful verbs from the directions on the board, or on a separate piece of paper.	P	P	■	■	
PRESENTATION: Test Items					
Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> Only individual testing All signing must be Exact English Signing only Must use/order Reader Script All WorkKeys tests may be read or signed aloud Must use accommodated form only
Using test contractor audio version.	P	P	■	■	<ul style="list-style-type: none"> Refer to <i>Supervisor's Manual</i> Must use/order Audio DVD Must use accommodated form only
Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	■	■	<ul style="list-style-type: none"> Only individual testing All signing must be Exact English Signing (American Sign Language will result in state allowable scores only) Must use/order Reader Script All WorkKeys tests may be read or signed aloud Must use accommodated form only
Assisting student in tracking or sequencing test items.	I/P	I/P	■	■	
Providing detailed monitoring to ensure student marks responses in correct answer area.	P	P	■	■	
Turning pages for student.	P	P	■	■	
Masking portions of the test to direct attention to uncovered items.	P	P	■	■	
Using color screens to direct attention to specific sections on a page.	P	P	■	■	
Allow student to highlight words except in answer document area.	P	P	■	■	
PRESENTATION: Use of Assistive Devices/Supports					

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

Accommodations for LEP Students for WorkKeys

Table 15

Accommodation		WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Direct Linguistic Support Accommodations						
Ref Materials	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	I/P	I/P	■	■	
Test Directions	In English or the native language: <ul style="list-style-type: none"> provide written version of written/oral test directions read aloud and/or repeat written and/or oral test directions read aloud and/or repeat embedded test directions clarify/explain test directions 	P	P	■	■	<ul style="list-style-type: none"> Only individual/small cluster testing
Test Items	Read aloud, and repeat if requested: writing, math, and/or science test items in English	P	P	■	■	<ul style="list-style-type: none"> Only individual testing Must use accommodated form only Must use/order a Reader Script
	Provide test contractor audio version.	P	P	■	■	<ul style="list-style-type: none"> Refer the <i>Supervisor's Manual</i> Must use/order Audio DVD Must use accommodated form only
	Provide the native language word for an unknown word in a test item, when requested by student.		P			
	Allow the student to respond orally to constructed response items.					<ul style="list-style-type: none"> Constructed response items do not exist on WorkKeys
Indirect Linguistic Support Accommodations						
Timing	Provide extended time.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual/small group testing Must use accommodated form only
	Provide scheduled breaks as needed during testing.	I/P	I/P	■	■	<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
	Flexible Schedule: Administer the test over several days.					<ul style="list-style-type: none"> Refer to page 6 of the <i>Supplement</i>
Test Administration Practices						
	Administer the test individually.	I/P	I/P	■	■	
	Administer the test to small groups in a separate location.	I/P	I/P	■	■	

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

Appendix A

Other Accommodations Allowed for AMP Computer-Based Assessment:

*The accommodations appendix is not an exhaustive list of the allowable accommodations for students with disabilities for content assessments. To determine whether an adaptation not found in this table or the appendix is an accommodation or modification, refer to the procedure outlined in the *Introduction to Accessibility and Accommodations* section of this document.*

- Providing special lighting
- Providing special acoustics
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a checklist to remind student of tasks to be completed
- Using color contrast, reverse contrast or color overlays (requires PNP)
- Using a shield to reduce glare (requires PNP)
- Auditory amplification device for students unable to understand computer voice (requires PNP)

Other Accommodations allowed for AMP Paper/Pencil Administration:

- Frequent or additional breaks
- Extended testing time within the same school day
- Administering at a time of day most beneficial to the student
- Change schedule or order of subtests
- Providing special lighting
- Providing special acoustics
- Support of physical position of student by increasing or decreasing opportunity for movement
- Using a checklist to remind student of tasks to be completed
- Providing highlighted words in embedded directions
- Presenting directions through the use of projection equipment
- Write helpful verbs from the directions on the board or a separate piece of paper
- Turning pages for student
- Use color overlays
- Using a shield to reduce glare

Other Accommodations allowed for the Alaska Science SBA Paper/Pencil Administration:

- Using a specific test proctor or test administrator
- Preferential seating
- Support of physical position of student by increasing or decreasing opportunity for movement
- Allowing student to ask for clarifications on test directions
- Presenting directions through use of projection equipment
- Assisting student in tracking or sequencing test items
- Providing detailed monitoring to ensure student marks responses in correct answer area
- Turning pages for student
- Masking portions of the test to direct attention to uncovered items
- Using color screens to direct attention to specific sections on a page
- Using visual magnification device

Other Accommodations allowed for the Alaska Science SBA Paper/Pencil Administration (continued):

- Using auditory amplification device, hearing aid, or noise buffers
- Securing papers to work area with tapes/magnets etc.
- Using a device to screen out extraneous sounds (does not include music devices)
- Using adaptive equipment to deliver test (consult with the department for security reasons)
- Using masks or markers to maintain place
- Using special pen or pencil such as felt-tip marker (student responses must be transcribed)
- Using an adaptive keyboard or computer with all other programs and features turned off
- Using graph or scratch paper
- Allowing students to mark responses in test booklet (student responses must be transcribed)
- Using color visual overlays
- Using ruler or object to maintain place in test
- Using shield to reduce glare
- Allowing student to record response for later verbatim transcription
- Dictating to a scribe
- Allowing alternative responses such as oral, signed, typed, pointing, etc. (student responses must be transcribed)
- Using a Braille

Acronyms and definitions

AA – Alternate Assessment

AA-AAS – Alaska Alternate Assessment based on Alternate Achievement Standards for non-diploma track students

ACT – American College Test

ADA – Americans with Disabilities Act of 2008

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

CBA – Computer-based Assessment

CCRA – College and Career-Readiness Assessments

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

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

EED – Education and Early Development (Alaska State Department of Education and Early Development)

ELA/Math – English Language Arts and Math Standards

ELLs – English language learners

ELP – English language proficiency assessment

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

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

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

IDEA – Individuals with Disabilities Education Improvement Act of 2004

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

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

NAEP – National Assessment of Educational Progress, a national assessment of a representative sampling of America’s students in grades 4, 8, and 12 conducted by the National Center for Education Statistics

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

NCES – National Center for Education

NCLB – No Child Left Behind Act of 2001

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

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

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

SAT – A college-readiness assessment

SBA – Standards-Based Assessment

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9F

◆ ISSUE

The board is being asked to open a period of public comment regarding regulations related to the powers of the Alaska State Museum to name other Alaskan museums or cultural centers to be repositories of natural history and cultural materials, per HB 154, which was passed by the recent state legislature.

◆ BACKGROUND

- HB 154 amended 14.56 to authorize the Alaska State Museum as a designated repository of natural and cultural history collections and enabled the department to designate other such Alaskan repositories.
- Some museums in the state have expressed a strong interest in applying for this designation under the authorization.
- These proposed regulations outline the steps for a review of applications related to applicant's collections preservation, curatorial practices, scope of collections, knowledge dissemination and compliance with the Native American Graves Protection and Repatriation Act (NAGPRA) requirements.
- Behind this cover memo are 1) the proposed regulations, and 2) Enrolled HB 154.
- Linda Thibodeau, Director of the Division of Libraries, Archives and Museums, will be present to brief the board.

◆ OPTIONS

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

4 AAC 58 is amended by adding new sections to read:

Article 4. Designation of Natural and Cultural History Repositories.

Section

300. Application

305. Alternative Accreditation Requirements

310. Statement of Assurances and Affirmative Obligation to Report Material Change in Conditions

315. Review of Designated Repositories

320. Revocation of Designation

4 AAC 58.300. Application. (a) A museum, cultural center, or an affiliated research component of a museum or cultural center may apply to the department for designation as a natural and cultural history repository under AS 14.57.012.

(b) An application for designation as a natural and cultural history repository must be made on a form prescribed by the department. The application must be signed by the applicant institution's director or chief curator.

(c) Institutions seeking designation as a natural and cultural history repository must submit an application to the department during an annual application period beginning March 1 and closing April 30.

(d) Applications shall describe in writing, or otherwise substantiate that the institution seeking designation as a natural and cultural history repository

Register __, ____ 2014 EDUCATION AND EARLY DEV.

(1) meets all the requirements set forth in AS 14.57.012; and

(2) holds a current accreditation from the American Alliance of Museums or alternatively meets the standards set forth in 4 AAC 58.305. (Eff. __/__/____. Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.57.012

4 AAC 58.305. Alternative accreditation requirements. Applications submitted by institutions that are not currently accredited by the American Alliance of Museums must demonstrate that the applicant institution

(1) operates under a curatorial and collections management plan that includes procedures for accessioning, cataloging, and deaccessioning museum property, and for handling incoming and outgoing loans;

(2) has a written plan for the care of all collections and materials in case of institution closure;

(3) has a designated curator of record and staff trained in the curation and basic conservation of the collections contained in the holdings;

(4) has a written scope of collections statement that details the nature of present and future collections at the repository;

(5) has a written access plan that provides access to collections for scientific research, educational, administrative, or exhibition purposes;

(6) has procedures in place to protect confidential or sensitive information including site-specific locality information, nature of certain ethnographic collections, and objects addressed by the Native American Graves Protection and Repatriation Act (“NAGPRA”);

(7) has implemented an ethics policy regarding the behavior of curatorial staff that addresses the acquisition of personal collections, outside employment, and engagement in commercial collecting activities;

(8) stores specimens with appropriate environmental controls, including temperature and humidity, in order to prevent deterioration and minimize the need for conservation treatment;

(9) has a pest management plan and keeps the facility free of insects, vermin, mold, and mildew;

(10) forbids the consumption or storage of food and drink in the same rooms that collections are stored;

(11) protects all collection areas with both locks and alarm systems. A system must be in place that tracks all keys and security codes and identifies who is authorized to be in collections storage areas;

(12) has a fire prevention/suppression plan and equipment in place;

(13) maintains a visitor log or sign-in sheet in order to track the use of collections by non-museum staff;

(14) has a disaster preparedness plan in place which identifies known and potential hazards;

(15) separates collections storage areas from offices, employee gathering areas, preparation and conservation laboratories, and has as few doors and windows as possible;

(16) stores collections away from utility service panels and water/sewer pipes. These should be located outside of collections storage areas and procedures should be in place to minimize the necessity to access conduits and utility corridors from collections storage areas;

(17) has taken steps to minimize ultraviolet light in collections areas. Windows should be shuttered or covered with UV filters. Lighting should be designed to minimize UV radiation;

(18) stores collections in stable and secure cabinetry with smooth moving drawers and adequate clearance above each specimen. Oversized specimens may be stored on open shelving, but dust and UV covering should be considered in order to supplement protection;

(19) stores each object properly. Archives should be in archival (acid-free) boxes and folders. Objects and artifacts should be in ethafoam-lined boxes, non-gassing

polyethylene reclosable bags, glass vials, or other state of the art containers. Each object or artifact should be cradled, supported, or positioned, so that damage will not occur by its own weight over time or by the movement of sliding drawers open and closed;

(20) has a custodial plan that addresses daily waste collection, periodic cleaning, and sanitation procedures;

(21) safely stores flammable liquids away from all archival materials;

(22) maintains accession files that contain the following information:

(A) transmittal documentation that certifies that the specific collection, object, or archive was acquired and transferred by legitimate means.

This may include copy of federal collecting permit, deed of gift, will-and-testament, sales receipt, etc;

(B) receiving report that ensures that the specific collection falls within the repository's scope of collections statement and is approved by a designated receiving official (usually a curator or museum director);

(C) pertinent contextual information including field notes, maps, photographs, conservation or preparation records, related archives; and

(D) administrative documentation that relates to the past, present, and future status of the collection;

(23) maintains conservation and preparation documentation that records techniques, chemicals, and treatments that have been applied to the objects, artifacts, or archives over time;

(24) has a system in place to monitor the status and location of objects while they are checked out of collections storage. This may include outgoing loans or removal for study, conservation, preparation, or exhibit;

(25) ensures that all objects and archives display a unique catalog identification that includes the repository acronym, unique catalog number, and identifies ownership;

(26) has a system in place to conduct a periodic inventory of its holdings. While complete inventories are ideal, random sample inventories are sufficient. (Eff. __/__/____. Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.57.012

4 AAC 58.310. Statement of assurances and affirmative obligation to report material change in conditions. On or before April 30 each institution that has received a designation as a natural and cultural repository from the department shall annually provide the department with a statement of assurance that it continues to operate under the same physical conditions, management policies, and safety procedures outlined in its initial application. Additionally, designated repositories must promptly report significant changes to the policies and conditions described in its application to the department. (Eff. __/__/____. Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.57.012

4 AAC.58.315. Review of designated repositories. (a) The department may monitor designated natural and cultural repositories to ensure compliance with the requirements of 4 AAC 58.300- 4 AAC 58.305.

(b) Upon request by the department, the designated repository shall permit department personnel with physical access to the repository and shall promptly comply with department requests to inspect any document referenced by the repository in its initial application or annual statement of assurances. . (Eff. __/__/____. Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.57.012

4 AAC 58.320. Revocation of designation. The department may place a designated repository on a plan of correction for any violation of 4 AAC 58.300- 4 AAC 58.305. The department may withdraw an institution's designation as a natural and cultural repository if the department determines that it is unable or unwilling to properly address a violation of 4 AAC 58.300-4 AAC 58.305 identified in a plan of correction. (Eff. __/__/____. Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.57.012



LAWS OF ALASKA

2014

Source

SCS CSHB 154(EDC)

Chapter No.

AN ACT

Relating to natural and cultural history repositories.

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

THE ACT FOLLOWS ON PAGE 1

AN ACT

1 Relating to natural and cultural history repositories.

2

3 * **Section 1.** AS 14.57.010(a) is amended to read:

4 (a) The department shall manage and have complete charge of all of the
5 property contained in the institution known as the state museum. The museum **is**
6 **designated as a repository of natural and cultural history collections and** shall be
7 **operated and** maintained **as a designated repository** in the state capital. Branch
8 museums may be established and maintained in other localities in the state.

9 * **Sec. 2.** AS 14.57 is amended by adding a new section to read:

10 **Sec. 14.57.012. Designated natural and cultural history repositories.** (a)
11 The department may designate natural and cultural history repositories in addition to
12 the state museum as provided under this section.

13 (b) An institution located in the state that seeks designation as a natural and
14 cultural history repository may apply on a form and under procedures established by
15 the department in regulation. The procedures must include submission of evidence

1 acceptable to the department that the institution
2 (1) adheres to currently established criteria of collection preservation
3 and storage, including employment of long-term, professional, and systematic
4 curatorial services;
5 (2) ensures public access commensurate with the nature of the objects
6 of the collection in the repository;
7 (3) has a statewide scope of collection;
8 (4) has a statewide scope of knowledge dissemination;
9 (5) maintains a museum certification issued by a nationally recognized
10 entity;
11 (6) complies with 25 U.S.C. 3001 - 3013 (Native American Graves
12 Protection and Repatriation Act); and
13 (7) meets other standards established in regulation by the department.
14 (c) The department shall maintain a list of designated repositories.
15 (d) A repository may accept and expend funds from any available source,
16 including federal and state grants and donations, for the purpose of acquiring,
17 cataloging, curating, and preserving state natural and cultural history collections.
18 (e) A designation of a repository confers no acquisition, management, or other
19 rights to the department over the collections held by a designated repository.
20 (f) In this section, "institution" means a museum, a cultural center, or an
21 affiliated research component of a museum or cultural center.

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9G

◆ ISSUE

The board is being asked to open a period of public comment on regulations increasing the high school graduation requirements for mathematics.

◆ BACKGROUND

- At the March State Board of Education meeting, board members reviewed the number of credits currently being required by 4 AAC 06.075 for high school graduation, as well as how this compares to other states' requirements and to what is required by school districts in Alaska.
- Currently, 4 AAC 06.075 requires students to complete a total of 21 units of credits to graduate from high school including the following number of subject-specific units:
 - o Language arts – four units of credit;
 - o Social studies – three units of credit;
 - o Mathematics – two units of credit;
 - o Science – two units of credit; and
 - o Health/physical education – one unit of credit.
- Forty-two states require students to complete more than Alaska's currently required two units of credit in mathematics.
- Forty-seven school districts in Alaska require students to complete more than the minimally-required two credits in mathematics in order to earn a diploma in that district.
- The proposed regulation increases the units of credits required for high school graduation from two to three units of credit.
- This increase brings consistency between what is already being required by the vast majority of both other states and school districts in Alaska.
- Behind this cover memo are the proposed regulations.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ OPTIONS

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

4 AAC 06.075 is amended to read:

4 AAC 06.075. High school graduation requirements. (a) Each chief school administrator shall develop and submit to the district board for approval a plan consisting of district high school graduation requirements. The plan must require that, before graduation, a student must have earned at least 21 units of credit.

(b) Specific subject area units-of-credit requirements must be set out in each district plan and must require that, before graduation, a student must have completed at least the following:

(1) language arts - four units of credit;

(2) social studies - three units of credit;

(3) mathematics - two units of credit **for students graduating from high school on or before June 30 2017, and three units of credit for students graduating from high school on or after July 1, 2017;**

(4) science - two units of credit;

(5) health/physical education - one unit of credit.

(c) Transfer students who have earned 13 units of credit while in attendance outside the district may, at the discretion of the district, be excused from the district subject area units-of-credit requirements.

(d) Beginning January 1, 2009, the three units of credit in social studies required under (b)(2) of this section must include one-half unit of credit in Alaska history or demonstration that the student meets the Alaska history performance standards. The provisions of this subsection do not apply to a student who

(1) transfers into an Alaska public school after the student's second year of high school; or

(2) has already successfully completed a high school state history course from another state.

(e) In this section, "unit of credit" means the credit that a student is awarded for achieving a passing grade in a course of study by meeting the content standards for a course of study as prescribed by a local school board. Eff. 3/1/78, Register 65; am 6/16/84, Register 90; am 3/24/85, Register 93; am 2/11/89, Register 109; am 4/4/96, Register 138; am 8/21/2005, Register 175; am 10/16/2012, Register 204; am __/__/____, Register ____

Authority: AS 14.07.020 AS 14.07.060

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9H

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to House Bill 210, an act relating to crisis intervention training for school personnel, and relating to restraint and seclusion of students in public schools.

◆ BACKGROUND

- House Bill 210 amended statute to require the following of school districts:
 - o Establishing policies and procedures for the use of restraint and seclusion of students;
 - o Reporting to parents of affected students incidences involving the use of restraint or seclusion;
 - o Complying with limitations regarding the use of restraint and seclusion of a student; and
 - o Reporting annually to the department data regarding incidents involving the use of restraint or seclusion of a student.
- As part of HB 210, two amended statutes have implication for regulation.
 - o AS 14.33.125 requires the department to collect from school districts data related to incidents involving the use of restraint or seclusion of a student.
 - o AS 14.33.127 requires the department to approve crisis intervention training programs for schools.
- The proposed regulations prescribe the timeline for submission by school districts of the required data and outline the department's process for approving crisis intervention training programs.
- Behind this cover memo are the proposed regulations and the relevant authorizing statutes AS 14.33.125 and AS 14.133.127 regarding crisis intervention training and restraint and seclusion of students in public schools.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ OPTIONS

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

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

4 AAC 06.175. Reporting restraint and seclusion incidents and expulsions. (a) On or before June 30, each governing body shall provide a report to the department that includes all data required under AS 14.33.125(f). Each governing body shall file the report required in (a) of this section electronically in a format prescribed by the department, unless the governing body determines that the district does not have the capability of filing the report electronically in that format. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.33.120
 AS 14.33.125

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

4 AAC 06.177. Crisis intervention training programs. (a) The Department will maintain a list of approved crisis intervention training programs. An approved program must

- (1) include training in all areas required under AS 14.33.127(a);
- (2) have a clear record of success in the prevention and safe use of physical restraint and seclusion;
- (3) have undergone a peer-review process or have otherwise been the subject of scholarly research; and
- (4) adequately address AS 14.33.127 (a) (1)-(3).

(b) In determining whether a training program meets the requirement under (a)(4) of this section, the department will consider whether the program

- (1) cautions against the use of mechanical or chemical except as authorized by licensed and qualified medical personnel;
- (2) limits the use of restraint and seclusion to situations where the child's behavior poses imminent danger of serious physical harm to self or others and requires discontinuation as soon as the risk of serious harm dissipates;
- (3) includes policies restricting the use of restraint and seclusion for all students, whether or not they have a disability;
- (4) emphasizes students' rights to be treated with dignity and be free from abuse;
- (5) forbids the use of restraint or seclusion as a punishment or disciplinary technique;
- (6) forbids restraint or seclusion should never be used in a manner that restricts a student's breathing or otherwise harms the student;
- (7) requires that the repeated use of restraint and seclusion by one individual or in a particular classroom will trigger an automatic review;
- (8) requires the use behavioral strategies that address the underlying cause or purpose of dangerous behavior;
- (9) requires that instances of restraint and seclusion be visually monitored to ensure the appropriateness of the intervention and the safety of the student school staff;
- (10) requires parental notification regarding the governing body's restraint and seclusion policy and applicable federal, state, and local laws, and also requires

that parents be notified as soon as possible following each instance in which restraint or seclusion was used with their child;

(11) and provides for the regular review of the governing body's restraint and seclusion policies and requires written documentation.

(c) The department shall, on an annual basis, review the list of crisis intervention training programs approved under (a) of this section. The department will review whether currently approved programs continue to meet the requirements under (a) of this section, and the availability of other training programs that warrant approval by the department. (Eff.

____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.33.125
 AS 14.33.127

AS 14.33 is amended by adding new section 14.33.125 to read:

(a) A public school disciplinary and safety program must

- (1) prohibit restraint or seclusion of a student except as provided in (b) of this section;
- (2) be annually reviewed with school personnel;
- (3) include a written report of each incident that is maintained in the student's record as described in (d) of this section; and
- (4) include a review of each incident in which restraint or seclusion is used as provided in (e) of this section.

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

- (1) the student's behavior poses an imminent danger of physical injury to the student or another person;
- (2) less restrictive interventions would be ineffective to stop the imminent danger to the student or another person;
- (3) the person continuously monitors the student in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student;
- (4) the person has received training in crisis intervention and de-escalation and restraint techniques that has been approved by the department under AS 14.33.127, unless a trained person is not immediately available and the circumstances are rare and present an unavoidable and unforeseen emergency; and
- (5) the restraint or seclusion is discontinued immediately when the student no longer poses an imminent danger of physical injury to the student or another person or when a less restrictive intervention is effective to stop the danger of physical injury.

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

- (1) use chemical restraint;
- (2) use mechanical restraint; or
- (3) physically restrain a student by placing the student on the student's back or stomach or in a manner that restricts the student's breathing.

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

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

(e) A school district shall ensure that a review process is established and conducted for each incident that involves restraint or seclusion of a student. The review must be conducted as soon as practicable after the event and include

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

(f) Each school district shall annually report to the department, on a form acceptable to the department, the total number of incidents involving the restraint or seclusion of a student. The report must specify

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

(g) In this section,

- (1) "chemical restraint" means a psychopharmacologic drug that is used on a student for discipline or convenience and that is not required to treat a medical symptom;
- (2) "mechanical restraint" means the use of a device that is not a medical device or protective equipment prescribed by a qualified health care professional to restrict a student's freedom of movement;
- (3) "physically restrain" or "physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's arms, legs, or head freely;
- (4) "restraint" means physical restraint, chemical restraint, mechanical restraint, or other aversive behavioral interventions that compromise health and safety;
- (5) "seclusion" means the involuntary confinement of a student alone in a room or area that the student is physically prevented from leaving; "seclusion" does not include a classroom time-out, supervised detention, or suspension from school under AS 14.30.045.

AS 14.33 is amended by adding new section 14.33.127 to read:

(a) The department shall approve crisis intervention training programs for schools, which shall include training in

- (1) evidenced-based techniques that have been shown to be effective in the prevention of restraint and seclusion of students;
- (2) evidence-based techniques shown to be effective in keeping school personnel and students safe when imposing physical restraint or seclusion of students;

- (3) evidence-based skills related to positive behavior supports, conflict
- (4) prevention, understanding antecedents, de-escalation, and conflict management;
- (5) first aid and cardiopulmonary resuscitation; and
- (6) applicable policies and procedures.

(b) The governing body of a school shall ensure that a sufficient number of school employees receives periodic training in an approved crisis intervention program to meet the needs of the school population.

(c) In this section,

- (1) "restraint" has the meaning given in AS 14.33.125;
- (2) "seclusion"

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

September 18, 2014

From: Michael Hanley, Commissioner

Agenda Item: 9I

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding a restriction to expending money to implement educational curriculum standards established by the Common Core Standards Initiative.

◆ BACKGROUND

- This proposed regulation supports the actions of the legislature and the Governor when passing and signing into law HB278, enrolled as Alaska Statute 14.07.020 (b).
- The testimony offered when this amendment was added to HB278 in the legislature expressed the intent that this was to prevent Alaska from adopting the Common Core State Standards and accepting any obligations that such adoption would involve.
- The testimony during the legislative session further clarified that this amendment to HB278 was not to prevent Alaska from implementing the content standards the State Board adopted in June 2012, and was not to prevent the department from the work involved in the implementation of those adopted standards.
- This regulation clarifies that “any money” as referenced in Alaska Statute 14.07.020 (b) includes state money or any money received from other sources.
- Behind this cover memo is the proposed regulation.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

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

4 AAC 04 is amended by adding a new section to read:

4 AAC 04.145. Common Core Standards Initiative restrictions. In accordance with AS 14.07.020(b), the department may not expend state money or money received from any other source to implement the set of educational curriculum standards for grades kindergarten through 12 established by the Common Core Standards Initiative. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to the repeal of the High School Graduation Qualifying Exam (HSGQE) and the inclusion of participation in college- and career-ready assessments as now required for a high school diploma.

◆ BACKGROUND

- Governor Parnell signed his comprehensive education legislation, House Bill 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repeals the HSGQE and replaces it with a student's choice of participation in the ACT, SAT or WorkKeys assessments.
- These required college- and career-ready assessments will be taken during the last two years of high school for students seeking a diploma.
- A review was conducted to eliminate regulations that will no longer be required with the repeal of the HSGQE.
- Proposed regulation amendments reflect the change from the HSGQE and Grade 11 WorkKeys requirements to a new diploma requirement for participation in college- and career-ready assessments.
- The college- and career-ready assessments are the ACT, SAT and WorkKeys. A student must take one of the three assessments to qualify for a diploma. The state will pay for one administration of one assessment per person.
- The WorkKeys supplement specifies that accommodations for students who are English learners are only state-allowed accommodations; ACT no longer allows accommodations for English learners in Alaska. English learners who use accommodations are eligible for the Alaska Performance Scholarship, meet the requirements for the college- and career-ready assessment for graduation, and have scores that can be used for school accountability (Alaska School Performance Index). They are not eligible for an ACT National Career Readiness Certificate.
- The regulation clarifies that the 2015 standards-based test will be based on the standards adopted in June 2012.
- Behind this cover memo are: 1) the proposed regulations, 2) the Alaska Supplement for WorkKeys Assessment 2014 version, and 3) public comment.
- Erik McCormick, Director of Assessments, Accountability and Information Management, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 12A.

4 AAC 06.710 is amended to read:

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

(1) repealed 6/30/2013;

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

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

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

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

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

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

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

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

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

4 AAC 06.715 is repealed:

4 AAC 06.715. Work ready/college ready transitional skills curriculum and benchmark assessments. Repealed. (Eff. 2/23/2008, Register 185; am 7/19/2009, Register 191; am 9/2/2010, Register 195; repealed __/__/__, Register __)

Authority: AS 14.03.123 AS 14.07.020 AS 14.07.060

4 AAC 06.717 is repealed and readopted to read:

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

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

- (1) the SAT;
- (2) the ACT; or
- (3) the following sections of the WorkKeys assessment:
 - (A) applied mathematics;
 - (B) reading for information; and
 - (C) locating information.

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

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

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

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

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

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

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

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

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

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

Authority: AS 14.04.075 AS 14.03.123 AS 14.07.020
AS 14.07.060

4 AAC 06.720 is repealed:

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

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.737 is amended to read:

4 AAC 06.737. Standards-based test. The commissioner shall select a standards-based test to estimate the degree to which students have mastered the state's standards for reading, writing, mathematics, and science. For school years 2012 – 2014 [2015], the standards-based test must test for mastery of the reading, writing, mathematics, and science standards described in the department's publication Alaska Standards: Content and Performance Standards for Alaska Students, as revised as of March 2006, and adopted by reference for purposes of administering a standards-based test through school year 2013-2014 [2014 – 2015]. For school years after school year 2013-2014 [2014 – 2015], the standards-based test must test for mastery of the English/language arts, mathematics, and science standards adopted by reference in 4 AAC 04.140(a) . Except for students eligible for an alternate assessment under 4 AAC 06.775(b) , each district shall administer the standards-based test in reading, writing, and mathematics annually to every student in grades three through ten, and each district shall administer the standards-based test in science annually to every student in grades 4, 8, and 10. (Eff. 3/3/2000, Register 153; am 9/11/2004, Register 171; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 10/16/2012, Register 204; am __/__/__, Register __)

Authority: AS 14.07.020 AS 14.07.060

4 AAC 06.755 is repealed:

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

4 AAC 06.758 is repealed:

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

4 AAC 06.759 is repealed:

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

4 AAC 06.771 is repealed:

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

4 AAC 06.772 is repealed:

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

4 AAC 06.773 is repealed:

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

4 AAC 06.774 is repealed:

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

4 AAC 06.775 is amended to read:

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

(b) The commissioner shall select an alternate assessment for use in this state, to be known as the Alaska Alternate Assessment, for assessment of students with significant cognitive disabilities who are on a track to receive a certificate of achievement under AS 14.03.075, instead of a diploma. A student's eligibility for the Alaska Alternate Assessment shall be established in the student's IEP in accordance with the criteria in the *Participation Guidelines for Alaska Students in State Assessments*, adopted by reference in (a) of this section. Each district shall administer the Alaska Alternate Assessment to eligible students whenever it administers the state assessments described in 4 AAC 06.710, except that a student will not be required to take

the Alaska Alternate Assessment twice in one school year. To obtain a proficiency level of advanced, proficient, below proficient, or far below proficient in

(1) **English language arts** [READING, WRITING] and mathematics on the

Alaska Alternate Assessment, a student must obtain a score as set out in the following table:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(2) A REQUEST MUST INCLUDE

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

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

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

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

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

(B) DENY THE REQUEST; OR

(C) RETURN THE REQUEST FOR MORE DOCUMENTATION;

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

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

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

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

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

Register __, __ 2014 EDUCATION AND EARLY DEV.

