

State Board of Education & Early Development
June 3, 2015

Unapproved Agenda

**University of Alaska Fairbanks
Elmer E. Rasmuson Library
Kayak Room
310 Tanana Loop
Fairbanks, AK**

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

Board Retreat

Wednesday, June 3, 2015

- 1:00 PM Call to Order.....James Fields, First Vice Chair, Acting Chair
- 1:05 PM Facilitated Position and Visioning Discussion.....
.....Jeff Brunings, Vice President, Client Development, OnStrategy
- 5:00 PM Adjourn

State Board of Education & Early Development
June 4 & 5, 2015
Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK

Unapproved Agenda

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

Thursday, June 4, 2015

- 8:00 AM Call to Order & Roll Call.....James Fields, First Vice-Chair, Acting Chair
Oath of Office, Lt. Col. Chris Nall....James Fields, First Vice-Chair, Acting Chair
Pledge of AllegianceJames Fields, First Vice-Chair, Acting Chair
Approval of Agenda for June 4, 2015.....
.....James Fields, First Vice-Chair, Acting Chair
Disclosures of potential conflicts of interest
.....James Fields, First Vice-Chair, Acting Chair
Board Member Recognition.....James Fields, First Vice-Chair, Acting Chair
- 8:10 AM Welcome by Fairbanks North Star Borough School District.....
.....James Fields, First Vice-Chair, Acting Chair
.....Karen Gaborik, Superintendent
- 8:15 AM Public CommentJames Fields, First Vice-Chair, Acting Chair
Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. **Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085.** This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 8:00 a.m. on June 4, and 8:30 a.m. on June 5 (audio only). Click on the meeting name to listen to the meeting proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

Comment also can be made by visiting your local Legislative Information Office (LIO). The following LIO's will participate: Anchorage, Barrow, Bethel,

7A. College Career Readiness Assessment Updates.....
.....Commissioner Hanley
.....Margaret MacKinnon, Director

3:15 PM 8. Executive Session for Commissioner Evaluation.....
.....James Fields, First Vice-Chair, Acting Chair

4:00 PM **RECESS**

State Board of Education & Early Development
June 4 & 5, 2015
Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK

Unapproved Agenda

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

Friday, June 5, 2015

- 8:30 AM Call to Order and Roll Call.....James Fields, First Vice-Chair, Acting Chair
- Approval of Agenda for June 5, 2015.....
.....James Fields, First Vice-Chair, Acting Chair
- Disclosures of potential conflicts of interest.....
.....James Fields, First Vice-Chair, Acting Chair

Work Session Continued

- 8:35 AM 9. Regulations to Adopt.....Commissioner Hanley
 - 9A. Student Teachers.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
 - 9B. Bond Reimbursement & Grant Review Committee Term Limits....
.....Elizabeth Nudelman, Director
 - 9C. Library, Archives & Museums Fees.....Linda Thibodeau, Director
- 9:30 AM 10. School and Educator Accountability.....Commissioner Hanley
 -Dr. Susan McCauley, Director
 -Margaret MacKinnon, Director
- 9:45 AM 11. Charter Schools.....Commissioner Hanley
 -Dr. Susan McCauley, Director
 - 11A. P.A.I.D.E.I.A. Charter School Initial Application
 - 11B. Midnight Sun Family Learning Center Renewal Application

Business Meeting

Other Business

- 10:15 AM 12. Election of Officers.....James Fields, First Vice-Chair, Acting Chair
- 10:30 AM 13. Subcommittee Appointments....James Fields, First Vice-Chair, Acting Chair
- 10:45 AM 14. Selection of meeting dates and locations for 2015-2016.....
.....James Fields, First Vice-Chair, Acting Chair

Regulations

- 11:00 AM 15. Regulations to go out for public comment.....Commissioner Hanley
 - 15A. College Career Readiness Assessment Updates.....
.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 11:15 AM 16. Regulations to Adopt.....Commissioner Hanley
 - 16A. Student Teachers.....Dr. Susan McCauley, Director
.....Sondra Meredith, Administrator
 - 16B. Bond Reimbursement & Grant Review Committee Term Limits...
.....Elizabeth Nudelman, Director
 - 16C. Library, Archives & Museums Fees.....Linda Thibodeau, Director

12:15 **LUNCH**

Standing Reports

- 1:00 PM 17. Teaching & Learning Support Report.....Commissioner Hanley
.....Dr. Susan McCauley, Director
- 1:15 PM 18. Assessment, Accountability & Information Management Report.....
.....Commissioner Hanley
.....Margaret MacKinnon, Director
- 1:30 PM 19. Budget/Legislation Report.....Commissioner Hanley
.....Marcy Herman, Legislative Liaison
.....Heidi Teshner, Director

- 2:00 PM 20. Rural Education Report.....Commissioner Hanley
- 2:15 PM 21. Mt. Edgecumbe High School Report.....Commissioner Hanley
Bill Hutton, Director
- 2:30 PM 22. Libraries, Archives & Museums Report.....Commissioner Hanley
Linda Thibodeau, Director
- 2:45 PM **BREAK**
- 3:00 PM 23. Attorney General’s Report.....Commissioner Hanley
Rebecca Hattan, Assistant Attorney General
- 3:15 PM 24. Commissioner’s Report.....Commissioner Hanley
- 3:30 PM 25. Consent Agenda.....James Fields, First Vice-Chair, Acting Chair
- 25A. Approve minutes of March 19 & 20, 2015, meeting
- 25B. Approve minutes of April 13, 2015, video/teleconference
- 25C. Approve the MEHS Student Restraint Policy
- 25D. Approve the MEHS Land Use Policy
- 25E. Approve the P.A.I.D.E.I.A. Charter School Initial Application
- 25F. Approve the Midnight Sun Family Learning Center Renewal
 Application
- 25G. Approve Appointment of Margaret MacKinnon
- 3:40 PM Board Comments
- 4:00 PM **ADJOURN**

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

June 4, 2015

From: Mike Hanley, Commissioner

Oath of Office

◆ **ISSUE**

James Fields, First Vice-Chair, will administer the oath of office to one new member of the State Board of Education & Early Development.

◆ **BACKGROUND**

- Lieutenant General Stephen L. Hoog, USAF, has appointed Lt. Col. Chris Nall as the military advisor to the State Board of Education & Early Development.
- AS 39.05.040 requires members of each board within state government to take an oath of office before entering duties of office.
- Lt. Col. Chris Nall's appointment letter follows this cover memo.
- James Fields, First Vice-Chair, will conduct the swearing in.

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

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 1

◆ ISSUE

The board requested to have a continuation of the retreat conversation.

◆ BACKGROUND

- The board will have an opportunity to continue retreat discussions.
- James Fields, First Vice-Chair and Acting Chair, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 2

◆ ISSUE

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

◆ BACKGROUND

- On June 3, 2015, the State Board of Education & Early Development participated in a joint meeting with the University of Alaska Board of Regents.
- The board will have an opportunity to discuss future actions as a result of the joint meeting.
- James Fields, First Vice-Chair and Acting Chair, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 3

◆ ISSUE

This is a presentation to the board regarding the standard setting process for the Alaska Measures of Progress assessments.

◆ BACKGROUND

- The new Alaska Measures of Progress (AMP) assessments for English language arts and mathematics were administered for the first time this spring.
- The process to determine the cut scores for each achievement level of the assessments is called “standard setting.”
- Dr. Marianne Perie, co-director of the Center for Educational Testing and Evaluation in the Achievement and Assessment Institute (AAI) at the University of Kansas, and project director for AMP, will be present to make the presentation to the board.
- A copy of the presentation can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

Setting Cut Scores on Alaska Measures of Progress

Presentation to Alaska State Board of Education and Education
and Early Development

Marianne Perie, AAI

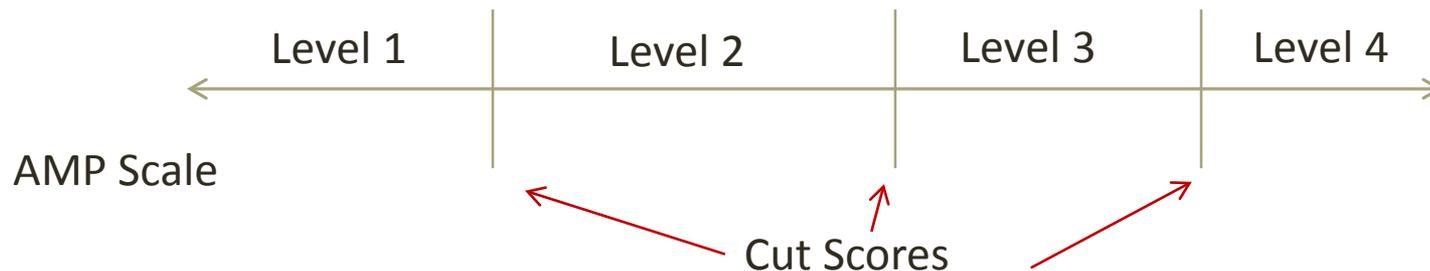
June 4, 2015

Cut scores are set based on ALDs

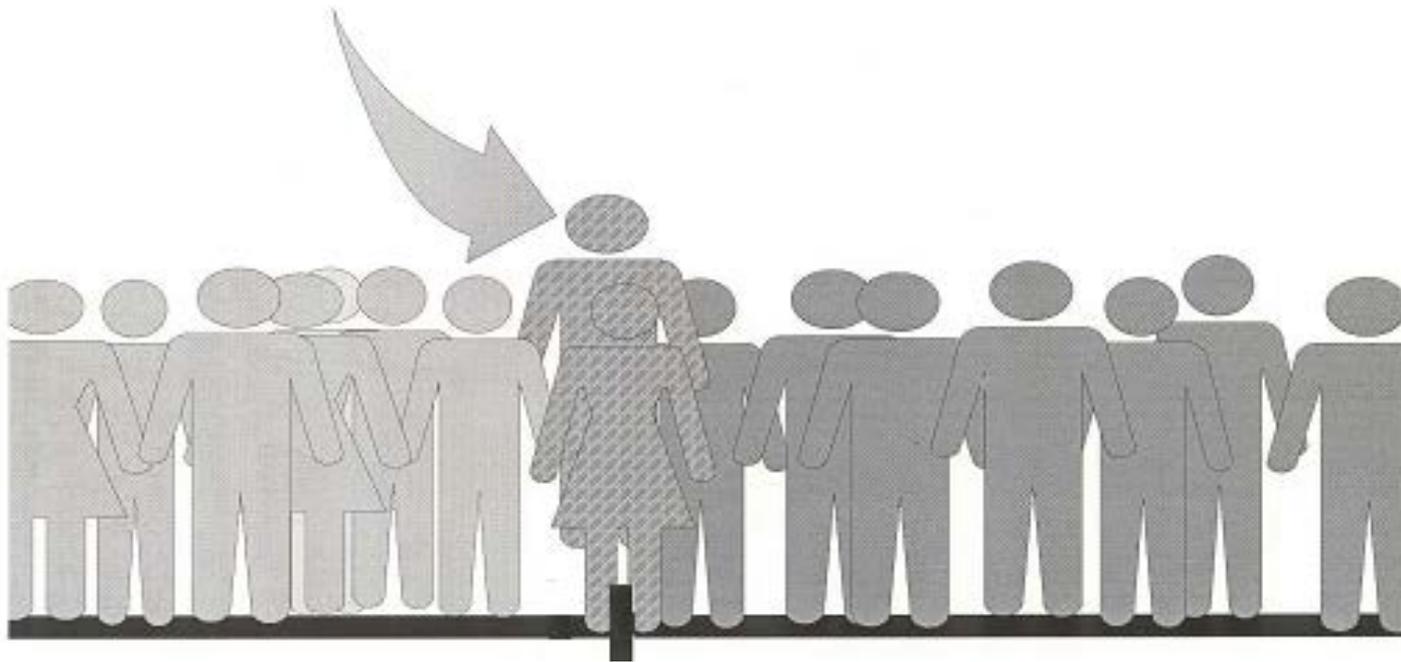
- Achievement Level Descriptors (ALDs) were drafted by a committee of 35 Alaska educators in September 2014.
- ALDs define what students should know and be able to do at each of four achievement levels.
- ALDs are written to be fully aligned to Alaska standards and are specific to each grade and subject.
- Content standards define what students should know and be able to do; achievement level descriptors articulate how much they should know and be able to do at each achievement level category.

Standard Setting

- Using those ALDs and a research-based standard setting methodology, panels of Alaska educators will recommend three cut scores on each of 16 assessments (grades 3–10 in ELA and mathematics).



Borderline Performance



Partially Meets Standards

Meets Standards

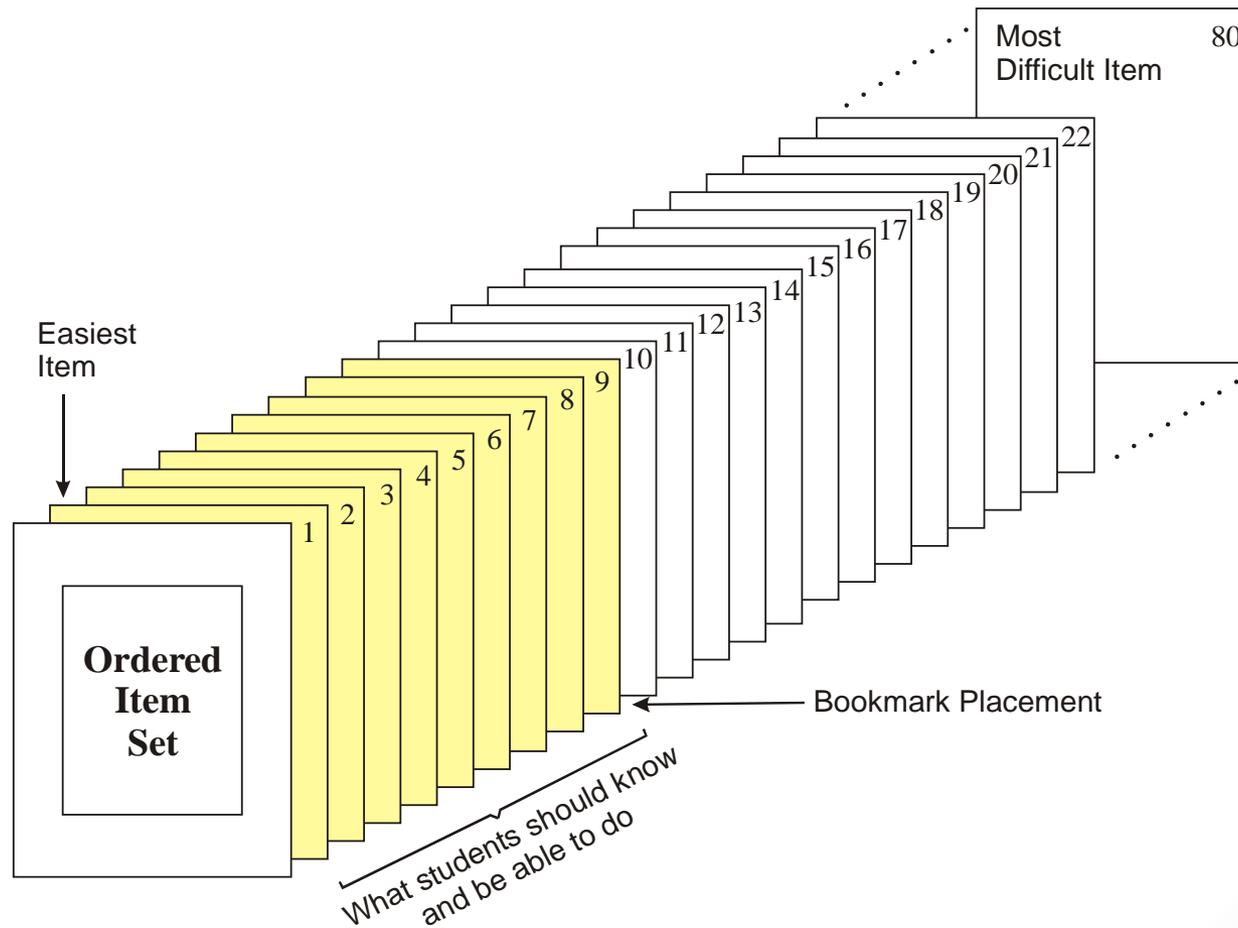
Bookmark Method

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

The Task

- Using an ordered item set—with one form's worth of items ordered by statistical difficulty—content experts find the location in the item set that separates groups of examinees into categories and then literally place a bookmark at that location in the ordered item set.
- Typically, panelists are told to find the first in a series of items that two out of three students at the borderline of the achievement level would not be able to answer correctly.
- This placement task takes place over three rounds of discussion and deliberation.

Ordered Item Booklet



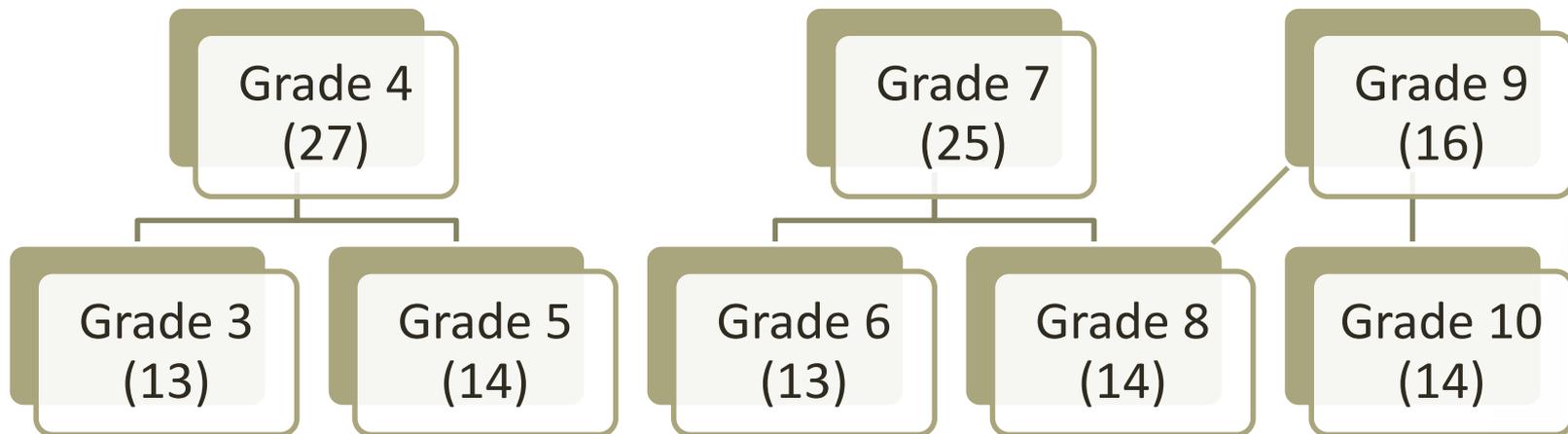
Organization of Work

- Day 1, morning: Orientation for all
- Day 1, afternoon – Day 2: Panels break into two content groups and then three grade-level groups to work on grades 4, 7, and 9
- Day 3 – Day 4, morning: Groups reorganize to work on grades 3, 5, 6, 8, and 10.
- Day 4, afternoon: Articulation, where a subset of panelists from each grade group meet to look at the pattern of cut scores across the grades.

Panel Organization

For each subject: (ELA and Math)

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



Major Steps in the Process

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

Major Steps (con't)

- **Round 1:** Panelists individually review the ordered item booklet and place a bookmark after the last item they think two out of three borderline students can answer correctly. Repeat for each achievement level.
- **Round 2:** Panelists discuss the placement of the Round 1 bookmarks with others at their table. Panelists focus on the items between the lowest and highest bookmarks at their table. Panelists can move any or all of their bookmarks if they think it is appropriate when making round 2 judgments.
- **Round 3:** Panelists discuss the placement of the Round 2 bookmarks with others in the room, focusing on items between the lowest and highest bookmarks selected. Panelists discuss the percent of students expected to fall in each achievement level (“impact”) using the median bookmark from the room. Panelists can move any or all of their bookmarks if they think it is appropriate.

Impact Data

- After round 2, panelists will be given “impact data” or the percentage distribution of students in each achievement level as determined by
 - Median cut scores after round 2
 - Data from the 2015 assessments
- In addition, panelists will be given the following information to help put those numbers in context:
 - Percentage of students scoring in the four NAEP performance levels in 2013 at grades 4 and 8
 - Percentage of students taking the ACT and/or SAT in 2014 and the percentage meeting the ACT/SAT college-ready benchmarks (high school cut scores only)
 - Previous distribution of SBA scores

Articulation

- About three members from each panel will remain for the second half of the fourth day to review all results together.
- The goal is to look at the progression of cut scores from grades 3 through 10 to determine if there are any grades where the cut scores look out of line (exceptionally rigorous or lenient).
- The articulation panel makes the final recommendation to EED.

Sample Table of Rounds

Level 2 (partially meets)	Round 1	Round 2	Round 3
Low	215	220	222
High	240	232	230
Average	225	226	226
SD	4.2	3.1	2.8
Level 3 (meets)			
Low	240	248	252
High	284	264	260
Average	256	256	256
SD	5.3	3.8	1.8
Level 4 (meets)			
Low	300	315	318
High	340	332	332
Average	321	324	325
SD	6.3	4.8	3.1

Sample Table of Results

Mathematics												
Grade	Cut 1/2				Cut 2/3				Cut 3/4			
	Min	Median	Max	SEM	Min	Median	Max	SEM	Min	Median	Max	SEM
3	230	234	237	1.2	268	274	278	1.1	292	300	304	1.8
4	###	##	###	##	###	##	###	##	###	##	###	##
5	###	##	###	##	###	##	###	##	###	##	###	##
6	###	##	###	##	###	##	###	##	###	##	###	##
7	###	##	###	##	###	##	###	##	###	##	###	##
8	###	##	###	##	###	##	###	##	###	##	###	##
9	###	##	###	##	###	##	###	##	###	##	###	##
10	###	##	###	##	###	##	###	##	###	##	###	##

Sample Impact Data

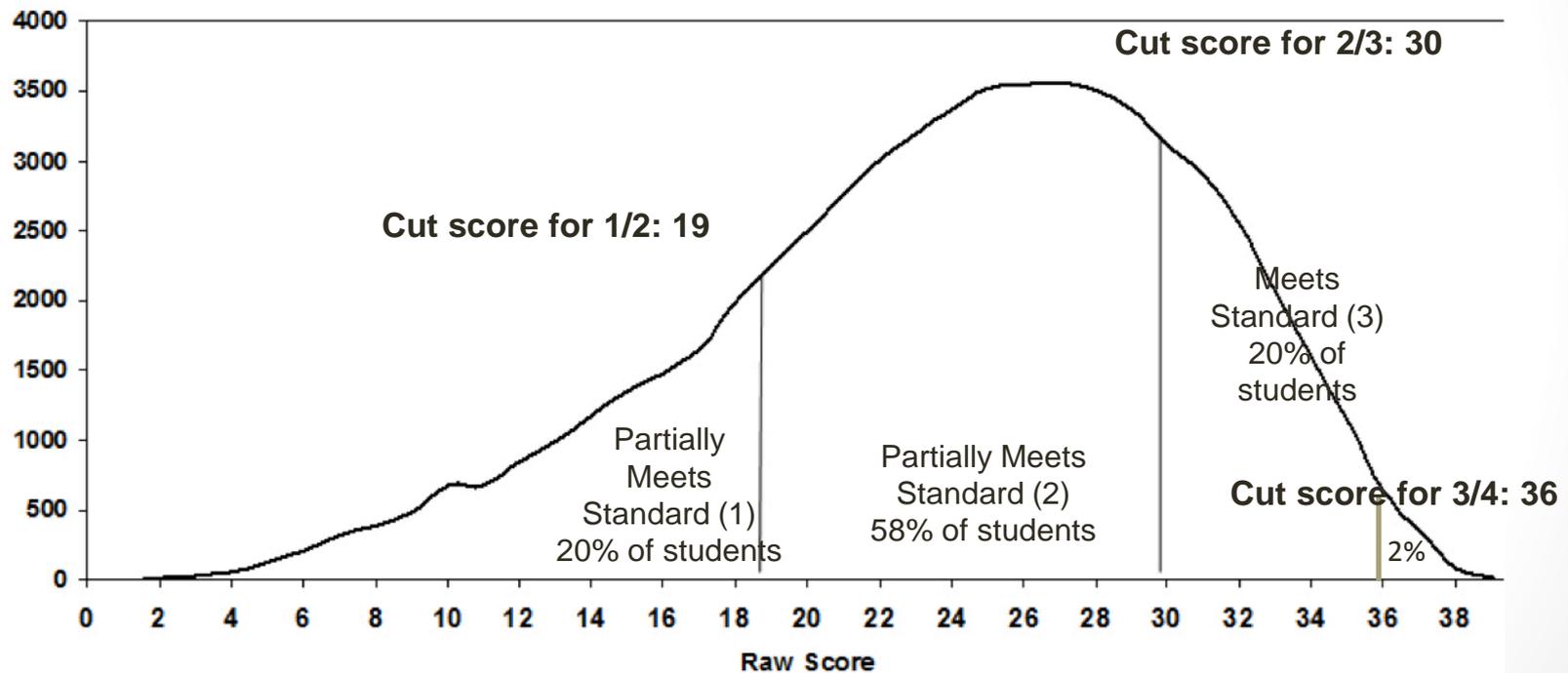
Mathematics				
Grade	Level 1	Level 2	Level 3	Level 4
3	22.5	47.4	19.9	10.2
4	##.#	##.#	##.#	##.#
5	##.#	##.#	##.#	##.#
6	##.#	##.#	##.#	##.#
7	##.#	##.#	##.#	##.#
8	##.#	##.#	##.#	##.#
9	##.#	##.#	##.#	##.#
10	##.#	##.#	##.#	##.#

Sample Impact Data by Reporting Groups

Cut score +/- 2SEM	Percentage of 3 rd -grade students classified as Level 3 or higher							
	Total	Alaska Native	Asian	Black	Hispanic	White	ELL	SWD
204	40%	24%	52%	26%	22%	48%	21%	16%
203	42%	...	...	...	...	...	...	...
201	45%	...	...	...	...	...	...	...
200	46%	...	...	...	...	...	...	...
198*	50%	...	...	...	...	...	...	...
197	53%	...	...	...	...	...	...	...
196	55%	...	...	...	...	...	...	...
194	56%	...	...	...	...	...	...	...
192	58%	...	...	...	...	...	...	...

*Recommended cut score

Overall distribution



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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 4A

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo is the MEHS draft policy 4.44 Restrictive Settings and Restraints.
- This draft policy guides the use of force, restraints, and restrictive settings to maintain safety and order at MEHS.
- If adopted, this policy will become part of the MEHS Policy Manual.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 24C.

4.44 Restrictive Settings and Restraints

Use of Force, Restraints, and Restrictive Settings to Maintain Safety and Order

Use of force

Teachers, administrators, counselors, safety/security personnel and other persons responsible for student welfare are authorized to use reasonable and appropriate non-deadly force to maintain order and safety in classrooms and elsewhere on district property and in conjunction with school-sponsored activities, according to the following standards. In the paragraph below, the term "physical restraint" is defined as a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term does not include a physical escort. The term "physical escort" is defined to mean a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. The term "mechanical restraint" is defined as the use of a device or equipment to restrict a student's freedom of movement. The term does not include items that are designed and used appropriately to protect student safety or to enhance mobility such as adaptive devices or vehicle safety restraints.

1. Reasonable force, including physical restraints may be used to prevent a student from injuring himself/herself or others. To justify the use of force in situations described in this paragraph, the threat of harm must be immediate, and the force used must reasonably appear to be necessary to prevent the harm. The use of force must also be discontinued as soon as the danger giving rise to the need for force has passed. Force will not be considered reasonable if it involves a risk of serious physical injury to a student, unless there is a compelling need to use such force to prevent serious injury or death. The use of a mechanical restraint or a prone restraining hold is not considered a reasonable means of responding to a threat under any circumstances.
2. Touching a student in order to provide a physical escort is permitted when necessary and appropriate to prevent a student from injuring persons or property, and to maintain order during class time and at other times when district personnel are responsible for the supervision of students.

3. The foregoing standards for the use of reasonable force are not intended to authorize any use of force that would constitute corporal punishment prohibited by Alaska Department of Education and Early Development regulations, or any use of force that is inconsistent with Alaska laws relating to justification for the use of force.

Placement of students in restricted settings: seclusion and time out

Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, such as by a lock, a closed door held shut from outside, or by a piece of furniture or other object that blocks the exit. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming. It also does not include supervised detention or suspension from school.

A student may be separated from other students and placed on timeout in a non-locked restricted setting as a calming technique to provide the student with an opportunity to regain self-control.

A student may not be placed in seclusion except when the student's behavior poses an imminent danger of physical harm to the student or others, and other interventions would be ineffective.

Any time a student is placed in a restricted setting, the setting must first be inspected and prepared to minimize safety threats. A trained staff member must continuously monitor the student in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. A student's placement in seclusion must be discontinued immediately when the student no longer poses a threat of imminent physical injury to himself/herself or other persons. A student may not be denied access to water or other basic human necessities in seclusion.

General

1. Force, restraint and seclusion may not be used as means of disciplining a student, as a means of coercion or retaliation, or as a convenience.
2. Physical and chemical restraints may never be used to control behavior or restrict a student's freedom of movement except as authorized by a qualified health professional and as permitted by state law.

3. The use of restraint or seclusion is permitted only when other interventions are or would be ineffective. Physical restraints and seclusion should only be employed by those trained in their use, except in an emergency when immediate action is required and no trained staff member is available. A staff member's use of physical restraint or seclusion should be monitored by another staff member who is trained in the use of the technique, to the extent that it is reasonably possible to procure the presence of another staff member without endangering the safety of any person. Some forms of restraint and seclusion are more restrictive than others. In each case, the least restrictive technique that is necessary to end the threat of imminent danger or serious harm should be used.
4. The school will ensure that a sufficient number of residential and academic employees to meet the needs of the student population receive appropriate training in the use of physical restraints and seclusion, and in the use of preferred alternatives for behavior controls, such as crisis intervention and de-escalation techniques.
5. All incidents involving restraint or seclusion against a student shall be documented in writing, and a copy transmitted to the student's building principal, within 24 hours following the incident. Documentation must include the date and time of the incident, the names and job titles of school personnel who participated in or supervised the incident, a description of the behavior that preceded the incident, including efforts and strategies used with the student before the incident, a description of the incident including the type and duration of the intervention used, and a description of how the incident ended, including any further action taken. This documentation must be maintained in the student's records, and a copy of this documentation must be provided to the student's parents or legal guardians within 24 hours.
6. As soon as practical after an incident in which restraint or seclusion is used, a staff review of the incident must be conducted. Each staff review must review the procedures, strategies, accommodations, individualized education plans or other student behavior plans for the student and make recommendations for adjusting or amending them, or for additional staff training, as appropriate. The staff review will also include follow-up communication with the student and the student's parent or legal guardian within 24 hours.
7. This regulation must be reviewed annually with academic and residential school administration, counselors and safety /security personnel.

