State Board of Education & Early Development
Agenda
March 19-20, 2018
State Board Room
Department of Education & Early Development
395 Whittier Street
Juneau, AK 99801

Mission Statement: *An excellent education for every student every day.*

Monday, March 19, 2018

11:00 AM

Swearing In (Lorri Van Diest, Sandy Kowalski, and Tiffany Scott) .....James Fields, Chair

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

Pledge of Allegiance .....James Fields, Chair

Adoption of Agenda for March 19, 2018.....James Fields, Chair

Disclosures of potential conflicts of interest.....James Fields, Chair

11:10 AM

Public Comment

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. The public comment period is an opportunity for the board to hear the public's concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau or Anchorage. For participation from Juneau, call 586-9085. For participation from Anchorage, call 563-9085. This meeting will be streamed through the Legislative Information Office over http://www.alaskalegislature.tv/ beginning at 11:00 am on March 19, 2018. Click on the meeting name to listen to the proceedings. When public comment is over, the meeting will continue to be broadcast at the above web site.

In the event there are more than two hours of public comment, the board may move to amend the agenda to extend the oral hearing to accommodate those present before 11:00 am who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

12:00 PM LUNCH

1:30 PM

1. Every Student Succeeds Act State Plan Update .....Dr. Michael Johnson, Commissioner
……..... Margaret MacKinnon, Federal Programs Coordinator

2:00 PM

2. School Construction & Major Maintenance List.....Dr. Michael Johnson, Commissioner
……...…Heidi Teshner, Director, Finance and Support Services

2:15 PM

3. Legislative & Budget Update ...…… Dr. Michael Johnson, Commissioner
……...…Heidi Teshner, Director, Finance and Support Services
……. Marcy Herman, Legislative Liaison

2:30 PM

4. Overview of SERRC's Services and Alaska's Education Challenge
……..…..……..…… Dr. Michael Johnson Commissioner
…….. Sheryl Weinberg, Executive Director, Alaska's Educational Resource Center (SERRC)

3:10 PM BREAK

3:30 PM Alaska Public School Trust Advisory Board Meeting

State Board of Education & Early Development
Unapproved Agenda
March 19-20, 2018
State Board Room
Department of Education & Early Development
395 Whittier Street
Juneau, AK 99801

Tuesday, March 20, 2018

8:30 AM - Work Session Continued

Adoption of Agenda for March 20, 2018 ……. James Fields, Chair

Disclosures of potential conflicts of interest …… James Fields, Chair

5. Charter School Renewals ……..…… Dr. Michael Johnson, Commissioner
……..……..……. Paul Prussing, Director Student Learning

5A. Anvil City Science Academy renewal
5B. Winterberry Charter School renewal

8:50 AM

6. Regulations to go out for public comment ……..... Dr. Michael Johnson, Commissioner

6A. Updating Regulations to Align With the New State Plan……..
……..... Margaret MacKinnon, Federal Programs Coordinator
……..……..…….... Rebecca Hattan, Assistant Attorney General

9:35 AM

7. Adoption of Proposed Regulations …….....… Dr. Michael Johnson, Commissioner

7A. World Languages ……...…. Sondra Meredith, Education Administrator
……..……..... Rebecca Hattan, Assistant Attorney General

7B. Chart of Accounts ……..….. Heidi Teshner, Director, Finance and Support Services
……..……... Rebecca Hattan, Assistant Attorney General

9:55 AM BREAK

10:10 AM

8. Bylaws Update ……..…… James Fields, Chair
…… Rebecca Hattan, Assistant Attorney General

10:25 AM

9. Alaska's Education Challenge .....Dr. Michael Johnson, Commissioner
…….…… Deb Riddle, Division Operations Manager, Student Learning

10:45 AM

10. MEHS Curriculum……..…..…… Dr. Michael Johnson Commissioner
...……....….... Janelle Vanasse, Director Mt. Edgecumbe High School

11:00 AM

11. Project SEARCH Presentation…..……...…… Dr. Michael Johnson Commissioner
……...….. Anne Applegate, Program Coordinator, Governor's Council on Disabilities

11:30 AM

12. AdvancED Presentation……. Dr. Michael Johnson, Commissioner
……...…….….... Brad Billings, Education Administrator
……...…….……Tim Cline, AdvancED Director

Business Meeting

11:50 AM LUNCH

1:30 PM

13. Adoption of Proposed Regulations ……..…...Dr. Michael Johnson, Commissioner

13A. World Languages ……..…Sondra Meredith, Teacher Certification Administrator
……...……..... Rebecca Hattan, Assistant Attorney General

13B. Chart of Accounts ……...……..…. Heidi Teshner, Director
……...……... Rebecca Hattan, Assistant Attorney General

1:40 PM

14. Questions from board members regarding Standing Reports ……James Fields, Chair

14A. Data Management ……..… Brian Laurent, Data Management Supervisor
14B. Federal Programs……... Margaret MacKinnon, Coordinator
14C. Student Learning…….. ……..... Paul Prussing, Director
14D. Educator & School Excellence ……..... Bob Williams, Director
14E. Mt. Edgecumbe High School …..…….……..... Janelle Vanasse, Director
14F. Libraries, Archives & Museums ...…….…... Patience Frederiksen, Director
14G. Attorney General ……..…….. Rebecca Hattan, Assistant Attorney General

2:30 PM

15. Commissioner's Report ……....… Dr. Michael Johnson, Commissioner

2:40 PM

16. Consent Agenda ……. James Fields, Chair

16A. Approve Anvil City Science Academy application
16B. Approve Winterberry Charter School application
16C. Approve the School Construction and Major Maintenance Lists
16D. Approve the January 29-30, 2018 meeting minutes
16E. Approve the February 28, 2018 meeting minutes

2:50 PM BREAK

3:00 PM

17. Commissioner's Evaluation ……. James Fields, Chair

4:00 PM

Board Comments

4:15 PM ADJOURN

4:20 PM Wrap Up for New Board Members

To: Members of the State Board of Education & Early Development **March 19, 2018**

From: Dr. Michael Johnson, Commissioner **Oath of Office**

♦ ISSUE

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

♦ BACKGROUND

- Governor Walker has appointed Tiffany Scott to the Second Judicial District seat on the State Board of Education & Early Development
- Governor Walker has appointed Lorri Van Diest to the Third Judicial District seat on the State Board of Education & Early Development
- Governor Walker has appointed Sandra Kowalski to the Fourth Judicial District seat on 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**.**
- Chair Fields will conduct the swearing in.

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

To: Members of the State Board of Education & Early Development **March 19, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 1**

♦ **ISSUE**

The board will receive an update on the revisions to the state ESSA plan. The plan was re-submitted on February 28, 2018 and we are waiting for approval from the U.S. Department of Education.

♦ **BACKGROUND**

Margaret MacKinnon, Federal Programs Coordinator and Brian Laurent, Data Management Supervisor will be present to brief the board.

♦ **OPTIONS**

This is an information item. No action is necessary.

ALASKA ESSA PLAN REVISIONS SUMMARY 2/28/2018 (table of contents updated to reflect pages as shown without tracked changes)	Page	Revisions: (S) Substantive or (M) Minor for wording or updated information
Introduction	5	None
A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	7	------
1. Challenging State Academic Standards and Assessments	7	None
2. Eighth Grade Math Exceptions	7	Substantive • changed to no, as not implementing end-of-course tests in 2017-2018
3. Native Language Assessments	9	Substantive • proposed definition of Yup'ik as the language • still need stakeholder consultation (by 4/30/2018)
4. Statewide Accountability System and School Support & Improvement	12	------
i. Subgroups	12	Minor
ii. Minimum N-Size	13	Minor
iii. Establishment of Long-Term Goals	16	Academic – Minor Graduation Rate – Minor EL Progress – Substantive: • Added 1 year to timeframe to reach ELP • Removed long-term goals from application; will publish no later than December 31, 2018
iv. Indicators	22	Substantive: • Method of calculating all indicators updated
v. Annual Meaningful Differentiation of Schools	31	Substantive: • Removed list of school designations for categories other than CSI & TSI • Updated weights and grade spans for indicators
vi. Identification of Schools	35	Substantive changes • will identify CSI and TSI annually • updated entrance criteria

vii. Annual Measurement of Achievement (95% participation)	39	Minor • updated to clarify participation rate for less than 40 students
viii. Continued Support for School and LEA Improvement	40	Substantive • Updated exit criteria for CSI and TSI • No changes in other sections
5. Disproportionate Rates of Access to Educators	46	Substantive • Updated to show rates of access in Title I and Non-Title I schools • Reported data from 2016-2017 for inexperienced teachers • Will have 2016-2017 data for out-of-field by June 2018 • No data collected for 2016-2017 at school level, will have data for ineffective teachers late fall for 2017-2018
6. School Conditions	60	None
7. School Transitions	62	None
B. Title I, Part C: Education of Migratory Children	64	Substantive • Updated to include migratory preschool children and migratory children who have dropped out of school • Included measurable program objectives and outcomes
C. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	70	None
D. Title II, Part A: Supporting Effective Instruction	72	Substantive • Updated certification and licensing system to include principals or other school leaders • Updated section on improving skills of educators that specifically address students with disabilities

E. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	80	Substantive • added information about consultation with stakeholders • no other substantive changes
F. Title IV, Part A: Student Support and Academic Enrichment Grants	84	None
G. Title IV, Part B: 21st Century Community Learning Centers	86	None
H. Title V, Part B, Subpart 2: Rural and Low-Income School Program	89	None
I. Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	90	Substantive • Updated dispute resolution process and included timelines • Update support for homeless children and youth to include runaway children and youth • Updated access to services to include ensure barriers are removed for new elements required by ESSA • Updated policies to remove barriers • Updated access to counselors to improve readiness for college and career
Appendix A: Measures of Interim Progress	97	Substantive • Updated charts for academic achievement and graduation rate • Removed EL long term goals
Appendix B: GEPA	100	Substantive • Added steps to ensure equitable access

On February 28, 2018, the Alaska Department of Education & Early Development (DEED) submitted a revised version of its Every Student Succeeds Act (ESSA) state plan to the U.S. Department of Education. This version included details about Alaska's new system of school accountability, which will have two components: 1.) a system of school differentiation, and 2.) long-term goals and measures of interim progress.

The content of this document is subject to approval by the U.S. Department of Education and the State Board of Education & Early Development.

System of school differentiation

Indicator	**Description**	**Weight for grades K-6**	**Weight for grades 7-12**
Academic Achievement – English language arts	Percentage of FAY[1] students in grades 3-9 who were proficient on the PEAKS and DLM[2] assessments	15%	10%
Academic Achievement – Math		15%	10%
Growth – English language arts	Percentage of FAY students in grades 4-9 who met their growth target	20%	20%
Growth – Math		20%	20%
Four-year graduation rate	Percentage of students in four-year cohort[3] who graduated within four years	--	15%
Five-year graduation rate	Percentage of students in five-year cohort who graduated within five years	--	5%
English learner progress toward English language proficiency	Percentage of FAY students in grades 1-12 who met their growth target	15%	10%
Chronic absenteeism	Percentage of students in grades K-12 enrolled at the school for at least half of the year who were not chronically absent[4]	10%	10%
Grade 3 English language arts proficiency	Percentage of FAY students in grade 3 proficient on the PEAKS and DLM assessments	5%	--

[1] FAY stands for full academic year, which is defined as continuous enrollment at the same school between October 1 and the first day of the summative assessment window.
[2] DLM is the Dynamic Learning Maps alternative assessment taken by students with the most significant cognitive disabilities.
[3] Each student is assigned to a graduation cohort upon first-time entry into Grade 9. A student may be added to the cohort as a transfer into the public school system or removed from the cohort upon transfer to an education program with a secondary school diploma track.
[4] A chronically absent student was absent from school (excused and unexcused) for at least 10 percent of the period of enrollment.

Calculating a score

- An indicator will count toward a school's index score if the minimum *n* of 10 is met.
- A school must meet the minimum *n* in enough indicators to account for half of the weighting to receive an index score.
- DEED will weigh the K-6 and 7-12 portions of the index score based on October 1 enrollment.
- Alternative schools will not receive an index score during the first year of the new system of school differentiation. DEED is working with the alternative school community on indicators that best reflect the performance of the unique student population served by these schools.

Postponed indicators

- Participation on district-administered interim assessments
- Eligibility for Alaska Performance Scholarship (APS)
- Grade 9 on track for on-time graduation

Designations

- Targeted Support and Improvement (TSI)
    - Alaska Native/American Indian
    - Students with disabilities
    - English learners
    - Economically disadvantaged
- Comprehensive Support and Improvement (CSI)
    - Criteria 1: Lowest five percent of Title I schools
    - Criteria 2: Graduation rate ≤ 66 2/3 percent (all schools)
    - Criteria 3: TSI low-performing subgroup (not applicable in Year 1)

Long-term goals and measures of interim progress

Long-term goal	**Description**	**Baseline performance**
Academic achievement – English language arts	Reduce the percentage of below proficient students by half in 10 years (2026-2027 school year)	39.4% in grades 3-9
Academic achievement – Mathematics		35.4% in grades 3-8[5]
Graduation rate	Four-year graduation rate of 90 percent by 2026-2027 school year	78.2%
	Five-year graduation rate of 93 percent by 2026-2027 school year	81.3%
English learner progress toward English language proficiency	DEED will determine a data-informed long-term goal that is realistic, yet ambitious, following the 2018 administration of ACCESS for ELLs 2.0	DEED will determine baseline performance following the 2018 administration of ACCESS for ELLs 2.0

The measures of interim progress will be annual targets calculated in equal increments in order to meet the stated long-term goal.

[5] The baseline performance in academic achievement for mathematics does not include grade 9 students. Performance on the 2017 PEAKS grade 9 mathematics content assessment cannot be compared to performance on the 2018 PEAKS grade 9 mathematics assessment.

To: Members of the State Board of Education & Early Development **March 19, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 2**

♦ ISSUE

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

♦ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.

- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1) and AS 14.11.014.

- The department may not award a grant unless the board approves the grant application.

- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.

- Heidi Teshner, Director of Finance and Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

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

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
School Construction Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Lower Kuskokwim	J Alexie Memorial K-12 School Replacement, Atmautluak	$45,263,955	$43,691,585	$3,328,232	$40,363,353	$807,267	$39,556,086	$39,556,086
2	2	2	Lower Kuskokwim	Eek K-12 School Renovation/Addition	$35,534,103	$33,760,170	$0	$33,760,170	$675,203	$33,084,967	$72,641,053
3	3	3	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	$63,237,913	$53,661,875	$0	$53,661,875	$1,073,237	$52,588,638	$125,229,691
4	4	4	Galena City	Galena Interior Learning Academy Classroom Building Upgrade	$7,445,277	$8,039,669	$594,392	$7,445,277	$372,264	$7,073,013	$132,302,704
5	5	5	Lower Kuskokwim	Mertarvik K-12 School Newtok Replacement	$49,272,786	$39,705,503	$0	$39,705,503	$794,110	$38,911,393	$171,214,097
6	6	6	Aleutians East	Sand Point K-12 School Paving	$450,463	$450,463	$0	$450,463	$157,662	$292,801	$171,506,898
7	7	7	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$5,930,074	$5,930,074	$0	$5,930,074	$118,601	$5,811,473	$177,318,371
8	8	8	Southeast Island	Kasaan K-12 School Covered Play Area Construction	$449,421	$449,421	$0	$449,421	$8,988	$440,433	$177,758,804
9	9	9	Aleutians East	King Cove K-12 School Paving	$112,250	$112,250	$0	$112,250	$39,287	$72,963	$177,831,767
10	10	10	Southeast Island	Thorne Bay K-12 School Playground Upgrades	$226,137	$226,137	$0	$226,137	$4,523	$221,614	$178,053,381
11	11	11	Yupiit	Playground Construction, 3 Schools	$608,458	$608,458	$0	$608,458	$12,169	$596,289	$178,649,670
				TOTALS:	**$208,530,836**	**$186,635,605**	**$3,922,624**	**$182,712,981**	**$4,063,311**	**$178,649,670**	

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
Major Maintenance Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	6	Saint Marys	St. Mary's Campus Upgrades	$4,899,885	$4,242,253	$409,000	$3,833,253	$383,325	$3,449,928	$3,449,928
2	2	4	Denali Borough	Cantwell K-12 School Roof Replacement	$1,107,009	$926,829	$0	$926,829	$185,366	$741,463	$4,191,391
3	3	8	Bristol Bay Borough	Bristol Bay School Renovation Phase II	$14,736,892	$13,022,838	$0	$13,022,838	$4,557,993	$8,464,845	$12,656,236
4	4	9	Ketchikan	Houghtaling Elementary Roof Replacement	$3,361,695	$3,361,695	$0	$3,361,695	$1,008,508	$2,353,187	$15,009,423
5	5	11	Yukon-Koyukuk	Allakaket K-12 School Renovation	$10,594,143	$9,381,581	$0	$9,381,581	$187,632	$9,193,949	$24,203,372
6	6	12	Northwest Arctic	Davis Ramoth K-12 School Window Replacement, Selawik	$241,245	$241,245	$0	$241,245	$48,249	$192,996	$24,396,368
7	7	14	Southeast Island	Thorne Bay Maintenance Building Roof Replacement	$231,462	$161,680	$0	$161,680	$3,234	$158,446	$24,554,814
8	8	15	Lower Kuskokwim	Bethel Campus Fire Pump House and Fire Protection Upgrades	$2,982,088	$2,982,088	$0	$2,982,088	$59,642	$2,922,446	$27,477,260
9	9	19	Craig City	Craig Middle School Gym Floor Replacement	$522,692	$522,692	$0	$522,692	$104,538	$418,154	$27,895,414
10	10	22	Petersburg Borough	Petersburg Middle/High School Entry Renovation	$48,303	$46,974	$0	$46,974	$16,441	$30,533	$27,925,947
11	11	17	Nome City	Nome Beltz Jr/Sr High School Partial Roof Replacement	$2,223,488	$2,223,488	$0	$2,223,488	$667,046	$1,556,442	$29,482,389
12	12	18	Chugach	Chenega Bay K-12 School Rehabilitation	$5,542,562	$5,542,562	$0	$5,542,562	$110,851	$5,431,711	$34,914,100
13	13	25	Denali Borough	Tri-Valley School Coal Heat Conversion	$89,923	$89,923	$0	$89,923	$17,985	$71,938	$34,986,038
14	14	21	Alaska Gateway	Tok K-12 School Sprinkler Renovation	$1,799,001	$1,799,001	$0	$1,799,001	$35,980	$1,763,021	$36,749,059
15	15	32	Petersburg Borough	Petersburg Middle/High School Underground Storage Tank Replacement	$177,695	$177,695	$0	$177,695	$62,193	$115,502	$36,864,561
16	16	23	Lower Kuskokwim	Nuniwaarmiut K-12 School Wastewater Upgrades, Mekoryuk	$1,123,319	$894,480	$0	$894,480	$17,890	$876,590	$37,741,151
17	17	24	Chugach	Tatitlek K-12 School Rehabilitation	$5,243,249	$5,243,249	$0	$5,243,249	$104,865	$5,138,384	$42,879,535
18	18	29	Craig City	Craig Elementary School Door And Flooring Replacement	$138,462	$138,462	$0	$138,462	$27,692	$110,770	$42,990,305
19	19	30	Craig City	Craig Middle School Siding and Windows	$149,167	$149,167	$0	$149,167	$29,833	$119,334	$43,109,639

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
Major Maintenance Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
20	20	26	Copper River	District Office Roof Renovation and Energy Upgrade	$1,022,041	$1,022,041	$0	$1,022,041	$20,441	$1,001,600	$44,111,239
21	21	27	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$399,436	$385,191	$0	$385,191	$19,260	$365,931	$44,477,170
22	22	28	Hoonah City	Hoonah Central Boiler Replacement	$262,100	$262,100	$0	$262,100	$78,630	$183,470	$44,660,640
23	23	31	Nenana City	Nenana K-12 School Boiler Replacement	$143,070	$143,070	$0	$143,070	$7,153	$135,917	$44,796,557
24	24	33	Aleutians East	Sand Point K-12 School Pool Major Maintenance	$104,660	$104,660	$0	$104,660	$36,631	$68,029	$44,864,586
25	25	34	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$2,430,410	$2,430,410	$0	$2,430,410	$48,608	$2,381,802	$47,246,388
26	26	35	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,567,788	$2,567,788	$0	$2,567,788	$51,356	$2,516,432	$49,762,820
27	27	36	Haines Borough	Haines High School Locker Room Renovation	$779,739	$779,739	$0	$779,739	$272,909	$506,830	$50,269,650
28	28	37	Kuspuk	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	$1,660,924	$1,660,924	$0	$1,660,924	$33,218	$1,627,706	$51,897,356
29	29	38	Southeast Island	Thorne Bay K-12 Fire Suppression System	$480,867	$480,867	$0	$480,867	$9,617	$471,250	$52,368,606
30	30	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	$232,730	$232,730	$0	$232,730	$4,655	$228,075	$52,596,681
31	31	40	Yukon Flats	Chalkyitsik K-12 School Water Tank Replacement	$1,272,216	$1,272,216	$0	$1,272,216	$25,444	$1,246,772	$53,843,453
32	32	41	Nome City	Nome Elementary School Gym Flooring Replacement	$107,692	$103,740	$0	$103,740	$31,122	$72,618	$53,916,071
33	33	42	Yukon Flats	Venetie K-12 School Generator Building Renovation	$2,754,866	$2,388,911	$0	$2,388,911	$47,778	$2,341,133	$56,257,204
34	34	44	Chatham	Fire Alarm Upgrades - 3 Sites	$104,572	$104,572	$0	$104,572	$2,091	$102,481	$56,359,685
35	35	43	Southwest Region	Manokotak K-12 School Sewer and Water Upgrade	$232,467	$232,467	$0	$232,467	$4,649	$227,818	$56,587,503
36	36	46	Anchorage	Roof Replacement and Upgrades, 4 Schools	$21,174,967	$12,434,633	$0	$12,434,633	$4,352,122	$8,082,511	$64,670,014
37	37	45	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	$119,467	$117,829	$0	$117,829	$2,357	$115,472	$64,785,486
38	38	47	Yukon Flats	Beaver and Chalkyitsik K-12 School Boiler and Control Upgrades	$1,366,954	$1,323,900	$0	$1,323,900	$26,478	$1,297,422	$66,082,908
39	39	48	Southwest Region	Twin Hills K-8 School Renovations	$2,004,615	$2,004,615	$0	$2,004,615	$40,092	$1,964,523	$68,047,431

State of Alaska
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Major Maintenance Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
40	40	49	Haines Borough	Haines High School Roof Replacement	$2,399,203	$2,399,203	$0	$2,399,203	$839,721	$1,559,482	$69,606,913
41	41	50	Sitka City Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$475,238	$475,238	$0	$475,238	$166,333	$308,905	$69,915,818
42	42	51	Yukon-Koyukuk	Ella B. Vernetti K-8 School Entry Access Repairs, Koyukuk	$277,052	$277,052	$0	$277,052	$5,541	$271,511	$70,187,329
43	43	53	Chatham	Klukwan K-12 School Roof Replacement	$1,832,400	$1,770,420	$0	$1,770,420	$35,408	$1,735,012	$71,922,341
44	44	52	Annette Island	Metlakatla High School Gym Acoustical Upgrades	$142,669	$142,669	$0	$142,669	$2,853	$139,816	$72,062,157
45	45	54	Southeast Island	Thorne Bay K-12 School Carpet Replacement	$71,549	$69,579	$0	$69,579	$1,392	$68,187	$72,130,344
46	46	55	Mat-Su Borough	Districtwide Seismic Upgrades, Phase 1	$7,326,904	$6,994,745	$0	$6,994,745	$2,098,423	$4,896,322	$77,026,666
47	47	56	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$738,394	$738,394	$0	$738,394	$14,768	$723,626	$77,750,292
48	48	57	Mat-Su Borough	Water System Replacement, Big Lake, Butte, Snowshoe Elementary Schools	$6,321,087	$5,754,270	$0	$5,754,270	$1,726,281	$4,027,989	$81,778,281
49	49	58	Nome City	Anvil City Charter School Restroom Renovations	$431,240	$431,240	$0	$431,240	$129,372	$301,868	$82,080,149
50	50	64	Anchorage	Mears Middle School Roof Replacement and Upgrades	$10,654,171	$9,530,938	$0	$9,530,938	$3,335,828	$6,195,110	$88,275,259
51	51	59	Copper River	Glenallen Voc-Ed Facility Renovation	$702,997	$702,997	$0	$702,997	$14,060	$688,937	$88,964,196
52	52	60	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,382,689	$1,382,689	$0	$1,382,689	$69,134	$1,313,555	$90,277,751
53	53	61	Kake City	Kake High School Plumbing Replacement	$639,172	$639,172	$0	$639,172	$127,834	$511,338	$90,789,089
54	54	62	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$960,216	$960,216	$0	$960,216	$19,204	$941,012	$91,730,101
55	55	66	Craig City	Craig High School Biomass Boiler	$544,148	$544,148	$0	$544,148	$108,830	$435,318	$92,165,419
56	56	63	Southeast Island	Thorne Bay K-12 Mechanical Control Upgrades	$1,408,445	$1,408,445	$0	$1,408,445	$28,169	$1,380,276	$93,545,695
57	57	65	Southwest Region	William "Sonny" Nelson K-8 School Renovations, Ekwok	$3,206,193	$3,206,193	$0	$3,206,193	$64,124	$3,142,069	$96,687,764
58	58	70	Anchorage	Steller Secondary School Fire Alarm Replacement	$322,875	$322,875	$0	$322,875	$113,006	$209,869	$96,897,633

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
Major Maintenance Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
59	59	67	Southwest Region	Aleknagik K-8 School Renovations	$3,136,609	$3,136,609	$0	$3,136,609	$62,732	$3,073,877	$99,971,510
60	60	68	Nome City	Nome Beltz Jr/Sr High School Generator and Electrical Service Replacement	$1,818,227	$1,818,227	$0	$1,818,227	$545,468	$1,272,759	$101,244,269
61	61	74	Anchorage	East High School Safety and Building Upgrades	$11,743,819	$4,966,760	$0	$4,966,760	$1,738,366	$3,228,394	$104,472,663
62	62	69	Yukon Flats	Fort Yukon K-12 School Soil Remediation and Fuel Tank Replacement	$10,818,586	$4,642,888	$0	$4,642,888	$92,858	$4,550,030	$109,022,693
63	63	71	Kake City	Exterior Upgrades - Main School Facilities	$242,861	$242,861	$0	$242,861	$48,572	$194,289	$109,216,982
64	64	72	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$4,498,235	$3,889,212	$0	$3,889,212	$77,784	$3,811,428	$113,028,410
65	65	73	Kake City	Kake High School Gym Floor and Bleacher Replacement	$548,148	$531,076	$0	$531,076	$106,215	$424,861	$113,453,271
66	66	77	Anchorage	Service High School Gym Sprinkler and Fire Alarm Upgrades	$6,439,147	$2,103,547	$0	$2,103,547	$736,241	$1,367,306	$114,820,577
67	67	75	Yukon Flats	Cruikshank K-12 School Soil Remediation and Fuel Tank Replacement, Beaver	$1,327,572	$1,102,255	$0	$1,102,255	$22,045	$1,080,210	$115,900,787
68	68	76	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline	$1,542,993	$1,476,069	$0	$1,476,069	$29,521	$1,446,548	$117,347,335
69	69	78	Yukon-Koyukuk	Ella B. Vernetti K-8 School Boiler Replacement, Koyukuk	$438,678	$438,678	$0	$438,678	$8,774	$429,904	$117,777,239
70	70	85	Anchorage	Bartlett High School Intercom Upgrades	$2,703,997	$1,284,739	$0	$1,284,739	$449,659	$835,080	$118,612,319
71	71	79	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$335,085	$335,085	$0	$335,085	$6,702	$328,383	$118,940,702
72	72	80	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	$121,892	$121,892	$0	$121,892	$2,438	$119,454	$119,060,156
73	73	81	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$4,103,065	$3,449,411	$0	$3,449,411	$68,988	$3,380,423	$122,440,579
74	74	82	Yukon Flats	Venetie K-12 School Soil Remediation and Fuel Tank Replacement	$2,069,628	$1,806,394	$0	$1,806,394	$36,128	$1,770,266	$124,210,845
75	75	83	Southeast Island	Port Alexander K-12 Domestic Water Pipe Replacement	$85,289	$107,717	$0	$107,717	$2,154	$105,563	$124,316,408

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
Major Maintenance Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
76	76	84	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$287,139	$343,542	$0	$343,542	$6,871	$336,671	$124,653,079
77	77	86	Lower Yukon	LYSD Central Office Renovation	$5,257,426	$5,006,308	$0	$5,006,308	$100,126	$4,906,182	$129,559,261
78	78	87	Mat-Su Borough	Windows and Lighting Upgrades, Butte Elementary, Palmer High School	$4,231,918	$4,231,918	$0	$4,231,918	$1,269,575	$2,962,343	$132,521,604
79	79	88	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$511,334	$1,530,387	$0	$1,530,387	$30,608	$1,499,779	$134,021,383
80	80	89	Southeast Island	Port Alexander and Thorne Bay K-12 Schools Roof Replacement	$4,906,853	$4,906,853	$0	$4,906,853	$98,137	$4,808,716	$138,830,099
81	81	90	Yupiit	Mechanical System Improvements, 3 Schools	$168,484	$168,484	$0	$168,484	$3,370	$165,114	$138,995,213
82	82	91	Lower Yukon	Sheldon Point K-12 School Siding Replacement, Nunam Iqua	$260,799	$260,799	$0	$260,799	$5,216	$255,583	$139,250,796
83	83	92	Lower Yukon	Security Access Project, 6 Sites	$1,532,578	$1,532,578	$0	$1,532,578	$30,652	$1,501,926	$140,752,722
84	84	93	Lower Yukon	Kotlik and Pilot Station K-12 Schools Renewal and Repair	$2,183,223	$2,183,223	$0	$2,183,223	$43,664	$2,139,559	$142,892,281
				TOTALS:	**$205,584,088**	**$170,568,300**	**$409,000**	**$170,159,300**	**$27,267,019**	**$142,892,281**	

To: Members of the State Board of Education & Early Development **March 19, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 3**

♦ ISSUE

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

♦ BACKGROUND

- The board also will be briefed on the status of the department's FY2019 budget, including any changes made to the budget through Governor's Amended and the House and Senate Finance Subcommittees.