10/18/2007, Register 184; am 11/10/2007, Register 184; am 9/27/2008, Register 187; am 6/11/2010, Register 194; am 10/3/2011, Register 200; am 4/20/2012, Register 202; am __/__/__, Register __)

Authority: AS 14.03.075 AS 14.07.060

4 AAC 06.777 is repealed:

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

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

4 AAC 06.780 is repealed:

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

4 AAC 06.789 is repealed:

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

4 AAC is amended to read:

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

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

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

(3) repealed 6/30/2013;

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

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

(6) "accommodation" means a change made to a testing situation to ensure that information obtained from a statewide assessment is an accurate reflection of what the assessment is intended to measure rather than a measure of a student's disability;

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

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

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

(10) repealed 9/17/2004;

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

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

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

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

- (A) NOT A STANDARDIZED ASSESSMENT;
- (B) REQUESTED BY A STUDENT'S IEP OR SECTION 504 TEAM;
- (C) APPROVED BY THE DEPARTMENT UNDER 4 AAC 06.775; and
- (D) A MEASUREMENT, TO THE MAXIMUM EXTENT POSSIBLE, OF THE STUDENT'S PROFICIENCY UNDER THE STANDARDS TESTED UNDER THE HSGQE;]

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

(16) "testing materials" means all paper and electronic documents, support materials, software, and any related items used by students, teachers, or administrators in the administration of assessments. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am __/__/__, Register __)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

Alaska Supplement for WorkKeys Assessment

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

Department of Education &
Early Development
June 2014



WorkKeys[®]



Table of Contents

Glossary of Terms.....	3
Overview	4
Paper/Pencil Event Testing and Internet Testing	4
WorkKeys-Eligible vs. State-Allowable Accommodations on the WorkKeys Assessment.....	5
Approval for Accommodations on the WorkKeys Assessment	5
Participation Guidelines and the WorkKeys Accommodations Tables.....	5
Table 1: Participation Guidelines Accommodations for State-Allowable Scores for identified Limited English Proficient Students.....	7
Table 2: Participation Guidelines Accommodations for Students with Disabilities (Applies to students on IEP/504 and transitory impairment plans).....	8

Glossary of Terms

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

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

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

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

IEP – Individualized Education Program

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

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

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

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

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

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

Transitory Impairment – An impairment with an actual or expected duration of six months or less. A transitory impairment does not constitute a disability for purposes of Section 504 unless its severity is such that it results in a substantial limitation of one or more major life activities for an extended period of time.

Overview

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

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

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

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

Paper/Pencil Event Testing and Internet Testing

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

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

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

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

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

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

Approval for Accommodations on the WorkKeys Assessment

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

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

Participation Guidelines and the WorkKeys Accommodations Tables

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

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

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

Internet Testing and Paper/Pencil Event Testing windows are represented. The letter “I” for Internet Testing and/or “P” for Paper/Pencil Event Testing is printed in the WorkKeys-Eligible and/or State-Allowable columns indicating the accommodation is allowed. WorkKeys reportable scores and National Career Readiness Certificates (NCRC) will be issued for students using the accommodation if it is marked in the appropriate column. (The NCRC is contingent on the student’s level score.) A blank in any column indicates not allowable or consequences apply. **Both WorkKeys-eligible and state-allowable accommodations must be administered according to the special criteria noted on the tables and *WorkKeys Supervisor’s Manual for State Testing- Special Testing*.**

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

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

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

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

**Table 1: Participation Guidelines
Accommodations for State-Allowable Scores for identified Limited English Proficient Students**

Table 1 State-Allowable Accommodations		WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Direct Linguistic Support Accommodations						
Ref Materials	Provide a commercial word-to-word bilingual dictionary. Dictionaries that include pictures or word definitions are not allowed. Electronic devices are not acceptable.	I/P	I/P	„	„	
Test Directions	In English or the native language: <ul style="list-style-type: none"> provide written version of written/oral test directions read aloud and/or repeat written and/or oral test directions read aloud and/or repeat embedded test directions clarify/explain test directions 	P	I/P	„	„	<ul style="list-style-type: none"> Only individual/small cluster testing
Test Items	Read aloud, and repeat if requested: writing, math, and/or science test items in English		P	„	„	<ul style="list-style-type: none"> Only individual testing Must use accommodated form only Must use/order a Reader Script
	Provide test contractor audio version.		P	„	„	<ul style="list-style-type: none"> Refer the <i>Supervisor’s Manual</i> Must use/order Audio DVD Must use accommodated form only
	Provide the native language word for an unknown word in a test item, when requested by student.		P			
	Allow the student to respond orally to constructed response items.					<ul style="list-style-type: none"> Constructed response items do not exist on WorkKeys
Indirect Linguistic Support Accommodations						
Timing	Provide extended time.		I/P	„	„	<ul style="list-style-type: none"> Only individual/small group testing Must use accommodated form only
	Provide scheduled breaks as needed during testing.		I/P			<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
	Flexible Schedule: Administer the test over several days.					<ul style="list-style-type: none"> Refer to page 6 of the <i>Supplement</i>
Test Administration Practices						
	Administer the test individually.	I/P	I/P	„	„	
	Administer the test to small groups in a separate location.	I/P	I/P	„	„	

I = Internet Testing
P = Paper/Pencil Event Testing
„ = allowable
Gray indicates not allowable

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

Table 2 Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Timing/Scheduling					
Allowing frequent breaks during testing.	I/P	I/P	„	„	<ul style="list-style-type: none"> Only individual testing Internet Testing - Only between Assessments- no stop-the-clock breaks Paper/Pencil Event Testing use codes for stop the clock breaks. Must use accommodated form only
Allowing additional testing time.	I/P	I/P			<ul style="list-style-type: none"> Only individual/small cluster testing Must use accommodated form only
Administering at a time of the day most beneficial to the student.	I/P	I/P	„	„	<ul style="list-style-type: none"> May be administered at any time during school day Must use accommodated form only
Administering the test over several days completing the testing on or before the last day of the test window.					<ul style="list-style-type: none"> See page 6 of the <i>Supplement</i>
SETTING					
Administering the test individually in a separate location.	I/P	I/P	„	„	
Administering the test to a small group in a separate location.	I/P	I/P	„	„	
Providing special lighting.	I/P	I/P	„	„	
Providing adaptive or special furniture.	I/P	I/P	„	„	
Providing special acoustics.	I/P	I/P	„	„	
Administering the test in locations with minimal distractions (e.g., small group, study carrel, or individually).	I/P	I/P	„	„	<ul style="list-style-type: none"> Study carrel must be observable Room supervisor must be able to view student and work area at all times
Using a communication device such as auditory amplification to give directions.	I/P	I/P	„	„	
Using a specific test proctor (e.g. examinee’s regular or special education teacher).	I/P	I/P	„	„	<ul style="list-style-type: none"> Proctor must meet all ACT, Inc.’s staffing requirements in <i>Supervisor’s Manual</i>
Preferential seating.	I/P	I/P	„	„	
Support of physical position of student by increasing or decreasing opportunity for movement.	I/P	I/P	„	„	
Using a checklist to remind student of tasks to be completed.	I/P	I/P	„	„	
PRESENTATION: Test Directions					
Using the Braille edition or large-type (20 font) edition, which are provided by the test contractor.	P	P			<ul style="list-style-type: none"> Must use accommodated form only
Signing the verbal instructions to the student.	P	P			<ul style="list-style-type: none"> May use American Sign Language or Exact English Signing
Allowing student to ask for clarifications on test directions.	P	P			

Table 2 Accommodations	WorkKeys Eligible	State Allowable	Reportable Scores	NCRC	Special Criteria
Clarifying directions by having student restate them.	P	P			
Reading, and re-reading if requested, embedded directions.	P	P	„	„	• Only individual/small cluster testing
Providing written version of verbal instructions.	P	P	„	„	
Presenting directions through use of projection equipment.	P	P	„	„	
Providing highlighted words in embedded directions.	P	P	„	„	
Writing helpful verbs from the directions on the board, or on a separate piece of paper.	P	P	„	„	
PRESENTATION: Test Items					
Reading or signing math, science, and/or writing items on the state required assessments to student. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P	„	„	<ul style="list-style-type: none"> • Only individual testing • All signing must be Exact English Signing only • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only
Using test contractor signing DVD.					• DVD does not exist
Using test contractor audio version.	P	P	„	„	<ul style="list-style-type: none"> • Refer to <i>Supervisor's Manual</i> • Must use/order Audio DVD • Must use accommodated form only
Reading or signing multi-step math, science, or writing test items one step at a time. (Signing is allowed as long as the sign does not cue the correct response to a question.)	P	P			<ul style="list-style-type: none"> • Only individual testing • All signing must be Exact English Signing (American Sign Language will result in state allowable scores only) • Must use/order Reader Script • All WorkKeys tests may be read or signed aloud • Must use accommodated form only
Assisting student in tracking or sequencing test items.	I/P	I/P	„	„	
Providing detailed monitoring to ensure student marks responses in correct answer area.	P	P	„	„	
Turning pages for student.	P	P	„	„	
Masking portions of the test to direct attention to uncovered items.	P	P	„	„	
Using color screens to direct attention to specific sections on a page.	P	P	„	„	
Allow student to highlight words except in answer document area.	P	P	„	„	
PRESENTATION: Use of Assistive Devices/Supports					
Using a calculator with minimal functions: having only addition, subtraction, division, multiplication, percentage, square root, and memory functions.	I/P	I/P	„	„	• Refer to <i>Supervisor's Manual</i> for list of approved calculator
Using visual magnification devices.	I/P	I/P	„	„	
Using templates to reduce visible print.	P	P	„	„	

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

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

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

PUBLIC COMMENT



Date: August 14, 2014
To: Commissioner Mike Hanley
Re: Comments on Regulation **AAC 06.710. Statewide student assessment system.**

The Governor's Council on Disabilities and Special Education (the Council) is the Special Education Advisory Panel (SEAP) for Alaska as required under the Individuals with Disabilities Education Act (IDEA). Council members are former special education students, parents of students with disabilities, special education teachers, school administrators, staff from the Department of Education & Early Development (EED) and others involved in the education of students with disabilities. The Council works on issues and activities of concern to make changes in the education system that improves the lives of students with disabilities. The Council would like to provide comments on proposed regulation AAC 06.710. Statewide student assessment system.

The Council is very excited about a lot of the changes we see in these regulations, in particular the repeal of the High School Graduation Qualifying Exam. We have been advocating for the repeal of high stakes testing for years and are anticipating an increase in high school graduation for students with disabilities which now lags over 30% behind the average high school graduation rate.

4 AAC 06.717. College and career readiness assessments.

4AAC 06.717 (c) (2) To ensure that school administration and staff understand the different requirements for available accommodations for students with disabilities on the WorkKeys, ACT and SAT there needs to be a clarification.

Recommendation: Change 4 AAC 06.717 (c)(2) to read
will provide training and support to districts in administration of *the assessment including accommodations for students with disabilities.*

4 AAC 06.717 (f) If the IEP team determines that if student's transition plan does not support the administration of one of these career and college ready assessments, than that student will not receive a diploma. The Council has concerns about a regulation that determines that an opportunity to graduate with a diploma for a small set of students with disabilities is still dependent on not just completing course requirements, but also on the completion of an assessment. These particular assessments allow a very limited number of accommodations to

students with disabilities and are not accommodations that are determined by the IEP team or even the state.

4 AAC 06.775 Statewide program for students with disabilities

4 AAC 06.775 (a) This section reads that for students with disabilities taking statewide assessments that districts will follow the requirements of the department's *Participation Guidelines for Alaska Students in State Assessments*, dated June 2011 adopted by reference. Already these accommodations are terribly out of date. New state of the art technology enhanced assessments that allow students to demonstrate deeper levels of understanding and knowledge are standard features in the new wave of assessment tools. Some of these state of the art embedded tools include the ability to respond via sound, video, interactive widgets or sip and puff devices, noise buffers, closed captioning, color contrast and overlays, Test-to-Speech and Speech-to-Text. None of these universal accessibility supports are listed as acceptable accommodations in the current *Participation Guidelines*. There is a mention on page 11 of the *Participation Guidelines for Alaska Students in State Academic Assessments* dated 2011 that the accommodations listed in the document are not exhaustive. For clarification to districts and school teams on the use of the accommodations that will be available through the explosion of technology, the Council recommends that the Department regularly review technology enhanced assessment accommodations.

Recommendation: Change 4 AAC 06.777 (a) to read

When administering to students with disabilities the statewide assessments under 4 AAC 06.710, a district shall follow the requirements of this section and the department's *Participation Guidelines for Alaska Students in State Assessments*, dated June 2011, adopted by reference. *Universal access tools, supports and accommodations embedded in the assessment tools will be allowed without prior Department approval.*

Note: The Council is also very concerned that this section of the regulations would adopt as regulation a document adopted by reference, *Alaska Supplement for WorkKeys Assessment*, dated June 2014, that is not yet available. This document should be available to the public for review before it is adopted as a regulation.

4 AAC 06.775 (c)

This section covers the accommodations available for students with disabilities who are taking either a work or college preparedness assessment; WorkKeys, the ACT or the SAT. It specifies that the accommodations requirements for all the tests will be those listed in the *Alaska Supplement for WorkKeys Assessment* June 2014. There is a significant problem with this part of the regulation in addition to the new *WorkKeys Supplement* 2014 not being available for review. The accommodations available for students with disabilities and the approval needed to use them vary significantly on these assessments and it is a mistake to lump them together. The *Alaska Supplement for WorkKeys* states that prior approval is not needed for accommodations, yet the SAT and the ACT requires prior approval from the vendor. They also require detailed professional/medical documentation of a disability to even consider allowing the limited accommodations. Change this section to 4 AAC 06.775 (c) (1) covering WorkKeys

accommodations and then a 4 AAC 06.775 (c) (2) covering the SAT and the ACT.

A new section would clarify that the disability testing accommodations for these college prep assessments are not the same as those for WorkKeys and that the only accommodations allowed are those specified by the ACT <http://www.actstudent.org/regist/disab/policy.html> or the SAT <https://www.collegeboard.org/students-with-disabilities> and not those available to students taking The WorkKeys.

Recommendation: Change 4 AAC 06.775 (c) to include changes to the proposed regulation (paragraph 1) and add language for SAT and ACT testing (paragraph 2)

1. A student with a disability who is on a diploma track must take all regular statewide assessments required under 4 AAC 06.710, with or without accommodations, at the appropriate grade level. A district and a student's IEP or section 504 team shall follow the *Participation Guidelines or the Alaska Supplement for WorkKeys Assessment* for work preparedness assessment described in 4 AAC 06.717 (b) (3), when making decisions regarding accommodations for a student, and a district shall provide the accommodations requested by the student's IEP or section 504 team.
2. A student's IEP or section 504 team shall follow the guidelines from College Board ensuring accommodations for eligible students with disabilities taking a college preparedness assessment as described in 4 AAC 06.717 (b) (1) and (b) (2). A district shall provide the accommodations approved by College Board.

Thank you

A handwritten signature in black ink, appearing to read "Ric Nelson". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Ric Nelson
Chair
Governor's Council on Disabilities and Special Education

Creating Change That Improves the Lives of People with Disabilities

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:30 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 11:57 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Miranda Roller
E-Mail: mlroller@hotmail.com
Telephone: 360 433-8276

I am commenting on: 4 AAC 06.710

My Comments: I oppose any changes that accelerate the assessment timetable and I also oppose any expenditures on Common Core or Common Core-like assessments.

These things need to be slowed down and truly looked at by professionals in the field and parents, not decided by politicians who often have dubious motives. The hearings should be when parents and teachers can attend, not when they are working.

Why is this being rushed? Please slow it down and give us time to actually look at what is being proposed in detail, not propose vague generalities that no one has time to review.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:32 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 11:49 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Shannon Connelly
E-Mail: skconn@mtaonline.net
Telephone: 907 745-7046

I am commenting on: 4 AAC 06.710

My Comments: We need to slow down this process and not implement it immediately. This is a big change for students and families. There should be more meetings where questions and concerns can be addressed.

My concern is that you are changing the graduation requirements too quickly. Now suddenly students will have to take a test that they may not have planned to take.

Another concern that I have, is who will pay for these tests? Will the Districts pick up the tab, or are families now forced to pay for these tests?

Thank you,
Shannon Connelly

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:32 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 11:41 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Candice Brunty
E-Mail: candiofthenorth@yahoo.com
Telephone: 907 328-9793
I am commenting on: 4aac 06.710
My Comments: I oppose any regulatory changes prior to hearing.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:33 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 11:17 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Harmony Tomaszewski
E-Mail: Fhfreestuff@gmail.com
Telephone: 907 347-2967

I am commenting on: 4aac06.710

My Comments: I do not want any regulatory changes without full input and public meetings. I do not believe this has had full disclosure to parents. I do not want any changes rushed through which is exactly what this feels like.

On the surface this appears to be the state modifying their laws to common core.

Please do not make any regulatory changes.

My son has passed the hsqe. Now you are making changes that is confusing the teachers administrators and parents. Slow down, make sure this is a good fit for Alaska students and work out the details and get parental input.

Thank you

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, August 15, 2014 5:14 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Janet McCullough
E-Mail: janetm@mtaonline.net
Telephone: 907 745-0580

I am commenting on: 4 AAC 06.710 Statewide Student Assessment System My Comments: I oppose any regulatory changes until there are hearings on the matter.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, August 15, 2014 4:03 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Natalia Collini

E-Mail: Ukienat@yahoo.com

Telephone: 216 816-5101

I am commenting on: 4 ACC 06.065

My Comments: I will not be sending my kids to public school if these sorts of changes are going to be taking place in Alaska. Common core standards are not helping educate children.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, August 13, 2014 8:20 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Karen Beranek

E-Mail: kberanek@wbb.bssd.org

Telephone: 907 934-4514

I am commenting on: 4 AAC 06.710

My Comments: I am an educator in rural Alaska. We have students who have passed the HSGQE in their 10th or 11th grade years. They have been attending school under the assumption that this was the requirement. To change requirements in the middle of their course of study, after they have completed said requirement seems unfair at best and illegal at worst. I can't believe the state won't be inundated with lawsuits if this law passes. These students who have passed the required exam before it was repealed should be grandfathered in. The law, if passed, should apply to this year's tenth graders and below, not students who have previously met the requirement.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, August 13, 2014 10:01 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: David Boyle
E-Mail: dboyle@alaskapolicyforum.org
Telephone: 907 334-5853

I am commenting on: 4 AAC 06.710.

My Comments: We believe the decision by the Legislature to do away with the HSGQE was correct because this test was not an adequate measure of a student's competencies. The cut scores for this test were lowered such that it became a virtual meaningless metric. However, we are concerned with the replacement measures, SAT, ACT and WorkKeys.

These three new metrics may also have little value other than a square filling exercise. For one, there are no cut scores. A student merely has to fill in his/her name and ID and turn the answer sheet in. This begs the question: What is the purpose of these tests? If there is no passing score, then it does little. If it is meant to inform parents where their student stands, it does not do that. In addition, if it did have substantive value, then informing parents of how well a student is doing in 11th or 12th grade is much too late for the parent to do anything.

Once the HSGQE is done away with and students who failed to pass are given diplomas, will these students be counted in a school's graduation rate in the past? Will there be a footnote to show this modified graduation rate? Will this same footnote be shown for all future graduation rates so one can compare "apples to oranges" Thank you.

We hope you address our concerns and make these new metrics have more value.

Sincerely,

David Boyle
Executive Director
Alaska Policy Forum

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:34 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 10:26 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lorie Koppenberg
E-Mail: rmk800@gci.net
Telephone: 907 355-3153

I am commenting on: 4 AAC 06.710

My Comments: I oppose any regulatory changes until there are hearings on the matter.

I further oppose the state DEED spending money on Common Core Standard Assessments against the intent of the legislature.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:23 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 3:18 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Virginia Eubank
E-Mail: geubank66@gmail.com
Telephone: 907 376-1270

I am commenting on: 4 AAC 06.710

My Comments: While I agree that the HSGQE should be eliminated, I do not believe that it needs to be replaced with anything else. IF a child is getting a quality education, can pass all of the required classes, and obtains the required number of credits, the education should stand on its own. There is no need to test these kids over and over to see if the school districts are being responsible. Get rid of the HSGQE and do not replace it with anything.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:24 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 3:14 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Weed
E-Mail: redjenni73@gmail.com
Telephone: 907 357-8722
I am commenting on: 4 AAC 06.710
My Comments: I oppose any regulatory changes until there are hearings concerning the assessment system.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:27 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 3:02 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Ron Fuhrer
E-Mail: ron.fuhrer@neaalaska.org
Telephone: 907 274-0536

I am commenting on: 4 AAC 06.710, Statewide Student Assessment System My Comments: NEA-Alaska wholeheartedly supports the repeal of the HSGQE. "Teaching to the test" is an unfortunate byproduct of the No Child Left Behind era. A focus on high-stakes testing takes valuable classroom time away from innovative teachers who would otherwise be engaging their students.

We welcome the opportunity for more students to take the SAT, ACT, or WorkKeys tests, however, because these tests were not designed to directly measure classroom learning for a wide range of subjects, we hope that these new test scores do not become a replacement measurement of student success.

We look forward to cooperatively working side-by-side with DEED during the public process as the department works to create a new statewide assessment based on Alaska's academic standards. Overall, we support a holistic approach to improving student learning instead of a narrow focus on testing metrics.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:26 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 3:10 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Meggan Catanzaro
E-Mail: Bamm72@gmail.com
Telephone: 801 690-6550

I am commenting on: 4 AAC 06.710.

My Comments: I oppose any acceleration on this until there are hearings on the matter.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 2:23 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file.

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 1:04 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Donn Liston
E-Mail: akdonn@yahoo.com
Telephone: 907 696-9000

I am commenting on: 4 AAC 06.710. Statewide Student Assessment System My Comments: I respectfully request that the Alaska High School Qualifying Exam not be eliminated. This is the only meaningful tool available to measure teacher quality. It is a 10th grade test, administered to Alaska high school students in 10th, 11th and 12th grades. Students who fail this 10th grade test are able to take it in the following two years and are given a certificate of attendance--in lieu of a diploma--if they are unable to complete a 10th grade test by the end of 12th grade.

Students who receive a certificate of attendance because they did not pass their HSGQE are invited to take the test, when it is given annually in April and November, even after they are not still in school. In other words, when the Alaska school district where they attended is not successful in providing an education at a 10th grade level within two years after they should have received that level of education, they can seek other avenues for instruction leading to passing that test. I have myself helped such students pass that test.

The tests proposed to replace the HSGQE are not meaningful assessments of high school learning. The new GED, as explained at: www.gedtestingservice.com is normed at 12th grade. I urge that the Alaska Department of Education and Early Childhood Development offer the TABE placement test for GED, by McGraw-Hill, as an assessment of whether students are at a level which would qualify them to consider taking the GED before they can qualify for Alaska High School Graduation. Further, all Alaska Certified Teachers should be required to pass the newly revised GED test at their own expense (\$120) with teacher renewal every five years.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 2:26 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

print and file

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 12:27 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lora Reinbold
E-Mail: rep.lora.reinbold@akleg.gov
Telephone: 907 622-8950

I am commenting on: Title 4 of the Alaska Administrative Code 4 AAC 06.710 My Comments: Department of Education & Early Development,

The regulation changes in Title 4 of the Alaska Administrative Code 4 AAC 06.710 to the statewide student assessment system have caused many Alaskans alarm. Yesterday, the Administrative Regulatory Review Committee held a hearing to discuss the many concerns that have been heard throughout Alaska; I hope the comments from the hearing will be taken into consideration.

The accelerated time frame for the Standards Based Testing of the "Alaska State Standard" is of concern to many. This does not give adequate time to ensure that these tests are vetted and that student data is thoroughly protected.

House Bill 278 clearly dictates that "the department may not expend any money to implement the set of educational curriculum standards for grades kindergarten through 12 established by the Common Core Standards Initiative." On January 23, 2013, Commissioner Hanley sent a letter to the U.S. Dept. of Education that essentially touted that the Council of Chief State School Officers confirmed that Alaska's new standards were nearly identical to the Common Core Standards. The legislative intent was clear, no money shall be used for the implementation of Common Core and yet the tests that will be required this coming year are by all appearances the Common Core by a different name.

I hope that the comments from Alaskans throughout the state are taken into consideration and these regulations amended to reflect the input of the people.

Sincerely,

Representative Lora Reinbold

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 2:28 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

print and file

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 12:08 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lorie Koppenberg
E-Mail: rmk800@gci.net
Telephone: 907 746-3153

I am commenting on: 4 AAC 06.710

My Comments: Protect Alaska's Children from this failure called College and Career Ready Assessments. SAT/ACT/WorkKeys are all three Common Core Assessments.

Lisa Rudley, Westchester county public school parent and founding member of NYSAPE said, "Though Commissioner John King assured us that the new Common Core state tests would be a much better reflection of the skills students will need for 'college and career' success with the release of 50% of the questions last week, we learned what educators were forbidden by law from telling us: these were flawed tests, riddled with vague questions, inappropriate reading passages and multiple product placements. In its new Pearson contract signed amidst a financial crisis, NYSED doubled annual spending on testing and even worse, eliminated the transparency of the previous McGraw-Hill contract. Where is the management from NYSED and the oversight from the Board of Regents?" <http://dianeravitch.net/2014/08/14/ny-parent-educator-group-outraged-by-quality-and-accuracy-of-common-core-test-scores/>

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 2:29 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

print and file

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 12:03 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lorie Koppenberg
E-Mail: rmk800@gci.net
Telephone: 907 355-3153

I am commenting on: 4 AAC 06.710

My Comments: Stop Assessments that have been shown to be a failure in other states.

<http://dianeravitch.net/2014/08/14/ny-parent-educator-group-outraged-by-quality-and-accuracy-of-common-core-test-scores/>

New York released its 2014 test scores today. The proportion of students reaching “proficiency” English was flat, and there was a small increase in math. Unfortunately, in both subjects, a large majority of students in grades 3-8 were “not proficient.” As I have pointed out in earlier blogs, the Common Core tests in New York and elsewhere decided to adopt a very high bar for their definition of “proficiency.” It is aligned with the definition of proficiency in the National Assessment of Educational Progress, which represents solid academic achievement, NOT “grade level.” There is only one state—Massachusetts—where as many as 50% of students have managed to reach proficiency on the NAEP. With such a high bar, the state knew that most students would be branded as failures, based on a grueling standardized test. With 64-68% of students “failing,” these results are likely to fuel the New York parent revolt against high-stakes testing. What a terrible burden to place on young children.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 2:31 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

print and file

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 11:59 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: DeEtta Seiber
E-Mail: deettap@hotmail.com
Telephone: 907 841-1341

I am commenting on: 4AA C06.710

My Comments: I am writing as a concerned parent and teacher. I have seen emphasis placed on statewide student assessments increased significantly in recent years. I have not; however, seen any real and lasting benefit to student achievement resulting from these assessments. There has been very little teacher or parent or even community input in the development of these assessments. There has been much changing of terms in order to avoid controversy faced in other parts of the country with the Common Core Standards. Unfortunately, these statewide mandatory student assessments are obviously Common Core based assessments regardless of the title under which they are being promoted.

I will highly recommend to all of my local and state representatives and school authority to do as much as possible to reverse these decisions to change the framework of our educational system. I will further do as much as possible to opt-out my students from any of these new assessments. Unfortunately, if we, as concerned parents, are not able to opt-out, I will have to do the best thing for my students and withdrawal from their school in order to educate them independantly of the Alaska Department of Education.

Let us consider doing what is in the best interest of our children rather than what is in the best interest of our school budget and administration. After all, why are we in the 'business' of education if not for our children.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Thursday, August 14, 2014 1:36 PM
To: Miller, Lisa A (EED)
Subject: Fwd: Comments on Regs

Print And file

Sent from my iPhone

Begin forwarded message:

From: <eric.fry@alaska.gov>
Date: August 14, 2014 2:13:13 PM PDT
To: <eric.fry@alaska.gov>
Subject: **Comments on Regs**

Name: Aaron Schram

E-Mail: Schram_aaron@asdk12.org

Telephone: 907 306-6226

I am commenting on: 4 AAC 06.710. Statewide Student Assessment System

My Comments: I think this is a great idea. Thanks!



Anchorage School District

Education Center

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

August 15, 2014

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

Dear Commissioner Hanley:

In response to the request for review and public comment on the proposed regulation adoptions to *4 AAC 06.065 Challenging Courses and 4 AAC 06.710-790 Statewide Student Assessment*, the Anchorage School District forwards the attached comments.

My staff and I are available to answer any questions regarding our response and will forward any additional remarks to the proposed changes, as you deem necessary.

Sincerely,



Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Linda Carlson, Assistant Superintendent of Instructional Support
Diane Hoffbauer, Assistant Superintendent of Curriculum and Instruction
Mike Henry, Executive Director of Secondary Education
Jane Stuart, Executive Director of Assessment and Evaluation

Subject: 4 AAC 06.710 Statewide Student Assessment System

With the repeal of the High School Graduation Qualifying Exam (HSGQE), the state has implemented a College and Career Readiness requirement for all graduates. In order to earn a diploma, students will need to participate in one of three assessments: WorkKeys, ACT or SAT. Support from DEED with addressing the following concerns would be greatly appreciated. ASD looks forward to working with DEED through the process and implementing the assessments as defined by regulation.

- With the implementation of the new Alaska Measures of Progress (AMP) assessment, the dates of the College and Career Readiness Assessments (CCRA) will create a strain on high school staff involved in test implementation and administration.
ASD recommends flexibility in administering ACT, SAT and WorkKeys in the fall rather than winter and/or spring.
- Due to the multi-grade level courses offered in high school, the proposed testing model of six paper-pencil test dates with a fourteen-week online WorkKeys window will have a significant impact on classroom instruction in the ASD. In addition, relating to the state requirement that, "each school must offer at least one career-readiness assessment and one college-readiness assessment," clarification is needed to outline the requirements should different scenarios arise. For example, if a school does not have any students who choose to take a specific assessment, or if a district has the flexibility to transport students to various school locations to accommodate small numbers of students.

ASD recommends that local districts have the flexibility to make test choices and identify test administration locations and dates to best serve their school populations.

- Districts need to be ensured of the timely acquisition of student scores in order to post the graduation requirement to student records.

ASD recommends the following:

- Electronic test file of scores be made available as soon as possible to facilitate the timely posting of scores to students' records. The prompt receipt of student scores is especially important for populations for whom timing is critical, such as transient students and high school seniors.
- Electronic test files of scores for SAT, ACT and/or WorkKeys be received by districts no later than three (3) weeks prior to graduation.
- Development of a waiver process to support late arriving students or students with unusual circumstances.
- Test vendors mail score reports and certificates earned directly to students.

- The voucher system poses concerns regarding tracking and implementation of the assessments.

ASD recommends a state system in tracking students who have participated in CCRA using state funds.

- The *Alaska Supplement for WorkKeys Assessment, June 2014* causes a great dilemma for Limited English Proficient (LEP) students who want to participate in the WorkKeys assessment. They are forced to decide between possibly earning a National Career Readiness Certificate with reportable scores while NOT using their accommodations, versus using their state allowed accommodations to potentially earn a higher Alaska Performance Scholarship (APS) award. Since no score report is generated, districts need clarification on how they will receive scores for LEP students who choose to use their state allowed accommodations.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Tuesday, August 12, 2014 9:40 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Please copy and place in Accountability reg folder _____

From: eric.fry@alaska.gov [eric.fry@alaska.gov]

Sent: Tuesday, August 12, 2014 6:55 PM

To: Fry, Eric V (EED)

Subject: Comments on Regs

Name: Ashley King

E-Mail: atking@mtaonline.net

Telephone: 907 373-0463

I am commenting on: 4 AAC 06.710. Statewide Student Assessment System My Comments: One brief comment. Test if you must, but realize that you have taken weeks of high school time (and therefore curriculum) with the design and execution of these tests. It has really been over the top to have WorkKeys and the HSQE in the same school year. Allowing students some choices and dates that won't have an impact of curriculum would be great. Absent that, a shorter test is still better than gigantic all morning three or four day affairs (plus WorkKeys) that we have now.