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 4B

◆ ISSUE

The board will be briefed regarding a draft policy to guide the process for allowing or disallowing outside entities to use land at Mt. Edgecumbe High School (MEHS).

◆ BACKGROUND

- Behind this cover memo is the MEHS land use policy.
- This draft policy guides permissible land use at MEHS and what process is used to guide and finalize those uses.
- If adopted, this policy will become part of the MEHS Policy Manual.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 24D.

6.18 Facilities and Land Use Policy

Purpose: To create a policy that governs the use of Mt. Edgecumbe High School (MEHS) facilities and property, including nonprofit groups, private enterprise and other government entities.

Background Information: MEHS is located on Japonski Island within the city limits of Sitka and the campus encompasses over 45 acres of land and 16 buildings totaling 290,000 square feet. The majority of the campus faces the Sitka Channel and is located on a 25-plus acre land parcel.

Policy Guidelines:

1. All facilities land use agreements or leases must be referred to the Division Director.
2. All land use agreements must be signed by the Division Director, or designee, and all interested, affected or potentially liable parties.
3. All facility/land use lease agreements must be reviewed by the department's legal advisor and signed by authorized persons from all interested parties, including for the department's Deputy Commissioner.
4. All facility/land use lease agreements must be reviewed by the department's procurement officer.
5. The original copy of the fully executed agreement or lease shall be delivered to and held by the department's Administrative Services Director. Copies of the fully executed agreement or lease shall be maintained in the office of the MEHS Division Director and the MEHS Building Maintenance Superintendent.

Agreements/Leases with Other Government or Nonprofit Organizations:

1. In most cases such agreements or leases shall be for the benefit of public health and safety.
2. The nature of the agreements or leases cannot interrupt student affairs or learning, nor can the agreements result in a cost to the department, including state staff personnel time, unless a written compensatory agreement is reached by all parties.
3. In many cases, such agreements or leases shall result in a contractual fee charged to the leasing agency or group, especially when the department's real estate or

lands are to be altered from their original state by the terms of the agreement. However, nothing in this policy precludes a nonprofit organization from donating to the MEHS Student Activities Fund or the MEHS Endowment Fund.

Agreements/Leases with Business Entities:

1. These agreements/leases shall not negatively impact student affairs or learning, shall result in no cost to the department, and shall be conducted outside of areas regularly used by students and faculty.
2. When considering agreements or lease proposals for use of department lands, substantial consideration shall be given to whether or not there may be current or future alternative uses by the department for the lands requested by the business.
3. These agreements/ leases shall result in a fee schedule, which will directly benefit the students of MEHS.

DRAFT

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 5

◆ ISSUE

The board requested a presentation on the final report of the Center for Alaska Education Policy Research (CAEPR) regarding the salary and benefits schedule and teacher tenure.

◆ BACKGROUND

- The final Salary and Benefits and Teacher Tenure Study will be presented.
- Dr. Diane Hirshberg, Director for the Center for Alaska Education Policy Research, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 6

◆ ISSUE

This is a discussion about the state regulation regarding use of school funds in elections.

◆ BACKGROUND

- A board member has asked for a discussion about 4 AAC 06.135 Use of state funds in elections, which reads as follows:
 - (a) a school district may not appropriate or spend school district money for the purpose of influencing the result of a public vote on an election, referendum, initiative, recall, or other election involving candidates for or holders of public office.
 - (b) The restriction in (a) of this section is not intended to interfere with the exercise of the right to free speech by school district board members or school personnel.
- The regulation became effective on August 28, 1991.
- Commissioner Hanley and Assistant Attorney General Rebecca Hattan will brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 7A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to college and career readiness assessments.

◆ BACKGROUND

- AS 14.03.075 as amended effective July 1, 2014, requires a student to take a college or career readiness assessment (CCRA) in order to receive a diploma.
- Students who meet all other requirements for graduation from high school except the CCRA requirement earn a Certificate of Achievement (COA).
- There is currently no regulation to clarify that a student who received a COA may subsequently earn a diploma, as was the case for the High School Graduation Qualifying Exam.
- Extenuating circumstances can exist for students that limit their participation opportunities for CCRA but do not fit into a waiver category. Examples of this include high transiency between schools/districts, homeless students, or limited availability of testing dates prior to graduation.
- The language allowing a waiver from the CCRA is being amended to include other test administration situations outside the student's control.
- 4 AAC 06.076, which is no longer applicable, is being repealed.
- 4 AAC 06.790 is being repealed and readopted to make technical changes, to remove repealed definitions, renumber current definitions in alphabetical order, and to include a definition of "taking" a CCRA.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 14A.

4 AAC 06.076 is repealed:

4 AAC 06.076. Determination of school age. [FOR THE PURPOSE OF DETERMINING WHETHER A CHILD IS OF SCHOOL AGE UNDER AS 14.03.070, A CHILD IS NOT CONSIDERED TO HAVE COMPLETED THE 12TH GRADE UNLESS THAT CHILD HAS PASSED ANY HIGH SCHOOL GRADUATION COMPETENCY EXAMINATION REQUIRED BY LAW, EVEN IF THAT CHILD HAS MET ALL OTHER GRADUATION REQUIREMENTS.] Repealed. (Eff. 1/28/2000, Register 153; repealed ___/___/____, Register ___)

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

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

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

(2) takes a college and career readiness assessment.

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

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

(2) offered outside the Alaska public school system.

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

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

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

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

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

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

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

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

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

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

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

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

Authority: AS 14.03.060 AS 14.07.020 AS 14.07.060
AS 14.03.075 AS 14.07.030 AS 14.07.165

4 AAC 06.723 is amended to read:

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

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

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

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

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the student from taking a college and career readiness assessment; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking a college and career readiness assessment and was beyond the control of the

student and the student's parents; the following conditions are not rare or unusual circumstances under this section:

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

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

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

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

(D) a significant and uncorrectable system error; **including** [A WAIVER MAY NOT BE GRANTED UNDER THIS SUBPARAGRAPH UNLESS THE STUDENT'S]

(i) **completed examination materials are lost in transit between the school and the test vendor** [COMPLETED EXAMINATION MATERIALS FROM THE LAST ADMINISTRATION OF THE STUDENT'S YEAR OF INTENDED GRADUATION ARE LOST IN TRANSIT BETWEEN THE SCHOOL DISTRICT AND THE TESTING VENDOR AFTER THE TEST HAS

BEEN ADMINISTERED; A REQUEST FOR A WAIVER UNDER THIS SUB-SUBPARAGRAPH MUST BE SUPPORTED BY DOCUMENTATION FROM THE DISTRICT THAT VERIFIES THAT THE DISTRICT MAILED THE EXAMINATION MATERIALS TO THE TESTING VENDOR, AND BY DOCUMENTATION FROM THE UNITED STATES POSTAL SERVICE, OR FROM THE CARRIER USED TO TRANSPORT THE EXAMINATION MATERIALS, VERIFYING THAT THE EXAMINATION MATERIALS ARE LOST; OR];

(ii) a school or district fails to administer the assessment on a scheduled administration date [SCHOOL OR DISTRICT FAILED TO ADMINISTER THE ASSESSMENT ON A SCHEDULED ADMINISTRATION DATE WHILE THE STUDENT WAS IN THE 12TH GRADE];

(iii) a student is unable to take an assessment or receives an invalid score because of a technology failure; or

(iv) a student receives an invalid score because the assessment is improperly administered or test security requirements are violated. (Eff.

3/4/2015, Register 213; am___/___/___; Register ___)

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

4 AAC 06.790 is repealed and readopted to read

4 AAC 06.790. Definitions. (a) In AS 14.03.075 and 4 AAC 06.700 - 4 AAC 06.790, "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment.

(b) In 4 AAC 06.700 - 4 AAC 06.790,

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

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

(3) "board" means the State Board of Education of Education and Early Development;

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

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

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

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

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

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

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

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(11) "test materials" means all paper and electronic documents, support materials, software, and any related items used by students, teachers, or administrators in the administration of assessments. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am ___/___/____, Register ___)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

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

June 4, 2015

From: Mike Hanley, Commissioner

Agenda Item: 8

◆ ISSUE

At the request of James Fields, First Vice-Chair and Acting Chair, the board will hold an executive session to evaluate the performance of the Commissioner of Education & Early Development.

◆ BACKGROUND

- An executive session is necessary for this purpose in accordance with the state's open meetings act, AS 44.62.310(c)(2), specifically the provision related to "subjects that tend to prejudice the reputation and character of any person, provided the person may request a public discussion."

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development convene in executive session to evaluate the performance of the Commissioner of Education & Early Development.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 9A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to student teachers.

◆ BACKGROUND

- During the board meeting on December 4, 2014, the board was briefed regarding recommendations from the Educator Certification Advisory Committee, a 13-member committee tasked with considering increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
- Based on feedback from the committee, the department's recommendations to the board were as follows:
 - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
 - Require a subject or content area exam for each endorsement area on a teacher certificate;
 - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
 - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
 - Expand the approved list of basic competency exams to include the SAT and ACT.
- At the December board meeting, the board asked the department to continue moving forward with regulation changes that would accomplish the recommendations of the committee.
- The proposed regulations make changes to student teaching including the following:
 - The length of student teaching;
 - Criteria for serving as a student teacher; and
 - Who may supervise a student teacher.
- Public comment resulted in two changes to the proposed regulations:
 - The minimum amount of time required for student teaching is clarified in both number of hours and number of weeks. This will provide guidance for programs that may use one or the other as the method by which they monitor student teaching completion.
 - Tenure was removed as a requirement for a teacher to serve as supervisor of a student teacher because of concerns that this could be a limiting factor in districts that have a high rate of teacher turnover. Instead, at least one year of teaching

experience in the district where the student teacher is serving and at least three years of total teaching experience will be required.

- The proposed regulations and public comment can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ **OPTIONS**

This is a work session item. Action will take place under Agenda Item 16A.

4 AAC 30.020 is amended to read:

4 AAC 30.020. Student teachers. (a) **An institution of higher learning operating an “approved program” must require students enrolled in their program to serve as a student teacher or participate in a supervised clinical practice in a public school for a minimum of 15 weeks.** [UPON REQUEST OF AN INSTITUTION OF HIGHER LEARNING OPERATING AN "APPROVED PROGRAM," THE DEPARTMENT MAY AUTHORIZE A STUDENT ENROLLED IN THE PROGRAM TO SERVE AS A STUDENT TEACHER IN AN ALASKA PUBLIC SCHOOL FOR A PERIOD NOT TO EXCEED ONE SCHOOL YEAR.]

(b) A student who wants to serve as a student teacher **in an Alaska public school** shall apply for authorization on a form prescribed by the department and shall submit information requested by the department. The department will conduct a criminal history background check of the student under AS 14.20.020 and 4 AAC 12.300 as if the student was an applicant for a teacher certificate. The department will not authorize the student to serve as a student teacher if the student fails the check.

(c) An applicant shall not be authorized to serve as a student teacher unless they have passed the basic competency examination required under AS 14.20.020(i) and 4 AAC 12.310.

(d) [(C)] A student teacher authorized under this section must be under the general supervision of a teacher who holds a valid teaching certificate issued under 4 AAC 12, has at least one year of teaching experience in the district where the student teacher is serving, at least three years of total teaching experience, and who meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the student teacher is serving.
[CERTIFICATED UNDER 4 AAC 12].

(e) [(D)] If authorized by the student teacher's preparing institution and supervising teacher, a student teacher may be assigned, from time to time, to instruct, teach, counsel, test, or

evaluate students without obtaining a teacher's certificate and without the supervising teacher's presence in the same room, classroom, or other location.

(f) [(E)] A student teacher shall abide by the code of ethics and professional teaching standards in 20 AAC 10.020.

(g) [(F)] In (a) of this section, "approved program" means **a program accepted under 4 AAC 12.307 or approved under 4 AAC 12.308.**

[(1) A PROGRAM THAT IS OFFERED BY A REGIONALLY ACCREDITED TEACHER TRAINING INSTITUTION THAT MEETS TEACHER EDUCATION PROGRAM STANDARDS SET OUT IN

(A) STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION, PUBLISHED BY THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION, 1989 REVISED EDITION (INCLUDING CURRENT REVISIONS AS OF OCTOBER 24, 1995); OR

(B) STANDARDS, PROCEDURES, AND POLICIES FOR THE ACCREDITATION OF PROFESSIONAL EDUCATION UNITS, PUBLISHED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION, FEBRUARY 1992 EDITION; OR

(2) A BOARD-APPROVED ALTERNATIVE PROGRAM THAT SUBSTANTIALLY MEETS THE PROGRAM STANDARDS SET OUT IN (1)(A) OR (1)(B) OF THIS SUBSECTION.]

(h) In (c) of this section, "teacher" has the meaning given in 4 AAC 12.900(c) and also includes pre-school teachers. (Eff. 7/1/90, Register 114; am 6/24/95, Register 134; am 6/28/98, Register 146; am 9/29/2005, Register 175; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060

PUBLIC COMMENT



Anchorage School District

Education Center

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

April 28, 2015

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:

Thank you for the opportunity to comment on the proposed amendments to State regulations. Please see Anchorage School District's comments (attached) on the proposed changes to 4 AAC 30 concerning Student Teaching and 4 AAC 04, 4 AAC 06, 4 AAC 19 concerning School and Educator Accountability.

My staff and I are available to answer any questions, and will forward any additional feedback or remarks on the regulations as you deem necessary.

Sincerely,

Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Todd Hess, Chief Human Resources Officer

Educating All Students for Success in Life

Anchorage School Board Eric Croft, President
Kameron Perez-Verdia, Vice President
Kathleen Plunkett, Clerk

Ballye Davis, Treasurer
Tam Agost-Gister

Pat Higgins
Natasha von Imhof

Superintendent Ed Graff

4 AAC 30 Student Teaching

The Anchorage School District (ASD) is in support of the regulation changes to student teaching with the following considerations:

- Proposed change 4 AAC 30.020(a): The ASD recommends the state approve and issue Student Teacher Certificates to only those teacher preparation programs that require at least 15 weeks in a public school as a student teacher or in a supervised clinical practice. It is further recommended that clarification be made for those in a supervised clinical practicum, as internships for school counselors are usually tracked as hours (250 – 500+) rather than weeks. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.
- Proposed change (2) 4 AAC 30.020(b): The ASD recommends that passing a basic competency exam should be a requirement that the state requires before issuing a Student Teaching Certificate. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.

4 AAC 04, 4 AAC 06, 4 AAC 19 School and Educator Accountability

The Anchorage School District (ASD) is in support of the regulation changes to school and educator accountability as proposed and appreciates the state taking into account concerns brought forth earlier this year.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, April 03, 2015 3:14 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Philip Patterson
E-Mail: PhilipP737@aol.com
Telephone: 907 457-7337

I am commenting on: 4 AAC 30.020(d)

My Comments: In theory, requiring teachers who supervise student teachers to have tenure sounds reasonable. In practice, however, when considering the attrition rates of teachers in Alaska, this would seriously constrict opportunities to do student teaching in rural and isolated schools. This constriction would become amplified in high-needs areas such as special education, math, and science. Tenure does not guarantee quality. Multiple factors should be considered in the selection of supervising teachers, including overall teaching experience, certification, recommendations, and professional accomplishments.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, April 14, 2015 4:44 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Carol Barnhardt
E-Mail: cabarnhardt@alaska.edu
Telephone: 907 474-6457

I am commenting on: 4 AAC 30.020(d) is proposed to be changed as follows: Teachers who supervise student teachers must have been tenured in an Alaska school district and meet or exceed state content and performance standards for teachers.

My Comments: This proposal is a very serious concern for us in the UAF School of Education because we place many student teachers/interns in small rural districts where the best mentor teacher is not always a teacher who is tenured in Alaska. Faculty work closely and collaboratively with rural administrators (including site administrators, principals and superintendents) to identify which teacher has the very best qualifications for being a mentor teacher for our students as they complete their year-long internship in a classroom. In our many years of placing student teachers/interns in rural Alaska, there have been a number of occasions where one of our teacher education students has had an exceptionally strong and positive student teaching internship experience with a mentor teacher who did not meet this qualification. We encourage you to talk with rural administrators and with School of Education faculty before making any decisions on this proposal. Thank you.

Dr. Carol Barnhardt
Chair of the Department of Elementary Teacher Education UAF School of Education

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, April 23, 2015 2:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Larry Meath
E-Mail: lmeathjr@alaska.edu
Telephone: 907 388-4138

I am commenting on: 4 AAC 30.020(d)

My Comments: While it is important that supervisors of student teachers have years of experience and a positive track record in the classroom, requiring tenure will potentially eliminate many strong candidates. By definition, this will preclude placements in private schools (like Monroe High School in Fairbanks or St. Marys) as well as many rural schools where experienced teachers from other states take positions but do not have tenure. Tenure is not necessarily a hallmark of quality but more a matter of sticking it out for a required period of time. Setting a minimum for years of experience would essentially do the same thing but would allow a wider range of placements.

With more and more emphasis on student achievement as part of the teacher evaluation plan, many experienced teachers are becoming reluctant to take on student teachers. Requiring those mentor teachers to have tenure will be one more hurdle for effective placements of interns. Typically, supervising teachers are expected to hold Masters degrees and have a minimum of 3 years of successful experience in their content area. Additionally, they are hand selected by pre-service teacher education programs, and they must receive the blessing of their building or district administrators. Requiring tenure on top of these other requirements will not improve the quality of the supervising teacher pool.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, April 08, 2015 1:24 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: David Piazza
E-Mail: piazzad@swrsd.org
Telephone: 907 842-5287
I am commenting on: 4 AAC 30.020
My Comments: While good in theory, changing the language

"(d) [(C)] A student teacher authorized under this section must be under the general supervision of a teacher who holds a valid teaching certificate issued under 4 AAC 12, has been tenured in an Alaska school district under AS 14.20.150 and who meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the student teacher is serving. [CERTIFICATED UNDER 4 AAC 12].",

will severely cut back on the number of placements that Southwest Region School District will be able to provide. Tenured staff at each of the seven schools may be hard to come by. If the District, School Principal, Cooperating Teacher, and University Supervisors are all ok with a placement, "tenure" should have no place in this decision.

Until we see how many tenured staff members are considered "basic" through the new evaluation system and the inclusion of student data into the equation, this has no place in this decision as well.

It has been worthwhile for Southwest Region to welcome several student teachers who have been able to serve and learn in our schools in the past, who would not have had the opportunity if these changes had been in place at that time.

This change should NOT be incorporated.



HUMAN RESOURCES DEPARTMENT

Mission: Mat-Su Borough School District prepares students for success

April 30, 2015

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

Re: Support of Regulation Changes 4 AAC 30.020

I am writing in support of the proposed regulations changes in Title 4 of the Alaska Administrative Code dealing with student teaching.

The proposed changes recognize the importance of the student teaching experience for aspiring educators and provide needed rules for its operation. First, student teaching is a time and labor intensive process for both the aspiring teaching as well as the teachers who host them. To pursue such an endeavor without having to first demonstrate basic competency seems to be a futile effort.

Second, Districts should take responsibility for ensuring that those entering the education profession learn from the best and brightest veteran teachers. However, some student teaching arrangements are not made centrally at the District level and the proposed requirement that all host teachers be tenured and proficient educators is a well-crafted safeguard. With a shortage of teachers nationwide as well as in Alaska we should be taking every precaution to guarantee that those entering the profession have adequate skills and training to become great educators.

Thank you for the opportunity to express my support and for considering the proposed changes.

Sincerely,



Katherine Gardner,
Human Resources Director

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 9B

◆ ISSUE

The board is being asked to adopt regulations regarding the Bond Reimbursement and Grant Review Committee (BR&GR) terms and conditions of office.

◆ BACKGROUND

- The committee is authorized by AS 14.11.014.
- The proposed regulations establish overlapping four-year terms for BR&GR members appointed by the commissioner, set a two consecutive term limit, and provide for vacancies and transition.
- The proposed regulations define a quorum for the purpose of BR&GR conducting business.
- The department received no written comments during the public notice period.
- Behind this cover memo are the proposed regulations.
- 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 16B.

March 20, 2015 version

4 AAC 31 is amended by adding a new section to read:

4 AAC 31.087. Terms and conditions of office for members of bond reimbursement and grant review committee. (a) A person seeking appointment to the committee may submit a resume and letter of interest to the commissioner.

(b) A term of office for a member of the committee shall begin on March 1 and expire on the last day of February.

(c) Members of the committee appointed under AS 14.11.014(a)(1) – 14.11.014(a)(3)

(1) shall serve overlapping four-year terms commencing on March 1 following the date of the member's appointment; and

(2) may serve no more than two consecutive terms.

(d) The commissioner's designee and the six committee members selected by the commissioner under AS 14.11.014(a)(1) – 14.11.014(a)(3) serve at the pleasure of the commissioner notwithstanding a committee member's term of office under (c) this section.

(e) The two committee members selected by the presiding officers of the house and senate under AS 14.11.014(a) serve for the duration of the legislature during which the committee members are appointed; notwithstanding the duration of the appointment, a committee member selected by the presiding officer of the house or senate serves at the pleasure of the presiding officer who makes the appointment.

(f) A vacancy on the committee occurring during a term of office is filled in the same manner as the original appointment and is filled for the balance of the unexpired term.

(g) Five members of the committee constitute a quorum for the transaction of business.

The vote of a majority of the members present at a duly held meeting of the committee at which

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a quorum is present is necessary for any action taken by the committee.

(h) A committee member serving at the time this section becomes effective may be appointed to a term of office established under this section. A committee appointment in effect at the time this section becomes effective shall continue until the last day of the following February. A term of office established under this section shall take effect on March 1 following the effective date of this section. Members of the committee initially appointed under this section and AS 14.11.014(a)(1) – 14.11.014(a)(3) shall be appointed for the following terms:

(1) the longer-serving member in each category under AS 14.11.014(a)(1), AS 14.11.014(a)(2), and AS 14.11.014(a)(3) shall be appointed for a three-year initial term; and

(2) the other three members shall be appointed for a one-year initial term.

(i) "Committee" as used in this section means the bond reimbursement and grant review committee established under AS 14.11.014. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.11.014

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 9C

◆ ISSUE

The board is being asked to adopt regulations regarding fees for the Division of Libraries, Archives and Museums.

◆ BACKGROUND

- The Division of Libraries, Archives and Museums (LAM) has long had regulations in place for assessing of a variety of fees. The fees have been different depending upon whether the service is rendered by the museum, library, or archives, although the service is the same.
 - This regulation change will align LAM fees for services rendered, no matter which section provides the service.
- The SLAM building under construction will provide a new museum with increased museum floor space and many more beautiful and updated exhibits for the public. The entry fee for the museum does not approach what it should be for a museum of this quality.
 - This regulation will update the admission fees for the Alaska State Museum.
- Behind this cover memo are: 1) the proposed regulations, and 2) a brief comparison of some museum fees statewide.
- There was no public comment received on the proposed regulations.
- Linda Thibodeau, Director of the Division of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under Agenda Item 16C.

4 AAC 57.910 is amended to read:

4 AAC 57.910. Fees for services. (a) The division will charge fees for each of the following services provided by the division through the State Library, [INCLUDING THE HISTORICAL COLLECTIONS SECTION OF THE STATE LIBRARY,] in the amounts set out after each:

(1) Photographic services: The division processes requests for the duplication of photographs from its **collections** [COLLECTION] using the duplication services of a private vendor. The processing fee payable to the division is **\$25** [\$15] per photograph, except that the processing fee payable by a person who is a student is \$1. The provisions of this paragraph apply to the use of an image in publishing, video production, self-copy, exhibits product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by consultants or commercial design firms on behalf of government agencies or non-profit institutions. The processing fee is for one-time non-exclusive use. In addition to the processing fee, the person making a request for a photograph duplication service may be billed by the vendor for the fee or processor's cost of providing the duplicate photograph.

(2) Interlibrary loan services:

(A) for a rush request: **\$10** [\$5] per request;

(B) for the loan of material for an out-of-state request: **\$15** [\$10] per loan;

(C) for a request for photocopying material for an out-of-state request: **\$15** [\$5], plus \$0.25 per page.

[(3) ON-LINE SEARCH AND ALERT SERVICES:

(A) FOR AN ON-LINE SEARCH, \$15 PER SEARCH, PLUS THE ACTUAL COSTS THAT ARE INCURRED FOR TELECOMMUNICATIONS, FILE USE, AND RETRIEVED DATA FOR THE SEARCH;

(B) FOR AN ALERT SERVICE, \$15, AS A ONE-TIME SET-UP FEE, PLUS ACTUAL COSTS.]

(4) Photocopying services:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus \$50 [\$20] per hour for photocopying by division personnel; for photocopying services that are subject to the fee charged by this subparagraph,

[(i) THE AMOUNT OF THE FEE SHALL BE CHARGED IN THE AMOUNT OF \$5 FOR EACH 15 MINUTE PERIOD OF TIME EXPENDED BY DIVISION PERSONNEL FOR THE WORK PERFORMED; AND

(ii)] the per hour fee is not charged for the first 10 photocopies of material [IN THE HISTORICAL COLLECTIONS SECTION].

(5) For special services rendered by the staff: The division will charge a person who requests special services rendered by the staff in an amount based on

(A) actual costs; and

(B) actual staff time rendered that takes into consideration the hourly cost of the salary and benefits payable to any staff member assigned to respond to the request; however, the charge made for staff time under this subparagraph may not exceed \$50 [\$40] per hour per staff member.

[(b) THE DIVISION WILL PROCESS WITHOUT CHARGE AN INTERLIBRARY LOAN SERVICE REQUEST FOR WHICH PROVISION FOR A CHARGE FOR SERVICES IS NOT MADE IN (a)(2) OF THIS SECTION.]

(c) The director will, in the director's discretion, waive a fee set out in (a) of this section, in whole or in part,

(1) under the terms of the reciprocal agreement, if a request for a service is made by a library with which the division has entered into a reciprocal agreement; or

(2) if the director determines that waiver of the fee is in the public interest. (Eff. 12/13/87, Register 104; am 2/24/88, Register 105; am 7/1/89, Register 110; am 5/1/98, Register 146; am __/__/____)

Authority: AS 14.07.060 AS 14.56.020 AS 14.56.030

4 AAC 58.010 is amended to read:

4 AAC 58.010. Fees. (a) The admission fee to the Alaska State Museum is \$5 per visit. The admission fee to [AND] the Sheldon Jackson Museum is \$3 per visit [TO EITHER MUSEUM]. However, during the period in the summer months in which the Alaska State Museum and Sheldon Jackson Museum have extended hours, the admission fee to the Alaska State Museum is \$12 [\$7] and the admission fee to the Sheldon Jackson Museum is \$5. The museums may not charge an admission fee to a person who is less than 19 years of age. A \$1 discount is available to visitors who are 65 years of age or older.

(b) The fee for an annual pass to the Alaska State Museum and the Sheldon Jackson Museum is \$25 [\$15]. An annual pass allows the holder to visit both museums without paying an additional admission fee. An annual pass is valid for the calendar year in which it is issued.

(c) The Alaska State Museum and Sheldon Jackson Museum may waive an admission fee

(1) if the museum determines that the waiver is in the public interest; or

(2) for a special program presented at the museum, including an exhibit opening, a reception, or a lecture.

(d) For extraordinary services rendered by staff, the Alaska State Museum and Sheldon Jackson Museum may charge for actual material costs and staff time. The charge for staff time may not exceed \$50 per hour.

(e) The Alaska State Museum and Sheldon Jackson Museum shall charge a fee for a traveling exhibition [OR A MUSEUM LEARNING KIT]. The fee must be equivalent to the museum's costs in providing the exhibition [OR KIT. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A TRAVELING EXHIBITION IF THE MUSEUM DETERMINES THAT THE EXHIBITION WILL ASSIST THE DEVELOPMENT OF A LOCAL MUSEUM. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A MUSEUM LEARNING KIT, IF THE MUSEUM DETERMINES THAT THE KIT WILL FURTHER THE EDUCATIONAL GOALS OF A SCHOOL.]

(f) The Alaska State Museum and the Sheldon Jackson Museum shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. The museum may waive, in whole or in part, a fee for photographic use if the **division director** [CHIEF CURATOR] determines that it is in the public interest.

(g) The Alaska State Museum and the Sheldon Jackson Museum shall charge a **\$150** [\$100] fee for the loan of an artifact to a museum. The fee charged under this subsection is levied in addition to other charges incurred by the Alaska State Museum or the Sheldon Jackson Museum for conservation, insurance, packing, [AND] shipping, **and courier services**. The museum may waive, in whole or in part, a loan fee if the **division director** [CHIEF CURATOR] determines that it is in the public interest. (Eff. 2/20/87, Register 101; am 10/21/89, Register 112; am 4/19/95, Register 134; am 5/10/98, Register 146; am 5/3/2000, Register 154; am 11/26/2011, Register 200; am __/__/____)

Authority: AS 14.07.060 AS 14.57.010

Chapter 59. Alaska State Archives and Records and Information Management Services (ASA and RIMS) [ARCHIVES AND RECORDS MANAGEMENT SERVICES (ARMS)]

4 AAC 59.060 is amended to read:

4 AAC 59.060. Microforms and microform systems. (a) This section establishes the minimum requirements for the design, production, retention, and certification for microforms of state records.