- The board will be briefed on current legislation for the 2018 legislative session that affects the department.

- Behind this cover memo are: 1) FY2019 Governor's Operating Amendments, 2) FY2019 House Finance Budget Subcommittee Narrative Report dated February 20, 2018, and 3) 2018 Legislative Session – current legislation that affects the department.

- Marcy Herman, Legislative Liaison, and Heidi Teshner, Director of Finance and Support Services, will be present to brief the board.

♦ OPTIONS

This is an information update. No action is required.

Department of Education & Early Development
FY2019 Governor's Operating Amendments (HB286 / SB144)

Line	Bill Section	Bill Page	Bill Line	Component	Description	Unrestricted General Funds (UGF)	Designated General Funds (DGF)	Other Funds	Federal Funds	Total	Fund Source	Component Totals (Includes Mental Health) Numbers and Language
1	1	10	16	Student and School Achievement	**Additional Support for Data Collection, Analysis, and Reporting** The one new Research Analyst I/II/III flex (Range 13/16/18) position will serve as a liaison to school districts by providing technical assistance and support for the additional data that will be collected. In addition, this position will provide more longitudinal and comparability data analysis using existing and new datasets. This position will work across divisions within the department and increase the reporting capacity of the data management team.	$97.8	$0.0	$0.0	$0.0	$97.8	1004 Gen Fund $97.8	FY2019 December Budget: $157,814.1 FY2019 Total Amendments: $97.8 FY2019 Total: $157,911.9
2	1	11	3	MEHS Facilities Maintenance	**Add General Fund Program Receipt Authorization for the Mt. Edgecumbe Aquatic Center** In order for the state to accept entrance fees, and other event fees, at the new Mt. Edgecumbe High School (MEHS) Aquatic Center, general fund program receipt (GF/PR) authorization must be added to the MEHS Facility Maintenance budget structure.	$0.0	$250.0	$0.0	$0.0	$250.0	1005 GF/Prgm $250.0	FY2019 December Budget: $1,192.7 FY2019 Total Amendments: $250.0 FY2019 Total: $1,442.7

30th Alaska State Legislature
House Finance Budget Subcommittee
Department of Education and Early Development
FY19 Operating Budget

Chair:

Rep. Dan Ortiz
Capitol Room 513
465-3824

Members:

Rep. Harriet Drummond
Capitol Room 108
465-3875

Rep. Justin Parish
Capitol Room 24
465-3744

Rep. Ivy Spohnholz
Capitol Room 421
465-4940

Rep. Steve Thompson
Capitol Room 500
465-3004

Rep. Jennifer Johnston
Capitol Room 430
465-4949

Rep. Chuck Kopp
Capitol Room 13
465-4993

Rep. Dave Talerico
Capitol Room 10
465-4527

Alt: Rep. Geran Tarr
Capitol Room 126
465-3424

Alt: Rep. Lora Reinbold
Capitol Room 409
465-3822

Committee Aide:

Mary Hakala
Capitol Room 513
465-3642

Feb. 20, 2018

SUBCOMMITTEE MEETINGS:

The House Finance Budget Subcommittee for the Department of Education and Early Development (DEED) held eight meetings with the department during the review of the FY19 budget request.

RECOMMENDATIONS:

The House Finance Budget Subcommittee for DEED recommends that the House Finance Committee accept the DEED FY19 budget with the following amendment recommendations:

The numbers-only budget with amendment recommendations:

Fund Source: (dollars are in thousands)	
Unrestricted General Funds (UGF)	$44,351.5
Designated General Funds (DGF)	$26,077.1
Other Funds	$46,462.0
Federal Funds	$251,090.2
Total	**$367,980.8**

The Unrestricted General Fund difference from FY15 Management Plan to the FY19 House Subcommittee Recommended budget is a reduction of $24,821.7, a decrease of 35.9 percent.

The Unrestricted General Fund difference from FY18 Management Plan to the FY19 House Subcommittee Recommended budget is a reduction of $229.1, a decrease of 0.5 percent.

Positions:	
Permanent Full-time	267
Permanent Part-time	13
Temporary	4
Total	**284**

GOVERNOR'S AMENDMENTS

The subcommittee recommends that the House Finance Committee consider approval of the following Governor's amendments:

Student and School Achievement, Additional Support for Data Collection, Analysis and Reporting, $97.8, 1004 Gen Fund (UGF), +1 PFT Position

Mount Edgecumbe Boarding School Facilities Maintenance, Add General Fund Program Receipt Authorization for the Mt. Edgecumbe Aquatic Center, $250.0, 1005 GF/Prgm (DGF)

SUBCOMMITTEE BUDGET RECOMMENDATIONS

The following budget amendments are submitted by the subcommittee for consideration by the House Finance Committee:

Restore Funding for Museum Grant-in-Aid competitive grant program, $105.6, 1004 Gen Fund (UGF)

Public School Fund revenue adjustment, -$18,000.0, 1066 Public School (Other)

OTHER INFORMATION:

The subcommittee discussed a variety of issues during the meetings, including some amendment proposals that the subcommittee denied.

1. An amendment proposal was discussed that would have eliminated funding for Live Homework Help. Following a thoughtful discussion the maker of the amendment withdrew the amendment.

2. An amendment proposal was discussed that would have reduced early learning Pre-K grants by $600.0 UGF. The subcommittee voted down this proposal three YEAs to five NAYs.

SUBCOMMITTEE STATUTORY RECOMMENDATIONS:

The subcommittee made no statutory recommendations.

ATTACHED REPORTS:

Transaction Detail – House Structure - Subcommittee Recommended Amendments
Allocation Summary

Respectfully submitted,

Representative Dan Ortiz, Chair
House Finance Budget Subcommittee for the Department of Education and Early Development

2018 Legislature - Operating Budget
Transaction Detail - House Structure
HSub Amends Column

Numbers

Agency: Department of Education and Early Development

	Trans Type	Total Expenditure	Personal Services	Travel	Services	Commodities	Capital Outlay	Grants	Misc	PFT	PPT	TMP
K-12 Aid to School Districts												
Foundation Program												
H DOE 1 - Public School Fund revenue adjustment	Dec	**-18,000.0**	0.0	0.0	0.0	0.0	0.0	-18,000.0	0.0	0	0	0
Offered by Representative Ortiz This is a technical fund source adjustment in the number section of the Foundation Program budget. The amendment reduces the Public School Trust Fund appropriation to match Department of Revenue's projected revenue available for appropriation under existing state law (a total of $10 million). The Governor's proposed FY19 budget assumes passage of legislation restructuring the Public School Trust Fund and budgets for an increase in funds that could be drawn from the fund. However, until a bill passes, the additional $18 million budgeted by the Governor is not available to spend. This amount will instead come from the general fund. This amendment adjusts revenues to match revenue projections under existing law. 1066 Pub School (Other) -18,000.0												
*** Allocation Total ***		**-18,000.0**	0.0	0.0	0.0	0.0	0.0	-18,000.0	0.0	0	0	0
*** * Appropriation Total * ***		**-18,000.0**	0.0	0.0	0.0	0.0	0.0	-18,000.0	0.0	0	0	0
Education Support and Admin Services												
Student and School Achievement												
GA 2 2/14 Additional Support for Data Collection, Analysis, and Reporting	Inc	**97.8**	88.2	0.0	9.6	0.0	0.0	0.0	0.0	1	0	0
Alaska's Education Challenge and the Every Student Succeeds Act (ESSA) are two efforts that together will ensure an excellent education for every student every day by improving outcomes for Alaska's schools and students. Under both initiatives, additional data will be collected to better inform Alaskans on how students, schools, districts, and the state are progressing, as well as to meet ESSA requirements. The one new Research Analyst I/II/III flex (Range 13/16/18) position will serve as a liaison to school districts by providing technical assistance and support for the additional data that will be collected. In addition, this position will provide more longitudinal and comparability data analysis using existing and new datasets. This position will work across divisions within the department and increase the reporting capacity of the data management team. Data is one of the most powerful tools to inform, engage, and create opportunities for students along their education journey. Having accessible, accurate, and consistent data at our fingertips will help students, parents, educators, and policymakers make more informed decisions around Alaska's education system and help drive improvement for student success. This is a new request for FY2019. It was not included in the FY2019 Governor request because the final Alaska's Education Challenge report was not yet available for review for the department to determine additional needs for the success of this on-going project. This new position is budgeted as a Research Analyst II (R16), but will ideally be a flex I/II/III position to allow for a greater pool of qualified candidates. FY2019 Governor:												

	Trans Type	Total Expenditure	Personal Services	Travel	Services	Commodities	Capital Outlay	Grants	Misc	PFT	PPT	TMP
Education Support and Admin Services (continued)												
Student and School Achievement (continued)												
GA 2 2/14 Additional Support for Data Collection, Analysis, and Reporting (continued)												
$157,814.1												
FY2019 Total Amendments: $97.8												
FY2019 Total: $157,911.9												
1004 Gen Fund (UGF) 97.8												
*** Allocation Total ***		**97.8**	88.2	0.0	9.6	0.0	0.0	0.0	0.0	1	0	0
*** * Appropriation Total * ***		**97.8**	88.2	0.0	9.6	0.0	0.0	0.0	0.0	1	0	0
Mt. Edgecumbe Boarding School												
Mount Edgecumbe Boarding School Facilities Maintenance												
GA 3 2/14 Add General Fund Program Receipt Authorization for the Mt. Edgecumbe Aquatic Center	Inc	**250.0**	0.0	0.0	250.0	0.0	0.0	0.0	0.0	0	0	0
In order for the state to accept entrance fees, and other event fees, at the new Mt. Edgecumbe High School (MEHS) Aquatic Center, general fund program receipt (GF/PR) authorization must be added to the MEHS Facility Maintenance budget structure. Current cost estimates for the operations and maintenance of the pool are $583.1 annually. GF/PR will offset the total amount of unrestricted general funds necessary for the operations and maintenance of the pool. The $250.0 requested in GF/PR is approximately 43% of the total operations and maintenance costs, and is the department's best estimate at this time of the total amount that may potentially be collected in fee-supported revenue. The department will be able to provide an updated estimate after the pool is open for business and being used by various stakeholders, including the community of Sitka. Without GF/PR authorization, the department will be unable to collect fees received by the users of the MEHS Aquatic Center to help offset operating expenses.												
FY2019 Governor: $1,192.7												
FY2019 Total Amendments: $250.0												
FY2019 Total: $1,442.7												
1005 GF/Prgm (DGF) 250.0												
*** Allocation Total ***		**250.0**	0.0	0.0	250.0	0.0	0.0	0.0	0.0	0	0	0
*** * Appropriation Total * ***		**250.0**	0.0	0.0	250.0	0.0	0.0	0.0	0.0	0	0	0
Alaska State Libraries, Archives and Museums												
Museum Operations												
H DOE 2 - Restore Funding for Museum Grant-in-Aid Program Offered by Representative Ortiz	Inc	**105.6**	0.0	0.0	0.0	0.0	0.0	105.6	0.0	0	0	0
This amendment restores funding for the Museum Grant-in-Aid competitive grant program. These are grants ranging from $2,000 to $10,000 that are vital to the ability of small museums to build and maintain their collections.												
The goal of the program is to sustain and support museums across the state that preserve Alaska history, promote economic activity in the tourism sector, and supply information to Alaskans.												
1004 Gen Fund (UGF) 105.6												
*** Allocation Total ***		**105.6**	0.0	0.0	0.0	0.0	0.0	105.6	0.0	0	0	0
*** * Appropriation Total * ***		**105.6**	0.0	0.0	0.0	0.0	0.0	105.6	0.0	0	0	0

2018 Legislature - Operating Budget
Transaction Detail - House Structure
HSub Amends Column

Numbers

Agency: Department of Education and Early Development

	Trans Type	Total Expenditure	Personal Services	Travel	Services	Commodities	Capital Outlay	Grants	Misc	PFT	PPT	TMP
*** * * Agency Total * * ***		**-17,546.6**	88.2	0.0	259.6	0.0	0.0	-17,894.4	0.0	1	0	0
*** * * * All Agencies Total * * * ***		**-17,546.6**	88.2	0.0	259.6	0.0	0.0	-17,894.4	0.0	1	0	0

2018 Legislature - Operating Budget
Allocation Summary - House Structure

Numbers
Agencies: Educ

Allocation	[1] 19GovAdj	[2] HSub Rec	[2] - [1] 19GovAdj to HSub Rec	
Education & Early Dev				
K-12 Aid to School Districts				
Foundation Program	44,128.4	26,128.4	-18,000.0	-40.8 %
Appropriation Total	**44,128.4**	**26,128.4**	**-18,000.0**	**-40.8 %**
K-12 Support				
Boarding Home Grants	7,453.2	7,453.2	0.0	
Youth in Detention	1,100.0	1,100.0	0.0	
Special Schools	3,558.2	3,558.2	0.0	
Appropriation Total	**12,111.4**	**12,111.4**	**0.0**	
Education Support and Admin				
Executive Administration	888.3	888.3	0.0	
Administrative Services	1,746.5	1,746.5	0.0	
Information Services	1,028.0	1,028.0	0.0	
School Finance & Facilities	2,207.5	2,207.5	0.0	
Child Nutrition	76,972.8	76,972.8	0.0	
Student and School Achievement	157,814.1	157,911.9	97.8	0.1 %
State System of Support	1,798.7	1,798.7	0.0	
Teacher Certification	918.3	918.3	0.0	
Early Learning Coordination	9,611.3	9,611.3	0.0	
Pre-Kindergarten Grants	2,000.0	2,000.0	0.0	
Appropriation Total	**254,985.5**	**255,083.3**	**97.8**	
AK State Council on the Arts				
AK State Council on the Arts	2,768.5	2,768.5	0.0	
Appropriation Total	**2,768.5**	**2,768.5**	**0.0**	
Commissions and Boards				
Professional Teaching Practice	258.8	258.8	0.0	
Appropriation Total	**258.8**	**258.8**	**0.0**	

2018 Legislature - Operating Budget
Allocation Summary - House Structure

Numbers
Agencies: Educ

Allocation	[1] 19GovAdj	[2] HSub Rec	[2] - [1] 19GovAdj to HSub Rec	
Education & Early Dev (continued)				
Mt. Edgecumbe Boarding School				
Mt. Edgecumbe Boarding School	11,420.6	11,420.6	0.0	
MEHS Facilities Maintenance	1,192.7	1,442.7	250.0	21.0 %
Appropriation Total	**12,613.3**	**12,863.3**	**250.0**	**2.0 %**
State Facilities Rent				
State Facilities Maintenance	0.0	0.0	0.0	
EED State Facilities Rent	1,068.2	1,068.2	0.0	
Appropriation Total	**1,068.2**	**1,068.2**	**0.0**	
Libraries, Archives & Museums				
Library Operations	8,399.8	8,399.8	0.0	
Archives	1,264.7	1,264.7	0.0	
Museum Operations	1,608.1	1,713.7	105.6	6.6 %
Online with Libraries (OWL)	661.8	661.8	0.0	
Live Homework Help	138.2	138.2	0.0	
Andrew K Bldg Facility Mntnce	1,030.0	1,030.0	0.0	
Appropriation Total	**13,102.6**	**13,208.2**	**105.6**	**0.8 %**
Alaska Postsecondary Education				
Program Admin & Operations	17,901.5	17,901.5	0.0	
WWAMI Medical Education	3,096.4	3,096.4	0.0	
Appropriation Total	**20,997.9**	**20,997.9**	**0.0**	
AK Performance Scholarship Awd				
AK Performance Scholarship Awd	11,750.0	11,750.0	0.0	
Appropriation Total	**11,750.0**	**11,750.0**	**0.0**	

2018 Legislature - Operating Budget
Allocation Summary - House Structure

Numbers
Agencies: Educ

Allocation	[1] 19GovAdj	[2] HSub Rec	[2] - [1] 19GovAdj to HSub Rec	
Education & Early Dev (continued)				
AK Student Loan Corporation				
Loan Servicing	11,742.8	11,742.8	0.0	
Appropriation Total	**11,742.8**	**11,742.8**	**0.0**	
Agency Total	**385,527.4**	**367,980.8**	**-17,546.6**	**-4.6 %**
Statewide Total	**385,527.4**	**367,980.8**	**-17,546.6**	**-4.6 %**
Funding Summary				
Unrestricted General (UGF)	44,148.1	44,351.5	203.4	0.5 %
Designated General (DGF)	25,827.1	26,077.1	250.0	1.0 %
Other State Funds (Other)	64,462.0	46,462.0	-18,000.0	-27.9 %
Federal Receipts (Fed)	251,090.2	251,090.2	0.0	

Multi-year Allocation Summary - Operating Budget - FY 2019 House Structure

Numbers
Agencies: Educ

Allocation	ID=> [1] 2015 15MgtPln	[2] 2018 18MgtPln	[3] 2018 19GovAdj	[4] 2018 HSub Rec	[4] - [1] 2015 15MgtPln to HSub Rec		[4] - [2] 2018 18MgtPln to HSub Rec		[4] - [3] 2018 19GovAdj to HSub Rec	
Education & Early Dev										
K-12 Aid to School Districts										
Foundation Program	30,791.0	40,791.0	44,128.4	26,128.4	-4,662.6	-15.1 %	-14,662.6	-35.9 %	-18,000.0	-40.8 %
Appropriation Total	**30,791.0**	**40,791.0**	**44,128.4**	**26,128.4**	**-4,662.6**	**-15.1 %**	**-14,662.6**	**-35.9 %**	**-18,000.0**	**-40.8 %**
K-12 Support										
Boarding Home Grants	6,960.3	7,453.2	7,453.2	7,453.2	492.9	7.1 %	0.0		0.0	
Youth in Detention	1,100.0	1,100.0	1,100.0	1,100.0	0.0		0.0		0.0	
Special Schools	3,693.3	3,563.9	3,558.2	3,558.2	-135.1	-3.7 %	-5.7	-0.2 %	0.0	
Appropriation Total	**11,753.6**	**12,117.1**	**12,111.4**	**12,111.4**	**357.8**	**3.0 %**	**-5.7**		**0.0**	
Education Support and Admin										
Executive Administration	903.4	1,165.3	888.3	888.3	-15.1	-1.7 %	-277.0	-23.8 %	0.0	
Administrative Services	1,649.5	1,742.4	1,746.5	1,746.5	97.0	5.9 %	4.1	0.2 %	0.0	
Information Services	1,052.9	921.9	1,028.0	1,028.0	-24.9	-2.4 %	106.1	11.5 %	0.0	
School Finance & Facilities	3,064.9	2,203.4	2,207.5	2,207.5	-857.4	-28.0 %	4.1	0.2 %	0.0	
Child Nutrition	52,701.8	73,968.7	76,972.8	76,972.8	24,271.0	46.1 %	3,004.1	4.1 %	0.0	
Student and School Achievement	167,563.7	160,413.6	157,814.1	157,911.9	-9,651.8	-5.8 %	-2,501.7	-1.6 %	97.8	0.1 %
State System of Support	1,962.5	1,847.7	1,798.7	1,798.7	-163.8	-8.3 %	-49.0	-2.7 %	0.0	
Teacher Certification	920.6	932.7	918.3	918.3	-2.3	-0.2 %	-14.4	-1.5 %	0.0	
Early Learning Coordination	9,461.1	9,766.7	9,611.3	9,611.3	150.2	1.6 %	-155.4	-1.6 %	0.0	
Pre-Kindergarten Grants	2,000.0	2,000.0	2,000.0	2,000.0	0.0		0.0		0.0	
Appropriation Total	**241,280.4**	**254,962.4**	**254,985.5**	**255,083.3**	**13,802.9**	**5.7 %**	**120.9**		**97.8**	
Teaching and Learning Support										
Alaska Learning Network	850.0	0.0	0.0	0.0	-850.0	-100.0 %	0.0		0.0	
Statewide Mentoring	2,300.0	0.0	0.0	0.0	-2,300.0	-100.0 %	0.0		0.0	
Appropriation Total	**3,150.0**	**0.0**	**0.0**	**0.0**	**-3,150.0**	**-100.0 %**	**0.0**		**0.0**	
AK State Council on the Arts										
AK State Council on the Arts	2,071.1	2,768.5	2,768.5	2,768.5	697.4	33.7 %	0.0		0.0	
Appropriation Total	**2,071.1**	**2,768.5**	**2,768.5**	**2,768.5**	**697.4**	**33.7 %**	**0.0**		**0.0**	

Multi-year Allocation Summary - Operating Budget - FY 2019 House Structure

Numbers
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Allocation	ID=> [1] 2015 15MgtPln	[2] 2018 18MgtPln	[3] 2018 19GovAdj	[4] 2018 HSub Rec	[4] - [1] 2015 15MgtPln to HSub Rec		[4] - [2] 2018 18MgtPln to HSub Rec		[4] - [3] 2018 19GovAdj to HSub Rec	
Education & Early Dev (continued)										
Commissions and Boards										
Professional Teaching Practice	299.8	303.0	258.8	258.8	-41.0	-13.7 %	-44.2	-14.6 %	0.0	
Appropriation Total	**299.8**	**303.0**	**258.8**	**258.8**	**-41.0**	**-13.7 %**	**-44.2**	**-14.6 %**	**0.0**	
Mt. Edgecumbe Boarding School										
Mt. Edgecumbe Boarding School	10,775.6	11,014.0	11,420.6	11,420.6	645.0	6.0 %	406.6	3.7 %	0.0	
MEHS Facilities Maintenance	0.0	0.0	1,192.7	1,442.7	1,442.7	>999 %	1,442.7	>999 %	250.0	21.0 %
Appropriation Total	**10,775.6**	**11,014.0**	**12,613.3**	**12,863.3**	**2,087.7**	**19.4 %**	**1,849.3**	**16.8 %**	**250.0**	**2.0 %**
State Facilities Rent										
State Facilities Maintenance	1,185.3	2,322.7	0.0	0.0	-1,185.3	-100.0 %	-2,322.7	-100.0 %	0.0	
EED State Facilities Rent	2,124.2	1,068.2	1,068.2	1,068.2	-1,056.0	-49.7 %	0.0		0.0	
Appropriation Total	**3,309.5**	**3,390.9**	**1,068.2**	**1,068.2**	**-2,241.3**	**-67.7 %**	**-2,322.7**	**-68.5 %**	**0.0**	
Libraries, Archives & Museums										
Library Operations	14,226.5	9,555.9	8,399.8	8,399.8	-5,826.7	-41.0 %	-1,156.1	-12.1 %	0.0	
Archives	1,321.7	1,261.7	1,264.7	1,264.7	-57.0	-4.3 %	3.0	0.2 %	0.0	
Museum Operations	2,115.4	1,708.6	1,608.1	1,713.7	-401.7	-19.0 %	5.1	0.3 %	105.6	6.6 %
Online with Libraries (OWL)	761.8	661.8	661.8	661.8	-100.0	-13.1 %	0.0		0.0	
Live Homework Help	138.2	138.2	138.2	138.2	0.0		0.0		0.0	
Andrew K Bldg Facility Mntnce	0.0	0.0	1,030.0	1,030.0	1,030.0	>999 %	1,030.0	>999 %	0.0	
Appropriation Total	**18,563.6**	**13,326.2**	**13,102.6**	**13,208.2**	**-5,355.4**	**-28.8 %**	**-118.0**	**-0.9 %**	**105.6**	**0.8 %**
Alaska Postsecondary Education										
Program Admin & Operations	22,353.9	18,868.4	17,901.5	17,901.5	-4,452.4	-19.9 %	-966.9	-5.1 %	0.0	
WWAMI Medical Education	2,964.8	3,014.8	3,096.4	3,096.4	131.6	4.4 %	81.6	2.7 %	0.0	
Appropriation Total	**25,318.7**	**21,883.2**	**20,997.9**	**20,997.9**	**-4,320.8**	**-17.1 %**	**-885.3**	**-4.0 %**	**0.0**	
AK Performance Scholarship Awd										
AK Performance Scholarship Awd	11,000.0	11,750.0	11,750.0	11,750.0	750.0	6.8 %	0.0		0.0	
Appropriation Total	**11,000.0**	**11,750.0**	**11,750.0**	**11,750.0**	**750.0**	**6.8 %**	**0.0**		**0.0**	

Multi-year Allocation Summary - Operating Budget - FY 2019 House Structure

Numbers
Agencies: Educ

Allocation	ID=> Session=> Column=>	[1] 2015 15MgtPln	[2] 2018 18MgtPln	[3] 2018 19GovAdj	[4] 2018 HSub Rec	[4] - [1] 2015 15MgtPln to 2018 HSub Rec		[4] - [2] 2018 18MgtPln to 2018 HSub Rec		[4] - [3] 2018 19GovAdj to 2018 HSub Rec	
Education & Early Dev (continued)											
AK Student Loan Corporation											
Loan Servicing		0.0	12,144.0	11,742.8	11,742.8	11,742.8	>999 %	-401.2	-3.3 %	0.0	
Appropriation Total		**0.0**	**12,144.0**	**11,742.8**	**11,742.8**	**11,742.8**	**>999 %**	**-401.2**	**-3.3 %**	**0.0**	
Agency Total		**358,313.3**	**384,450.3**	**385,527.4**	**367,980.8**	**9,667.5**	**2.7 %**	**-16,469.5**	**-4.3 %**	**-17,546.6**	**-4.6 %**
Statewide Total		**358,313.3**	**384,450.3**	**385,527.4**	**367,980.8**	**9,667.5**	**2.7 %**	**-16,469.5**	**-4.3 %**	**-17,546.6**	**-4.6 %**
Funding Summary											
Unrestricted General (UGF)		69,173.2	44,580.6	44,148.1	44,351.5	-24,821.7	-35.9 %	-229.1	-0.5 %	203.4	0.5 %
Designated General (DGF)		18,444.7	25,962.7	25,827.1	26,077.1	7,632.4	41.4 %	114.4	0.4 %	250.0	1.0 %
Other State Funds (Other)		36,804.8	62,576.9	64,462.0	46,462.0	9,657.2	26.2 %	-16,114.9	-25.8 %	-18,000.0	-27.9 %
Federal Receipts (Fed)		233,890.6	251,330.1	251,090.2	251,090.2	17,199.6	7.4 %	-239.9	-0.1 %	0.0	

To: Members of the State Board of Education and Early Development **March 19, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 4**

♦ ISSUE

The board will receive a presentation entitled *SERRC's Commitment to an Excellent Education for Every Student Every Day*, by Sheryl Weinberg and Gerry Briscoe from SERRC, Alaska's Educational Resource Center. They will provide an overview of SERRC's services and how they fit in with the three commitments of the Alaska Education Challenge.

- Behind this memo is SERRC's presentation.

♦ OPTIONS

This is an information item. No action is necessary.

CULTURE IN THE CLASSROOM®

Indicators and Evidences for Evaluating Culturally Responsive Teaching Using the Alaska Cultural Standards for Educators



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A PUBLICATION OF SERRC - ALASKA'S EDUCATIONAL RESOURCE CENTER





Southeast Regional Resource Center (SERRC) Project CREATE was funded by an Alaska Native Education Program Grant, CFDA 84.356; OESE, U.S. Dept. of Education, Award #S356A120021-13.

www.serrc.org

www.culturallyproficientschools.org

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www.culturallyproficientschools.org

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PREFACE

In December 2012, the Alaska State Board of Education adopted four (4) of the five (5) Alaska Cultural Standards for teacher evaluation. "Four (4) cultural standards are identified in regulations and must be considered when evaluating educators: 4 AAC04.200(f) and 4 AAC19.010(b)(c)(d)."



At the time of adoption, processes and tools to evaluate teachers on the cultural standards did not exist. The Guide to Implementing the Alaska Cultural Standards for Educators, had been prepared and published in collaboration with the Alaska Department of Education & Early Development, the Alaska Comprehensive Center, Alaska Native Educators, and Education Northwest in May 2012. This document, however, by its own declaration, was never meant for evaluation or comparison of teachers.

Therefore, Alaska Cultural Standards for Educators: Indicators and Evidences for Evaluating Culturally Proficient Teaching was created for the purpose of evaluation and comparison of teachers.

This document was developed as part of SERRC's Project CREATE (Culturally Responsive Evidences for Alaska Teacher Effectiveness) to develop and support a teacher evaluation framework based on Alaska Teacher Standards and Alaska Cultural Standards for Educators.