Colony High School

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Tuesday, August 12, 2014 3:54 PM
To: Hanley, Michael S (EED); Morse, Les (EED); McCormick, Erik A (EED); Hattan, Rebecca E (LAW); Weyhrauch, Luann E B (LAW); Miller, Lisa A (EED)
Subject: FW: Comments on Regs

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Tuesday, August 12, 2014 3:04 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Julee Faso-Formoso
E-Mail: juleeff@mtaonline.net
Telephone: 907 688-2618

I am commenting on: 4 AAC 06.710. Statewide Student Assessment System My Comments: If the state is going to require students seeking a diploma to take the SAT, ACT, or WorkKeys tests once in 11th grade or 12th grade, who is going to pay for this test? The student's family? The already strapped districts? The state? Why must students take a test they aren't interested in? Students working in the family or neighbor's business don't need to take tests. What about those who want to take a year off after graduating to get life experience before deciding on college or vocational school? Should we really tell students who are unsure which path they want to pursue that they need to pick a test for graduation purposes only to take another one if they chose wrong the first time? Why is the state set on spending money taxpayers don't have for tests that aren't needed? Let students graduate when they earn the required number of credits period.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 10B

◆ **ISSUE**

The board is being asked to adopt regulations regarding the challenging of courses for secondary students.

◆ **BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, added with the passage of House Bill 278, Alaska's Education Opportunity Act.
- These proposed regulations add 4 AAC 06.065 to allow secondary students the opportunity to challenge core courses by demonstrating mastery of course material.
- At a minimum, school districts will need to offer twice annually assessments for challenging courses in mathematics, language arts, social studies, science, and world languages.
- As a result of public comment, the department changed how credits will be awarded.
- The proposed regulations and public comments can be found behind this cover memo.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 12B.

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

4 AAC 06.065. Challenging Courses. (a) By July 1, 2015 districts must provide secondary students with the opportunity to challenge courses offered in mathematics, language arts, science, social studies and world languages by demonstrating mastery of the course material. Districts shall provide this opportunity at least twice annually. Districts shall develop standards regarding the degree of mastery necessary to successfully challenge a course. The method of assessment used by a district must include, but need not be limited, to a written assessment. School districts shall develop a written policy regarding the grading or evaluation of successfully challenged courses.

(b) Students who successfully challenge a course by demonstrating mastery shall receive full credit for the course. Students may not challenge courses when they have either completed or challenged a more advanced course of study. (Eff. __/__/__, Register)

Authority: AS 14.03.073 AS 14.07.060

PUBLIC COMMENT



THE STATE
of **ALASKA**
GOVERNOR SEAN PARNELL

**Department of Health
& Social Services**

GOVERNOR'S COUNCIL ON DISABILITIES
& SPECIAL EDUCATION
Teresa Holt, Executive Director

3601 C Street, Suite 740
Anchorage, Alaska 99503-5924
Main: 907.269.8990
Toll Free: 1.888.269.8990
Fax: 907.269.8995

Date: August 15, 2014
To: Commissioner Mike Hanley
Re: Comments on Regulation 4 AAC 06.065. Challenging Courses.

The Governor's Council on Disabilities and Special Education (the Council) is the Special Education Advisory Panel (SEAP) for Alaska as required under the Individuals with Disabilities Education Act (IDEA). Council members are former special education students, parents of students with disabilities, special education teachers, school administrators, staff from the Department of Education & Early Development (EED) and others involved in the education of students with disabilities. The Council works on issues and activities of concern to make changes in the education system that improves the lives of students with disabilities. Today the Council would like to provide comments on proposed regulation change to section 4 AAC 06, the amendment 4 AAC 06.065. Challenging Courses.

The Council commends the Department for recognizing the need for secondary students to be able to show mastery of course material by completing a written assessment to earn full credit for the course without attending the class. The Council recognizes that this regulation can be beneficial to students with various disabilities including students with mobility and/or communication challenges, specific learning disabilities, ADHD, autism, FASD as well as those with social and/or emotional challenges. These students often struggle with the day to day demands of being in the classroom but have a good understanding of the material and concepts taught in the course. This regulation will remove their barriers to academic success and provide them with an opportunity to show their mastery of the coursework without the demands of the classroom environment. An opportunity to challenge coursework and receive credit for actual knowledge not classroom participation is a way for these often gifted students to show what they know and to obtain the credits they need to graduate.

The Council recommends additional language be added to the regulation requiring districts to ensure these assessments are accessible by allowing the testing accommodations as noted on each student's Individual Education Programs (IEPs) allowed under the Individuals with Disabilities Education Act (IDEA) and or 504 plans as allowed under the Americans with Disabilities Act. Testing accommodations should be determined on an individual basis with the student's IEP or 504 team. The Council recommends the department clarify the language in the

regulation to ensure all school districts understand that all students must have an opportunity to show their knowledge and skills, not the effects of their disability.

Thank you,

A handwritten signature in black ink, appearing to read "Ric Nelson". The signature is written in a cursive, somewhat stylized font.

Ric Nelson
Chair
Governor's Council on Disabilities and Special Education

Creating Change That Improves the Lives of People with Disabilities

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:28 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 2:59 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Ron Fuhrer
E-Mail: ron.fuhrer@neaalaska.org
Telephone: 907 274-0536

I am commenting on: 4 AAC 06.065, Challenging Courses My Comments: NEA-Alaska supports public policies that advance student learning. Implemented correctly, new regulations allowing secondary students to test out of core classes for credit will give those students the opportunity to take more advanced courses prior to graduation than would otherwise be possible.

if the standards for testing out of core subject classes are too lax, however, students may potentially opt to test out of courses to intentionally lighten their course load – something that won't prepare them for lifelong success. Additionally, regulations should be implemented in such a way that new testing days are not added to the school calendar.

Students who take the initiative to undertake a rigorous course load should be encouraged and rewarded for their efforts, but, to ensure that all students receive the instruction that they need to be successful, districts should not set too low a bar.

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Thursday, August 14, 2014 1:34 PM
To: Miller, Lisa A (EED)
Subject: Fwd: Comments on Regs

Pls print and put in challenging course file

Sent from my iPhone

Begin forwarded message:

From: <eric.fry@alaska.gov>
Date: August 14, 2014 2:12:28 PM PDT
To: <eric.fry@alaska.gov>
Subject: **Comments on Regs**

Name: Aaron Schram

E-Mail: Schram_aaron@asdk12.org

Telephone: 907 306-6226

I am commenting on: 4 AAC 06.065. Challenging Courses

My Comments: I think this is a good idea. Thanks!

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Friday, August 15, 2014 4:25 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Print and file

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

From: eric.fry@alaska.gov [mailto:eric.fry@alaska.gov]
Sent: Friday, August 15, 2014 3:11 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jennifer Weed
E-Mail: redjenni73@gmail.com
Telephone: 907 357-8722

I am commenting on: 4 AAC 06.065

My Comments: Please do not pass any changes regarding the challenging of courses for credit until further hearings and discussion can be held.



Anchorage School District

Education Center

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

August 15, 2014

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

Dear Commissioner Hanley:

In response to the request for review and public comment on the proposed regulation adoptions to *4 AAC 06.065 Challenging Courses and 4 AAC 06.710-790 Statewide Student Assessment*, the Anchorage School District forwards the attached comments.

My staff and I are available to answer any questions regarding our response and will forward any additional remarks to the proposed changes, as you deem necessary.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ed Graff', is written over a faint, larger version of the same signature.

Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Linda Carlson, Assistant Superintendent of Instructional Support
Diane Hoffbauer, Assistant Superintendent of Curriculum and Instruction
Mike Henry, Executive Director of Secondary Education
Jane Stuart, Executive Director of Assessment and Evaluation

Subject: 4 AAC 06.065. Challenging Courses

The Anchorage School District (ASD) thanks the Department of Education and Early Development for the opportunity to comment on the proposed regulation change.

- The wording of the statute and proposed regulation could potentially be interpreted to mean that ALL courses in each of the subjects listed (mathematics, language arts, science, social studies and world languages) are included in the plan for demonstrating mastery. These subject areas each have many courses within their departments. As each district will be responsible for designing its own mastery assessments for each course, this potentially signifies a huge amount of work with no state funding and limited staff to support it. If possible within statute, ASD supports limiting the courses to which this regulation applies to, "Courses required for graduation."
- All of ASD's science classes include labs. Because of the hands-on nature of labs, and the additional effort and difficulty associated with developing performance assessments for labs, ASD currently excludes lab courses from the Credit by Examination procedure. The potential for needing to create both written and performance assessments for science courses is a concern. ASD requests that courses which involve labs be excluded, if statute allows. If they must be included, additional charges will need to be incurred by the student in order to cover district costs.
- The proposed regulation states that students who successfully challenge a course by demonstrating mastery will receive credit and a "pass" grade on the transcript that will not be included in the grade point average. Districts are also responsible for developing standards regarding the degree of mastery necessary to successfully challenge a course. ASD already has a Credit by Choice program in which the ability to challenge a course is more specifically defined. ASD currently requires a 90% mastery level on the test, at which time the student receives a grade of "A." ASD requests the regulation allow for grading of challenged courses.
- Interest in ASD's current practice for challenging courses was expressed by DEED. Please see the information below, and feel free to contact us with any questions.

ASD Credit by Choice - Program No. 5 – Credit by Examination

Credit by examination is an opportunity for the advanced student to progress at his/her own learning rate in courses approved in the ASD's Program of Studies. Credit may be awarded on demonstrated proficiency through an examination process. The test will be developed by a teacher selected by the Curriculum Assistant Principal and will be equivalent to the final examination of a given course. A ninety-percent (90%) score is required to receive credit. A fee of \$85.00 is required, in advance, to compensate the teacher for creating, administering, and evaluating the test.

- *A student cannot be granted credit by examination for a course in which he/she has*

previously earned credit nor may he/she receive credit for a prerequisite course if they are presently enrolled in or have previously earned credit in an advanced course.

- *Laboratory courses are excluded from the credit by examination procedure.*
- *Upon receipt of an approved application for Credit by Choice, the Curriculum Assistant Principal will appoint an examiner.*
- *The examiner will select or construct an examination which is consistent with the approved course description and objectives. The examiner is expected to proctor the test, score it, notify the Curriculum Assistant Principal of the results and submit the test materials to the Registrar.*
- *If credit is denied, a student may not reapply for Credit by Examination for the same course.*



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000

www.k12northstar.org



August 14, 2014

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

RE: 4 AAC 06.065 Challenging Courses

The Fairbanks North Star Borough School District has numerous questions and concerns regarding the proposed regulations to implement AS 14.03.127 regarding students in grades 7 – 12 challenging core courses, including mathematics, language arts, social studies, science, and world languages, by demonstrating mastery of the course material.

We request further consideration and clarification regarding the following:

- Will districts have the authority to limit the number of courses a student may challenge and receive high school credit?
- Will a student who has challenged a course and received credit be permitted to retake a course in order to post a grade for grade point average purposes?
- Will districts have the authority to establish an internal appeal process for students who fail a course challenge?
- If districts create assessments, what accountability will exist through DEED to ensure consistency and rigor across the state?
- Will CLEP exams or other outside assessments be accepted as measures of master to challenge core course?
- Will DEED establish guidelines regarding early graduation as a result of credit earned earlier than normal?

There are numerous factors and scenarios to consider with regard to the proposed regulations. Guidance from the Department will be greatly appreciated.

Respectfully,

A handwritten signature in black ink, appearing to read "Karen Gaborik", is written over a faint, larger version of the same signature.

Dr. Karen Gaborik, Interim Superintendent

Cc: Shaun Kraska, Interim Assistant Superintendent
Peggy Carlson, Executive Director of Curriculum
Kathy Hughes, Executive Director of Research and Accountability
FNSB Board of Education

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Wednesday, August 13, 2014 9:38 AM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Please print and put in Challenging Courses folder. (I've been forwarding all the comments to the appropriate people.)

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Wednesday, August 13, 2014 9:24 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Amy Angleton
E-Mail: Aangleton@kpbsd.k12.ak.us
Telephone: 907 262-0402

I am commenting on: 4 AAC 06.065

My Comments: The ability for students to test out of a course is almost a necessity for some courses but an educational hinderance for other courses. For example, if a student is required to take Geometry but knows and applies all the content prior to the course, it becomes redundant to be required to take that course. However, in classes that facilitate higher level thinking skills, such as Language Arts courses and Social Studies courses, students will miss an immense learning experience by not being required to sit through a class with teachers and students that will challenge and enhance their critical thinking skills. Also, specifically in Language Arts each course requires students to develop further as a reader and writer, to improve their skills, not just know content that could be tested on a course requirement exam.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, July 03, 2014 12:19 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Rene Martin
E-Mail: rmartin@hbsd.net
Telephone: 907 766-2107

I am commenting on: 4 AAC 06.065. Challenging Courses My Comments: I don't believe that this regulation is in the best interest of our students. As a secondary educator in the regular and distance classroom, students need the seat time in a classroom and the guidance of a teacher to learn the subtleties of the content areas. When students only know and can regurgitate fact - which is what testing out of these subjects would encourage - they do not understand the bigger scope of the content. For example, being able to apply grammar rules to sentence structure does not indicate whether or not a student can actually write a coherent paragraph or essay. It does not show if that student has the ability to adapt to an audience, include relevant supportive material, or has really synthesized and can use the content in a myriad of ways.

I realize that in our state, we are trying to find avenues to help our students be successful. We need to look into other ways of preparing students for college level courses. Testing out of a high school level class gives students a false sense of understanding content. At our school, we have a dual-credit college algebra class. What we have found is that the high school students can't keep the pace of the college class because they haven't mastered the high school level skill. They are smart enough to test into the college class, but since they didn't actually retain the base level knowledge, they struggle at the upper level. My sister, a college professor in foreign language, has also come across this problem in college students testing out of a level. They may be able to pass the test - but the real skill level is not there due to the lack of mastery, and this sets the students up for failure.

I understand the need to find a balance for the upper level students in our schools. Mandating testing out of content areas is not the way to make that happen. We are also teaching skills like team work, discipline, social behaviors, and application of skills in a real world way; when we bypass the social norms that young adults need to navigate the world, we do them a disservice. Please do NOT pass this piece of legislation.

Thank you,
Rene Martin

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, July 18, 2014 2:50 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Laural Jackson
E-Mail: ljackson@dgsd.us
Telephone: 907 895-4657

I am commenting on: 4 AAC 06.065. Challenging Courses My Comments: I have serious concerns about the proposed ability for students to test out of a course by demonstrating mastery. My first concern comes with the definition of master. What is mastery level? A given percentage? Does it mean mastery through learned facts and concepts, or can an open book test suffice?

I understand the push for local control in the state of Alaska; however, in this issue I believe that it is important that students meet the same required level of mastery and that they not be allowed to "shop around" for the school that might offer the easiest test to pass. It is already very easy for students to opt in and out of programs at will. Often they are not really considering where they will get the best education, but are focused on just getting done.

Testing out of classes is a great way for higher achieving student not to have to spend time on things they already know, but I feel strongly that this must be a consistent standard across the state.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, July 27, 2014 11:02 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Matthew Hunter
E-Mail: mchunter1@gmail.com
Telephone: 907 738-6851

I am commenting on: 4 AAC 06.065. Challenging Courses.

My Comments: I am a math and physics teacher at Mt. Edgecumbe High School. (These are my own personal concerns and have nothing to do with my school or its administrators.) I do have concerns about students using this regulation to avoid taking classes that would be good for them, but I am favorable overall.

The regulation will allow students to avoid content from classes that are required by a school but which the student is already proficient in. This is excellent. The worst high school classes I took were required courses that repeated content I had mastered in middle school.

As a mathematics teacher, I've learned that students lose proficiency over the summer months. If students are allowed to test out of courses for credit, then each time that happens, it could result in one less semester or year of math class. This could result additional skills loss prior to graduation, making the student much less prepared for college or a career. Conversely, students may use this opportunity to advance to more difficult classes. This would allow kids to take AP or advanced courses that they would not otherwise be able to meet the prerequisites for.

The most concerning part of this regulation actually is a state-wide concern about the lack of consistency between schools and districts. For example, when we get new students at my school, they come from all over the state. I can tell you that Algebra 1 on a transcript means that students took anything from middle school math to UA Math 105 Intermediate Algebra equivalent depending on the city or village they live in.

I wish we had a statewide exit exam for every high school math class that would ensure some minimal uniformity. Perhaps the state would write exit exams that could be used to test out of courses for credit?

Thank you for the opportunity to comment.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, August 01, 2014 7:47 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Erika Schneider
E-Mail: erikasogge@gmail.com
Telephone: 907 843-1636

I am commenting on: 4 AAC 06.065. Challenging Courses My Comments: I think that this regulation should be adopted. Many schools are moving towards a self paced model of education. If a student masters algebra in 8th grade, they should be able to test out of their high school algebra course. This will help students achieve at high levels.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, August 06, 2014 9:40 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Emanuela Pokryfki

E-Mail: epokryfki@gmail.com

Telephone: 907 314-0772

I am commenting on: 4 AAC 06.065

My Comments: I am a foreign languages teacher and I think that it is right to offer to students who have already gained knowledge on a certain subject the opportunity to challenge a course and move up the learning level where they are actually challenged instead of being bored with concepts they already master.

I believe that students will be more engaged in their learning if they had this opportunity.

Fry, Eric V (EED)

Jm: eric.fry@alaska.gov
Sent: Friday, August 08, 2014 10:46 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: James Wilson

E-Mail: jwilson@ucsd.net

Telephone: 907 581-1222

I am commenting on: 4 ACC 06.065

My Comments: I am the principal of Unalaska City Schools located in Unalaska, Alaska. As a school administrator my responsibility is to make sure new regulations are implemented effectively in my school. Currently schools are under a tremendous amount of pressure in their attempts to realign curriculum with new state standards, to prepare meaningful Student Learning Objectives that are a pending portion of the new teacher evaluation regulation and most importantly to focus on delivering quality instruction to the students of Alaska. This regulation is going to take significant time for teachers to implement as they will need to develop meaningful tests and have time to pilot these tests to make sure they do indeed adequately measure the mastery of a given content area. In Alaska we value individual communities right to have locally developed curriculum and course content and a test designed to award credit must adequately measure this content. It is important that the state provides adequate time to allow educators to develop meaningful assessments. Schools also need time to develop administrative policy regarding testing windows and local policies related to testing. There simply is not enough time to implement this regulation effectively for this school year and I ask that the implementation be delayed until the 2015-2016 school year at the earliest.

Thank you,

Jim Wilson

Principal

Unalaska City School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, August 08, 2014 2:02 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: John Conwell
E-Mail: jconwell@ucsd.net
Telephone: 907 581-3151

I am commenting on: 4 AAC 06.065 Challenging courses My Comments:

This new statute makes sense in that it gives intellectually gifted students an opportunity to prove competency in courses for which they have demonstrated mastery of the content. However, the statute does present a burden in terms of time and cost to school districts, particularly small districts with limited staff and financial resources. Taking these potential burdens into consideration, EED is encouraged to carefully consider the following concerns when developing new regulations:

1. Teachers and administrators will need considerable time to develop standards and assessments for the current course offerings in grades 7-12. Implementation of the statute should be phased in over a period of years, not months. Suggest starting with mathematics as it is a content where mastery of concepts can be measured more objectively than a language arts course where research and writing is a graded component. Language arts teachers will need time to develop standards and assessments in these areas.
2. The regulation needs to define "credit." For example, does a 7th grade student who successfully challenges a course earn a high school credit, or does credit in this instance mean that the student has demonstrated the mastery of course content needed to go onto the next level?
3. Will there be any alignment of course mastery among and between districts? For example, is an algebra course offered at Unalaska High School comparable to an algebra course offered in Anchorage or in every other Alaska school district?
4. There needs to be recognition that when a student successfully challenges a course, it will present scheduling challenges for the secondary school, particularly when an 8th grade student is ready to take high school courses. This is not an insurmountable problem, but it does require more creative scheduling and possible issues with junior high and high school schedules not being aligned due to sharing of staff, lunch room schedules, etc .
5. There are potential concerns with small high schools not being able to offer enough courses or variety in courses to satisfy those students who are testing out.

It is my hope that EED and the State Board of Education will continue to keep in mind the vast and varying differences in levels of resources among secondary schools throughout Alaska when developing these regulations. "One size fits all" solutions most often do not work well in Alaska.

John Conwell, Superintendent
Unalaska City School District

Miller, Lisa A (EED)

From: Fry, Eric V (EED)
Sent: Tuesday, August 12, 2014 3:51 PM
To: Miller, Lisa A (EED)
Subject: FW: Comments on Regs

Please print and add to the Challenging Courses file.

From: eric.fry@alaska.gov [eric.fry@alaska.gov]
Sent: Tuesday, August 12, 2014 3:40 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Ray Imel
E-Mail: ray.imel@juneauschools.org
Telephone: 907 364-3717

I am commenting on: Challenging Courses-4 AAC 06.065 My Comments: I teach Spanish and Technology at Dzantik'i Heeni Middle School. It blows my mind that DEED forwards reforms like challenging courses and accrediting them based on exams without reflecting on the overall impact on students, teachers and education in general. OK. The result of this change will be further erosion of free and equal public education as students who can afford it use outside resources to game the system. So by all means if your goal is to destroy the foundations of the democratic state go forward with these reforms while public schooling continues to wither and die. When I began teaching 17 years ago our school had 2 E teachers, a full time language language teacher, 2 music teachers, Art, Life Skills and 2 technology teachers- We still needed more Teachers! We needed a native language instructor and a shop teacher. I am ashamed that my elected representatives and the institutions they created in an environment of an oil economy could not structure a system that fulfilled those minimum requirements. Instead we began a steady diet of belt tightening, and making due. Today we have about half the offerings. Well after the 17 year starvation, what's next? Let the kids with private tutors and expensive camps test out of the already anemic options. Who will develop these standards and grade these tests...um, I guess that would be me. Really? Really? We can do better than this. Don't get me wrong, I'm not opposed to the reform in the context of adequate funding for education, but you are crushing the spirit of John Dewey, and Horace Mann.

Miller, Lisa A (EED)

Subject: Comments on Regs

From: eric.fry@alaska.gov [eric.fry@alaska.gov]

Sent: Saturday, August 09, 2014 8:26 PM

To: Fry, Eric V (EED)

Subject: Comments on Regs

Name: robbi douglass

E-Mail: robbidouglass@gci.net

Telephone: 907 385-4908

I am commenting on: 4AAC 96.965 Challenging Courses My Comments: I am in favor of giving ALL students the option of testing out.

Miller, Lisa A (EED)

subject: Comments on Regs

From: eric.fry@alaska.gov [eric.fry@alaska.gov]

Sent: Friday, August 15, 2014 1:04 PM

To: Fry, Eric V (EED)

Subject: Comments on Regs

Name: Tiare Hansen

E-Mail: Jtwales@alaska.net

Telephone: 907 260-4429

I am commenting on: 4acc06.065

My Comments: I do not think changing this regulation is a good idea. Do not implement these changes.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, August 14, 2014 9:42 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Margaret Salisbury
E-Mail: wendolene45@yahoo.com
Telephone: 907 978-1412
I am commenting on: 4 ACC 06.065

My Comments: My concern with the rapidity and lack of vetting by the legislature in passing this regulation comes from my perspective as an employee of the FNSBSD. I have spent the last three years working intensely with not only my colleagues but with the state's DEED agency on the creation, vetting and adaptation of the new state standards. This summer I worked with the Kansas facilitators who are still in the midst of constructing a new test assessment for spring 2015. The state education department is working feverishly to develop some pre-assessments state wide. On a local level our curriculum department is attempting to develop and support our teachers district wide to develop our own formative assessments in anticipation of a test that is not yet created. The lack of understanding of what it takes to write a good assessment is quite evident in the unreasonable demands of this legislation. Assessment is time consuming and requires many, many hours of development and vetting. Our new standards are barely transitioned,, and yes, they are more rigorous, and they will have an impact on every teacher and student state wide in what and how we teach. That's a good thing; we want to be accountable. But do we really want to develop yet another test for content areas that could look markedly different from one end of the state to the other? Should there not be a consensus so that student doesn't go into an alternative program that may have a much easier test simply to "test" out? The state legislature has repeatedly stated that we are going to lose even more funding, but the punitive threat of this untimely legislation means something that we have so vitally attempted to salvage will be sacrificed. We don't want to create a test in all these content areas that does not demonstrate evidence of mastery; that is greater travesty to our students. But under the burden of implementing this regulation, a sound test will be comprised. If we truly believe in equity, then all students should be tested by the same instrument state wide. I am not sure why this regulation was developed in haste without first consulting with districts. We already offer students opportunities to take college level classes at UAF. We offer AP classes that already have the testing mechanism in place to "test out". If students feel they are ready to skip a course of study in world history, they can take the AP test and score a 4 or 5 to demonstrate mastery. They don't have to be enrolled in an AP class, and the legislature can pick up the 85 dollar cost. If you believe you truly have mastery of a subject, then that's what you need to do, and these test items have been thoughtfully developed with a long history of rigor. This makes sense state wide. To offer or demand less cheapens public education. I know an instance where a truly exceptional student did just that, taking multiple AP exams, scoring 5's and enrolling in UAA as sophomore, skipping the demands of freshman course work entirely. On balance, socially and emotionally, he participated in track and skiing within his high school interaction. He took those AP courses that interested him, and took the the other AP tests, successfully gaining credit. To require the implementation of this regulation, and burden our districts with yet another developmental piece at this crucial time of transition demonstrates how little you truly understand the education process.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding charter schools.

◆ BACKGROUND

- House Bill 278, The Education Opportunity Act, amended statute regarding charter schools.
- The proposed regulations reflect the new requirements of these amended statutes for the following charter school topics:
 - o Application procedures;
 - o Application appeal procedures;
 - o A one-time grant program for new charter schools; and
 - o Pupil transportation for students attending charter schools.
- The proposed regulations, as well as the relevant amended statutes regarding charter schools including AS 14.03.250, AS 14.03.253, AS 14.03.264, and AS 14.09.010 are behind Cover Memo 9A.
- Dr. Susan McCauley, Director of Teaching and Learning Support, and Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATIONS

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 27.057 Charter school transportation policy; 4 AAC 33.110 Charter school application and review procedure; and 4 AAC 33.113 through 4 AAC 33.119 Regarding charter schools.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11B

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding correspondence study programs.

◆ BACKGROUND

- House Bill 278, The Education Opportunity Act, amended AS 14.03 to add Article 3 Correspondence Study Programs.
- This new statute addresses the requirements for students' individual learning plans and the use of and accounting for student allotments.
- The new statute includes language contained in current regulations, as well as language that requires amendments to current regulation. Therefore, the proposed regulations eliminate redundancy between the new statute and current regulation, as well as provide new language to further define or clarify requirements of the new statute.
- The proposed regulations, as well as the new statutes for correspondence study programs including AS 14.03.300 and AS 14.03.320 are behind Cover Memo 9B.
- Dr. Susan McCauley, Director of Teaching and Learning Support, and Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATIONS

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 09.160 Fund balance; and 4 AAC 33.421 through 4 AAC 33.426 Regarding correspondence study programs.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11C

◆ ISSUE

The board is being asked to open a period of public comment on multiple regulations regarding accountability updates related to House Bill 278. Proposed changes include a modification to the ASPI accountability reporting system, allowance for teachers to be exempt from jury service while serving in low performing schools, and new reporting requirements that summarize the performance of students from families on active military duty.

◆ BACKGROUND

- Governor Parnell signed his comprehensive education legislation, HB 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repealed the High School Graduation Qualifying Exam and replaced it with a requirement of participation in either the SAT, ACT or WorkKeys assessment.
- The proposed regulation amendment reflects an adjustment in the Alaska School Performance Index (ASPI) reporting related to the WorkKeys transition from a required assessment to an optional assessment. This regulation also makes conforming changes to the alternate school ASPI rating adopted by the board in June.
- Prior to Alaska's approval of the ESEA waiver teachers were eligible for jury service exemption if they were employed by a school that did not meet Adequate Yearly Progress. HB 278 allows a teacher employed by a low performing school to claim jury service exemption.
- A proposed regulation amendment reflects an update to allow teachers to be eligible for jury service exemption if they are employed by a school that is currently identified as a one- or two-star school in the ASPI system.
- A proposed regulation amendment reflects a new requirement to include counts and performance data for students from families that are on active military duty. The information will be included in the state Report Card system that is published online.
- The proposed amended regulation can be found behind Cover Memo 9C.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.812, Alaska school performance index; 4 AAC 06.883, Jury service exemption; 4 AAC 06.895, Report card to the public; 4 AAC 06.899, Definitions.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11D

◆ ISSUE

The board is being asked to open a period of public comment on proposed amendments to the residential school regulations for two items: 1) to implement an open application period annually in accordance with HB278; 2) to provide for a request for an alternative count day in substitution for the specified count day.

◆ BACKGROUND

- Previously, the statewide residential educational program was enacted through AS 14.16.200, State funding for districts operating statewide residential educational programs. The initial legislation, which was effective beginning in fiscal year 2007, allowed for up to three programs that had been established prior to 2005 to apply to the department for approval. Galena, Nenana, and Lower Kuskokwim applied and were approved. Districts are reimbursed a per-pupil monthly stipend for a nine-month year. The stipend rate is set in statute. The program also provides for one round-trip ticket per student, at the least expensive means, between the student's community of residence and the school.
- Previously, AS 14.16.200 was amended during the fiscal year 2011 legislature to allow the department to consider up to three additional programs under the existing statute.
- Previously, in 2013, statute and regulation language was amended to include variable length programs. The department then opened a period of applications, and four additional districts qualified: Anchorage, Bering Strait, Chugach, and Northwest Arctic.
- Item 1 relates to HB278; a new section has been added at AS 14.16.100 that directs the department to provide an annual period of open applications for the residential program. The proposed regulation implements an annual period of applications for the residential program.
- Item 2 provides an opportunity for districts to request an alternative count day for variable term programs. The alternative count day must be during the October count period at AS 14.17.600 and must reflect the number of students the district will continue to house throughout the entire school year.
- The proposed regulations and public comment can be found behind Cover Memo 9D.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 33.090(c); and 4 AAC 33.090 (h) Regarding district-operated statewide residential educational programs.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11E

◆ **ISSUE**

The board is being asked to open a period of public comment on multiple regulations regarding assessment updates related to House Bill 278 and changes to the state assessment system. Proposed changes include revisions to the *Participation Guidelines for Alaska Students in State Assessments* document and the establishment of a waiver system for the college and career ready assessments.