(b) A state agency shall

(1) establish internal procedures that comply with AS 40.21, other state law, this chapter, and **ASA and RIMS** [ARMS] internal procedures for state agencies, including recordkeeping and disposition, before implementing new micrographic systems or modifying existing systems, and consult with **ASA and RIMS** [ARMS] staff when designing or modifying microform systems;

(2) identify any microforms created, used, received or maintained in its office to ensure that these records appear on the agency records retention schedule, and update the agency records retention schedule to include the microform copy when converting paper records;

(3) ensure that microforms meet or exceed the **micrographic standards promulgated by the American National Standards Institute and the Association for Information and Image Management, 2004 edition,** [ASSOCIATION FOR INFORMATION AND IMAGE MANAGEMENT (AIM) STANDARDS FOR ARCHIVAL QUALITY; THESE STANDARDS ARE CONTAINED IN PRACTICE FOR OPERATIONAL PROCEDURES/INSPECTION AND QUALITY CONTROL OF FIRST-GENERATION, SILVER MICROFILM OF DOCUMENTS, APPROVED AS OF JANUARY 14, 1991,] and adopted by reference in this paragraph;

(4) certify that microforms are authentic copies of original state records;

(5) index and label microforms according to ASA and RIMS [ARMS] requirements and the agency records retention schedule;

(6) develop and maintain procedural information about the microform system, including software and hardware documentation if computer assisted retrieval systems are used; and

(7) transfer microforms to the state records center or state archives, or dispose of microforms according to the agency records retention schedule. (Eff. 10/2/94, Register 131; am __/__/____)

Authority: AS 40.21.050 AS 40.21.060 AS 40.21.120
AS 40.21.130 AS 40.21.140

4 AAC 59.065 is amended to read:

4 AAC 59.065. Provision of records; fees for copies of records. (a) ASA and RIMS [ARMS] will charge fees for copies of records provided by ASA and RIMS [ARMS] in the amounts set out after each:

(1) Photocopies [PHOTOCOPYING]:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus **\$50** [\$20] per hour if an employee of the State Archives photocopies the material.

(2) Copies [MICROFORMING COPIES] produced [FROM MICROFORM ORIGINALS]:

(A) for microfiche duplication, reel-to-reel microfilm duplication, microfilm copies of microfilmed records, audio-visual records, and electronic

records, the charge is the actual cost of materials plus \$50 per hour if an employee of the State Archives provides assistance in duplicating the material;

[(I) \$1 PER FICHE FOR SELF-SERVICE; OR

(II) \$1 PER FICHE, PLUS \$20 PER HOUR AN EMPLOYEE OF THE STATE ARCHIVES PROVIDES ASSISTANCE IN DUPLICATING THE MATERIAL;

(B) FOR REEL-TO-REEL MICROFILM DUPLICATION, THE CHARGE IS \$10 PER REEL, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(3) MICROFILM COPIES OF UNMICROFILMED RECORDS: \$0.10 PER IMAGE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(4) AUDIO-VISUAL RECORDS: EXCEPT AS PROVIDED IN (D) OF THIS SECTION, THE CHARGE IS EQUAL TO THE COST OF THE TAPE, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(5) ELECTRONIC RECORDS: THE CHARGE IS EQUAL TO THE COST OF THE DISC OR OTHER MEDIA, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(B) WHENEVER, IN (A) OF THIS SECTION, ARMS CHARGES A FEE THAT IS CALCULATED AS A PER HOUR COST, INSTEAD OF THE FEE CALCULATED FOR THE FULL HOUR, ARMS WILL CHARGE THE AMOUNT OF THE FEE BASED ON ONE-QUARTER OF THE AUTHORIZED CHARGE FOR EACH 15 MINUTES OF TIME EXPENDED FOR THE WORK PERFORMED.]

(c) If a person requests duplication of photographs from its collection, **ASA and RIMS shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including**

for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. ASA and RIMS may waive, in whole or in part, a fee for photographic use if the division director determines that it is in the public interest.

[ARMS WILL COORDINATE THE REQUEST FOR DUPLICATION THROUGH A PRIVATE VENDOR, AND THE PERSON MAKING THE REQUEST WILL BE REQUIRED TO PAY THE VENDOR DIRECTLY FOR PROVIDING THE DUPLICATION SERVICE. A REQUEST FOR DUPLICATION OF PHOTOGRAPHS UNDER THIS SUBSECTION IS SUBJECT TO THE FOLLOWING CONDITIONS:

(1) IF THE STATE ARCHIVES POSSESSES A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH BECOMES THE OWNER OF THE PRINT OF THE PHOTOGRAPH;

(2) IF THE STATE ARCHIVES DOES NOT POSSESS A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH WILL BE REQUIRED TO OBTAIN COPIES OF THE NEGATIVE OF THE PHOTOGRAPH AND OF THE PRINT, AND SHOULD EXPECT TO BE CHARGED BY THE VENDOR FOR BOTH THE COPY OF THE NEGATIVE AND THE PRINT; WHEN THE PHOTOGRAPH HAS BEEN DUPLICATED, THE PERSON MAKING THE REQUEST WILL OWN THE PRINT OF THE PHOTOGRAPH, BUT THE STATE WILL RECEIVE THE OWNERSHIP OF THE COPY OF THE NEGATIVE.

(D) IF A PERSON REQUESTS AN AUDIO-VISUAL COPY UNDER (A)(4) OF THIS SECTION AND STATE ARCHIVES CANNOT PROVIDE THE SERVICE, ARMS WILL COORDINATE THE REQUEST FOR THE SERVICE THROUGH A PRIVATE VENDOR. THE PERSON MAKING THE REQUEST SHOULD EXPECT TO BE CHARGED BY THE

VENDOR DIRECTLY FOR PROVIDING THE COPY OR DUPLICATION SERVICE.] Eff.
10/2/94, Register 131; am 5/1/98, Register 146; am 10/18/2007, Register 184; am __/__/____)

Authority: AS 40.21.030 AS 40.21.050 AS 40.21.120

A Brief Comparison of Museum Admission Fees

Name	Location	Fee
Simon Paneak Memorial Museum	Anaktuvuk Pass	\$10 adults; \$5 kids
Alaska Aviation Museum	Anchorage	\$10 adults; \$6 kids
Alaska Native Heritage Center	Anchorage	\$20 adults; \$15 kids
Anchorage Museum @ Rasmuson Ctr	Anchorage	\$12 adults; \$7 kids
UA Museum of the North	Fairbanks	\$12 adults; \$7 kids
Alaska Sealife Center	Seward	\$15 adults; \$12 youth

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 10

◆ ISSUE

The board will be briefed on the status of regulations related to school and educator accountability.

◆ BACKGROUND

- The recent transition to the new Alaska Measures of Progress (AMP) assessment necessitates amendments to current regulations related to both school and educator accountability.
- These amendments also are included in Alaska's renewal application to the U.S. Department of Education (USDOE) for a waiver from elements of the Elementary and Secondary Education Act (ESEA).
- The department received word from USDOE that approval of Alaska's ESEA Flexibility Waiver is not anticipated until July. It is possible that the USDOE may require revisions to proposed actions related to Alaska's school and educator accountability processes. Therefore, it would be prudent for the board to postpone action on the school and educator accountability regulations until after USDOE's approval of Alaska's ESEA Flexibility Waiver.
- For school accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Adjusting the timeline for notification to districts of new annual measurable objectives;
 - Establishing the date by which the department will produce a report for districts, schools, and the state indicating whether annual measurable objective targets have been met;
 - Establishing the year in which there is a new or significantly changed assessment as a base year for the purposes of reporting and accountability based on those assessments;
 - Providing clarity regarding assessment requirements for students who are counted as 0.25, as well as more than 0.25, full-time equivalent; and
 - Adjusting the timeline for schools to disseminate student assessment results to teachers and their School Report Card to the Public to parents.
- For educator accountability purposes, the proposed regulation changes related to school and educator accountability are as follows:
 - Delaying by one year requirements for inclusion of student learning data as part of an educator's evaluation and overall rating;

- Permitting districts to use multiple or previous years of students learning data to measure educator performance;
 - Removing the requirement to include students learning data as a specific percentage of an educator's overall performance rating;
 - Restricting providing an overall rating of proficient or higher if an educator is evaluated as unsatisfactory on one or more of the content standards or the student learning data standard;
 - Clarifying the date and evaluation-related content that must be reported to the department; and
 - Clarifying what may be considered as student learning data for administrators or teachers on special assignment.
- The proposed regulations and public comment can be found behind this cover memo.
 - Dr. Susan McCauley, Director of Teaching & Learning Support, and Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

4 AAC 04.205(e) is amended to read:

(e) Not later than July 1, **2016** [2015], a school district shall adopt for teachers and administrators, standards for performance based on student learning data. In adopting standards for performance based on student learning data, a district shall

(1) confer with educators who are subject to the evaluation system;

(2) require the use of at least two but not more than four measurements of student growth;

(3) require the use of data from the statewide test selected by the commissioner under 4 AAC 06.737 as a measurement of student growth if

(A) the commissioner has notified districts that the commissioner has selected a test that

(i) employs measurements of achievement that are comparable across grade levels; and

(ii) permits a district to make valid measurements of student growth from year to year;

(B) data for student growth for a subject and grade level are available from the test; and

(C) the data are for a subject and grade level directly related to the job duties of the educator to whom the standard would apply;

4 AAC 04.205 is amended by adding a new subsection to read:

(f) In addition to the requirements of (e) of this section, districts may use multiple and or up to three previous years of student learning data from the statewide test selected by the commissioner under 4 AAC 06.737 and other student learning data as defined in 4 AAC 19.099 to measure educator performance. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am __/__/____, Register____)

Authority: AS 14.03.015 AS 14.07.020 AS 14.07.060
AS 14.20.010 AS 14.20.020

4 AAC 06.815(a) is amended to read:

(a) Not later than **60 days after the board establishes new assessment proficiency scores in 06.739 for a new assessment given in a base year,** [SEPTEMBER 1 OF THE SCHOOL YEAR FOLLOWING A BASE YEAR,] the department will determine and notify each district of the annual measurable objectives for

(1) the all-students group, for

(A) each school in the district;

(B) the district as a whole; and

(C) the state as a whole; and

(2) for each subgroup with five or more students in the school, district, or state.

4 AAC 06.815(d) is amended to read:

(d) The department will give each district or school a performance score for reading, writing, and mathematics for the all-students group and each subgroup with five or more students. The performance score will be calculated based on the percentage of students who score proficient or higher on the state reading, writing, and mathematics standard-based

assessments described in 4 AAC 06.737, as compared to the total number of students tested who were enrolled for a full academic year. **The department will produce a report by September 1 for the state and each district and school showing the performance scores as compared to the AMO targets and an indication of whether the targets have been met.** (Eff. 11/23/2003, Register 168; am 7/9/2005, Register 175; am 9/4/2005, Register 175; am 9/7/2012, Register 203; am 10/19/2013, Register 208; am 11/13/2014, Register 212; am __/__/____, Register ____)

4 AAC 06.815(e) is repealed:

(e) Repealed __/__/____.

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

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

4 AAC 06.817. Change in Assessments. (a) The year in which there is a new or significantly changed assessment under 4 ACC 06.737 that requires new proficiency scores under 4 AAC 06.739 shall be considered a base year for the purposes of reporting and accountability based on those assessments.

(b) Notwithstanding any provision in this chapter, in a school year in which the results of a new or significantly changed state standards-based assessment selected under 4 AAC 06.737 are being used for the first time for school and district accountability, the commissioner may, by notice to the districts:

(1) limit new measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899;

(2) retain existing measures of school and district accountability imposed under 4 AAC 06.800 - 4 AAC 06.899 for the previous school year for one additional school year; and

(3) reset timelines for required reporting under 4 AAC 06.738(d) and 4 AAC 06.895. (Eff. __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 06.820(h) is repealed:

(h) repealed. __/__/____. (Eff. 11/23/2003, Register 168; am 10/24/2004, Register 172; am 10/16/2013, Register 208; am __/__/____, Register ____)

4 AAC 06.820 is amended by adding a new section to read:

(i) Except as provided in (f) and (g) of this section, a student who is counted as more than 0.25 full-time equivalent under 4 AAC 09.040 must be included in the standards-based test described in 4 AAC 06.737. A student who is counted as 0.25 full-time equivalent under 4 AAC 09.040 must only be included in the English/language arts, mathematics, or science content-area assessment of the standards-based test under 4 AAC 06.737 if the student receives instruction in a corresponding subject and grade level.

Authority: AS 14.03.123 AS 14.07.060 AS 14.50.080

AS 14.07.020

4 AAC 06.895(b) is amended to read:

(b) A school shall disseminate its School Report Card to the Public as required under AS 14.03.120 (d). A district shall disseminate its School District Report Card to the Public by providing it to the department, distributing it to schools in the district, posting the report on the Internet if the district maintains a web site, and any other means of distribution the district chooses. Each school shall disseminate its report to parents **no later than 30 days after the department has made all necessary data available to districts.** [BEFORE THE SCHOOL OPENS FOR INSTRUCTION IN THE FALL] The report required under this section shall be

written in a uniform and understandable manner, and, to the extent practicable, be in a language that the parent can understand.

4 AAC 06.895(e) is repealed:

(e) Repealed __/__/____. (Eff. 11/23/2003, Register 168; am 8/19/2009, Register 191; am 2/4/2011, Register 197; am 6/30/2013, Register 206; am 10/16/2013, Register 208; am 11/13/2014, Register 212; am 12/26/2014, Register 212; am __/__/____, Register ____)

Authority: AS 14.03.120 AS 14.07.020 AS 14.07.060

4 AAC 19.010 (e), (f), (g), and (h) is amended to read:

(e) In addition to the evaluation on the individual standards described in (b), (c), or (d) of this section, a district shall evaluate

(1) **no later than school year 2015 - 2016** whether a teacher's, administrator's, or special service provider's overall performance is exemplary, proficient, basic, or unsatisfactory; and

(2) no later than school year **2016 - 2017** [2015 – 2016], whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory **and include this information in the teacher or administrator's overall rating** [; A DISTRICT SHALL INCLUDE STUDENT LEARNING DATA IN TEACHER AND ADMINISTRATOR EVALUATIONS ACCORDING TO THE FOLLOWING SCHEDULE:

(A) SCHOOL YEARS 2015 - 2016 AND 2016 - 2017 AT LEAST 20 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(B) SCHOOL YEAR 2017 - 2018, AT LEAST 35 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING;

(C) SCHOOL YEAR 2018 - 2019 AND AFTER, AT LEAST 50 PERCENT OF A TEACHER'S OR ADMINISTRATOR'S OVERALL PERFORMANCE RATING

(f) A district may not give a teacher, administrator, or special service provider an overall performance rating of proficient or higher if the teacher, administrator, or special service provider has been evaluated to be performing at a level of **unsatisfactory** [BASIC OR LOWER] on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION].

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION] has not met the district performance standards for purposes of AS 14.20.149 (b)(6), (e), or (f).

(h) Unless the district is nonretaining the teacher, administrator, or special service provider, if a district gives a special service provider, administrator, or teacher a performance evaluation rating of basic on two or more of the content standards or **in the case of teachers and administrators, the district's standard for student learning data** [OTHER CRITERIA FOR WHICH EVALUATION IS REQUIRED UNDER THIS SECTION], the district

(1) shall provide support and assistance, as determined by the district, for improvement on those standards or criteria;

(2) may place the teacher, administrator, or special service provider on a plan of professional growth.

4 AAC 19.010 is amended by adding a new section:

(k) Not later than July 1, 2015, a school district shall implement a pilot program for the incorporation of student learning data. During the 2015 - 2016 school year student learning data will not be incorporated into districts' evaluation system. Under this pilot program, districts must

(1) pilot standards for performance based on student learning data;

(2) confer with educators who are subject to the evaluation system;

(3) develop procedures based on objective and measurable criteria to ensure that data used to measure performance under the standard accurately reflect student growth based on educator performance; and

(4) evaluate whether a teacher's or administrator's performance on the district's standards for student learning data is exemplary, proficient, basic, or unsatisfactory and share this evaluation with the educator. (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.030 (d) is amended to read:

(d) Not later than July 1, **2016** [2015], a school district shall adopt evaluation procedures that incorporate student learning data into the evaluation process. In adopting a process to incorporate student learning data, a district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am ___/___/___, Register ___)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

Beginning July 1, 2016, a district shall report to the department not later than **September 15** [July 10] of each calendar year **on a form prescribed by the department**

(1) the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district at each of the performance levels described in 4 AAC 19.010(e) (1) at the end of the preceding school year; **and**

(2) the number and percentage of tenured and non-tenured teachers, administrators, and special service providers in the district during the preceding school year who

(A) exceeded the district's performance standards under AS 14.20.149(b)(4);

(B) were on a plan of improvement under AS 14.20.149 (b)(6);

(C) were receiving district support on a plan of professional growth under 4 AAC 19.010(h);

(D) were non-retained under AS 14.20.175;

(E) were dismissed under AS 14.20.170; and/or

(F) were identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned. (Eff.

2/16/2013, Register 205; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099 (7) is amended to read:

(7) "student learning data" means objective, empirical, and valid measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher. **In the case of administrators and teachers on special assignment, student learning data may include data showing changes to student attendance under 4 AAC 06.895(i), participation rates under 4 AAC 06.820, and graduation rates under 4 AAC 06.825 that are related to the educator's job duties or responsibilities;**

4 AAC 19.099 is amended by adding a new paragraph to read:

(9) "teacher on special assignment" means a teacher who does not provide instruction or academic support to students and does not serve as the teacher of record for any student. Teachers assigned to a correspondence study program approved by the department under 4 AAC 33.420 are not on special assignment. (Eff. 2/16/2013, Register 205; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

PUBLIC COMMENT

Fairbanks North Star Borough School District

520 Fifth Avenue • Fairbanks, AK 99701-4756 • phone (907) 452-2000



FAX COVER SHEET

Date: May 1, 2015

To: Commissioner's Office
 Department of Education & Early Development
 ATTN: Regulations Review
 Fax: (907) 465-4156

From: Superintendent's Office
 Fairbanks North Star Borough School District
 520 Fifth Avenue
 Fairbanks, AK 99701
 ATTN: Sharon Tuttle
 Contact: (907) 452-2000, ext. 11400
 Fax: (907) 451-0541

RE: Comment on 4 AAC 04.205, School and Educator Accountability

Two Pages (including cover sheet)

Comments:



FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

520 Fifth Avenue Fairbanks, Alaska 99701-4756 (907) 452-2000

www.k12northstar.org

April 27, 2015

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 04.205 – School and Educator Accountability

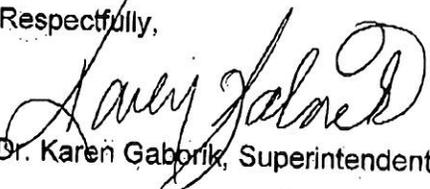
The Fairbanks North Star Borough School District supports the proposed changes outlined in the draft regulation for School and Educator Accountability, however there are some sections that need further clarification.

We request further consideration and clarification regarding the following:

- 4 AAC 06.895(b) – A school should have 60 days, not 30, to disseminate to parents its report card to the public. We feel strongly that once the department has provided all of the necessary data to the school, 30 days is not sufficient time to assess the data and present a detailed, informative report to the public.
- 4 AAC 19.099(7) and (9) – The amended language in this section uses the phrase **participation**. *"In the case of administrators and teachers on special assignment, student learning data may include data showing changes to student attendance, participation, and graduation rates that are related to the educator's job duties or responsibilities"*. We feel **participation** is a vague term and needs further definition in this proposed language change as it specifically relates to educators on special assignment.
 - What might participation look like for a teacher on special assignment?
 - What special assignments might be included under this regulation?
 - What if there exists no means by which to measure or assess student participation for a teacher on special assignment?

These are additional factors and scenarios to consider with regard to the proposed regulations. Guidance from the Department will be greatly appreciated.

Respectfully,


 Dr. Karen Gaborik, Superintendent

Cc: Shaun Kraska, Interim Assistant Superintendent Secondary
 Sandy Kowalski, Assistant Superintendent Elementary
 Peggy Carlson, Executive Director of Curriculum
 FNSB Board of Education

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, April 29, 2015 9:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Emily Becker
E-Mail: emilyandzeke@yahoo.com
Telephone: 907 306-7011
I am commenting on: 4 AAC 04.205
My Comments: 4 AAC 04.205

Comments:

The newly revised federal ESEA will likely not require student assessments linked to evaluation of teachers. Alaska shouldn't either. This makes sense for two main reasons:

1. \$\$\$\$ Who is going to develop the equation that shows how student test scores are related to teacher performance? What tests will students have to take? Who will give them? These questions could be answered, but not without a lot of money. My school already has a "testing coordinator" teacher whose main job is just keeping track of data. It's a very expensive position that does not involve any real change to the teaching practice. The money we have would be better spent on ACTUAL teaching or real support of learning.
2. What a mess! In my 5th/6th grade combination class, my students have a more "middle school" model where they walk to different teachers for math, reading, and writing. Who gets scored on their progress? Are these the teachers on "special assignment"? Parsing out whom is responsible for "progress" or lack thereof would be a colossal waste of time. What about the music teacher, etc? Again, these are all questions that COULD possibly be answered, but only without a lot of resources devoting to thinking and solving the puzzle. I do not think any real change will come out of simply figuring out whom to blame.
3. Authentic accountability. So how DO we judge good teaching? A quick GoogleScholar search turns up many different approaches that don't involve narrowing the curriculum and mind-numbing assessments. In my own school, I believe teaching would improve if we had an assistant principal devoted to discipline. That would allow teachers to teach more and the principal to lead on professional development. I think it would be cheaper and less painful that the mess we currently propose.

I look forward to hearing what others around the state have to say about these new regulations.

Sincerely,
Emily Becker

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, April 17, 2015 8:18 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: katrina chambon

E-Mail: katrina.chambon@gmail.com

Telephone: 907 350-5725

I am commenting on: 10.4 AAC 19.010(e), (f), (g), and (h) My Comments: Please do not evaluate teachers or principals on student assessment tests. I do not want it delayed. I want it repealed. Thank you.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, April 08, 2015 1:40 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: David Piazza
E-Mail: piazzad@swrsd.org
Telephone: 907 842-5287
I am commenting on: 4 AAC 04.205
My Comments: The inclusion of language

"(F) resigned as a result of the identification of unsatisfactory or basic performance by the school district."

is speculative unless the individual indicates on their resignation form the specific reason for their resignation.

Optional wording that might get at the data desired could be "(F) resigned, but had been identified as unsatisfactory or basic on the most recent annual evaluation by the school district."

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, April 18, 2015 6:33 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marilyn Davidson
E-Mail: mdavidson01@kibsd.org
Telephone: 907 481-6200

I am commenting on: 1. 4 AAC 04.205

My Comments: 4 AAC 04.205

The department proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code dealing with school and educator accountability, including the following:

1. 4 AAC 04.205(e) is proposed to be changed as follows:

2016 rather than 2015 will be the first year that school districts must adopt standards for educator performance based on student learning data.

It should be clarified that this does not exclude districts from the requirement to adopt new performance evaluation systems by July 1 2015. Only the student learning data is delayed.

There should be no expectation that the AMP be included in the pilot, nor should the AMP be required for inclusion for any educator evaluation until the AMP is fully developed and implemented, i.e. following the inclusion of constructed response items in 2016 and the inclusion of the adaptive element in 2017. There will not be a true baseline to the assessment until that is completed.

2. 4 AAC 04.205(f) is proposed to be changed as follows:

Districts may use up to three years of student learning data from state assessments to measure educator performance. This is an advantage for those teachers who will be required to use the AMP as part of their Student Learning Data. It would be good to allow other standardized/norm-referenced/valid and reliable assessments to also be considered for this, e.g. AIMSWeb, MAP.

There should be clarification that this will allow educator evaluations to be completed prior to the end of the school year, since it is likely that the current year AMP data will not be returned in time to complete the process prior to the end of the school year.

3. 4 AAC 06.815(a) is proposed to be changed as follows:

In the base year of a new state assessment, the department will have up to 60 days after establishing proficiency scores to notify districts of their annual measureable objectives.

4. 4 AAC 06.815(d) is proposed to be changed as follows:

Annually by September 1 the department will report performance scores as compared to school, district, and state targets in the annual measureable objectives.

5. 4 AAC 06.817 is proposed to be added as follows:

The first year of a state assessment that requires new proficiency scores will be a base year for reporting and accountability based on those assessments. In that circumstance, the commissioner of education may limit new measures of school and district accountability, retain existing measures for a year, and reset timelines for reporting assessment results.

Since changes are anticipated with the AMP over the next two years, there should be a provision regarding this as well. Scores reported for 14-15, 15-16, and 16-17 will not be comparable. Thus, the AMP should not be required for inclusion for any educator evaluation until the AMP is fully developed and implemented, i.e. following the inclusion of constructed response items in 2016 and the inclusion of the adaptive element in 2017. There will not be a true baseline to the assessment until that is completed.

6. 4 AAC 06.820(h) is proposed to be repealed because the topic would be covered in the amended 4 AAC 06.817.

7. 4 AAC 06.820(i) is proposed to be added as follows:

Students who are 0.25 full-time equivalent must be included in a state standards-based assessment only if the student receives instruction in the relevant subject and grade level.

8. 4 AAC 06.895(b) is proposed to be changed as follows:

A school shall disseminate to parents its report card to the public no later than 30 days after the department has given all necessary data to the school.

9. 4 AAC 06.895(e) is proposed to be repealed because its topic is an assessment that has been repealed.

10. 4 AAC 19.010(e), (f), (g), and (h) are proposed to be changed as follows:

Delay the school year in which districts will first consider student learning data in evaluating educators; remove requirements that such data compose a certain percentage of the evaluation; and relax criteria for an overall rating of proficient or higher.

11. 4 AAC 19.010(k) is proposed to be added:

Require districts to implement a pilot program for incorporating student learning data into their educator evaluation system.

(This is pretty well spelled out in the regulation.) Please clarify that although the information from the pilot must be shared with the educator, it will NOT be included in the evaluation during the pilot period.

12. 4 AAC 19.030(d) is proposed to be changed as follows:

2016 rather than 2015 will be the first year that districts must adopt evaluation procedures that use student learning data.

13. 4 AAC 19.055 is proposed to be changed as follows:

Require districts to report annually the number of tenured and non-tenured educators who exceeded district performance standards, were on a plan of improvement, were receiving district support, were non-retained, were dismissed, and who resigned as a result of a rating of unsatisfactory or basic.

Districts can accurately report all of the requested information with the exception of the last item. To require a report of how many teachers "resigned as a result of a rating of unsatisfactory or basic" would require subjective judgment on the part of the District. This element should be eliminated from the regulation.

14. 4 AAC 19.099(7) and (9) are proposed to be changed as follows:

Clarify how student learning data applies to the evaluation of educators on special assignment. Define "teacher on special assignment."

This is a positive change to the regulation.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, April 18, 2015 6:14 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marilyn Davidson

E-Mail: mdavidson01@kibsd.org

Telephone: 907 481-6200

I am commenting on: 1.4 AAC 04.205(e)

My Comments: It should be clarified that this does not exclude districts from the requirement to adopt new performance evaluation systems by July 1 2015. Only the student learning data is delayed.

There should be no expectation that the AMP be included in the pilot, nor should the AMP be required for inclusion for any educator evaluation until the AMP is fully developed and implemented, i.e. following the inclusion of constructed response items in 2016 and the inclusion of the adaptive element in 2017. There will not be a true baseline to the assessment until that is completed.



Anchorage School District

Education Center

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

April 28, 2015

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:

Thank you for the opportunity to comment on the proposed amendments to State regulations. Please see Anchorage School District's comments (attached) on the proposed changes to 4 AAC 30 concerning Student Teaching and 4 AAC 04, 4 AAC 06, 4 AAC 19 concerning School and Educator Accountability.

My staff and I are available to answer any questions, and will forward any additional feedback or remarks on the regulations as you deem necessary.

Sincerely,

Ed Graff
Superintendent

Attachment

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Todd Hess, Chief Human Resources Officer

Educating All Students for Success in Life

Anchorage School Board Eric Croft, President
Kameron Perez-Verdia, Vice President
Kathleen Plunkett, Clerk

Bettye Davis, Treasurer
Tam Agosti-Gisler

Pat Higgins
Natasha von Imhof

Superintendent Ed Graff

4 AAC 30 Student Teaching

The Anchorage School District (ASD) is in support of the regulation changes to student teaching with the following considerations:

- Proposed change 4 AAC 30.020(a): The ASD recommends the state approve and issue Student Teacher Certificates to only those teacher preparation programs that require at least 15 weeks in a public school as a student teacher or in a supervised clinical practice. It is further recommended that clarification be made for those in a supervised clinical practicum, as internships for school counselors are usually tracked as hours (250 – 500+) rather than weeks. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.
- Proposed change (2) 4 AAC 30.020(b): The ASD recommends that passing a basic competency exam should be a requirement that the state requires before issuing a Student Teaching Certificate. Adding this monitoring step to each district individually will require more resources in the form of time and personnel.

4 AAC 04, 4 AAC 06, 4 AAC 19 School and Educator Accountability

The Anchorage School District (ASD) is in support of the regulation changes to school and educator accountability as proposed and appreciates the state taking into account concerns brought forth earlier this year.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, April 21, 2015 12:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: stuart yatsko

E-Mail: yukonyak55@gmail.com

Telephone: 907 229-2449

I am commenting on: 4AAC.205(f)

My Comments: 4 AAC 04.205(f) is proposed to be changed as follows:

Districts may use up to three years of student learning data from state assessments to measure educator performance.

1. How will elective teachers, such as p.e. and art teachers, be evaluated? Will it be how students perform on the AMP?
2. How will correspondence/charter school teachers be evaluated if they don't teach any classes, but supervise homeschoolers or and/or students taking correspondence courses? Will their evaluation be based solely on the AMP?



HUMAN RESOURCES DEPARTMENT

Mission: Mat-Su Borough School District prepares students for success

April 30, 2015

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

Re: Support of Regulation Changes 4 AAC 04.205

I am writing in support of the proposed regulations changes in Title 4 of the Alaska Administrative Code dealing with school and educator accountability.

Since the Board adopted the current regulations which changed significantly the Teacher Evaluation requirements for school districts, the Matanuska Susitna Borough School District has been working diligently to not only be in compliance but also to develop an evaluation system which embraces the intent of the changes. We acknowledge that our old system was in need of review and revision and appreciated the push to create a system more in line with the current needs of our education environment.

However, such dramatic change does require intense effort and more importantly adequate time. We are moving forward at great speed but are supportive of the additional time in the proposed amendments to ensure that our process will be effectively implemented. I would like to also express my support for the removal of the requirement that student learning data compose a certain percentage of the evaluation. Please know that I believe that student learning data should be a measureable and significant part of a teacher's evaluation but to prescribe the amount presents challenges for Districts in its implementation. Providing a district with adequate flexibility and discretion to determine the extent and amount that student learning will be incorporated would be an advantage in considering the needs and resources that are available to individual districts.

Thank you for the opportunity to express my support and for considering the proposed changes.

Sincerely,


Katherine Gardner,
Human Resources Director

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to approve the charter application of the P.A.I.D.E.I.A. Cooperative School for a period of ten years, terminating on June 30, 2025.

◆ BACKGROUND

- On December 1, 2015, the Anchorage School Board approved P.A.I.D.E.I.A. Cooperative School's charter application for a period of ten years.
- Behind this cover memo are: 1) the P.A.I.D.E.I.A. Cooperative School Overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 25E.