The Alaska Cultural Standards for Educators complement other state standards by orienting the school community to its role in helping students become responsible, capable, and whole human beings. The Cultural Standards emphasize a strong connection between what students experience in school, and their lives out of school, by providing in-depth, experiential learning in real-world contexts.

School Districts and personnel will find this document useful in assisting educators in the teacher evaluation process. It defines what culturally responsive instruction and practice could look like. Teachers will also find it helpful in planning for meaningful, effective lessons, activities, and strategies that meet the Alaska Cultural Standards for Educators.

This document applies to all evaluation and instructional frameworks, and is inclusive of all cultures. Evidences and indicators are broad enough to allow for each teaching site to localize activities, lessons, and practices to fit their specific and unique needs.



OVERVIEW

Research has established the importance of cultural proficiency in improving students' academic and behavioral outcomes. Effective educators recognize that culture influences their actions as well as the thoughts and behaviors of their students (Nuri-Robins, Lindsey, Lindsey & Terrell, 2012). To ignore the impact of one's culture is to ignore the opportunities and challenges within the instructional teaching and learning environment. Culturally responsive teaching practices can assist educators in bridging differences in language, heritage, race, socio-economic status, trauma history, and ability. As a result, educators are realizing the need to intentionally focus on identifying effective methods for developing culturally responsive practices.

Cultural proficiency is a mindset. When considered this way, it becomes an active, evolving journey that school leaders and educators undertake to cross philosophical barriers toward thoughtful and reflective school change. Systematic change has the best chance of creating and sustaining learning environments where students achieve and realize their full educational potential, and educators can self-reflect to ensure their beliefs and attitudes are free of bias.

From 2012 to 2015, SERRC partnered with Bering Strait School District (BSSD) to develop tools, protocols, and training to evaluate teachers on culturally-responsive skills and practices. This work was conducted through an Alaska Native Education Program (ANEP) grant, Project CREATE.

Project CREATE has elaborated on the Alaska Cultural Standards for Educators to develop indicators and evidences upon which teachers can be evaluated for culturally-responsive instruction.

To develop the description, focus statement, desired effect, and indicators for each of the cultural standards, Project CREATE staff met face-to-face and via teleconference with consultants over the course of several years. These consultants included individuals who also helped to develop the original publication, Cultural Standards for Educators, published in 1998. By bringing in authors from the original publication and body of knowledge, Project CREATE has ensured intent and content continuity between the works, and upheld the integrity of the Standards.

In the final year of the grant, more consultants joined Project CREATE and together the group crafted the teacher and students evidences listed for each standard indicator. All of the work was vetted for reliability and validity at each stage of development. This effort culminated with the publication of Alaska Cultural Standards for Educators: Indicators and Evidences for Evaluating Culturally Proficient Teaching.

ACKNOWLEDGEMENTS

On behalf of Southeast Regional Resource Center (SERRC), and Project CREATE we take great pleasure in thanking the consultants who worked with Project CREATE staff to create the cultural descriptions, indicators, and evidences.

CONSULTANTS:

Sperry Ash – Educator: Cultural Specialist: Nanwalek
Kris Busk - Coordinator of Instructional Support: Bering Strait School District
Barbara Cadiente-Nelson- K-12 Native Student Success Coordinator and Grant Administrator for Title VII: Juneau School District
Carol Gho – Retired Math Professor; Cultural Consultant: Fairbanks
Daniel Greenwood – Educator: Anchorage School District
Sonta Hamilton-Roach - Educator: Iditarod School District
Nedra (Jana) Harcharek – Director Inupiaq Education Department: North Slope Borough School District
Esther A. Ilutsik- Director of Yup'ik Studies: Southwest Region School District
Janice Littlebear – Retired Educator; Lead Mentor-Curriculum Developer Alaska Statewide Mentor Project University of Alaska Statewide
Megan Mickelson – Cultural Integration Specialist: Kodiak Island Borough School District
Stacey Paniptchuk – Educator: Bering Strait School District
Susan Paskvan – Native Language Coordinator: Yukon-Koyukuk School District
Nita Reardon - Retired Educator; Cultural Consultant: Homer
Nita Towarak - Retired Educator; Cultural Consultant: Unalakleet

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SERRC would also like to thank the Advisory Board Members for their diligent and hard work in providing advice, guidance, resources, and support to develop, implement, and sustain the project's work.

PROJECT CREATE ADVISORY BOARD MEMBERS:

Sheryl Weinberg – Executive Director, Southeast Regional Resource Center
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Aaron Iworrigan, School Board Member, Bering Strait School District
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Chris Simon, Rural Education Coordinator, Alaska Department of Education and Early Development
Nita Towarak, Retired Educator, Unalakleet
Carl White, Special Assistant to the Superintendent, Bering Strait School District

Alaska Cultural Standards and Indicators for Teacher Evaluation

Cultural Standard A **Culturally responsive educators incorporate local ways of knowing and teaching in their work.**	Cultural Standard B **Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.**	Cultural Standard D **Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.**	Cultural Standard E **Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.**
CA1 The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	**CB1** The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	**CD1** The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	**CE1** The educator plans for academic rigor that will challenge each student regardless of cultural background.
CA2 The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	**CB2** The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	**CD2** The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	**CE2** The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).
CA3 The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	**CB3** The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.		**CE3** The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.
CA4 The educator uses students' traditions, customs, values, and practices to engage them in their learning.	**CB4** The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students		**CE4** The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.
CA5 The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.			
CA6 The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.			

Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Standard C: Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

Standard D: Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Standard E: Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Alaska Cultural Standard A

Cultural Connections

A. Culturally-responsive educators incorporate local ways of knowing and teaching in their work.

Description of the Standard:

Cultural Standard A addresses incorporating knowledge of students' culture into an educator's pedagogical practice. Educators should strive to know about the cultural background and heritage of the students they teach. The educator uses this knowledge in their teaching practice to engage and anchor students in their learning. Knowledge of students' background and heritage should guide the choices educators make about strategies and practices they use with their students.

Focus Statement	Desired Outcome
The educator uses students' cultural traditions, customs, values, and practices in their teaching.	Educators are guided by their knowledge of students' background and heritage when making decisions about strategies and practices they will use in their teaching.

Indicator #	Cultural Indicator	Reflection Question
CA1	The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.	How will I include more cultural traditions, customs, values and practices of the students in my classroom when I plan?
★CA2	The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.	How will I incorporate the local traditions, customs, values and practices when teaching new content?
★CA3	The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.	What can I do to make my classroom environment more representative of the culture(s) of my students?
★CA4	The educator uses students' traditions, customs, values, and practices to engage them in their learning.	What more can I do to use the cultural traditions, customs, values, and practices of my students to effectively engage them?
CA5	The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.	What evidence do I have that incorporating the students' culture into my lessons is effective?
CA6	The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.	How and from whom will I seek advice for the appropriate use of students' traditions, customs, values, and practices in my teaching?

★***Denotes indicators that can be observed in the classroom.***

Indicator #	
CA1	The educator plans lessons that incorporate knowledge of students' cultural background/practices into the teaching of content.

Desired Outcome

Educators' plans include references and/or activities and assignments that connect to students' backgrounds and heritage for the purpose of improving student achievement and increasing student engagement.

Example Evidences of Planning

- ❑ Educator's unit plans include specific activities and assignments that connect students' backgrounds and heritage to the content.
- ❑ Educator can show evidence of data collection, related to students' backgrounds and heritage. (i.e. parent surveys, student bios, etc.)
- ❑ Educator analyzes data collected about students' backgrounds and heritage and uses it for planning.
- ❑ Educator planning includes scheduling of community members to support connecting students' backgrounds and heritage to the content.
- ❑ Educator can explain the process used to gather information about students' cultural heritage and backgrounds.
- ❑ Educators incorporate information gathered about students' cultural backgrounds into written lesson plans.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's plans do not incorporate knowledge of students' cultural background(s)/practices into the teaching of their content.	The educator incorporates knowledge of students' background into the planning process, however there isn't a statement of how the activity, lesson, or reference will connect to the content.	The educator incorporates knowledge of students' background into the planning process, and there is a statement of how the activity, lesson, or reference will connect to the content.	The educator's plans use the students' cultural background(s) in unique and creative ways to make connections to the content.

Indicator #	
★CA2	The educator integrates and connects traditions, customs, values, and practices of the students when interacting with new content.

Desired Outcome

Students make connections between their cultural backgrounds and new content.

Example Student Behaviors	Example Educator Behaviors
❑ Students discuss their traditions, customs, values, and practices and how it relates to new content. ❑ Students are highly engaged. ❑ Student artifacts demonstrate cultural connections to the content being taught. ❑ Students can explain how the content connects to their cultural background and heritage.	❑ Educator uses previewing activities and or relevant "hooks" to help students make connections between content and their traditions, customs, values, and practices. ❑ Educator involves community guests to illuminate connections between content and the students' traditions, customs, values, and practices. ❑ Educator can describe how cultural connections within the unit contribute toward understanding of the content. ❑ Educator integrates cross-curricular cultural connections to content. ❑ Educator asks questions of students that require students to make inferences between their cultural background and content.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's use of cultural traditions, customs, values, and practices was not appropriately connected to the introduction of new content.	The educator makes cultural connection(s) to the content but the majority of the students cannot state how the connection relates to their cultural traditions, customs, values, and practices.	The educator makes cultural connection(s) to the content and the majority of the students can state how the connection relates to their cultural traditions, customs, values, and practices.	The educator makes cultural connections to the content in unique and creative ways so that all students were able to state how the content connects to their cultural backgrounds.

Indicator #	
★CA3	The educator's uses the students' cultural traditions, customs, values and practices when designing the classroom environment.

Desired Outcome

Students can recognize representation of their culture in the physical environment of the classroom

Example Student Behavior	Example Educator Behaviors
❑ Students can describe how their traditions, customs, values, and/or practices are represented in the classroom, i.e. work products, posters, routines, etc. ❑ Students can explain how the classroom environment makes them feel comfortable, safe, included, valued, and respected.	❑ Educator involves members of community to participate in classroom design. ❑ Educator displays interpretations and/or cultural products of student work that reflect the students' traditions, customs, values, and practices. (student work) ❑ Educator incorporates the traditions, customs, values, and practices of students represented in the classroom in their visual displays and decor. (i.e. posters) ❑ Educator includes the traditions, customs, values, and practices of students into the development of classroom routines and rules. ❑ Educator provides cultural resources on a regular basis, i.e., books, web sites, brochures, speakers, that students can access.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's use of students' cultural traditions, customs, values and practices in the design of the classroom environment was not used appropriately.	The educator uses cultural knowledge of students' cultural traditions, customs, values and practices in the design of the classroom, but the majority of students cannot recognize representation of their culture in the physical environment of the classroom.	The educator uses cultural knowledge of students' cultural traditions, customs, values and practices in the design of the classroom, and the majority of students can recognize representation of their culture in the physical environment of the classroom	The educator uses knowledge of students' cultural traditions, customs, values and practices in unique and creative ways in the design of the classroom, and all students recognize representation of their culture in the physical environment of the classroom.

Indicator #	
★CA4	The educator uses students' traditions, customs, values, and practices to engage them in their learning.

Desired Outcome

Students are highly engaged and motivated to learn as a result of connections to their traditions, customs, values, and practices.

Example Student Behavior	Example Educator Behaviors
❑ Students participate in activities that incorporate their traditions, customs, values, and practices with learning content. ❑ Students can tell how making cultural connections to content is engaging. ❑ Students' non-verbal body language expresses engagement.	❑ Educator uses activities related to traditions, customs, values, and practices of the students in their class, i.e. music, language, foods, etc. ❑ Educator demonstrates awareness of the nonverbal communication appropriate to the customs of the students in their classroom. ❑ Educator has discussions with students about topics in which they are interested. ❑ Educator builds student interests into lessons.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator does not use students' traditions, customs, values, and practices to engage students with the content.	The educator uses the students' traditions, customs, values, and practices, but the majority of students do not display engagement and/or motivation to learn.	The educator makes connections between the students' traditions, customs, values, and practices, and the majority of the students are engaged and motivated to learn.	The educator uses cultural connections to students' traditions, customs, values, and practices in unique and creative ways so that all students are engaged and motivated to learn.

Indicator #	
CA5	The educator reflects on the effectiveness of applying their knowledge of students' traditions, customs, values, and practices when teaching.

Desired Outcome

Through reflection, educators can identify ways to become more culturally responsive in their teaching.

Example Evidences

- ❑ Educator identifies this indicator as an area for personal growth.
- ❑ Educator documents the steps they have taken toward personal growth in this indicator. i.e.. logs, journals, actions plans, etc.
- ❑ Educator identifies observable measures that would demonstrate growth in this indicator. i.e. benchmarks, timelines, student data.
- ❑ Educator identifies a goal(s) for this indicator.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator lacks reflection on his/her teaching and therefore does not identify ways to become more culturally responsive in their teaching.	The educator reflects on how to use students' traditions, customs, values, and practices but does not identify specific ways to become more culturally responsive.	The educator reflects on how to use students' traditions, customs, values, and practices and identifies specific ways to become more culturally responsive.	The educator reflects on how to use students' traditions, customs, values, and practices and how to adapt culturally responsive practices in order to reach all students in the classroom.

Indicator #	
CA6	The educator seeks guidance regarding knowledge about and use of students' traditions, customs, values, and practices when teaching.

Desired Outcome

The cultural content is accurate and credible, and the delivery correctly follows cultural protocols.

Example Evidences

- ❑ The educator understands that they need to seek out protocols for guidance in cultural knowledge.
- ❑ The educator adheres to the cultural and intellectual property rights that pertain to all aspects of the local knowledge by citing and documenting resources.
- ❑ The educator keeps a record of specific instances when and from whom they sought mentorship.
- ❑ Educator consults with community members to guide and support planning that incorporates students' cultural backgrounds and heritage with the content.
- ❑ Educator collaborates with staff when planning to incorporate students' cultural backgrounds in their teaching.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator does not seek guidance in the use of or the knowledge of students' cultural traditions, customs, values, and practices.	The educator seeks guidance in the use of cultural information relating to students' traditions, customs, values, and practices but the information used is not accurate or the delivery of the lesson does not follow cultural protocols.	The educator seeks guidance in the use of cultural information relating to students' traditions, customs, values, and practices and the information used is accurate and the delivery of the lesson does follow cultural protocols.	The educator seeks guidance and collaborates with peers and community members to ensure accurate information of cultural content in their teaching.

Alaska Cultural Standard B

Authentic Local Resources

B. Culturally responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Description of the Standard:

Cultural Standard B addresses the educator using the authentic environment on regular basis as a bridge to new learning. The authentic environment is the local community that all students are members of regardless of their cultural heritage. The resources available for an educator may include people, environment, businesses, and organizations (hospitals, clinics, corporations, etc.). Educators that successfully link the authentic environment with the curriculum help students develop connections between content and their everyday lives.

Focus Statement	Desired Outcome
The educator regularly uses local resources helping students make connections between the content and their everyday lives.	Students connect classroom learning to their daily lives.

Indicator #	Cultural Indicator	Reflection Question
CB1	The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.	How can I improve my planning process to be more inclusive of the local environment, community resources, and issues with instructional content?
★CB2	The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.	What can I do to broaden my understanding of the local environment and community resources so that I can help my students interact with knowledge/content more effectively?
CB3	The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.	What evidence do I have that incorporating the local environment, community resources, and issues are helping my students connect content with their everyday lives?
CB4	The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students.	How and from whom will I seek guidance about the appropriate use of local resources?

★*Denotes indicators that can be observed in the classroom.*

Indicator #	
CB1	The educator has a planning process that incorporates the linking of the local environment, community resources, and issues to instructional content.

Desired Outcome

Educator's plans include references and activities connecting content to the local environment.

Example Evidences

- ❑ Educator's plans reflect using the local environmental resources on a regular basis; i.e. speakers, field
- ❑ Educator's plans integrate the content standards with cultural standards utilizing local resources.
- ❑ Educator's plans reflect the use of the local environment's seasonal activities; i.e. traditional uses of resources for different seasons.
- ❑ Educator's plans includes elements to make connections between the students and the local environment, i.e. field trips, guest speakers, out of doors, activities, etc.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's plans do not incorporate knowledge of the students' local environment, community resources, and issues in the teaching of their content.	The educator incorporates knowledge of students' local environment, community resources, and issues into the planning process, however there isn't a statement of how the activity, lesson, or reference will connect to the content.	The educator incorporates knowledge of students' local environment, community resources, and issues into the planning process, and there is a statement of how the activity, lesson, or reference will connect to the content.	The educator's plans use the students' local environment, community resources, and issues in unique and creative ways to make connections to the content.

Indicator #	
★CB2	The educator engages students in learning experiences that integrate the local environment, community resources, and issues when interacting with content.

Desired Outcome

Students make connection between their local environment, community resources, community issues and the content.

Example Student Behaviors	Example Educator Behaviors
❑ Student artifacts reflect the knowledge of the local environment. ❑ Students demonstrate interest and engagement when using the local environment and or resources. ❑ Students' attitudes and or behaviors demonstrate respect for the local community resources; i.e. respecting land area, personal property, other persons, etc.	❑ Educators' activities/ assignments facilitate making connections to the local environment and culture. ❑ Educator uses the local environment, i.e. out-of-doors lessons, field trips, place based investigations, etc. ❑ Educator organizes students to interact with the local resources being presented; i.e. groups, prepared questions, graphic organizers, etc.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's use of the local environment, community resources, and/or issues was not appropriately connected to the introduction of content.	The educator makes cultural connection(s) to the content but the majority of the students cannot state how the connection relates to the local environment, community resources, and/or issues.	The educator makes cultural connection(s) to the content and the majority of the students can state how the connection relates to the local environment, community resources, and/or issues.	The educator makes cultural connections to the content in unique and creative ways so that all students are able to state how the content connects to the local environment, community resources, and/or issues.

Indicator #	
CB3	The educator reflects on the effectiveness of using the local environment, community resources, and issues to help students connect content to their daily lives.

Desired Outcome

Educator monitors effectiveness of using authentic local resources as a result of student learning.

Example Evidences

- ❑ Educator can explain the effectiveness of strategies used to make cultural connections.
- ❑ Educator maintains records on how the local environment, community resources, and issues are being incorporated into lessons.
- ❑ Educator uses informal student assessments to evaluate the effectiveness of incorporating the local cultural environment and/or resources.
- ❑ Educator debriefs with peers, presenter, students, etc. to gain feedback on successes, challenges, or changes.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator lacks reflection on his/her teaching and therefore does not identify ways to become more effective in using the local environment, community resources, and/or issues to connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues but does not identify specific ways connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues and identifies specific ways to connect content to students' daily lives.	The educator reflects on how to use the local environment, community resources, and/or issues and how to adapt them to connect content to students' daily lives.in order to reach all students in the classroom.

Indicator #	
CB4	The educator seeks guidance regarding the local environment, community resources, and issues and how it connects to the everyday lives of the students.

Desired Outcome
Educator accurately uses authentic community resources and cites sources used.

Example Evidences
❑ Educator maintains records of their efforts to seek guidance on using authentic local resources.
❑ Teacher participates in continuing education courses and/or workshops that help them learn about local resources and issues.
❑ Educator has a mentor that shows or tells them what is the correct use of local areas and/or resources.
❑ Educator meets with the guest presenters in advance of their visits to preview content and/or to clarify expectations.

Rating Scale			
Unsatisfactory	***Basic***	***Proficient***	***Exemplary***
The educator does not seek guidance in the use of or the knowledge of the local environment, community resources, and/or issues.	The educator seeks guidance in the use of cultural information relating to the local environment, community resources, and/or issues but the information used is not accurate.	The educator seeks guidance in the use of cultural information relating to the local environment, community resources, and/or issues and the information used is accurate.	The educator seeks guidance and collaborates with peers and community members to ensure accurate information of the local environment, community resources, and/or issues in their teaching.



Standard C is not mandated for evaluation since it cannot be observed in the classroom. Nevertheless, many school districts have adapted Standard C to make it a part of their teacher evaluation.



Alaska Cultural Standard C
Community Connections

C. Culturally-responsive educators participate in community events and activities in appropriate and supportive ways.

Description of the Standard:

Cultural Standard C addresses the importance of educators being connected to their students' environments, and developing relationships with the people who interact with them in those environments. Although this standard isn't part of an educator's evaluation because it isn't observable in the classroom, it is the cornerstone standard. All four of the other cultural standards depend upon the educator building a knowledge base about their students and developing meaningful relationships within the community so the educator is perceived as a contributing member who respectfully gleans knowledge about the students' "place".

Indicator #	Cultural Indicator
CC1	Become active members of the community in which they teach and make positive and culturally appropriate contributions to the well being of that community.
CC2	Exercise professional responsibilities in the context of local cultural traditions and expectations.
CC3	Maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.



Alaska Cultural Standard D

Home Connections

D. Culturally responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school.

Description of the Standard:

Cultural Standard D addresses the collaboration between home and school so there is mutual support for the expectations of the student. The word complementary in the standard is defined as, combining in such a way as to enhance the qualities of each other. Based on this definition, both the educator and the parent share a responsibility in communication and support of the student's educational expectations. The educator seeks parent/guardian input and acts upon their concerns so that the student's educational needs are met and supported. Educators should maintain open communication with parents regarding educational expectations for students and feedback on student progress. It is the educator's responsibility to persistently work with all parents, including those who are less involved with the educational process, to provide suggestions/resources to parents, which help promote student success.

Focus Statement	Desired Outcome
The educator works collaboratively with parents in coordinating efforts to support student expectations.	Parents and the educators cooperate to support the child's education.

Indicator #	Cultural Indicator	Reflection Question
CD1	The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.	What will I do to strengthen my relationship with parents/guardians to ensure that expectations set for students are mutually supported and understood?
CD2	The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.	How will I collaborate with parents/guardians to learn about student strengths and discover areas of need or concern?

Indicator #	
CD1	The educator plans culturally sensitive ways to build relationships with parents/guardians to achieve complementary expectations of students.

Desired Outcome

Educator learns and uses culturally sensitive ways to develop relationships with all parents.

Example Evidences

- ❑ Educator communicates with parents in ways that are culturally responsive. (i.e. translators, web based translation of newsletters)
- ❑ During teacher/parent interactions, parents are informed of upcoming plans, and are invited to participate.
- ❑ Parents visit the classroom.
- ❑ Classroom physical environment reflects an attitude that parents are welcome.
- ❑ Parents contribute as classroom helpers, etc.
- ❑ The educator demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust when building relationships with parents.
- ❑ Educator responds to parent requests for support, assistance and/or clarification regarding their child in a timely manner.
- ❑ The educator uses technology to build collaborative relationships between home and school.
- ❑ Educator can produce evidence of furthering their understanding of the culture, ie. reading material, classes, professional learning groups, etc.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's plans do not reflect culturally sensitive ways to build relationships with parents/guardians.	The educator plans culturally sensitive ways to interact with parents/guardians, but does not work toward building complementary expectations with the parent for the student.	The educator plans culturally sensitive ways to interact with the majority of parents/guardians, and builds complementary expectations with the parent for the student.	The educator plans ways to interact with ***all*** parents/guardians and adapts culturally sensitive strategies that support and respect families in achieving educational outcomes for students.

Indicator #	
CD2	The educator communicates with homes to better understand the student's educational needs, concerns, and strengths.

Desired Outcome

The educator uses information about students' backgrounds to meet student needs.

Example Evidences

- ❑ Educator's plans show multiple ways to get input from families. (family night, emails, web site, conferencing, phone calls, surveys, etc.).
- ❑ Educator seeks to continuously learn about and build upon the cultural knowledge that students bring with them from their homes and community.
- ❑ Educator plans for the needs of students who come from home environments that offer little support for schooling.
- ❑ When assigning homework, the educator takes into consideration the students' family resources.
- ❑ Educator can describe instances when he or she interacted positively with students and parents.
- ❑ Students and parents can describe positive interactions they have had with that educator.
- ❑ When communicating with the home, the educator takes into consideration family and language resources.
- ❑ Educator maintains an web-based site where assignments, upcoming events, etc are posted for student-home access.
- ❑ Educator is culturally sensitive and consistent in communicating with the home regarding expectations, progress, and/or concerns.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator communicates with homes but does not gather information about the home environment.	The educator communicates with homes and gathers information about the home environment, and uses that knowledge to meet some students' educational needs.	The educator communicates with homes and gathers information about the home environment, and uses that knowledge to meet the majority of the students' educational needs.	The educator communicates with ***all*** home environments, and uses that information to meet the educational needs of ***all*** students.

Alaska Cultural Standard E

High-Unbiased Expectations

E. Culturally responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.

Description of the Standard:

Cultural Standard E addresses the belief by the educator that all children can learn. Educators support high expectations for all students by recognizing the cultural integrity and identity students bring with them into the classroom, and by reflecting on their own practices and beliefs. The educator engages students with respect, cultural sensitivity, and confidence in each student's ability to learn. Educators maintain high expectations for all students by: resisting making judgments based on stereotypes; using strategies that support all learners; and monitoring all students for achievement of the learning goals.

Focus Statement	Desired Outcome
The educator recognizes all students of all cultures can achieve and will provide rigorous academic challenges for them.	All students believe they can achieve and will strive to meet the challenges of academic rigor.

Indicator #	Cultural Indicator	Reflection Question
CE1	The educator plans for academic rigor that will challenge each student regardless of cultural background.	What will I do to better understand the full potential of each of my students in order to challenge their learning?
★CE2	The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).	How can I guide and support all students of all cultures to demonstrate higher order thinking skills and develop student autonomy?
★CE3	The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.	How can I cultivate a classroom environment that encourages all students to strive for academic excellence and show pride in their culture?
CE4	The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.	How do I differentiate my instruction to support diverse student learning needs?

★*Denotes indicators that can be observed in the classroom*

Indicator #	
CE1	The educator plans for academic rigor that will challenge each student regardless of cultural background.

Desired Outcome

The educator delivers instruction that is scaffolded and differentiated to challenge and meet the needs of all students.

Example Evidences

- ❑ Educator's plans have differentiation strategies that reflect cultural sensitivity. (i.e. wait time, grouping, environment, learning styles)
- ❑ Educator's plans regularly include cultural connections to students in the classroom.
- ❑ Educator's plans include assessment strategies to measure student progress that accommodate cultural diversities.
- ❑ Educator's plans build on student background knowledge to address cognitive complexity.
- ❑ Educator designs strategies/activities that explicitly use the verbs associated with complexity. ie., Bloom's Taxonomy.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator's plans do not reflect strategies and activities that are rigorous and/or culturally sensitive to challenge and meet the needs of all students.	The educator 's plans reflect strategies and activities that are culturally sensitive but lack rigor in order to challenge and meet the needs of students.	The educator 's plans reflect strategies and activities that are rigorous and culturally sensitive to challenge and meet the needs of the majority of students.	The educator 's plans reflect strategies and activities that are rigorous and culturally sensitive to challenge and meet the needs of ***all*** students.

Indicator #	
★CE2	The educator provides rigorous learning opportunities for students that combines higher order thinking skills and student autonomy (from teacher-directed to student-directed).

Desired Outcome
Students exhibit higher order thinking and increased student autonomy.

Example Student Behaviors	Example Educator Behaviors
❑ Students participate in large and small groups and in various roles within those groups. ❑ Students are engaged in higher order activities (i.e.problem based learning or project based learning) ❑ Students engage in critical thinking discussions that connect various cultural perspectives to the topic.	❑ Educator organizes students in various ways to interact with content. ❑ Educator uses strategies that challenge students to apply their knowledge in creative ways, ie. problem solving, examining similarities and differences, etc. ❑ Educator facilitates culturally responsive discussions allowing students to apply critical thinking skills.

Rating Scale			
Unsatisfactory	***Basic***	***Proficient***	***Exemplary***
The educator does not structure learning opportunities for students to demonstrate higher order thinking skills and/or student autonomy.	The educator structures learning opportunities for some students to demonstrate higher order thinking skills and develop student autonomy.	The educator structures learning opportunities for the majority students in order for them to demonstrate higher order thinking skills and develop student autonomy.	The educator structures unique and creative learning opportunities for ***all*** students in order for them to demonstrate higher order thinking skills and develop student autonomy.

Indicator #	
★CE3	The educator demonstrates value and respect for all students of all cultures and challenges them to strive for educational excellence.

Desired Outcome

All students feel capable, worthy, and accepted by the educator.

Example Student Behaviors	Example Educator Behaviors
❑ Students take risks. (i.e. ask questions, participate in discussion, volunteer) ❑ Students state the teacher cares about them. ❑ Students exhibit a willingness to learn. ❑ Students avoid negative thinking about their abilities, attitudes, and actions. ❑ Students are willing to accept challenges. ❑ Students persevere with higher order learning activities. ❑ Students demonstrate respect toward others and property. ❑ Students display positive attitudes and actions in the classroom.	❑ Educator treats all students fairly. ❑ Educator interacts with students in culturally responsive ways, ie. smiles, makes appropriate physical contact, understands nonverbal signs, etc. ❑ Educator promotes inclusion of diverse cultures. ❑ Educator models respect for all students. ❑ Educator encourages students to achieve their full potential through scaffolding and/or differentiation. ❑ Educator addresses students in a manner they perceive as culturally respectful, i.e. using their Native name (if appropriate), not talking too loudly, not demanding eye contact, playful dialogue, etc. ❑ Educator maintains an environment that is safe. ❑ Educator does not allow negative comments about students' abilities and provides strategies for students to use to avoid negative thoughts and actions.