◆ **BACKGROUND**

- Governor Parnell signed his comprehensive education legislation, HB 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repealed the High School Graduation Qualifying Exam and replaced it with a requirement of participation in either the SAT, ACT or WorkKeys assessment.
- A proposed regulation amendment reflects a requirement in HB278 for a waiver system to support individuals that are unable to participate in the college- and career-ready assessments for reasons that are outside of their control.
 - A high school student that enters the public school after the completion of all scheduled administrations of the college and career ready assessments may be considered for a waiver from participating.
 - A high school student may also be considered for a waiver from participating in the college- and career-ready assessments under a limited number of situations that are defined as rare and unusual circumstances.
- A proposed regulation amendment reflects the need to revise the *Participation Guidelines* document based on major changes to the state assessment system and the state assessment delivery systems. The publication is adopted by reference in 4 AAC 06.775.
 - Changes to the *Participation Guidelines* include combining the *Alaska Supplement for WorkKeys Assessment* publication to have a single document for all statewide assessments. The *WorkKeys Supplement* is also adopted by reference in 4 AAC 06.775.
- The proposed amended regulations and the *Participation Guidelines* can be found behind Cover Memo 9E.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATIONS

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.775, Statewide assessment program for students with disabilities; 4 AAC 06.721, College and career readiness assessment waivers; 4 AAC 06.722, Waiver for entering the public school system late; 4 AAC 06.723, Rare or unusual circumstances; 4 AAC 06.724 Procedures for appeal from a denial of a waiver from college and career readiness assessments.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11F

◆ ISSUE

The board is being asked to open a period of public comment regarding regulations related to the powers of the Alaska State Museum to name other Alaskan museums or cultural centers to be repositories of natural history and cultural materials, per HB 154, which was passed by the recent state legislature.

◆ BACKGROUND

- HB 154 amended 14.56 to authorize the Alaska State Museum as a designated repository of natural and cultural history collections and enabled the department to designate other such Alaskan repositories.
- Some museums in the state have expressed a strong interest in applying for this designation under the authorization.
- These proposed regulations outline the steps for a review of applications related to applicant's collections preservation, curatorial practices, scope of collections, knowledge dissemination and compliance with the Native American Graves Protection and Repatriation Act (NAGPRA) requirements.
- The proposed amended regulation can be found behind Cover Memo 9F.
- Linda Thibodeau, Director of the Division of Libraries, Archives and Museums, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATIONS

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 58.300 through 4 AAC 58.320 Designation of Natural and Cultural History Repositories.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11G

◆ ISSUE

The board is being asked to open a period of public comment on regulations increasing the high school graduation requirements for mathematics.

◆ BACKGROUND

- At the March State Board of Education meeting, board members reviewed the number of credits currently being required by 4 AAC 06.075 for high school graduation, as well as how this compares to other states' requirements, and to what is required by school districts in Alaska.
- Currently, 4 AAC 06.075 requires students to complete a total of 21 units of credits to graduate from high school including the following number of subject-specific units:
 - o Language arts – four units of credit;
 - o Social studies – three units of credit;
 - o Mathematics – two units of credit;
 - o Science – two units of credit; and
 - o Health/physical education – one unit of credit.
- Forty-two states require students to complete more than Alaska's currently required two units of credit in mathematics.
- Forty-seven school districts in Alaska require students to complete more than the minimally-required two credits in mathematics in order to earn a diploma in that district.
- The proposed regulation increases the units of credits required for high school graduation from two to three units of credit.
- This increase brings consistency between what is already being required by the vast majority of both other states and school districts in Alaska.
- The proposed regulations can be found behind Cover Memo 9G.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.075(b) Increasing the units of credit required for high school graduation.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11H

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to House Bill 210, an act relating to crisis intervention training for school personnel; and relating to restraint and seclusion of students in public schools.

◆ BACKGROUND

- House Bill 210 amended statute to require the following of school districts:
 - o Establishing policies and procedures for the use of restraint and seclusion of students;
 - o Reporting to parents of affected students incidences involving the use of restraint or seclusion;
 - o Complying with limitations regarding the use of restraint and seclusion of a student; and
 - o Reporting annually to the department data regarding incidents involving the use of restraint or seclusion of a student.
- As part of HB 210, two amended statutes have implication for regulation.
 - o AS 14.33.125 requires the department to collect from school districts data related to incidents involving the use of restraint or seclusion of a student.
 - o AS 14.33.127 requires the department to approve crisis intervention training programs for schools.
- The proposed regulations prescribe the timeline for submission by school districts of the required data, as well as outline the department's approval process for approving crisis intervention training programs.
- The proposed regulations, as well as the relevant authorizing statutes AS 14.33.125 and AS 14.133.127 regarding crisis intervention training and restraint and seclusion of students in public schools can be found behind Cover Memo 9H.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATIONS**

Open a period of public comment on the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.175 Reporting restraint and seclusion incidents and expulsions; and 4 AAC 06.177 Crisis intervention training programs.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 11I

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding a restriction to expending money to implement educational curriculum standards established by the Common Core Standards Initiative.

◆ BACKGROUND

- This proposed regulation supports the actions of the legislature and the Governor when passing and signing into law HB278, enrolled as Alaska Statute 14.07.020 (b).
- The testimony offered when this amendment was added to HB278 in the legislature expressed the intent that this was to prevent Alaska from adopting the Common Core State Standards, and accepting any obligations that such adoption would involve.
- The testimony during the legislative session further clarified that this amendment to HB278 was not to prevent Alaska from implementing the content standards the State Board adopted in June 2012, and was not to prevent the department from the work involved in the implementation of those adopted standards.
- This regulation clarifies that “any money” as referenced in Alaska Statute 14.07.020 (b) includes state money or any money received from other sources.
- The proposed regulation can be found behind Cover Memo 9I.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulations.
Amend the proposed regulations and open a period of public comment.
Seek more information.

◆ ADMINISTRATION’S RECOMMENDATIONS

Open a period of public comment on the proposed regulation.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 04.145 Common Core Standards Initiative restrictions.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 12A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to the repeal of the High School Graduation Qualifying Exam (HSGQE) and the inclusion of participation in college- and career-ready assessments as now required for a high school diploma.

◆ BACKGROUND

- Governor Parnell signed his comprehensive education legislation, House Bill 278, Alaska's Education Opportunity Act, into law on May 13, 2014.
- The law repeals the HSGQE and replaces it with a student's choice of participation in the ACT, SAT or WorkKeys assessments.
- These required college- and career-ready assessments will be taken during the last two years of high school for students seeking a diploma.
- A review was conducted to eliminate regulations that will no longer be required with the repeal of the HSGQE.
- Proposed regulation amendments reflect the change from the HSGQE and Grade 11 WorkKeys requirements to a new diploma requirement for participation in college- and career-ready assessments.
- The college- and career-ready assessments are the ACT, SAT and WorkKeys. A student must take one of the three assessments to qualify for a diploma. The state will pay for one administration of one assessment per an individual.
- The WorkKeys supplement specifies that accommodations for students who are English learners are only state-allowed accommodations; ACT no longer allows accommodations for English learners in Alaska. English learners who use accommodations are eligible for the Alaska Performance Scholarship, meet the requirements for the college- and career-ready assessment for graduation, and have scores that can be used for school accountability (Alaska School Performance Index). They are not eligible for an ACT National Career Readiness Certificate.
- The regulation clarifies that the 2015 standards-based test will be based on the standards adopted in June 2012.
- The proposed regulations and public comment can be found behind Cover Memo 10A.
- Erik McCormick, Director of Assessments, Accountability and Information Management, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.710 Statewide student assessment system, 4 AAC 06.715 Work ready/college ready transitional skills curriculum and benchmark assessments, 4 AAC 06.717 College and career readiness assessments, 4 AAC 06.720 Program evaluation, 4 AAC 06.737 Standards-based test, 4 AAC 06.755 High school graduation qualifying examination, 4 AAC 06.758 High school graduation qualifying examination results, 4 AAC 06.759 High school graduation qualifying examination: remediation, 4 AAC 06.771 High school graduation qualifying examination reexamination, 4 AAC 06.772 High school graduation qualifying examination waivers, 4 AAC 06.773 Waiver for entering the public school system late, 4 AAC 06.774 Rare or unusual circumstances, 4 AAC 06.775 Statewide assessment program for students with disabilities, 4AAC 06.777 Students that have passed another state's competency examination, 4 AAC 06.780 Procedures for appeal from a denial of a waiver from the high school graduation qualifying exam, 4 AAC 06.789 Requests by parents for high school graduation qualifying examination waivers, exemptions, and appeals, 4 AAC 06.790 Definitions.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 12B

◆ **ISSUE**

The board is being asked to adopt regulations regarding the challenging of courses for secondary students.

◆ **BACKGROUND**

- These regulations address AS 14.03.073 Secondary school course credit, added with the passage of House Bill 278, Alaska's Education Opportunity Act.
- These proposed regulations add 4 AAC 06.065 to allow secondary students the opportunity to challenge core courses by demonstrating mastery of course material.
- At a minimum, school districts will need to offer twice annually assessments for challenging courses in mathematics, language arts, social studies, and science and world languages.
- As a result of public comment the department changed how credits will be awarded.
- The proposed regulations and public comments can be found behind cover memo 10B.
- Marcy Herman, Special Assistant to the Commissioner/Legislative Liaison, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed regulations.

Amend the proposed regulation and adopt as amended.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulation.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development adopt proposed regulation 4 AAC 06.065 Challenging Courses.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 13

◆ **ISSUE**

The board had scheduled its meeting calendar for school year 2014-2015, except for the June 2015 meeting which needs to be decided during this meeting.

◆ **BACKGROUND**

- According to board bylaws, the board is scheduled at the last regularly scheduled meeting of each school year to adopt a calendar indicating the planned date and location of each regular meeting for the next school year.
- At the June 2014 meeting the board adopted the following meeting dates and locations.

Date	Location	Meeting Type
September 18, 19, 2014	Anchorage	regular quarterly
October 29, 2014	Video-Teleconference/Noon	Special -70/30 waivers
December 4 & 5, 2014	Anchorage	Regular quarterly
January 26, 2015	Video-Teleconference/Noon	Special – legislative & budget
March 19, 20, 2015	Juneau	Regular quarterly

- The board decided to conduct the June 2015 meeting in Fairbanks to facilitate another joint meeting with the Board of Regents.
- The following dates are proposed for the June 2015 meeting.

Date	Location	Meeting Type
June 4, 5, 6, 2015	Fairbanks	½ Day BOR/SBOEED ½ Day Retreat and 2 Days of Regular quarterly

- The June meeting dates reflect the joint BOR/SBOEED meeting that would be held on June 4, 2015, this date will coordinate with the BOR meeting schedule.
- A calendar for school year 2015 follows this cover memo.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

◆ **OPTIONS**

Set the June meeting dates for June 4, 5, 6, 2015.

Take no action.

◆ **ADMINISTRATION'S RECOMMENDATION**

Set the June meeting dates for June 4, 5, 6, 2015.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the dates of June 4, 5, 6, 2015 for the State Board of Education's retreat and June meeting along with joint BOR/SBOEED meeting.

Date	Location	Meeting Type
June 4, 5, 6, 2015	Fairbanks	½ Day BOR/SBOEED ½ Day Retreat and 2 Days of Regular quarterly

Calendar for year 2015 (United States)

<p>January</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>4:○ 13:● 20:● 26:●</p>	<p>February</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>3:○ 11:● 18:● 25:●</p>	<p>March</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30 31</p> <p>5:○ 13:● 20:● 27:●</p>
<p>April</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30</p> <p>4:○ 11:● 18:● 25:●</p>	<p>May</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2</p> <p>3 4 5 6 7 8 9</p> <p>10 11 12 13 14 15 16</p> <p>17 18 19 20 21 22 23</p> <p>24 25 26 27 28 29 30</p> <p>31</p> <p>3:○ 11:● 18:● 25:●</p>	<p>June</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6</p> <p>7 8 9 10 11 12 13</p> <p>14 15 16 17 18 19 20</p> <p>21 22 23 24 25 26 27</p> <p>28 29 30</p> <p>2:○ 9:● 16:● 24:●</p>
<p>July</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4</p> <p>5 6 7 8 9 10 11</p> <p>12 13 14 15 16 17 18</p> <p>19 20 21 22 23 24 25</p> <p>26 27 28 29 30 31</p> <p>1:○ 8:● 15:● 24:● 31:○</p>	<p>August</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1</p> <p>2 3 4 5 6 7 8</p> <p>9 10 11 12 13 14 15</p> <p>16 17 18 19 20 21 22</p> <p>23 24 25 26 27 28 29</p> <p>30 31</p> <p>6:● 14:● 22:● 29:○</p>	<p>September</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30</p> <p>5:● 13:● 21:● 27:○</p>
<p>October</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3</p> <p>4 5 6 7 8 9 10</p> <p>11 12 13 14 15 16 17</p> <p>18 19 20 21 22 23 24</p> <p>25 26 27 28 29 30 31</p> <p>4:● 12:● 20:● 27:○</p>	<p>November</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5 6 7</p> <p>8 9 10 11 12 13 14</p> <p>15 16 17 18 19 20 21</p> <p>22 23 24 25 26 27 28</p> <p>29 30</p> <p>3:● 11:● 19:● 25:○</p>	<p>December</p> <p>Su Mo Tu We Th Fr Sa</p> <p>1 2 3 4 5</p> <p>6 7 8 9 10 11 12</p> <p>13 14 15 16 17 18 19</p> <p>20 21 22 23 24 25 26</p> <p>27 28 29 30 31</p> <p>3:● 11:● 18:● 25:○</p>

Holidays and Observances:			
Jan 1	New Year's Day	Nov 11	Veterans Day
Jan 19	Martin Luther King Day	Nov 26	Thanksgiving Day
Feb 14	Valentine's Day	Dec 24	Christmas Eve
Feb 16	Presidents' Day	Dec 25	Christmas Day
Apr 5	Easter Sunday	Dec 31	New Year's Eve
Apr 13	Thomas Jefferson's Birthday		
May 10	Mothers' Day		
May 25	Memorial Day		
Jun 21	Fathers' Day		
Jul 3	'Independence Day' observed		
Jul 4	Independence Day		
Sep 7	Labor Day		
Oct 12	Columbus Day (Most regions)		
Oct 31	Halloween		

Calendar generated on www.timeanddate.com/calendar

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 14

◆ **ISSUE**

This is a standing report to the board regarding the Division of Teaching and Learning support

◆ **BACKGROUND**

- The TLS Division continues its efforts to update and organize EED website resources for more streamlined access by educators and the public. Instructional Technology is guiding a program-by-program redesign of website resources which we anticipate will be completed by November 2014.
- The Child Nutrition Programs Team is supporting districts as they implement new federal regulations requiring nutrition standards for all fundraising efforts. Organizations that fundraise in the school setting are being encouraged to work with school nutrition staff to ensure that food sold meets U.S. Department of Agriculture standards. Child Nutrition Programs has approved 15 school districts with a total of 123 schools to participate in the new Community Eligibility Option (CEP), which allows districts to provide breakfast and lunch at no cost to children based on the number of children categorically eligible for free meals based on participation in Food Stamps, TANF, foster children, migrant, runaway, or homeless. This will be the first year for CEP in Alaska.
- The Instructional Support Team continues to build awareness and support districts, schools, and teachers in the transition and implementation of Alaska's English Language Arts and Mathematics Standards. As part of the effort to develop professional learning resources for use by districts, the Instructional Support Team is developing professional learning modules. Each module is 1-2 hours long and includes a recorded PowerPoint presentation, presentation guide, activity guide, handouts, resources, and a professional learning community framework. They are designed to be delivered in person; as a recorded presentation; as self-paced learning through the eLearning module process for a Continuing Education Unit; or in combination with other modules for a university credit. The team continues to offer onsite support to districts and had the privilege of working with three districts at their beginning of the school year training.
- The School Recognition and Support Team is preparing for a new cycle of reviewing and approving schools' improvement plans as required by regulation and Alaska's Elementary and Secondary Education Act waiver. Administrator Brad Billings has organized a team of EED Liaisons who work directly with district and school planning teams to support them in the implementation of their school improvement planning process.

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

◆ **OPTIONS**

This is an information item. No action necessary.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 15

◆ ISSUE

This is a standing report to the board regarding assessment, accountability and information management.

◆ BACKGROUND

- The board will be briefed on the activities related to the Alaska Measures of Progress (AMP), the new statewide assessment system.
- The board will be briefed on the results of the following recent events:
 - o Passage writing workshops
 - Juneau, June 23-27
 - Fairbanks, July 14-18
 - o AMP remote item reviews
 - August 7-13
 - August 27 – September 2
 - o Achievement Level Descriptors (ALD) Meeting, September 17
- The board will be briefed on the Alaska School Performance Index (ASPI) statewide performance results for the school year 2013-2014.
- The board will be briefed on the following upcoming events:
 - o AMP remote item reviews
 - October 8 – October 14
 - November 18 – November 24
 - o Technical Advisory Committee (TAC) Meeting, October 22-23
 - o District Test Coordinator Training, November 10-11
- Behind this cover memo are: 1) the AMP Information Document, and 2) the Item Review Announcement and Application.
- Erik McCormick, Director of Assessment, Accountability & Information Management, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.



*The purpose of this document is to provide regular updates to Alaskan educators and members of the public about the implementation of the new Alaska assessment for grades 3-10, Alaska Measures of Progress (AMP). New information will be **bolded** and the date of the document will be in both the title and the footer as well as summarized on the last page. Contact Elizabeth.davis@alaska.gov for more information or visit www.akassessments.org.*

Components of the Alaska Measures of Progress (AMP) Assessment Program

Technology Practice Test: The practice test will be available in September 2014. The focus of the practice test is to give students experience with the online assessment technology. There will be three practice tests: grades 3-5, grades 6-8, and grades 9-10. Each practice test will have traditional item types, such as multiple choice, and items that utilize technology-enhanced items (TE's), such as dropdown menus or drawing lines. Students, teachers, and members of the community have unlimited access to the practice test.

Testlets, Assessments for Learning: The testlets are short, 8-10 item tests available to teachers to use to inform their instruction. These optional, no-stakes assessment tools are **designed to give teachers information on student progress on individual standards. Teachers select which testlets to give to students and when to administer them.** The testlets will be available beginning in January 2015. **Student and teacher rosters must be uploaded into the KITE Client for teachers to access the Testlets.**

Interim Benchmark Assessment: The optional interim assessment will be available to districts beginning in fall 2015. The purpose of the interim assessment is to provide information on students' progress on grade-level standards in English language arts and math. The assessments are given twice per year, in fall and winter. These assessments will be adaptive and will be scored on the same vertical scale as the summative assessment, and will be designed to meet the requirements for the educator evaluation regulations.

Summative Assessment: The summative assessment will have two subtests, English language arts and mathematics. **The summative assessments will have between 70-75 questions per content area (ELA & math) delivered in blocks. Each assessment will start with a block of 25 items, followed by three blocks of 15 items.** Although the assessment is not timed, each subtest will take most students between 90-120 minutes.

The summative assessment will be rolled out in two phases.

- The assessment will be fixed form for the first two years. After two years, Alaska will have enough items to have an adaptive assessment; adaptive assessments adjust in difficulty based on student performance, unlike fixed form assessments. Adaptive assessments provide greater score precision and provide an assessment experience for students that is “a good fit.”
- Items that require keyboarding (constructed response short answer and essay items) and listening items will also be phased in over the next two years.

Alaska Measures of Progress (AMP) Assessment Information Document

July 18, 2014

Scoring: Students will receive scores from 1-4, with 1 being the lowest score and 4 being the highest. The score of 3 is the “meets standard” score. Score descriptions, called **Achievement Level Descriptors (ALDs)**, are currently being drafted and will be reviewed by Alaskan educators on **September 17, 2014**.

Technology: Most students will take the computer-based assessment. EED and the Achievement & Assessment Institute (AAI) will work with schools in the summer and fall of 2014 to assist them in getting ready for the online delivery. AMP is administered using a test delivery engine called KITE. It can be installed on desktops, laptops, and tablets. **An updated version of KITE will be released August 1, 2014; EED strongly recommends that districts download the KITE Client on all district devices between August 4-31.** Once the KITE Client is open all other applications on the device are inaccessible, making the test administration secure. **An app for using KITE more efficiently on iPads will be release in September.**

Support for Computer-based Administration of AMP: AAI’s Technology Support Team will work with districts that may have technological capacity challenges. Districts can contact the help desk at amp_support@ku.edu or by calling, toll free, 855-277-9752. Additionally, AAI is hiring Alaskan technology liaisons who will provide additional virtual and on-site assistance to districts and schools.

Local Caching System: AMP utilizes a Local Caching System (LCS). An LCS is an application that is loaded onto a laptop or desktop; the LCS enables testing to continue if there is minimal bandwidth. It can be used at the district, school, or classroom level.

Waiver from Computer-based Administration of AMP: All schools will be required to test their students online in spring 2015 unless there is substantial evidence that online testing is not possible due to lack of technological resources or infrastructure. EED, along with the Achievement & Assessment Institute, will provide schools with technological support to resolve challenges. Districts that are concerned about the ability of a school to administer the computer-based assessment due to a lack of technological capacity must submit a **Waiver from Computer-based Administration**. Once submitted, the site/district will work with AAI to resolve challenges. If a school is determined to be unable to administer the tests online in 2015, EED will approve the waiver and the school will order paper tests. EED will work with the district to develop a plan to begin computer-based testing within three years. Waivers are site-based, not district-wide. Districts must initiate the waiver process in August or early September. Waivers will be approved no later than **October 31, 2014**.

Information for families and communities: EED is working with AAI to develop a variety of materials and other methods to communicate to students, families, and communities about the new assessment. Brochures for educators and for families will be mailed to schools in August and will also be available on the EED website under the yellow **Parents & Community star**.

Opportunities for Educator Involvement: 30 educators participated in two passage writing workshops this summer, held in partnership with UAF and UAS. Passages written during these workshops will be used for the assessment, and some writers will be commissioned to write additional

Alaska Measures of Progress (AMP) Assessment Information Document

July 18, 2014

passages. More workshops are planned for the summer of 2015. In addition, Alaskan educators reviewed the Technology Practice Test in July and provided valuable feedback to AAI for bias and sensitivity as well as user experience.

Recruitment for Item Reviewers: EED is currently recruiting Alaskan educators to participate in reviewing ELA passages and items and math items for content relevancy, alignment, sensitivity, and bias. Reviews will occur remotely via group webinar or conference call, and independent, online work. Our hope is that remote reviews will remove the burden of leaving the classroom and allow a greater number of rural and remote educators to participate. Participants may review items at a convenient time within the scheduled window. Reviewers who are selected, and complete their review assignments, will be paid a stipend and are eligible for a free non-academic credit from EED (\$50 value). To apply complete the application at http://bit.ly/amp_reviews_2014. Reviews are currently scheduled for: August 7 – 13, August 27 – September 2, October 8 – 14, and November 18 – 24.

ACRONYMS	
AAI	Achievement & Assessment Institute
ALD	Achievement Level Descriptor
AMP	Alaska Measures of Progress
CBA	Computer-based Assessment
LCS	Local Caching System
TE	Technology-Enhanced item
TPT	Technology Practice Test
GLOSSARY	
Achievement Level Descriptors	Achievement level descriptors (ALDs) are a means of describing performance on a standardized test in terms of levels or categories of performance.
Adaptive Assessment	Assessments adjust in difficulty based on student performance, unlike fixed form assessments. Adaptive assessments provide greater score precision and provide an assessment experience for students that is “a good fit.”
Constructed Response Item	Items that require students to keyboard an answer, such as a short answer or essay question.
Fixed Form Assessment	A static assessment that does not adjust to student performance during testing.
Item (test item)	The question and answer choices.
KITE	Test Delivery Engine for the AMP assessments
Technology Enhanced Item (TE)	
Technology Practice Test	Short tests focused on providing students with experience in the technology-enhanced item types and the computer-based testing experience.

Alaska Measures of Progress (AMP) Assessment Information Document

July 18, 2014

The AMP Assessment Window: In 2015, the window will be five weeks long: Monday, March 30 – Friday, May 1. Unlike the paper/pencil SBAs, not all students in a district will take the computer-based assessment on the same days.

The following chart shows the designated testing weeks for each grade level. Two options are given. Option A is designed to accommodate larger elementary/middle/high schools with single-grade classrooms; option B is designed to accommodate smaller K-12 schools. **However, districts are not restricted to either option; districts may choose to test students earlier than the designated weeks, but may not delay testing for grades beyond the “finish week” and may not test earlier than March 30, 2015. For example, a school may test grades 3-8 in week 1. A school may not test grade 3 after week 2. EED strongly recommends districts test all students as early as possible within the window. Examples for testing schedules are being developed and will be available in the fall of 2014.**

	AMP Option A		AMP Option B
Week 1 March 30-April 3	Begin Grade 3, Grade 7		
Week 2 April 6-10	Begin Grade 4, Grade 8	Finish Grade 3, Grade 7	Begin and finish Grade 3,4,7,8
Week 3 April 13-17	Begin Grade 5, Grade 9	Finish Grade 4, Grade 8	Begin and finish Grades 5,6,9,10
Week 4 April 20-24	Begin Grade 6, Grade 10	Finish Grade 5, Grade 9	
Week 5 April 27-May 1		Finish Grade 6, Grade 10	

Science: The science test for grades 4, 8, and 10 is not changing at this time. The paper/pencil science assessment in 2015 will continue to be managed by Data Recognition Corporation (DRC). Districts must administer the science test March 30 – April 10, 2015. All students of the same grade level must take the science assessment on the same day. EED is currently determining the best course of action for the Alaska science assessment after 2015.

AMP paper/pencil: Approved schools will administer the paper/pencil AMP on district-designated days within April 13-24, 2015. **If more than one school in a district is approved for paper/pencil administration, they must administer the assessment on the same two days. Students must take the same portions of the assessment on the same day (e.g., all students must take the first math section on the same day).**

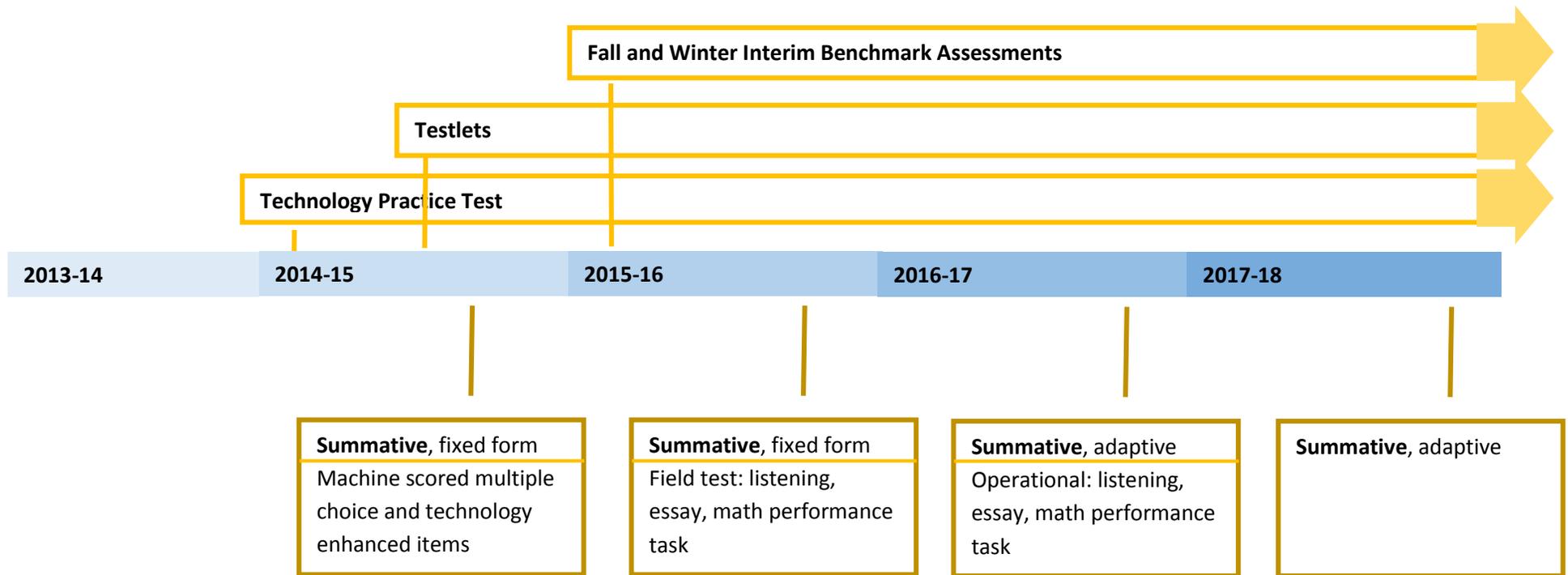
	Science paper/pencil grades 4,8,10	AMP paper/pencil <i>Approved schools only</i>
Week 1 March 30-April 3	Districts designate one testing day per grade in this window (all three grades may test on the same day).	
Week 2 April 6-10		
Week 3 April 13-17		<i>Approved schools will designate 2 testing days for all students within this window.</i>
Week 4 April 20-24		
Week 5 April 27-May 1		

Assessment Activities Timeline (2014-15)

- July 2014: Practice Test item remote-review (bias and sensitivity)
- Summer & Fall 2014: Item reviews with Alaskan Educators begin; ongoing
- August 2014: AMP rollout activities begin; ongoing through year
- September 2014: Technology Practice Test available; will be available throughout year
- September 17: Achievement Level Descriptor Review Meeting
- November 10-11: District Test Coordinator Training
- January 2015: Testlets available
- March 30 – May 1 2015: AMP online test window
- July 7- 10, 2015: Standard Setting Meeting for 2015 assessment



Assessment Development Timeline



7/18/14 UPDATES SUMMARY

1. The name for the practice has been updated to Technology Practice Test to accurately represent the purpose and design of this tool.
2. Testlets, *Assessments for Learning*: clarified that they are written by standard; teacher and student rosters must be uploaded into KITE Client for teachers to access Testlets.
3. The summative assessments will have between 70-75 questions per content area (ELA & math) delivered in blocks. Each assessment will start with a block of 25 items, followed by three blocks of 15 items.
4. Achievement Level Descriptor review will be held September 17, 2014 in Anchorage.
5. KITE Client update August 1, 2014. Districts should download onto all district devices between August 4-31, 2014.
6. iPad app released in September.
7. Districts can contact the help desk at amp_support@ku.edu or by calling, toll free, 855-277-9752.
8. Waiver from Computer-based Administration of AMP: All schools will be required to test their students online in spring 2015 unless there is substantial evidence that online testing is not possible due to lack of technological resources or infrastructure. EED, along with the Achievement & Assessment Institute, will provide schools with technological support to resolve challenges. Districts that are concerned about the ability of a school to administer the computer-based assessment due to a lack of technological capacity must submit a Waiver from Computer-based Administration. Once submitted, the site/district will work with AAI to resolve challenges. If a school is determined to be unable to administer the tests online in 2015, EED will approve the waiver and the school will order paper tests. EED will work with the district to develop a plan to begin computer-based testing within three years. Waivers are site-based, not district-wide. Districts must initiate the waiver process in August or early September. Waivers will be approved no later than October 31, 2014.
9. EED is working with AAI to develop a variety of materials and other methods to communicate to students, families, and communities about the new assessment. Brochures for educators and for families will be mailed to schools in August and will also be available on the EED website under the yellow Parents & Community star.
10. Item Reviews: EED is currently recruiting Alaskan educators to participate in reviewing ELA passages and items and math items for content relevancy, alignment, sensitivity, and bias. Reviews will occur remotely via group webinar or conference call and independent, online work. Our hope is that remote reviews will remove the burden of leaving the classroom and allow a greater number of rural and remote educators to participate. Participants may review items at a convenient time within the scheduled window. Reviewers who are selected, and complete their review assignments, will be paid a stipend and are eligible for a free non-academic credit from EED (\$50 value). To apply complete the application at http://bit.ly/amp_reviews_2014. Reviews are currently scheduled for: August 7 – 13, August 27 – September 2, October 8 – 14, and November 18 – 24.
11. Clarification on testing window schedule: However, districts are not restricted to either option; districts may choose to test students earlier than the designated weeks, but may not delay testing for grades beyond the “finish week” and may not test earlier than March 30, 2015. For example, a school may test grades 3-8 in week 1. A school may not test grade 3 after week 2. EED strongly recommends districts test all students as early as possible within the window. Examples for testing schedules are being developed and will be available in the fall of 2014.
12. AMP paper/pencil: If more than one school in a district is approved for paper/pencil administration, they must administer the assessment on the same two days. Students must take the same portions of the assessment on the same day (e.g., all students must take the first math section on the same day).