P.A.I.D.E.I.A. Cooperative School (PCS)

	Overview
History	<ul style="list-style-type: none"> • P.A.I.D.E.I.A. Cooperative School is a first-time charter school applicant
Enrollment	<ul style="list-style-type: none"> • Established for students grades K-12 • Maximum enrollment: 750 • Projected initial enrollment: 250-350 • Current teacher/pupil ratio is projected to be 1:50
Facility	<ul style="list-style-type: none"> • Projected to be Wayland Baptist University, Anchorage, Alaska • Initially looking for 4,000 square feet, including 2 administrative offices and 6 classrooms
Staff	<ul style="list-style-type: none"> • Teachers: To be determined using ASD hiring practices and union contract guidelines • Anticipate a combination of full-time and part-time teachers to total at least 6 FTE • Other staff positions identified: Principal, Business Manager, Parent Navigator and Administrative Assistance. A part-time nurse will be paid on addendum
Budget	<ul style="list-style-type: none"> • Program budget is \$1,821,691
Instructional Program	<ul style="list-style-type: none"> • The program is designed as a correspondence program utilizing approved ASD curriculum • The model for student support is provided by a teacher team • A parent navigator facilitates student assessment, provides educational recommendations, helps parents select teachers, and disseminates resources
Student Achievement	PCS is a new school
Transportation	Charter school students can ride school buses along established ASD routes, however, as a correspondence program no transportation is required



Charter School Rating Template for

P.A.I.D.E.I.A. Cooperative School

FY 15/16

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

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:

P.A.I.D.E.I.A. Cooperative Academy

Date of Application and Rating Template:

1/22/15

District:

Anchorage School District

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?			X	The exploratory and development committee of P.A.I.D.E.I.A. Cooperative School (PCS) has existed since June 2014 and have met monthly to develop the Academic Policy Committee (APC) bylaws. The Independent Academic Policy (IAP) document was provided which describes the APC, which has not been formed as yet. The APC will be comprised of 7 voting members and 3 non-voting members. Voting members shall be eligible parents. Non-voting members shall be the school principal, and 2 teachers who serve as Chair and Vice-Chair from the Teacher's Guild. A minimum of 5 meetings are held each year, along with an annual meeting.
b. Is there an independent academic policy on file?	X			Yes. The IAP is included in the application. It describes the mission, values, philosophy, purpose of the educational program, performance and program goals, assessment/evaluation and general administrative policies and procedures.

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).	X			A signed contract containing responses to many of the provisions is in place, however site location is still being negotiated and staffing has not yet been secured but plans to do so have been included and are supported by ASD.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	X			Yes. Compliance with all provisions of law is included in the contract, the IAP manual and bylaws.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	X			Compliance with statutory and regulatory requirements is included in the contract and the IAP.
3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?			X	PCS is a new school. They plan to meet or exceed the district and state performance targets for proficiency in reading, writing and math. In addition, they plan to develop specific performance targets to help reduce the number of students who score below proficient in state assessments.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?			X	PCS is a new school. PCS plans to administer all state and district mandated assessments.
c. Has the school demonstrated progress, where applicable, on other assessments?			X	PCS is a new school.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?			X	PCS is a new school. The APC and Administration shall establish annual goals. Data for goals may come from annual parent meeting and staff surveys and performance data.

e. Where performance-based assessments are used, does the school have clear criteria?	X			Performance-based assessments will be given in compliance with Anchorage School District policies and guidelines. All performance based assessments will be provided through performances, portfolios, and projects pre-determined in collaboration with Highly Qualified teachers (teachers' guild) and parents as noted in the student's Scholastic Learning Plan (SLP).
4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	X			PCS offers equal and bias-free access for all students in grades K-12 for all courses, programs, activities and services.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	X			PCS intends to use Response to Intervention (RTI) to create an intervention plan to bring all students to proficiency. The plan may include but is not limited to adjustments of their Student Learning Plan and/or reallocation of elective funding.
c. Is the school systematically informing parents of their child's performance and progress?	X			PCS will utilize ASD's grade reporting system, Zangle to document quarterly progress reports as well as facilitate monthly contact with each family.
d. Did the charter school provide student assessment participation rates?			X	PCS is a new school. They agree to administer all state and Anchorage School District (ASD) mandated assessments. Student participation rates, comparisons between school scores and district and state assessment scores as well as disaggregated scores across all categories will be provided in accordance with all ASD and state standards.

e. Has the charter school made a comparison between their assessment scores and the district's assessment data?			X	PCS is a new school. They agree to administer all state and ASD mandated assessments. Student participation rates, comparisons between school scores and district and state assessment scores as well as disaggregated scores across all categories will be provided in accordance with all ASD and state standards.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?			X	PCS is a new school. They agree to administer all state and ASD mandated assessments. Student participation rates, comparisons between school scores and district and state assessment scores as well as disaggregated scores across all categories will be provided in accordance with all ASD and state standards.
g. Has the charter school shown disaggregated scores across all categories?			X	PCS is a new school. They agree to administer all state and ASD mandated assessments. Student participation rates, comparisons between school scores and district and state assessment scores as well as disaggregated scores across all categories will be provided in accordance with all ASD and state standards.
4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	X			PCS will provide professional development that is goal-based and driven by student assessment data collected in compliance with ASD policies and procedures.
i. Is the school implementing a well-conceived plan to demonstrate progress over time?	X			PCS is a new school. They plan to use student assessment data as part of the goal setting process and to demonstrate progress over time as described in their IAP.

5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	X			Yes. Students must follow the ASD Lottery Admissions Procedures and are defined in the IAP.
b. Are eligible students specifically defined?	X			Yes. Admission policies and procedures indicate that all students K-12 are eligible. Students must also be physically residing in Anchorage for 7 of 12 months of the year to be eligible.
c. What are the provisions for accommodating additional students, if necessary?	X			Procedures for a lottery follow ASD policy.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	X			Yes. A lottery is in place that follows ASD policy if applicants exceed the space limitations. A waitlist is then created for each grade level and is used to fill openings as they occur.
e. Is there a provision for accommodating vacancies that may occur mid-year?	X			Any student may enroll by following the Anchorage School District's established lottery procedures. Mid-year enrollment is guided by ASD policies and is at the discretion of the principal.
6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?			X	ASD has other neighborhood schools and other options available.
7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	X			Yes. PCS Charter and IAP both state administrative policies that follows charter law.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	X			Yes. The organizational structure and responsibilities of administration are agreed to in the IAP and the charter documents.
c. Is there compelling evidence that the school's leadership is strong?	X			PCS is a new school. The exploratory and development committee have come together to organize the necessary documents for this application.

d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?			X	PCS is a new school. The exploratory and development committee have come together to organize the necessary documents for this application.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	X			The Procedures Manual is currently being developed; however, the grievance procedure that has been agreed upon by the PCS Development Committee follows ASD procedures for grievances. Grievances will be reviewed by the teachers' guild, principal, and APC, as appropriate, to effectively process resolution in compliance with guidelines and regulations established by the ASD. A student government will also be established and will review student grievances that effect the overall student population as appropriate.
8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	X			Yes. The district allocation is included along with a comprehensive school budget.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	X			Yes. The standard district percentage (up to the 4% cap) will be retained for routine services, accounts payable, insurance, and other services.
c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	X			PCS will be eligible for the additional local revenue over the 2.65-mills required in the foundation program. PCS, per information provided by ASD, is eligible for the additional local contribution above the required amount.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?			X	PCS is a new school.
9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?			X	PCS is a new school.

b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?			X	PCS is a new school.
c. Has the school achieved efficiencies in its operation?			X	PCS is a new school.
10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	X			Wayland Baptist University has offered space for use by PCS and they are perusing a lease. The classroom space will be shared with PCS occupying during the week and the church using the classrooms during Sunday. Wayland has been used by other charter schools and is an approved location by the Anchorage School District. The model includes having a main location with additional satellite locations as needed to meet population or educational needs.
11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	X			PCS will operate as a correspondence program with a 50:1 PTR.
b. Is the plan reasonably based on projected enrollment figures?	X			PCS will operate as a correspondence program with a 50:1 PTR. The Teacher Guild will monitor the ratio. Should the enrollment exceed the 50:1 ratio, more teachers would be hired.
12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?			X	PCS is a new school. Target goal for startup is 250.
b. Has the school's enrollment been at a maximum?			X	PCS is a new school. Maximum enrollment is currently 750 students.
13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	

<p>a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?</p>	<p>X</p>		<p>PCS is a correspondence program. The teachers' guild provides support to students through their parents/teachers. Approved ASD curriculum is used in the implementation of ASD's academic plan. PCS will offer multi-grade level, supported small groups, enrichment and tutorial classes, K-12, on an as-needed basis in conjunction with the student's SLP.</p>
<p>b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?</p>	<p>X</p>		<p>PCS teachers will provide a list of curriculum choices for core classes that meet ASD standards and are in accordance with state laws and regulations to be included in each student learning plan. If curriculum is presented that does not appear on the ASD approved list, the Teachers Guild will review it as per policies outlined in the IAP. ASD Curriculum staff has been consulted regarding curriculum review and the exploratory committee has adopted the ASD approved curriculum list for implementation of ASD academic plans.</p>
<p>c. Has the school undertaken curriculum review and revision?</p>			<p>X PCS is a new school. If curriculum is presented that does not appear on the ASD approved list, the Teachers Guild will review it to ensure compliance with ASD academic plans as per policies outlined in the IAP.</p>
<p>d. Is there evidence to support effective intervention with students who are "at risk?"</p>	<p>X</p>		<p>Yes. PCS's student learning plans and teaching methods will be designed so all students receive the appropriate services and interventions to succeed.</p>

e. Is the school addressing the needs of students with educational disabilities?	X			PCS has indicated that special education services will be provided in a like manner to other charter school programs in ASD such as Family Partnership. A memorandum issued by the ASD Special Education Director on August 30, 2010 outlines the procedures for providing services for students with special needs.
f. Where applicable, does the school address the needs of students with limited English proficiency?	X			Yes. PCS's student learning plans and teaching methods will be designed so all students receive the appropriate services and interventions to succeed. English Language Learners (ELL) students would work with their team of teachers to set up a specific ELL plan of study to include a specific amount of classroom time so ELL students can satisfy test requirements.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?			X	Not applicable.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	X			Yes. Subject to all provisions.
15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	X			Yes. A termination clause is contained within the contract.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 11B

◆ ISSUE

The board is being asked to approve the renewal application of the Midnight Sun Family Learning Center Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 1997, and a renewal was approved in 2005.

◆ BACKGROUND

- On February 18, 2015, the Matanuska Susitna Borough School Board approved Midnight Sun Family Learning Center Charter School's renewal application for a period of ten years.
- Behind this cover memo are: 1) the Midnight Sun Family Learning Center Charter School Overview, and 2) the Charter School Rating Template.
- Dr. Susan McCauley, Director of Teaching and Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 25F.

Midnight Sun Family Learning Center Charter School

	Overview																																		
History	<ul style="list-style-type: none"> The initial charter was approved in 1997 and Midnight Sun Family Learning Center received approval for a renewal in 2005 																																		
Enrollment	<ul style="list-style-type: none"> Current enrollment: 192 students, grades K-8 Maximum enrollment: 196 Current teacher/pupil ratio is Primary 1:22, Transition 1:24, Intermediate 1:26 																																		
Facility	<ul style="list-style-type: none"> 7275 W. Midnight Sun Circle, Meadow Lakes Area, Matanuska-Susitna Borough Area, Alaska 22,816 square feet, including 8 multiage classrooms, one special education classroom, an office, workroom, storage and multipurpose room 																																		
Staff	<ul style="list-style-type: none"> Teachers: 8 fulltime teachers and 2 half time special education teachers Other staff members: classroom charter school support assistants, charter school assistants, an administrative secretary 																																		
Budget	<ul style="list-style-type: none"> Program budget is \$2,009,119 																																		
Instructional Program	<ul style="list-style-type: none"> The program is based on the family oriented, multiage environment promoting the idea of continuous progress MSFLC integrates the Alaska State Standards and Core Knowledge to provide a rigorous academic program Technology, the arts, and healthy living skills are incorporated into the program 																																		
Student Achievement	ASPI rating 2012-2013 (5 stars)																																		
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	<table border="1"> <thead> <tr> <th rowspan="2">2013</th> <th colspan="2">State</th> <th colspan="2">District</th> <th colspan="2">School</th> </tr> <tr> <th>Advanced</th> <th>Proficient</th> <th>Advanced</th> <th>Proficient</th> <th>Advanced</th> <th>Proficient</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>35.56%</td> <td>42.67%</td> <td>41.02%</td> <td>45.78%</td> <td>52.04%</td> <td>37.76%</td> </tr> <tr> <td>Writing</td> <td>19.45%</td> <td>54.34%</td> <td>21.43%</td> <td>59.73%</td> <td>39.80%</td> <td>50.00%</td> </tr> <tr> <td>Math</td> <td>32.49%</td> <td>36.94%</td> <td>35.93%</td> <td>40.28%</td> <td>62.63%</td> <td>26.62%</td> </tr> </tbody> </table>	2013	State		District		School		Advanced	Proficient	Advanced	Proficient	Advanced	Proficient	Reading	35.56%	42.67%	41.02%	45.78%	52.04%	37.76%	Writing	19.45%	54.34%	21.43%	59.73%	39.80%	50.00%	Math	32.49%	36.94%	35.93%	40.28%	62.63%	26.62%
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Transportation	<ul style="list-style-type: none"> MSFLC APC currently is electing to utilize parents to transport all students to and from school. They will revisit the option of utilizing district bussing in the future if needed. 																																		



Charter School Rating Template for

Midnight Sun Family Learning Center

FY 15/16

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

Charter Schools Rating Template

A= Adequate
IA= Inadequate
NA= Not Applicable

Name of Charter School:

Midnight Sun Family Learning Center

Date of Application and Rating Template:

3/8/15

District:

Matanuska-Susitna Borough School District

1. ACADEMIC POLICY COMMITTEE	Rating			COMMENTS
	A	IA	NA	
a. Has the school's independent academic policy committee operated at an acceptable level?	X			Yes. The Academic Policy Committee (APC) is comprised of all full-time classroom teachers, one classroom representative per class, the Teaching Principal and 4 At-Large Members. Meetings are held each month and committees meet when necessary.
b. Is there an independent academic policy on file?	X			Yes. APC policies are covered in the contract language.

2. LAW PROVISIONS	Rating			COMMENTS
	A	IA	NA	
a. To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 - 14).	X			A signed contract containing all provisions is in place.
b. Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?	X			Yes. Compliance with all provisions of law is included in the contract and referenced in the bylaws.
c. Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?	X			Yes. Compliance with all statutory and regulatory requirements is included in the contract.

3. EDUCATION PROGRAMS	Rating			COMMENTS
	A	IA	NA	
a. Has the school made reasonable progress in meeting its academic goals?	X			Yes. Midnight Sun Family Learning Center (MSFLC) has made Adequate Yearly Progress (AYP) every year since it was developed as well as earning a 5-star rating since the star rating system was implemented.
b. Has the school demonstrated progress, where applicable, on the statewide assessment?	X			Yes. MSFLC has made AYP every year since it was developed as well as earning a 5-star rating since the star rating system was implemented.
c. Has the school demonstrated progress, where applicable, on other assessments?	X			MSFLC students have participated in MAP testing, AIMSweb, technology supported assessments through Lexia, Myon and Math Whizz as well as individual classroom assessments.
d. Does the school use its assessment data to drive decision-making in curriculum and instruction?	X			Yes. Staff meet at least twice a year to review test data and set school goals. Areas of focus have included math computation, language mechanics, writing traits, and vocabulary. Curriculum materials are purchased to support school goals. Classroom teachers use data to set goals for individuals and the class. Student scores, grade level results and school results are examined to determine curriculum revisions.
e. Where performance-based assessments are used, does the school have clear criteria?	X			Yes. Students are provided with criteria for performance-based assessments.

4. PROGRAM ACHIEVEMENT	Rating			COMMENTS
	A	IA	NA	
a. Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?	X			Yes. Access to curriculum, services and activities are nondiscriminatory. Staff participate in regular training on bias in the curriculum.
b. Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?	X			Yes. MSFLC has worked to refine its Response to Intervention (RTI) process. Staff training is provided to support students in areas that are below proficient. Additional supports are provided for students in need such as 1-1 tutoring, small group instruction and coordination with parents to support academic growth at home.
c. Is the school systematically informing parents of their child's performance and progress?	X			Yes. This is accomplished by many tools including: reporting forms, homework sheets, assignment sheets, self-evaluation forms, student-led conferences, phone calls, emails, and regular face-to-face discussions. Report cards are sent home on the school district schedule.
d. Did the charter school provide student assessment participation rates?	X			Yes. In 2013-2014 the school achieved a 100% participation rate.
e. Has the charter school made a comparison between their assessment scores and the district's assessment data?	X			Yes. The school's assessment scores are in most cases higher than district or state averages. MSFLC is particularly proud of 3 years (2011, 2012, 2014) of 100% of 8 th grade students performing at either proficient or advanced levels.
f. Has the charter school made a comparison between their assessment scores and the state's assessment data?	X			Yes. The school's assessment scores are in most cases higher than district or state averages.
g. Has the charter school shown disaggregated scores across all categories?	X			Yes. Disaggregated scores were included.
4. PROGRAM ACHIEVEMENT (continued)	Rating			COMMENTS
	A	IA	NA	
h. Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?	X			Yes. Professional development is driven by student assessment data.

i. Is the school implementing a well-conceived plan to demonstrate progress over time?	X			Yes. At the end of each year, staff review student data and set instructional goals for the next school year. The plan is reexamined and revised at the start of the new school term. At the completion of each MAP testing session, the plan is reevaluated and revised as needed.
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5. ADMISSION PROCEDURES	Rating			COMMENTS
	A	IA	NA	
a. Does the school have admission procedure criteria?	X			Yes. Admission is open to all eligible Mat Su Borough students. Families must agree to attend an orientation meeting and complete all appropriate paperwork.
b. Are eligible students specifically defined?	X			Yes. Eligible students are defined as students who, with their families, are willing to follow the expectations of the charter.
c. What are the provisions for accommodating additional students, if necessary?	X			Procedures for a lottery and waitlists are in place. MSFLC also has reviewed the waitlists and made recommendations to add an additional classroom in the past when warranted.
d. Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?	X			Yes. A lottery is in place if applicants exceed the space limitations. A sibling and a non-sibling waitlist is then created for openings, alternating between the two lists to honor the needs of current families and also encourage new students to attend.
e. Is there a provision for accommodating vacancies that may occur mid-year?	X			Yes. Lottery waitlists are utilized to fill vacancies.

6. ALTERNATIVE OPTION	Rating			COMMENTS
	A	IA	NA	
a. Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?			X	The Mat-Su Borough School District has other neighborhood schools and other options available.

7. ADMINISTRATIVE POLICIES	Rating			COMMENTS
	A	IA	NA	
a. Is there an administrative policy that follows charter school law?	X			Yes. MSFLC bylaws states the administrative policy that follows charter law.
b. Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?	X			Yes. The duties and responsibilities of administration are agreed to in the charter documents and bylaws. The Teaching-Principal works closely with the Academic Policy Committee (APC) for all administrative decisions.
c. Is there compelling evidence that the school's leadership is strong?	X			Yes. The current Teaching-Principal has been involved with the charter school since its second year. She has been instrumental in working with the APC, first as a Teacher-in-Charge and now as the Teaching-Principal.
d. Is there compelling evidence that the school has handled organizational challenges effectively and competently?	X			Yes. The transition from an administrative model that included a Teacher-in-Charge and off-site Advisor to one with a Teaching-Principal was handled effectively and efficiently.
e. Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?	X			Yes. MSFLC Conflict Resolution Procedures are in place and are provided to families annually. A resolution flow chart has been created and a Resolution Committee is formed on an as needed basis.
8. FUNDING ALLOCATION	Rating			COMMENTS
	A	IA	NA	
a. Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?	X			Yes. The district allocation is included along with a comprehensive school budget.
b. Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?	X			Yes. MSBSD will take the allowable indirect to provide a scope of administrative services such as running payroll, issuing and paying invoices and IT support.

c. Will the charter school be eligible for the additional local revenue over the 2.65-mills required in the foundation program?	X			Yes. The charter school receives the full/maximum amount of the local contribution minus the indirect costs.
d. Has the charter school met the requirement to achieve a positive or zero ending fund balance?	X			Yes. Budget documents reflect a positive-ending fund balance.

9. FISCAL SOLVENCY	Rating			COMMENTS
	A	IA	NA	
a. Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?	X			Yes. The school has a financial plan to ensure fiscal solvency. MSFLC follows all district budget processes and procedures.
b. Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?	X			Yes. Audit reports support fiscal integrity.
c. Has the school achieved efficiencies in its operation?	X			Yes. The school has met all financial requirements and obligations, ending each year with a positive balance.

10. FACILITY PLANS	Rating			COMMENTS
	A	IA	NA	
a. Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?	X			Yes. MSFLC moved into a new facility in November of 2004. Last summer an additional classroom, a special education room and a stage were added. MSFLC has a goal to create an outdoor science classroom. The ultimate goal for MSFLC would be to purchase the building.

11. TEACHER TO STUDENT RATIO	Rating			COMMENTS
	A	IA	NA	
a. Is there a plan which adequately addresses teacher to student ratio?	X			Yes. The school maintains an average ratio of 1:22 for primary, 1:24 for transition and 1:26 for grades 2-8.
b. Is the plan reasonably based on projected enrollment figures?	X			Yes. The school has shown steady enrollment figures.

12. ENROLLMENT	Rating			COMMENTS
	A	IA	NA	
a. Has the student enrollment been stable?	X			Yes. The school has shown steady enrollment figures ranging from 163-192 for the past 4 years.
b. Has the school's enrollment been at a maximum?	X			The schools proposal is to keep enrollment between 176 and 196 to honor the small school philosophy of the charter.
13. TEACHING METHOD/CURRICULUM	Rating			COMMENTS
	A	IA	NA	
a. Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?	X			Yes. MSFLC uses multiage classrooms designed to monitor continuous progress in a supportive environment. MSFLC uses Alaska State Standards and Core Knowledge to provide a rigorous academic program. Students are able to cover topics at a greater depth during their years in each multi-graded environment.
b. Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?	X			Yes. Teachers meet regularly to select and review materials used in the classroom. The APC is involved with reviewing requests for support of curriculum materials.
c. Has the school undertaken curriculum review and revision?	X			Yes. MSFLC follows district curriculum review timelines.
d. Is there evidence to support effective intervention with students who are "at risk?"	X			Yes. There are a variety of supports at MSFLC for students who may need additional attention including: Student Assistants, Parent Volunteers, and Peer Tutoring support. Online programs such as Lexia, Myon and Alex are also used. In addition, the RTI process allows MSFLC to focus attention on students who need additional supports.

e. Is the school addressing the needs of students with educational disabilities?	X			Yes. The school has worked with the district to provide special education staff as well as a full time staff member to work with students with educational disabilities. The district has also worked with the school to provide additional training to create the best learning environment for these students. As the number of students with IEPs grows, the APC has a goal to increase special education staffing for the school.
f. Where applicable, does the school address the needs of students with limited English proficiency?	X			Yes. Students with limited English proficiency (LEP) will be served with supports from the district federal programs department. This year, MSFLC is working to have their orientation materials translated into Russian to encourage enrollment. The language oriented multiage classroom provides a natural fit for LEP students to work in small groups and receive customized lessons.

14. COLLECTIVE BARGAINING	Rating			COMMENTS
	A	IA	NA	
a. Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?			X	Not applicable.
b. If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?	X			Yes. Subject to all provisions.

15. CONTRACT TERMINATION	Rating			COMMENTS
	A	IA	NA	
a. Is there a charter school contract termination clause currently in effect?	X			Yes. A termination clause is contained within the contract.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 12

◆ ISSUE

The board is scheduled to elect its officers for school year 2015–2016.

◆ BACKGROUND

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year. The June meeting is the final regular meeting of the school year.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2014 and are:
 - Chair - Vacant
 - First Vice-Chair – James Fields
 - Second Vice-Chair – Sue Hull
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2015, through June 30, 2016, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memorandum.

◆ OPTIONS

Elect officers for the 2015-2016 school year.

Take no action.

◆ ADMINISTRATION’S RECOMMENDATION

Elect officers for the 2015-2016 school year.

◆ SUGGESTED MOTIONS

I move the State Board of Education & Early Development elect _____
as Chair to serve from July 1, 2015, to June 30, 2016.

I move the State Board of Education & Early Development elect _____
as First Vice-Chair to serve from July 1, 2015, to June 30, 2016.

I move the State Board of Education & Early Development elect _____
as Second Vice-Chair to serve from July 1, 2015, to June 30, 2016.

Chapter 3. Organization and duties of the state board

3.1. Officers

The officers of the state board are the chair, first vice-chair and second vice-chair.

Adopted March 2004

3.2. Election of officers

The officers of the board are elected at the last regular meeting of the board each school year, and serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit.

Adopted March 2004

3.3. Duties of the chair

The board chair shall

3.3.1. Preside at all meetings of the board.

3.3.2. Maintain liaison with other members of the board and with the commissioner when the board is not in session.

3.3.3. Work with the commissioner and persons appointed by the commissioner to develop meeting agendas.

3.3.4. Represent the board when occasion requires, and speak publicly for the board as a whole on positions of the board.

3.3.5. Unless otherwise specifically provided by law or motion, appoint board members to committees and subcommittees, and appoint the members of advisory committees that the board establishes.

3.3.6. Advise the commissioner at times when the board is not in session.

3.4. Duties of the first vice-chair

The first vice-chair shall act in place of the chair in the chair's absence, or in the case of a vacancy in that office.

3.5. Duties of the second vice-chair

If the first vice-chair cannot serve, the second vice-chair shall assume the duties of the first vice-chair.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 13

◆ ISSUE

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

◆ BACKGROUND

- The board is involved in many subcommittees and other assignments.
- There is one vacancy on the following subcommittees:
 - College of Rural & Community Development
 - Education Commission of the States (Historically the Board Chair)
 - Career and Technical Education Committee
 - Joint Sub-Committee with Board of Regents
- A copy of the board's subcommittee/appointment roster follows this memo.

◆ OPTIONS

Select members to be on subcommittees listed.

Seek further information on subcommittee listed.

◆ ADMINISTRATION'S RECOMMENDATION

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

State Board of Education & Early Development

Sub-Committee Assignments

NAME	Appointment Begin/End	Reappointment Begin/End	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Meets Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1 member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact	Joint Sub-Committee with BOR
John Harmon	4/13/2015 3/1/2020		3rd Judicial District											
Keith Hamilton	3/1/2015 3/1/2020		Public-At-Large		3/20/2015									
James Fields	3/22/2013 3/1/2018		REAA				12/6/2013							
Barbara Thompson	3/01/2014 3/1/2019		Public-At-Large				3/13/2014	3/13/2014						
Kenny Gallahorn	3/01/2014 3/1/2019		2nd Judicial District							3/13/2014				
Sue Hull	3/1/2013 3/1/2018		4th Judicial District				12/6/2013							
Kathleen Yarr	1/27/2014 3/01/2016		1st Judicial District - Vacant			3/13/2014								6/5/2014
Lt. Col Chris Nall		Indef.	Military Advisor											
Kobe Rizk	Dec-13	n/a	Student Advisor											

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 14

◆ ISSUE

The board is scheduled to set its meeting calendar for school year 2015-2016.

◆ BACKGROUND

- According to board bylaws, the board is scheduled at the last regularly scheduled meeting of each school year to adopt a calendar indicating the planned date and location of each regular meeting for the next school year. The June meeting is the last meeting of the school year.
- In addition to its quarterly meetings, the board traditionally sets a special meeting annually in October to consider school district waivers from the 70% minimum expenditure requirement law and another in January to consider upcoming legislation and the department's budget.
- The department did some preliminary budget analysis and is recommending the locations based on the available resources.
- The department presents the following meeting schedule. The board may choose to change any part of the proposal. Meeting dates have been chosen to not conflict with national meetings already set, and to coordinate with other in-state meetings and board activities.

Date	Location	Meeting Type
August 20, 2015	Audio Conference	Special Meeting
September 16-18, 2015	Mt. Edgecumbe High School	PM tours/Regular quarterly
October 9, 2015	Audio Conference	Special Meeting
October 26, 2015	Video-Teleconference/Noon	Special -70/30 waivers
December 3 & 4, 2015	Anchorage	Regular quarterly
January 25, 2016	Video-Teleconference/Noon	Special – legislative & budget
March 24 & 25, 2016	Juneau	Regular quarterly
June 15 – 17, 2016	Juneau	Retreat/Regular quarterly

- The board should decide if it wants to have a retreat as part of one of its meetings.
- Calendars for school year 2015-2016 follow this cover memo.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

◆ **OPTIONS**

Set the meeting dates for school year 2015–2016.
Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Set the meeting dates for school year 2015-2016.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development set the following calendar for the 2015–2016 school year.

Date	Location	Meeting Type
August 20, 2015	Audio Conference	Special Meeting
September 16-18, 2015	Mt. Edgecumbe High School	PM tours/Regular quarterly
October 9, 2015	Audio Conference	Special Meeting
October 26, 2015	Video-Teleconference/Noon	Special -70/30 waivers
December 3 & 4, 2015	Anchorage	Regular quarterly
January 25, 2016	Video-Teleconference/Noon	Special – legislative & budget
March 24 & 25, 2016	Juneau	Regular quarterly
June 15 – 17, 2016	Juneau	Retreat/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>
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Holidays and Observances:

Jan 1 New Year's Day	Jul 4 Independence Day
Jan 19 Martin Luther King Day	Sep 7 Labor Day
Feb 14 Valentine's Day	Oct 12 Columbus Day (Most regions)
Feb 16 Presidents' Day	Oct 31 Halloween
Apr 5 Easter Sunday	Nov 11 Veterans Day
Apr 13 Thomas Jefferson's Birthday	Nov 26 Thanksgiving Day
May 10 Mothers' Day	Dec 24 Christmas Eve
May 25 Memorial Day	Dec 25 Christmas Day
Jun 21 Fathers' Day	Dec 26 Day After Christmas Day
Jul 3 'Independence Day' observed	Dec 31 New Year's Eve

Calendar generated on www.timeanddate.com/calendar

Calendar for year 2016 (United States)

<p>January</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>2:● 9:● 16:○ 23:○ 31:○</p>	<p>February</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</p> <p>8:● 15:○ 22:○</p>	<p>March</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>1:○ 8:● 15:○ 23:○ 31:○</p>
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Holidays and Observances:

Jan 1 New Year's Day	May 30 Memorial Day	Nov 11 Veterans Day
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Feb 14 Valentine's Day	Jul 4 Independence Day	Dec 24 Christmas Eve
Feb 15 Presidents' Day	Sep 5 Labor Day	Dec 25 Christmas Day
Mar 27 Easter Sunday	Oct 10 Columbus Day (Most regions)	Dec 26 'Christmas Day' observed
Apr 13 Thomas Jefferson's Birthday	Oct 31 Halloween	Dec 31 New Year's Eve
May 8 Mothers' Day	Nov 8 Election Day	

Calendar generated on www.timeanddate.com/calendar

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 15A

◆ ISSUE

The board is being asked to open a period of public comment on regulations related to college and career readiness assessments.