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator encourages some of the students to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator encourages the majority of the students of ***all*** cultures to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator encourages ***all*** students of ***all*** cultures to persist in difficult and challenging learning experiences and interacts with them fairly and equitably.	The educator uses unique and creative ways to encourage ***all*** students of ***all*** cultures to develop leadership skills while collaborating with peers to solve real world problems.

Indicator #	
CE4	The educator reflects on student performance based assessments, both formative and summative to identify areas for academic rigor.

Desired Outcome

Educator analyzes formative and summative assessments and differentiates instruction to challenge and meet the needs of all students.

Example Evidences

- ❑ Educator reflection journals.
- ❑ Educator pulls from multiple sources of data to create an Individual Learning Plan that includes the student's culture.
- ❑ Student growth goals.
- ❑ Educator tracks student progress toward specific goals.
- ❑ Educator engages in purposeful conversations about the students to identify areas of need and possible solutions/interventions. (i.e. former teachers, parents, paraprofessionals, cooks, janitors, other school staff as appropriate, RTI process.)

Rating Scale

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The educator reflects on students' assessments but lacks follow through to develop strategies that consider the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator reflects on student's assessments to determine the effectiveness of instruction, but does not develop strategies that consider the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator reflects on students' assessments and determines the effectiveness of specific strategies and considers the student's culture when identifying strategies for increasing academic rigor and identifying areas of need.	The educator is creative and innovating in developing an Individual Learning Plan for each student based upon assessments and the student's culture.

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 5A**

♦ ISSUE

Anvil City Science Academy was approved for a period of ten years, terminating on June 30, 2028. The initial charter was approved in 1998 and last renewed in 2013 for five years.

♦ BACKGROUND

On October 10, 2017, the Nome School Board authorized Anvil City Science Academy's reapplication for a period of ten years.

♦ OPTIONS

This is a work session item. The board will take action under Agenda Item 16A.

Anvil City Science Academy

<table>
<tr><th></th><th>Overview</th></tr>
<tr><td>History</td><td>• Opened in 1998
• Charter renewed in 2013 for five year period</td></tr>
<tr><td>Enrollment</td><td>• Current enrollment: 59 students, grades K-8
• Maximum school capacity is 66 students</td></tr>
<tr><td>Facility</td><td>• Anvil City Science Academy school facility is located at the Nome-Bletz Campus North Dorm Building on Nome-Teller Hwy in Nome (No street address)
• The facility includes four classrooms, three of which are used concurrently and one that is used for teacher prep.
• No new expansion plans at this time</td></tr>
<tr><td>Staff</td><td>Anvil City Science Academy has a total of four staff: three full time teachers and one principal/teacher who also conducts all administrative tasks.</td></tr>
<tr><td>Budget</td><td>• Program budget is $496,866</td></tr>
<tr><td>Instructional Program</td><td>• Emphasis on science and technology
• Content rich academic program employs a four year thematic rotation, augmented by citizenship and character development
• Multi-age classrooms aimed at allowing students to progress at their own pace, while creating cohesion in the student body</td></tr>
<tr><td>Student Achievement</td><td>Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY (Full Academic Year) Students Testing Proficient
<table>
<tr><td>School (ELA)</td><td>District</td><td>State</td><td>School (Math)</td><td>District</td><td>State</td></tr>
<tr><td>62.29%</td><td>25.58%</td><td>38.85%</td><td>60.71%</td><td>23.51%</td><td>32.32%</td></tr>
</table></td></tr>
</table>

Renewal
Charter School
APPLICATION

for

Anvil City Science Academy

FY 2018

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

Section 1: Establishment of the Charter at the local level

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	p. 4	Compliant
Evidence of board approval	pp. 46-49	Compliant
Evidence of signed contract with all required elements	pp 53-57	Compliant
1. Description of educational program	pp 53-57	Compliant
2. Specific levels of achievement for the education program	pp 53-57	Compliant
3. Admissions Policy and Procedures	pp 53-57	Compliant
4. Administrative Policies	pp 53-57	Compliant
5. Statement of Charter funding	pp 53-57	Compliant
6. Method of accountability for	pp 53-57	Compliant

receipts and expenditures		
7. Location and description of facility	pp 53-57	Compliant
8. Name of teachers who by agreement will teach in the charter	pp 53-57	Compliant
9. Teacher to student ratio	pp 53-57	Compliant
10. Number of students to be served	pp 53-57	Compliant
11. Term of contract (not to exceed 10 years)	pp 53-57	Compliant
12. Termination Clause	pp 53-57	Compliant
13. Statement of state and federal law compliance	pp 53-57	Compliant
14. Exemptions or requirements included in contract	pp 53-57	Compliant
Evidence of bylaws	pp. 58-61	Compliant
Evidence of APC, including list of names/qualifications, meeting minutes	pp. 62-64	Compliant

Section 2: Organization and Administration

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Description of administrative oversight	p. 10-11	Compliant
Evidence of written administrative policy manual	pp. 11-13	Compliant
Evidence of regular parent and teacher contacts for continuous improvement	pp. 13-14; pp. 69-76	Compliant
Evidence of annual APC meetings	pp. 13-14; pp. 69-76	Compliant
Description of school schedule and calendar	p. 14; pp. 77-80	Compliant
Alternative options for students if no other educational program exists	Not Applicable	

Section 3: Educational Program and Student Achievement

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of educational program	pp. 17-18	Compliant

Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	pp. 18-21; pp. 86-99; pp. 101-108	Compliant
Description of plans for serving special education, vocational education, gifted and bilingual students	pp. 21-22; p. 67	Compliant
Evidence of written objectives for program achievement	pp. 22-28; pp. 109-117	Compliant
Description of the mechanisms for student assessment in addition to those required by state law	p. 28	Compliant

Section 4: Professional Development

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	p. 119; p. 121	Compliant

Section 5: Facility

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	p. 33; p. 123; pp. 125-126	Compliant
Evidence of a written facility plan	p. 33	Compliant

Section 6: Admission

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	pp. 35-36; pp. 128-129	Compliant
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p. 36; pp. 130-137	Compliant

Section 7: Fiscal

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of Budget Plan	pp. 38-39	Compliant
Evidence of Assurance	p. 3	Compliant
Compliant		

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. *4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	p. 41	Compliant

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 5B**

♦ ISSUE

The Board is being asked to approve the application of the Winterberry Charter School for a period of ten years, terminating on June 30, 2028. The initial charter was approved in 2005 and last renewed in 2007.

♦ BACKGROUND

On December 18, 2017, the Anchorage School Board authorized Winterberry Charter School's reapplication for a period of ten years.

♦ OPTIONS

This is a work session item. The board will take action under Agenda Item 16B.

Winterberry Charter School

<table>
<tr><th></th><th>Overview</th></tr>
<tr><td>History</td><td>• Opened in 2005 with an initial two year charter
• Charter renewed in 2007 for ten year period</td></tr>
<tr><td>Enrollment</td><td>• Current enrollment: 241 students, grades K-8
• Students placed on current waitlist: 72</td></tr>
<tr><td>Facility</td><td>• Winterberry’s school facility is located at 4802 Bryn Mawr Ct., Anchorage
• The facility is 13,608 sq. ft., two story building including classrooms, admin offices, a staff lounge, storage space, and janitorial space.
• Winterberry is currently exploring the addition of 6,200 sq. ft. to their school.</td></tr>
<tr><td>Staff</td><td>• Certified Staff: 1.0 principal; (10) 1.0 classroom teachers; 1.0 art teacher; 1.0 music teacher; 1.0 P.E. teachers; 1.0 reading teacher; (2) 1.0 SPED teachers; 1.0 Spanish teacher; 1.0 mentor teacher
• Classified Staff: 1.0 admin assistant; 1.0 teachers assistant; 1.0 business manager</td></tr>
<tr><td>Budget</td><td>• Program budget is $3,547,065</td></tr>
<tr><td>Instructional Progra</td><td>• Public Waldorf School
• Standards based curriculum, augmented and illuminated by Waldorf specific pedagogy that places emphasis on the interconnected elements of various academic disciplines
• “Whole Child” instructional philosophy that aims to incorporate the students physical, emotional, intellectual, moral, cultural and social realms of life into instruction.</td></tr>
<tr><td>Student Achievement</td><td>Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY (Full Academic Year) Students Testing Proficient
<table>
<tr><th>School (ELA)</th><th>District</th><th>State</th><th>School (Math)</th><th>District</th><th>State</th></tr>
<tr><td>47.3%</td><td>40.73%</td><td>38.85%</td><td>25.97%</td><td>36.21%</td><td>32.32%</td></tr>
</table></td></tr>
</table>

INITIAL
Charter School
APPLICATION

for

Winterberry Charter School

FY 2018

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

Section 1: Establishment of the Charter at the local level

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	p. 4	Compliant
Evidence of board approval	pp. 34-36	Compliant
Evidence of signed contract with all required elements	pp 37-49	Compliant
1. Description of educational program	pp. 4-25; p. 37	Compliant
2. Specific levels of achievement for the education program	pp. 25-26; p. 38	Compliant
3. Admissions Policy and Procedures	p. 38; p. 127	Compliant
4. Administrative Policies	p. 38; pp. 93-94	Compliant
5. Statement of Charter funding	p. 39	Compliant
6. Method of accountability for	p.39	Compliant

receipts and expenditures		
7. Location and description of facility	p. 40; pp. 135-139	Compliant
8. Name of teachers who by agreement will teach in the charter	p. 8; pp. 40-41	Compliant
9. Teacher to student ratio	p. 10; p. 42	Compliant
10. Number of students to be served	p. 10; p. 42	Compliant
11. Term of contract (not to exceed 10 years)	p. 43	Compliant
12. Termination Clause	p. 43	Compliant
13. Statement of state and federal law compliance	pp. 43-44	Compliant
14. Exemptions or requirements included in contract	p. 38	Compliant
Evidence of bylaws	pp. 50-61	Compliant
Evidence of APC, including list of names/qualifications, meeting minutes	pp. 62-90	Compliant

Section 2: Organization and Administration

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Description of administrative oversight	p. 10	Compliant
Evidence of written administrative policy manual	pp. 91-92	Compliant
Evidence of regular parent and teacher contacts for continuous improvement	pp. 62-90	Compliant
Evidence of annual APC meetings	pp. 62-90	Compliant
Description of school schedule and calendar	p. 11	Compliant
Alternative options for students if no other educational program exists	Not Applicable	

Section 3: Educational Program and Student Achievement

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of educational program	pp. 12-25	Compliant

Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	pp. 93-124	Compliant
Description of plans for serving special education, vocational education, gifted and bilingual students	pp. 27-30	Compliant
Evidence of written objectives for program achievement	pp. 25-26; p. 30	Compliant
Description of the mechanisms for student assessment in addition to those required by state law	p. 26	Compliant

Section 4: Professional Development

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	p. 32	Compliant

Section 5: Facility

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	p. 32	Compliant
Evidence of a written facility plans	pp. 133-137	Compliant

Section 6: Admission

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	p. 125	Compliant
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p. 126	Compliant

Section 7: Fiscal

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of Budget Plan	pp. 128-131	Compliant
Evidence of Assurance	pp. 140	Compliant
Compliant		

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. *4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	p. 132	Compliant

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 6A**

♦ **ISSUE**

The board will review changes to regulations based on the Alaska's state ESSA plan submitted to the U.S. Department of Education.

♦ **BACKGROUND**

Margaret MacKinnon, Federal Programs Coordinator and Rebecca Hatten, Assistant Attorney General 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 and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 7A**

♦ ISSUE

The board is being asked to adopt a regulation regarding a world language expert limited teacher certificate.

♦ BACKGROUND

- In the effort to provide a variety of educational opportunities for students in Alaska, districts across the state are offering an increasing number of language immersion programs.

- Staffing language immersion classrooms with qualified teachers is challenging.

- Finding native speakers of the various world languages qualified to teach is made more difficult by the basic competency exam requirement that tests reading and writing in English. English is often the second or third language of the most desirable candidate for teaching positions in Alaska's language immersion programs.

- The proposed regulation would allow a district to sponsor a limited teacher certificate for world language experts who

    - Hold at least a bachelor's degree;
    - Pass an approved world language content area exam and the math portion of one of the approved basic competency exams;
    - Enrolled in or have completed an approved teacher preparation program

- Districts would only be allowed to employ individuals holding a limited world language teacher certificate to teach in the subject areas that the individual has earned an endorsement. Districts would also be required to provide individuals holding a limited world language teacher certificate a mentor for the first two years of employment.

- An individual holding a limited world language teaching certificate would only be allowed to provide instruction in the language of expertise.

- The proposed regulations can be found behind this cover memo.

- Bob Williams, Director of Educator and School Excellence, and Sondra Meredith, Administrator for Teacher Education and Certification, will be present to brief the board.

♦ OPTIONS

This is a work session item. Action will take place under Agenda Item 13A.

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

4 AAC 12.388. World language expert limited teacher certificate. (a) The department will issue a limited world language certificate (Type W limited) with an endorsement in the world language of expertise if the commissioner determines that

(1) the applicant has demonstrated world language expertise and has the educational background described in (b) or (e) of this section;

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

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

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

(5) the applicant submits to the department

(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public

Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met;

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

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

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

(b) To demonstrate the competency required under (a) of this section for a one year initial certificate, the applicant must

(1) hold at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association;

(2) have met or exceeded the required scores on the associate world language content examination, as described in 4 AAC 12.407 and met or exceeded the required scores on the math subtest of one of the competency examination required under 4 AAC 12.310; and

(3) currently be enrolled in an approved post-baccalaureate teacher education program at a regionally accredited institution meeting the requirements of AS 14.20.020(b) that provides for completion of the regular teacher certificate education

requirements within two years after receipt of a world language expert limited initial teacher certificate under this section; or have completed an approved teacher education program at a regionally accredited institution.

(c) The department may extend the one-year limited world language certificate issued under (b) of this section for an additional year, if the applicant demonstrates that the applicant shows substantial progress toward completion of the teacher education preparation program described in (b) of this section

(d) The department may approve an additional one-year extension of the extended certificate issued under (c) of this section, if the applicant has completed three semester hours of Alaska studies and three semester hours in multicultural education or cross-cultural communications as described in AS 14.20.020(h) and the teacher education preparation program described in (b) of this section.

(e) To demonstrate the competency required under (a) of this section for a five year renewable certificate, the applicant must

(1) hold at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association;

(2) have met or exceeded the required scores on the associate world language content examination, as described in 4 AAC 12.407 and met or exceeded the required scores on the math subtest of one of the competency examination required under 4 AAC 12.310; and

(3) have completed an approved teacher education program at a regionally accredited institution;

(4) have completed three semester hours of Alaska studies and three semester hours in multicultural education or cross-cultural communications as described in AS 14.20.020(h); and

(5) have two years of employment as a teacher while holding a valid teaching certificate issued by a state; and

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

(f) A public school district shall only employ a world language expert teacher to teach subject areas the individual has earned endorsements, as described in 4 AAC 12.395 and 4 AAC 12.396, or in the subject area of the teacher preparation program in which the teacher is enrolled. A world language expert teacher may only provide instruction in the language of expertise.

(g) Except for a certificate issued under (e) of this section, the department will not issue to an applicant more than once a certificate or extension of a certificate available under this section.

(h) The department shall renew the world language limited certificate issued under (e) of this section if the applicant satisfies the requirements described in 4 AAC 12.405.

(i) In this section, "world language expert teacher" is an individual who holds a valid world language limited teacher certificate.

(j) In this section, “world language” means any language, excluding the English language that can be tested by an appropriate content area examination listed or referenced under 4 AAC 12.407.

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

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 7B**

♦ ISSUE

The board is being asked to adopt amendments to regulation 4 AAC 06.120(a)(2), Chart of Accounts effective dates; and to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts for amendments related to General Accounting Standards Board (GASB) pronouncements and providing additional account codes and descriptions for technology related expenditures.

♦ BACKGROUND

- Proposed amendments to 4 AAC 06.120(a)(2) would provide for an effective date for changes to the Uniform Chart of Accounts and Account Descriptions for Public School Districts.
- Proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts amend and create descriptions to clarify how to report technology related activities and expenditures for consistency amongst the districts.
- The proposed changes to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts will also amend and bring the account codes and descriptions into conformity with Governmental Accounting Standards Board (GASB) statements. The proposed changes will remove account codes that are no longer used and provide changes to fund balance account codes by expanding the number of fund balance account codes.
- In response to recommendation 10.13.1 made in the department's performance review conducted by Public Works, the department worked with the Alaska Association of School Business Officials (ALASBO) in drafting the proposed changes to the Uniform Chart of Accounts and Account Code Descriptions for School Districts.
- The background section on page 3 of the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts was updated to provide a description of the changes in the 2018 edition.
- No public comment was received by the time the board packet was put together. Any public comment that is received will be distributed at the meeting.
- The proposed amended regulations, proposed amended uniform chart of accounts description, and ALASBO's letter of recommendation can be found behind this cover memo.
- Heidi Teshner, Director of Finance and Support Services, and Elwin Blackwell, School Finance Manager, will be present to brief the board

♦ OPTIONS

This is a work session item. Action will take place under Agenda Item 13B.

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

(2) [FOR FISCAL YEARS BEGINNING ON OR AFTER JULY 1, 2001 AND ENDING BEFORE JULY 1, 2013, THE ALASKA DEPARTMENT OF EDUCATION UNIFORM CHART OF ACCOUNTS AND ACCOUNT CODE DESCRIPTIONS FOR PUBLIC SCHOOL DISTRICTS, 2000 EDITION;] for fiscal years beginning on or after July 1, 2013, and ending before July 1, 2014, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2012 Edition; for fiscal years beginning on or after July 1, 2014, **and ending before July 1, 2018**, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2014 Edition; **for fiscal years beginning on or after July 1, 2018, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2018 Edition;**

(Eff. 1/1/76, Register 56; am 1/22/81, Register 77; am 8/2/81, Register 79; am 2/10/83, Register 85; am 3/24/85, Register 93; am 8/29/85, Register 95; am 4/12/86, Register 97; am 6/28/87, Register 102; am 12/23/88, Register 108; am 8/5/90, Register 115; am 12/20/97, Register 144; am 5/17/2001, Register 158; am 3/23/2006, Register 177; am 12/02/2012, Register 204; am 7/25/2014, Register 211; am ____/____/_____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.170
AS 14.14.050

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 8**

♦ ISSUE

The Board will review the board bylaws.

♦ OPTIONS

This is an informational item. There is no action required.

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

BYLAWS

2017 Bylaws Committee Recommendations

NOTES:

1. Deletions are indicated by ~~strikethrough~~. Inserted new language is indicated by underlining. Any text not underlined exists in the current version of the bylaws. Rationale for change is in red.
2. The existing article is copied at the beginning of each proposed article for your reference. You'll see that it is in a different font and formatting.
3. Existing language may be indicated for deletion because it is being moved to another place in the document. The same text may still be included in the new location. The rationale explains the deletions and changes, including where the text is simply being moved.

~~**1. Object.**~~

~~**1.1.**~~

~~The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.~~

~~*Adopted September 2003*~~

~~**1.2. Mission**~~

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

~~*Adopted September 2003*~~

Rationale: This article has been moved to Article II, per Robert's Rules, and replaced by the new mission and vision adopted by the board.

ARTICLE I PREAMBLE

SECTION 1.1 PREAMBLE. The Constitution of the State of Alaska directs the legislature to establish and maintain a system of public schools open to all children of the State. (Article 7, Section 1) Toward this end, Alaska statute designates the State Board of Education and Early Development as the head of the Department of Education and Early Development and the Commissioner of Education and Early Development as the chief executive officer of the Department of Education and Early Development. (AS 44.27.010)

Rationale: Robert's Rules generally recommends Article I be the name of the organization. .In our case, it seems appropriate to use a preamble (similar to the Hawaii bylaws NASBE sent as an example) to state the name along with the board's governing authority which is frequently misunderstood.

~~**2. Adoption, amendment and repeal of bylaws**~~

~~**2.1.** Introduction of bylaws~~

~~New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.~~

~~**2.2.** Bylaws~~

~~**2.3.** in writing and on agenda~~

~~In order for the board to vote on a bylaw for adoption or repeal, the proposed bylaw or bylaw for appeal must be in writing and must be placed on a board agenda.~~

~~**2.4.** Seven-day notice required~~

~~A bylaw scheduled for action must be published on the tentative agenda seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.~~

~~**2.5.** Majority vote necessary~~

~~The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.~~

~~*Adopted March 2004*~~

Rationale: NASBE and Robert's Rules recommend that the article dealing with bylaw revisions be placed at the end of the document. Thus, this SECTION is moved to Article IX.

ARTICLE II OBJECT

SECTION 2.1 MISSION. The State Board of Education is committed to the following mission for Alaska's education system: Excellent education for every student every day.

SECTION 2.2 VISION. The State Board of Education seeks to achieve the following vision for all students.

All students will:

- succeed in their education and work,
- shape worthwhile and satisfying lives for themselves,
- exemplify the best values of society, and
- be effective in improving the character and quality of the world about them. (AS 14.03.015)

Rationale: Robert's Rules recommends Article II be the objects of the organization and NASBE references this common practice. These are the new mission and vision adopted by the board.

~~**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.~~

~~3.6.~~ ~~Duties of the commissioner~~

~~The commissioner shall keep a record of the minutes of all meetings, shall answer and file board correspondence, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.~~

~~*Adopted March 2004~~

Rationale: Moved to Article 4, per Robert's Rules recommendation. Most of the language is not proposed for deletion in its new location.

ARTICLE III MEMBERS

SECTION 3.1 MEMBERS. The State Board of Education shall consist of seven members, no more than four of whom shall be members of the same political party as the governor. (AS 14.07.085)

Rationale: New bylaw. Robert's Rules designates Article III as "Members" and recommends this

article include a clear delineation of who the organizations members are.

SECTION 3.2 APPOINTMENT OF MEMBERS. Members of the board shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. One member shall be appointed from each of the four judicial districts and three from the state at large, with at least one member representing regional educational attendance areas. (AS 14.07.085)

Rationale: New bylaw. Robert's Rules and NASBE recommend including appointment procedures in the bylaws.

SECTION 3.3 ADVISORY MEMBERS: The board will appoint, as advisory members of the board, one military representative, one student advisory member elect and one student advisory member, under provisions set forth in 4 AAC 03.025. Advisory members may participate in the work of the board, and may deliberate and debate matters brought to the attention of the board. An advisory member, except for the advisory member elect, may cast an advisory vote, but an advisory vote is not counted in the disposition of board matters. (4 AAC 03.025)

Rationale: Moved from Article 4. NASBE recommends deleting the separate article for advisory members and placing it within a Members article.

SECTION 3.4 TERMS OF OFFICE. Members of the board appointed by the Governor shall serve for overlapping five-year terms and may be reappointed by the sitting Governor. The student advisory member and student advisory member elect serve for the school year following the selection or rotation. The student member elect rotates to serve as the student member on July 1 following the end of the school year in which the person served as student advisory member elect. The military advisory member serves until the appointment of a successor. (4 AAC 03.025).

Rationale: New bylaw. Robert's Rules and NASBE recommend including terms of office in the bylaws.

~~**4. Advisory members of state board**~~

~~The number of and selection of state board advisory members will be specified in Title 4, Chapter 03 of the Alaska Administrative Code and adopted by the state board in compliance with the administrative procedures act.~~

~~*Adopted March 2004*~~

Rationale: Moved to Section 3.3 above.

ARTICLE IV OFFICERS

Rationale: Robert's Rules recommends Article III be titled Officers. The text below was taken from

the previous Article 3. Organization and Duties of the State Board. Note: there were no duties of the board listed in the existing bylaws, despite the title of the article.)

SECTION 4.1 OFFICERS. The officers of the state board are the chair, first vice-chair and second vice-chair.

SECTION 4.2 ELECTION OF OFFICERS. The officers of the board are elected at the last regular meeting of the board each school year. Officers 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. A vacancy occurring in an elected office shall be filled by the board at the next regular or special meeting.

Rationale: Eliminates a run-on sentence.

SECTION 4.3 DUTIES OF THE CHAIR. The board chair shall

4.3.1 Preside at all meetings of the board.

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

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

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

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

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

SECTION 4.4 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 the office of chair.

SECTION 4.5 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.

~~**5. Regular meetings**~~

~~**5.1.** Meetings held quarterly~~

~~Regular meetings of the state board will be held at least quarterly, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place.~~

5.2. Adoption of calendar

At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting.

5.2.1. A majority of the members of the board may alter the calendar if circumstances warrant that action.

5.3. Work sessions

At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

5.4. Public testimony

If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items.

Adopted March 2004

5.5. Order of business; regular meetings

The following is the order of business at each regular meeting:

5.5.1. Call to order and roll call.

5.5.2. Pledge of allegiance.

5.5.3. Adoption of the agenda.

5.5.4. Disclosure of potential conflicts.

5.5.5. If a work session does not precede a regular meeting, a period of public comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.

5.5.6. Opening periods of public comment on proposed regulations.

5.5.7. Adoption of proposed regulations.

5.5.8. Other business.

5.5.9. Standing reports, including a report from the commissioner and a report from the attorney general.

5.5.10. Other reports.

5.5.11. Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.

5.5.12. Board member comments.

Amended October 2012

5.6. Removing items from consent agenda

At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.

Adopted March 2004

5.7. Amending the agenda

~~A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.~~

~~*Adopted March 2004*~~

~~**5.8.** Disclosure of Potential Ethics Act Violations~~

~~At each meeting, following the approval of the agenda, each member of the board shall disclose on the record whether participation on an agenda item would be a potential violation of the Alaska Executive Branch Ethics Act as required by AS 39.52.220. The chair, as the designated ethics supervisor, shall determine whether a member's participation on the agenda item violates AS 39.52. If not, the member may participate. If a board member objects to the decision of the chair, the members present at the meeting, excluding the involved member, shall vote on the matter. The board chair shall disclose any potential violations in advance of the meeting to his or her ethics supervisor, and disclose all determinations on the record. If the chair discloses a potential violation at the meeting, the members, excluding the chair, may vote on the matter.~~

~~*Adopted October 2012*~~

ARTICLE V MEETINGS

SECTION 5.1 REGULAR MEETINGS. Regular meetings of the state board will be held at least quarterly~~, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place~~.. Meetings may be called by the chair or by a majority of the non-advisory members of the board. Meetings shall be held in Juneau unless a majority of the members of the board changes the place of a meeting. (AS 14.07.125)

Rationale: The final two sentences are included in the statute (except reference to "non-advisory") and more clearly address the issues in the proposed deletion. Further, this change clarifies that meetings may be convened by a majority of the board.

SECTION 5.2 WORK SESSIONS. At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

Rationale: Moved from 5.3.

SECTION 5.3 SPECIAL MEETINGS. A special meeting of the board may be called by the chair or by at least four non-advisory members of the board. The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.

Rationale: Moved from Article 6. Previously, special meetings had a separate article. NASBE recommends deleting the separate article and including special meetings in the MEETINGS article.

SECTION 5.4 NOTICE OF MEETINGS.

5.4.1 NOTICE OF REGULAR MEETINGS. For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

5.4.1.1 Publish notice of the date, time, and place of the meeting in ~~two~~ one newspaper~~s~~ of general circulation in the state, and on the State of Alaska On-Line Public Notice system;

5.4.1.2 Mail, email, ~~transmit by facsimile machine~~ fax or provide by other technology as determined appropriate by the commissioner~~,~~ written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

~~*Amended September, 2006*~~

5.4.2 NOTICE OF SPECIAL AND EMERGENCY MEETINGS AND WORK SESSIONS Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

5.4.3 NOTICE OF TELECONFERENCE AND VIDEOCONFERENCE MEETINGS If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

Rationale: The section above was moved from Article 9, per NASBE recommendation. Previously, this section was a separate article. The committee recommends moving the adoption of a calendar (existing 5.2) to Standing Rules.

SECTION 5.6 AGENDA PREPARATION & DISTRIBUTION. The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

5.6.1 PLACING AGENDA ITEMS ON THE AGENDA. To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.

5.6.2 COMMISSIONER'S RESPONSIBILITIES FOR AGENDA The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material. Not later than 10 days before a meeting, the commissioner shall cause the agenda and agenda packet to:

5.6.2.1 Be mailed or emailed to board members and advisory members.

5.6.2.2 Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.

5.6.2.3 Be published, to the extent practicable, on the official web site of the

Department of Education & Early Development.

5.6.2.4 If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).

5.6.3 DISTRIBUTING SUPPLEMENTAL MATERIALS. The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.

5.6.4 DISTRIBUTION EXTENTION. The commissioner may request an extension of the distribution deadline from the board chair. The commissioner reserves the right to make additions to the materials distributed.

~~*Amended October 2012*~~

Rationale: Moved from Article X, per NASBE suggestion, though the suggestions also proposed moving portions of this section to the duties of the chair and the commissioner. Such reference already exists for the chair. NASBE also suggested consideration of moving portions of this section to Standing Rules.

SECTION 5.7 PUBLIC TESTIMONY. If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items. When a regular meeting is not preceded by a work session, public testimony shall be taken during the business meeting prior to board action on agenda items. Public testimony need only occur once during a multi-day work session and business meeting.

Rationale: Moved from 5.4. Further clarification, as the provisions for public testimony only refer to those preceded by a work session. If the board's intent is to have public testimony at all meetings it should be made plain.