The Alaska Department of Education & Early Development (EED) is recruiting educators to assist with the review of reading passages, English language arts items, and mathematics items that will appear on the new Alaska Measures of Progress (AMP) assessment.

Educator feedback will ensure the assessment materials are appropriate and accessible for all students, free from bias and sensitivity, and respectfully representative of all Alaska students while also maintaining the integrity of the assessment content.

Reviews will occur remotely via group webinar or conference call and independent, online work. Participants may review items at a convenient time within the scheduled week-long window.

Reviewers who are selected, and complete their review assignments, will be paid a stipend and are eligible for a free non-academic credit from EED (\$50 value).

The following remote reviews are scheduled in 2014:

- August 7 – August 13
- August 27 – September 2
- October 8 – October 14
- November 18 – November 24

For more information about reviews, please email amp_info@ku.edu

For more information on AMP and the Alaska Comprehensive System of Student Assessment, please visit <http://education.alaska.gov/akassessments> or email elizabeth.davis@alaska.gov



CONTENT, BIAS & SENSITIVITY REVIEWS FOR MATH AND ELA ITEMS

ALASKAN EDUCATORS INVITED TO APPLY

REMOTE REVIEWS; NO TRAVEL NECESSARY

STIPEND, FREE NON-ACADEMIC CREDIT

AUGUST 7 – AUGUST 13

AUGUST 27 – SEPTEMBER 2

OCTOBER 8 – OCTOBER 14

NOVEMBER 18 – NOVEMBER 24

Please select the following link to complete the online application:

http://bit.ly/amp_reviews_2014



Application to Participate Content and/or Bias & Sensitivity Review Alaska Measures of Progress - Grades 3-10

In 2015, Alaska will launch the **Alaska Measures of Progress**, which are new, computer-based assessments for grades 3-10 that align with the new Alaska English language arts and mathematics standards.

Purpose

We would like your help with reviewing reading passages or other items that will appear on the tests. Educator review and feedback during bias and sensitivity reviews will ensure that the test materials are appropriate and accessible for all students, free from bias and sensitivity, and respectfully representative of all Alaska students. For content-focused reviews, educators will ensure that there are no barriers to validly measuring student achievement, while also ensuring that the integrity of the content is maintained. Selected participants who complete all review responsibilities will be paid at least \$100.

Review Opportunities

Remote reviews of reading passages and items will occur this fall (dates listed on the last page of this survey). Participants for these reviews will receive review-specific details once they are selected for a review panel.

Technology

Reviewers should have access to a broadband Internet connection and be able to download the KITE testing software and Firefox browser onto their computers. Conference calls use a regular phone line. More information about the technical requirements can be found at: <http://akassessments.org/requirements>

Eligibility

Current general education teachers, special education teachers, English language learner (ELL) teachers, district test coordinators, and administrators with instructional experience in reading, writing, and mathematics for all grade levels (3-10) are encouraged to apply. Educators should be familiar with the Alaska Standards in English language arts and/or mathematics.

Application Process

To apply, click the next button below and complete the questions that follow. We will contact you with more information if you are selected to participate. Participants will

reflect, to the best extent possible, the tested student population of Alaska in terms of ethnicity, gender, and regional representation.

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

September 19, 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, and the Alaska Native Language Preservation and Advisory Council report to the Governor and Legislature.
- Chris Simon, Rural Education Coordinator, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

Rural Education Coordinator Report

Rural Alaska Community Action Program

- The Alaska Department of Education & Early Development has one seat on the 24-member board of directors.
- During the 2013-2014 school year, Head Start or Early Head Start was offered in 29 communities serving 756 children.
- Due to stagnant funding and rising operating costs, home-based services will be discontinued in Savoonga, St. Mary's, Homer, and Kodiak affecting 50 children. However, St. Mary's will continue to have a center based early Head Start. These communities were selected because of low attendance.
- The community of Stebbins will not be served by Parents as Teachers because of hiring challenges.
- 2015 will be the fiftieth year Rural CAP will be providing human and social services in Alaska.

Alaska Native Language Preservation and Advisory Council

- The seven-member council completed their report of findings and recommendations in early July.
- Among the several recommendations to preserve or reverse Alaska Native language loss is to research broadening Sec. 14.30.420, Native language education to make it school level rather than districtwide.
- The council also recommended school districts be educated about AS 14.30.420.

ICC-Alaska Steering Committee

- A meeting is planned for September to finalize the Inuit Circumpolar Council-Alaska education strategy and action plan that was recently presented at the ICC General Assembly in Inuvik, Canada.

Education & Healthy Communities Summit

- Traveled to Kotzebue to participate in the Education & Healthy Communities Summit, which was sponsored by the Northwest Arctic Leadership Team.
- The community of Kotzebue and 11 surrounding villages from the region were represented, including faith-based organizations.
- The summit was planned for about a year and the goal was to address the core problems facing the region and had three breakout sessions: Home Environment, Working Together at the Community Level, and the Role of the Community in Education.

- The community representatives were tasked with returning home and planning solutions to make their communities healthier and the regional organizations committed to offer support.

Interior Education Summit

- An education meeting was held in Fairbanks with numerous delegates from roughly 35 communities on August 5 & 6, 2014, hosted by Tanana Chiefs Conference.
- The two-day conference covered a variety of topics including recent state legislation, funding sources, Native students' achievement, attendance and graduation rates, school governance, Career & Technical Education, Athabascan language, and school/tribal partnerships.
- The final afternoon was dedicated to goal setting, finding resources, priority areas that TCC should focus on, and measurement of progress.
- Some of the ending themes were increasing parental/community engagement, implementing culturally relevant curriculum, increase early opportunities for career exploration, sharing information on school options, and increase opportunities for advanced coursework.

Title IV (Alcoholic Beverages) Review Steering Committee

- The next steering committee meeting will be held near the end of September with various subcommittees providing an update on their work.
- The recommendations from the steering committee may impact rural Alaska, including, changes to enforcement, local option radius, bootlegging penalties and increased use of database.

The Alaska Native Language Preservation and Advisory Council **REPORT TO THE GOVERNOR AND LEGISLATURE**



July 2014

By: Alaska Native Language Preservation and Advisory Council

Appointed members:

Annette Evans Smith, Chair
April G.L. Counciller, Ph.D., Vice-Chair
Delores Churchill
Bernadette Yaayuk Alvanna-Stimpfle
Walkie Charles, Ph.D (2012-2013 Chair)

Legislative members:

Senator Donald Olson
Representative Benjamin Nageak

The Alaska Native Language Preservation and Advisory Council comply with Title II of the Americans with Disabilities Act of 1990. Upon request, this report will be made available in large print or other accessible formats. Requests for such should be directed to the Alaska Native Language Preservation and Advisory Council staff at (907)-269-3646, (907)269-0434, and TDD at (907)-465-5437. This report is also available on Alaska Native Language Preservation and Advisory Council website at:

<http://commerce.alaska.gov/dnn/dcra/AKNativeLanguagePreservationAdvisoryCouncil.aspx>

Graphic Illustration Only – This publication’s maps are intended to be used only as general reference guides. Source documents remain the official record.

LETTER FROM THE COUNCIL

July 2014

Dear Governor Sean Parnell and members of the Alaska State Legislature:

As members of the Alaska Native Language Preservation and Advisory Council (ANLPAC), we are pleased to present the first report Alaska State Legislature. This report describes the findings and recommendations of the Alaska Native Language Preservation and Advisory Council and the activities of the Council and its staff.

Alaska Native language preservation and revitalization issues of particular interest to the Council include:

1. Advocating for the preservation, restoration, and revitalization of Alaska Native languages through collaboration and sharing for all.
2. Developing adequate methods to encourage language revitalization and restoration.
3. Informing the Legislature and Alaskan citizens about the commission's role and duties.

The ANLPAC is honored to work collaboratively with the Governor, Alaska State Legislature and other partners to address Alaska Native language issues, and to help shape our state's future preservation and revitalization efforts for Alaska Native languages.

Sincerely,

ALASKA NATIVE LANGUAGE PRESERVATION AND ADVISORY COUNCIL



Annette Evans Smith,
Chair



Delores Churchill,
Council member



April Counciller, Ph.D.,
Council member, Vice Chair



Walkie Charles, Ph.D.,
Council member



Bernadette Yaayuk Alvanna-Stimpfle,
Council member

TABLE OF CONTENTS

LETTER FROM THE COUNCIL	i
1. INTRODUCTION	1
2. EXECUTIVE SUMMARY	2
3. COUNCIL BACKGROUND	3
3.1 Purpose	4
3.2 Membership	4
4. METHODOLOGY	4
4.1 Building Partnerships	5
4.2 Public Testimony	6
4.3 Survey	6
4.4 Work Sessions and Strategic Planning	7
5. FINDINGS AND RECOMMENDATIONS	8
5.1 Information Scarcity	9
5.1.1 Finding: Research Data Lacking	10
5.1.2 Recommendation: Research Language Status and Effective Programs	10
5.1.3 Finding: Knowledge Gaps Exist for Individuals and Families	11
5.1.4 Recommendation: Information Awareness Campaign	11
5.2 Regional Disparities	13
5.2.1 Finding: Vast Program Differences Exist Between Regions	13
5.2.2 Recommendation: Collaboration and Connectivity	15
Statewide Summit	15
Online Database	15
5.3 Education	16
Policy Improvements	17
Family Involvement	18
Certification and Standardization	18
(Great) Expectations	20
5.3.3 Finding: Existing Language Statute	20
5.3.4 Recommendation: Research Expansion of Alaska Statute 14.30.420	22
5.4 Reconciliation	22
5.4.1 Finding: Continued Need for Reconciliation	23
5.4.2 Recommendation: Foster an Environment of Reconciliation and Healing	24
State Holiday for Native Languages	24
Native Language Place Names	25
Collection of Testimony	25
6. CONCLUSION	25
APPENDICES	27
BIBLIOGRAPHY	56

1. INTRODUCTION

Qaġnutinatut magua nutaat tuiġat Inupiuraaqsuituat pizaŋilagut nalutiblugit Inupiaqtun qaniġnamik, uaptiktun ilisimatitaagatigut aŋayuġaaptalu, aanagutlu. Naguuġasualuta 'aa nuŋuġluta Inupiaqtun qaniġnamik. We need to apologize to our young people and children that we didn't speak to them like our grandparents and parents did for us. We need to reconcile our intergenerational grief of losing our languages.

Bernadette Yaayuk Alvanna-Stimpfle, ANLPAC member, May 6, 2014

In May 2014, Alaska became the second state in the country (after Hawai'i) to recognize Native languages as official languages of the state with the passage of House Bill 216 during the 28th Legislature (Official Languages of State, House Bill 216, 2014), the bill is yet to be signed into law by the Governor. The bill recognizes Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangax, Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana, Tanacross, Hān, Ahtna, Eyak, Tlingit, Haida, and Tsimshian.

It is in the wake of this momentous decision, and as required by statute, the Alaska Native Language Preservation and Advisory Council (ANLPAC or Council) releases this report, which paints a general picture of the status of Alaska's Native languages and the efforts being made to reverse their loss. Despite recent accomplishments, including the creation of the ANLPAC and the designation of Alaska Native languages as official, there is a continuing urgency for language survival. All Alaska Native languages are declining in speaker numbers.

An internationally recognized method of language endangerment, the Expanded Graded Intergenerational Disruption Scale (EGIDS), estimates language endangerment on a scale of one to ten, with one for languages used internationally (such as English) to ten for fully extinct languages, such as ancient Pictish in Scotland (EGIDS language status, 2014). Among the 21 recognized Alaska Native languages, *all but one is listed as declining*. Alaska's languages are listed as: 6b - *Threatened* (losing speakers), 7 - *Shifting* (no longer transmitted to children), 8a - *Moribund* (spoken only by elderly), 8b - *Nearly Extinct* (only a handful of speakers) and 9 - *Dormant* (no fluent speakers, but retaining ethnic pride in language). The one exception, St. Lawrence Island Yupik (also known as Siberian Yupik) ranks at 4 - *Educational*, meaning that

the language is in vigorous use and supported by literature and schools (Krauss, 2014). While rating scales have been critiqued for portraying an easily outdated and over-simplified view of language vitality, it is clear that Alaska's languages are in distress. The sections below will describe the first set of findings and recommendations made by the ANLPAC.

2. EXECUTIVE SUMMARY

Without language preservation, a culture dies. As Alaskans, we honor and celebrate our traditional cultures. The state will join with Alaskans to make sure these languages live on.

Governor Sean Parnell, May 9, 2012.

Senate Bill 130 from the 27th Legislature established the Council for the purpose of recommending the establishment or reorganization of programs to support the preservation, restoration, and revitalization of Alaska Native languages (Senate Bill 130, 2012). The ANLPAC is required by statute to submit a report of its findings and recommendations every even numbered year to the Alaska Legislature and Governor. This report is the first submitted since the establishment of the Council in 2012. It is the Council's goal that current and future reports lay the foundation for language restoration and revitalization opportunities that are well-planned and well-funded with intergenerational learning opportunities statewide.

Four categories of findings and associated recommendations will guide Alaska towards preserving and revitalizing Alaska's heritage languages. There are many potential pathways to language revitalization and preservation. The Council has designated a small number of initial recommendations that are achievable in the short-term to build toward future, more ambitious efforts. The ANLPAC hopes that policy makers and leaders will take these recommendations and raise them to priority status, for time is truly growing short for Alaska Native language revitalization. This report will lay the foundation for the Council's future work and reports. For reference, the categories, findings, and recommendations of this report are summarized in the table below.

Table 1: Summary of Key Findings and Recommendations

CATEGORY	FINDINGS	RECOMMENDATIONS	SECTION
<i>Information Scarcity</i>	Research Data Lacking	Research Language Status and Effective Programs	5.1
	Knowledge Gaps Exist for Individuals and Families	Information/Awareness Campaign	
<i>Regional Disparities</i>	Vast Program Differences Exist Between Regions	Collaboration and Connectivity (Conference and Database)	5.2
<i>Education</i>	Existing Statute Regarding Language Curricula	Research Expansion of Alaska Statute 14.30.420	5.3
<i>Reconciliation</i>	Continued Need for Reconciliation	Foster an Environment of Reconciliation and Healing (Holiday, Place Names, Testimony)	5.4

The Council found that each of the four areas overlapped, informed, and impacted each other. For instance, information scarcity was shown to exist between different regions of Alaska in terms of individual learning opportunities, while also being exhibited by educational institutions in relation to existing language legislation. Data about Alaska Native language programs and best practices are not available in a single information source. In some instances, people were not aware of programs in their own communities (Alaska Native Language Preservation and Advisory Council, Survey Monkey, 2013). Schools surveyed by ANLPAC staff were sometimes not aware of existing state statute to teach Alaska Native language, and some had more advanced language instruction compared to other schools.

3. COUNCIL BACKGROUND

The Alaska Native Language Preservation and Advisory Council was established by the Governor and Legislature in 2012 with the passage of Senate Bill 130 (Senate Bill 130, 2012).

3.1 Purpose

The purpose of the ANLPAC is to recommend the establishment or reorganization of programs to support the preservation, restoration, and revitalization of Alaska Native languages. The Council shall advise both the Governor and Legislature on programs, policies, and projects to provide for the cost-effective preservation, restoration, and revitalization of Alaska Native languages in the state.

3.2 Membership

On October 18, 2012, Governor Sean Parnell appointed five Alaska Native language experts to the Council representing diverse regions of the state, as well as one member of the Senate and one member of the House of Representatives. The Council members appointed include; Annette Evans Smith, Chair (Athabaskan, Alutiiq and Yup'ik); April Gale Laktonen Counciller, Ph.D., (Alutiiq) Vice-Chair; Delores Churchill (Haida); Bernadette Yaayuk Alvanna-Stimpfle (Inupiaq); and Walkie Charles, Ph.D., (Yup'ik) Chair 2012-2013. In June of 2013, Representative Benjamin Nageak (Iñupiaq) was appointed by Speaker of the House Mike Chenault. Senator Donny Olson (Iñupiaq) was appointed by Senate President Charlie Huggins in August 2013. For biographical information on the Council members, see Appendix I.

4. METHODOLOGY

In the first 18 months, an aggressive agenda was set by the Council with meetings to establish the foundation for future efforts, conduct strategic planning and work sessions, and develop the report to the Governor and Legislature. The Council began the process of gathering critically important public testimony and researched how others have met the challenge to preserve, restore and revitalize Alaska Native languages.

This work is the basis for this report. Four methods were used to determine the findings and recommendations. These methods include: building partnerships, hearing public testimony, conducting a survey across the state, and strategic planning and work sessions.

The Council recognized the pressing need to develop a multi-year, multi-phase plan to accomplish an agenda to create a roadmap for the work of the Council into the future.

4.1 Building Partnerships

The ANLPAC has begun to form partnerships across the state and outside of Alaska. Some of these organizations include: First Alaskans Institute, Alaska Federation of Natives, Alaska Native Heritage Center, Alaska Native Language Center, Alaska Native Language Archive, Inuit Circumpolar Conference Alaska, and Native leaders, Irish Consul General, Minister of State for Gaeltaech, Alutiiq Heritage Foundation, Doyon Foundation, and Alaska Department of Education & Early Development.

In October 2013, First Alaskans Institute (FAI) hosted an interactive presentation during the statewide Elders and Youth Conference in Fairbanks, just before the annual Alaska Federation of Natives convention. Some 50 Elders and youth from around Alaska attended the presentation in person, which was also televised live statewide. The Council gained input from both audiences on how they view Alaska Native language revitalization and why it is important to them to learn Alaska Native language.

Immediately after the FAI Elders and Youth Conference, the annual Alaska Federation of Natives convention was held, during which the Council held a break-out session. The session was attended by some 75 people from around Alaska. Council heard topics ranging from reconciliation and healing, to education, language transmission, lack of information and funding for programs.

The Alaska Native Heritage Center has been helpful in providing information on its language revitalization research, program and efforts. The Heritage Center staff has worked closely with Council staff in sharing information about the status of Alaska Native language. The Council members and staff attended the ANHC language summit and continue to work together.

The ANLPAC has drawn on existing language research and data from the Alaska Native Heritage Center (ANHC) and the Alaska Native Language Center (ANLC). The ANLC, with its history in collecting and publishing some of the Alaska Native languages, is a prime location to establish strong connections for further studies and research of other Alaska Native languages that need direction leading to publication and maintenance. Walkie Charles introduced Council members and staff to the UAF Alaska Native Language Center staff. Drs. Lawrence Kaplan,

Gary Holton, Patrick Marlow, and Ms. Hishinlai' "Kathy" Sikorski have provided valuable input to the Council. Sustaining collaborative relationships with Alaskan language scholars strengthens the work of ANLPAC.

Council members and staff have also met with the Inuit Circumpolar Council Alaska staff, and had conversations with a number of Alaska Native leaders about partnering to revitalize Alaska Native language. Continued engagement and collaboration with these groups will be imperative to the success of the Council's mission. Council members and staff will continue to pursue statewide partnerships that will advance Alaska Native language revitalization and preservation.

4.2 Public Testimony

The Council hosted seven public testimony sessions at statewide meetings and conferences. At these events, the Council reached out to various Alaska Native organizations to make the public aware of the Council's existence and lay the foundation for future work in partnership with Alaska Native organizations around the state.

These public testimony sessions helped guide the findings of the council. Alaskans pointedly and tearfully related stories about the loss of their languages. Elders expressed regret and sadness to see their ways of speech declining each year. Youth shared their frustration to learn their heritage language due to a lack of resources. Language teachers described discouragement over the lack of support they felt from administrators, school boards, and state institutions.

Fluent speaking Elders are passing away every month. In my town, we only have 2 living speakers. They are in their 90s and their health is not good. How close we are coming to extinction of our sacred languages is unthinkable.

Ahl'lidaaw, Terri Burr of Ketchikan, Nov. 4, 2013

4.3 Survey

In October 2013, ANLPAC posted an online survey with 33 questions, using the Survey Monkey data collection tool. Answers were sought on the status of Alaska Native languages, programs, obstacles and opportunities for language preservation and revitalization.

Postcards with information and directions to the online survey were sent to some 450 people and organizations across Alaska. The postcard was given out at several statewide events including First Alaskans Institute Elders and Youth Conference in Fairbanks (with live television broadcast), Alaska Federation of Natives Convention in Fairbanks, Bilingual Multicultural Education and Equity Conference in Anchorage, BIA Providers Conference in Anchorage and other smaller events. The survey was closed in March 2014, and 131 responses were collected. Respondents represented 65 Alaska communities and all 12 Alaska-based regional ANCSA corporations. Two school districts responded, and three identified a culture/language group instead of community.

The survey findings indicated the respondents' main areas of interest include: education and programs, resources (financial, teachers and students, curriculum and teaching tools), endangerment of languages and clearinghouse of information.

4.4 Work Sessions and Strategic Planning

Since the Council members were appointed in October 2012, the Council has met 11 times. Early on, the Council decided to develop a strategic plan with measurable goals and objectives to guide its work. The planning session helped to identify opportunities, priorities, partners and resources. The strategic plan also helped the Council to deliberate survey results, public testimony, relevant research, and personal expertise.

A strategic planning session was held on February 20-21, 2014, and was facilitated by Dennis McMillian of the Foraker Group. The Council identified priorities for the coming years. Additionally the Council discussed major topics and concerns. Five key areas were identified in the strategic plan: 1) funded educational opportunities, 2) research, 3) planning to implement recommendations, 4) work with partners, and 5) ensure sustainability of the Council. The strategic planning resulted in a list of internal priorities for the future work of the Council, some of which is reflected in this report.

5. FINDINGS AND RECOMMENDATIONS

The Alaska Native Language Preservation and Advisory Council prioritized the following findings and recommendations outlined below. These findings and recommendations are the results of the online survey, public testimony gathered from seven Council presentations in Anchorage and Fairbanks, and the Council's work sessions.

TABLE 1: SUMMARY OF KEY FINDINGS AND RECOMMENDATIONS

CATEGORY	FINDINGS	RECOMMENDATIONS	SECTION
<i>Information Scarcity</i>	Research Data Lacking	Research Language Status and Effective Programs	5.1
	Knowledge Gaps Exist for Individuals and Families	Information/Awareness Campaign	
<i>Regional Disparities</i>	Vast Program Differences Exist Between Regions	Collaboration and Connectivity (Conference and Database)	5.2
<i>Education</i>	Existing Statute Regarding Language Curricula	Research Expansion of Alaska Statute 14.30.420	5.3
<i>Reconciliation</i>	Continued Need for Reconciliation	Foster an Environment of Reconciliation and Healing (Holiday, Place Names, Testimony)	5.4

Each of these findings is tied to a specific recommendation. Each finding subsection is immediately followed by its associated recommendation subsection. See the narrative below for descriptions.

We come from a place of strength as indigenous peoples...The practices of colonization, take those things out of us, still exists...it's not past tense. Our kids aren't learning their languages in our public school system...Whatever we can do to support your work, let us know. Gunalcheesh, Hawaa.

Liz Medicine Crow, First Alaskans Institute, April 5, 2013

5.1 Information Scarcity

More information is needed on successful programs statewide and both financial and in-kind resources. There is a need for research data and information for learners. The Council has found that states with well-planned language programs can make a big impact on reversing language loss. In fact, The United Nations Educational, Scientific and Cultural Organization (UNESCO), a specialized agency of the United Nations (UN), states on their website:

“It is estimated that, if nothing is done, half of 6000 plus languages spoken today will disappear by the end of this century. With the disappearance of unwritten and undocumented languages, humanity would lose not only a cultural wealth but also important ancestral knowledge embedded, in particular, in indigenous languages....However, this process is neither inevitable nor irreversible: well-planned and implemented language policies can bolster the ongoing efforts of speaker communities to maintain or revitalize their mother tongues and pass them on to younger generations.” (UNESCO, 2014, June 1).

There is tremendous interest for language preservation and revitalization, and a wealth of information about successful projects and efforts nationwide that can aid the Council and statewide groups in their efforts. There is little or no information-sharing for local or regional efforts to advance language revitalization goals. Connectivity is a must for programs to learn best practices. Program collaboration within language families would advance their collective or regional impact.

Based on an online survey from the Alaska Native Heritage Center, 90 percent of respondents want to learn a language, 80 percent of parents who responded to their survey would enroll their children in a language program, and 97 percent of parents who responded would participate in a language program with their children (Alaska Native Heritage Center language survey, Survey Monkey, 2012). The Alaska Native Language Preservation and Advisory Council survey indicated that 85 percent of respondents knew someone who wanted to learn how to speak, read and or write an Alaska Native language. However, in the ANLPAC survey, only 50 percent of the same total number of respondents indicated that there was a language program that they were aware of in their community.

5.1.1 Finding: Research Data Lacking

Policy makers and leaders in our state require up-to-date data on language status, speaker numbers, and effective policies and programs. But this information is generally lacking or outdated. This hinders the formation of innovative solutions to Alaska Native language loss. Research is necessary to consolidate and update language data and compile profiles of existing programs, councils, committees and ad-hoc efforts. While much of this information is available on the web, it is not compiled in a single information source anywhere for the public.

With the wide geographical dispersion, and regional variation in Alaska, quality data describing Alaska Native languages is difficult and expensive to collect. Based on results from the Council's recent survey (Alaska Native Language Preservation and Advisory Council, Survey Monkey, 2013), indicators generated must be used carefully since they may not accurately reflect actual conditions in the state. In addition, nationally generated indicators may be misleading if they fail to take into account unusual or unique conditions in the state. A good example of the Council's recent survey show that individuals may not know of language efforts within their own communities, and many are unaware of language legislation that might apply to their school district (AS 14.30.420) (See Section 5.3.3).

5.1.2 Recommendation: Research Language Status and Effective Programs

The Council recommends updated research on the status and vitality of Alaska Native languages, and existing programs that are contributing to language vitality, survival and revitalization.

To update data on Alaska Native languages' numbers and status, the Council recommends a legislative grant to the Alaska Native Language Center (ANLC) to conduct a comprehensive update of speaker numbers and language status around the state. The most recent speaker data is based on language population status research by Dr. Michael Krauss in 2007, and 1997 (Krauss, 2014). Many researchers are reluctant to share estimates of speaker numbers, as it is often outdated as soon as it is published. New research methods are now available to assess language health through multiple measures to gather accurate information of the status of Alaska Native languages and relevant information for language planning (Lewis, June 2014). The Council would work cooperatively with ANLC to update research and resources about language status and vitality in Alaska, and use the data for future recommendations to policy makers.

The second part of this recommendation is to expand and continue research on existing and effective programs in Alaska. Over the past 18 months, ANLPAC staff has begun compiling program information, but it is not yet available to the public. This information, along with data collected by the ANLC on language status will be added to an online, comprehensive database that is described below in section 5.2.2. Although the infrastructure for this database is in place within the Division of Community and Regional Affairs, staff will need human, equipment, software and financial resources to accommodate an expanded database.

5.1.3 Finding: Knowledge Gaps Exist for Individuals and Families

The Council found that some individuals and families interested in learning or teaching their language were not aware of existing language resources and opportunities available in their community or region. In the Council's survey, respondents in the same community indicated that they knew of a language learning program, and did not know of a language learning program.

[We need greater] community awareness of programs and concerns.

Steven Holley, ANLPAC survey, Nov. 4, 2013

This finding shows that there are communication and public information shortfalls that are addressable with a concerted statewide effort.

5.1.4 Recommendation: Information Awareness Campaign

The ANLPAC recommends a two-phase information campaign for a multi-year, public information awareness campaign. Phase One of the campaign would involve research by staff in the needs for language revitalization across the state, and how this Council may assist in efforts. Phase Two of the information campaign would increase awareness of Alaska Native language revitalization, restoration and preservation.

Modeled after the well-known Governor's "Choose Respect" campaign, and conducted by the same office, the Council's language revitalization effort would utilize paid and no-cost efforts to share information with the public about the importance of Alaska Native language learning and revitalization (Alaska, State of, Choose Respect, June 2014) The Governor's Choose Respect campaign for FY2013 identified \$450,000 for a public education and awareness campaign.

Strategies included marches in 120 communities, an ad campaign on more than 17 radio and television stations among other education awareness activities. The Council's awareness campaign would connect interested individuals with language learning opportunities to get involved in their regions.

During the first phase, staff would research, survey and determine public perceptions and information needs with regard to Alaska Native language revitalization, restoration and preservation. Target audiences would be identified so that appropriate communication methods would be deployed for specific audiences. The same relationships identified in Section 4.1 Building Partnerships, would be developed and leveraged to gain information and communication Alaska Native language preservation, restoration and revitalization efforts.

For the second phase of the information campaign, target audience would be identified. The Council anticipates that the audiences would include, but not be limited to Governor, Legislature, schools, school districts, boroughs, tribes, regional nonprofit organizations, statewide organizations including the Alaska Federation of Natives, First Alaskans Institute, tourism organizations, ANCSA Regional Association, University of Alaska system, nonprofit organizations, museums, culture groups, and international groups involved in language preservation and revitalization efforts.