◆ BACKGROUND

- AS 14.03.075 as amended effective July 1, 2014, requires a student to take a college or career readiness assessment (CCRA) in order to receive a diploma.
- Students who meet all other requirements for graduation from high school except the CCRA requirement earn a Certificate of Achievement (COA).
- There is currently no regulation to clarify that a student who received a COA may subsequently earn a diploma as was the case for the High School Graduation Qualifying Exam.
- Extenuating circumstances can exist for students that limit their participation opportunities for CCRA but do not fit into a waiver category. Examples of this include high transiency between schools/districts, homeless students, or limited availability of testing dates prior to graduation.
- The language allowing a waiver from the CCRA is being amended to include other test administration situations outside the student's control.
- 4 AAC 06.076, which is no longer applicable, is being repealed.
- 4 AAC 06.790 is being repealed and readopted to make technical changes, to remove repealed definitions, renumber current definitions in alphabetical order, and to include a definition of "taking" a CCRA.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

Open a period of public comment.

Amend the proposed regulations and open a period of public comment.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 06.076 Determination of school age, 4 AAC 06.718 College and career readiness assessment after student receives a certificate of achievement, 4 AAC 06.723 Rare or unusual circumstances, and 4 AAC 06.790 Definitions.

4 AAC 06.076 is repealed:

4 AAC 06.076. Determination of school age. [FOR THE PURPOSE OF DETERMINING WHETHER A CHILD IS OF SCHOOL AGE UNDER AS 14.03.070, A CHILD IS NOT CONSIDERED TO HAVE COMPLETED THE 12TH GRADE UNLESS THAT CHILD HAS PASSED ANY HIGH SCHOOL GRADUATION COMPETENCY EXAMINATION REQUIRED BY LAW, EVEN IF THAT CHILD HAS MET ALL OTHER GRADUATION REQUIREMENTS.] Repealed. (Eff. 1/28/2000, Register 153; repealed ___/___/____, Register ___)

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

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

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

(2) takes a college and career readiness assessment.

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

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

(2) offered outside the Alaska public school system.

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

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

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

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

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

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

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

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

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

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

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

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

Authority: AS 14.03.060 AS 14.07.020 AS 14.07.060
AS 14.03.075 AS 14.07.030 AS 14.07.165

4 AAC 06.723 is amended to read:

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

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

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

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

(B) a medical condition that is a serious and sudden illness or physical injury that occurs in the last semester of the student's year of intended graduation and that prevents the student from taking a college and career readiness assessment; the request for a waiver must include an affidavit or certification from the student's treating licensed medical professional that the diagnosed medical condition prevented the student from taking a college and career readiness assessment and was beyond the control of the

student and the student's parents; the following conditions are not rare or unusual circumstances under this section:

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

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

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

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

(D) a significant and uncorrectable system error; **including** [A WAIVER MAY NOT BE GRANTED UNDER THIS SUBPARAGRAPH UNLESS THE STUDENT'S]

(i) **completed examination materials are lost in transit between the school and the test vendor** [COMPLETED EXAMINATION MATERIALS FROM THE LAST ADMINISTRATION OF THE STUDENT'S YEAR OF INTENDED GRADUATION ARE LOST IN TRANSIT BETWEEN THE SCHOOL DISTRICT AND THE TESTING VENDOR AFTER THE TEST HAS

BEEN ADMINISTERED; A REQUEST FOR A WAIVER UNDER THIS SUB-SUBPARAGRAPH MUST BE SUPPORTED BY DOCUMENTATION FROM THE DISTRICT THAT VERIFIES THAT THE DISTRICT MAILED THE EXAMINATION MATERIALS TO THE TESTING VENDOR, AND BY DOCUMENTATION FROM THE UNITED STATES POSTAL SERVICE, OR FROM THE CARRIER USED TO TRANSPORT THE EXAMINATION MATERIALS, VERIFYING THAT THE EXAMINATION MATERIALS ARE LOST; OR];

(ii) a school or district fails to administer the assessment on a scheduled administration date [SCHOOL OR DISTRICT FAILED TO ADMINISTER THE ASSESSMENT ON A SCHEDULED ADMINISTRATION DATE WHILE THE STUDENT WAS IN THE 12TH GRADE];

(iii) a student is unable to take an assessment or receives an invalid score because of a technology failure; or

(iv) a student receives an invalid score because the assessment is improperly administered or test security requirements are violated. (Eff.

3/4/2015, Register 213; am___/___/___; Register ___)

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

4 AAC 06.790 is repealed and readopted to read

4 AAC 06.790. Definitions. (a) In AS 14.03.075 and 4 AAC 06.700 - 4 AAC 06.790, "takes a college and career readiness assessment" means receives a valid score on the assessment as reported by the vendor of the assessment.

(b) In 4 AAC 06.700 - 4 AAC 06.790,

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

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

(3) "board" means the State Board of Education of Education and Early Development;

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

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

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

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

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

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

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

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(11) "test materials" means all paper and electronic documents, support materials, software, and any related items used by students, teachers, or administrators in the administration of assessments. (Eff. 12/16/94, Register 132; am 3/3/2000, Register 153; am 12/19/2002, Register 164; am 9/17/2004, Register 171; am 8/15/2008, Register 187; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am ___/___/____, Register ___)

Authority: AS 14.03.075 AS 14.07.020 AS 14.07.060

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 16A

◆ ISSUE

The board is being asked to adopt amendments to regulations related to student teachers.

◆ BACKGROUND

- During the board meeting on December 4, 2014, the board was briefed regarding recommendations from the Educator Certification Advisory Committee, a 13-member committee tasked with considering increasing requirements and/or rigor for teacher certification, endorsement, and highly qualified status.
- Based on feedback from the committee, EED's recommendations to the board were as follows:
 - Continue using the current passing scores for the legacy content area exams; increase rigor as new exams are adopted;
 - Require a subject or content area exam for each endorsement area on a teacher certificate;
 - Allow teachers to add endorsements based on passing content area exams (excluding Reading, Elementary and Special Education) and career and technical education professional certifications;
 - Require individuals applying for Student Teacher Authorization to have passing scores on an approved basic competency exam;
 - Expand the approved list of basic competency exams to include the SAT and ACT.
- At the December board meeting, the board asked the department to continue moving forward with regulation changes that would accomplish the recommendations of the committee.
- The proposed regulations make changes to student teaching including the following:
 - The length of student teaching;
 - Criteria for serving as a student teacher; and
 - Who may supervise a student teacher.
- Public comment resulted in two changes to the proposed regulations:
 - The minimum amount of time required for student teaching is clarified in both number of hours and number of weeks. This will provide guidance for programs that may use one or the other as the method by which they monitor student teaching completion.
 - Having obtained tenure was removed as a requirement for a teacher to serve as the supervisor of student teacher due to concerns that this could be a limiting factor in setting that experience a high rate of teacher turnover. Instead, at least one year

of teaching experience in the district where the student teacher is serving and at least three years of total teaching experience will be required.

- The proposed regulations can be found behind this cover memo.
- Dr. Susan McCauley, Director of Teaching & Learning Support, and Sondra Meredith, Administrator of Teacher Certification & Education, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 30.020, Student Teachers.

4 AAC 30.020 is amended to read:

4 AAC 30.020. Student teachers. (a) **An institution of higher learning operating an “approved program” must require students enrolled in their program to serve as a student teacher or participate in a supervised clinical practice in a public school for a minimum of 500 hours over a period of 15 weeks.** [UPON REQUEST OF AN INSTITUTION OF HIGHER LEARNING OPERATING AN "APPROVED PROGRAM," THE DEPARTMENT MAY AUTHORIZE A STUDENT ENROLLED IN THE PROGRAM TO SERVE AS A STUDENT TEACHER IN AN ALASKA PUBLIC SCHOOL FOR A PERIOD NOT TO EXCEED ONE SCHOOL YEAR.]

(b) A student who wants to serve as a student teacher **in an Alaska public school** shall apply for authorization on a form prescribed by the department and shall submit information requested by the department. The department will conduct a criminal history background check of the student under AS 14.20.020 and 4 AAC 12.300 as if the student was an applicant for a teacher certificate. The department will not authorize the student to serve as a student teacher if the student fails the check.

(c) An applicant shall not be authorized to serve as a student teacher unless they have passed the basic competency examination required under AS 14.20.020(i) and 4 AAC 12.310.

(d) [(C)] A student teacher authorized under this section must be under the general supervision of a teacher who holds a valid teaching certificate issued under 4 AAC 12, has at least one year of teaching experience in the district where the student teacher is serving, at least three years of total teaching experience, and who meets or exceeds the standards described in 4 AAC 04.200 as verified by the district where the student teacher is serving. [CERTIFICATED UNDER 4 AAC 12].

(e) [(D)] If authorized by the student teacher's preparing institution and supervising teacher, a student teacher may be assigned, from time to time, to instruct, teach, counsel, test, or

evaluate students without obtaining a teacher's certificate and without the supervising teacher's presence in the same room, classroom, or other location.

(f) [(E)] A student teacher shall abide by the code of ethics and professional teaching standards in 20 AAC 10.020.

(g) [(F)] In (a) of this section, "approved program" means **a program accepted under 4 AAC 12.307 or approved under 4 AAC 12.308.**

[(1) A PROGRAM THAT IS OFFERED BY A REGIONALLY ACCREDITED TEACHER TRAINING INSTITUTION THAT MEETS TEACHER EDUCATION PROGRAM STANDARDS SET OUT IN

(A) STANDARDS FOR STATE APPROVAL OF TEACHER EDUCATION, PUBLISHED BY THE NATIONAL ASSOCIATION OF STATE DIRECTORS OF TEACHER EDUCATION AND CERTIFICATION, 1989 REVISED EDITION (INCLUDING CURRENT REVISIONS AS OF OCTOBER 24, 1995); OR

(B) STANDARDS, PROCEDURES, AND POLICIES FOR THE ACCREDITATION OF PROFESSIONAL EDUCATION UNITS, PUBLISHED BY THE NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION, FEBRUARY 1992 EDITION; OR

(2) A BOARD-APPROVED ALTERNATIVE PROGRAM THAT SUBSTANTIALLY MEETS THE PROGRAM STANDARDS SET OUT IN (1)(A) OR (1)(B) OF THIS SUBSECTION.]

(h) In (c) of this section, "teacher" has the meaning given in 4 AAC 12.900(c) and also includes pre-school teachers. (Eff. 7/1/90, Register 114; am 6/24/95, Register 134; am 6/28/98, Register 146; am 9/29/2005, Register 175; am __/__/____, Register____)

Authority: AS 14.07.020 AS 14.07.060

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 16B

◆ ISSUE

The board is being asked to adopt regulations regarding the Bond Reimbursement and Grant Review Committee (BR&GR) terms and conditions of office.

◆ BACKGROUND

- The committee is authorized by AS 14.11.014.
- The proposed regulations establish overlapping four-year terms for BR&GR members appointed by the commissioner, set a two consecutive term limit, and provide for vacancies and transition.
- The proposed regulations define a quorum for the purpose of BR&GR conducting business.
- The department received no written comments during the public notice period.
- The proposed regulations can be found behind this cover memo.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed regulation 4 AAC 31.087 Terms and conditions of office for members of bond reimbursement and grant review committee.

March 20, 2015 version

4 AAC 31 is amended by adding a new section to read:

4 AAC 31.087. Terms and conditions of office for members of bond reimbursement and grant review committee. (a) A person seeking appointment to the committee may submit a resume and letter of interest to the commissioner.

(b) A term of office for a member of the committee shall begin on March 1 and expire on the last day of February.

(c) Members of the committee appointed under AS 14.11.014(a)(1) – 14.11.014(a)(3)

(1) shall serve overlapping four-year terms commencing on March 1 following the date of the member's appointment; and

(2) may serve no more than two consecutive terms.

(d) The commissioner's designee and the six committee members selected by the commissioner under AS 14.11.014(a)(1) – 14.11.014(a)(3) serve at the pleasure of the commissioner notwithstanding a committee member's term of office under (c) this section.

(e) The two committee members selected by the presiding officers of the house and senate under AS 14.11.014(a) serve for the duration of the legislature during which the committee members are appointed; notwithstanding the duration of the appointment, a committee member selected by the presiding officer of the house or senate serves at the pleasure of the presiding officer who makes the appointment.

(f) A vacancy on the committee occurring during a term of office is filled in the same manner as the original appointment and is filled for the balance of the unexpired term.

(g) Five members of the committee constitute a quorum for the transaction of business.

The vote of a majority of the members present at a duly held meeting of the committee at which

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a quorum is present is necessary for any action taken by the committee.

(h) A committee member serving at the time this section becomes effective may be appointed to a term of office established under this section. A committee appointment in effect at the time this section becomes effective shall continue until the last day of the following February. A term of office established under this section shall take effect on March 1 following the effective date of this section. Members of the committee initially appointed under this section and AS 14.11.014(a)(1) – 14.11.014(a)(3) shall be appointed for the following terms:

(1) the longer-serving member in each category under AS 14.11.014(a)(1), AS 14.11.014(a)(2), and AS 14.11.014(a)(3) shall be appointed for a three-year initial term; and

(2) the other three members shall be appointed for a one-year initial term.

(i) "Committee" as used in this section means the bond reimbursement and grant review committee established under AS 14.11.014. (Eff. ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.11.014

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 16C

◆ ISSUE

The board is being asked to adopt regulations regarding fees for the Division of Libraries, Archives and Museums.

◆ BACKGROUND

- The Division of Libraries, Archives and Museums (LAM) has long had regulations in place for assessing of a variety of fees. The fees have been different depending upon whether the service is rendered by the museum, library, or archives, although the service is the same.
 - This regulation change will align LAM fees for services rendered, no matter which section provides the service.
- The State Libraries, Archives and Museums (SLAM) building under construction will provide a new museum with increased museum floor space and many more beautiful and updated exhibits for the public. The entry fee for the museum does not approach what it should be for a museum of this quality.
 - This regulation will update the admission fees for the Alaska State Museum.
- Behind this cover memo are the proposed regulations.
- There was no public comment received on the proposed regulations.
- Linda Thibodeau, Director of the Division of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 57.910 Fees for services, 4 AAC 58.010 Fees, 4 AAC 59.060 Microforms and microforms systems, and 4 AAC 59.065 Provision of records; fees for copies of records.

4 AAC 57.910 is amended to read:

4 AAC 57.910. Fees for services. (a) The division will charge fees for each of the following services provided by the division through the State Library, [INCLUDING THE HISTORICAL COLLECTIONS SECTION OF THE STATE LIBRARY,] in the amounts set out after each:

(1) Photographic services: The division processes requests for the duplication of photographs from its **collections** [COLLECTION] using the duplication services of a private vendor. The processing fee payable to the division is **\$25** [\$15] per photograph, except that the processing fee payable by a person who is a student is \$1. The provisions of this paragraph apply to the use of an image in publishing, video production, self-copy, exhibits product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by consultants or commercial design firms on behalf of government agencies or non-profit institutions. The processing fee is for one-time non-exclusive use. In addition to the processing fee, the person making a request for a photograph duplication service may be billed by the vendor for the fee or processor's cost of providing the duplicate photograph.

(2) Interlibrary loan services:

(A) for a rush request: **\$10** [\$5] per request;

(B) for the loan of material for an out-of-state request: **\$15** [\$10] per loan;

(C) for a request for photocopying material for an out-of-state request: **\$15** [\$5], plus \$0.25 per page.

[(3) ON-LINE SEARCH AND ALERT SERVICES:

(A) FOR AN ON-LINE SEARCH, \$15 PER SEARCH, PLUS THE ACTUAL COSTS THAT ARE INCURRED FOR TELECOMMUNICATIONS, FILE USE, AND RETRIEVED DATA FOR THE SEARCH;

(B) FOR AN ALERT SERVICE, \$15, AS A ONE-TIME SET-UP FEE, PLUS ACTUAL COSTS.]

(4) Photocopying services:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus \$50 [\$20] per hour for photocopying by division personnel; for photocopying services that are subject to the fee charged by this subparagraph,

[(i) THE AMOUNT OF THE FEE SHALL BE CHARGED IN THE AMOUNT OF \$5 FOR EACH 15 MINUTE PERIOD OF TIME EXPENDED BY DIVISION PERSONNEL FOR THE WORK PERFORMED; AND

(ii)] the per hour fee is not charged for the first 10 photocopies of material [IN THE HISTORICAL COLLECTIONS SECTION].

(5) For special services rendered by the staff: The division will charge a person who requests special services rendered by the staff in an amount based on

(A) actual costs; and

(B) actual staff time rendered that takes into consideration the hourly cost of the salary and benefits payable to any staff member assigned to respond to the request; however, the charge made for staff time under this subparagraph may not exceed \$50 [\$40] per hour per staff member.

[(b) THE DIVISION WILL PROCESS WITHOUT CHARGE AN INTERLIBRARY LOAN SERVICE REQUEST FOR WHICH PROVISION FOR A CHARGE FOR SERVICES IS NOT MADE IN (a)(2) OF THIS SECTION.]

(c) The director will, in the director's discretion, waive a fee set out in (a) of this section, in whole or in part,

(1) under the terms of the reciprocal agreement, if a request for a service is made by a library with which the division has entered into a reciprocal agreement; or

(2) if the director determines that waiver of the fee is in the public interest. (Eff. 12/13/87, Register 104; am 2/24/88, Register 105; am 7/1/89, Register 110; am 5/1/98, Register 146; am __/__/____)

Authority: AS 14.07.060 AS 14.56.020 AS 14.56.030

4 AAC 58.010 is amended to read:

4 AAC 58.010. Fees. (a) The admission fee to the Alaska State Museum is \$5 per visit. **The admission fee to** [AND] the Sheldon Jackson Museum is \$3 per visit [TO EITHER MUSEUM]. However, during the period in the summer months in which the Alaska State Museum and Sheldon Jackson Museum have extended hours, the admission fee to the Alaska State Museum is \$12 [\$7] and the admission fee to the Sheldon Jackson Museum is \$5. The museums may not charge an admission fee to a person who is less than 19 years of age. A \$1 discount is available to visitors who are 65 years of age or older.

(b) The fee for an annual pass to the Alaska State Museum and the Sheldon Jackson Museum is \$25 [\$15]. An annual pass allows the holder to visit both museums without paying an additional admission fee. An annual pass is valid for the calendar year in which it is issued.

(c) The Alaska State Museum and Sheldon Jackson Museum may waive an admission fee

(1) if the museum determines that the waiver is in the public interest; or

(2) for a special program presented at the museum, including an exhibit opening, a reception, or a lecture.

(d) For extraordinary services rendered by staff, the Alaska State Museum and Sheldon Jackson Museum may charge for actual material costs and staff time. The charge for staff time may not exceed \$50 per hour.

(e) The Alaska State Museum and Sheldon Jackson Museum shall charge a fee for a traveling exhibition [OR A MUSEUM LEARNING KIT]. The fee must be equivalent to the museum's costs in providing the exhibition [OR KIT. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A TRAVELING EXHIBITION IF THE MUSEUM DETERMINES THAT THE EXHIBITION WILL ASSIST THE DEVELOPMENT OF A LOCAL MUSEUM. THE MUSEUM MAY WAIVE, IN WHOLE OR IN PART, A FEE FOR A MUSEUM LEARNING KIT, IF THE MUSEUM DETERMINES THAT THE KIT WILL FURTHER THE EDUCATIONAL GOALS OF A SCHOOL.]

(f) The Alaska State Museum and the Sheldon Jackson Museum shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. The museum may waive, in whole or in part, a fee for photographic use if the **division director** [CHIEF CURATOR] determines that it is in the public interest.

(g) The Alaska State Museum and the Sheldon Jackson Museum shall charge a **\$150** [\$100] fee for the loan of an artifact to a museum. The fee charged under this subsection is levied in addition to other charges incurred by the Alaska State Museum or the Sheldon Jackson Museum for conservation, insurance, packing, [AND] shipping, **and courier services**. The museum may waive, in whole or in part, a loan fee if the **division director** [CHIEF CURATOR] determines that it is in the public interest. (Eff. 2/20/87, Register 101; am 10/21/89, Register 112; am 4/19/95, Register 134; am 5/10/98, Register 146; am 5/3/2000, Register 154; am 11/26/2011, Register 200; am __/__/____)

Authority: AS 14.07.060 AS 14.57.010

Chapter 59. Alaska State Archives and Records and Information Management Services (ASA and RIMS) [ARCHIVES AND RECORDS MANAGEMENT SERVICES (ARMS)]

4 AAC 59.060 is amended to read:

4 AAC 59.060. Microforms and microform systems. (a) This section establishes the minimum requirements for the design, production, retention, and certification for microforms of state records.

(b) A state agency shall

(1) establish internal procedures that comply with AS 40.21, other state law, this chapter, and **ASA and RIMS** [ARMS] internal procedures for state agencies, including recordkeeping and disposition, before implementing new micrographic systems or modifying existing systems, and consult with **ASA and RIMS** [ARMS] staff when designing or modifying microform systems;

(2) identify any microforms created, used, received or maintained in its office to ensure that these records appear on the agency records retention schedule, and update the agency records retention schedule to include the microform copy when converting paper records;

(3) ensure that microforms meet or exceed the **micrographic standards promulgated by the American National Standards Institute and the Association for Information and Image Management, 2004 edition,** [ASSOCIATION FOR INFORMATION AND IMAGE MANAGEMENT (AIM) STANDARDS FOR ARCHIVAL QUALITY; THESE STANDARDS ARE CONTAINED IN PRACTICE FOR OPERATIONAL PROCEDURES/INSPECTION AND QUALITY CONTROL OF FIRST-GENERATION, SILVER MICROFILM OF DOCUMENTS, APPROVED AS OF JANUARY 14, 1991,] and adopted by reference in this paragraph;

(4) certify that microforms are authentic copies of original state records;

(5) index and label microforms according to ASA and RIMS [ARMS] requirements and the agency records retention schedule;

(6) develop and maintain procedural information about the microform system, including software and hardware documentation if computer assisted retrieval systems are used; and

(7) transfer microforms to the state records center or state archives, or dispose of microforms according to the agency records retention schedule. (Eff. 10/2/94, Register 131; am __/__/____)

Authority: AS 40.21.050 AS 40.21.060 AS 40.21.120
AS 40.21.130 AS 40.21.140

4 AAC 59.065 is amended to read:

4 AAC 59.065. Provision of records; fees for copies of records. (a) ASA and RIMS [ARMS] will charge fees for copies of records provided by ASA and RIMS [ARMS] in the amounts set out after each:

(1) Photocopies [PHOTOCOPYING]:

(A) \$0.10 per page for self-service;

(B) \$0.10 per page, plus **\$50** [\$20] per hour if an employee of the State Archives photocopies the material.

(2) Copies [MICROFORMING COPIES] produced [FROM MICROFORM ORIGINALS]:

(A) for microfiche duplication, reel-to-reel microfilm duplication, microfilm copies of microfilmed records, audio-visual records, and electronic

records, the charge is the actual cost of materials plus \$50 per hour if an employee of the State Archives provides assistance in duplicating the material;

[(I) \$1 PER FICHE FOR SELF-SERVICE; OR

(II) \$1 PER FICHE, PLUS \$20 PER HOUR AN EMPLOYEE OF THE STATE ARCHIVES PROVIDES ASSISTANCE IN DUPLICATING THE MATERIAL;

(B) FOR REEL-TO-REEL MICROFILM DUPLICATION, THE CHARGE IS \$10 PER REEL, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(3) MICROFILM COPIES OF UNMICROFILMED RECORDS: \$0.10 PER IMAGE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(4) AUDIO-VISUAL RECORDS: EXCEPT AS PROVIDED IN (D) OF THIS SECTION, THE CHARGE IS EQUAL TO THE COST OF THE TAPE, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(5) ELECTRONIC RECORDS: THE CHARGE IS EQUAL TO THE COST OF THE DISC OR OTHER MEDIA, WHICH THE STATE ARCHIVES WILL PROVIDE, PLUS \$20 PER HOUR FOR DUPLICATING THE MATERIAL.

(B) WHENEVER, IN (A) OF THIS SECTION, ARMS CHARGES A FEE THAT IS CALCULATED AS A PER HOUR COST, INSTEAD OF THE FEE CALCULATED FOR THE FULL HOUR, ARMS WILL CHARGE THE AMOUNT OF THE FEE BASED ON ONE-QUARTER OF THE AUTHORIZED CHARGE FOR EACH 15 MINUTES OF TIME EXPENDED FOR THE WORK PERFORMED.]

(c) If a person requests duplication of photographs from its collection, **ASA and RIMS shall charge a \$25 fee for use of a photograph in publishing, video production, exhibits, product presentations, interior design, digital format, advertising, or similar use, including**

for-profit work done by a consultant or commercial design firm on behalf of a government agency or a non-profit institution. The fee charged under this subsection is for one-time non-exclusive use and is levied in addition to other processing and service charges. The fee charged under this subsection applies whether the photographic image is provided by the State Museums or is made by the user. ASA and RIMS may waive, in whole or in part, a fee for photographic use if the division director determines that it is in the public interest.

[ARMS WILL COORDINATE THE REQUEST FOR DUPLICATION THROUGH A PRIVATE VENDOR, AND THE PERSON MAKING THE REQUEST WILL BE REQUIRED TO PAY THE VENDOR DIRECTLY FOR PROVIDING THE DUPLICATION SERVICE. A REQUEST FOR DUPLICATION OF PHOTOGRAPHS UNDER THIS SUBSECTION IS SUBJECT TO THE FOLLOWING CONDITIONS:

(1) IF THE STATE ARCHIVES POSSESSES A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH BECOMES THE OWNER OF THE PRINT OF THE PHOTOGRAPH;

(2) IF THE STATE ARCHIVES DOES NOT POSSESS A NEGATIVE OF THE PHOTOGRAPH, THE PERSON MAKING THE REQUEST FOR DUPLICATION OF THE PHOTOGRAPH WILL BE REQUIRED TO OBTAIN COPIES OF THE NEGATIVE OF THE PHOTOGRAPH AND OF THE PRINT, AND SHOULD EXPECT TO BE CHARGED BY THE VENDOR FOR BOTH THE COPY OF THE NEGATIVE AND THE PRINT; WHEN THE PHOTOGRAPH HAS BEEN DUPLICATED, THE PERSON MAKING THE REQUEST WILL OWN THE PRINT OF THE PHOTOGRAPH, BUT THE STATE WILL RECEIVE THE OWNERSHIP OF THE COPY OF THE NEGATIVE.

(D) IF A PERSON REQUESTS AN AUDIO-VISUAL COPY UNDER (A)(4) OF THIS SECTION AND STATE ARCHIVES CANNOT PROVIDE THE SERVICE, ARMS WILL COORDINATE THE REQUEST FOR THE SERVICE THROUGH A PRIVATE VENDOR. THE PERSON MAKING THE REQUEST SHOULD EXPECT TO BE CHARGED BY THE

VENDOR DIRECTLY FOR PROVIDING THE COPY OR DUPLICATION SERVICE.] Eff.
10/2/94, Register 131; am 5/1/98, Register 146; am 10/18/2007, Register 184; am __/__/____)

Authority: AS 40.21.030 AS 40.21.050 AS 40.21.120

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 17

◆ ISSUE

This is a standing report to the board regarding the Division of Teaching & Learning Support.

◆ BACKGROUND

- The Instructional Support Team prepared for the 2015 TLS Summer Institute for Teachers held in Anchorage on May 20-22. This year's Summer Institute used a number of Alaskan educators to present on the topics of effective standards-aligned instructional practice.
- As a result of the 2015 legislative budgeting process, the Alaska Administrator Coaching Program (AACP) was eliminated. This program provided coaching to first- and second-year principals in Alaska. While mentoring for new teachers was retained, the loss of AACP creates a gap in support to, and induction for, those transitioning to positions of school leadership. The department will look for opportunities to provide support for school leaders, but this will be challenging without additional funding.
- The 2015 legislative budgeting process also resulted in a \$400,000 reduction to personnel and contractual services for the TLS division. The TLS Director and Deputy Director are considering options for position reductions and restructuring in ways that have the least impact for support to districts and schools.
- In partnership with the Alaska Staff Development Network, the department co-hosted the annual Alaska School Leadership Institute for rural and small school leaders. This year's institute was in Anchorage on May 27-29. It focused on thoughtful integration of academic standards, assessment, and educator evaluation.
- Dr. Susan McCauley, Director of Teaching & Learning Support, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 18

◆ ISSUE

This is a standing report to the board regarding assessment and accountability.

◆ BACKGROUND

- The test window for the Alaska Measures of Progress (AMP), the new statewide assessment system for English/language arts and math, ended May 1. Approximately 70,300 students in grades 3-10 took the assessments on a computer.
- Overall the testing experience was reported as very positive from school districts across the state. Students liked the computer tests, and the few technology issues that arose were generally handled very quickly.
- Assessment staff fielded a significant number of calls from media as well as parents. Staff provided factual information by phone and in some cases in person about the use of the assessments and student data.
- AMP item reviews will occur in June, August, and October. These will involve nearly 500 educators reviewing new items to be field-tested for bias, sensitivity, and content alignment.
- Achievement and Assessment Institute of Kansas (AAI) is hosting two passage-writing workshops this summer in Anchorage and Fairbanks for Alaskan educators and authors. These passages will be used as part of the AMP assessments.
- This summer the assessments team and the content specialists will develop professional development for the new portions of the test being field-tested in the spring of 2016: listening, the writing performance tasks, and the math performance tasks. This support will be available for districts to use in the fall.
- The science assessments will be transitioned to the computer-based format next year, using the same testing engine as the AMP assessments. The ACCESS for ELLs (measures English language proficiency for students identified as English language learners) also will transition to a computer-based format in 2015-2016.
- Students have participated in college and career ready assessments for ACT, SAT, and WorkKeys. Data from these assessments are expected in June and July. WorkKeys offers an Internet-based assessment option, and ACT will offer one as well in 2015-2016.
- The data management team continues with ongoing data collection and reporting work. The team will continue working with the test vendors to ensure that the AMP test

implementation and reporting is accurate and to prepare for the student data release following adoption of cut scores.

- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 19

◆ ISSUE

This is a standing report to the board regarding legislation and budget.

◆ BACKGROUND

- The board will be briefed on legislation that passed during the 2015 legislative session that affects the department and on the department's FY2016 budget.
- Behind this cover memo are: 1) 2015 Legislative Session, passed legislation, and 2) FY2016 Budget Summary.
- Marcy Herman, Legislative Liaison, and Heidi Teshner, Administrative Services Director, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

2015 Legislative Session – Passed Legislation of Interest to EED

BILL	SHORT TITLE	PRIME SPONSOR(S)	DESCRIPTION	STATUS
<u>HB 72</u>	APPROP: OPERATING BUDGET/LOANS/FUNDS	RLS BY REQUEST OF THE GOVERNOR	FY2016 Operating Budget legislation.	TRANSMITTED TO GOVERNOR
<u>HCR 2</u>	JAN 24 - 30, 2016: AK SCHOOL CHOICE WEEK	GATTIS	School Choice Week is a national celebration by millions of students, parents, educators, schools, and community leaders, for the purpose of raising public awareness of importance of effective education options for our children.	TRANSMITTED TO GOVERNOR
<u>SB 26</u>	BUDGET: CAPITAL	RLS BY REQUEST OF THE GOVERNOR	FY2016 Capital Budget legislation.	AWAITING TRANSMITTAL
<u>SB 63</u>	NAMING ST. LIBRARY/MUSEUM & READING ROOM	EGAN	Names the state library, archives, and museum building for Father Andrew P. Kashevaroff in honor of his countless contributions to preserving Alaska history. The bill additionally names the public reading room in the building the Representative Richard Foster Reading Room.	SIGNED MAY 5, 2015
<u>SB 64</u>	SCHOOL BOND DEBT REIMBURSEMENT	FINANCE	Sunset Alaska statutes relating to state aid for costs of school construction and major maintenance debt for five years. If, after five years, the legislature does not take further action on these statutes, the reimbursement rates for school construction would be reinstated and reduced from 70% to 50% and 60% to 40% respectively for eligible projects described in statute.	LAW W/O SIGNATURE APRIL 24, 2015



FY2016 Governor's Amended Operating Budget

Conference Committee – Agency Budget

Updated 5/8/15

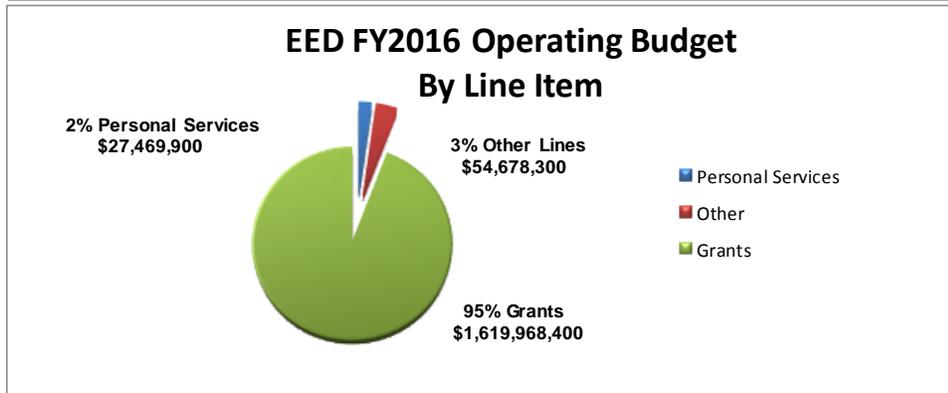
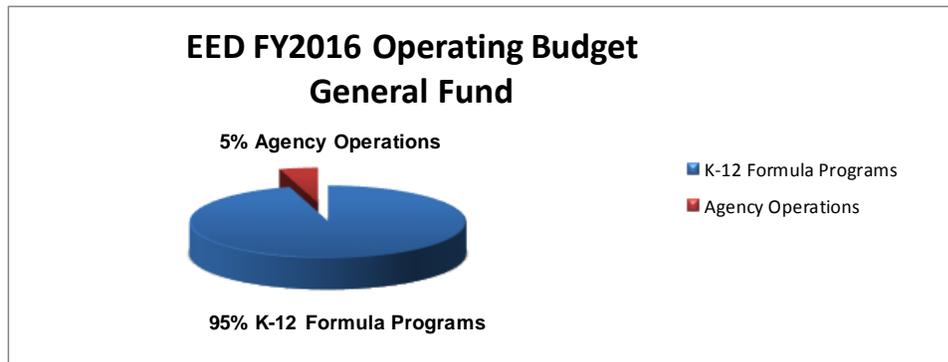
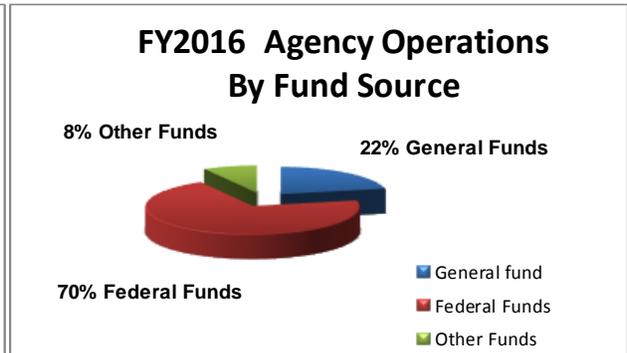
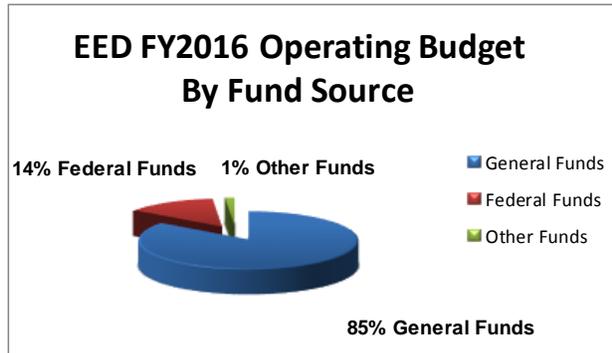
Department of Education & Early Development
FY2016 Conference Committee Operating Budget *

**includes school debt reimbursement, foundation program, and pupil transportation*

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs	36,900.0	1,343,009.4	20,791.0	0.0	1,400,700.4
Agency Operations	26,219.4	39,333.5	211,079.2	24,784.1	301,416.2
Total	63,119.4	1,382,342.9	231,870.2	24,784.1	1,702,116.6

Position Count:

Full-time 328
 Part-time 15
 Non-perm 15



**Department of Education & Early Development
FY2016 Conference Committee Budget**

	Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
K-12 Formula Programs:					
Foundation Program	13,000,000	1,151,767,300	20,791,000	0	1,185,558,300
Boarding Home Grants	0	7,696,400	0	0	7,696,400
Youth in Detention	0	1,100,000	0	0	1,100,000
Special Schools	0	3,682,400	0	0	3,682,400
Pupil Transportation	0	79,240,300	0	0	79,240,300
School Debt Reimbursement	23,900,000	99,523,000	0	0	123,423,000
Subtotal K- 12 Formula Programs	36,900,000	1,343,009,400	20,791,000	0	1,400,700,400

	Positions			Designated General Funds	Unrestricted General Funds	Federal Funds	Other Funds	Total
	PFT	PPT	NP					
Agency Operations:								
Executive Administration	5			0	879,800	0	22,400	902,200
Administrative Services	10		1	0	768,700	145,000	734,600	1,648,300
Information Services	7			0	306,200	0	746,100	1,052,300
School Finance & Facilities	14		1	0	1,701,600	0	808,300	2,509,900
Student and School Achievement	62			1,025,400	6,842,800	153,888,100	700,300	162,456,600
Alaska Native Science & Engineering Program	0			0	1,660,000	0	0	1,660,000
Alaska Learning Network	0			0	0	0	0	0
State System of Support	7			0	1,961,900	0	0	1,961,900
Statewide Mentoring Program	0			500,000	1,000,000	0	0	1,500,000
Teacher Certification	5			903,700	200	0	16,400	920,300
Child Nutrition	10			0	101,700	52,689,800	0	52,791,500
Early Learning Coordination	3			0	7,887,800	275,300	0	8,163,100
Pre-Kindergarten Grants	0			0	0	0	0	0
Professional Teaching Practices Commission	2			299,500	0	0	0	299,500
Alaska State Council on the Arts	6			10,900	722,700	798,600	458,200	1,990,400
Mt. Edgecumbe Boarding School	36	11		57,400	4,621,000	0	6,095,400	10,773,800
State Facilities Maintenance	8			0	0	0	1,185,000	1,185,000
State Facilities Rent	0			0	2,298,200	0	26,000	2,324,200
Library Operations	34		2	1,863,000	6,588,500	1,200,000	358,300	10,009,800
Archives	10			0	1,122,800	40,000	158,000	1,320,800
Online With Libraries (OWL)	0			761,800	0	0	0	761,800
Museum Operations	14	4		361,900	1,692,100	60,000	0	2,114,000
Live Homework Help	0			138,200	0	0	0	138,200
ACPE - Program Admin & Operations	95		11	5,832,800	0	1,982,400	1,148,600	8,963,800
WWAMI Medical Education	0			2,964,800	0	0	0	2,964,800
Alaska Performance Scholarship Awards	0			11,500,000	0	0	0	11,500,000
ASLC - Loan Servicing	0			0	0	0	12,326,500	12,326,500
Unallocated reduction - TLS	0			0	-400,000	0	0	-400,000
Unallocated reduction - LAM	0			0	-422,500	0	0	-422,500
Subtotal Agency Operations	328	15	15	26,219,400	39,333,500	211,079,200	24,784,100	301,416,200
Total	328	15	15	63,119,400	1,382,342,900	231,870,200	24,784,100	1,702,116,600

Department of Education & Early Development
Operating Budget Comparison - General Funds (Designated & Unrestricted)
FY2015 Management Plan to FY2016 Conference Committee

	FY2015 Management Plan	FY2016 Conference Committee	Management Plan to FY16 Conf Comm	% Change
<i>K-12 Formula Programs:</i>				
Foundation Program	1,272,974.7	1,164,767.3	-108,207.4	-8.5%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,682.4	-10.9	-0.3%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	123,423.0	-3,219.4	-2.5%
Subtotal Formula Programs	1,488,144.6	1,379,909.4	-108,235.2	-7.3%

	FY2015 Management Plan	FY2016 Conference Committee	Management Plan to FY16 Conf Comm	% Change
<i>Agency Operations:</i>				
Executive Administration	881.0	879.8	-1.2	-0.1%
Administrative Services	769.1	768.7	-0.4	-0.1%
Information Services	306.6	306.2	-0.4	-0.1%
School Finance & Facilities	2,256.3	1,701.6	-554.7	-24.6%
Student and School Achievement	12,875.5	7,868.2	-5,007.3	-38.9%
Alaska Native Science & Engineering Program	0.0	1,660.0	1,660.0	100.0%
Alaska Learning Network	850.0	0.0	-850.0	-100.0%
State System of Support	1,962.5	1,961.9	-0.6	0.0%
Statewide Mentoring Program	2,300.0	1,500.0	-800.0	-34.8%
Teacher Certification	904.2	903.9	-0.3	0.0%
Child Nutrition	101.8	101.7	-0.1	-0.1%
Early Learning Coordination	9,185.8	7,887.8	-1,298.0	-14.1%
Pre-Kindergarten Grants	2,000.0	0.0	-2,000.0	-100.0%
Professional Teaching Practices Commission	299.8	299.5	-0.3	-0.1%
Alaska State Council on the Arts	814.0	733.6	-80.4	-9.9%
Mt. Edgecumbe Boarding School	4,680.1	4,678.4	-1.7	0.0%
State Facilities Maintenance	0.0	0.0	0.0	0.0%
State Facilities Rent	2,098.2	2,298.2	200.0	9.5%
Library Operations	9,952.8	8,451.5	-1,501.3	-15.1%
Archives	1,123.6	1,122.8	-0.8	-0.1%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,055.4	2,054.0	-1.4	-0.1%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	5,582.8	5,832.8	250.0	4.5%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	0.0	0.0	0.0%
Unallocated Reduction - TLS	0.0	-400.0	-400.0	0.0%
Unallocated Reduction - LAM	0.0	-422.5	-422.5	0.0%
Subtotal Agency Operations	75,864.3	65,552.9	-10,311.4	-13.6%

Total Education **1,564,008.9** **1,445,462.3** **-118,546.6** **-7.580%**

Department of Education & Early Development
Operating Budget Comparison - Total Funds
FY2015 Management Plan to FY2016 Conference Committee

	FY2015 Management Plan	FY2016 Conference Committee	Management Plan to FY16 Conf Comm	% Change
K-12 Formula Programs:				
Foundation Program	1,293,765.7	1,185,558.3	-108,207.4	-8.4%
Boarding Home Grants	6,960.3	7,696.4	736.1	10.6%
Youth in Detention	1,100.0	1,100.0	0.0	0.0%
Special Schools	3,693.3	3,682.4	-10.9	-0.3%
Pupil Transportation	76,773.9	79,240.3	2,466.4	3.2%
School Debt Reimbursement	126,642.4	123,423.0	-3,219.4	-2.5%
Subtotal Formula Programs	1,508,935.6	1,400,700.4	-108,235.2	-7.17%

	FY2015 Management Plan	FY2016 Conference Committee	Management Plan to FY16 Conf Comm	% Change
Agency Operations:				
Executive Administration	903.4	902.2	-1.2	-0.1%
Administrative Services	1,649.5	1,648.3	-1.2	-0.1%
Information Services	1,052.9	1,052.3	-0.6	-0.1%
School Finance & Facilities	3,064.9	2,509.9	-555.0	-18.1%
Student & School Achievement	167,563.7	162,456.6	-5,107.1	-3.0%
Alaska Native Science & Engineering Program	0.0	1,660.0	1,660.0	100.0%
Alaska Learning Network	850.0	0.0	-850.0	-100.0%
State System of Support	1,962.5	1,961.9	-0.6	0.0%
Statewide Mentoring Program	2,300.0	1,500.0	-800.0	-34.8%
Teacher Certification	920.6	920.3	-0.3	0.0%
Child Nutrition	52,701.8	52,791.5	89.7	0.2%
Early Learning Coordination	9,461.1	8,163.1	-1,298.0	-13.7%
Pre-Kindergarten Grants	2,000.0	0.0	-2,000.0	-100.0%
Professional Teaching Practices Commission	299.8	299.5	-0.3	-0.1%
Alaska State Council on the Arts	2,071.1	1,990.4	-80.7	-3.9%
Mt. Edgecumbe Boarding School	10,775.6	10,773.8	-1.8	0.0%
State Facilities Maintenance	1,185.3	1,185.0	-0.3	0.0%
State Facilities Rent	2,124.2	2,324.2	200.0	9.4%
Library Operations	14,226.5	10,009.8	-4,216.7	-29.6%
Archives	1,321.7	1,320.8	-0.9	-0.1%
Online With Libraries	761.8	761.8	0.0	0.0%
Museum Operations	2,115.4	2,114.0	-1.4	-0.1%
Live Homework Help	138.2	138.2	0.0	0.0%
ACPE - Program Admin & Operations	22,353.9	8,963.8	-13,390.1	-59.9%
WWAMI Medical Education	2,964.8	2,964.8	0.0	0.0%
Alaska Performance Scholarship Awards	11,000.0	11,500.0	500.0	4.5%
ASLC - Loan Servicing	0.0	12,326.5	12,326.5	100.0%
Unallocated Reduction - TLS	0.0	-400.0	-400.0	-100.0%
Unallocated Reduction - LAM	0.0	-422.5	-422.5	-100.0%
Subtotal Agency Operations	315,768.7	301,416.2	-14,352.5	-4.5%
Total Education	1,824,704.3	1,702,116.6	-122,587.7	-6.7%

Positions:

Full-time	331.0	328.0	-3.0
Part-time	15.0	15.0	0.0
Non-Perm	18.0	15.0	-3.0
Total	364.0	358.0	-6.0

Department of Education & Early Development
Operating Budget - Changes from FY2015 Management Plan to
 FY2016 Conference Committee

				FY2015 Management Plan						
				331	15	18	1,564,008.9	233,890.6	26,804.8	1,824,704.3
Component	Description	PFT	PPT	NP	General Funds	Federal Funds	Other Funds	Total		
Personal Services	Bargaining unit, health insurance adjustments, and FY14 lump sum reversals				328.7	126.5	227.4	682.6		
Personal Services	Conference Committee (CC) - COLA reductions				-338.1	-133.5	-254.1	-725.7		
Foundation Program	Remove FY15 Foundation Program-PEF tracking				-1,123,874.9			-1,123,874.9		
Foundation Program	Remove FY15 PEF BSA, Correspondence, Charter School formula increases				-43,998.4			-43,998.4		
Foundation Program	Remove FY15 Education Bill FY15-17 OTI funding				-95,101.4			-95,101.4		
Foundation Program	FY16 Foundation Program need (BSA \$5,880)				1,168,239.5			1,168,239.5		
Foundation Program	CC - adjustment				-16,472.2			-16,472.2		
Foundation Program	FY16 Public School Trust Fund increase				3,000.0			3,000.0		
Pupil Transportation	Remove FY15 Pupil Transportation-PEF tracking				-76,773.9			-76,773.9		
Pupil Transportation	FY16 Pupil Transportation entitlement				79,240.3			79,240.3		
School Debt Reimbursement	Remove FY15 School Debt Reimbursement				-126,642.4			-126,642.4		
School Debt Reimbursement	FY16 School Debt Reimbursement projection				123,423.0			123,423.0		
Boarding Home Grants	New residential programs				736.1			736.1		
Special Schools	FY16 SESA decrement				-10.9			-10.9		
School Finance & Facilities	Remove FY15 Education Bill OTI (Prototypical design report to legislature)				-554.1			-554.1		
Student & School Achievement	Remove FY15 Education Bill OTI (Military family data reporting)				-80.0			-80.0		
Student & School Achievement	FY16 Education Bill (maintenance of military family data reporting)				10.0			10.0		
Student & School Achievement	FY16 MH Trust Recommendations: Autism Resource Center (MHTAAR)						100.0	100.0		
Student & School Achievement	Remove OTI FY15 MH Trust Recommendations (MHTAAR)						-100.0	-100.0		
Student & School Achievement	FY16 Efficiency reduction (delete PCN 05-1703 Office Assistant)	-1			-53.7	-8.0		-61.7		
Student & School Achievement	FY16 Transfer PCN to Child Nutrition	-1				-90.3		-90.3		
Student & School Achievement	FY16 Alaska Technical & Vocational Education Program Funding increase (TVEP)				35.8			35.8		
Student & School Achievement	Remove funding for AMEREF grant				-100.0			-100.0		
Student & School Achievement	CC - Restore partial funding for AMEREF				25.0			25.0		
Student & School Achievement	CC - Remove funding for literacy programs				-470.0			-470.0		
Student & School Achievement	CC - Remove STEM funding; transfer \$1,660.0 to new ANSEP component				-3,660.0			-3,660.0		
Student & School Achievement	CC - Remove WorkKeys funding	-1			-414.0			-414.0		
Student & School Achievement	Reduce ANSEP grant funding				-300.0			-300.0		
Alaska Native Science & Engineering Program (ANSEP)	CC - transfer funding from Student and School Achievement to create new component				1,660.0			1,660.0		
Alaska Learning Network (AKLN)	GovAmd Reduce FY16 appropriation				-250.3			-250.3		
Alaska Learning Network (AKLN)	CC - Eliminate AKLN funding				-599.7			-599.7		
Statewide Mentor Program	CC - Reduce funding for principal coaching				-800.0			-800.0		
Child Nutrition	FY16 Transfer PCN from Student and School Achievement	1				90.3		90.3		
Early Learning Coordination	Remove Parents as Teachers funding from Ch19 SLA2012 SB182				-373.0			-373.0		
Early Learning Coordination	CC - Remove Parents as Teachers funding and reduce Best Beginnings funding				-925.0			-925.0		
Pre-Kindergarten	CC - Remove Pre-K grant funding				-2,000.0			-2,000.0		
Teaching & Learning Support	CC - Unallocated GF reduction				-400.0			-400.0		
Alaska State Council on the Arts	CC - 10% GF reduction				-80.4	0.0	0.0	-80.4		
State Facilities Rent	FY16 OTI - amount necessary in FY16 for dual occupancy				200.0			200.0		
Library Operations	Remove ARRA and SDPR funding for BTOP due to project completion			-3		-2,005.4	-710.0	-2,715.4		
Library Operations	FY16 Efficiency reduction (delete PCN 05-3018 Office Assistant for federal depository program)	-1			-66.3			-66.3		
Library Operations	Reduce PCN to half-time funding for inter-library loan assistant				-33.8			-33.8		
Library Operations	CC - Reduce Broadband funding				-1,400.0			-1,400.0		
Library, Archives & Museums	CC - Unallocated GF reduction				-422.5			-422.5		
ACPE - Program Admin & Ops	Budget structure modification to represent ACPE costs paid by ASLC						-12,326.5	-12,326.5		
ACPE - Program Admin & Ops	FY16 Alaska Education Grant				250.0			250.0		
ACPE - Program Admin & Ops	Reduce Outreach funding				0.0	0.0	-225.0	-225.0		
ACPE - Program Admin & Ops	Eliminate funding for ANSWERS				0.0	0.0	-1,059.0	-1,059.0		
Alaska Performance Scholarship Awards	FY16 Alaska Performance Scholarship Awards				500.0			500.0		
ASLC - Loan Servicing	Budget structure modification to represent ACPE costs paid by ASLC						12,326.5	12,326.5		
Total Proposed Operating Changes		-3.0	0.0	-3.0	-118,546.6	-2,020.4	-2,020.7	-122,587.7		
<i>Total FY2016 Governor's Amended - Operating</i>		<i>328</i>	<i>15</i>	<i>15</i>	<i>1,445,462.3</i>	<i>231,870.2</i>	<i>24,784.1</i>	<i>1,702,116.6</i>		

Alaska Department of Education & Early Development
 Public School Funding Program
 FY2015 Authorized vs FY2016 Projected - Conference Committee
 Updated 5/5/2015

NOT ENACTED

	FY2015 <i>Authorized</i>	FY2016 <i>Projected</i>	Difference
Regular ADM	117,562.60	117,375.16	(187.44)
Correspondence ADM	10,842.63	11,120.00	277.37
Total ADM	128,405.23	128,495.16	89.93
Adjusted ADM	248,884.11	251,050.80	2,166.69
Basic Need	\$1,450,994.4	\$1,476,178.7	\$25,184.3
Required Local Effort	(228,347.6)	(235,572.6)	(7,225.0)
Deductible Impact Aid	(67,595.6)	(68,699.1)	(1,103.5)
Supplemental Funding Floor	80.9	79.4	(1.5)
Quality Schools Grant	3,982.1	4,016.8	34.7
Military Flow Through and Other	26,027.3	26,027.3	0.0
Total	\$1,185,141.5	\$1,202,030.5	\$16,889.0
FY2016 Conference Committee State Aid prorated		(\$16,472.2)	(16,472.2)
FY2015 Appropriation	13,522.8		(13,522.8)
	1,198,664.3	1,185,558.3	3,366.2
Funding Sources			
1004 General fund: Public Education Fund/formula	1,167,873.3	1,151,767.3	(16,106.0)
1043 P/L 81-874	20,791.0	20,791.0	-
1066 Public School	10,000.0	13,000.0	3,000.0
Total	\$1,198,664.3	\$1,185,558.3	(\$13,106.0)

Note: For FY2015 \$43 million in one-time funding distributed per AADM.

Alaska Department of Education & Early Development

FY2016 Projected State Program Allocations - Conference Committee - NOT ENACTED - DRAFT 5-5-15

Allocations are subject to adjustment based on individual program requirements.

UPDATED 4/30/2015	FY2016 Projected ADM	Projected Total Foundation @ \$5,880	Projected Boarding Home	Residential Boarding Program	Youth in Detention	Projected Special Schools	Projected Pupil Transportation	Projected Debt Retirement	PROJECTED FY2016 TOTALS
ALASKA GATEWAY	363	7,729,663					732,562		8,462,225
ALEUTIAN REGION	34	1,386,948					0		1,386,948
ALEUTIANS EAST	218	4,847,404					75,864	742,548	5,665,816
ANCHORAGE	47,394	319,532,611		45,600	512,252	1,281,400	22,725,672	46,194,707	390,292,242
ANNETTE ISLANDS	368	3,894,368					60,996		3,955,364
BERING STRAIT	1,661	29,380,955		431,184			91,355		29,903,494
BRISTOL BAY	113	1,277,823					338,548		1,616,371
CHATHAM	168	3,479,480					52,752		3,532,232
CHUGACH	289	2,654,718		273,600			0		2,928,318
COPPER RIVER	439	6,226,792					679,641		6,906,433
CORDOVA	336	3,896,404					124,080	930,443	4,950,927
CRAIG	567	4,918,896					137,460		5,056,356
DELTA/GREELY	815	9,563,753					1,344,468		10,908,221
DENALI	857	6,442,364					419,589		6,861,953
DILLINGHAM	465	6,261,985	34,310				630,630	793,161	7,720,086
FAIRBANKS	13,684	116,439,473			112,797		12,319,284	11,650,764	140,522,318
GALENA	3,897	22,823,694		3,517,074			84,942		26,425,710
HAINES	252	2,578,646					170,586	975,671	3,724,903
HOONAH	113	2,169,626					37,855	65,667	2,273,148
HYDABURG	73	1,673,786					0		1,673,786
IDITAROD	320	5,938,893	21,300				49,770		6,009,963
JUNEAU	4,818	38,087,810			89,733		3,211,000	11,981,106	53,369,649
KAKE	111	1,953,005					33,592		1,986,597
KASHUNAMIUT	344	4,253,436					1,720		4,255,156
KENAI	8,820	78,388,137	26,960		69,143		8,322,912	2,781,075	89,588,227
KETCHIKAN	2,218	22,469,368			69,081		1,744,402	2,698,978	26,981,829
KLAWOCK	120	2,146,818					78,600		2,225,418
KODIAK	2,438	26,291,444					2,093,146	5,478,067	33,862,657
KUSPUK	345	6,449,120	7,540				252,885		6,709,545
LAKE AND PENINSULA	330	9,042,750					138,890	1,802,840	10,984,480
LOWER KUSKOKWIM	4,118	62,188,126		1,060,676	98,193		1,276,580		64,623,575
LOWER YUKON	2,035	33,033,125					2,035		33,035,160
MAT-SU	18,067	156,424,429	4,920		63,181		16,399,560	22,542,464	195,434,554
NENANA	980	7,318,280		1,382,572			125,210		8,826,062
NOME	704	8,472,975			85,620		483,024	213,228	9,254,847
NORTH SLOPE	1,720	15,525,073					2,160,320	4,329,706	22,015,099
NORTHWEST ARCTIC	2,025	37,891,042	17,120	799,794			56,364	4,058,042	42,822,362
PELICAN	12	465,530					0		465,530
PETERSBURG	442	5,616,690					185,640	470,978	6,273,308
PRIBILOF	82	1,623,694					0		1,623,694
SAINT MARYS	185	3,509,506					40,145		3,549,651
SITKA	1,311	13,276,112					614,880	2,410,188	16,301,180
SKAGWAY	88	695,000					3,520		698,520
SOUTHEAST	199	6,191,651					257,705		6,449,356
SOUTHWEST	590	9,581,644	68,630				395,133		10,045,407
TANANA	37	884,995					19,795		904,790
UNALASKA	420	4,436,001					305,340	661,449	5,402,790
VALDEZ	616	4,573,579					498,836	1,619,257	6,691,672
WRANGELL	278	3,438,718					218,508	201,570	3,858,796
YAKUTAT	90	1,182,543					64,635		1,247,178
YUKON FLATS	256	7,459,197					75,776		7,534,973
YUKON/KOYUKUK	1,407	13,437,266	5,120				103,152		13,545,538
YUPIIT	464	7,006,858					928		7,007,786
Mt. EDGE CUMBE	400	3,098,701							3,098,701
OTHER	1	26,027,300				2,401,000		821,100	29,249,400
Sub Totals	128,495	1,185,558,205	185,900	7,510,500	1,100,000	3,682,400	79,240,287	123,423,009	1,400,700,301
TOTALS	128,495	1,185,558,205	185,900	7,510,500	1,100,000	3,682,400	79,240,287	123,423,009	1,400,700,301