~~5.8 Removing items from consent agenda~~

~~At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.~~

~~*Adopted March 2004*~~

Rationale: The process for removing consent items is another procedural detail that might be better in Standing Rules, if needed. It is a commonly used process outlined in Robert's Rules. The Bylaws Committee recommends eliminating this section.

~~5.9 Amending the agenda~~

~~A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.~~

~~*Adopted March 2004*~~

Rationale: This section is somewhat dangerous in light of public notice requirements. It might be better to either eliminate it or put it in Standing Rules with the details of what is required by law. The Bylaws Committee recommends eliminating this section.

SECTION 5.8 DISCLOSURE OF POTENTIAL ETHICS ACT VIOLATIONS. At each meeting, following the approval of the agenda, each member of the board shall disclose on the record whether participation on an agenda item would be a potential violation of the Alaska Executive Branch Ethics Act as required by AS 39.52.220. The chair, as the designated ethics supervisor, shall determine whether a member's participation on the agenda item violates AS39.52. If not, the member may participate. If a board member objects to the decision of the chair, the members present at the meeting, excluding the involved member, shall vote on the matter. The board chair shall disclose any potential violations in advance of the meeting to his or her ethics supervisor, and disclose all determinations on the record. If the chair discloses a potential violation at the meeting, the members, excluding the chair, may vote on the matter.

NOTE: The Bylaws Committee recommends leaving all of this section in bylaws.

SECTION 5.9 QUORUM. Four non-advisory members of the board constitute a quorum.

Rationale: Robert's and NASBE recommend there be a specific designation of the quorum included in the article that deals with meetings.

~~6 Special meetings~~

~~6.8 Calling a special meeting~~

~~A special meeting of the board may be called by the chair or by at least four members of the board.~~

~~6.9 Business limited~~

~~The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.~~

~~*Adopted March 2004*~~

Rationale: moved to Article V MEETINGS Section 5.3

SECTION 5.10 PARTICIPATION. Board members are expected to attend each regular, special and emergency board meeting. However, when it is not possible for a board member to attend a meeting, the member should inform the chair or the commissioner as soon as possible.

5.10.1 Participation in regular, special or emergency meetings by teleconference. A board member may request to participate in a regular, special or emergency meeting of the board by teleconference when an emergency or other valid reason prohibits the member from traveling to a meeting site. The member must notify the chair, commissioner or commissioner's executive secretary as soon as possible that the member will participate by teleconference to expedite arrangements for teleconference participation.

Adopted March 2004

Rationale: May be unnecessary to suggest participation, per NASBE suggestion. Excused absences and the process for participating by phone could be put in Standing Rules. There are some nuances to participation by phone that the board may wish to examine before making final decisions about the language.

5 Governance of meetings

5.10 Robert's Rules used

Robert's Rules of Order, Newly Revised, 10th Edition, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

8.2 Majority vote required

All questions pending before the board will be decided by a majority of the members present and voting.

Adopted March 2004

Rationale: Moved to Article VIII PARLIAMENTARY AUTHORITY. Robert's Rules recommends placing the parliamentary authority as the second to last article. The reference to majority vote on all questions is in conflict with several provisions in Robert's where protecting the rights of the minority is served by having a higher vote standard.

6 Notice of meetings

6.10 Notice of regular meetings

For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

6.10.1 Publish notice of the date, time, and place of the meeting in two newspapers of general circulation in the state, and on the State of Alaska On-Line Public Notice system;

6.10.2 Mail, email, transmit by facsimile machine or by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

Amended September, 2006

6.11 Notice of special and emergency meetings and work sessions

Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

6.12 Notice of teleconference and videoconference meetings

If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

Amended October 2012

Rationale: Moved to Section 5.5.

7 Agenda preparation and distribution

7.10 The chair and commissioner shall coordinate
The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

7.11 Placing agenda items on agenda
To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.

7.12 Commissioner's responsibilities for agenda
7.12.1 The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material.
7.12.2 Not later than 10 days before a meeting, the commissioner shall cause the agenda and agenda packet to:
7.12.2.1 Be mailed to board members and advisory members.
7.12.2.2 Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.
7.12.2.3 Be published, to the extent practicable, on the official web site of the Department of Education & Early Development.
7.12.2.4 If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).

7.13 Distributing supplemental materials
The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.

7.14 The commissioner may request an extension of the 10.3.2 distribution deadline from the board chair. The commissioner reserves the right to make additions to the materials distributed.

Amended October 2012

Rationale: Moved to Section 5.6.

11. Polling of board members

If directed by the chair, the commissioner shall poll board members:
1.1. To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the

~~board.~~

~~**1.2.** To convene a special meeting and to establish or change its time, date, and location.~~

~~**1.3.** To insert or delete an item on a tentative agenda for a regular or special meeting.~~

~~*Adopted March 2004*~~

Rationale: The Bylaws Committee recommends placing this section in Standing Rules.

ARTICLE VI COMMISSIONER OF EDUCATION

SECTION 6.1 DUTIES OF THE COMMISSIONER OF EDUCATION The commissioner shall keep a record of the minutes of all meetings, shall answer and ~~file~~ maintain board correspondence as directed by the chair, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.

Rationale: Moved from Section 4.5 as the Commissioner is not an officer, technically. The minor change proposed is because the language seems outdated and the chair could delegate as he sees fit.

Another recommendation from NASBE was to include the Commissioner's duties regarding preparation of agendas and public notice in this section. The Bylaws Committee chose to leave the duties where they are currently.

SECTION 7.2 APPOINTMENT OF THE COMMISSIONER. ~~The board will interview a candidate who meets the requirements of AS 14.07.145 before appointing that candidate. The interview may be in-person, telephonic, or by video. If the board receives more than one application, the board may select one or more finalist for an interview. The board is not required to advertise for or solicit applications~~. The board shall determine the process for selecting a new commissioner subject to approval of the Governor. Candidates must meet the requirements of AS 14.07.145 ~~In reviewing a qualified candidate's application and interview answers,~~ The board will consider all relevant evidence of the candidate's fitness to be commissioner, such as a candidate's:

7.2.1 Knowledge, experience, and understanding of current best practices in education;

7.2.2 Understanding of education reform;

7.2.3 Understanding of the educational issues facing Alaska, including both urban and rural schools and school districts;

7.2.4 Ability to work with all stakeholders and the administration;

7.2.5 Overall ability to lead the department and accomplish the board's goals.

~~Following the interview of one or more candidates, the board will deliberate. If only one candidate has demonstrated fitness to be commissioner, the board may appoint that candidate or consider additional applicants. If more than one candidate has demonstrated fitness with regard to educational and leadership ability, the board may appoint the candidate the board considers most capable of accomplishing the board's goals or may consider additional applicants.~~

~~After appointing a commissioner, the board shall forward the name to~~ When the board has selected a commissioner, the selection must be approved by the governor under AS 14.07.145. If the governor rejects the ~~appointment~~ selection, the board may ~~appoint~~ submit another qualifying candidate whom it has already interviewed or may consider additional applicants.

~~*Adopted October 2012*~~

Rationale: Moved from Article 12. The appointment process belongs to the board. Each board in recent memory used a different procedure. Circumstances vary, and it seems wise to defer to the requirements of law and leave the particulars to the sitting board. If specific procedures beyond the above seem necessary, perhaps they should be placed in Standing Rules.

The Bylaws Committee recommends that Ms. Hatten be asked to draft simple parameters for the process, if the board is interested in more specifics.

7.3 COMMISSIONER EVALUATION. The board annually will conduct a performance evaluation of the commissioner in executive session. The results of the evaluation will be discussed in executive session with the commissioner present. The original copy of the evaluation will be given to the commissioner, and a copy forwarded to the Governor.

~~*Amended October 2012*~~

The Bylaws Committee discussed specifying the time of year for the Commissioner's evaluation, though no final decision was made. The Board may want to consider such a reference in the Standing Rules.

ARTICLE VIII PARLIAMENTARY AUTHORITY

SECTION 8.1 PARLIAMENTARY AUTHORITY. *Robert's Rules of Order*, Newly Revised, 10th Edition, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

Rationale: Moved from Article 12. Robert's Rules and NASBE recommend placement of the parliamentary authority near the end of the bylaws. There is a newer version of the rules, *Robert's Rules, Newly Revised, 11th Edition.* However, the changes are minor and it may be that the 10th edition is more familiar to those advising the board.

ARTICLE IX ADOPTION, AMENDMENT AND REPEAL OF BYLAWS

SECTION 9.1 ADOPTION, AMENDMENT AND REPEAL OF BYLAWS.

9.1.1 INTRODUCTION OF BYLAWS. New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.

9.1.2 BYLAWS IN WRITING AND ON AGENDA. In order for the board to vote on a bylaw for adoption, amendment or repeal, the proposed bylaw ~~or bylaw for appeal~~ must be in writing and must be placed on a board agenda.

9.1.3 SEVEN-DAY NOTICE REQUIRED. A bylaw scheduled for action must be published on the tentative agenda at least seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.

~~9.2 Majority vote necessary~~

~~The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.~~

~~*Adopted March 200*~~

9.2.1 ~~MAJORITY~~ TWO-THIRDS VOTE REQUIRED. The board may adopt or repeal a bylaw by a majority two-thirds vote of the non-advisory members present at a board meeting.

Rationale: Moved from Article 2. The deletion is proposed because bylaws are always held to a higher standard than a simple majority, as they are the governing documents of the organization. Robert's Rules requires 2/3 vote.

REVISED: _____

ALASKA STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

STANDING RULES

2017 Bylaws Committee Recommendations

The following items are being recommended for Standing Rules. The language below is drawn from the Bylaws. The board made suggestions about additional issues that might be included, and the Commissioner indicated an interest in developing a more comprehensive list of topics for Standing Rules. Developing a proposal for Standing Rules would need to be done either by the committee or DEED sometime in the future.

SECTION _____ ADOPTION OF A CALENDAR. At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting. ~~5.2.1~~ A majority of the non-advisory members of the board may alter the calendar if circumstances warrant that action.

Rationale: Moved from section 5.2 of the bylaws. The Bylaws Committee recommends moving adoption of a calendar to Standing Rules.

Recommended Standing Rules on order of voting—advisory votes first.

SECTION 5.8 ORDER OF BUSINESS, REGULAR MEETINGS. The following is the order of business at each regular meeting:

5.8.1 Call to order and roll call,

5.8.2 Non-sectarian invocation

5.8.3 Pledge of allegiance.

5.8.4 Adoption of the agenda.

5.8.5 Disclosure of potential conflicts.

5.8.6 If a work session does not precede a regular meeting, a period of public

5.8.7 comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.

5.8.8 Opening periods of public comment on proposed regulations.

5.8.9 Adoption of proposed regulations.

5.8.10 Other business.

5.8.11 Standing reports, including a report from the commissioner and a report from the attorney general.

5.8.12 Other reports.

5.8.13 Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.

5.8.14 Board member comments.

Rationale: Moved from Section 5.5 of the bylaws. Invocation inserted due to current practice. NASBE recommends removing the order of business and other procedural details from the Bylaws. The Bylaws Committee recommends moving the order of business Standing Rules, as also recommended by Robert's Rules.

ARTICLE VI POLLING OF BOARD MEMBERS

SECTION 6.1 POLLING OF BOARD MEMBERS If directed by the chair, the commissioner shall poll board members:

6.1.1 To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the board.

6.1.2 To convene a special meeting and to establish or change its time, date, and location.

6.1.3 To insert or delete an item on a tentative agenda for a regular or special meeting.

~~*Adopted March 2004*~~

Rationale: Moved from Article X of the bylaws. NASBE suggested deleting this section, as it may be extraneous. The Bylaws Committee thought the board may want to include it in Standing Rules.

The Bylaws Committee has three additional recommendations for the Standing Rules:

1. Include a list of standing committees;
2. Insert language about limiting the verbal reports from DEED to answering questions, rather than repeating what is in the written reports; and
3. Consider including the basic processes for commissioner selection.

Bylaws

of the State Board of Education
& Early Development

September 28, 2006

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Bylaws of the State Board of Education & Early Development

1. Educational goals

1.1. Vision

The State Board of Education & Early Development is committed to develop, maintain and continuously improve a comprehensive, quality public education system.

(Adopted September 19, 2003)

1.2. Mission

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

(Adopted September 19, 2003)

1.3. Beliefs

1.3.1. All students can meet the Alaska Standards.

1.3.2 We can close the achievement gap in students with disabilities, limited English proficient students, Alaska Native/American Indian students and economically disadvantaged students. (*Adopted March 16, 2006*)

1.3.3. [2] Every action of the State Board will support the mission statement.

1.3.4. [3] All students deserve high quality teachers, administrators and paraprofessionals.

1.3.5. [4] All students can demonstrate reading proficiency by grade three.

1.3.6. [5] Curriculum aligned to Alaska Standards and best practices instruction is critical for all students to achieve at high levels [TO CLOSING THE ACHIEVEMENT GAP]. (*Amended September 10, 2004*)

1.3.7. [6] Barriers that reduce effective instructional time must be removed.

1.3.8. [7] Increasing the performance of all students can close the achievement gap. (*Amended September 10, 2004*)

1.3.9 [8] Effective parent and family involvement positively affects student achievement. (*Amended September 10, 2004*)

(Adopted September19, 2003; Amended September 10, 2004; Amended March 16, 2006)

1.4. Goals

1.4.1. Continuous academic growth for all students, including closing the achievement gap in reading, writing and math.

1.4.1.1. Promote parent and family involvement in student learning.

1.4.1.2. Form partnerships with other organizations, including health services, tribal entities and the business community critical to closing the achievement gap, especially for those groups identified as the lowest performing based upon assessment data. (*Amended September 10, 2004*)

1.4.1.3 Encourage schools and communities to focus on strategies to close their achievement gap. (*Amended September 10, 2004*)

1.4.1.4 Support principal and teacher use of student achievement data to improve instruction.

1.4.1.5. Promote scientifically based reading instruction.

1.4.2. Continue to refine state assessment and accountability system.

1.4.2.1. Develop assessments that have instructional value.

[1.4.2.2. ALIGN ASSESSMENTS WITH ALASKA STANDARDS.] (Repealed March 16, 2006)

1.4.2.2. [3] Ensure assessments provide a growth scale.

1.4.2.3**.** [4] Ensure assessment results are timely.

(Adopted September 19, 2003; Amended March 16, 2006)

1.4.3. Promote the continuous growth of professionals and paraprofessionals to provide effective standards-based instruction.

1.4.3.1. Develop and implement a standards- and performance-based initial and continuing licensure system**,** including an alternative route to teacher licensure. (*Amended September 10, 2004*)

1.4.3.2. Promote and support inservices that directly impact instruction through the use of best practices and data.

1.4.3.3. Encourage Alaska teacher preparation programs to become standards- and performance-based systems.

1.4.3.4. Identify and develop avenues for paraprofessionals to meet highly qualified status.

1.4.3.5. Seek appropriate partners to support the development of an alternative state performance-based teacher preparation program.

1.4.3.6. Encourage districts to hire a workforce that is reflective of the community they serve.

1.4.3.7. Encourage Alaskans to become teachers, administrators and paraprofessionals.

1.4.3.8. Encourage paraprofessionals to gain certification as teachers.

(Adopted September 19, 2003; Amended September 10, 2004; Amended March 16, 2006)

1.4.4. Increase effective instructional time.

1.4.4.1. Reduce the number of mandated trainings.

1.4.4.2. Develop alternative deliveries for mandated trainings.

1.4.4.3. Review statutes and regulations that impact effective use of instructional time.

(Adopted September 19, 2003)

2. Adoption, amendment and repeal of bylaws

2.1. Introduction of bylaws
New bylaws or amendment of existing bylaws may be introduced by voting members of the board or the commissioner.

2.2. Bylaws in writing and on agenda
In order for the board to vote on a bylaw for adoption or repeal, the proposed bylaw or bylaw for appeal must be in writing and must be placed on a board agenda.

2.3. Seven day notice required
A bylaw scheduled for action must be published on the tentative agenda seven days in advance of the meeting at which the action is scheduled in order to be voted on at that meeting. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting.

2.4. Majority vote necessary
The board may adopt or repeal a bylaw by a majority vote of members present at a board meeting.

Adopted March 2004

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.

3.6. Duties of the commissioner

The commissioner shall keep a record of the minutes of all meetings, shall answer and file board correspondence, and shall perform any other duties that the board directs, in addition to performing the statutory and regulatory duties of commissioner. The commissioner may delegate responsibilities assigned by the board and specified by the board bylaws to one or more employees of the department.

Adopted March 2004

4. Advisory members of state board

The number of and selection of state board advisory members will be specified in Title 4, Chapter 03 of the Alaska Administrative Code and adopted by the state board in compliance with the administrative procedures act.

Adopted March 2004

5. Regular meetings

5.1. Meetings held quarterly

Regular meetings of the state board will be held at least quarterly, during the first week of each quarter, in Juneau, unless the board specifically selects another time and place.

5.2. Adoption of calendar

At the last regularly scheduled meeting of each school year, the board will adopt a calendar of regular meetings for the following school year, indicating the planned date and location of each meeting.

5.2.1. A majority of the members of the board may alter the calendar if circumstances warrant that action.

5.3. Work sessions

At the discretion of the chair, a regular meeting may be preceded by a work session at which the board may receive information and reports, but may not vote or take any action on any item.

5.4. Public testimony

If a regular meeting is preceded by a work session, the commissioner, in consultation with the chair, will schedule time on the work session agenda for the public to offer testimony on proposed regulations or on any agenda or non-agenda items.

Adopted March 2004

5.5. Order of business; regular meetings

The following is the order of business at each regular meeting:

5.5.1. Call to order and roll call.

5.5.2. Pledge of allegiance.

5.5.3. Adoption of the agenda.

5.5.4 If a work session does not precede a regular meeting, a period of public comment will be held to hear testimony on proposed regulations or on any agenda or non-agenda items.

5.5.5. Opening periods of public comment on proposed regulations.

5.5.6. Adoption of proposed regulations.

5.5.7. Other business.

5.5.8. Standing reports, including a report from the commissioner and a report from the attorney general.

5.5.9. Other reports.

5.5.10. Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.

5.5.11. Board member comments.

Adopted March 2004

5.6. Removing items from consent agenda

At the request of a board member, the board will remove an item from the consent agenda and consider the item separately.

Adopted March 2004

5.7. Amending the agenda

A board member may, at the start of the regular meeting, propose additional agenda items for consideration. Additional agenda items may be added by vote of the majority of the board members present. The chair shall decide the appropriate placement of agenda items so added to the agenda.

Adopted March 2004

6. Special meetings

6.1. Calling a special meeting

A special meeting of the board may be called by the chair or by at least four members of the board.

6.2. Business limited

The business conducted at a special meeting is limited to matters identified in the official public notice of the special meeting.

Adopted March 2004

7. Participation in meetings

7.1. Participation expected

Board members are expected to attend each regular, special and emergency board meeting. However, when it is not possible for a board member to attend a meeting, the member should inform the chair or the commissioner as soon as possible.

7.2. Participation in regular, special or emergency meetings by teleconference

A board member may request to participate in a regular, special or emergency meeting of the board by teleconference when an emergency or other valid reason prohibits the member from traveling to a meeting site. The member must notify the chair, commissioner or commissioner's executive secretary as soon as possible that the member will participate by teleconference to expedite arrangements for teleconference participation.

Adopted March 2004

8. Governance of meetings

8.1. Robert's Rules used

Robert's Rules of Order, Newly Revised, 10th Edition, will govern proceedings of the board, unless a procedure is otherwise governed by state law or regulation, or by a specific board bylaw.

8.2. Majority vote required
All questions pending before the board will be decided by a majority of the members present and voting.

Adopted March 2004

9. Notice of meetings

9.1 Notice of regular meetings
For each regular meeting of the board, the commissioner shall no later than 10 days before a regular meeting:

9.1.1. Publish notice of the date, time, and place of the meeting in **a newspaper** [TWO NEWSPAPERS] of general circulation in the state, and on the State of Alaska On-Line Public Notice system.

9.1.2. Mail, email, transmit by facsimile machine or by other technology as determined appropriate by the commissioner, written notice of the date, time and place of meeting, and the tentative agenda of the meeting, to all school district superintendents and any individual or organization that has requested notice of the meeting.

(Adopted September 19, 2003; Amended September 28, 2006)

9.2. Notice of special and emergency meetings and work sessions
Reasonable notice shall be given for special meetings, emergency meetings, and work sessions of the board.

9.3. Notice of teleconference meetings
If a meeting, or any portion of it, is to be conducted by teleconference or videoconference, the notice must note the location of any teleconference facility or videoconference facility that will be used.

Adopted March 2004

10. Agenda preparation and distribution

10.1. The chair and commissioner shall coordinate
The board chair and the commissioner shall coordinate preparation of a tentative agenda for each regular or special meeting.

10.2. Placing agenda items on agenda
To allow for consideration of an item as the agenda is developed, a board member, advisory member, employee of the department, or any member of the public who wishes to place an item on the agenda should submit a request to the commissioner or the chair not less than 15 days before a regular meeting, or not less than 10 days before a special meeting.

10.3. Commissioner's responsibilities for agenda

10.3.1. The commissioner shall prepare and distribute the tentative agenda, agenda packet memoranda, and required supporting material.

10.3.2. Not later than 7 days before a meeting, the commissioner shall cause the agenda and agenda packet to:

10.3.2.1. Be mailed to board members and advisory members.

10.3.2.2. Be mailed to interested parties who have requested delivery of the material.

10.3.2.3. Be made available for viewing in the Commissioner's Office of the Department of Education & Early Development.

10.3.2.4. Be published, to the extent practicable, on the official web site of the Department of Education & Early Development.

10.3.2.5. If the meeting is held over teleconference, be distributed to teleconference sites so that the material will be available in accordance with AS 44.62.310(a).

10.4. Distributing supplemental materials

The commissioner may distribute supplemental agenda packet memoranda and required supporting material if necessary. When the board is to consider the supporting material at a teleconference meeting, the supporting material, if practical, must be distributed to the teleconference locations.

11. Polling of board members

If directed by the chair, the commissioner shall poll board members:

11.1. To authorize altering a regular meeting from the date and location of the meeting set in the calendar of regular meetings previously adopted by the board.

11.2. To convene a special meeting and to establish or change its time, date, and location.

11.3. To insert or delete an item on a tentative agenda for a regular or special meeting.

Adopted March 2004

12. Commissioner Evaluation

The board annually will conduct a performance evaluation of the commissioner.

Adopted March 2004

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 9**

♦ ISSUE

The board is being asked to review the attached materials, including the Proposal for Planning and Progress Monitoring Support to the Alaska Department of Education and Early Development.

♦ BACKGROUND

- In December 2017, CCSSO and DEED began conversations regarding the implementation of portions of the Alaska Education Challenge.
- On December 28, 2017 DEED met with CCSSO representatives to discuss an implementation plan.
- On January 10, 2018 the core Alaska Education Challenge team met with CCSSO facilitators to discuss the process of creating a plan to begin aligning DEED's current work to the commitments of Alaska's Education Challenge and ESSA.
- On February 4, 2018 CCSSO facilitators worked with the leadership team to look at individual division and unit work to create goals that aligned with the five priorities outlined in the Alaska Education Challenge.
- On February 4-5, 2018 CCSSO facilitators worked with collaborative teams comprised of people from all divisions with varied perspectives to fine tune the goals and begin working on an action plan.

♦ OPTIONS

This is an information item. No action is necessary.

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 10**

♦ ISSUE

The board is being asked to review changes or additions to the Mt. Edgecumbe Curriculum.

♦ OPTIONS

This is an informational item only.

5.5a Curriculum Development

The State Board of Education & Early Development shall:

a) articulate Mt. Edgecumbe High School's educational philosophy and goals through Board policy and approve instructional objectives which reinforce the school's philosophy and goals;

b) adopt all curriculum and graduation requirements;

c) review the educational programs to be offered to Mt. Edgecumbe High School's students;

d) approve instructional materials and resources to be used in Mt. Edgecumbe High School's curriculum; and

e) review the instructional program and evaluate the education received by students using available data including results of state student assessments.

CURRICULUM DEVELOPMENT AND EVALUATION

The State Board of Education, with the counsel of the MEHS advisory board, ~~The State Board~~ shall provide a comprehensive instructional program to serve the educational needs of the district's students. The State Board accepts responsibility for establishing what students should learn. Therefore, the State Board shall adopt a curriculum that to the extent possible reflects the desires of the community, the needs of society, and the requirements of law.

Curriculum development and improvement is of primary importance and will be part of an ongoing process. The Director or designee shall have general coordinating authority over the design and development of curriculum. The Director or designee shall develop a process for curriculum review and development that shall include the participation of teachers, administrators, and students. The State Board recognizes that effective curriculum development requires the planned allocation of resources, staff time and in-service training.

The curriculum shall be consistent with and aligned to established state standards and with the educational standards of Mt. Edgecumbe High School. The Director or designee shall keep the State Board informed regarding current district

curriculum efforts and student achievement. The Director or designee shall provide all necessary assistance to the State Board in reviewing reports, information and data on each curriculum area for evaluation and adoption by the State Board.

The curriculum review process and timeline set forth in 5.5b will serve as the adopted curriculum review cycle for each area of curriculum unless modified by the State Board.~~The State Board may adopt a curriculum review cycle for each area of the curriculum which shall serve as the timeline for curriculum development.~~

The State Board shall review each content area at least once every six years.

Learning will be enhanced by an adherence to an integrated curriculum that promotes continuity and cumulative acquisition of skills and knowledge. Teachers are to align their teaching to Mt. Edgecumbe High School standards and curriculum.

GOALS AND OBJECTIVES

Student Achievement

The State Board recognizes that the key to its leadership of Mt. Edgecumbe High School is to establish and promote a clear vision of student achievement as the top priority of the school. Student achievement will be defined by the State Board and include but not be limited to, assessment results, student attendance and dropout rates, and percentages of students earning certificates of achievement and diplomas based on the High School Graduation Qualifying Examination. The Director will ensure development and implementation of a comprehensive, collaborative planning process that engages the Mt. Edgecumbe High School community in the school's continuous student achievement improvement program efforts. Mt. Edgecumbe High School's academic program will be consistent with the Alaska Department of Education & Early Development requirements for content standards and high school graduation. The State Board will, in striving for continuous improvement of student achievement, annually review school data on student achievement.

Family Involvement

The State Board recognizes that parents/guardians and other family members are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. The Board recognizes the inherent difficulty of

maintaining high levels of parental involvement in a residential school. Mt. Edgecumbe High School administration and staff will use technology to maximize family involvement in the Mt. Edgecumbe High School community.

5.5b Curriculum Review Process

The Curriculum Cycle is a six-year cycle of review and evaluation of the course of study at Mt. Edgecumbe High School. The elements of study are outlined as follows:

Year 1 Foundational Research
September - June
During the Foundational Research phase, current curriculum, resources, instructional strategies, and assessment results are reviewed. We also identify standard alignment, best practices, model programs, and technology integration. Curriculum strengths and opportunities for improvement are determined and will set the direction for the curriculum work to take place for the next five years. At the conclusion of the foundation year, the curriculum team will present to the advisory board a list of current courses offered, current trends/best practices in the field, current strengths and opportunities to improve current curriculum, and recommendations for curriculum revision. Feedback from the advisory board will be sought. A written summary of the team presentation and the advisory board feedback will be provided to the State Board of Education & Early Development for further feedback. ~~The Curricular Department and the Academic Principal will present their current curriculum (courses offered, scope and sequence, and strengths/weaknesses) to the State Board of Education & Early Development. Feedback received from the State Board will be incorporated into the planning process.~~

Year 2 Program Development
September- June
During this phase, the curriculum team executes a plan to develop year-long curriculum maps including scope and sequence for each course. This may begin with a review and selection of primary curriculum materials. Year-long map will include at a minimum:

- Content Summary
- Overarching key concepts and enduring understandings
- Sequence of units
- Key learning objectives for each unit
- Primary ~~Primary~~/ major curriculum source material

Major performance activities/ products
Major assessments (not necessarily developed, but listed and aligned with key learning objectives)
Standards alignment

~~a review of year one findings takes place. Short , mid , and long range goals for this curriculum are created based upon the established timelines of the curriculum cycle. The group then builds a framework which includes: key concepts, topics, benchmarks, and state standards. The Curricular Department and the Academic Principal report to the Mt. Edgecumbe Advisory School Board regarding progress made in their research and give a status report. Feedback from Advisory School Board members is encouraged and may be considered in their program development plans.~~

Year 3 Documentation – Adoption

September- June

At the start of year three, the curriculum team along with MEHS administration will present curriculum maps to the Advisory School board for review and feedback. Once approved by the Advisory Board, the curriculum team will present the curriculum to the State Board of Education & Early Development for adoption. Once adopted, these maps will be the approved curriculum throughout the cycle. The curriculum team will continue to work in year three on developing unit maps with more detail, this continued development allows for refinements and adjustments based on observed effectiveness, but do not represent a change in curriculum. ~~. In this phase the Curricular Department evaluates sample textbooks, identifies special equipment needed and identifies technology that needs to be integrated. Teachers are also encouraged to try lessons or activities from the sample textbooks. The staff presents the proposed curriculum to the State Board for adoption and prepares to implement in the next year. A member of the Curricular Department and the Academic Principal go before the State Board of Education & Early Development to propose curricular changes and textbook selection.~~

Year 4/5 - Implement and Monitor

~~Year 4 -~~ Implement the new curriculum and continuously evaluate the new program. Adjustments in unit maps are a normal process during these years. The goal of the curriculum team is to continue to refine units for best practice and effective instruction. ~~The evaluation process should be designed to be able to discover curricular needs and make improvements in a timely fashion. Curriculum maps will be created that outline the skills, state standards, and common assessments for each grade level in the curricular area.~~

~~Year 5 - Continue implementation and monitoring. The Curricular Department also gathers evidence of student learning and evaluates to identify any possible changes that are needed to improve student learning. These changes will occur if needed.~~

Year 6 Evaluation

This year an evaluation of the impact of their curriculum on student achievement is examined, including a review of standardized test scores, AP/SAT data, and common/local assessments in preparation for the beginning of their curriculum cycle the following year.