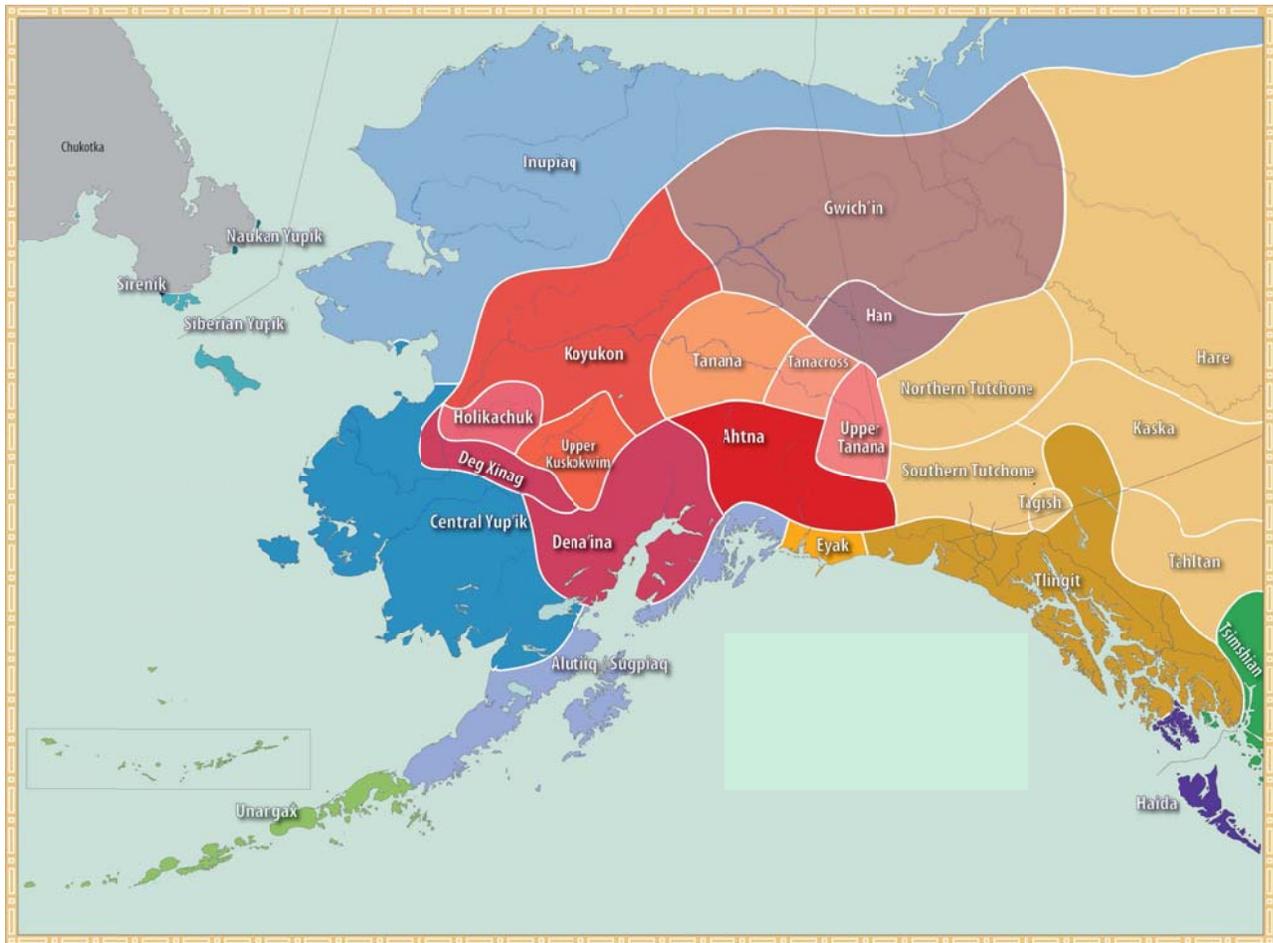
Key messages would be developed to increase awareness of the Council and Alaska Native language programs, increase the desire to learn an Alaska Native language, build partnerships, and facilitate information sharing for the community online database. Furthermore, strategic communications would be used to develop a greater understanding of what the Council is and why it exists, increase awareness of Alaska Native languages and programs available, increase opportunities for public input, share information with the Governor, Legislature and members of the community, expand use of technology and other forms of media, develop community forums for increased dialogue. Once the information campaign is deployed, an evaluation of the plan with measurable goals and objectives identified, the Council would determine if the information campaign was successful in reaching the intended target audience, key messages understood and feedback provided, and if the strategies were effective in reaching the intended audience.

5.2 Regional Disparities

The ANLPAC has found that vast differences exist between regions in the areas of established programs and language planning efforts. Further, (related to the previous finding) there is no central clearinghouse of information for policy makers, leaders, organizations, or learners to access information about the programs exist, which hinders information-sharing and collaboration throughout the state. The size of our state and limited information and transportation infrastructure further exacerbates the differences in language programming and revitalization between communities and regions. Region-level planning efforts are scarce and varied. Differing organizations implement and oversee language programs and projects throughout the state. This means that community and regional language efforts exist in relative isolation.

5.2.1 Finding: Vast Program Differences Exist Between Regions

Some regions have well-established and priority-setting programs, commissions, or councils tasked with language planning, revitalization, and education, while other regions have little or no language infrastructure. Preservation and revitalization efforts of Alaska Native languages in rural and urban Alaska are underway but vary from region to region. These differences cannot be attributed to one factor, as the differences between regions cannot be correlated directly to single factors such as funding access, municipality or borough involvement, school district support, or access to teacher training programs.

IMAGE 1. ALASKA NATIVE LANGUAGE MAP, COURTESY OF ALASKA NATIVE LANGUAGE CENTER (KRAUSS, 2014)

Comprehensive information is unavailable, which ties in with the recommendation for this finding. Because information is lacking for Alaska Native language programs, this section does not attempt to provide examples. Some data exists for selected programs around the State, but it is not the Council's purpose to bring attention to specific programs in this report.

Paired with the issue of regional disparities, there are also infrequent opportunities for programs to collaborate, network, and share best practices which would alleviate regional disparity. Existing conferences such as Alaska Federation of Natives (AFN) Annual Convention (Alaska Federation of Natives Annual Convention, June 2014) First Alaskan's Institute's Elders and Youth Conference (First Alaskans Institute, 2014), The Alaska Department of Education & Early Development and Alaska Association for Bilingual Education's Bilingual, Multicultural Education and Equity Conference (BMEEC, June 2014), and the University of Alaska's Alaska

Native Studies Conference (University of Alaska Anchorage, June 2014) are important means of gathering to share ideas, and all have served to disseminate information about Alaska Native languages. However, because of the varied topics covered at these conferences, the Council stresses the need for Alaska Native language information sharing. This issue is also apparent in the results of the statewide survey, which indicated that many Alaskans are unaware of successful programs, methods, and available opportunities, even within their own communities and regions.

5.2.2 Recommendation: Collaboration and Connectivity

The ANLPAC recommends two actions to address the issue of regional disparities in language planning and programs. The ANLPAC recommends funding for sponsorship of a statewide language summit at the Alaska Native Heritage Center. The Council also recommends funding to expand the Division of Community and Regional Affairs' Community Database Online to include information about Alaska Native language statistical information and programs.

Statewide Summit

Vast differences exist between regions; support and information sharing through a statewide summit will allow individual regions a greater level of agency to enact region-specific language planning efforts. Even regions with established programs may have unresolved issues and barriers and information that is important to share as success. Such information sharing and collaborating will encourage communities to take a leadership role in the activities and initiatives that work best for their location. The ANLPAC supports strong and well-organized regional planning efforts, whether they are supported by borough or municipal entities, nonprofit organizations, Native corporations, local or regional tribal entities, or grassroots organizations. An added benefit of the statewide summit is to establish the increased collaboration between regional and state language planning and implementation. State funding is needed to establish this effort.

Online Database

Information collected and compiled under recommendations to address information scarcity (see section 5.1 above) needs to be widely accessible to the public. The expanded community database online would serve as an information clearinghouse for information on regional

language statistics, speakers, programs, learning materials, and funding. As discussed previously, DCRA has an existing community database online system that can serve as a platform for delivery of this recommendation. Funding would be needed to help pay for an additional or contract IT programmer, technical assistance from DCRA Research and Analysis staff, and software and hardware updates to pay for the programming cost of adding these data elements to the existing database for DCRA's online community database. Staff research for database is covered under the existing DCRA budget.

This database has the potential to provide real-time access to information and resources compiled by ANLPAC staff and generated through the ANLC study (see section 5.1.2 above). An interactive, "living" website such as this would allow users to submit additional information about their own programs and community efforts. Additionally, individuals and families would have increased access to existing resources for their own language learning efforts. ANLPAC promotes capacity-building as an important means of fostering success for language learners statewide.

This Council and the state should encourage participation and collaboration to revitalize Alaska Native languages by funding the language summit and database expansion. These actions are time-sensitive, as many of Alaska's fluent Native language speakers are of advanced age and unlikely able to participate in efforts within a few years. Language programming, resources and funding should be made accessible to all communities. Along those lines, collaborations between communities and organizations will strengthen capacities and is critical to ensure cooperation for resources.

5.3 Education

[Alaska shall] establish and maintain a system of public schools open to all children of the State," [and] "provide for other public education institutions.

Alaska Constitution article VII, § 1.

Historically, the use of Native language was suppressed, and schools emphasized assimilation of Alaska Native students (Alaska Natives Commission Final Report, 1999). Many individuals who

testified at ANLPAC sessions described punishment they received as children, and the shame inflicted on families who spoke their Native languages in the home and community. While trauma from these experiences is still within living memory, schools today can serve as a positive contributor to community and regional language revitalization efforts. As the education category is broad, the following subsections will provide an overview of selected themes that emerged from the Council's research, survey, and public testimony.

Policy Improvements

While school-based language education programs cannot solely reverse the trend of language loss, the ANLPAC suggests that Alaska enact policies that enhance Alaska Native language revitalization. This reflects a shift in education policy nationwide that supports culturally-responsive learning as a means for increasing student success and graduation rates. Studies have shown that Native language education can result in higher educational attainment in all subjects by Native students (McIvor, November 2009).

I am the chairman of the Inupiaq language commission in our region and have been for several years. ... we have run into some tough obstacles, in trying to get our Inupiaq language integrated into the public schools and I think that is something that all need to collectively work together to try to get that worked out.

Mary Schaeffer, Elders and Youth Conference 2013

Federal and state education policies should be aligned to support the teaching and learning of Alaska Native languages, particularly when it comes to adequate resource allocation. Testimony frequently centered on the lack of sufficient funds to support Native language education in schools, and the corresponding need for families, schools, and communities to collaborate to achieve quality language instruction. Innovative approaches like charter schools and policy changes are needed to foster innovation and remove barriers. Innovative approaches will be examined and recommended in future ANLPAC reports. This will involve collaboration between the ANLPAC and Alaska Department of Education's Rural Education Department, which could be expanded and staffed to enhance and support future policy changes.

Teachers need support from parents and community members to authentically transmit Alaska Native languages and culture. ... Teachers embrace the importance of incorporating cultural heritage into school activities and routines, because it plays an essential role in supporting each child's quest for identity and connections in his/her world.

Joan Walser, Kuspuk School District

Family Involvement

Even when languages are taught and supported at school, limited family learning opportunities contribute to the inability of parents to support language use in the home, despite the necessity for family language use in revitalization efforts (Paulston, 1994). Many respondents to the Council's statewide survey were concerned that parents and schools were not providing enough educational opportunities or tools to teach younger generations to learn Alaska Native languages.

The majority of fluent speakers of Alaska's Native languages are Elders. Elder speakers are concerned that languages are in danger of not being transmitted from generation to generation. Even if Alaska Native languages were taught in all schools, several respondents mentioned that language instruction should also be reinforced at home. Furthermore, some suggested that whole-family learning and speaking could be the best method to reinforce Alaska Native languages and culture, even when language learning is initiated in immersion preschools and schools - a perspective strongly backed-up by scholarly research (Fishman, 1991; Paulston, 1994; Pease-Pretty On Top 2002, 2005). ANLPAC agrees that the best hope for sustaining our languages will be found in intergenerational immersion-based learning opportunities that focus on early childhood language acquisition, such as those seen in Hawaii (E Ola Ka 'olelo Hawai'i, 2014, June 12).

Certification and Standardization

Some respondents express a need for uniformity of Alaska Native language curriculum and the state certification process to teach Alaska Native languages. Several mentioned that curriculum was non-existent for their community. Some respondents mentioned that non-fluent, non-indigenous teachers were teaching language; while, in some communities intermediate-level speakers are the only available teachers. A concern over correct and appropriate language used in school curricula was expressed by a handful of individuals during public testimony.

Very important is the issue of finding teachers that can teach the languages ... the difficulty we're running into is [having] people certified so that the students can get credit for it, you know learning the language the same as learning Russian and French...

Shirley Kendall (Tlingit), Anchorage

Respondents expressed the need for instructors having linguistic and cultural accuracy, but schools need assistance and processes for identifying and assessing instructors. *Type M* certification (often used to provide credentialing to vocational education instructors without a teaching degree) is used by individual school districts to certify Native language teachers. Numerous individuals suggested that this system lacks standardization, and is unevenly applied by districts, who can determine individually what criteria are used to qualify for *Type M*.

Native language instructors frequently lack *Type A* teacher certification of regular classroom teachers, and instead are certified as *Type M* or have no certification at all. Some are employed as classroom aides at a lower pay and status than other teachers. Thus, they often do not benefit from the same employment protections, benefits, and continuing education opportunities as regular certified teachers. For example, a long-time fluent Native language instructor served for more than 20 years in her district (her whole career) and did not receive retirement benefits, in contrast to her colleagues who were certified teachers. Districts using *Type M* instructors can be also be critiqued for allotting instructional funding that could be used to hire full-time teachers. This is a critical topic that will be further researched and addressed in a future report.

For Native language programs to work...takes school district leadership, a willingness to fund programs and instructors, and a dedication to organizing curriculum and instruction. Currently in many schools, English is the only language supported. Communities need support from the school to meet their Native language revitalization and sustainability goals.

Christopher D. Meier, Director of Curriculum, Lower Yukon School District

(Great) Expectations

Suggestions and comments from testimony and the statewide survey were varied, and revealed high public expectations of the ANLPAC; specifically that the Council would serve as the conduit for communicating public needs to policy makers and lead the charge for language restoration statewide. In terms of formal education, many respondents said that long-term assessment and planning for language teaching and learning should occur. Alaskans testified that formal language education should be adequately funded, with access to textbooks, recordings, and culturally-relevant instruction. These same respondents want parents to reinforce learning, with a long-term plan to grow speakers of languages. Families want to establish scholarships for students to learn language. Some survey respondents suggest legislation to make Alaska's Native language a requirement in schools to graduate.

My niece is starting to teach... so she's coming to us and we give her any help she can get, 'cause, I'm afraid, like I said, when we pass, it will pass with us...

Greg Fratis, Sr., Elders and Youth Conference 2013

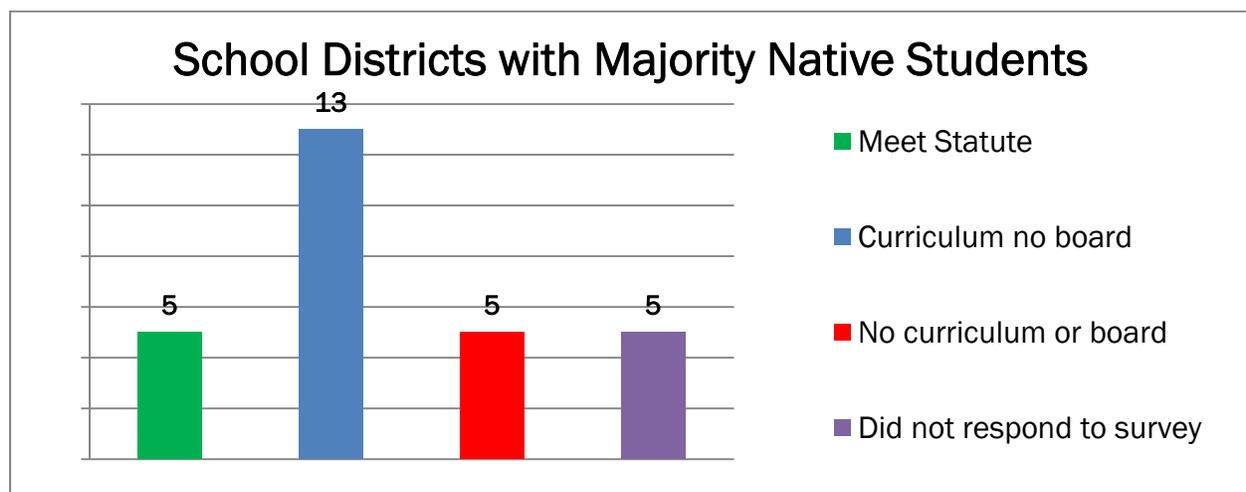
With education being perhaps the broadest category of information gathered by the ANLPAC and with the concerns and suggestions from Alaskan residents being varied and extensive, it will take time to prioritize and plan for widespread education policy changes. For this report, the Council wishes to focus on short-term specific action steps that are achievable and augmentable over time. Thus, our educational finding relates to already existing legislation, and sets a foundation for future action.

5.3.3 Finding: Existing Language Statute

The ANLPAC wishes to draw attention to an existing Alaska statute related to Alaska Native language instruction in school districts. At the Council's direction, staff conducted state policy research and uncovered a bill that was passed into law in 2000 (AS 14.30.420). This statute mandates that school districts with a majority of students who are Alaska Native shall establish a local Native language curriculum advisory board, and if an advisory board recommends the establishment of a Native language curriculum, the school board in that district may initiate and conduct such a curriculum (AS 14.30.420). It may be surprising to some that this statute exists,

as the Council's research has not shown a widespread awareness of AS 14.30.420. This statute is included in its entirety as Appendix II for reference.

Of the 54 school districts in Alaska (268 schools), 28 school districts met the criteria outlined in the statute of having a majority Native population. According to this statute, each school district should have a Native language curriculum advisory board, and if recommended by that board, enact a Native language curriculum. These 28 districts represent 182 individual schools in Alaska, or 36 percent of all Alaskan schools. Unfortunately, of the 28 districts with a majority Native population, *only five school districts meet the statutory requirement and have a Native language advisory board.*



Although many districts that are required by statute to have a Native language curriculum advisory board do not, many who lack a majority of Native students *do* in fact have Native language curriculum. Of those who responded to inquiries by Council staff, 21 school districts (of 54) have a Native language curriculum in at least one school.

Many schools lack Native language advisory committees and Native language curricula, in part because the statute applies to full-district enrollments rather than individual school populations. If the statute were to apply to school districts with at least one *school* having a majority Native population, more districts would potentially be affected. While the expanded school research is

ongoing, the cursory research reveals 39 districts (72 percent) would meet the statutory requirement.

5.3 4 Recommendation: Research Expansion of Alaska Statute 14.30.420

While Alaska Statute 14.30.420 refers to school districts that have a majority Alaska Native population, the Council wishes to research the statutory threshold to include all districts where individual *schools* are predominately Native, even though the school district as a whole may not meet the statutory threshold. This would increase the number of schools that benefit from having a Native language advisory board, and potentially, a Native language curriculum.

The Alaska Native Language Preservation and Advisory Council proposes to work with the Alaska Department of Education & Early Development (DEED) and state policy makers to educate school districts about the existence and requirements of AS 14.30.420. Further, ANLPAC will direct staff to work with DEED to research the potential impacts of future expansion of this statute to apply to Native enrollment at individual school sites, rather than applying to full-school district enrollment. While it is potentially positive to impact a greater number of schools through expansion of the statute, it will be important to document the financial and human impacts of expansion, particularly for regions with Native population but few fluent speakers.

5.4 Reconciliation

At the core of many problems in the Alaska Native community are unhealed psychological and spiritual wounds and unresolved grief brought on by a century-long history of deaths by epidemics and cultural and political deprivation at others' hands; some of the more tragic consequences include the erosion of Native languages in which are couched the full cultural understanding, and the erosion of cultural values.

Alaska Natives Commission Final Report, 1999.

Created by Congress in 1990 at the urging of Alaska Native groups, the Alaska Natives Commission was created and funded as a joint federal and state commission to research policies and programs affecting Alaska Natives. Fifteen years after the Alaska Natives Commission report was released in 1999, their findings of historical trauma, and rapid social, cultural, and linguistic change are still apparent (Alaska Natives Commission Staff, 1999). The ANLPAC

statewide language survey and public testimony gathered in the spring of 2013 through the spring of 2014 documented widespread grief, shame, and anger about language loss and cultural erosion in every region of Alaska. This demonstrates that despite widespread acknowledgement of the challenges faced by Alaska Native communities, much remains to be done to address these persistent issues.

5.4.1 Finding: Continued Need for Reconciliation

While some might feel that language loss and its associated suffering is in the past, many who spoke out in public testimony to the Council expressed ongoing trauma, as a result of language suppression and the continued erosion of Alaska Native languages and cultures. While this finding may be surprising or discomfoting to many, it was clear from public testimony collected by the Council that historic wounds run deep, and are exacerbated by the continued struggles of individuals and communities to retain their languages. This intergenerational trauma will continue to shadow Alaska Native communities unless widespread reconciliation is achieved.

I had to go to Wrangell [Institute] and when we did talk our language they washed our mouth out with soap. Some of them, I don't know what they had but it made their mouth foam. When I went home that summer I didn't want to talk [my language] anymore and it's still hard for me to talk about it.

Gloria Danson, Alaska Native Studies Conference, April 5, 2013,

The ANLPAC asserts that despite the great strides that have been made, the damaging effects of language suppression has not been widely examined. Surprisingly, language-suppressive policies are noted in some districts that previously have offered Native language instruction. This reinforces the need for open dialogue and reconciliation within communities and at all levels of the state.

The kids started telling me, gee we're not doing a lot of those, we miss Yupik, I wish you were still here. Ever since the school started to become standard [because of education reforms] ... the hours are getting limited, limited, limited. And last time I went, one kid said now when we say things in our language, we get punished, we're on the gym list. The principal is telling us don't use your language when I'm hearing you.

Elaine Kingeeguk, Savoonga, Alaska Native Language Summit, April 26, 2013

While the facts outlined above are disheartening, the ANLPAC contends that language revitalization can begin the healing process and build resiliency in communities. There are academic as well as social benefits associated with language learning and language revitalization. Studies have shown students who have benefitted from strong cultural and language programs perform better in school and in life, while students who feel disconnected from their culture demonstrate tendencies towards higher risk behavior (Peacock, 2000). A study on Native language immersion sponsored by the W.K. Kellogg Foundation noted that all students learning a second language perform higher on standardized tests (Pease-Pretty On Top, 2005). Native students learning their mother tongue also show greater scores and improvement on standardized tests, as demonstrated by Navajo, Blackfeet and Assiniboine immersion students (McCarty, 1996). This is reinforced in the Hawaiian and Maori schools, where students outperform their peers in regular public schools (Pease-Pretty On Top, 2005). Social problems such as suicide risk are also alleviated through strong linguistic and cultural identity (McIvor, November 2009).

There's personal benefits [of language learning], of feeling...really connected... to my past, connected to my family, also being connected to the community that I live in, and learning from the Elders...and also to the larger community of learners...

Peggy Azuyak, Old Harbor

5.4.2 Recommendation: Foster an Environment of Reconciliation and Healing

Because of the role that governments and policy makers have played in language erosion, it is reasonable to expect that policy makers participate in the creation of an environment conducive to reconciliation. There are numerous ways to address this need, but concrete measures, however small, will show a strong commitment.

State Holiday for Native Languages

The ANLPAC recommends the creation of an annual State holiday, Alaska Native Languages Day on April 21, to celebrate and recognize Alaska Native languages. This date falls on the

anniversary of the passage of HB 216 (Alaska, State of, HB 216). The goal of this holiday is to facilitate public discourse about language loss and the benefits of revitalization.

Native Language Place Names

The second part of this recommendation is for communities and regions to work with the Alaska Historical Commission to collaborate on increasing the number of official Alaska Native language place names approved by the US Geological Survey. Allowing a community to reclaim its traditional place names is another concrete measure towards building and fostering an environment of reconciliation.

Collection of Testimony

The ANLPAC also recommends continued collection of testimony at ANLPAC meetings and other public events to promote public awareness and healing. Policy makers are encouraged to attend ANLPAC meetings and testimony opportunities to gain a fuller understanding of the importance of this goal for Alaska. These three small yet concrete actions will help to foster an environment of healing and reconciliation in Alaskan communities.

To me it's healing. This language is healing to me. Nick Alokli, Akhiok/Kodiak

6. CONCLUSION

*Kiarqurarraarluni yuk, niicugniurturarraarluni-llu tuani taugaam qanemcikangqerciquq.
When we've taken the opportunity to observe and taken the opportunity to listen, then we
too, might have a story to tell.*

John B. Charles (1930-1995)

While Alaska Native languages are declining at an alarming rate, it is the Council's firmly-held belief that well-planned and well-implemented language programs can reverse the trend. This report highlights important issues that the ANLPAC wishes to bring to prominence among Alaska's policy makers. This parallels the expectations of many Alaskans who testified and shared recommendations through the statewide survey. It is clear to the Council that it has

tremendous statewide support for the work ahead. It is through these partnerships and collaborations that the Council hopes to achieve ambitions goals.

This challenge is both daunting and hopeful – and is a role that the ANLPAC members are grateful to have. The Council has the support of 10,000 years of history and looks forward a future with healthy and sustainable communities with revitalized linguistic heritage. There is much to be done, and many other potential actions that will help the survival of Alaska Native languages. Reversing language loss in Alaska will require allies and collaborators from all regions and communities, along with government and policy makers - people who aspire to strengthen communities through living language and culture.

Some of them always say: Alutiit awa'i qikiiyut (“Alutiiq people now are shy”) to speak our language... But you know, that’s how we grew up. We have to outgrow it.

Anonymous Elder, Kodiak Island

The Council’s recommendations, if enacted, are a collection of strategies that would improve the feasibility of future efforts for language revitalization in our state. This will be achieved by fostering an environment conducive to language use and revitalization throughout communities (Fishman, 1991, 2001; Paulston, 1994). Languages cannot be saved by affecting only one aspect of society - it will take partnerships between governments and individuals, between schools and tribes. While none of the recommendations in this report is directly tied to the survival of any specific language, we believe that these recommendations will aid policy makers, regions, communities, and families in their interconnected efforts to leave a healthy linguistic legacy for future generations.

APPENDICES

1 through 7

TABLE OF CONTENTS

APPENDIX 1 – COUNCIL MEMBERS AND STAFF	28
APPENDIX 2 – AS.14.30.420 NATIVE LANGUAGE EDUCATION	31
APPENDIX 3 – HB 216B	32
APPENDIX 4 – HCS CSSB 130(FIN).....	34
APPENDIX 5 – TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS.....	38
APPENDIX 6 – ANLPAC SURVEY SYNOPSIS	47
APPENDIX 7 – ANLPAC SURVEY	49

APPENDIX 1 – COUNCIL MEMBERS AND STAFF



Senator Donald Olson - *Inupiaq*

From Golovin, lifelong Alaskan, Senator Olson was born in Nome and is a doctor, pilot, reindeer herder, businessman and Legislator. He and wife Willow have four children: Colby, Martin, Donald Jr., and Maggie Rae.



Representative Benjamin Nageak - *Iñupiaq*

From Barrow, Representative Nageak was the North Slope Borough Mayor in the mid, 1990s and just completed his freshman term as representative during the 28th Legislature.



Annette Evans Smith (Chair) - *Koyukon Athabascan, Alutiiq and Yup'ik*

Evans Smith, of Anchorage, is the Alaska Native Heritage Center President and CEO, where she has worked in several roles since 2003. Under her leadership, the center has initiated a study to identify Alaska Native language programs and learners of Alaska Native languages with the hope of connecting Alaska Native residents in Anchorage to the language programs that exist across Alaska. Her prior work involves service with Southcentral Foundation and The Northern Forum. She holds a bachelor's degree in international relations from Stanford University and is also a trustee with the Western States Arts Federation. Evans Smith is actively learning the Yup'ik language through her grandmother and Marge Nakak.



April Gale Laktonen Counciller, Ph.D. (Vice-Chair) - *Alutiiq*

Counciller, of Kodiak, is an assistant professor of Alutiiq language and culture at Kodiak College where she is establishing an Alaska Native Studies program. She is active in language preservation efforts, serving as a member of the *Qik'rtarmiut Alutiit* Regional Language Advisory Committee, the Alaska Native Studies Council, the Alutiiq New Words Council, the Alutiiq Heritage Foundation Board of Directors, and the Koniag Inc. Board of Directors. She has also received the Harry S. Truman Scholar, Leadership and Public Service Award from the Truman Foundation. Counciller holds a bachelor's degree in anthropology and American civilization from Brown University, a master's degree in rural development from the University of Alaska Fairbanks, and a Ph.D. in language planning and Indigenous knowledge systems from UAF.

**Delores Churchill - *Haida***

Delores Churchill is a renowned Haida master weaver of baskets, hats, robes, and other regalia. Using such materials as spruce root, cedar bark, wool, and natural dyes, she creates utilitarian and ceremonial objects of unmatched beauty and cultural significance. Churchill learned these skills from her mother, Selina Peratrovich, at a time when there were just three active Alaskan Haida weavers. Peratrovich asked her daughter to burn her baskets for the first five years of the apprenticeship because "I am well known for my baskets. If you say you learned from me, you better be good." Churchill has lectured, demonstrated, exhibited and published her art of basketry throughout the world. She continues to teach young people the knowledge and skills related to the weaving tradition, observing: "As long as Native art remains in museums, it will be thought of in the past tense." To speak to this point, she recently helped the people of Klukwan village replicate a 500-year-old spruce root hat found frozen in a glacier on the Yukon-Alaska border.

**Bernadette Yaayuk Alvanna-Stimpfle - *Inupiaq***

Alvanna-Stimpfle, of Nome is a fluent speaker of Inupiaq who is the Kawerak, Inc. Eskimo Heritage Program Director. She has taught with Nome Public Schools for twenty-five years as a Bilingual-Bicultural Inupiaq language and culture teacher, a classroom teacher and worked with English as Second Language students and English Language Learners. She has also taught Inupiaq at the Northwest Campus in Nome. She has also worked as a teacher mentor for the Alaska Statewide Mentoring Project. From 1998-2008, Alvanna-Stimpfle was involved with the Alaska Rural Systemic Initiative where Native educators from all over the state to develop standards for culturally responsive school standards and ways to teach students from the indigenous perspective. She is a member of the King Island Drummers and Dancers and a former member of the King Island Native Community tribal Council. She is a member of the King Island Native Community Elders committee. Alvanna-Stimpfle holds a master's degree in Education in Language and Literacy and a bachelor's degree in Inupiaq Eskimo language from UAF.

**Walkie Charles, Ph.D. - *Yup'ik***

Charles, of Fairbanks, is an assistant professor of Yup'ik Eskimo at the University of Alaska Fairbanks (UAF). He grew up in Emmonak speaking Yup'ik. He has earned a bachelor's degree in elementary education at the University of Alaska Fairbanks, a master's degree at the University of Massachusetts at Amherst, and a Ph.D. in applied linguistics at UAF. His research interests are second language acquisition, dynamic assessment, and socio-cultural theory. As a Native speaker of Yugtun, one of his interests is to maintain his language through teaching it at educational levels. Charles was the Inaugural Chair of ANLPAC from 2012 to 2013.

**Council Staff****Connie Irrigoo – *St. Lawrence Island Yupik***

Born and raised in Nome, Connie is full St. Lawrence Island Yupik. Her family is from Gambell on St. Lawrence Island. Connie has previously worked for CIRI, Southcentral Foundation, and U.S. Senator Ted Stevens. After graduating from the University of Hawaii at Manoa, Connie gained a greater appreciation for her own culture and language after experiencing the cultural pride of the Hawaiians and other Pacific Rim cultures while living in Hawaii.

**Misty Garner – *Alutiiq and Haida***

Born in Anchorage, and raised in Kodiak and Anchorage, Misty's mother is from Hydaburg in Southeast Alaska and her father was born in Karluk and raised in Afognak, near Kodiak Island. Due to the Exxon Valdez Oil Spill affecting the economy in Kodiak; her family moved to Anchorage with her father's job at International Business Machines (IBM). Misty is currently a Kicargwigmi Sugpiaq/Alutiiq Yugneret language learner and instructor for the language group in Anchorage.