11 OTHER INCLUDES OTHER ADJUSTMENTS.

12 OTHER INCLUDES ALLOCATION TO SPECIAL EDUCATION SERVICE AGENCY (SESA).

13 OTHER INCLUDES ESTIMATED DEBT REIMBURSEMENT PROGRAM OVERHEAD.

14 SEEKING INCREASED FUNDING FOR FY2016 PROJECTED

15 FUNDING BASED ON CONFERENCE COMMITTEE PRORATING STATE AID BY \$16.5 MILLION

FY2016 Division of Teaching & Learning Support Component / Program Funding

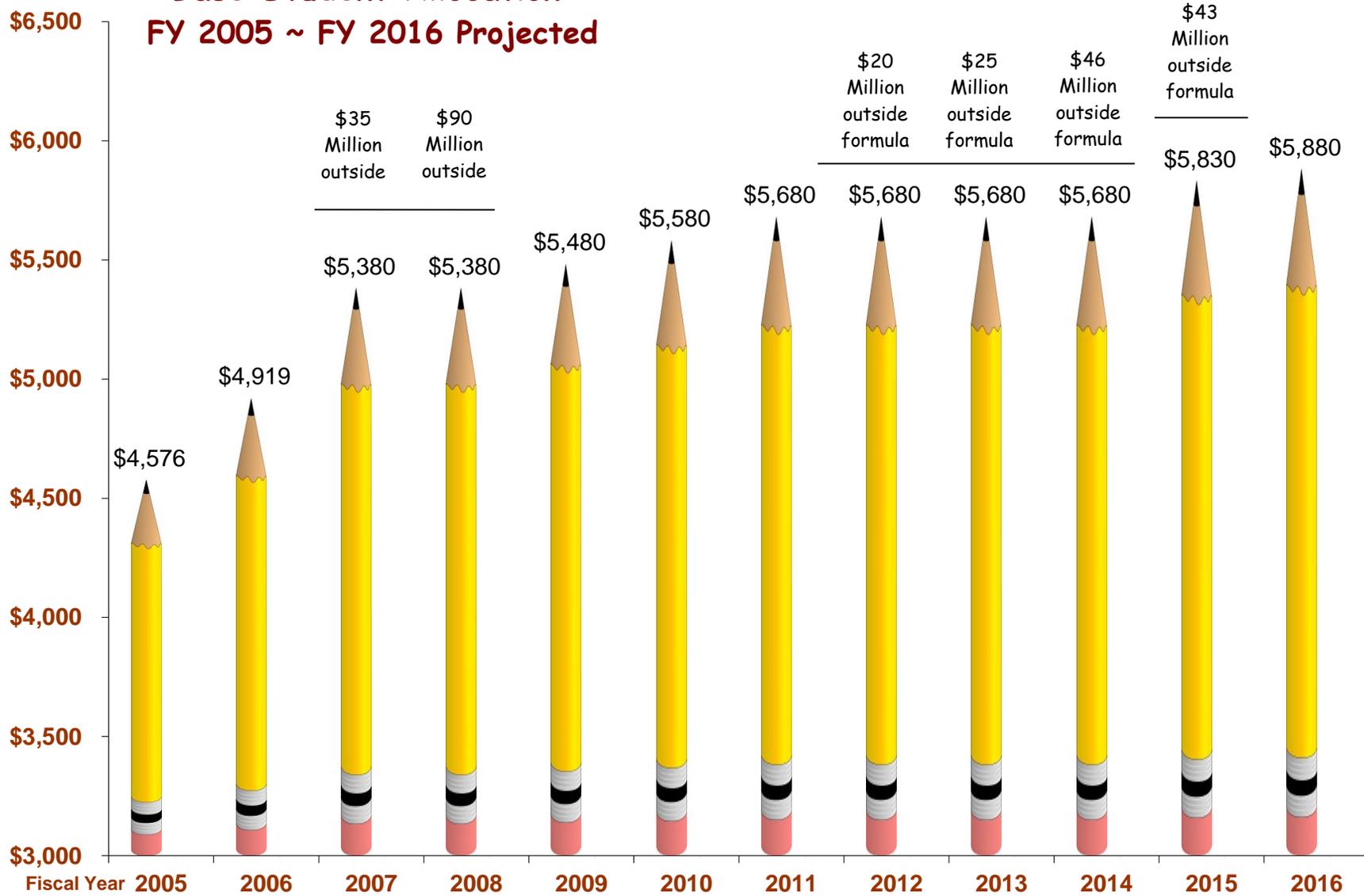
Component / Program	Federal	Federal ESEA	General Fund	GF / Mental Health	GF/ Match	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Receipt Supported Services	Donated Commodities	Total	Positions by Program	
														PFT	PPT
Student and School Achievement															
ESEA Title 1 Grants to LEAs		38,150.0											38,150.0	6	
ESEA Title I-Part A 1003(g) School Improvement Grants (SIG)		1,500.0											1,500.0		
ESEA Title I-Part C Migrant Education		6,875.0											6,875.0	3	
ESEA Title I-Part D Neglected & Delinquent		250.0											250.0		
ESEA TII A Improving Teacher Quality		10,870.0											10,870.0	2	
ESEA TIIB Math and Science Partnerships		750.0											750.0	1	
ESEA TIII English Language Acquisition		1,200.0											1,200.0	1	
ESEA Title IVB 21st Century Community Learning		5,630.0											5,630.0	1	
ESEA Title VI Part A State Assessments		3,600.0	3,097.1			525.0							7,222.1	15	
ESEA Title VI, part B, subpart 1 Small rural School Achievement		20.0											20.0		
ESEA Title VI, part B, subpart 2 Rural & Low Income	88.0												88.0		
ESEA Title X Part C Education for Homeless Children & Youth		170.0											170.0	1	
IDEA Title VI B 611 Special Education	36,200.0												36,200.0	9	
IDEA Title VI 619 Special Education - Preschool	1,300.0												1,300.0	1	
Carl Perkins Vocational Education Career & Tech PL 109-270	4,215.0				258.3								4,473.3	5	
Charter/Correspondence Schools			123.0										123.0	1	
Counseling (suicide prevention & at risk)				39.8									39.8	1	
School Health and Safety			265.0				40.0						305.0	1	
Alaska Longitudinal Data System (Unity Project)			610.0										610.0	2	
Guiding and Investing in New Special Educators for Alaska (GAINS)	700.0												700.0		
ANSWERS Longitudinal Data System	1,500.0												1,500.0		
Alaska Mineral & Energy Education Fund			25.0										25.0		
Rural Transition Services				150.0									150.0		
Autism Resource Center				188.0				100.0					288.0		
Senate Youth									1.0				1.0		
Accountability and Oversight			2,086.6										2,086.6	12	
Galena TVEP Grant										500.4			500.4		
School Leadership (RAPPS)									134.0				134.0		
Project AWARE	1,800.0												1,800.0		
Unallocated/Carryforward	10,394.9	28,675.2					307.5		117.8				39,495.4		
Total	56,197.9	97,690.2	6,206.7	377.8	258.3	525.0	347.5	100.0	252.8	500.4	0.0	0.0	162,456.6	62.0	0.0

Division of Teaching & Learning Support (continued)

Component / Program	Federal	Federal NCLB	General Fund	GF / Mental Health	GF/ Match	GF/PR	AHEIF	Inter Agency Receipts	MHTAAR	Statutory Designated	TVEP	Donated Commodities	Total	Positions by Program	
														PFT	PPT
Alaska Native Science & Engineering Program (ANSEP)			1,660.0										1,660.0		
Total	0.0	0.0	1,660.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,660.0	0	0
State System of Support			1,961.9										1,961.9		
Total	0.0	0.0	1,961.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,961.9	7	0
Statewide Mentoring Program			1,000.0				500.0	0.0					1,500.0		
Total	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
Teacher Certification			0.2			903.7		16.4					920.3	5	
Total	0.0	0.0	0.2	0.0	0.0	903.7	0.0	16.4	0.0	0.0	0.0	0.0	920.3	5	0
Child Nutrition	52,313.3		32.5		69.2							376.5	52,791.5	10	
Total	52,313.3		32.5	0.0	69.2	0.0	0.0	0.0	0.0	0.0	0.0	376.5	52,791.5	10	0
Early Learning Coordination	275.3		7,887.8										8,163.1	3	
Total	275.3	0.0	7,887.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,163.1	3	0
Pre-Kindergarten Grants	0.0		0.0										0.0	0	
Total	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0
RDU Totals															
Student & School Achievement	56,197.9	97,690.2	6,206.7	377.8	258.3	0.0	525.0	347.5	100.0	252.8	500.4	0.0	162,456.6	62	0
AKLN	0.0	0.0	1,660.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,660.0	0	0
State System of Support	0.0	0.0	1,961.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,961.9	7	0
Statewide Mentoring Program	0.0	0.0	1,000.0	0.0	0.0	0.0	500.0	0.0	0.0	0.0	0.0	0.0	1,500.0	0	0
Teacher Certification	0.0	0.0	0.2	0.0	0.0	903.7	0.0	16.4	0.0	0.0	0.0	0.0	920.3	5	0
Child Nutrition	52,313.3	0.0	32.5	0.0	69.2	0.0	0.0	0.0	0.0	0.0	0.0	376.5	52,791.5	10	0
Early Learning Coordination	275.3	0.0	7,887.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8,163.1	3	0
Pre-Kindergarten Grants	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0	0
Total	108,786.5	97,690.2	18,749.1	377.8	327.5	903.7	1,025.0	363.9	100.0	252.8	500.4	376.5	229,453.4	87	0
TLS Unallocated Reduction - CC			-400.0										-400.0		
Total	108,786.5	97,690.2	18,349.1	377.8	327.5	903.7	1,025.0	363.9	100.0	252.8	500.4	376.5	229,053.4	87	0

Alaska K-12 Funding

Base Student Allocation* FY 2005 ~ FY 2016 Projected



*Base Student Allocation has increased by 28% since FY2005

FY2016 Conference Committee Capital Budget

	General Funds	AIDEA	Alaska Capital Income Fund	Total
School Major Maintenance Grant Fund AS 14.11.007				
School District Major Maintenance	677,582.0	1,946,107.0	-	2,623,689.0
Reappropriations to School Major Maintenance Grant Fund	10,867,503.0	-	-	10,867,503.0
<i>Petersburg Middle/High School Boiler Repair: \$24,565</i>				
<i>Andrew K. Demoski K-12 school renovation: \$10,637,668</i>				
<i>Nome City School District - Districtwide Lighting Replacement: \$192,813</i>				
<i>Bethel Campus Boiler Replacement: \$2,636,146</i>				
Total School Major Maintenance:	11,545,085.0	1,946,107.0	-	13,491,192.0
School Construction Grant Fund AS 14.11.005				
Kivalina K-12 Replacement School - new facility design	-	-	43,237,400.0	43,237,400.0
Total School Construction:	-	-	43,237,400.0	43,237,400.0
Total Major Maintenance:	11,545,085.0	1,946,107.0	-	13,491,192.0
Total School Construction:	-	-	43,237,400.0	43,237,400.0
Total All:	11,545,085.0	1,946,107.0	43,237,400.0	56,728,592.0
Notes:				
<i>The Kivalina project is part of the Kasayulie v. State Consent Decree and Settlement Agreement</i>				

FY2015 Supplemental Budget

	General Funds	Federal Receipts	Other Funds	Total
K-12 Support - Foundation Program				
Public School Trust Fund FY15 increase	2,000,000.0	-	-	2,000,000.0
Repeal FY2016 and FY2017 one-time general fund appropriation <i>(FY2016 -\$32,243,700; FY2017 - \$19,904,200)</i>	-52,147,900.0	-	-	-52,147,900.0
Department of Education and Early Development				
Digital Teaching Initiative (FY15 Capital Budget item) - unobligated balance estimate	-750,000.0	-	-	-750,000.0
School Debt Reimbursement general fund reduction <i>(FY2015 School Debt Reimbursement adjusted total: \$121,217,970)</i>	-5,424,426.0	-	-	-5,424,426.0
Total FY2015 Supplemental:	-56,322,326.0	0.0	0.0	-56,322,326.0

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 20

◆ 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.
- During this meeting, the coordinator is participating in an American Indian/Alaska Nature Education Advisory Board meeting coordinated by the Northwest Comprehensive Center at Education Northwest. The event is bringing similar advisory boards from across the country.
- Behind this cover memo is a bulleted report of activities since the last board meeting.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

Rural Education Coordinator Report

Outreach

- Alaska Native Studies Conference in Fairbanks on March 6-8, 2015.
- Met with community members, tribal council representatives and local school administration in Tuluksak in the Yupiit School District. The issue discussed was the water supply to the school and future needs of the school and community.
- Alaska Native Languages. Met with staff from Doyon Foundation representing the Interior, and Sealaska Heritage Institute representing Southeast Alaska, to discuss sharing methods of revitalization and preservation.
- Generation Indigenous. President Obama's administration launched the Generation Indigenous Native Youth Challenge recently. This initiative challenges Native youth and organizations across the country to join the National Native Youth Network. Included in this initiative is for organizations, including schools, to use culturally appropriate approach for student success. The Lieutenant Governor's Office participated in the first teleconference.
- Communicated with several Alaska Native organizations across Alaska to offer teleconferences in order for their concerns with any proposed regulations be heard and recognized. The next step will be sending e-mail messages to regional non-profit organizations.
- Guide to Implementing the Alaska Cultural Standards for Educators. The Frontier School Division of Manitoba, Canada, requested use of this guide to create its own set of standards and guidelines for use in its 42 schools in rural Manitoba. The superintendent mentioned that constituents are "amazed" and "so happy" to have found what Alaska has created.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 21

◆ ISSUE

This is a standing report to the board regarding activities at Mt. Edgecumbe High School in Sitka.

◆ BACKGROUND

- Behind this cover is a general operating report for Mt. Edgecumbe High School.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**MEHS Superintendent's Report
May 4, 2015**

Year End Enrollment

Listed in the chart below is our current enrollment at the end of the school year. Last year we ended the year with 361 students. I believe that the increase of 15 students at the end of this year is due to outstanding teaching and residential staff, an excellent administrative group, and a dorm and food service contractor that works closely with us to maximize student growth and experience.

	Girls	Boys	Total
9	63	35	98
10	61	34	95
11	54	38	92
12	56	35	91
Total	234	142	376

Each year we seem to increase our enrollment at the end of the year and do a better job of retaining students in multiple years. A good example of this is our senior class. Out of 91 graduating seniors, 61 (67%) have been with MEHS all four years. In addition to those students, we have 12 (13%) who came as sophomores and stayed their remaining three years. Combined, 73 (80%) of this year's graduating class, once they enrolled at MEHS, stayed either 3 or 4 years.

Personnel Openings

Greg Raschick, the most senior teacher at MEHS, is retiring this year. Greg has been instrumental in two areas: chief architect and maintainer of all of our technology needs and teacher of Emergency Trauma Training and various business classes.

I remember that when I first started with Sitka School District, I was assigned the task of adding email and Internet (can you believe that was in 1996?) for our district. I heard that Greg knew all about it and I went over to MEHS to visit with him. He had 20 or 30 computers in a circle in the room, and a rat's nest of wires in the middle. But the kids were using Internet and email! I learned enough from him in 30 minutes that allowed me to go finish the project at Sitka School District. The rest is Internet history!

Greg has been an integral and instrumental part of MEHS since our inception as a state-run school in 1986. Thank you to him for all his efforts and expertise on the behalf of faculty and students.

Carl Blackhurst has opted not to return to MEHS as Assistant Residential Principal for family reasons. He will be taking a position in Beulah, North Dakota (talk about rural!!!), where his wife's family is from. Carl has been outstanding as a student and athlete advocate in various capacities as Recreation Director, head girls basketball coach, Athletic Director, and Assistant Dorm Principal. This is a teaching position that acts in a mostly administrative capacity.

Staff Recognition

Matt Hunter was named as a Teacher of Excellence in the BP Teacher of Excellence Program. Mr. Hunter teaches math, physics, Emergency Trauma Training, and Ground School for Pilots. Next year he also is teaching a new class that students are very interested in: Astronomy.

Matt was instrumental in the implementation of the wind generator on our campus that provides electricity to the U.S. Coast Guard but is used by our students for educational purposes.

Matt also rides the local Sitka ambulance as the medical expert. He is also Deputy Mayor of the City of Sitka.

Students

National Honor Society: The N.H.S. induction ceremony was planned and conducted by the organization's sponsors, Kerry McAdams and Christy Anderson. The entire student body participated in welcoming the 31 new members.

New Student Government Officers: Our Student Government conducted an electronic election for 2015-2016 officer positions and documented almost 80% (up from 65.6 % last year) participation rate. The new officers are; President, William Lekanof (Anchorage); Vice-President, Elizabeth Castillo (Anchorage); Secretary, Mia Nevarez (Sitka); Treasurer, Erik Handeland (Nome); Parliamentarian, Kevynn Cox (Nome); Public Relations, Antonio DeAsis (Juneau); Historian, Rachel Teter (Fairbanks); and Community Service Representative, Zanai Hal (Nome).

Alaska Association of Student Government Spring Conference: AASG was hosted by MEHS April 8-11 with over 240 delegates from 42 schools across the state attending. Students and advisors were housed in the fieldhouse.

Activities Banquet: There were approximately 160 student/athletes honored at the annual Activities Banquet. Mr. Blackhurst was the keynote speaker.

Gathering of Nations in Albuquerque, New Mexico: Our Athabascan and Inupiaq dance groups traveled to New Mexico. This once-in-a-lifetime opportunity deepens the

understanding of other nationalities and gives a new perspective toward their group's purpose. Both groups performed at the Pueblo Indian Cultural Center in Albuquerque with many other Native groups.

Prom: Prom, held on March 28, is always a fantastic event! Tracy Dupee, dorm contractor supervisor, and Ben Hilberg, dorm contract owner, spent numerous hours planning, communicating, and entertaining Alaska Airlines volunteers. It is one of the highlights of the school year and an unforgettable event for many of the girls and boys. Prom was again webcast outside so parents could see their kids all dressed up. Students were transported to the dance on the lower campus in a limousine!

NYO: Over 60 students have been participating since January to qualify for the 14 spots available at the State NYO event, which was held April 16-18. Congratulations to Johnna Bouker for winning the toe kick and placing second in the two-foot high kick. Brittany Woods-Orrison won the one-hand reach!

Summer Maintenance Projects

Our deferred maintenance dollars are dwindling rapidly with the current state budget situation.

This summer we are replacing the residential domestic hot water system. This is the last stage in the four-year heating renovation plan. It is a relief to have a dependable, cost-effective system.

Also, the blue tarp on the Superintendent House roof will be replaced with a waterproof membrane and shingles!

With luck, we will have some funds to hook up a large emergency generator that our Maintenance Director, Stan Johnson, got for shipping cost.

Lastly, we have just enough to remodel the gym locker rooms, which are rotting from the inside of the walls.

MEHS Aquatics Center

A state contract is being advertised as of April 27, 2015, for a contractor that is willing to be part of a design/build team. With this concept, the contractor and designer work together to contain costs and produce the best product.

Budget

As of this writing date (May 4, 2015), the legislative season has not been completed! However, we still don't have any concrete information regarding our total revenue. If I had to guess, our best case scenario is a budget shortfall of \$226,000. The most significant impact of the proposed budget is that we will not fill two and a half teaching positions.

Web Based Admissions and Enrollment

In another initiative begun by Randy Hawk, prior superintendent, students will be able to apply and enroll online. We think that it will be easier for parents, mostly because information like names and addresses will be autofilled on all the forms. We are training our returning students in what the enrollment interface looks like and will be sending initial user names and passwords to parents in the last mailing.

We also are working through the State of Alaska system so that we can accept credit cards for student fees.

Food!

A boarding school is fascinating because so many factors affect student satisfaction, which then translates to better learning and living.

One area that is important is food! Following is a description of the Grown in Alaska Food Grant that we participate in and our food contractor, Trinity Business Services, provides for our students.

Grown In Alaska Food Grant - April 2015

The foods that we have been able to offer have proven to be wildly popular with students. We have expanded our usage and have introduced the students to some alternative preparation methods with great feedback.

Early in the fall we were fortunate to obtain a variety of fresh vegetables grown in Alaska. The flavor and quality were undeniably superior to what we get the rest of the year; it is a shame they are not more available because they were very popular.

We have exhausted the fresh produce provided, and it was a real treat; the quality was second to none. We hope more can be made available in the future.

We have been featuring the seafood provided prepared in many different ways in an effort to demonstrate the versatility of Alaska seafood to our students.

We have featured wild salmon, salmon bellies, halibut in several different presentations, and Alaska seafood chowder. We had fresh brown king crab recently; we also have featured rockfish, with rockfish tacos being a favorite.

In the weeks to come we will be featuring an all-Alaska seafood meal featuring Dungeness crab, king salmon, black cod, and halibut. We hope to be able to also add some fresh shrimp to the celebration.

The students truly appreciate these treats and are very thankful. They have taken an interest in preparation techniques and some are very interested in nutritional information. This is a great program because it allows the food service staff to engage the students on a different level as it relates to what they are eating, where it comes from, different preparations, and the nutritional benefits of the grown in Alaska foods.

(Description by Trinity Business Services, Contractor for MEHS)

Summary:

I remain excited and pleased to be a part of MEHS again. It is an exciting place to be a part of as we focus an excellent staff on maximizing student learning and living. Our students are great fun.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 22

◆ ISSUE

This is a standing report to the board regarding the Division of Libraries, Archives & Museums.

◆ BACKGROUND

- State Library, Archives & Museum Building (SLAM) is still on schedule and on budget
 - Naming bill passed both houses unanimously:
 - Andrew P. Kashevaroff State Library, Archives & Museum Building
 - Representative Richard Foster Reading Room
 - Roof closed over and crane removal in June.
 - Exhibits in manufacture mode; *Nimbus*, backdrop for glass lobby art, eagle tree, locomotive, cannon, pipeline section already installed.
 - Turnover of exhibits space February, turnover of remainder April, soft opening May, grand opening June 2016.

- Linda Thibodeau, Director of Libraries, Archives & Museums, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 23

◆ 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 Rebecca Hattan will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education DATE: February 19, 2014
FILE NO.: 663-01-0113
TEL. NO.: (907) 465-3600
FROM: Rebecca Hattan FAX NO.: (907) 465-2520
Luann Weyhrauch SUBJECT: Attorney General's
Assistant Attorneys General Report
Labor & State Affairs Section
Department of Law

This memorandum describes the status of current litigation involving the Department of Education and Early Development.

1. *Miebs v. Anchorage School District et al.* Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service, Mr. Chamberlain attended several other high schools in the state, including Mt. Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development (DEED). Plaintiffs' theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. Judge Tan granted Ms. Miebs an extension of time in order to properly serve the Department of Education. The State has now been properly served and has answered Ms. Miebs' complaint. The Department is primarily represented in this matter by Cheryl Mandala, an attorney in the Torts section of the Department of Law, in consultation with Rebecca Hattan. Trial is currently set for September 2015.

2. *DEC Enforcement Matter related to Contamination at Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls

(PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs, along with their consultants and attorneys, convened in Anchorage for a mediation aimed at setting the allocation (percentage of responsibility) that each party would bear in a negotiated agreement to share past and future clean-up costs for PCB and TCE contamination. The mediation is a confidential process; it is part of a settlement negotiation. The parties were able to reach a tentative agreement on some issues, but not on others. The PRPs are now working on the terms of a draft settlement agreement. DEC is currently holding weekly teleconferences with the PRPs in an effort to finalize the terms of a consent decree. On April 21, 2015, the PRPs fully executed an agreement to continue sharing the cost for the operation of the sub-slab-depressurization system and the TCE monitoring program at the site.

3. *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 XI, Section 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the Required Local Contribution unconstitutionally deprives the Governor of his veto power under Article IX, section 13. The plaintiffs filed a motion for summary judgment on February 6. The parties have agreed on a briefing schedule and the State filed a cross motion asking for summary judgment in its favor. Briefing in this matter is complete, and oral argument took place in Ketchikan on June 2, 2014. On November 21, 2014 Judge Carey ruled in favor of the Ketchikan Gateway Borough, holding that the required local contribution violated Article XI, Section 7, the anti-dedication clause. Final Judgment has been entered in the Superior Court. On January 28, 2015, the State appealed the lower court ruling to the Alaska Supreme Court. The plaintiffs have filed a cross appeal. The Alaska Supreme Court granted the State's request for a stay of the superior court's order during the pendency of the Supreme Court appeal. The briefing process is underway, and oral arguments will be held in September 2015.

4. *Gates v. Department of Education and Early Development.*

On March 22, 2014, the Department received a notice of appeal regarding a teacher certification endorsement determination. An agency record in this matter has been prepared and distributed. The appellant's brief was filed in late September and the Department filed its responsive brief on November 5. The appellant's reply brief was due to the court by November 19, but no reply has been filed. The case is currently under advisement.

5. *Appeal by Ketchikan Gateway Borough School District (KGBSD) of the Department's average daily membership (ADM) determination dated December 30, 2014.* On January 16, 2015, the KGBSD filed an appeal with the Department, contesting the ADM calculation for certain students in the district. An internal review of the issues raised in the notice of appeal was conducted by the commissioner's designee, as the first step of the appeal procedure. The decision of the commissioner's designee was issued on Monday, February 23. On March 11, 2015, KGBSD accepted the findings of the designee, thereby concluding the appeal.

6. *Appeal by North Slope Borough (NSB) and North Slope Borough School District (NSBSD) of denial by the Department of debt reimbursement eligibility for certain bonds issued by NSB.* On February 20, 2015, the NSB and NSBSD filed an appeal of the Department's determination that certain bonds issued by the NSB for school construction were not eligible for debt reimbursement. As the first step of the appeal process, the commissioner's designee conducted a review of the Department's determination. The designee's decision was issued on March 25, 2015. On April 9, 2015, the NSB and NSBSD requested a formal hearing. On April 24, 2015, a hearing officer was appointed. The pre-hearing conference will be held May 7, 2015.

7. *Lower Kuskokwim School District (LKSD) Broadband Assistance Appeal.* On March 17, 2015, the LKSD filed an appeal of the Department's Broadband Assistance Grant Program's denial of funding. On March 24, 2015, the Department gave notice to LKSD that it had until April 23, 2015, to comply with certain procedural requirements of 4 AAC 40 (the appeal regulations). April 23, 2015, was the deadline for the additional documents to be postmarked or received. Since the Department has not received the appeal documents, it appears LKSD has decided not to pursue the appeal.

8. *Illuminations Child Care and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP).* On March 24, 2015, Illuminations submitted a request for administrative review of the department's notice of March 12, 2015. In the March 12, 2015 notice, the department suspended the participation of Illuminations in the CACFP program, proposed to terminate Illumination's agreement, proposed to disqualify Illuminations, and proposed to disqualify its owner and administrator. This notice was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. On April 6, 2015, Illuminations and its owner and administrator requested an administrative review of written materials rather than a hearing. On April 28, 2015, an administrative review official was appointed to conduct the review of written materials under the CACFP federal regulations.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 24

◆ ISSUE

This is a standing report to the board by the Commissioner.

◆ BACKGROUND

- The board will hear a report on the Commissioner's activities.
- Commissioner Hanley will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There are seven (7) items being presented on the consent agenda.
- Behind this cover memo are items 25A through 25G.

25A. Approve minutes of the March 19 & 20, 2015, meeting

25B. Approve minutes of the April 13, 2015, audio-conference meeting

25C. Approve the Mt. Edgecumbe High School student restraint policy

25D. Approve the Mt. Edgecumbe High School land use policy

25E. Approve the initial charter application of the P.A.I.D.E.I.A. Charter School

25F. Approve renewal of the Midnight Sun Family Learning Center charter

25G. Approve the appointment of Margaret MacKinnon

◆ OPTIONS

Approve the entire consent agenda.

Remove any number of consent agenda items and approve the remainder of the consent agenda individually; address those items removed.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the entire consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the March 19 & 20, 2015, meeting; approval of the minutes of the April 13, 2015, meeting; approval of the Mt. Edgecumbe High School student restraint policy; approval of the Mt. Edgecumbe High School land use policy; approval of the P.A.I.D.E.I.A. Charter School initial application; approval of the Midnight Sun Family Learning Center renewal application; and approval of the appointment of Margaret MacKinnon.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25A

◆ ISSUE

The board is being asked to approve the minutes of its March 19 & 20, 2015, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the board's March 19 & 20, 2015, meeting.

◆ OPTIONS

Approve the minutes of the board's March 19 & 20, 2015, meeting.

Amend the proposed minutes and approve the amended minutes of the March 19 & 20, 2015, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the March 19 & 20, 2015, meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the March 19 & 20, 2015, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
March 19 & 20, 2015
Juneau, AK

Thursday, March 19

Chair Cox called the meeting to order at 8 a.m. Kenny Gallahorn and James Fields were absent.

Commissioner Hanley swore in new member Dr. Keith J. Hamilton and continuing member Esther Cox.

The board, staff, and public recited the Pledge of Allegiance.

The board approved the agenda.

Sue Hull declared a potential conflict of interest with Agenda Item 6C relating to the Effie Kokrine Early College Charter School. Ms. Hull is a member of the Fairbanks North Star Borough School District's board, which approved the charter locally. Chair Cox ruled that she could participate.

Chair Cox and other board members thanked outgoing member Jim Merriner by telephone.

Ms. Hull asked that information about Campfire USA's Absolutely Incredible Kid Day recognition program be available at the board meeting.

Dr. Mark Miller, superintendent of the Juneau School District, gave a presentation about the district.

Public Comment

Dr. Steve Atwater supported the proposed regulation about Type B certificates, saying it would expand avenues to being a superintendent. He said school boards need the autonomy to select the best person for superintendent.

Posie Boggs spoke against allowing waivers for required early literacy screenings, saying early identification of reading delays is important.

Todd Pogue, superintendent of the Alaska Gateway School District, supported the proposed Type B regulation, saying districts need a deeper pool of applicants for superintendent.

Barbara Haney of North Pole said that superintendent applicants who have classroom experience at least should be given preferential treatment. She supported a waiver from early literacy screenings. She opposed Alaska's academic standards, especially for math.

Donna Levesque of Birchtree Charter School spoke in favor of waivers from early literacy screenings, saying her school does not formally teach academics in kindergarten. The school assesses for early literacy in grades 1 and 2, and uses the response-to-intervention process to catch students who have delays and disabilities, she said.

Ed Gray of Sitka opposed regulations that require homeschool parents to sign agreements regarding testing.

Debby Edwardson, president of the North Slope Borough School Board, supported the proposed Type B regulation, saying the pool of superintendent applicants is very small.

Peggy Cowan, superintendent of the North Slope Borough School District, supported the proposed Type B regulation.

Lucy Hope of the Mat-Su Borough School District said students with individualized education programs should be eligible for diplomas of completion, not certificates of completion. A non-diploma track asks parents to give up hope, she said.

Maryellen Putnam of Wasilla said students with individualized education programs should be eligible for diplomas of completion, not certificates of completion. Those students may have put in more time and effort than other students, she said.

Norm Wooten of the Association of Alaska School Boards read a letter supporting the proposed Type B regulation.

Christie Reinhardt of the Governor's Council on Disabilities and Special Education expressed concern over waivers from early literacy screenings. Many children who are behind in reading skills in grade 1 remain behind in future grades, she said. At Birchtree Charter School the number of children in special education doubles from grade 3 to grade 4, she said.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators and the Alaska Superintendents Association, supported the proposed Type B regulation, citing a large turnover of superintendents, even during the school year.

Dr. Mark Miller, superintendent of the Juneau School District, supported the proposed Type B regulation, saying that no new superintendent has all the necessary skills.

Work Session

Agenda Item 1. Waivers from 70% requirement. Elwyn Blackwell of the School Finance Division, reviewed the three requests for waivers before the board.

James Fields joined the meeting.

Agenda Item 2. CIP lists. Elizabeth Nudelman, Director of School Finance, reviewed the final annual lists for projects eligible for funding under the school construction grant fund and the

major maintenance grant fund. Commissioner Hanley said the Kivalina project is the last of five schools the state agreed to fund under a consent decree. Because Kivalina is not ready to build the school, the project will be funded in phases. Ms. Hull said the board's review of the CIP lists should occur earlier, before the lists are used by the Governor and legislature.

Agenda Item 3. SLAM resolution. Bob Banghart, Deputy Director of the Division of Libraries, Archives & Museums, said a bill to name the new State Library Archives and Museum building after Fr. Andrew Kashevaroff is moving through the legislature. The bill also will name a reading room after deceased legislator Richard Foster.