Initial Cycle

Cycle	12-13	13-14	14-15	15-16	16-17	17-18
Year 1 **Foundational Research**	Math	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance
Year 2 **Program Development**		Math	Language Arts	Science	Social Studies	Technology PE/Health
Year 3 **Documentation - Adoption**			Math	Language Arts	Science	Social Studies
Year 4 **Implement and Monitor**				Math	Language Arts	Science
Year 5 **Implement and Monitor**					Math	Language Arts
Year 6 **Evaluation**						Math

Established Cycle

Cycle	18-19	19-20	20-21	21-22	22-23	23-24
Year 1 **Foundational Research**	Math	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance
Year 2 **Program Development**	Liberal Arts Guidance	Math	Language Arts	Science	Social Studies	Technology PE/Health
Year 3 **Documentation - Adoption**	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts	Science	Social Studies
Year 4 **Implement and Monitor**	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts	Science
Year 5 **Implement and Monitor**	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math	Language Arts
Year 6 **Evaluation**	Language Arts	Science	Social Studies	Technology PE/Health	Liberal Arts Guidance	Math

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 11**

♦ ISSUE

The board will receive a presentation by Project SEARCH, by Anne Applegate, Program Coordinator, Patrick Reinhart, Executive Director, and Kristin Vandgriff, Statewide Coordinator of Project SEARCH. They will provide an overview of the Project SEARCH, including the fidelity components of the program.

- Behind this memo are the Project SEARCH presentation materials.

♦ OPTIONS

This is an information item. No action is necessary.

Part I - Core Model Fidelity Components
1. The outcome of the program is integrated employment for each participant.
1.1 60% to 100 % of each graduating class has achieved competitive employment. List employment rates for the last three full years of the program. (# enrolled in Oct./# employed 11 months after graduation.)
1.2 Employment occurs in integrated work settings.
1.3 Employees are directly hired by a business and earn the prevailing wage for a given job.
1.4 Employees work a minimum of 16 hours per week with the goal of full time employment.
1.5 Employees generally work the same schedule and hours as co-workers in similar positions.
1.6 Internships and paid jobs involve complex and systematic work.
2. Collaboration: Project SEARCH is a partnership with support and resources from Developmental Disability Service Agency, Vocational Rehabilitation, a Community Rehabilitation Provider, Education, Independent Living Centers (residential programs) and family members.
2.1 Roles and responsibilities of steering committee members are clearly defined and agreed upon by the team.
2.2 Partners meet on a regular basis to drive and monitor progress. Meetings should be at least monthly during the planning phase and the first year of program implementation. Partners should meet at least quarterly the second year and thereafter.
2.3 The steering committee has a strategic plan for continuous improvement. • What are the goals? • Do goals have target dates?
3. The program is business led.
3.1 The business participates in the program without subsidy.
3.2 There is a strong business liaison involved in crucial decisions such as intern selection, internship site development, active internal marketing of the program throughout the business, and assistance with, and promotion, of internal hiring of qualified candidates.
3.3 The program is based in a large, high quality business with a minimum of 200 employees, and offering a variety of internships.
3.4 The business provides an on-site training room for the interns and workspace for the instructor and job coach(es).
4. The partners provide a full-time instructor and dedicated, consistent job coaches at the host business.
4.1 The on-site program team and key representatives of each partner organization have received orientation and training on Project SEARCH.
4.2 The program uses material from the Project SEARCH Resource Guide.

4.3 The onsite staff have received training or have skills and experience in job coaching, systematic instruction, job analysis and task analysis. The instructor in an adult model may be paid through the Community Rehabilitation Provider and will have overall responsibility for the curriculum delivery. That person will also assist with job coaching, marketing, student selection and other program activities. The job coach is usually hired through the Community Rehabilitation Provider with overall responsibility for coaching on the internships. The instructor and job coach will share all major activities of the program. **Delineate difference between the two positions here with some bullets on positions**
5. Program focus is on serving young adults with intellectual and developmental disabilities a preferred age of 18 - 35. At least 75% of each class falls in this category and is DD eligible. The cohort could be a "blended model" (high school and adult students) – if that is the case preference is given to a good mix of the cohort.
6. Braided funding is in place among the non-business partners.
6.1 Funding is a reallocation of existing resources.
6.2 Funding is sustainable.
6.3 After start-up, the program operates without the need for grant funding.
6.4 Cohort size is sufficient to create cost-effective resource allocation for all partners.
7. There is total immersion of interns and/or employees at the host business.
7.1 Interns are on site at the business each day for a minimum of six hours. The program will begin with an orientation period and include three ten – twelve week internships. Additional time for job development and employment support is incorporated.
7.2 Interns train in real work settings. • The program teaches competitive, marketable, transferable skills. • Interns are not doing the work of volunteers. • Interns participate in the internships 20 to 25 hours per week. • Additional skills are added as more basic skills are mastered, so that the interns acquire cascading skills. • At least one hour a day is dedicated to an employability skills curriculum.
7.3 Employment-planning meetings are held to discuss progress on skill development with the interns, program staff, DD case manager, family members, VR counselor and other appropriate team members. • On-site program staff leads the meetings at the beginning of the year. The intern leads the meetings by mid-year. • Meetings are held at least twice per internship.
7.4 Interns and on-site staff abide by the host business' policies and procedures.
8. A designated partner representative enters the following program data into the Project SEARCH data base October and May:

- Number of interns who began the program.
- Number of interns who completed three internships and/or gained employment.
- Descriptions of internships.
- Number of interns who gained competitive employment within 11 months of program completion.
- Wages earned.
- Hours worked per week.
- Benefits received from employer.
- Key partner contact information.

9. A majority of Project SEARCH interns are made eligible for long-term follow-along services before the program begins or early in the Project SEARCH program year.

9.1 Project SEARCH graduates receive long-term follow-along services to retain employment.

9.2 Long-term follow-along services that occur at the host business are provided by a single Community Rehab Provider/Person. Ideally that agency should be the same one that provides job coaching/job development, during the Project SEARCH year.

9.3 Eligibility for ongoing job development is made for graduates who do not get a job within 11 months of graduation from Project SEARCH.

9.4 A job development plan needs to be in place for all PS interns.

10. The program site has a current licensing agreement signed with Project SEARCH Cincinnati through Cincinnati Children's Hospital Medical Center. All required licensing fees have been paid to CCHMC's Project SEARCH program.

Part II - Programmatic Elements

1. Program Infrastructure

1. 1. A full time instructor is provided and supervised by one of the following partners:
___ Community Rehabilitation Provider
___ Educational Organization
___ DD Agency
___ Other _____

Funding for this position is provided by:
___ Community Rehabilitation Provider
___ Educational Organization
___ Vocational Rehabilitation
___ DD Agency
___ Other _____

1. B. A Full time job coach is provided by one of the following:
___ Community Rehabilitation Provider
___ Educational Organization
___ DD Agency
___ Other _____

Funding for this position is provided by:
___ Community Rehabilitation Provider
___ Educational Organization
___ Vocational Rehabilitation
___ DD Agency
___ Other _____

1. C. Job Development services is provided and supervised by one of the following:
___ Community Rehabilitation Provider
___ Educational Organization
___ Vocational Rehabilitation
___ DD Agency
___ Other _____

Funding for this position is provided by:
___ Community Rehabilitation Provider
___ Educational Organization
___ Vocational Rehabilitation
___ DD Agency
___ Other _____

1. D. Braided funding may be provided among;
___ Developmental Disability Agency
- Waivers (IO and Level 1, Community Integration and Habilitation – www.Medicaid.gov
- Day Habilitation
- State and local dollars

___ Vocational Rehabilitation
- VRP3 (Public Private Partnerships)
- Fee schedule (standardized services)
- Community / Situational Assessment
- JSST – Employability Skills
- Job Coaching / Job Development

___ Workforce Investment Board / Workforce Investment Act
- Training programs
- Paid and unpaid work experiences
- Re-training programs

___ Department of Health and Human Services / Jobs and Family Services
- Training Programs
- TANF
- Transportation
- Child Care
- Equipment
- Uniforms

___ Education
- Adult Education (Local Education Agency)
- Community College

- Pell Grant
- Career Tech / Vocational Education
- ABLE
- Externships
- Private School
- Lottery

Social Security Agency

- Pass Plans
- Ticket to Work

___Private Pay (family / private funder)

___Specialty Organization

- Disability Related organization
- Dress for Success

___United Way

___ Other _____

. Vocational Rehabilitation is an active partner and involved with program planning and on-going program improvement.

There is a dedicated VR counselor for the program.
If not, how many counselors are involved?

1. E. Program partners have formed a Steering Committee and use that structure to discuss and make important program decisions, solve problems and work toward continuous improvement.

1. F. The Steering Committee meets regularly at least quarterly (monthly or every other month preferred.)

1. G. All partners (CRP, DD, Education, VR, Families) are active and involved with program planning and on-going program improvement.

1. H. There is a business liaison from the host business.

- What is the liaison's regular job?
- What percentage of time does the liaison spend on the Project SEARCH program?

1. I. Someone from the local Social Security office sites on the Steering Committee or acts in an advisory capacity.

1. J. Roles and Responsibilities of the on-site team are well defined and agreed upon.

1. K. What are the unanticipated benefits of hosting the Project SEARCH Program within the business?

1. L. What are the unanticipated costs of hosting the Project SEARCH Program within the business?

1. M. There has been a culture change within the business since the Project SEARCH program began?

___ Yes
___ No

If yes, describe:
2. Program Marketing
2. A. A written marketing and communication plan is in place.
2. B. The program has written materials for a wide variety of audiences.
2. C. The program has a site specific video and or website.
2. D. The program uses social media to promote their program
2. E. The business liaison markets the program within the host business. What marketing activities are taking place or are planned?
2. F. The VR counselor is involved with other elements of the program such as speaking to individuals, families, schools, community groups, etc.
3. Program Logistics
3. A. A dedicated classroom is provided by the host business with space for staff and students. The classroom is equipped with technology to assist in curriculum delivery and enhance skill acquisition.
3. B. An annual calendar has been developed with start and end times for orientation, internships, transition weeks, breaks, etc.
3. C. A daily agenda is created with classroom time, internship times, and other important activities. This is shared with all important on-site staff and stakeholders.
3. D. The Project SEARCH Employability Skills curriculum, or an equivalent curriculum, and lesson plans are being utilized.
3. E. The curriculum is adapted to meet the needs of each intern, program, and business. There are curriculum features that are unique or customized to the site.
3. F. The Curriculum Management System (CMS) is accessed through Butler Tech. It is being used to enhance and customize lessons. The instructor communicates and networks with other Project SEARCH educators through the CMS.
3. G. Guest speakers participate during class time. Who participates? What is the purpose?
3. H. Interns return to the classroom at the end of the day. What activities take place at that time?
3. I. A transition week is incorporated between each internship session planned with activities relevant to skill development and job development. What happens during those weeks?
3. J. Public transportation to and from the host business is utilized by interns.
3. K. Travel training is provided to each participant

before the program begins.

- When is the training provided?
- Who provides the training?

3. L. The business liaison meets with the onsite team members on a regular basis. How often?

4. Student Recruitment

4. A. An Intern Recruitment plan and timeline are in place to support the class size goal.

- All partners/stakeholders are involved
- How many applications did you receive last year?
- How many interns were accepted?
- What is the class size goal?
- How do you reach out to the local high school(s)?
- How do you reach out to the community?
- How do you reach out to parent organizations?

4 B. A selection committee is in place representing all partners including VR and the host business.

- Who are the members?

How is the business involved?

4. C. The partners agree on a cohort number that reflects fiscal responsibility.

4. D. 2 Recruitment materials are available to schools, community organizations, interns and families.

4. E. Candidates tour the host business during the recruitment process.

4. F. Presentations are made to schools and community groups and involve current interns in the presentations.

4. G. Marketing materials are used in recruitment efforts:

___ Newsletter
___ Social Media
___ Video
___ Other

4. H. A systematic application process is utilized which every candidate completes.
4. I. The VR counselor determines intern eligibility for vocational rehabilitation services. • Who referred the interns to VR? • When were the interns referred? • Are all the current interns eligible for VR services? • If not, how many are not and why? When were the interns determined to be eligible?
4. J. The Project SEARCH selection rubrics are utilized to select interns. Is this customized for the site? ___ Yes ___ No
4. K. Interns are interviewed and participate in a hands-on skills assessment prior which helps to determine acceptance into the program.
4. L. Acceptance letters and/or calls are made to the selected interns.
4. M. Once they are selected and made eligible, the counselor authorizes other services for the interns in addition to job coaching. (I.e. travel training, uniforms, lunch, adaptations, special equipment.)
4. N. Benefits Analysis services are provided to the accepted students to answer questions and engage the families in the goal of employment.
4. O. Onboarding and welcome activities are held in the months/weeks before the program start. They include: ___ Onboarding/pre-employment training at the host site ___ Background check ___ TB test ___ Welcome activity held at the host business
5. Internship Development
5. A. The instructor and job coach work with the host business to develop the internships.
5. B. The on-site team develops task analyses, job analyses, job descriptions, etc.
5. C. Core skills of each internship are identified to create a task list. Additional skills are identified to be layered as basic skills are mastered.
5. D. Additional internships are developed to meet

student and business needs.
5. E. The instructor /job coach provide education for department managers and internship staff regarding the interns and on disability awareness.
5. F. The onsite team teach managers/mentors tools and techniques that encourage intern independence, quality, productivity and stamina.
5. G. Student interviews are scheduled for each internship site.
5. H. Managers/supervisors/coworkers are provided with sufficient guidance and information to work with interns with disabilities.
5. I. Information is gathered from the managers/ mentors at the end of each internship to improve the internship process.
5. J. Host business employees are provided with sufficient support by job coaches and the instructor when interns begin a rotation, during a rotation, and when a situation arises.
5. K. There are mentors for interns at each internship site.
5. L. Interns are included in department activities such as staff meetings, birthday parties, charity walks, health fairs, etc.
6. Student Skill Acquisition & Assessment
6. A. Job coaches are provided to assist with training and coaching interns. • How many job coaches are on site? • What hours are they onsite?
6. B. The intern's skills acquisition and progress are assessed at regular intervals during the internships using the Project SEARCH evaluation or other instruments.

6. C. Direct Job coaching and other supports are provided to the student during the internships
6. D. Job Adaptations/accommodations are designed based on the individual needs of each intern.
6. E. New skills are added to the internships as the interns master initial core skills.
6. F. The onsite team meets regularly regarding planning, scheduling, intern issues, problem solving and intern progress.
6. G. Managers/mentors communicate with the instructor and job coach(es) regularly regarding intern progress.
6. H. Does the job coach teach managers/mentors the tools and techniques necessary to encourage intern independence?
7. Family Involvement
7. A. Family members are active participants in the program.
7. B. Family members regularly attend employment-planning meetings.
7.C. Family members are active participants in the job development process for the intern.
7.D. The Family Involvement Curriculum is being implemented. If yes, who is coordinating this program and how often is the group meeting?
8. Employment / Job Development
8. A. A job development plan is in place and all stakeholders are aware of the plan.
8. B. The CRP provides job development services for the interns.

• When does this service begin? • Who provides the service? How long do the interns receive this service once the program is over?
8. C. The job developer communicates with the instructor. • What type of communication? How often?
8. D. A Business Advisory Committee is in place. • What is the purpose? • Who are the members? How often do they meet?
8. E. The Business Advisory Committee assists with job development for interns
8. F. The business liaison assists with marketing the program to other businesses in the community in order to increase job opportunities.
8. G. The business liaison promotes internal hiring when an intern is a good fit for a position.
8. H. Regular "Employment Planning Meetings are held to discuss student issues and progress toward the job goal. All stakeholders involved in the job development process attend. Problem solving is addressed by all team members.
8. I. Jobs are developed for each intern by the end of the school year. • Who is responsible for job development within the host business? • Who is responsible for external job development within areas businesses?
8. J. Follow along support is provided once the intern is employed and VR job coaching has ended. • Who provides this support? • How many interns are eligible?
8. K. The program uses SSA tools (e.g. PASS plans, IRWE's) to pay for support, additional job coaching, follow along or other services where applicable.
9. Technical Assistance and Staff Development
9. A. The partners and stakeholders participated in the Project SEARCH two day overview as orientation to the program.
9.B. The on-site staff participate in Project SEARCH statewide meetings (if available) to learn best practices and network with other programs.
9. C. The on-site staff and other program partners participate in other training provided through the Project SEARCH Training Institute.
9. D. The on-site staff and other program partners seeks out and participates in other training

relevant to the program and student needs and to increase the goal of employment for every in.
9. E. The on-site staff and other program partners attend the Project SEARCH annual conference to share and learn best practices.
10. Miscellaneous Items

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To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 12**

ISSUE

The Board will be presented with AdvancED's updated standards and processes for accreditation of public and private schools in the state.

BACKGROUND

- The department recognizes school accreditation status as determined by AdvancED Northwest, based upon their established accreditation process per 4 AAC 04.300, which references the Standards for Quality Schools and includes an internal and external review.
- AdvancED has just recently updated its protocols to be implemented starting with the 2017/2018 school year. The previous document, Standards for Quality Schools, adopted by reference in current regulations (4 AAC 04.300(b)), has been replaced in AdvancED processes by Performance Standards and School Quality Factors.
- A new *systems accreditation* option was made available to Alaska schools and districts in 2015. This option provides a process for a district to be accredited as-a-whole system and once accredited, all schools within the system/district are also accredited.
- Amended regulations will be proposed at a subsequent board meeting to update the regulations to reflect the current performance standards and school quality factors documents published by AdvancED.
- Brad Billings, DEED's school accreditation contact, and Tim Cline, Director of AdvancED Alaska, will be present to brief the board and answer questions.

OPTIONS

This is an informational item. There is no action required.

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Standards for Quality



SCHOOLS



AdvancED™

AdvancED Standards for Quality Schools

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

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Standard 1

Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

INDICATOR 1.1

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Level 4 The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.

Level 3 The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.

Level 2 The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.

Level 1 No process to review, revise, or communicate a school purpose exists. Stakeholders are rarely asked for input regarding the purpose of the school.

Standard 1: Purpose and Direction

INDICATOR 1.2

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Level 4 Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.

Level 3 Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.

Level 2 Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.

Level 1 Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning. Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking, and life skills necessary for success. Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Little or no commitment to high expectations for professional practice is evident.

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Standard 1: Purpose and Direction

INDICATOR 1.3

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Level 4 School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.

Level 3 School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

Level 2 School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.

Level 1 A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively. The profile is rarely updated or used by school personnel and contains little or no useful data. Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies. Few or no measurable objectives, strategies, or activities are implemented with fidelity. Documentation linking the process to improved student achievement and instruction is unclear or non-existent.

Standard 2

Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

INDICATOR 2.1

The governing body establishes policies and supports practices that ensure effective administration of the school.

Level 4 Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.

Level 3 Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.

Level 2 Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of staff. Policies and practices provide requirements and oversight of fiscal management.

Level 1 Little connection exists between policies and practices of the governing board and the purpose, direction, and effective operation of the school. Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students. There are few or no policies and practices regarding professional growth of staff. Policies provide requirements of fiscal management.

Standard 2: Governance and Leadership

INDICATOR 2.2

The governing body operates responsibly and functions effectively.

Level 4 The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

Level 3 The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.

Level 2 The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.

Level 1 The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical, and in accordance with defined roles and responsibilities. Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members. Evidence indicates the governing body does not always comply with policies, procedures, laws, and regulations.

Standard 2: Governance and Leadership

INDICATOR 2.3

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

Level 4 The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.

Level 3 The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.

Level 2 The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.

Level 1 The governing body rarely or never protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.

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Standard 2: Governance and Leadership

INDICATOR 2.4

Leadership and staff foster a culture consistent with the school's purpose and direction.

Level 4 Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.

Level 3 Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.

Level 2 Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.

Level 1 Decisions and actions seldom or never support continuous improvement. School leaders and staff may or may not expect students to learn. There is no evidence of or desire for collective accountability for student learning. School leaders seldom or never support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and little or no sense of community.

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Standard 2: Governance and Leadership

INDICATOR 2.5

Leadership engages stakeholders effectively in support of the school's purpose and direction.

Level 4 Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.

Level 3 Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.

Level 2 Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.

Level 1 Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Standard 2: Governance and Leadership

INDICATOR 2.6

Leadership and staff supervision and evaluation processes result in improved professional practice and student success.

Level 4 The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.

Level 3 The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

Level 2 The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.

Level 1 The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success. Supervision and evaluation processes are randomly implemented, if at all. Results of the supervision and evaluation processes, if any, are used rarely or never.

Standard 3

Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

INDICATOR 3.1

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.

Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.

Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.

Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.2

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.

Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.3

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.4

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.5

Teachers participate in collaborative learning communities to improve instruction and student learning.

Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.

Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.6

Teachers implement the school's instructional process in support of student learning.

Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.

Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.

Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.7

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.

Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.

Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.8

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.

Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.

Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.

Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.9

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.

Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.10

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.

Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.

Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.

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Standard 3: Teaching and Assessing for Learning

INDICATOR 3.11

All staff members participate in a continuous program of professional learning.

Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.

Standard 3: Teaching and Assessing for Learning

INDICATOR 3.12

The school provides and coordinates learning support services to meet the unique learning needs of students.

Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.

Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.

Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.

Standard 4

Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

INDICATOR 4.1

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.

Level 4 Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.

Level 3 Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.

Level 2 Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Level 1 Policies, processes, and procedures are often but not always followed by school leaders to access, hire, place, and retain qualified professional and support staff. School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.

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Standard 4: Resources and Support Systems

INDICATOR 4.2

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

Level 4 Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

Level 3 Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.

Level 2 Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.

Level 1 Little or no link exists between the purpose of the school and instructional time, material resources, and fiscal resources. Protection of instructional time is not a priority. School leaders use available material and fiscal resources to meet the needs of students. School leaders spend little or no effort allocating instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations rarely or never include achievement of the school's purpose and direction.

Standard 4: Resources and Support Systems

INDICATOR 4.3

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

Level 4 School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.

Level 3 School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.

Level 2 School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.

Level 1 School leaders have few or no expectations for maintaining safety, cleanliness, and a healthy environment. Stakeholders are generally unaware of any existing definitions and expectations. Little or no accountability exists for maintaining these expectations. Few or no measures that assess these conditions are in place. Few or no personnel work to improve these conditions.

Standard 4: Resources and Support Systems

INDICATOR 4.4

Students and school personnel use a range of media and information resources to support the school's educational programs.

Level 4 All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Level 3 Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Level 2 Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

Level 1 Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school. Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Standard 4: Resources and Support Systems

INDICATOR 4.5

The technology infrastructure supports the school's teaching, learning, and operational needs.

Level 4 The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.

Level 3 The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.

Level 2 The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.

Level 1 The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.

Standard 4: Resources and Support Systems

INDICATOR 4.6

The school provides support services to meet the physical, social, and emotional needs of the student population being served.

Level 4 School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3 School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2 School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1 School personnel attempt to determine the physical, social, and emotional needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

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Standard 4: Resources and Support Systems

INDICATOR 4.7

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Level 4 School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

Level 3 School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

Level 2 School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

Level 1 School personnel attempt to determine the counseling, assessment, referral, educational, and career planning needs of some students in the school. School personnel sometimes provide or coordinate programs to meet the needs of students. School personnel rarely or never evaluate programs. Improvement plans related to these programs are rarely or never developed.

Standard 5

Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

INDICATOR 5.1

The school establishes and maintains a clearly defined and comprehensive student assessment system.

Level 4 School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 3 School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 2 School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Level 1 School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance. The system provides a limited degree of consistent measurement across classrooms and courses. Assessments are seldom proven reliable and bias free. The system is rarely or never evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

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Standard 5: Using Results for Continuous Improvement

INDICATOR 5.2

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.

Level 4 Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 3 Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.

Level 2 Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.

Level 1 Few or no processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel rarely use data to design and implement continuous improvement plans.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.3

Professional and support staff are trained in the evaluation, interpretation, and use of data.

Level 4 All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

Level 3 All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.

Level 2 Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.

Level 1 Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.4

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

Level 4 Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 3 Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 2 A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

Level 1 An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Standard 5: Using Results for Continuous Improvement

INDICATOR 5.5

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.

Level 4 Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

Level 3 Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

Level 2 Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.

Level 1 Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.

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AdvancED® Performance Standards

for Schools

AdvancED® Performance Standards

Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

In addition to the Domains and accompanying Standards, two Performance Rubrics also are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Rubrics act as a diagnostic tool, each consisting of four performance levels, that contain evaluative criteria related to concepts contained within the Standard statement.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1 Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1:

The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

4

The institution has a documented and systematic process for the development and/or review of the purpose statement that includes collaboration and input from all representative stakeholder groups.

3

The institution has a documented process for the development and/or review of the purpose statement that includes collaboration and input from most representative stakeholder groups.

2

The institution has a process for the development and/or review of the purpose statement that includes input from some stakeholder groups.

1

The institution does not have a process for the development and/or review of the purpose statement and the involvement of stakeholder groups.

4

The purpose statement contains clearly defined and measurable expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

3

The purpose statement contains defined expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

2

The purpose statement contains some defined expectations for student learning and sometimes is used to guide decisions about teaching and learning.

1

The purpose statement contains limited expectations for student learning and may not guide decisions about teaching and learning.

Standard 1.2:

Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

4

The institution has clearly documented evidence of actions involving all stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

3

The institution has some documented evidence of actions involving most stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

2

The institution has limited evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

1

The institution has little to no evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

4

There is a documented process to collect and use data to evaluate the achievement of the purpose and desired outcomes for learners.

3

There is a process to use data to evaluate the achievement of the purpose and desired outcomes for learners.

2

There is some data used to evaluate the achievement of the purpose and desired outcomes for learners.

1

There is no evidence of data used to evaluate the achievement of the purpose and desired outcomes for learners.

Standard 1.3:

The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

4

The institution engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

3

The institution engages in a data-driven planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

2

The institution engages in a planning process for continuous improvement that is based on some data and monitors the implementation.

1

The institution has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

Standard 1.4:

The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

4

The governing authority has a documented, data-driven process for the ongoing development, review and revision of policies.

3

The governing authority has a documented process for the development, review and revision of policies.

2

The governing authority has a limited and inconsistent process for the development, review and revision of policies.

1

The governing authority does not have a process for the development, review and revision of policies.

4

The governing authority adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

3

The governing authority adopts and updates written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

2

The governing authority has policies that comply with applicable laws and regulations and ensure effective operations.

1

The governing authority's policies are vague, and it is unclear whether they comply with applicable laws and regulations or whether they ensure effective operations.

Standard 1.5:

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

4

The governing authority adopts and holds itself accountable to a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day effective operations of the institution.

3

The governing authority has a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day operations of the institution.

2

The governing authority has a written code of ethics for governance that include policies that provide leadership the autonomy for day-to-day operations of the institution.

1

The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the institution.

4

The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.

3

The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.

2

The governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations.

1

The governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities.

Standard 1.6:

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

4

The institution has written supervision and evaluation processes for staff members that include specific criteria and models for effective performance and use the results to inform and improve professional practice and student performance.

3

The institution has written supervision and evaluation processes for staff members that include specific criteria for performance and use the results to inform and improve professional practice.

2

The institution has an evaluation process for staff members that includes general criteria for performance and provides limited results for improving professional practice.

1

The institution does not have a supervision and evaluation process for staff members or has a vague or unclear process for supervising and evaluating staff members.

4

The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, and training and includes mechanisms for ongoing feedback and monitoring.

3

The evaluation process is implemented by evaluators who have the knowledge, expertise, and training and includes mechanisms for feedback and monitoring.

2

The evaluation process is implemented by trained evaluators and includes a mechanism for feedback.

1

The evaluation process is implemented without consistency and provides little or no feedback.

Standard 1.7:

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

4
The institution establishes, trains staff on, and has evidence of effective implementation of systematic and systemic written processes and procedures.

3
The institution establishes and trains staff to implement written processes and procedures.

2
The institution establishes written processes and procedures.

1
The institution establishes vague or few, if any, written processes and procedures.

4
The institution gathers evidence, including the performance of educators and learners, to evaluate the effectiveness and inform the review and revision of processes and procedures.

3
The institution gathers evidence to evaluate the effectiveness and inform the review and revision of processes and procedures.

2
The institution evaluates and makes revisions, when needed, of processes and procedures.

1
The institution does not evaluate the effectiveness of processes and procedures.

Standard 1.8:

Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

4

Leaders implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders provide opportunities for active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

2

Leaders engage staff, students and parent stakeholder groups.

1

Leaders rarely or never engage internal and external stakeholder groups.