APPENDIX 2 – AS.14.30.420 NATIVE LANGUAGE EDUCATION

Sec. 14.30.420. Native language education. (a) A school board shall establish a local Native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives and any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students in their district. If the local Native language curriculum advisory board recommends the establishment of a Native language education curriculum for a school, the school board may initiate and conduct a Native language education curriculum within grades K through 12 at that school. The program, if established, must include Native languages traditionally spoken in the community in which the school is located. Each school board conducting a program of Native language education shall implement the program as a part of regular classroom studies and shall use

- (1) instructors who are certified under [AS 14.20.020](#) or 14.20.025; and
- (2) to the maximum extent possible

- (A) instructors and instructional materials available through the University of Alaska; and
- (B) audio-visual, computer, and satellite technology.

(b) In this section,

- (1) "district" has the meaning given in [AS 14.17.990](#);
- (2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut

blood.

APPENDIX 3 – HB 216B

28-LS0905\Y

CS FOR HOUSE BILL NO. 216(STA)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-EIGHTH LEGISLATURE - SECOND SESSION

BY THE HOUSE STATE AFFAIRS COMMITTEE

Offered: 4/1/14
Referred: Rules

Sponsor(s): REPRESENTATIVES KREISS-TOMKINS, MILLETT, EDGMON, NAGEAK, AND HERRON, Gara, Guttenberg, Foster, Drummond, LeDoux, Kito III, Kawasaki, Muñoz, Josephson, Gruenberg, Isaacson, Tuck, Holmes, Seaton, Tarr, Olson, Costello, Feige

SENATORS Egan, Dyson, Olson, French, Stevens, Ellis, Wielechowski, Micciche, Dunleavy, McGuire, Gardner, Bishop, Fairclough, Hoffman, Meyer, Stedman

A BILL

FOR AN ACT ENTITLED

1 "An Act adding the Inupiaq, Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangaḡ,
2 Dena'ina, Deg Xinag, Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana,
3 Upper Tanana, Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages
4 as official languages of the state."

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

6 * Section 1. AS 44.12.310 is amended to read:

7 **Sec. 44.12.310. Official languages [LANGUAGE].** The English, **Inupiaq,**
8 **Siberian Yupik, Central Alaskan Yup'ik, Alutiiq, Unangaḡ, Dena'ina, Deg Xinag,**
9 **Holikachuk, Koyukon, Upper Kuskokwim, Gwich'in, Tanana, Upper Tanana,**
10 **Tanacross, Hän, Ahtna, Eyak, Tlingit, Haida, and Tsimshian languages are**
11 [LANGUAGE IS] the official **languages** [LANGUAGE] of the State of Alaska.

12 * Sec. 2. AS 44.12.310 is amended by adding a new subsection to read:

13 (b) The designation of languages other than English as official languages of
14 the state under (a) of this section does not require or place a duty or responsibility on

HB0216b

-1-

CSHB 216(STA)

New Text Underlined [DELETED TEXT BRACKETED]

28-LS0905\Y

- 1 the state or a municipal government to print a document or record or conduct a
- 2 meeting, assembly, or other government activity in any language other than English.

APPENDIX 4 – HCS CSSB 130(FIN)



LAWS OF ALASKA

2012

Source

HCS CSSB 130(FIN)

Chapter No.

AN ACT

Establishing the Alaska Native Language Preservation and Advisory Council and relating to the preservation, restoration, and revitalization of Alaska Native languages.

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

THE ACT FOLLOWS ON PAGE 1

AN ACT

1 Establishing the Alaska Native Language Preservation and Advisory Council and relating to
2 the preservation, restoration, and revitalization of Alaska Native languages.

3

4 * **Section 1.** The uncodified law of the State of Alaska is amended by adding a new section
5 to read:

6 LEGISLATIVE FINDINGS. The legislature finds that the preservation of Alaska
7 Native languages is a critical component in the sustenance of cultural identity. The legislature
8 further finds that Alaska Native languages are the foundation of cultures and are vital in
9 maintaining traditional knowledge and understanding.

10 * **Sec. 2.** AS 44.33 is amended by adding a new section to read:

11 **Article 7A. Alaska Native Language Preservation and Advisory Council.**

12 **Sec. 44.33.520. Alaska Native Language Preservation and Advisory**
13 **Council.** (a) The Alaska Native Language Preservation and Advisory Council is

1 established in the department for the purpose of recommending the establishment or
2 reorganization of programs to support the preservation, restoration, and revitalization
3 of Alaska Native languages.

4 (b) The council established under this section shall

5 (1) advise both the governor and legislature on programs, policies, and
6 projects to provide for the cost-effective preservation, restoration, and revitalization of
7 Alaska Native languages in the state;

8 (2) meet at least twice a year to carry out the purposes of the council;
9 members may participate in meetings telephonically; and

10 (3) prepare reports of its findings and recommendations for the
11 governor's and the legislature's consideration on or before January 1 of each even-
12 numbered year.

13 (c) The governor shall appoint to the council established in this section five
14 voting members who are professional language experts and who represent diverse
15 regions of the state. In addition, one member of the senate appointed by the president
16 of the senate and one member of the house of representatives appointed by the speaker
17 of the house of representatives shall serve on the council as nonvoting members. In
18 appointing the nonvoting members of the council, the president of the senate and the
19 speaker of the house of representatives shall appoint a member of the bush caucus, if a
20 bush caucus exists. In this subsection, "bush caucus" means a group of legislators that
21 represents rural areas of the state.

22 (d) The members appointed by the governor shall serve at the pleasure of the
23 governor.

24 (e) Members of the council shall serve without compensation but are entitled
25 to per diem and travel expenses as provided under AS 39.20.180.

26 (f) The department shall provide staff as needed to support the council; the
27 staff must demonstrate competency in an Alaska Native language.

28 * **Sec. 3.** The uncodified law of the State of Alaska is amended by adding a new section to
29 read:

30 REPORT; APPOINTMENTS. (a) Notwithstanding AS 44.33.520(b)(3), the first
31 report under AS 44.33.520(b)(3), added by sec. 2 of this Act, is due on or before July 1, 2014.

- 1 (b) The governor shall make the appointments required by AS 44.33.520(c), added by
- 2 sec. 2 of this Act, on or before December 1, 2012.

APPENDIX 5 – TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS**State Statute 2011****TITLE 14. EDUCATION, LIBRARIES, AND MUSEUMS****Chapter 14.03 PUBLIC SCHOOLS GENERALLY Sec.****14.30.420. Native language education.**

(a) A school board shall establish a local Native language curriculum advisory board for each school in the district in which a majority of the students are Alaska Natives and any school district with Alaska Native students may establish a local Native language curriculum advisory board for each school with Alaska Native students in their district. If the local Native language curriculum advisory board recommends the establishment of a Native language education curriculum for a school, the school board may initiate and conduct a Native language education curriculum within grades K through 12 at that school. The program, if established, must include Native languages traditionally spoken in the community in which the school is located. Each school board conducting a program of Native language education shall implement the program as a part of regular classroom studies and shall use

- (1) instructors who are certified under AS 14.20.020 or 14.20.025; and
- (2) to the maximum extent possible
 - (A) instructors and instructional materials available through the University of Alaska; and
 - (B) audio-visual, computer, and satellite technology.

(b) In this section,

- (1) "district" has the meaning given in AS 14.17.990;
- (2) "Native" means a person of one-fourth degree or more Alaskan Indian, Eskimo, or Aleut blood.

Sec. 14.25.048. Teachers of Alaska Native language and culture.

(a) Except as provided in (d) of this section, an employee employed by a participating employer on or after June 5, 1988, shall participate in the plan under AS 14.25.009 - 14.25.220 if the employee

(1) teaches Alaska Native language or culture in a permanent full-time or permanent part-time position;

(2) learned about the subject to be taught by living in the culture or using the language in daily life; and

(3) is qualified to teach the subject to elementary or secondary students as required by regulations adopted by the Department of Education and Early Development.

(b) An employee or former employee may receive credit for retroactive membership service for employment before June 5, 1988 if the employee or former employee met the requirements listed in (a) of this section at the time of the employment. To receive credit for the retroactive membership service, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061. However, an employee or former employee may not receive retroactive credit under this subsection if the employee received credited service under AS 39.35 for the employment.

(c) An employee or former employee who received credit under AS 39.35 for service that qualifies under (a) of this section may elect to transfer those periods of employment to the plan. To receive credit for retroactive membership service under this subsection, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061.

(d) Notwithstanding (a) of this section, an employee employed as a teacher of Alaska Native language and culture and participating in the Public Employees' Retirement System under AS 39.35 on the day before June 5, 1988 shall remain a member under AS 39.35 unless the employee elects to become a member of the Teachers' Retirement System on or before September 3, 1988.

Sec. 14.40.117. Establishment of Alaska Native Language Center.

The University of Alaska shall establish an Alaska Native Language Center, the purposes of which are to

(1) study languages native to Alaska;

(2) develop literacy materials;

(3) assist in the translation of important documents;

(4) provide for the development and dissemination of Alaska Native literature; and

(5) train Alaska Native language speakers to work as teachers and aides in bilingual classrooms

Sec. 14.43.050. Purpose of scholarships.

Because of the language difficulty and economic conditions of the Native peoples of the state, and the necessity for integrating the Native cultures with the state economy, it is the purpose of the legislature to provide assistance to Natives who wish to pursue a higher education beyond the attainments possible in the free public schools system.

Sec. 14.25.048. Teachers of Alaska Native language and culture.

(a) Except as provided in (d) of this section, an employee employed by a participating employer on or after June 5, 1988, shall participate in the plan under AS 14.25.009 - 14.25.220 if the employee

(1) teaches Alaska Native language or culture in a permanent full-time or permanent part-time position;

(2) learned about the subject to be taught by living in the culture or using the language in daily life; and

(3) is qualified to teach the subject to elementary or secondary students as required by regulations adopted by the Department of Education and Early Development.

(b) An employee or former employee may receive credit for retroactive membership service for employment before June 5, 1988 if the employee or former employee met the requirements listed in (a) of this section at the time of the employment. To receive credit for the retroactive membership service, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061. However, an employee or former employee may not receive retroactive credit under this subsection if the employee received credited service under AS 39.35 for the employment.

(c) An employee or former employee who received credit under AS 39.35 for service that qualifies under (a) of this section may elect to transfer those periods of employment to the plan. To receive credit for retroactive membership service under this subsection, the employee or former employee shall claim the service and pay the retroactive contributions required under AS 14.25.061.

(d) Notwithstanding (a) of this section, an employee employed as a teacher of Alaska Native language and culture and participating in the Public Employees' Retirement System under AS 39.35 on the day before June 5, 1988 shall remain a member under AS 39.35 unless the employee elects to become a member of the Teachers' Retirement System on or before September 3, 1988.

Sec. 14.20.025. Limited teacher certificates.

Notwithstanding AS 14.20.020(b), a person may be issued a limited certificate, valid only in the area of expertise for which it is issued, to teach Alaska Native language or culture, military science, or a vocational or technical course for which the board determines by regulation that baccalaureate degree training is not sufficiently available. A limited certificate may be issued

under this section only if the school board of the district or regional educational attendance area in which the person will be teaching has requested its issuance. A person who applies for a limited certificate shall demonstrate, as required by regulations adopted by the board, instructional skills and subject matter expertise sufficient to ensure the public that the person is competent as a teacher. The board may require a person issued a limited certificate to undertake academic training as may be required by the board by regulation and make satisfactory progress in the academic training.

Sec. 44.12.310. Official language.

The English language is the official language of the State of Alaska.

27th Legislature(2011-
2012) Alaska Admin Code
4 AAC 03

History: Eff. 1/14/78, Register 65; am 8/15/78, Register 67; repealed 5/4/2000, Register 154

4 AAC 34.090. Definitions

(a) In this chapter, unless the context requires otherwise,

(1) "district" or "school district" means a city and borough school district or regional educational attendance area;

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

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

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

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

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

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

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

(i) ability to obtain a proficiency level of proficient or advanced, as described in 4 AAC 06.739, on the state assessments in reading and writing or in reading and language arts under 4 AAC 06.730, 4 AAC 06.737 or 4 AAC 06.755;

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

(iii) opportunity to participate fully in society;

(3) "school that is attended by at least eight LEP pupils" means any school, elementary, middle, or any combination secondary school with eight or more LEP pupils in regular daily attendance;

(4) "Alaska Native" has the meaning given in 4 AAC 06.899;

(5) "American Indian" has the meaning given in 4 AAC 06.899;

(6) "outlying area" has the meaning given in 20 U.S.C. 7801(30) (Elementary and Secondary Education Act); the definition of "outlying area" set out in 20 U.S.C. 7801(30), as revised as of January 8, 2002, is adopted by reference.

(b) In AS 14.30.410 and this chapter, "department" means the department of education and early development.

(c) In AS 14.30.400, "bilingual-bicultural education program" means a program of instruction in elementary or secondary education that is designed for children of limited English speaking ability and whose primary language is other than English.

Sec. 44.33.760. Loan information officers.

- (a) The department may provide itinerant loan information officers to serve persons who reside outside the major population centers of the state.
- (b) The loan information officers shall be trained, to the extent that the department considers necessary, in a program administered by the department and approved by the Alaska Housing Finance Corporation, the Alaska Industrial Development and Export Authority, and the principal departments of the executive branch that administer loan programs.
- (c) A majority of the loan information officers shall be persons who are conversant in Alaska Native languages that are spoken by a significant number of Alaska Natives. The department shall provide brochures and other printed materials, written in easily understandable English and in the Alaska Native languages that are spoken by a significant number of Alaska Natives, for distribution by the loan information officers. The brochures and printed materials must explain the purposes of the various state loan programs, the minimum qualifications under the programs, the method for obtaining assistance in the completion of applications for the programs, and other information the department determines will improve the access of persons in rural areas to the state's loan programs.
- (d) The department shall coordinate its efforts under this section with local financial institutions and community groups to determine the proper itinerary and travel schedule of the loan information officers and to provide adequate notice to persons in rural areas of the itinerary and travel schedule of the loan information officers.
- (e) The department shall assign the loan information officers to rural areas based on the current and potential future demands for loans in those areas and shall establish offices for the loan information officers in rural areas if the department determines it is necessary to provide familiarity with the area served by the loan information officers and to reduce travel costs.

TITLE 7**HEALTH AND SOCIAL SERVICES****7 AAC 160.250. Exemptions from estate recovery**

- (a) A special low-income Medicare beneficiary under 7 AAC 100.754 who receives assistance from the department only in the form of payment for the beneficiary's Medicare co-payments or deductibles is exempt from estate recovery.
- (b) A Medicaid expenditure made for services that a recipient would not have been required to pay for if the recipient was not eligible for Medicaid is exempt from estate recovery.
- (c) American Indian and Alaska Native income and resources, including rents, leases, royalties, usage rights, or income from them, are exempt from estate recovery if that income is or those resources are

- (1) located on, near, or within the most recent boundaries of a current or prior federally recognized or designated reservation;
- (2) derived from the passing of land described in (1) of this subsection from an American Indian or an Alaska Native or descendant of an American Indian or Alaska Native to
- (A) one or more relatives, by blood, adoption, or marriage;
- (B) another American Indian or Alaska Native; or
- (C) an American Indian or Alaska Native group;
- (3) derived from the exercise of a federally protected right to extract or harvest natural resources from land described in (1) of this subsection;
- (4) held in trust or restricted status or are judgment funds that are exempt from recovery by state law, including the following distributions or conveyances by an Alaska Native corporation organized under to 43 U.S.C. 1601 - 1629h (Alaska Native Claims Settlement Act (ANCSA)) to an Alaska Native or descendant of an Alaska Native:
- (A) stock, including stock issued or distributed as a dividend or distribution on stock, or bonds issued by that corporation;
- (B) land or an interest land, including land or an interest in land received as a dividend or distribution on stock;
- (C) a shareholder homesite conveyed under 43 U.S.C. 1620(j);
- (D) an interest in a settlement trust; and
- (E) any other property interest that is conveyed, or deemed to be conveyed, under 43 U.S.C. 1601 - 1629h;
- (5) originally protected assets and ownership interests that have been inherited, if the protected source can be clearly traced; or

(6) ownership interest in or usage rights to items not included in this subsection, with unique religious, spiritual, traditional, or cultural significance or usage rights that support subsistence or a traditional lifestyle in accordance with applicable tribal law or custom.

(d) In this section,

(1) "Alaska Native group" has the meaning given "Native group" in 43 U.S.C. 1602(d);

(2) "settlement trust" means a trust

(A) established and registered

(i) by an Alaska Native corporation organized under 43 U.S.C. 1601 - 1629h; and

(ii) under the laws of the state and under a resolution of its shareholders; and

(B) operated for the benefit of shareholders, Alaska Natives, and descendants of Alaska Natives, in accordance with 43 U.S.C. 1629e (sec. 39 of the Alaska Native Claims Settlement Act) and the laws of the state.

APPENDIX 6 – ANLPAC SURVEY SYNOPSIS

Alaska Native Language Preservation & Advisory Council Survey Findings

In October 2013, the Alaska Native Language Preservation & Advisory Council (ANLPAC or council) posted a survey with 33 questions online. Answers were sought on the status of Alaska Native languages, programs, obstacles and opportunities for language preservation and revitalization.

Postcards with information and directions to the online survey were sent to some 450 people and organizations across Alaska. The postcard was given out at several statewide events including First Alaskans Institute Elders & Youth Conference in Fairbanks (with live television broadcast), Alaska Federation of Natives Convention in Fairbanks, Bilingual Multicultural Education and Equity Conference in Anchorage, BIA Providers Conference in Anchorage and other smaller events.

The survey was closed in March 2014, and 131 responses were collected. Respondents represented 65 Alaska communities and all 12 Alaska-based regional ANCSA corporations. Two school districts responded, and three identified a culture/language group instead of community.

The survey findings indicated main areas of interest by respondents include: education and programs, resources (financial, teachers and students, curriculum and teaching tools), endangerment of languages and clearinghouse of information. This brief summary explains survey results.

Of the responses, many were concerned that parents and schools were not providing enough educational opportunities or tools to teach younger generations to learn Alaska Native languages. Related to this, most fluent speakers are elders and most were concerned that languages are danger of not being transmitted from generation to generation. Even if Alaska Native languages were taught in school, several respondents mentioned that what students learn in school may not be reinforced at home, as parents aren't speaking an Alaska Native language at home. Furthermore, some suggested that whole-family learning of Alaska Native language may be the best method to transmit languages and culture.

Some respondents mentioned standardization of Alaska Native language curriculum and the state certification process to teach Alaska Native languages. Several mentioned that curriculum was non-existent for their community. Some respondents mentioned non-fluent, non-indigenous teachers were teaching language. Some want correct and appropriate language to be taught. Respondents preferred to have fluent, indigenous speakers teach culturally correct languages.

In terms of formal education, many respondents mentioned that a long-term assessment and planning for language teaching and learning should to occur. Respondents mentioned that formal school education should be funded with textbooks, recordings, culturally appropriate teachers. These same respondents want parents to reinforce learning, with a long-term plan to grow speakers of languages. Also, respondents want scholarships for students to learn language. Some respondents want legislation to make Alaska Native language a requirement in schools to graduate and; standardized curriculum should be created for Alaska Native language.

Outside of formal classrooms, the next main area mentioned by respondents was community-based Alaska Native language programs to learn language. In some instances, respondents did not know of language efforts in their own communities. Many programs have started but interest waned and participants (both learners and teachers) lost interest. Or, tools provided to learn were not sufficient to learn. Many respondents did not know about programs offered within communities or region.

Cost effective and interactive tools used to learn include: YouTube, radio, and some applications to learn languages. Very few paid to learn a language, and some teachers were paid to teach. Most responses indicated that growing more fluent speakers was more valuable than financial rewards. Financial support was another main topic related to community-based Alaska Native language programs.

Overwhelmingly, respondents want financial assistance or funding for Alaska Native language instruction and learning, in and outside of schools. In addition, respondents want funding to apply toward curriculum development and teaching tools so that language is transmitted. Most fluent speakers were identified as elders, and respondents understand that fluent speakers are quickly passing away. Languages are in danger of being lost with elders, and respondents want to act quickly so that culturally appropriate knowledge is passed on through the generations.

Lastly, respondents want information from a singular location to learn about other language programs and offerings. A central location with information about best practices, curriculum, identification of problems and resources, assessment, long-term planning, legislation, schools, funding, revitalization efforts, and partnerships were among the attributes listed that respondents are seeking.

APPENDIX 7 – ANLPAC SURVEY

Alaska Native Language Preservation & Advisory Council

Alaska Native Language Program & Projects

*** 1. Name of Community**

*** 2. What Alaska Native Languages are, or were spoken in your community?**

<input type="checkbox"/> Aleut	<input type="checkbox"/> Haida	<input type="checkbox"/> Kuskokwim
<input type="checkbox"/> Alutiiq	<input type="checkbox"/> Tlingit	<input type="checkbox"/> Upper Tanana
<input type="checkbox"/> Central Yup'ik	<input type="checkbox"/> Eyak	<input type="checkbox"/> Lower Tanana
<input type="checkbox"/> Cup'ik	<input type="checkbox"/> Ahtna	<input type="checkbox"/> Tananacross
<input type="checkbox"/> St. Lawrence Island Yupik	<input type="checkbox"/> Dena'ina	<input type="checkbox"/> Han
<input type="checkbox"/> Inupiaq	<input type="checkbox"/> DegXinag	<input type="checkbox"/> Gwich'in
<input type="checkbox"/> Coast Tsimshian	<input type="checkbox"/> Holikachuk	
<input type="checkbox"/> Nisga-Gitksan	<input type="checkbox"/> Koyukon	

Other (please specify)

*** 3. What dialects are spoken in your community?**

*** 4. Do you know how many fluent speakers are in your community?**

No

Yes

If yes, how many?

*** 5. What age group are the fluent speakers?**

*** 6. For the language or dialects listed above, Is there anyone you know that wants to:**

<input type="checkbox"/> Speak	<input type="checkbox"/> Write
<input type="checkbox"/> Read	<input type="checkbox"/> All

Alaska Native Language Preservation & Advisory Council

***7. Is there an Alaska Native Language program in your community?**

- Yes (please skip the next page of questions--8 to 11--and continue to question 12 on the last page, to the end)
- No (please answer questions 8 to 11 on the next page)

Alaska Native Language Preservation & Advisory Council

If there is NO Alaska Native Language Program please answer this page

8. If you do not currently have a language revitalization program, do you have a cultural entity program?

9. Is anyone in your community planning to start an Alaska Native language program?

10. Do you know of any person or organization working on a language program or project for your language?

11. If the State of Alaska offered help to get information about starting a language preservation or revitalize an Alaska Native language program, how would you like them to support your community's efforts?

Alaska Native Language Preservation & Advisory Council

If there IS an Alaska Native Language Program, please answer this page

12. For future generations, how would you like the State of Alaska to support and enhance Alaska Native language education?

13. Are there any language programs or projects in your community that you know about?

<input type="checkbox"/> Pre-kindergarden school	<input type="checkbox"/> Adult learner
<input type="checkbox"/> Elementary school	<input type="checkbox"/> Regional non-profit organization
<input type="checkbox"/> Middle school or Jr. high school	<input type="checkbox"/> Religious organization
<input type="checkbox"/> High school	<input type="checkbox"/> Other
<input type="checkbox"/> College	

14. How many people have participated in the language program?

15. Who is teaching the language?

16. How are teachers selected?

17. Are teachers paid or otherwise compensated?

Yes

No

Other (please specify)

Alaska Native Language Preservation & Advisory Council

18. Are students paid or otherwise rewarded?

Yes Grades Incentives

No

Other (please specify)

19. Do students pay to learn?

Yes No

If yes, how much

20. When and where is the language programs held?

21. For the language program: How do you keep students continued interest language going?

22. Have you used or do you know of any online language program or software?

Rosetta Stone Internet

Language app Interactive software

Facebook Radio

Other social media

Other (please specify)

23. Did you create partnerships with other Native entities to start your language program?

Yes No

Other (please specify)

24. What are some challenges experienced with the language program?

Alaska Native Language Preservation & Advisory Council

25. What resources do you use for the language education?

- Textbooks
- Websites
- Smart phone
- Tablet
- Workbooks
- Applications

Other (please specify)

26. Overall, what is your goal in reviving your Alaska Native language? Example: Creating a Majority of fluent speakers, future generations of Native speakers, the option of learning and providing, etc.

27. What worked the best in your language program?

28. What do you hope to see from the Alaska Native Language Preservation and Advisory Council, year, two years, and five years?

Alaska Native Language Preservation & Advisory Council

Contact Information

Information will not be released to the public.

***29. Name**

***30. Organization**

***31. Phone number**

***32. E-mail address**

33. Additional comments

BIBLIOGRAPHY

Aha Punana Leo, What is Pūnana Leo? Learn about the Pūnana Leo Hawaiian medium education preschool system here. (n.d.). *Aha Punana Leo*. Retrieved May 17, 2014, from <http://www.ahapunanaleo.org>.

Alaska Census Home Page. (n.d.). *Alaska Census Home Page*. Retrieved April 13, 2014, from <http://laborstats.alaska.gov/census/>

Alaska Federation of Natives. Retrieved May 12, 2014, from <http://www.nativefederation.org>.

Alaska, State of, Ch 29 SLA 2000, codified as AS 14.30.420.

Alaska, State of. Alaska Native Language Preservation and Advisory Council Survey. (n.d.). *Survey Monkey: Free online survey software & questionnaire tool*. Retrieved October 13, 2013, from <https://www.surveymonkey.com/s/ANLPAC>.

Alaska, State of. Choose Respect - Alaskans ending the epidemic of domestic violence and sexual assault. Retrieved May 13, 2014, from <http://gov.alaska.gov/parnell/priorities/public-safety/choose-respect.html>.

Alaska, State of. Department of Education & Early Development. (n.d.). *Alaska Department of Education & Early Development*. Retrieved May 13, 2014, from <http://education.alaska.gov>.

Alaska, State of. Department of Education and Early Development. Bilingual Multicultural Education and Equity Conference. (n.d.). Retrieved May 13, 2014, from <http://www.bmeec.net/>

Alaska, State of, Department of Education. "*Alaskan Schools*." *Database*. January 2014.

Alaska, State of, Department of Labor and Workforce Development. (n.d.). *Alaska Department of Labor and Workforce Development*. Retrieved May 13, 2014, from <http://labor.state.ak.us/>

Alaska, State of. Official Languages of the State. Retrieved April 30, 2014, from http://www.legis.state.ak.us/basis/get_bill.asp?bill=HB%20216&session=28.

Alaska, State of, Office of the Lieutenant Governor Mead Treadwell, (n.d.). Retrieved May 13, 2014, from http://ltgov.alaska.gov/treadwell/services/alaska_constitution/article-viiA096A0health-education-and-welfare.html.

Alaska, State of, Native Language Education. *Alaska Statutes 2013*. Retrieved May 13, 2014, from <http://www.legis.state.ak.us/basis/statutes.asp#14.30.420>.

Alaska, State of. Senate Bill 130. (n.d.). *Full Text of*. Retrieved April 30, 2014, from http://www.legis.state.ak.us/basis/get_fulltext.asp?session=27&bill=SB130.

Alaska, State of, Teacher Certification - Type M. (n.d.). *EED*. Retrieved May 13, 2014, from <http://education.alaska.gov/TeacherCertification/initial.html>.

Alaska Native Language Center | Home. (n.d.). *Alaska Native Language Center | Home*. Retrieved May 12, 2014, from <http://www.uaf.edu/anlc>.

Alaska Native Language Archive | Home. (n.d.). *Alaska Native Language Archive | Home*. Retrieved May 13, 2014, from <http://www.uaf.edu/anla>.

Alaska Natives Commission staff. Alaska Natives Commission Final Report, 1999.

Alaska Native Heritage Center, Home | Alaska Native. (n.d.). *Home | Alaska Native*. Retrieved May 12, 2014, from <http://www.alaskanative.net/>

ANCSA Regional Association of Alaska Native Regional Corporation CEOs. (n.d.), Welcome. Retrieved May 13, 2014, from <http://ancsaregional.com>.

Alutiiq Museum, Welcome to the. (n.d.). *Welcome to the Alutiiq Museum*. Retrieved May 13, 2014, from <http://alutiiqmuseum.org>.

Amerrhein, H., Gessner, S., Herbert, T., Waat, X., Lappi, M., Hamilton-Evans, D., Wadsworth, A., *Report on Status of B.C. First Nations Languages, 2010*. First Peoples' Heritage, Language, and Culture Council. Brentwood Bay, B.C., May 9, 2014.

Ayaprun Elitnaurvik - Yup'ik Immersion School. (n.d.). *Ayaprun Elitnaurvik - Yup'ik Immersion School*. Retrieved May 13, 2014, from http://web2.lksd.org/ayaprun/Ayaprun_Elitnaurvik/Home_Page.html.

Baldauf, R. (2006). Rearticulating the case for micro language planning in a language ecology context. *Current Issues in Language Planning*, 7(2-3), 147-170.

Bureau of Indian Affairs, Home. (n.d.). *23rd Annual BIA Tribal Providers Conference*. Retrieved April 13, 2014, from <http://biaprovidersconference.com>.

Bucsh, J., & Claire, R. S. (n.d.). The need for Ecological Culture Community. . Retrieved May 13, 2014, from http://jan.ucc.nau.edu/~jar/ILAC/ILAC_7.pdf.

Cotton, Stephan A. *Alaska's "Molly Hootch Case": High Schools and the Village Voice*. Volume 8. 1984. Number 4.

Czyzewski, K. (2011). The Truth and Reconciliation Commission of Canada: Insights into the Goal of Transformative Education. *The International Indigenous Policy Journal*, 2(3). Retrieved June 2014, from: <http://ir.lib.uwo.ca/iipj/vol2/iss3/4>.

Doyon Foundation. (2003, January 1). *Doyon Foundation*. Retrieved May 13, 2014, from <https://www.doyonfoundation.com>.

Fillmore, Lily, (1996). *What Happens When Languages Are Lost? An Essay on Language Assimilation and Cultural Identity*. Lawrence Erlbaum Associates, Inc., Publishers. 1996. University of California, Berkeley.

First Alaskans Institute. (n.d.). *First Alaskans Institute*. Retrieved May 12, 2014, from <http://www.firstalaskans.org>.

Fishman, J. A. (1991). Reversing language shift: Theoretical and empirical foundations of assistance to threatened languages. Clevedon, UK: Multilingual Matters.

Fishman, J. A. (ed.) (2000). Can threatened languages be saved? Reversing language shift, revisited: A 21st century perspective. Clevedon, UK: Multilingual Matters, Ltd.

Holton, G., Kerr, J., Krauss, M., West C., 2011. *Indigenous Peoples and Languages of Alaska*. Fairbanks and Anchorage: Alaska Native Language Center and UAA Institute of Social and Economic Research. <http://www.uaf.edu/anla/map>.

Iḷisaġvik College. (n.d.). *Iḷisaġvik College*. Retrieved May 13, 2014, from <http://www.ilisagvik.edu>.

ICC Alaska: ICC Alaska. (n.d.). *ICC Alaska: ICC Alaska*. Retrieved May 13, 2014, from http://www.iccalaska.org/servlet/content/icc_alaska.htm.