Agenda Item 4. 90% by 2020. Heather Cavanaugh and June Sobocinski gave a presentation about a project in Anchorage to support families in improving student achievement. Their current focus is on readiness for kindergarten, proficiency in 8th-grade math, and high school graduation.

Agenda Item 5. PITAAS. Ronalda Cadiente-Brown, director of the program Preparing Indigenous Teachers and Administrators for Alaska Schools, gave a presentation about the project. Dr. Hamilton said the University of Alaska will not accept credits earned by students at Alaska Christian College (ACC). He asked if the University of Alaska Southeast, which houses PITAAS, would accept ACC's associate degree graduates into four-year degree programs. Ms. Cadiente-Brown said she would follow up on the request.

Agenda Item 7. ACT career and college ready recognition program. This item was taken out of order as a courtesy to participants by videoconference. Stephanie Lewis of ACT and Erin Thompson of the department summarized the program, which recognizes college-ready high school seniors, exemplary high schools, and community colleges. The Alaska winners, in the state's first year of participation, were: Ariel Hasse, a student at Mat-Su Career and Technical High School; Kotzebue Middle/Senior High School; and Iligsavik College.

Agenda Item 6. Charter school renewals. Principals of American Charter Academy (Becky Huggins), Academy Charter School (Barbara Gerard), and Effie Kokrine Early College Charter School (Josh Snow) summarized their schools and took questions. Mr. Snow said his school needs an in-house data system to target interventions and a credit-recovery program in the summer.

Agenda Item 9. Jerry Covey, an education consultant and former state education commissioner, and Dr. Barbara Adams presented a report on educator quality and quantity by the Citizens for the Educational Advancement of Alaska's Children. This item was taken out of order as a courtesy to the presenters.

Agenda Item 8. Operating and capital budgets. Heidi Teshner, Director of Administrative Services, reviewed the most recent changes in the House of Representatives to the Governor's budget.

Agenda Item 10A. School and educator accountability. Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed proposed regulations to go out for public comment. If adopted, the regulations will take effect next school year. Staff and the board discussed the

provision to remove the requirement that student data constitute a certain percentage of teachers' evaluations.

Agenda Item 10B. Student teachers. Sondra Meredith, Administrator for Teacher Certification & Quality, reviewed the proposed regulations. Staff and the board discussed whether a 10-week minimum for student teaching was sufficient. Alaska's teacher preparation programs require more than 10 weeks.

Agenda Item 10C. Bond Reimbursement and Grant Review Committee. Commissioner Hanley reviewed the proposed regulations and said it is healthy to have term limits. The board discussed also limiting the number of consecutive terms.

Agenda Item 10D. State libraries, archives and museums fees. Bob Banghart, Deputy Director of the Division of Libraries, Archives & Museums, reviewed the proposed regulations. He said the division can reduce or waive fees for users.

Agenda Item 11A. Alaska Performance Scholarship. Margaret MacKinnon, Director of Assessment & Accountability, reviewed the proposed regulations.

At 4 p.m. Chair Cox and Dr. Hamilton left the meeting to attend a legislative hearing and did not return to the meeting on Thursday. First Vice-chair James Fields served as chair.

Agenda Item 11B. Assessment. Margaret MacKinnon, Director of Assessment & Accountability, reviewed the proposed regulations. In answer to a question, Ms. MacKinnon said that certificates are defined in regulation. In answer to a question, Ms. MacKinnon said the federal government defines a regular high school diploma. State statute also defines the term, Commissioner Hanley said.

Agenda Item 11C. Type B certification. Dr. Susan McCauley, Director of Teaching & Learning Support, reviewed the proposed regulations.

Agenda Item 11D. Certification fees. Commissioner Hanley reviewed the proposed regulations, saying statute and legislative intent require that certification fees cover the cost of the Professional Teaching Practices Commission.

Agenda Item 11E. Early literacy screening waivers. Commissioner Hanley reviewed the proposed regulations, adding that only two current schools would be eligible for a waiver. Dr. McCauley clarified that federal Child Find regulations do not require early literacy screenings, but schools must identify and serve special education students regardless.

Friday, March 20, 2015

Dr. Keith Hamilton and Kenny Gallahorn were absent.

Work Session, cont'd

Agenda Item 12. Subcommittee assignments. Chair Cox appointed Dr. Keith Hamilton to the Alaska Commission on Postsecondary Education.

Business Session

Agenda Item 13A. School and educator accountability. Barbara Thompson moved and James Fields seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on the proposed amendments to regulations 4 AAC 04.205(e) and (f) District performance standards; 4 AAC 06.815(a) and (d), Annual measurable objectives; 4 AAC 06.817, Change in assessments; 4 AAC 06.820(h) Participation; 4 AAC 06.895(b) and (e) Report Card to the Public; 4 AAC 19.010(e)-(h), Purpose of evaluations; 4 AAC 19.010 Purpose and scope of evaluations; 4 AAC 19.030(d) Method for evaluating professional employees; 4 AAC 19.055, Reporting of evaluation results; and 4 AAC 19.099(7) and (9) Definitions.

Sue Hull moved and Kathleen Yarr seconded a motion to amend 4 AAC 04.205(f) to read: “districts may use multiple and or up to three previous years of student learning data...”

Board members present approved the amendment unanimously in a roll call vote.

Board members present approved the main motion unanimously in a roll call vote.

Agenda Item 13B. Student teachers. Sue Hull moved and Barbara Thompson seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on regulation 4 AAC 30.020 Student teachers.

Barbara Thompson moved and Sue Hull seconded a motion to amend 4 AAC 30.020(a) to read: “... supervised clinical practice in a public school for a minimum of 15 weeks.”

Board members present approved the amendment unanimously in a roll call vote.

Board members present approved the main motion unanimously in a roll call vote.

Agenda Item 13C. Bond Reimbursement and Grant Review Committee. James Fields moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on substitute 4 AAC 31.087 Terms and conditions of office for members of bond reimbursement and grant review committee.

The substitute, dated March 20, 2015, inserts 4 AAC 31.087(c)(2): “may serve no more than two consecutive terms.”

Board members present approved the motion unanimously in a roll call vote.

Agenda Item 13D. Libraries Archives and Museums fees. Barbara Thompson moved and James Fields seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 57.910 Fees for services, 4 AAC

58.010 Fees, 4 AAC 59 title, 4 AAC 59.060 Microforms and microform systems, and 4 AAC 59.065 Provision of records; fees for copies of records.

Board members present approved the motion unanimously in a roll call vote.

Agenda Item 14A. Alaska Performance Scholarship. Sue Hull moved and James Fields seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 43.035 Grace period for curriculum requirements, 4 AAC 43.040(a) Procedures for home-based education and certain religious or other private schools, and 4 AAC 43.045 Extensions of eligibility period.

Board members present approved the motion unanimously in a roll call vote.

Agenda Item 14B. Assessments. Barbara Thompson moved and Kathleen Yarr seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments on 4 AAC 06.078 Alternative completion requirements; students with disabilities, 4 AAC 06.717(f) Work ready/college ready transitional skills assessment, 4 AAC 06.775(b) Statewide assessment program for students with disabilities, and 4 AAC 06.790 Definitions.

Board members present approved the motion unanimously in a roll call vote.

Agenda Item 14C. Type B certificates. Sue Hull moved and Kathleen Yarr seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendment to regulation 4 AAC 12.346. Administrative certificate (Type B Limited).

Board members present approved the motion in a 4-1 roll call vote, Chair Cox voting against the motion.

Agenda Item 14D. Certification fees. Barbara Thompson moved and Sue Hull seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendment to regulation 4 AAC 12.300(g), Certification of teachers.

Sue Hull moved and Barbara Thompson seconded the motion to amend the main motion to also reference 4 AAC 12.380(e) Retired teacher certificate.

Board members present approved the amendment unanimously in a roll call vote.

Board members present approved the main motion unanimously in a roll call vote.

Agenda Item 14E. Early literacy screening waiver. Sue Hull moved and Kathleen Yarr seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.714 Waiver of early literacy screening.

Kobe Rizk asked if the waiver would set a precedent for students opting out of the Alaska Measures of Progress. Dr. Susan McCauley said that assessments such as the Alaska Measures of Progress, unlike the early literacy screenings, are required by state and federal law.

Sue Hull asked if there are consequences for students that opt out of the Alaska Measures of Progress. Deputy Commissioner Les Morse said that schools must test all eligible students, per state and federal requirements. Any consequences for students would have to be determined at school or district level.

Board members, addressing the motion, discussed early identification of reading delays, federal requirements to identify students with disabilities, and parental choice.

The motion failed 2-3, with Kathleen Yarr and Sue Hull voting yes and Chair Cox, James Fields, and Barbara Thompson voting no.

Agenda Item 15. Teaching & Learning Support. Dr. Susan McCauley reviewed the cover memo.

Agenda Item 16. Assessment. Margaret MacKinnon, Acting Director of Assessment & Accountability, reviewed the cover memo.

Agenda Item 17. Libraries, Archives & Museums. Deputy Director Bob Banghart reviewed the cover memo.

Agenda Item 21. Department of Law. This item was taken out of order as a courtesy to Rebecca Hattan, Assistant Attorney General. She reviewed the department's report to the board. She briefed the board on the Ketchikan Borough's lawsuit regarding the required local contribution to schools.

Agenda Item 18. Legislative. Marcy Herman, Legislative Liaison, reviewed the status of education bills.

Agenda Item 19. Rural. Commissioner Hanley reviewed the activities of Rural Education Coordinator Chris Simon.

Agenda Item 20. Mt. Edgecumbe High School. Superintendent Bill Hutton reviewed the school's activities. Commissioner Hanley said the state will soon issue a request for proposals for construction management and general contracting at the planned swimming pool. Staff reviewed the process for approving the school's curriculum.

Agenda Item 22. Commissioner. Commissioner Hanley said he would try to arrange a meeting between the board and Governor Walker. He reviewed legislative issues regarding the department's budget. He corrected misunderstandings among some members of the public about the early literacy screenings, which are funded by the legislature.

Agenda Item 23. Consent Agenda. Barbara Thompson moved and Sue Hull seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the minutes of the December 4 & 5, 2014, meeting; approval of the minutes of the January 26, 2015, meeting; approval of the School Construction and Major Maintenance Grant Fund List; approval of school district audited waiver requests from the minimum expenditure for instruction for the following districts: Cordova, Klawock, and Southwest Region; approval of the resolution supporting naming of SLAM; approval of the department's budget; approval of the appointment of Margaret MacKinnon; approval of the American Charter School Academy reapplication; approval of the Academy Charter School reapplication; and approval of the Effie Kokrine Early College Charter School reapplication.

The board approved the motion unanimously in a roll call vote.

Board comments

James Fields thanked the board for recognizing the basketball team he coaches.

Sue Hull said the board should expand the opportunity for the public to comment at board meetings. She asked the department and board to reconsider a state regulation that forbids local school boards from attempting to influence elections. She said she is concerned about U.S. history textbooks. She said the board should discuss curricular support for rural districts.

Barbara Thompson thanked staff, the board, and public commenters. She said the board at its next retreat should discuss teacher preparation.

Kobe Rizk said he wanted the board to engage in a substantial discussion of its vision and long-term priorities. He thanked staff and the board.

Kathleen Yarr said that Alaskans could be at a disadvantage in taking the SATs or ACTs if those assessments are aligned with the Common Core.

Chair Cox said public comments affect the board's discussions in a positive way. She asked about the writing portion of state assessments and how written answers can be scored. She said the board might need an audio-conference to prepare for its next retreat.

The board chose April 13 at noon for an audio-conference to prepare for its next retreat.

The meeting adjourned at 3:40 p.m.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25B

◆ ISSUE

The board is being asked to approve the minutes of its April 13, 2015, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the board's April 13, 2015, meeting.

◆ OPTIONS

Approve the minutes of the board's April 13, 2015, meeting.

Amend the proposed minutes and approve the amended minutes of the April 13, 2015, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the April 13, 2015, meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the April 13, 2015, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
April 13, 2015
Juneau, AK

Chair Cox called the meeting to order at 12:05 p.m. Dr. Keith J. Hamilton was absent. Lt. Col. Douglas Hays introduced the new military advisory board member, Lt. Col. Chris Nall.

The board, staff, and public recited the Pledge of Allegiance.

The board approved the agenda.

Public Comment

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators and the Alaska Superintendents Association, said her organization and the Association of Alaska School Boards submitted to the legislature a list of ways the state could support school districts without expense. These lists led to Senate Bill 102 and House Bill 189.

Work Session

Agenda Item 1. Topics for board retreat.

Sue Hull suggested as topics the board's role in creating a vision for education, use of technology, dual-credit courses with institutions other than the University of Alaska. Ms. Hull referred to an April 2014 paper from the Fordham Institute about state education agencies and boards as agents to facilitate reform.

James Fields said state education agencies should be resources to school districts. Board meetings should be discussions of where we are at and where we should go.

Ms. Hull said the board reacts to policies from the legislature but doesn't set policy much. To help set direction, the department should engage with other stakeholders.

Various board members suggested as topics the four-day school week, the budget, and financial efficiency.

Lt. Col. Douglas Hays said the board should ask why Alaska isn't in the top tier of states educationally and how to forge a path that doesn't have to with assessments or the budget.

Various board members discussed topics in light of the planned three-hour retreat. Chair Cox said the retreat can be longer than three hours.

Chair Cox summarized topics for the retreat as the board's role; having a vision; the department as a leader in reform; involving stakeholders; priorities for the budget; and financially efficient

schools. Other topics, such as instructional programs and teacher quality, would be part of the discussion.

Board comments

Sue Hull said the topic of U.S. history should be removed from the topics.

Kathleen Yarr said she was glad that board members are open to change.

James Fields said the board was on the right track for the retreat. He thanked Lt. Col. Hays for his service.

Kenny Gallahorn thanked Lt. Col. Hays for his service.

Barbara Thompson thanked Lt. Col. Hays for his service.

Lt. Col. Hays thanked the board.

Commissioner Hanley, invited to comment, said he appreciates that the board is looking forward to being proactive. He thanked Lt. Col. Hays for his service.

Chair Cox thanked Lt. Col. Hays for his service. She said she would withdraw her name from consideration for reappointment to the board rather than undergo a contentious legislative hearing. Ms. Cox said the board has taken a lot of good actions during her 12 years on the board but the best action was appointing Mike Hanley as commissioner.

Sue Hull thanked Chair Cox for her service, saying her withdrawal was prompted by unfounded charges.

The board adjourned at 1:20 p.m.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25C

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo is the MEHS draft policy 4.44 Restrictive Settings and Restraints.
- This draft policy guides the use of force, restraints, and restrictive settings to maintain safety and order at MEHS.
- If adopted, this policy will become part of the MEHS Policy Manual.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

Approve the Mt. Edgecumbe High School draft policy 4.44 Restrictive Settings and Restraints.

Amend the Mt. Edgecumbe High School draft policy 4.44 Restrictive Settings and Restraints.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the Mt. Edgecumbe High School draft policy 4.44 Restrictive Settings and Restraints.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Mt. Edgecumbe High School draft policy 4.44 Restrictive Settings and Restraints.

4.44 Restrictive Settings and Restraints

Use of Force, Restraints, and Restrictive Settings to Maintain Safety and Order

Use of force

Teachers, administrators, counselors, safety/security personnel and other persons responsible for student welfare are authorized to use reasonable and appropriate non-deadly force to maintain order and safety in classrooms and elsewhere on district property and in conjunction with school-sponsored activities, according to the following standards. In the paragraph below, the term "physical restraint" is defined as a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term does not include a physical escort. The term "physical escort" is defined to mean a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. The term "mechanical restraint" is defined as the use of a device or equipment to restrict a student's freedom of movement. The term does not include items that are designed and used appropriately to protect student safety or to enhance mobility such as adaptive devices or vehicle safety restraints.

1. Reasonable force, including physical restraints may be used to prevent a student from injuring himself/herself or others. To justify the use of force in situations described in this paragraph, the threat of harm must be immediate, and the force used must reasonably appear to be necessary to prevent the harm. The use of force must also be discontinued as soon as the danger giving rise to the need for force has passed. Force will not be considered reasonable if it involves a risk of serious physical injury to a student, unless there is a compelling need to use such force to prevent serious injury or death. The use of a mechanical restraint or a prone restraining hold is not considered a reasonable means of responding to a threat under any circumstances.
2. Touching a student in order to provide a physical escort is permitted when necessary and appropriate to prevent a student from injuring persons or property, and to maintain order during class time and at other times when district personnel are responsible for the supervision of students.

3. The foregoing standards for the use of reasonable force are not intended to authorize any use of force that would constitute corporal punishment prohibited by Alaska Department of Education and Early Development regulations, or any use of force that is inconsistent with Alaska laws relating to justification for the use of force.

Placement of students in restricted settings: seclusion and time out

Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, such as by a lock, a closed door held shut from outside, or by a piece of furniture or other object that blocks the exit. Seclusion does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming. It also does not include supervised detention or suspension from school.

A student may be separated from other students and placed on timeout in a non-locked restricted setting as a calming technique to provide the student with an opportunity to regain self-control.

A student may not be placed in seclusion except when the student's behavior poses an imminent danger of physical harm to the student or others, and other interventions would be ineffective.

Any time a student is placed in a restricted setting, the setting must first be inspected and prepared to minimize safety threats. A trained staff member must continuously monitor the student in face-to-face contact or, if face-to-face contact is unsafe, by continuous direct visual contact with the student. A student's placement in seclusion must be discontinued immediately when the student no longer poses a threat of imminent physical injury to himself/herself or other persons. A student may not be denied access to water or other basic human necessities in seclusion.

General

1. Force, restraint and seclusion may not be used as means of disciplining a student, as a means of coercion or retaliation, or as a convenience.
2. Physical and chemical restraints may never be used to control behavior or restrict a student's freedom of movement except as authorized by a qualified health professional and as permitted by state law.

3. The use of restraint or seclusion is permitted only when other interventions are or would be ineffective. Physical restraints and seclusion should only be employed by those trained in their use, except in an emergency when immediate action is required and no trained staff member is available. A staff member's use of physical restraint or seclusion should be monitored by another staff member who is trained in the use of the technique, to the extent that it is reasonably possible to procure the presence of another staff member without endangering the safety of any person. Some forms of restraint and seclusion are more restrictive than others. In each case, the least restrictive technique that is necessary to end the threat of imminent danger or serious harm should be used.
4. The school will ensure that a sufficient number of residential and academic employees to meet the needs of the student population receive appropriate training in the use of physical restraints and seclusion, and in the use of preferred alternatives for behavior controls, such as crisis intervention and de-escalation techniques.
5. All incidents involving restraint or seclusion against a student shall be documented in writing, and a copy transmitted to the student's building principal, within 24 hours following the incident. Documentation must include the date and time of the incident, the names and job titles of school personnel who participated in or supervised the incident, a description of the behavior that preceded the incident, including efforts and strategies used with the student before the incident, a description of the incident including the type and duration of the intervention used, and a description of how the incident ended, including any further action taken. This documentation must be maintained in the student's records, and a copy of this documentation must be provided to the student's parents or legal guardians within 24 hours.
6. As soon as practical after an incident in which restraint or seclusion is used, a staff review of the incident must be conducted. Each staff review must review the procedures, strategies, accommodations, individualized education plans or other student behavior plans for the student and make recommendations for adjusting or amending them, or for additional staff training, as appropriate. The staff review will also include follow-up communication with the student and the student's parent or legal guardian within 24 hours.
7. This regulation must be reviewed annually with academic and residential school administration, counselors and safety /security personnel.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25D

◆ ISSUE

The board will be briefed regarding a draft policy to guide the process for allowing or disallowing outside entities to use land at Mt. Edgecumbe High School (MEHS).

◆ BACKGROUND

- Behind this cover memo is the MEHS land use policy.
- This draft policy guides permissible land use at MEHS and what process is used to guide and finalize those uses.
- If adopted, this policy will become part of the MEHS Policy Manual.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

Approve the Mt. Edgecumbe High School land use policy.

Amend the Mt. Edgecumbe High School land use policy.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the Mt. Edgecumbe High School land use policy.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Mt. Edgecumbe High School land use policy.

6.18 Facilities and Land Use Policy

Purpose: To create a policy that governs the use of Mt. Edgecumbe High School (MEHS) facilities and property, including nonprofit groups, private enterprise and other government entities.

Background Information: MEHS is located on Japonski Island within the city limits of Sitka and the campus encompasses over 45 acres of land and 16 buildings totaling 290,000 square feet. The majority of the campus faces the Sitka Channel and is located on a 25-plus acre land parcel.

Policy Guidelines:

1. All facilities land use agreements or leases must be referred to the Division Director.
2. All land use agreements must be signed by the Division Director, or designee, and all interested, affected or potentially liable parties.
3. All facility/land use lease agreements must be reviewed by the department's legal advisor and signed by authorized persons from all interested parties, including for the department's Deputy Commissioner.
4. All facility/land use lease agreements must be reviewed by the department's procurement officer.
5. The original copy of the fully executed agreement or lease shall be delivered to and held by the department's Administrative Services Director. Copies of the fully executed agreement or lease shall be maintained in the office of the MEHS Division Director and the MEHS Building Maintenance Superintendent.

Agreements/Leases with Other Government or Nonprofit Organizations:

1. In most cases such agreements or leases shall be for the benefit of public health and safety.
2. The nature of the agreements or leases cannot interrupt student affairs or learning, nor can the agreements result in a cost to the department, including state staff personnel time, unless a written compensatory agreement is reached by all parties.
3. In many cases, such agreements or leases shall result in a contractual fee charged to the leasing agency or group, especially when the department's real estate or

lands are to be altered from their original state by the terms of the agreement. However, nothing in this policy precludes a nonprofit organization from donating to the MEHS Student Activities Fund or the MEHS Endowment Fund.

Agreements/Leases with Business Entities:

1. These agreements/leases shall not negatively impact student affairs or learning, shall result in no cost to the department, and shall be conducted outside of areas regularly used by students and faculty.
2. When considering agreements or lease proposals for use of department lands, substantial consideration shall be given to whether or not there may be current or future alternative uses by the department for the lands requested by the business.
3. These agreements/ leases shall result in a fee schedule, which will directly benefit the students of MEHS.

DRAFT

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25E

◆ ISSUE

The board is being asked to approve the charter application of the P.A.I.D.E.I.A. Cooperative School for a period of ten years, terminating on June 30, 2025.

◆ BACKGROUND

- On December 1, 2015, the Anchorage School Board approved P.A.I.D.E.I.A. Cooperative School's charter application for a period of ten years.
- Behind Cover Memo 11A are: 1) the P.A.I.D.E.I.A. Cooperative School Overview, and 2) the Charter School Rating Template.

◆ OPTIONS

Approve the P.A.I.D.E.I.A. Cooperative School charter application for a period of ten years.

Seek more information.

Deny the application.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the P.A.I.D.E.I.A. Cooperative School application for a period of ten years.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the P.A.I.D.E.I.A. Cooperative School charter application for a period of ten years.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25F

◆ ISSUE

The board is being asked to approve the application of the Midnight Sun Family Learning Center Charter School for a period of ten years, terminating on June 30, 2025. The initial charter was approved in 1997 and a renewal was approved in 2005.

◆ BACKGROUND

- On February 18, 2015, the Matanuska Susitna Borough School Board approved Midnight Sun Family Learning Center Charter School's reapplication for a period of ten years.
- Behind Cover Memo 11B are: 1) the Midnight Sun Family Learning Center Charter School Overview, and 2) the Charter School Rating Template.

◆ OPTIONS

Approve the Midnight Sun Family Learning Center Charter School application for a period of ten years.

Seek more information.

Deny the application.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the Midnight Sun Family Learning Center Charter School application for a period of ten years.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Midnight Sun Family Learning Center Charter School application for a period of ten years.

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

June 5, 2015

From: Mike Hanley, Commissioner

Agenda Item: 25G

◆ **ISSUE**

The board is being asked to approve the Commissioner's appointment of Margaret MacKinnon as the Director of Assessments and Accountability Project Coordinator.

◆ **BACKGROUND**

- AS 14.07.145(e) states the Commissioner may employ and remove personnel in exempt or partially exempt service, subject to approval of the board.
- Commissioner Hanley has appointed Margaret MacKinnon as the Director of Assessments and Accountability Project Coordinator.
- A copy of AS 14.07.145(e) and Margaret MacKinnon's resume follows this cover memo.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Commissioner's appointment of Margaret MacKinnon as Director of Assessments and Accountability Project Coordinator, to commence on May 16, 2015.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

RESUME

Margaret H. MacKinnon

January, 2015

Work:

PO Box 110500

Juneau, AK 99811-0500

907-465-2970

margaret.mackinnon@alaska.gov

Summary of qualifications

Administrative experience in overseeing federal Elementary and Secondary Education programs including Title I, Migrant, English Language Learners, Homeless, Neglected & Delinquent, and School Improvement. Policy experience in interpreting federal regulations and drafting state regulations and guidance. Administrative experience as acting director of Alyeska Central School for 8 months. Mathematics teacher for all secondary grades 6-12 for 27 years. Experience in classroom teaching as well as correspondence and distance web-based delivery. Extensive curriculum development experience.

Certification

Professional Teacher Certificate, Alaska

Secondary Mathematics, valid through January, 2017

Type B Administrator Certificate, Alaska

Principal, K-12, valid through January, 2017

Education

University of South Carolina

Columbia, SC

B.S., Math Education, Magna Cum Laude

Rutgers University

New Brunswick, NJ

M.Ed., Math Education

University of Alaska, Alaska Pacific Univeristy and University of Illinois

Juneau, Alaska; Fairbanks, Alaska; Anchorage, Alaska; Urbana-Champaign, Illinois

Over 30 additional credits in math teaching, education, multi-cultural, and technology courses

University of Alaska Anchorage

Anchorage, Alaska

Educational Leadership Credential

Professional experience

Title I/ESEA Administrator, Alaska Department of Education & Early Development

Juneau, Alaska

Serve as administrator for a number of federal programs of the Elementary and Secondary Education Act (ESEA), including Title IA, Title IC Migrant Education, Title ID for Neglected & Delinquent Students, Title IIIA for English Language Learners, Education for the Homeless, and School Improvement Grants. Since 2003, responsible for administering consolidated grant approvals and monitoring of all formula

programs under ESEA (Title IA, IC, ID, IIA, IID, IIIA, IVA, and VA) representing over \$50 million in total grant awards. Also responsible for current and former competitive grant programs under Title ID, Title IIIA Immigrant Grants, Even Start, and Comprehensive School Reform. Responsible for Supplemental Education Services provider application approvals and oversight, School Improvement grants under Title I 1003(a) and the rigorous competitive process for turning around the lowest performing schools under the Title I School Improvement Grants 1003(g). Provided department leadership for development and implementation of ESEA Flexibility Waiver. Supervise five professional staff and four support staff positions.

***Acting Director, Alyeska Central School, Alaska Department of Education & Early Development
Juneau, Alaska***

Served as acting director of Alyeska Central School for eight months. Performed all duties of chief school administrator, including supervising 20 teachers and 18 support staff, writing and administering state and federal grants, and managing a \$4.2 million budget.

Mathematics teacher and Curriculum Coordinator, Alyeska Central School, Alaska Department of Education & Early Development

Juneau, Alaska

Served for 25 years as teacher for the state's correspondence/distance school operated by the Alaska Department of Education & Early Development. Taught all levels of secondary math including 6th, 7th, & 8th grade math, Basic Math, General Math, Pre-Algebra, Algebra I, Geometry, Algebra II, and Calculus. Worked with teachers to plan curriculum and write courses to be delivered to ACS students, both in a paper format and web-based formats. Also served as liaison with contractor to implement customized student management, course enrollment, and course shipping software program.

***Math instructor, University of Alaska Southeast
Juneau, Alaska***

Served as part-time instructor for Calculus, Semester 2, (one semester) Intermediate Algebra (one semester), and Math Problem Solving required for Elementary Education majors (six semesters).

***Math teacher, West Windsor-Plainsboro High School
Princeton, New Jersey***

Teacher for 7th and 8th grade math, Algebra I and Geometry for two years.

Additional professional activities

National Title I Association (association of State Title I Directors) member since 2003, secretary for two years, Vice-President 2012, President-Elect and Conference Chair, 2013, President, 2014, and Past-President, 2015

Extensive work in math curriculum and course development for Alyeska Central School (*Alaska's Centralized Correspondence School*): developed Basic Math, General Math, 6th, 7th and 8th grade math courses, developed K-8 Math Scope and Sequence, supervised and managed development of K-5 math courses, Pre-Algebra

Member of Alyeska Central School team selected for National Computational Science Leadership Program, 2000-2001

Alaska Science and Technology Foundation Teacher Grant Recipient

Collaborated on development of Alaska Model Curriculum Guide for K-8 Math for Alaska Department of Education

Consultant for Northwest Regional Education Lab, Portland, Oregon, for the Independent Study by Technology (IST) Mathematics Course

Organizing member of the Distance Education Steering Group for the Alaska Department of Education to expand distance delivery of educational services to students

Member, NW Accreditation Team, Hanshew Jr High, Anchorage, AK

Attended National Council of Teachers of Mathematics annual conferences on a regular basis; participated in at least one other regional and local professional development workshop or class per year

Co-produced home teacher parent-training video for ACS K-2 Math program

Served as member of committee to set the passing score for the Alaska High School Qualifying Exam in mathematics, June, 2000

Publications

Courses for Alyeska Central School:

AP Calculus AB, Sem 1 & 2, 2002-03

Advanced Algebra, Sem 1 & 2, 2002

Advanced Algebra, Sem 1 (web-based course) 2002

Pre-Algebra (Transition Mathematics), Semesters 1 and 2, 1999

Middle Grades Mathematics, Course 1, 1996

General Mathematics, semester 1 & 2, 1993

Grade 6 Mathematics, 1987

Basic Mathematics, semester 1 & 2, 1981

General Mathematics, semester 1 & 2, 1981

Mathematics Level 13& 14 (7th & 8th grade), 1979

Articles for various newsletters published by Alyeska Central School

Professional memberships

National Council of Teachers of Mathematics, member, 25 years

Phi Beta Kappa

Outstanding Young Women of America, 1981

Who's Who in American Education, 1987-88

Alyeska Central School Education Association, served as president for 4 years, treasurer for 4 years, board member; negotiator; and Labor-Management team representative

Independent and Distance Educators of Alaska, president for 4 years

Community activities

AAUW, member for 9 years

Muscular Dystrophy Association, telethon coordinator and Community Chairperson for Juneau for 13 years

Northern Light United Church, member for over 30 years, past Council Moderator, member of several elected bodies