4

Leaders consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders enact strategies that provide opportunities for two-way communication with internal and external stakeholders.

2

Leaders provide opportunities for communication with stakeholders.

1

Leaders rarely or never enact strategies that provide opportunities for communication with stakeholders.

Standard 1.9:

The institution provides experiences that cultivate and improve leadership effectiveness.

4 The institution enacts a formal program designed to build capacity for effective leadership that includes modeling, coaching and team-building activities.	4 The institution and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.
3 The institution supports activities that are designed to improve leadership effectiveness.	3 The institution and its leaders support a culture that includes opportunities for shared leadership among stakeholders.
2 The institution provides support to individuals to engage in activities that are designed to improve leadership effectiveness.	2 The institution and its leaders provide opportunities for shared leadership among stakeholders.
1 The institution has little or no evidence of opportunities designed to build leadership capacity.	1 The institution and its leaders provide limited opportunities for shared leadership among stakeholders.

Standard 1.10:

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

4

The institution has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources, including internal and external stakeholder groups.

3

The institution collects and analyzes feedback data from multiple sources, including internal and external stakeholder groups.

2

The institution collects and analyzes feedback data from parent, staff, and student stakeholder groups.

1

The institution rarely collects and analyzes feedback data.

4

The institution systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. Decisions, progress and improvement are regularly communicated to stakeholder groups through a variety of media.

3

The institution uses feedback data to inform decisions that result in improvement and regularly communicates decisions to stakeholder groups.

2

The institution includes feedback data as a part of the continuous improvement process and sometimes communicates decisions to stakeholder groups.

1

The institution rarely or never uses feedback data to inform decisions for improvement.

2 Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Standard 2.1:

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

4

Personalizing learning opportunities for all learners is an integral part of the institution's culture and permeates teaching and learning.

3

Learning opportunities are personalized to meet most individual learners' needs and interests.

2

Learning opportunities are sometimes personalized to meet some individual learners' needs and interests.

1

Personalizing learning opportunities is not a regular part of the institution's teaching and learning culture.

4

Alignment between learning opportunities and the institution's high learning expectations is unmistakably evident.

3

The institution strives to align learning opportunities with its high learning expectations, with some work still to be accomplished.

2

Learning opportunities sometimes align to the institution's learning expectations.

1

There is little to no alignment between learning opportunities and the institution's learning expectations.

Standard 2.2:

The learning culture promotes creativity, innovation and collaborative problem-solving.

4

Faculty and staff purposefully plan and implement all learning experiences and activities to actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses and subjects.

3

Most learning experiences and activities are planned and implemented to promote learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection and include the completion of projects and inquiry-based activities within all courses and subjects.

2

Some learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities within most courses and subjects.

1

Few or no learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection or the completion of projects and inquiry-based activities within courses and subjects.

4

Faculty and staff enthusiastically embrace and consistently demonstrate a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

3

Faculty and staff exhibit a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

2

Most faculty and staff exhibit some shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

1

Few or no faculty and staff exhibit shared beliefs that focus on learner engagement and the development of creativity and innovation.

Standard 2.3:

The learning culture develops learners' attitudes, beliefs and skills needed for success.

4

Educators consistently provide numerous and equitable experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by expecting them to set goals for their learning and monitor their own progress.

3

Educators frequently provide experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

2

Educators sometimes provide experiences that teach learners communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

1

Educators rarely or never provide experiences to teach learners communication skills or the skills of self-direction.

4

The institution clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.

3

The institution demonstrates the explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

2

The institution demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning.

1

The institution demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

Standard 2.4:

The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

4

The institution implements and regularly and comprehensively evaluates a formal structure for all learners to have frequent and consistent access to a particular adult, selected by the learner, who ensures the learners are fully supported throughout their educational experiences.

3

The institution implements and evaluates a formal structure for learners to have consistent access to an adult who ensures the learners are supported during their educational experiences.

2

The institution implements a minimal structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

1

The institution has no structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

4

The institution consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

3

The institution ensures learners have opportunities to develop strong and mutually respectful relationships with the institution's adults and the learner's peers.

2

The institution provides learners with some opportunities to develop respectful relationships with the institution's adults and the learner's peers.

1

The institution provides learners with limited or no opportunities to develop respectful relationships with the institution's adults and the learner's peers.

Standard 2.5:

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

4

The institution has adopted and all educators consistently implement a relevant, rigorous, and aligned curriculum across all grade levels and content areas.

3

The institution has adopted and most educators consistently implement a relevant, rigorous, and aligned curriculum across most grade levels and content areas.

2

The institution has adopted a relevant, rigorous, and aligned curriculum across some grade levels and content areas, but few educators implement it consistently.

1

The institution has adopted a curriculum but can provide little or no evidence of consistent implementation.

4

Educators expect all learners to participate in a curriculum that is based on high expectations and prepares them to be successful at their next levels.

3

Educators expect most learners to participate in a curriculum that is based on high expectations and prepares them for their next levels.

2

Educators expect some learners to participate in a curriculum that has high expectations for learning and may prepare them for their next levels.

1

Educators engage learners in a curriculum that has expectations for learning that appear lower than would be expected and may or may not prepare them for their next levels.

Standard 2.6:

The institution implements a process to ensure the curriculum is aligned to standards and best practices.

4

The institution implements a systematic process to ensure the curriculum is clearly aligned to a recognized, rigorous set of standards.

3

The institution implements a process to ensure the curriculum is aligned to a rigorous set of standards.

2

The institution appears to have a process to ensure the curriculum is aligned to a set of standards.

1

The institution rarely or never ensures the curriculum is aligned to a set of standards.

4

The curriculum is clearly aligned to research and best practices related to the institution's purpose.

3

The curriculum is aligned to research and best practices related to the institution's purpose.

2

The curriculum is somewhat aligned to research or best practices related to the institution's purpose.

1

The curriculum has minimal or no alignment to research or best practices related to the institution's purpose.

Standard 2.7:

Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.

4

Educators consistently use current and relevant data and a clearly defined process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

3

Educators frequently use current and relevant data from major content areas and a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

2

Educators sometimes use relevant data and a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

1

Educators rarely or never use data or a process to monitor and adjust instruction to ensure individual learners' needs and the institution's learning expectations are met.

4

Educators consistently implement effective, individualized instructional strategies that address each learner's needs based on deliberate and purposeful planning.

3

Educators implement individualized instructional strategies that address each learner's needs based on purposeful planning.

2

Educators sometimes implement effective, somewhat individualized instructional strategies that address each learner's needs based on planning.

1

Educators rarely or never engage in deliberate and purposeful planning to determine or implement effective instructional strategies that address each learner's needs.

Standard 2.8:

The institution provides programs and services for learners' educational futures and career planning.

4

The institution identifies and implements comprehensive programs and services for all learners to identify strengths and interests that support their career planning and/or educational success at the next level.

3

The institution identifies and implements many programs and services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

2

The institution identifies and implements some programs or services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

1

The institution implements few or no programs or services for learners to identify strengths and interests for career planning and/or educational success at the next level.

4

The institution assists all learners in developing and documenting their personal goals and achievements, based on interests and needs, to support their success at the next level.

3

The institution assists most learners in developing and documenting their personal goals and achievements to support their success at the next level.

2

The institution assists some learners in developing and documenting their personal goals and achievements.

1

The institution does not assist learners in developing and documenting their personal goals and achievements.

Standard 2.9:

The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

4

The institution consistently implements a formalized and documented process for the identification and referral of all students who need additional assistance, services, and resources.

3

The institution usually implements a formalized process for the identification and referral of all students who need additional assistance, services, and resources.

2

The institution has some processes for the identification and referral of students who need additional assistance, services, and resources.

1

The institution has few or no processes for the identification and referral of students who need additional assistance, services, and resources.

4

The institution consistently utilizes internal and external resources and monitors and evaluates all programs and progress toward addressing the specialized needs of students, and relevant data are regularly used to modify and adjust services.

3

The institution utilizes internal and external resources and monitors and evaluates most programs and progress toward addressing specialized needs of students, and data are used to modify and adjust services.

2

The institution utilizes available resources and sometimes monitors and evaluates progress toward addressing the specialized needs of students.

1

The institution utilizes available resources and seldom or never monitors progress toward addressing the specialized needs of students.

Standard 2.10:

Learning progress is reliably assessed and consistently and clearly communicated.

4

Educators across all grades and subject areas consistently and with fidelity use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a cohesive set of formative and summative assessments to ensure each learner improves and is prepared for the next level through consistent and clear communication.

3

Educators consistently use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a variety of formative and summative assessment data to ensure each learner improves and is prepared for the next level through consistent and clear communication.

2

Some educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills based on data.

1

Few or no educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills.

4

Formal and informal communication about each learner's progress is consistently and frequently provided to all appropriate stakeholders, including the individual learner, in language that is clear and understandable.

3

Formal and informal communication about each learner's progress is frequently provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

2

Formal and informal communication about each learner's progress is sometimes provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

1

Communication about each learner's progress is inconsistently, rarely or never provided to stakeholders in language that is clear and understandable.

Standard 2.11:

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

4

All educators analyze data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

3

Most educators analyze data from multiple types of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

2

Some educators analyze data from assessments that improve the achievement and success of individual and collective groups of learners.

1

Few or no educators analyze data from assessments that lead to improvement of achievement of individual and collective groups of learners.

4

All educators consistently use data to modify instruction and transform learning experiences for learners.

3

Most educators use data to modify instruction and transform learning experiences for learners.

2

Some educators occasionally use data to modify instruction and improve the learning experiences for learners.

1

Few educators use data to modify instruction or improve the learning experiences for learners.

Standard 2.12:

The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

4

The institution implements a formal, documented evaluation process that includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning across the curriculum and organizational effectiveness.

3

The institution implements an evaluation process that includes an ongoing analysis of trend and comparison data related to student learning in most academic areas and organizational effectiveness.

2

The institution implements an evaluation process that includes analysis of trend or comparison data related to student learning in some academic areas or organizational effectiveness.

1

The institution implements few or no evaluation processes related to student learning or organizational effectiveness.

4

The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum, programs, and innovative practices, and improve student learning.

3

The institution uses results from the evaluation process to inform decision-making, improve and refine curriculum and programs, and improve student learning.

2

The institution uses the results of the evaluation process to inform decision-making and improve and refine curriculum.

1

The institution rarely or never uses results for improvement.

3 Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Standard 3.1:

The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.

4

Using data from a variety of sources, the institution plans, evaluates the effectiveness of, and uses the results of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

3

Using data from evaluation and supervision processes, the institution plans and evaluates the effectiveness of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

2

Using limited data, the institution plans professional learning to improve practice and organizational effectiveness.

1

Professional learning, if offered, is not based on data.

4

The institution delivers relevant and job-embedded professional learning for all staff members to improve their practice and achieve institutional goals.

3

The institution frequently delivers relevant professional learning for most staff members to improve their practice and achieve institutional goals.

2

The institution sometimes delivers professional learning for staff members related to their position and institutional needs and goals.

1

The institution rarely delivers professional learning for staff members related to their position or institutional needs and goals.

Standard 3.2:

The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

4

All staff members participate in structured, accountable professional learning communities that focus their discussions on data analysis and use the results of their analyses to improve learner performance and organizational effectiveness.

3

All professional staff members participate in structured, accountable professional learning communities that analyze data and use the results of their analyses to improve student learning.

2

Some staff members participate in professional learning communities that sometimes review data on student learning.

1

Few or no staff members participate in professional learning communities.

4

The institution consistently allocates ample resources to provide both formal and informal structures for collaboration.

3

The institution allocates adequate resources to provide formal and informal structures for collaboration.

2

The institution provides some resources for collaboration.

1

The institution provides few or no resources for collaboration.

Standard 3.3:

The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

4

The institution provides, monitors, evaluates, and modifies induction and mentoring programs for all new staff that include performance expectations and are designed to meet individual needs.

3

The institution provides and monitors induction and mentoring programs for new professional staff that include performance expectations and are designed to meet individual needs.

2

The institution provides some induction and mentoring programs for new staff.

1

The institution provides little or no induction or mentoring for new staff.

4

The institution provides, monitors, evaluates, and modifies coaching and modeling programs that address unique professional practices and organizational expectations for all staff through guidance, support, and feedback from peers and leaders.

3

The institution provides and monitors coaching and modeling programs that address organizational expectations for all professional staff through guidance, support, and feedback from peers and leaders.

2

The institution provides coaching and modeling programs for some staff through guidance, support, and feedback from peers and leaders.

1

Instructional coaching and modeling is rarely or never used.

Standard 3.4:

The institution attracts and retains qualified personnel who support the institution's purpose and direction.

4

The institution uses and regularly evaluates a documented and ongoing process that uses data to determine personnel needs, which includes an assessment of talent, qualifications, and assurance of sufficient numbers, to ensure learners' and organizational needs are met.

3

The institution uses a documented process that uses data to determine personnel needs, which includes an assessment of talent, qualifications and sufficient numbers, to ensure organizational needs are met.

2

The institution uses a process to determine personnel needs that sometimes includes an assessment of talent, qualifications and sufficient numbers.

1

The institution uses an informal process or has no process to assess personnel needs.

4

The institution uses and regularly evaluates a deliberate and formalized process to recruit and retain personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.

3

The institution uses a deliberate and formalized process to recruit and retain personnel.

2

The institution uses a formal process to recruit and retain personnel.

1

The institution uses a vague and/or informal process to recruit and retain personnel.

Standard 3.5:

The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

4

Using a variety of data sources, including needs assessments, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness.

3

Using a needs assessment, the institution engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates improvements in professional practice, student performance, and organizational effectiveness.

2

The institution engages in a planning process that focuses on the integration of digital resources into teaching, learning and operations.

1

The institution engages in little or no planning focused on the integration of digital resources into teaching, learning and operations.

4

The institution provides ample human, material, and fiscal resources and monitors that these resources are appropriately used to effectively integrate digital resources into teaching, learning, and operations.

3

The institution provides sufficient human, material, and fiscal resources to effectively integrate digital resources into teaching, learning, and operations.

2

The institution provides some resources to integrate digital resources into teaching, learning and operations.

1

The institution provides few or no resources to integrate digital resources into teaching, learning and operations.

Standard 3.6:

The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

4

The institution implements a documented comprehensive process based on research and best practice for the identification, acquisition, use, and updating of appropriate materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

3

The institution implements a documented process for the identification, acquisition, use, and updating of materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

2

The institution implements a process for the identification, acquisition, use, and updating of materials and resources.

1

The institution has limited or no processes for the identification, acquisition, use, and updating of materials and resources.

4

The institution provides a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of students, staff, and the institution.

3

The institution provides a variety of high-quality resources that are easily accessible and address the needs and interests of students, staff, and the institution.

2

The institution provides a variety of resources that are accessible and address the needs of students, staff, and the institution.

1

The institution provides minimal resources that address the needs of students, staff and the institution.

Standard 3.7:

The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

4

The institution implements and evaluates formal planning processes for long-range strategic resource management of budgets, facilities and other organizational needs.

3

The institution implements a planning process for long-range strategic resource management of budgets, facilities and other organizational needs.

2

The institution uses a planning process to manage budgets, facilities and other organizational needs.

1

The institution does not use a planning process to manage budgets, facilities and other organizational needs.

4

The institution demonstrates effective practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.

3

The institution implements practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the institution's purpose and direction.

2

The institution implements some clear practices for management of budgets, facilities and other organizational needs.

1

The institution implements vague and/or unclear practices for management of budgets, facilities and other organizational needs.

Standard 3.8:

The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

4

The institution has a formal budgeting process that allocates and aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

3

The institution frequently aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

2

The institution sometimes aligns resources to address priorities for improvement designed to improve student learning.

1

The institution rarely or never aligns resources to address priorities for improvement designed to improve student learning.

4

The institution consistently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

3

The institution frequently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and institution's identified needs and priorities.

2

The institution sometimes evaluates and demonstrates effective use of human, material, and fiscal resources.

1

The institution rarely or never evaluates or demonstrates effective use of human, material, and fiscal resources.



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AdvancED® Performance Standards

for School Systems

AdvancED® Performance Standards

Continuous improvement that results in success for all learners should be the goal of every institution. The *Improvement Journey* for each institution may look different but should always include measures of quality of learning and instruction. The *AdvancED Performance Standards* serve this purpose by providing a set of evaluative criteria that lays the foundation for improvement planning and implementation. Based on rigorous research and best practices, the Standards are a powerful tool for driving institutional change.

AdvancED is committed to quality and meeting the needs of the educational institutions we serve. Every five years, we use an iterative process to review, revise and renew our Standards to ensure they remain relevant and challenge institutions to reach higher. Our guiding question is: What will support the success of each and every learner?

The *AdvancED Performance Standards* embody our belief that high quality learning can transform lives, communities and the world.

Anatomy of the *AdvancED Performance Standards*

The new Standards, varying in number based on institution type, are organized under three Domains:

1. Leadership Capacity
2. Learning Capacity
3. Resource Capacity

The Domains are statements that define the capacity of an organization or institution to provide quality and meet the rigorous demands of continuous improvement. Each Domain is further defined by Standards, which in turn, are defined by Performance Rubrics.

The *AdvancED Performance Standards* are research-based statements that describe conditions that are necessary for institutions to support organizational effectiveness and improve student performance.

In addition to the Domains and accompanying Standards, two Performance Rubrics also are aligned to the Standards to help provide measurable progress and an overall assessment of practices. The Rubrics act as a diagnostic tool, each consisting of four performance levels, that contain evaluative criteria related to concepts contained within the Standard statement.

Collectively, the elements of the *AdvancED Performance Standards* serve as a road map for the continuous improvement process for institutions and as the foundation of the accreditation process used by AdvancED Review Teams to provide relevant and quality feedback on how institutions are serving the learner.

1 Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Standard 1.1:

The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.

4

The system has a documented and systematic process for the development and/or review of the purpose statement that includes collaboration and input from all representative stakeholder groups.

3

The system has a documented process for the development and/or review of the purpose statement that includes collaboration and input from most representative stakeholder groups.

2

The system has a process for the development and/or review of the purpose statement that includes input from some stakeholder groups.

1

The system does not have a process for the development and/or review of the purpose statement and the involvement of stakeholder groups.

4

The purpose statement contains clearly defined and measurable expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

3

The purpose statement contains defined expectations for student learning that include shared beliefs about teaching and learning and is used to guide decisions about teaching and learning.

2

The purpose statement contains some defined expectations for student learning and sometimes is used to guide decisions about teaching and learning.

1

The purpose statement contains limited expectations for student learning and may not guide decisions about teaching and learning.

Standard 1.2:

Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.

4

The system has clearly documented evidence of actions involving all stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

3

The system has some documented evidence of actions involving most stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

2

The system has limited evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

1

The system has little to no evidence of actions involving stakeholder groups and decisions aligned with the purpose in support of the achievement of desired outcomes for learners.

4

There is a documented process to collect and use data to evaluate the achievement of the purpose and desired outcomes for learners.

3

There is a process to use data to evaluate the achievement of the purpose and desired outcomes for learners.

2

There is some data used to evaluate the achievement of the purpose and desired outcomes for learners.

1

There is no evidence of data used to evaluate the achievement of the purpose and desired outcomes for learners.

Standard 1.3:

The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.

4

The system engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

3

The system engages in a data-driven planning process for continuous improvement and monitors and revises the improvement plan based on evidence and results of implementation.

2

The system engages in a planning process for continuous improvement that is based on some data and monitors the implementation.

1

The system has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

Standard 1.4:

The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.

4

The governing authority has a documented, data-driven process for the ongoing development, review and revision of policies.

3

The governing authority has a documented process for the development, review and revision of policies.

2

The governing authority has a limited and inconsistent process for the development, review and revision of policies.

1

The governing authority does not have a process for the development, review and revision of policies.

4

The governing authority adopts, updates, and holds itself accountable to clearly written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

3

The governing authority adopts and updates written policies that comply with applicable laws and regulations and ensure integrity and effective operations.

2

The governing authority has policies that comply with applicable laws and regulations and ensure effective operations.

1

The governing authority's policies are vague, and it is unclear whether they comply with applicable laws and regulations or whether they ensure effective operations.

Standard 1.5:

The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

4

The governing authority adopts and holds itself accountable to a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day effective operations of the system.

3

The governing authority has a written code of ethics that defines principles of conduct and ethical standards for governance that include policies and practices that provide leadership the autonomy for day-to-day operations of the system.

2

The governing authority has a written code of ethics for governance that include policies that provide leadership the autonomy for day-to-day operations of the system.

1

The governing authority has a vague code of ethics or does not have a code of ethics and does not provide leadership the autonomy for day-to-day operations of the system.

4

The governing authority adopts, updates, and holds itself accountable to policies that define its roles and responsibilities and regularly engages in ongoing professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, organizational best practices, and the use of evidence to guide decision-making.

3

The governing authority adopts and updates policies that define its roles and responsibilities and engages in professional learning to enable it to stay current and informed regarding roles and responsibilities, applicable laws, regulations, and organizational best practices.

2

The governing authority has policies that define its roles and responsibilities and engages in limited professional learning to enable it to stay current regarding roles and responsibilities, applicable laws, and regulations.

1

The governing authority does not maintain policies or has vague policies that define its roles and responsibilities and rarely engages in professional learning to enable it to be effective in its roles and responsibilities.

Standard 1.6:

Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

4

The system has written supervision and evaluation processes for staff members that include specific criteria and models for effective performance and use the results to inform and improve professional practice and student performance.

3

The system has written supervision and evaluation processes for staff members that include specific criteria for performance and use the results to inform and improve professional practice.

2

The system has an evaluation process for staff members that includes general criteria for performance and provides limited results for improving professional practice.

1

The system does not have a supervision and evaluation process for staff members or has a vague or unclear process for supervising and evaluating staff members.

4

The evaluation process is systematically implemented with fidelity by evaluators who have the knowledge, expertise, and training and includes mechanisms for ongoing feedback and monitoring.

3

The evaluation process is implemented by evaluators who have the knowledge, expertise, and training and includes mechanisms for feedback and monitoring.

2

The evaluation process is implemented by trained evaluators and includes a mechanism for feedback.

1

The evaluation process is implemented without consistency and provides little or no feedback.

Standard 1.7:

Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

4

The system establishes, trains staff, and has evidence of effective implementation of systematic and systemic written processes and procedures.

3

The system establishes and trains staff to implement written processes and procedures.

2

The system establishes written processes and procedures.

1

The system establishes vague or few, if any, written processes and procedures.

4

The system gathers evidence, including the performance of educators and learners, to evaluate the effectiveness and inform the review and revision of processes and procedures.

3

The system gathers evidence to evaluate the effectiveness and inform the review and revision of processes and procedures.

2

The system evaluates and makes revisions, when needed, of processes and procedures.

1

The system does not evaluate the effectiveness of processes and procedures.

Standard 1.8:

Leaders engage stakeholders to support the achievement of the system's purpose and direction.

4

Leaders at all levels implement a formal program that provides for meaningful roles and active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders at all levels provide opportunities for active participation of internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

2

Leaders at all levels engage staff, students and parent stakeholder groups.

1

Leaders rarely or never engage internal and external stakeholder groups.

4

Leaders at all levels consistently and deliberately enact strategies that provide opportunities for two-way communication with internal and external stakeholder groups, including staff, students, parents, community, governmental, and educational policy groups.

3

Leaders at all levels enact strategies that provide opportunities for two-way communication with internal and external stakeholders.

2

Leaders at all levels provide opportunities for communication with stakeholders.

1

Leaders rarely or never enact strategies that provide opportunities for communication with stakeholders.

Standard 1.9:

The system provides experiences that cultivate and improve leadership effectiveness.

4

The system enacts a formal program designed to build capacity for effective leadership that includes modeling, coaching and team-building activities.

3

The system supports activities that are designed to improve leadership effectiveness.

2

The system provides support to individuals to engage in activities that are designed to improve leadership effectiveness.

1

The system has little or no evidence of opportunities designed to build leadership capacity.

4

The system and its leaders nurture a collaborative culture that includes multiple and varied opportunities for shared leadership among stakeholders.

3

The system and its leaders support a culture that includes opportunities for shared leadership among stakeholders.

2

The system and its leaders provide opportunities for shared leadership among stakeholders.

1

The system and its leaders provide limited opportunities for shared leadership among stakeholders.

Standard 1.10:

Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.

4

The system has a comprehensive system for the collection and analysis of feedback data from multiple, reliable sources, including internal and external stakeholder groups.

3

The system collects and analyzes feedback data from multiple sources, including internal and external stakeholder groups.

2

The system collects and analyzes feedback data from parent, staff, and student stakeholder groups.

1

The system rarely collects and analyzes feedback data.

4

The system systematically uses evidence from multiple sources of feedback data to inform decisions that clearly result in improvement. Decisions, progress and improvement are regularly communicated to stakeholder groups through a variety of media.

3

The system uses feedback data to inform decisions that result in improvement and regularly communicates decisions to stakeholder groups.

2

The system includes feedback data as a part of the continuous improvement process and sometimes communicates decisions to stakeholder groups.

1

The system rarely or never uses feedback data to inform decisions for improvement.

Standard 1.11:

Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.

4

The system has clearly defined policies and procedures for ensuring each of its institutions engages in a focused, intentional, data-driven, and collaborative planning process for continuous improvement and monitors and revises its improvement plan based on evidence and results of implementation.

3

The system has procedures for ensuring each of its institutions engages in a data-driven planning process for continuous improvement and monitors and revises its improvement plan based on evidence and results of implementation.

2

The system engages in a planning process for each of its institutions that is based on some data and monitors the implementation.

1

The system has no evidence of planning for continuous improvement.

4

The plan is well-articulated, widely communicated, and contains clearly identified and specific goals, strategies, activities, and measures based on identified needs. The results are systematically evaluated and clearly communicated to all representative stakeholder groups.

3

The plan contains identified goals, strategies, activities and measures based on identified needs. The results are evaluated and communicated to some representative stakeholder groups.

2

The plan contains goals, strategies, activities and measures, and the results are evaluated.

1

The plan lacks sufficient information regarding goals, strategies, activities and measures, and there is no evidence of evaluation or communication of results.

2 Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Standard 2.1:

Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.

4

Personalizing learning opportunities for all learners is an integral part of the system's culture and permeates teaching and learning.

3

Learning opportunities are personalized to meet most individual learners' needs and interests.

2

Learning opportunities are sometimes personalized to meet some individual learners' needs and interests.

1

Personalizing learning opportunities is not a regular part of the system's teaching and learning culture.

4

Alignment between learning opportunities and the system's high learning expectations is unmistakably evident.

3

The system strives to align learning opportunities with its high learning expectations, with some work still to be accomplished.

2

Learning opportunities sometimes align to the system's learning expectations.

1

There is little to no alignment between learning opportunities and the system's learning expectations.

Standard 2.2:

The learning culture promotes creativity, innovation and collaborative problem-solving.

4

Faculty and staff throughout the system purposefully plan and implement all learning experiences and activities to actively promote a high level of learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

3

Most learning experiences and activities are planned and implemented to promote learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

2

Some learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

1

Few or no learning experiences demonstrate learner engagement, creativity, critical thinking, application of knowledge, innovation, collaborative problem-solving, and self-reflection through the completion of projects and inquiry-based activities.

4

Faculty and staff throughout the system enthusiastically embrace and consistently demonstrate a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

3

Faculty and staff throughout the system exhibit a set of shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

2

Most faculty and staff exhibit some shared beliefs that focus on learner engagement and the development of creativity, innovation, and problem-solving.

1

Few or no faculty and staff exhibit shared beliefs that focus on learner engagement and the development of creativity and innovation.

Standard 2.3:

The learning culture develops learners' attitudes, beliefs and skills needed for success.

4

Educators throughout the system consistently provide numerous and equitable experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by expecting them to set goals for their learning and monitor their own progress.

3

Educators throughout the system frequently provide experiences that teach learners effective communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

2

Educators throughout the system sometimes provide experiences that teach learners communication skills in all formats (oral, written and digital) and self-direction by encouraging them to set goals for their learning and monitor their own progress.

1

Educators rarely or never provide experiences to teach learners communication skills or the skills of self-direction.

4

The system clearly and consistently demonstrates the explicit and intentional development of learners' positive attitudes, self-perceptions, and beliefs about learning.

3

The system demonstrates the explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

2

The system demonstrates some development of learners' positive attitudes, self-perceptions and beliefs about learning.

1

The system demonstrates little or no explicit development of learners' positive attitudes, self-perceptions and beliefs about learning.

Standard 2.4:

The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.

4

The system implements and regularly and comprehensively evaluates a formal structure for all learners to have frequent and consistent access to a particular adult, selected by the learner, who ensures the learners are fully supported throughout their educational experiences.

3

The system implements and evaluates a formal structure for learners to have consistent access to an adult who ensures the learners are supported during their educational experiences.

2

The system implements a minimal structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

1

The system has no structure for learners to have access to an adult who ensures the learners are supported during their educational experiences.

4

The system consistently ensures each learner has numerous opportunities to develop strong and mutually respectful relationships with the system's adults and the learner's peers.

3

The system ensures learners have opportunities to develop strong and mutually respectful relationships with the system's adults and the learner's peers.

2

The system provides learners with some opportunities to develop respectful relationships with the system's adults and the learner's peers.

1

The system provides learners with limited or no opportunities to develop respectful relationships with the system's adults and the learner's peers.