Krauss, Alaska Native Language Center website: <http://www.uaf.edu/anlc/languages/stats>, 2014

Krauss, Michael E. 2007. Native languages of Alaska. In: *The Vanishing Voices of the Pacific*

Rim, ed. by Osahito Miyaoko, Osamu Sakiyama, and Michael E. Krauss. Oxford: Oxford

Krauss, Alaska Native Language Center website: <http://www.uaf.edu/anlc/languages/stats>, 2014

McIvor, Onowa, Art Napoleon, Kerissa M. Dickie. (novembre 2009). "Language and Culture as Protective Factors for At-Risk Communities," *Journal de la santé autochtone*. Retrieved May 2014, from http://www.naho.ca/jah/english/jah05_01/V5_I1_Protective_01.pdf.

- Lewis, P., Simons, G., & Fennig, C. (2014, January 1). Language status. *Ethnologue*. Retrieved May 9, 2014, from <http://www.ethnologue.com/about/language-status>.
- Littlebear, R. (1999, January 1). Revitalizing Indigenous Languages. *Keeping Indigenous Languages Alive*. Retrieved May 13, 2014, from http://jan.ucc.nau.edu/~jar/RIL_1.html#poem.
- McCarty, Teresa L. and Dick, Galena Sells. "Mother Tongue Literacy and Language Renewal: The Case of the Navajo." Proceedings of the 1996 World Conference on Literacy. University of Arizona: Tucson, AZ. 1996. (Literacy On-Line.) Pp. 6.
- McMillian, D. (n.d.). The Foraker Group Standing Beside Alaska's Non-Profits. *The Foraker Group Standing Beside Alaska's Non-Profits*. Retrieved February 21, 2014, from <http://www.forakergroup.org>.
- Napoleon, A., & Dickie, K. Language and Culture as Protective Factors for At-Risk Communities. *Journal of Aboriginal Health*, 12.
- Pease-Pretty On Top, Janine. "Bringing Thunder." Tribal College Journal of American Indian Higher Education. Vol 14, No.1, Fall 2002. Pp. 13.
- Pease-Pretty On Top, Janine. *Native American Language Immersion: Innovative Native Education for Children & Families*. American Indian College Fund. 2005.
<http://www.aihec.org/resources/documents/NativeLanguageImmersion.pdf>
- Paulston, C. B. (1994). Linguistic minorities in multilingual settings. Philadelphia, PA: John Benjamins.
- UNESCO, Atlas of languages in danger | United Nations Educational, Scientific and Cultural Organization. (2009). *Atlas of languages in danger | United Nations Educational, Scientific and Cultural Organization*. Retrieved May 7, 2014, from <http://www.unesco.org/new/en/culture/themes/endangered-languages/>.

University Press. <http://www.uaf.edu/anlc/languages/stats/>. (Table 21.1, page 408).

Sealaska Heritage Institute - Alaska Native Art, Culture, Language and Education for Tlingit, Haida and Tsimshian. (n.d.). *Sealaska Heritage Institute - Alaska Native Art, Culture, Language and Education for Tlingit, Haida and Tsimshian*. Retrieved May 13, 2014, from <http://www.sealaskaheritage.org>.

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

September 19, 2014

From: Mike 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 memo is a general operating report for Mt. Edgecumbe High School.
- Superintendent Troy “J” Thyane will be present to brief the board.

◆ **OPTIONS**

This is an informational item. No action required.

Mt. Edgecumbe High School Report September 19, 2014

Beginning Enrollment

Listed below is our enrollment as of September 2, 2014. Last year we ended the year at 361.

	Girls	Boys	Total
9	72	40	112
10	73	36	111
11	62	45	107
12	57	40	97
Total	264	163	427

Teacher Evaluation

We will be piloting our new teacher evaluation tool this year at MEHS with 10 volunteer teachers. Feedback will be given and adjustments made prior to submitting to the board for approval this spring. The new evaluation tool will be implemented schoolwide pending board approval for the 2015-16 school year. The evaluation tool was created using the foundations of the Charlotte Danielson Model.

Curriculum Cycle Update

This year the Math Department will be working on alignment to Alaska State Standards for Geometry and Algebra 2. The English Language Arts Department will be adding a year-round curriculum for sophomores in order to better address Alaska English Language Arts Standards. Social Studies will begin working on their State Board presentation outlining their curriculum cycle that begins next fall, as well as preparing for the first Alaska Measures of Progress assessment this spring. Science is addressed in Agenda Item 1.

Personnel Vacancies

In 2014 we had two personnel openings. Physical Education teacher Rich Calkins retired after 24 years of teaching and Bill Winslow, our Business/Emergency Trauma Technician (ETT) teacher, moved out of state.

Because of budget reductions resulting from increased costs in other educational programs, we did not fill these positions with new staff. We increased one half-time teacher to full-time, and adjusted other staff assignments to absorb these reductions. This attrition resulted in an approximate savings of \$150,000.

Budget Updates

Because of budget reductions, the following includes some of the efficiencies put into place this school year.

- All sports teams will replace one flight with a ferry resulting in an approximate savings of \$50,000.
- All teams will be expected to fundraise to supplement expenses resulting in a projected savings of \$12,000.
- University of Alaska Southeast classes will be cut back to a mandatory enrollment of 12 or more in each class resulting in an approximate savings of \$60,000.

Advanced Ed

Mount Edgecumbe High School has completed the accreditation process with AdvancED and has been granted accreditation status through June 30, 2019.

Professional Development

Mount Edgecumbe High School faculty received additional training from literacy expert Kevin Feldman on the Response-To-Intervention/Instruction process and will continue implementing these procedures throughout the year. Success and challenges will be discussed and reviewed through the Professional Learning Community teams throughout the year.

State and contracted employees received capacity building training from Clay Roberts specifically addressing the forty Alaskan Developmental Assets taken from “Helping Kids Succeed – Alaskan Style.” The assets are taken from student success characteristics and are researched-based. This is the second year Mr. Roberts has worked with the MEHS staff.

Mr. Roberts will return in January to work with both the academic and residential staff to build a common vocabulary and strengthen consistency between the two sections.

Summer Projects

This summer we completed the final phase of our heating upgrades and energy audit. Siemons, the contractor for this work, has completed the upgrade of all our Direct Digital Control (DDC). This allows us to have our entire heating system computerized, which means controlling temperature settings, time schedules, and system monitoring for inefficiencies. This upgrade allows us to turn off the heat completely for the summer months, which we could never do before because of a faulty, leaking system. This will help with our fuel consumption and budget.

With the remaining contingency funding security upgrades were put in place to include keyless door entries and security cameras. This is a small start to a system that we hope

will eventually be incorporated into the whole campus with future major maintenance funding. This initial start gives us keyless entry to nine doors in the academic building and the field house. It will also provide three external cameras around the exterior of the academic building. Moving in this direction will enhance our campus security and emergency preparedness.

MEHS Aquatics Center

The project is moving to bid using a Construction Manager/General Contractor (CMGC) process. The tentative completion date is December 2016.

Color of Justice

The Color of Justice is a nationwide program that promotes career opportunity in the judicial system for minorities. It is hosted at two sites: Mt. Edgecumbe and Anchorage. This year it will be centered on the Indian Child Welfare Act (a case study on Alaskan Tribal Courts). Participants will be engaged in a mock proceeding trial. The event will feature judges and attorneys from around the state. Students will be given roles in the mock trial. The opening remarks for the event, scheduled for November 17, will be given by Supreme Court Chief Justice Dana Fabe, Retired Supreme Court Justice Walter Carpeneti, and Commissioner Mike Hanley.

Student Activities and Achievements

Mount Edgecumbe students will be attending the Family Night Banquet September 25. Students will be given their host families and begin attending family weekly activities as scheduled.

Mount Edgecumbe hosted ten Japanese students and two teachers this September.

The graduating class of 2014 received over \$600,000 in scholarships.

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

September 19, 2014

From: Mike Hanley, Commissioner

Agenda Item: 18

◆ **ISSUE**

This is a regularly-scheduled report from the Director of Libraries, Archives & Museums about the recent activities of the division.

◆ **BACKGROUND**

- SLAM: Update on the SLAM (State Library, Archives & Museums) building project.

- o Demolition and construction update
- o Mitigation – flicker feather panels
- o Moving into the vaults: museum and archives
- o Exhibits preparation, both digital and physical
- o Bumps in the road and successes
- o Linda Thibodeau, Director of Libraries Archives & Museums, will be present to brief the board.

◆ **OPTIONS**

This report is for informational purposes only. No action is required.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 19

◆ **ISSUE**

This is a standing report from the Attorney General's Office on education-related legal matters.

◆ **BACKGROUND**

- Behind this cover memo is the Assistant Attorney General's report.
- Assistant Attorney General Luann Weyhrauch will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education DATE: August 21, 2014
FILE NO.: 663-01-0113
TEL. NO.: (907) 465-3600
FROM: Rebecca Hattan FAX NO.: (907) 465-2520
Luann Weyhrauch
Assistant Attorneys General SUBJECT: Attorney General's
Labor & State Affairs Section Report
Department of Law

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.
2. *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.

3. *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 (DEED). 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. Trial in this matter is tentatively scheduled for September 2014; however preliminary matters are likely to delay trial. 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.

4. *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&TAlascom, 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.

5. *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 and the State filed a cross motion asking for summary judgment in its favor. Briefing in this matter is complete, and oral argument took place in Ketchikan on June 2nd, 2014. Judge Carey has taken the matter under advisement. A decision is expected later this fall.

6. *Gates v. Department of Education and Early Development.*

On March 22, 2014, the Department received a notice of appeal regarding a teacher certification determination. An agency record in this matter has been prepared and distributed. The appellant's brief is due in early September 2014 and the department's responsive brief will be due in early October.

REH/LEW/sjm

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

September 19, 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**

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21

◆ **ISSUE**

The board is being asked to approve its consent agenda.

◆ **BACKGROUND**

- There are two (2) items being presented on the consent agenda.
- Behind this cover memo are items 21A, and 21B.

21A. Approve Minutes of June 5 & 6, 2014, meeting

21B. Approve Minutes of July 30, 2014, meeting

◆ **OPTIONS**

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items removed.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the entire consent agenda.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the June 5 & 6, 2014, meeting; and approval of the minutes of the July 30, 2014, meeting.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21A

◆ **ISSUE**

The board is being asked to approve the minutes of its June 5 & 6, 2014, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's June 5 & 6, 2014, meeting.

◆ **OPTIONS**

Approve the minutes of the board's June 5 & 6, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the June 5 & 6, 2014, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the June 5 & 6, 2014, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the June 5 & 6, 2014, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
June 5-6, 2014
Anchorage, AK

Work Session

June 5, 2014

Chair Jim Merriner called the meeting to order at 8 a.m. in the Anchorage School District boardroom in Anchorage. James Fields was absent. Attendees recited the Pledge of Allegiance. The board approved the agenda. Board members had no disclosures of conflict of interest.

Public Comment

Ron Fuhrer, the NEA-Alaska president, opposed the proposed Type B certification regulation, saying it would lower the bar for superintendents. Mr. Fuhrer submitted 103 written comments from educators opposing the proposed regulation.

Bob Williams, a teacher, opposed the proposed Type B certification regulation, saying districts can hire chief administrators as an alternative to superintendents.

Sean Williams thanked the board for giving his daughter, Carly Williams, the opportunity to serve as student advisor.

Peggy Cowan, superintendent of the North Slope Borough School District, supported the proposed Type B certification regulation, saying the state needs to expand the pool of superintendent applicants. She cited 15 superintendent vacancies this year. She thanked the department for supporting districts.

Kim Hewitt of the Alaska Home Educators Alliance said technology should be included in the courses that students can challenge for credit. She said Alaska's K-4 standards are developmentally inappropriate. She is concerned that state-mandated early literacy screenings must be done at a school.

Bruce Johnson, outgoing executive director of the Alaska Council of School Administrators, supported the proposed Type B certification regulation, citing vacancies. He said he also could support a department waiver for superintendent candidates.

Phil Schneider approved of the repeal of the high school exit exam, citing capable employees who have general educational development certificates rather than high school diplomas.

Christie Reinhart, executive director of the Governor’s Council on Disabilities and Special Education, said that students who took the alternate assessment will not be able to get a retroactive high school diploma now that the exit exam has been repealed. She said students are placed on a non-diploma track at an early age, and schools may have made assumptions about which students could pass the exit exam.

Jack Walsh, superintendent of the Craig School District, supported the proposed Type B certification regulation, saying that non-teachers can be trained to evaluate teachers.

Rena Witter, a teacher in the Lower Kuskokwim School District, opposed the proposed Type B certification regulation, saying that superintendents must know what teachers do and guide teachers through challenges.

Dr. Steve Atwater, superintendent of the Kenai Peninsula Borough School District, supported the proposed Type B certification regulation, saying that superintendents rarely evaluate teachers (principals do). A chief administrator wouldn’t be allowed to evaluate principals. The proposed regulation would open leadership opportunities for rural residents.

Todd Poage, superintendent of the Alaska Gateway School District and president of the Alaska superintendents’ association, said there should be more than one track for being eligible for a superintendency.

Rep. Paul Seaton said he prefers that all 11th-graders be required to take the WorkKeys career-readiness assessment. (A new statute allows students the choice of SAT, ACT, and WorkKeys.)

Dr. Norman Eck, superintendent of the Northwest Arctic Borough School District, supported the proposed Type B certification regulation, saying that the skill set for superintendents is very different from that of teachers.

Diane Scribner, a teacher, opposed the proposed Type B certification regulation.

Rep. Lynn Gattis supported the proposed Type B certification regulation, saying rural districts need a broader pool of superintendent applicants.

Andy Holleman, president of the Anchorage Educators Association, opposed the proposed Type B certification regulation, saying it sent the message that a superintendent doesn’t need classroom experience, for which there is no substitute. That concluded public comment.

Agenda Item 1. School construction/major maintenance. Elizabeth Nudelman, the department’s director of School Finance, reviewed her memo and supporting documents on the topic. In answer to board questions, Nudelman said the department reviews districts’ six-year capital improvement plans; districts decide which projects to submit for grants; the statutory scoring system does not create an absolute priority for life-safety projects; there are limits on the number of applications per district; and there is a two-part evaluation system, first by department

staff and then by a review committee selected by the commissioner (seven members) and legislators (two members).

Esther Cox asked for a discussion at the September board meeting about establishing term limits for the bond reimbursement and grant review committee.

Agenda Item 2. Praxis II scores. Sondra Meredith, the department's administrator of Teacher Education & Certification, reviewed the three uses of Praxis II content area exams in Alaska: to add endorsements, to achieve status as a highly qualified teacher, and for Professional level certification. Ms. Meredith reviewed the nature and purpose of recent regulatory changes.

The board directed the department to draft proposals regarding whether a minimum score on a content area exam should be required for all endorsements. Sue Hull said Alaska should have a valid method for setting Praxis II cut scores. The board requested more information and recommendations regarding whether teachers should be required to demonstrate proficiency in teaching reading.

Agenda Item 3. Highly qualified requirements for teaching online courses. Esther Cox said it was premature to address the topic. The board declined to provide further direction.

Agenda Item 4. Joint meeting with University of Alaska regents. Chair Merriner appointed Esther Cox and Kathleen Yarr to a joint State Board/UA Regents working group to address dual-enrollment and dual-credit courses. Commissioner Hanley said the working group could determine a standard memorandum of understanding between the university and school districts.

Agenda Item 5A. Proposed assessment regulations. Erik McCormick, director of Assessment, Accountability & Information Management, reviewed the effect of House Bill 278 on assessment regulations. Additionally, the board was asked to adopt by reference the June 2014 edition of the *Alaska Supplement for WorkKeys Assessment*, which sets state-allowed accommodations for students with disabilities and limited English proficiency.

Barbara Thompson said she hopes the department will promote WorkKeys assessments, which are valuable to employers and others. Chair Merriner noted that removing the requirement that all 11th-graders take WorkKeys assessments will require changes in the point system of the Alaska School Performance Index.

Department staff addressed concerns about retroactive high school diplomas not being available to students who took alternate assessments. Less than 1 percent of tested students took alternate assessments, suggesting that the alternate tests are serving appropriate students, staff said. The department has regulations and guidelines regarding which students should take the alternate assessment.

Agenda Item 5B. Proposed Internet speed regulation. Linda Thibodeau, director of Libraries, Archives & Museums, reviewed the regulation, which establishes a process of determining eligibility for, and distributions under, a new state law (HB 278) that funds the improvement of Internet speed at public schools. It is funded at \$5 million for fiscal year 2015 (July 1, 2014 to

June 30, 2015). Valerie Oliver, the state's E-rate consultant, said the upgrade will allow districts to deliver instruction by interactive videoconferences.

Agenda Item 5C. Proposed regulation to challenge courses. Marcy Herman, special assistant to the Commissioner, reviewed the proposal, which stems from HB 278. Staff answered questions about the definition of secondary students (grades 7 to 12) and explained that districts will determine the tests and set the standard for a passing grade. The board asked that the proposed regulation specify the subject areas that can be challenged.

Agenda Item 6A. Accountability regulations up for adoption. Dr. Susan McCauley, director of Teaching & Learning Support, reviewed her memo. The proposed regulation relates to Alaska's waiver from the federal Elementary and Secondary Education Act. The proposed regulation addresses concerns about treatment of alternative schools and graduation rates for small schools in the Alaska School Performance Index. The U.S. Department of Education asked the department to change its proposed point value for various graduation rates for alternative schools; the department agreed to do that, and the U.S. Department of Education has approved the proposed changes.

Agenda Item 6B. Type B superintendent certificate regulations up for adoption. Dr. Susan McCauley, director of Teaching & Learning Support, said the proposed regulation alters only one requirement for the certificate. All other requirements would remain, including a recommendation from a superintendent preparation program; such programs often require teaching experience for entry. Commissioner Hanley said the rigor for the proposed Type B certificate is higher than what is required for chief school administrators.

Esther Cox said she opposed the proposed regulation and would prefer a waiver option. The state shouldn't try to increase the pool for superintendents by lowering the standards to become a superintendent, she said. The superintendent should be the educational leader of the district.

Kenneth Gallahorn said the proposed regulation raises the bar; superintendents are the chief executive officers of districts. Lt. Col. Hays said superintendents without teaching experience could learn their evaluation duties.

Department staff said that if the board prefers a waiver process, the criteria needs to be defined.

Agenda Item 7. Executive session. The board went into executive session to evaluate the Commissioner's performance, citing AS 44.62.310(c)(2), specifically the provision related to subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion."

The board adjourned at 4 p.m.

Business Meeting

June 6, 2014

Chair Merriner called the meeting to order at 8:30 a.m. All members were present. Jim Fields and Kenneth Gallahorn were present by telephone. The board approved the agenda as presented. Board members had no disclosures of conflict of interest.

Agenda Item 8. Officers. Chair Merriner said he would not be able to serve another term as chair. Sue Hull nominated Esther Cox as chair; Kathleen Yarr seconded. The board approved Esther Cox as chair by unanimous consent. Esther Cox nominated Jim Fields as first vice-chair; Barbara Thompson seconded. The board approved Jim Fields as first vice-chair by unanimous consent; Barbara Thompson nominated Sue Hull as second vice-chair; Esther Cox seconded. The board approved Sue Hull as second vice-chair by unanimous consent.

At this point, Kenneth Gallahorn and James Fields were no longer present by telephone.

Agenda Item 9. Meeting schedule. By unanimous consent the board approved the following schedule of meetings: Sept. 18-19, 2014, in Anchorage; Oct. 29, 2014, video-teleconference; Dec. 4-5, 2014, in Anchorage; Jan. 26, 2015, video-teleconference; March 19-20, 2015, in Juneau. The first week in June, the dates to be determined, in Fairbanks.

Agenda Item 10A. Proposed assessment regulations. Erik McCormick, Director of Assessment, Accountability & Information Management, said students will have at least four opportunities to take the SAT and ACT a year. There will be a window of opportunity for online and paper WorkKeys tests. The state will pay for WorkKeys tests for any seniors who did not take them as juniors (the law takes effect July 1, 2014).

Barbara Thompson moved: I move the State Board of Education & Early Development open a period of public comment on changes to 4 AAC 06.710, Statewide student assessment system; 4 AAC 06.715, Work ready/college ready transitional skills curriculum and benchmark assessments; 4 AAC 06.717, College and career readiness assessments; 4 AAC 06.720, Program evaluation; 4 AAC 06.737, Standards-based test; 4 AAC 06.755, High school graduation qualifying examination; 4 AAC 06.758, High school graduation qualifying examination results; 4 AAC 06.759, High school graduation qualifying examination: remediation; 4 AAC 06.771, High school graduation qualifying examination reexamination; 4 AAC 06.772, High school graduation qualifying examination waivers; 4 AAC 06.773, Waiver for entering the public school system late; 4 AAC 06.774, Rare or unusual circumstances; 4 AAC 06.775, Statewide assessment program for students with disabilities; 4 AAC 06.777, Students that have passed another state's competency examination; 4 AAC 06.780, Procedures for appeal from a denial of a waiver from the high school graduation qualifying exam; 4 AAC 06.789, Requests by parents for high school graduation qualifying examination waivers, exemptions, and appeals; 4 AAC 06.790, Definitions.

Sue Hull seconded. The board members present approved the motion unanimously.

Agenda item 10B. Proposed Internet speed regulation. Linda Thibodeau, director of Libraries, Archives & Museums, provided an amended version of the proposed regulation to correct certain dates. She requested a 30-day comment period and a board teleconference in the summer to consider adoption, to allow the department to prepare the program for the upcoming school year.

Sue Hull moved: I move the State Board of Education & Early Development open a period of public comment on amended version 1 of 4 AAC 33.600 through 4 AAC 33.690, regarding funding for Internet services. Kathleen Yarr seconded. The board members present approved the motion unanimously.

Agenda Item 10C. Proposed challenging courses regulation. Staff presented an amended regulation to reflect the board's direction that the challengeable subject areas be specified. Commissioner Hanley noted that districts are free to allow students to challenge courses in other subject areas.

Barbara Thompson moved: I move the State Board of Education & Early Development open a period of public comment on amended version 1 of 4 AAC 06.065 regarding challenging courses for secondary school course credit. Esther Cox seconded. The board members present approved the motion unanimously.

Kenneth Gallahorn rejoined the meeting by telephone for Agenda Item 11A and Agenda Item 11B.

Agenda Item 11A. Accountability regulations up for adoption.

Barbara Thompson moved: I move the State Board of Education & Early Development adopt the amended version of the proposed amendments to 4 AAC 06.812 Alaska school performance index, 4 AAC 05.815(c) Annual measurable objective, 4 AAC 06.825 Graduation rate, 4 AAC 06.845 School improvement plan, 4 AAC 06.868(d) Focus school status, 4 AAC 06.899 Alternative school definition.

Sue Hull seconded. The board members present approved the motion unanimously.

Agenda Item 11B. Type B superintendent certificate regulations up for adoption. Board members discussed the pros and cons of a waiver process as an alternate route to Type B superintendent certification; they also discussed expanding the definitions of required experience for the Type B superintendent certificate.

Esther Cox moved to postpone the vote. There was no second.

Sue Hull moved: I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 12.345(a) Administrative Certificate (Type B).

Barbara Thompson seconded. The motion failed. Voting not to adopt were Carly Williams, Sue Hull, Esther Cox, Kathleen Yarr, Barbara Thompson, and Jim Merriner. Voting to adopt were Lt. Col. Hays and Kenneth Gallahorn.

Jim Merriner asked staff to set an agenda item for September about the evaluation of principals.

Agenda Item 12. Teaching & Learning Report. Sondra Meredith, Administrator for Teacher Certification, was present to review the division's written report. Barbara Thompson requested an update on career and technical education. Jim Merriner requested an agenda item at the September meeting for visioning. Regarding a public comment about early literacy screenings, Commissioner Hanley said test vendors don't decide who gives the screenings; districts could train parents to give the screenings.

Agenda Item 13. Assessment, Accountability & Information Management Report. Erik McCormick, Director of Assessment, was present to brief the board about his written report. He reviewed the process for creating the new assessments, the Alaska Measures of Progress. Deputy Commissioner Les Morse said HB 278 has 62 sections; the department might present more proposed regulations in September and December.

Agenda Item 14. Budget and legislative report. Marcy Herman, special assistant to the Commissioner, and Heidi Teshner, director of administrative services, reviewed their written reports. The board and staff discussed the studies that HB 278 requires. Barbara Thompson requested a staff report on the effect of funding decreases to the Alaska Statewide Mentor Project.

Date of summer teleconference. The board selected 9 a.m. July 30 as the time and date for a teleconference to consider adopting the proposed Internet speed regulation.

Agenda Item 15. Rural Coordinator report. Chris Simon, rural education coordinator, reviewed his written report. He said nine items in HB 278 have a positive impact on rural education.

Agenda Item 16. Mt. Edgecumbe High School report. Outgoing Superintendent Randy Hawk reviewed his written report. He discussed why students leave the school, including emergencies, breaking of rules, and expense of traveling to Sitka after the winter break. The board's September agenda will include an item on Mt. Edgecumbe's proposed teacher evaluation system. Superintendent Hawk reviewed Mt. Edgecumbe's accreditation report; the school is now accredited.

Agenda Item 17. Libraries, Archives & Museums Report. Linda Thibodeau, director of Libraries, Archives & Museums, said the SLAM building will be completed in two years. The old museum building will be torn down in August. Thibodeau reported on the Alaska State Archives' unprecedented agreement with the National Archives to receive territorial documents.

Agenda Item 18. Attorney General's Report. Assistant Attorney General Rebecca Hattan reported on the Ketchikan borough's lawsuit against the state regarding school funding. The

arguments have been concluded; the superior court judge has six months to present a ruling, after which it can be appealed to the state supreme court.

Agenda item 19. Commissioner's Report. Commissioner Hanley said the department is focused on helping districts implement the new standards, accountability system, and educator evaluations. The department currently does not intend to mandate new science standards, although districts are free to adopt new standards. The department is implementing the Alaska Digital Teaching Initiative. Commissioner Hanley praised staff member Helen Mehrkens, who is retiring, for her work on career and technical education.

Agenda Item 20. Consent Agenda.

Esther Cox moved: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the March 13 & 14, 2014, meeting; approval of the minutes of the April 23, 2014, meeting; and approval of the Major Maintenance Grant Fund List.

Sue Hull seconded. Board members present unanimously approved the consent agenda.

Board Comments

Carly Williams thanked the board.

Barbara Thompson thanked the staff, board, and public who commented.

Sue Hull praised Carly Williams and Lisa Miller, and thanked everyone.

Kathleen Yarr thanked everyone.

Esther Cox said Fred Villa of the University of Alaska praised department staff member Don Levine for his work implementing the state's career and technical education plan; called attention to an article on construction academies in Alaska Contractor magazine; and requested a consideration at the September meeting of the state's math and science high school credit requirements. She thanked Carly Williams, Bruce Johnson, and Randy Hawk, and welcomed Lisa Miller.

Jim Merriner noted a letter from Carol Comeau, former Anchorage School District superintendent, supporting the University of Alaska Southeast's proposed superintendent preparation program. He noted a letter from the Southeast Island School District thanking the department for the Artists in Schools Program at Thorne Bay School. He thanked the staff, Lisa Miller, the public who commented, Randy Hawk, Bruce Johnson, Commissioner Hanley, and Carly Williams.

The meeting adjourned by unanimous consent at 2 p.m.

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

September 19, 2014

From: Michael Hanley, Commissioner

Agenda Item: 21B

◆ **ISSUE**

The board is being asked to approve the minutes of its July 30, 2014, meeting.

◆ **BACKGROUND**

- Behind this cover memo are the proposed minutes of the board's July 30, 2014, meeting.

◆ **OPTIONS**

Approve the minutes of the board's July 30, 2014, meeting.

Amend the proposed minutes and approve the amended minutes of the July 30, 2014, meeting.

Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the minutes of the July 30, 2014, meeting as presented.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the minutes of the July 30, 2014, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
July 30, 2014
Teleconference originating in Juneau, AK

Chair Esther Cox called the meeting to order at 9 a.m. James Fields was not present. Members recited the Pledge of Allegiance. No member declared a conflict of interest. The board approved the agenda unanimously. There was no public comment at this time.

Agenda item 5A. Internet speed.

Linda Thibodeau, Director of Libraries, Archives & Museums, said the proposed regulation had been revised a little based on written public comment.

Barbara Thompson asked that the wording in 4 AAC 33.665(b) be changed from “shall” to “may.” She asked if it was practicable for districts to return unexpended funds by the July 30 deadline in 4 AAC 33.670. Board members discussed allowing 120 days from the end of the fiscal year or allowing an August 30 deadline.

In response to a question, Assistant Attorney General Luann Weyhrauch clarified that the improved Internet service must be accessible to students, but the proposed regulation does not restrict others from having access.

Valerie Oliver, Alaska’s E-rate coordinator, said she expects 80 to 90 schools to be eligible currently for increased Internet service.

Barbara Thompson moved and Sue Hull seconded a motion to approve the proposed amendments to 4 AAC 33 Article 6, to include changing “shall” to “may” in 4 AAC 33.665(b) and changing “July 30” to “August 30” in 4 AAC 33.670. The board approved the motion unanimously in a roll call vote.

Public comment

Dr. Mary Wegner, superintendent of the Sitka School District, spoke in support of the University of Alaska Southeast’s proposed superintendent endorsement program. Dr. Wegner said there are 11 new superintendents in Southeast Alaska and the average tenure of Alaska superintendents is less than three years. The program would help existing and new superintendents.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators, supported the proposed UAS program. She said high-quality sustained leadership by superintendents has a direct impact on student achievement.

Agenda item 6. UAS superintendent endorsement program.

Barbara Thompson said that the program’s course ED S613 should focus more on federal and state law or that those topics be the subject of a separate course.

Dr. Martin Laster, director of the proposed superintendent endorsement program at UAS, said the course would be redesigned with that issue in mind.

Board members asked why admission to the endorsement program required three years of teaching experience. Department staff explained that a superintendent's endorsement is attached to a Type B (administrator) certificate, and Type B certificates require three years of teaching experience.

Board members discussed whether a person without teaching experience could participate in the endorsement program and not receive an endorsement. Dr. Laster said UAS would want a written understanding with such a student that he or she would not receive an endorsement.

Board member Kobe Rizk said the proposed curriculum did not include student relations. Dr. Laster said students will be added to the list of constituents in the community building course.

Esther Cox said she wants more emphasis on negotiation techniques in the curriculum. Dr. Laster said students role-play in case studies and are encouraged to sit in on negotiations, if they are available.

Esther Cox said the curriculum does not include current issues such as Alaska's standards and teacher evaluations. Dr. Deborah Lo, dean of the UAS School of Education, said the program will be responsive to current issues.

Esther Cox said course ED S667 should dedicate time to boardmanship. She thanked UAS for meeting the state's need to have a superintendent endorsement program.

In response to a question, Dr. Laster said 11 students may enroll in the program this fall.

Barbara Thompson moved and Jim Merriner seconded a motion: I move the State Board of Education & Early Development approve the superintendent endorsement program at the University of Alaska Southeast. In a roll call vote, the board approved the motion unanimously.

Board comments

Kathleen Yarr said the requirements for entry into the UAS superintendent endorsement program are confusing.

Barbara Thompson said superintendents were pleased with the department's presentations at the recent superintendent fly-in.

Esther Cox asked for dates of the board's meeting with the University of Alaska Board of Regents and for a current list of superintendents.

The board adjourned by unanimous consent at 10:45 a.m.