Standard 2.5:

Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

4

The system has adopted and all educators consistently implement a relevant, rigorous, and aligned curriculum across all grade levels and content areas.

3

The system has adopted and most educators consistently implement a relevant, rigorous, and aligned curriculum across most grade levels and content areas.

2

The system has adopted a relevant, rigorous, and aligned curriculum across some grade levels and content areas, but few educators implement it consistently.

1

The system has adopted a curriculum but can provide little or no evidence of consistent implementation.

4

Educators expect all learners to participate in a curriculum that is based on high expectations and prepares them to be successful at their next levels.

3

Educators expect most learners to participate in a curriculum that is based on high expectations and prepares them for their next levels.

2

Educators expect some learners to participate in a curriculum that has high expectations for learning and may prepare them for their next levels.

1

Educators engage learners in a curriculum that has expectations for learning that appear lower than would be expected and may or may not prepare them for their next levels.

Standard 2.6:

The system implements a process to ensure the curriculum is aligned to standards and best practices.

4

The system implements a systematic process to ensure the curriculum is clearly aligned to a recognized, rigorous set of standards.

3

The system implements a process to ensure the curriculum is aligned to a rigorous set of standards.

2

The system appears to have a process to ensure the curriculum is aligned to a set of standards.

1

The system rarely or never ensures the curriculum is aligned to a set of standards.

4

The curriculum is clearly aligned to research and best practices related to the system's purpose.

3

The curriculum is aligned to research and best practices related to the system's purpose.

2

The curriculum is somewhat aligned to research or best practices related to the system's purpose.

1

The curriculum has minimal or no alignment to research or best practices related to the system's purpose.

Standard 2.7:

Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.

4

Educators throughout the system consistently use current and relevant data and a clearly defined process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

3

Educators throughout the system frequently use current and relevant data from major content areas and a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

2

Educators throughout the system sometimes use relevant data and a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

1

Educators rarely or never use data or a process to monitor and adjust instruction to ensure individual learners' needs and the system's learning expectations are met.

4

Educators throughout the system consistently implement effective, individualized instructional strategies that address each learner's needs based on deliberate and purposeful planning.

3

Educators throughout the system frequently implement individualized instructional strategies that address each learner's needs based on purposeful planning.

2

Educators throughout the system sometimes implement effective, somewhat individualized instructional strategies that address each learner's needs based on planning.

1

Educators rarely or never engage in deliberate and purposeful planning to determine or implement effective instructional strategies that address each learner's needs.

Standard 2.8:

The system provides programs and services for learners' educational future and career planning.

4

The system identifies and implements comprehensive programs and services for all learners to identify strengths and interests that support their career planning and/or educational success at the next level.

3

The system identifies and implements many programs and services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

2

The system identifies and implements some programs or services for learners to identify strengths and interests that support their career planning and/or educational success at the next level.

1

The system implements few or no programs or services for learners to identify strengths and interests for career planning and/or educational success at the next level.

4

All learners develop and document individualized goals, plans, and achievements, based on interests and needs, to support their success at the next level.

3

Most learners develop and document individualized goals, plans and achievements to support their success at the next level.

2

Some learners develop goals and plans and/or document some achievements to support their success at the next level.

1

Few or no learners develop goals and plans to support their success at the next level.

Standard 2.9:

The system implements processes to identify and address the specialized needs of learners.

4

The system and its institutions consistently implement a formalized and documented process for the identification and referral of all students who need additional assistance, services, and resources.

3

The system and its institutions usually implement a formalized process for the identification and referral of all students who need additional assistance, services, and resources.

2

The system and its institutions have some processes for the identification and referral of students who need additional assistance, services, and resources.

1

The system has few or no processes for the identification and referral of students who need additional assistance, services, and resources.

4

The system and its institutions consistently utilize internal and external resources and monitor and evaluate all programs and progress toward addressing the specialized needs of students, and relevant data are regularly used to modify and adjust services.

3

The system and its institutions utilize internal and external resources and monitor and evaluate most programs and progress toward addressing specialized needs of students, and data are used to modify and adjust services.

2

The system and its institutions utilize available resources and sometimes monitor and evaluate progress toward addressing the specialized needs of students.

1

The system utilizes available resources and seldom or never monitors progress toward addressing the specialized needs of students.

Standard 2.10:

Learning progress is reliably assessed and consistently and clearly communicated.

4

Educators across all grades and subject areas throughout the system consistently and with fidelity use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a cohesive set of formative and summative assessments to ensure each learner improves and is prepared for the next level through consistent and clear communication.

3

Educators throughout the system consistently use the institution's established common grading practices and criteria to represent the learner's attainment of content knowledge and skills. These are assessed based on a variety of formative and summative assessment data to ensure each learner improves and is prepared for the next level through consistent and clear communication.

2

Some educators throughout the system use common grading practices and criteria to represent the learner's attainment of content knowledge and skills based on data.

1

Few or no educators use common grading practices and criteria to represent the learner's attainment of content knowledge and skills.

4

Formal and informal communication about each learner's progress is consistently and frequently provided to all appropriate stakeholders, including the individual learner, in language that is clear and understandable.

3

Formal and informal communication about each learner's progress is frequently provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

2

Formal and informal communication about each learner's progress is sometimes provided to appropriate stakeholders, including the individual learner, in language that is clear and understandable.

1

Communication about each learner's progress is inconsistently, rarely or never provided to stakeholders in language that is clear and understandable.

Standard 2.11:

Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

4

All educators throughout the system analyze data from a cohesive set of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

3

Most educators throughout the system analyze data from multiple types of formative and summative assessments that lead to the demonstrable improvement of achievement and success of individual and collective groups of learners in preparation for the next educational level.

2

Some educators throughout the system analyze data from assessments that improve the achievement and success of individual and collective groups of learners.

1

Few or no educators analyze data from assessments that lead to improvement of achievement of individual and collective groups of learners.

4

All educators throughout the system consistently use data to modify instruction and transform learning experiences for learners.

3

Most educators throughout the system use data to modify instruction and transform learning experiences for learners.

2

Some educators throughout the system occasionally use data to modify instruction and improve the learning experiences for learners.

1

Few educators use data to modify instruction or improve the learning experiences for learners.

Standard 2.12:

The system implements a process to continuously assess its programs and organizational conditions to improve student learning.

4

The system implements a formal, documented evaluation process that includes contextually based research and an ongoing and systematic analysis of trend and comparison data related to student learning across the curriculum and organizational effectiveness.

3

The system implements an evaluation process that includes an ongoing analysis of trend and comparison data related to student learning in most academic areas and organizational effectiveness.

2

The system implements an evaluation process that includes analysis of trend or comparison data related to student learning in some academic areas or organizational effectiveness.

1

The system implements few or no evaluation processes related to student learning or organizational effectiveness.

4

The system uses results from the evaluation process to inform decision-making, improve and refine curriculum, programs, and innovative practices, and improve student learning.

3

The system uses results from the evaluation process to inform decision-making, improve and refine curriculum and programs, and improve student learning.

2

The system uses the results of the evaluation process to inform decision-making and improve and refine curriculum.

1

The system rarely or never uses results for improvement.

3 Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Standard 3.1:

The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.

4

Using data from a variety of sources, the system plans, evaluates the effectiveness of, and uses the results of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

3

Using data from evaluation and supervision processes, the system plans and evaluates the effectiveness of professional learning to improve practice and learner achievement and increase content and pedagogical knowledge and organizational effectiveness.

2

Using limited data, the system plans professional learning to improve practice and organizational effectiveness.

1

Professional learning, if offered, is not based on data.

4

The system delivers relevant and job-embedded professional learning for all staff members to improve their practice and achieve organizational goals.

3

The system frequently delivers relevant professional learning for most staff members to improve their practice and achieve organizational goals.

2

The system sometimes delivers professional learning for staff members related to their position and organizational needs and goals.

1

The system rarely delivers professional learning for staff members related to their position or organizational needs and goals.

Standard 3.2:

The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

4

All staff members throughout the system participate in structured, accountable professional learning communities that focus their discussions on data analysis and use the results of their analyses to improve learner performance and organizational effectiveness.

3

All professional staff members throughout the system participate in structured, accountable professional learning communities that analyze data and use the results of their analyses to improve student learning.

2

Some staff members participate in professional learning communities that sometimes review data on student learning.

1

Few or no staff members participate in professional learning communities.

4

The system consistently allocates ample resources to provide both formal and informal structures for collaboration.

3

The system allocates adequate resources to provide formal and informal structures for collaboration.

2

The system provides some resources for collaboration.

1

The system provides few or no resources for collaboration.

Standard 3.3:

The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

4

The system provides, monitors, evaluates, and modifies induction and mentoring programs for all new staff that include performance expectations and are designed to meet individual needs.

3

The system provides and monitors induction and mentoring programs for new professional staff that include performance expectations and are designed to meet individual needs.

2

The system provides some induction and mentoring programs for new staff.

1

The system provides little or no induction or mentoring for new staff.

4

The system provides, monitors, evaluates, and modifies coaching and modeling programs that address unique professional practices and organizational expectations for all staff through guidance, support, and feedback from peers and leaders.

3

The system provides and monitors coaching and modeling programs that address organizational expectations for all professional staff through guidance, support, and feedback from peers and leaders.

2

The system provides coaching and modeling programs for some staff through guidance, support, and feedback from peers and leaders.

1

Instructional coaching and modeling is rarely or never used.

Standard 3.4:

The system attracts and retains qualified personnel who support the system's purpose and direction.

4

The system uses and regularly evaluates a documented and ongoing process that uses data to determine personnel needs, which includes an assessment of talent, qualifications, and assurance of sufficient numbers, to ensure learners' and organizational needs are met.

3

The system uses a documented process that uses data to determine personnel needs, which includes an assessment of talent, qualifications and sufficient numbers, to ensure organizational needs are met.

2

The system uses a process to determine personnel needs that sometimes includes an assessment of talent, qualifications and sufficient numbers.

1

The system uses an informal process or has no process to assess personnel needs.

4

The system uses and regularly evaluates a deliberate and formalized process to recruit and retain personnel through meaningful learning opportunities, personal growth, financial support, and leadership opportunities.

3

The system uses a deliberate and formalized process to recruit and retain personnel.

2

The system uses a formal process to recruit and retain personnel.

1

The system uses a vague and/or informal process to recruit and retain personnel.

Standard 3.5:

The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

4

Using a variety of data sources, including needs assessments, the system engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates and demonstrates improvements in professional practice, student performance, and organizational effectiveness.

3

Using a needs assessment, the system engages in a comprehensive planning process that focuses on the integration of digital resources into teaching, learning, and operations and evaluates improvements in professional practice, student performance, and organizational effectiveness.

2

The system engages in a planning process that focuses on the integration of digital resources into teaching, learning and operations.

1

The system engages in little or no planning focused on the integration of digital resources into teaching, learning and operations.

4

The system provides ample human, material, and fiscal resources and monitors that these resources are appropriately used to effectively integrate digital resources into teaching, learning, and operations.

3

The system provides sufficient human, material, and fiscal resources to effectively integrate digital resources into teaching, learning, and operations.

2

The system provides some resources to integrate digital resources into teaching, learning and operations.

1

The system provides few or no resources to integrate digital resources into teaching, learning and operations.

Standard 3.6:

The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.

4

The system implements a documented comprehensive process based on research and best practice for the identification, acquisition, use, and updating of appropriate materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

3

The system implements a documented process for the identification, acquisition, use, and updating of materials and resources aligned to curricular and instructional programs as well as organizational needs and initiatives.

2

The system implements a process for the identification, acquisition, use, and updating of materials and resources.

1

The system has limited or no processes for the identification, acquisition, use, and updating of materials and resources.

4

The system provides a wide variety of high-quality resources that are easily accessible and sufficiently address the needs and interests of students, staff, and the system.

3

The system provides a variety of high-quality resources that are easily accessible and address the needs and interests of students, staff, and the system.

2

The system provides a variety of resources that are accessible and address the needs of students, staff, and the system.

1

The system provides minimal resources that address the needs of students, staff and the system.

Standard 3.7:

The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.

4

The system implements and evaluates formal planning processes for long-range strategic resource management of budgets, facilities and other organizational needs.

3

The system implements a planning process for long-range strategic resource management of budgets, facilities and other organizational needs.

2

The system uses a planning process to manage budgets, facilities and other organizational needs.

1

The system does not use a planning process to manage budgets, facilities and other organizational needs.

4

The system demonstrates effective practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the system's purpose and direction.

3

The system implements practices for long-range, strategic management of budgets, facilities and other organizational needs in support of the system's purpose and direction.

2

The system implements some clear practices for management of budgets, facilities and other organizational needs.

1

The system implements vague and/or unclear practices for management of budgets, facilities and other organizational needs.

Standard 3.8:

The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.

4

The system has a formal budgeting process that allocates and aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

3

The system frequently aligns resources to address priorities for improvement designed to improve student learning and is equitably distributed to meet the needs of students.

2

The system soemtimes aligns resources to address priorities for improvement designed to improve student learning.

1

The system rarely or never aligns resources to address priorities for improvement designed to improve student learning.

4

The system consistently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and system's identified needs and priorities.

3

The system frequently evaluates and demonstrates effective use of human, material, and fiscal resources to meet the learners' and system's identified needs and priorities.

2

The system sometimes evaluates and demonstrates effective use of human, material, and fiscal resources.

1

The system rarely or never evaluates or demonstrates effective use of human, material, and fiscal resources.



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To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 13A**

♦ ISSUE

The board is being asked to adopt a regulation regarding a world language expert limited teacher certificate.

♦ BACKGROUND

- In the effort to provide a variety of educational opportunities for students in Alaska, districts across the state are offering an increasing number of language immersion programs.

- Staffing language immersion classrooms with qualified teachers is challenging.

- Finding native speakers of the various world languages qualified to teach is made more difficult by the basic competency exam requirement that tests reading and writing in English. English is often the second or third language of the most desirable candidate for teaching positions in Alaska's language immersion programs.

- The proposed regulation would allow a district to sponsor a limited teacher certificate for world language experts who

    - Hold at least a bachelor's degree;
    - Pass an approved world language content area exam and the math portion of one of the approved basic competency exams;
    - Enrolled in or have completed an approved teacher preparation program

- Districts would only be allowed to employ individuals holding a limited world language teacher certificate to teach in the subject areas that the individual has earned an endorsement. Districts would also be required to provide individuals holding a limited world language teacher certificate a mentor for the first two years of employment.

- An individual holding a limited world language teaching certificate would only be allowed to provide instruction in the language of expertise.

- The proposed regulations can be found behind this cover memo.

- Bob Williams, Director of Educator and School Excellence, and Sondra Meredith, Administrator for Teacher Education and Certification, will be present to brief the board.

♦ OPTIONS

Adopt the proposed regulations.
Amend the proposed regulations and adopt the amended regulations.
Seek more information.

♦ **ADMINISTRATION'S RECOMMENDATION**
Adopt the proposed regulations.

♦ **SUGGESTED MOTION**
After considering all public comment, I move the State Board of Education & Early Development adopt 4 AAC 12.388 World language expert limited teacher certificate.

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

4 AAC 12.388. World language expert limited teacher certificate. (a) The department will issue a limited world language certificate (Type W limited) with an endorsement in the world language of expertise if the commissioner determines that

(1) the applicant has demonstrated world language expertise and has the educational background described in (b) or (e) of this section;

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

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

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

(5) the applicant submits to the department

(A) one completed fingerprint card, with fingerprinting performed by a law enforcement agency or a person who has been trained in recording fingerprints, for separate submittal to the Department of Public

Safety and the Federal Bureau of Investigation; the department will accept a name-based criminal history background check on an applicant from the agency performing the background check if the requirements of AS 14.20.020(j) are met;

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

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

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

(b) To demonstrate the competency required under (a) of this section for a one year initial certificate, the applicant must

(1) hold at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association;

(2) have met or exceeded the required scores on the associate world language content examination, as described in 4 AAC 12.407 and met or exceeded the required scores on the math subtest of one of the competency examination required under 4 AAC 12.310; and

(3) currently be enrolled in an approved post-baccalaureate teacher education program at a regionally accredited institution meeting the requirements of AS 14.20.020(b) that provides for completion of the regular teacher certificate education

requirements within two years after receipt of a world language expert limited initial teacher certificate under this section; or have completed an approved teacher education program at a regionally accredited institution.

(c) The department may extend the one-year limited world language certificate issued under (b) of this section for an additional year, if the applicant demonstrates that the applicant shows substantial progress toward completion of the teacher education preparation program described in (b) of this section

(d) The department may approve an additional one-year extension of the extended certificate issued under (c) of this section, if the applicant has completed three semester hours of Alaska studies and three semester hours in multicultural education or cross-cultural communications as described in AS 14.20.020(h) and the teacher education preparation program described in (b) of this section.

(e) To demonstrate the competency required under (a) of this section for a five year renewable certificate, the applicant must

(1) hold at least a baccalaureate degree from an institution of higher education accredited by a recognized regional accrediting association;

(2) have met or exceeded the required scores on the associate world language content examination, as described in 4 AAC 12.407 and met or exceeded the required scores on the math subtest of one of the competency examination required under 4 AAC 12.310; and

(3) have completed an approved teacher education program at a regionally accredited institution;

(4) have completed three semester hours of Alaska studies and three semester hours in multicultural education or cross-cultural communications as described in AS 14.20.020(h); and

(5) have two years of employment as a teacher while holding a valid teaching certificate issued by a state; and

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

(f) A public school district shall only employ a world language expert teacher to teach subject areas the individual has earned endorsements, as described in 4 AAC 12.395 and 4 AAC 12.396, or in the subject area of the teacher preparation program in which the teacher is enrolled. A world language expert teacher may only provide instruction in the language of expertise.

(g) Except for a certificate issued under (e) of this section, the department will not issue to an applicant more than once a certificate or extension of a certificate available under this section.

(h) The department shall renew the world language limited certificate issued under (e) of this section if the applicant satisfies the requirements described in 4 AAC 12.405.

(i) In this section, "world language expert teacher" is an individual who holds a valid world language limited teacher certificate.

(j) In this section, “world language” means any language, excluding the English language that can be tested by an appropriate content area examination listed or referenced under 4 AAC 12.407.

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

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 13B**

♦ ISSUE

The board is being asked to adopt amendments to regulation 4 AAC 06.120(a)(2), Chart of Accounts effective dates; and to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts for amendments related to General Accounting Standards Board (GASB) pronouncements and providing additional account codes and descriptions for technology related expenditures.

♦ BACKGROUND

- Proposed amendments to 4 AAC 06.120(a)(2) would provide for an effective date for changes to the Uniform Chart of Accounts and Account Descriptions for Public School Districts.
- Proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts amend and create descriptions to clarify how to report technology related activities and expenditures for consistency amongst the districts.
- The proposed changes to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts will also amend and bring the account codes and descriptions into conformity with Governmental Accounting Standards Board (GASB) statements. The proposed changes will remove account codes that are no longer used and provide changes to fund balance account codes by expanding the number of fund balance account codes.
- In response to recommendation 10.13.1 made in the department's performance review conducted by Public Works, the department worked with the Alaska Association of School Business Officials (ALASBO) in drafting the proposed changes to the Uniform Chart of Accounts and Account Code Descriptions for School Districts.
- The background section on page 3 of the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts was updated to provide a description of the changes in the 2018 edition.
- No public comment was received by the time the board packet was put together. Any public comment that is received will be distributed at the meeting
- The proposed amended regulations, proposed amended uniform chart of accounts description, and ALASBO's letter of recommendation can be found behind this cover memo.
- Heidi Teshner, Director of Finance and Support Services, and Elwin Blackwell, School Finance Manager, will be present to brief the board.

♦ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and account code description and adopt the amended regulations.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 06.120(a)(2), Chart of Accounts effective dates; and proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts.

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

(2) [FOR FISCAL YEARS BEGINNING ON OR AFTER JULY 1, 2001 AND ENDING BEFORE JULY 1, 2013, THE ALASKA DEPARTMENT OF EDUCATION UNIFORM CHART OF ACCOUNTS AND ACCOUNT CODE DESCRIPTIONS FOR PUBLIC SCHOOL DISTRICTS, 2000 EDITION;] for fiscal years beginning on or after July 1, 2013, and ending before July 1, 2014, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2012 Edition; for fiscal years beginning on or after July 1, 2014, **and ending before July 1, 2018**, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2014 Edition; **for fiscal years beginning on or after July 1, 2018, the Alaska Department of Education and Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2018 Edition;**

(Eff. 1/1/76, Register 56; am 1/22/81, Register 77; am 8/2/81, Register 79; am 2/10/83, Register 85; am 3/24/85, Register 93; am 8/29/85, Register 95; am 4/12/86, Register 97; am 6/28/87, Register 102; am 12/23/88, Register 108; am 8/5/90, Register 115; am 12/20/97, Register 144; am 5/17/2001, Register 158; am 3/23/2006, Register 177; am 12/02/2012, Register 204; am 7/25/2014, Register 211; am ____/____/_____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.07.170
AS 14.14.050

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 14**

♦ ISSUE

These are the standing reports to the board regarding Data Management, Federal Programs, Student Learning, Educator & School Excellence, Mt. Edgecumbe High School, Libraries, Archives & Museums, and the Attorney General.

♦ BACKGROUND

- Brian Laurent, Margaret MacKinnon, Paul Prussing, Bob Williams, Janelle Vanasse, Patience Frederiksen, and Rebecca Hattan will be available to answer board members' questions.

♦ OPTIONS

This is an information item. No action is required.

THE STATE of ALASKA
GOVERNOR BILL WALKER

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	March 20, 2018
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 465-8418
From:	Brian Laurent, Data Management Supervisor	**Subject:**	14A. Report to the State Board of Education & Early Development

I am pleased to highlight the activities of the department's data management team over the past three months. For more information about the items noted in this report, or if there are any general questions about the department's data collection and reporting, I encourage you to contact me at brian.laurent@alaska.gov.

Redesigned Data Center page

With the redesign of the department's website, the data management team enhanced the Data Center page with technical support provided by IT staff. The goal was to create a centralized location on the website to access education-related data. This was necessary because many of the department's programs publish reports and other data on separate pages. With the changes now implemented, website users can now access all known sources of data on DEED's website from a single location. Users can provide feedback on the changes to the Data Center page by completing a short survey accessible from a link at the top of the page.

The Data Center page is available at https://education.alaska.gov/data-center or by clicking on the Data Center link in the top-right corner of the department's home page.

Public reporting and other reporting requirements

- ***2016-2017 Report Card to the Public***: The data management team and IT staff worked together over several months to publish the Report Card prior to the statutory January 15 deadline. The Report Card includes a variety of data points at the state, district, and school levels, including assessment results; rates of attendance, graduation, and dropout; and the educational attainment of teachers. The statewide Report Card is a PDF document, while district and school Report Cards are available through an online portal using drop-down boxes. Current and historical Report Cards are available on the Data Center page in the Statistics & Reports section.

- ***2017-2018 enrollment reports***: These six reports provide stakeholders with the annual October 1 enrollment counts at the state, district, and school levels by grade level and race/ethnicity. These reports are available on the Data Center page in the Statistics & Reports section.
- ***2017-2018 Alaska Developmental Profile (ADP) results***: The ADP is an observational tool administered by teachers to all kindergarten students during the first four weeks of the school year. Teachers provide one of three ratings (consistently demonstrates, progressing, and does not demonstrate) for each student in 13 goals within five domains based on multiple observations. The 2017 ADP results show that 17.6 percent of kindergarten students consistently demonstrated all 13 goals, while 30.4 percent of the same students consistently demonstrated at least 11 of the 13 goals. The district- and school-level ADP results are available on the Assessment Results page at https://education.alaska.gov/assessments/results/results2018.
- ***2017-2018 Teacher/Student Data by School***: This school-level report includes counts and full time equivalent (FTE) of the 10 different types of teachers reported in the annual Certified Staff Accounting data collection. This report also includes the calculation of the student/teacher ratio. All counts are as of October 1, 2017. Current and historical reports are available on the Data Center page in the Statistics & Reports section under Teacher and Student Counts By Schools.
- ***Special education reporting***
    - The ***2017-2018 Special Education Child Count by District*** report includes the count of students with disabilities by district and disability type. This report is available on the Data Center page under Special Education Data.
    - The ***2017-2018 Special Education Child Count by Disability and Age*** report is available on the Section 618 Data and State Disproportionality Reports page at https://education.alaska.gov/sped/618data. This page is also accessible from the Data Center page.
    - The ***2017-2018 Implementation of Free Appropriate Public Education (FAPE) Requirements*** report includes the count of students with disabilities by least restrictive environment and a number of subgroups. This report is also available on the Section 618 Data and State Disproportionality Reports page.

Development of ESSA-aligned system of school accountability

DEED submitted its Every Student Succeeds Act (ESSA) state plan to the U.S. Department of Education in September. Then, in December, the U.S. Department of Education provided DEED with feedback on its plan. Brian Laurent coordinated the department's efforts to design a data-informed system of school accountability that honors stakeholder input; informs parents, educators, and other stakeholders about school performance; and aligns to the three commitments from Alaska's Education Challenge.

DEED submitted the revised state plan on February 28. The department is now working on a plan to communicate the purpose and the elements of the accountability system to districts and other stakeholders.

Upcoming data collections

- ***Participation Rate (Spring OASIS)***: Includes all students enrolled on the first day of the summative assessment window (March 26, 2018). The purpose of this data collection is to obtain student-level demographic information for assessment reporting and to calculate the assessment participation rate.

Presentations

- On January 30, Brian Laurent presented at the Alaska Alternative School Coalition meeting in Anchorage. He provided an update on the development of the new accountability system. He also facilitated an activity to generate ideas for indicators that reflect the impact alternative schools have on the educational outcomes of the unique student population served by these schools.
- On February 5, Karen Lipson, Alaska's special education data manager, presented at the Alaska State Special Education Conference in Anchorage. Her session addressed future changes to disproportionality calculations. Disproportionality analysis identifies instances of disproportionate representation by race/ethnicity for students with disabilities in disability identification, special education placement, and discipline.
- On February 21, Brian Laurent delivered a presentation via webinar that detailed the system of school accountability DEED will implement following the 2017-2018 school year. Attendees included superintendents, the Alaska ESSA State Plan Advisory Committee, representatives of the state's education leadership organizations, and the Commissioner's Teacher Advisory Council.

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	March 20, 2018
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 465-2970
From:	Margaret MacKinnon, Federal Programs Coordinator	**Subject:**	14B. Federal Programs Coordinator Report

My work as Federal Programs Coordinator has focused on supporting staff across all three divisions. The focus of the work is on implementing federal programs efficiently and effectively to ensure that districts are able to receive and use federal funds to maximize their support for student learning.

The department received feedback on the state's Every Student Succeeds Act (ESSA) state plan in late December. The department requested to re-submit the plan on February 28. I worked with key staff involved in editing sections of the plan to create the new draft plan showing the tracked changes to submit to the US Department of Education. I worked closely with Rebecca Hattan from the Attorney General's Office to draft the proposed regulations to implement the elements of Alaska's ESSA plan.

I have worked with staff across the divisions to update the applications in the online Grants Management System (GMS). Changes include updates for ESSA and to provide consistency across federal programs to the extent possible. We are also updating the private schools information to ensure that private schools have access to the services for their students and teachers that are available through federal programs. In my role as Private School Ombudsman, I am responsible for reaching out to private schools to ensure that they are aware of their options in receiving benefits for their students and teachers under ESSA. I will participate with the staff at the Elementary and Secondary Education Act (ESEA) Technical Assistance Workshop April 23-25 in Anchorage.

I have worked with grants and finance staff to respond to audit findings related to Title I. We are working on updating and documenting processes and procedures to resolve the issues. The department will also be monitored by the US Department of Education in May on cross-cutting selected fiscal and program requirements for Title I, Part A; Title II, Part A; Title III, Part A. In conjunction, the department will have full monitoring on the Title I, Part D Neglected and Delinquent program and the McKinney-Vento Homeless Education Program. The monitoring will be performed virtually, and will include review of several district programs as well as

information provided by the state. I will provide support to those teams to prepare for and participate in the monitoring.

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	March 20, 2018
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 465-2802
From:	Paul R. Prussing, Director	**Subject:**	14C. Division of Student Learning Standing Report

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Early Learning programs

- DEED Early Learning continues to use a developmentally appropriate observation based assessment called Teaching Strategies GOLD® for all pre-elementary grantees. Since Fall, the number of child portfolios has increased to 3,624 (from 3,275) with the inclusion of 54 new sites.
- In January, DEED released a new request for application (RFA) for Head Start programs. The grant seeks to ensure the $6,800.00 Head Start dollars are distributed equitably across Head Start grant programs as well as increase the current number of state children served.
- Pre-Elementary grantees from 21 districts met in January, for a face-to-face meeting with the Pre-elementary cohorts and their Head Start partners.
- DEED continues to partner with DHSS's MIECHV (Maternal Infant Early Childhood Home Visiting Program) to better support early learners, ages 0-3. In Q2, Parents as Teachers (PAT) served 109 families.

ESEA/ESSA Federal Programs

- Updating and aligning the Elementary and Secondary Education Act (ESEA) Consolidated Application to the Every Student Succeeds Act is underway.
- ESEA team is currently working on preparing for the annual ESEA Consolidated Application Technical Assistance Workshop in Anchorage on April 23-25, 2018.
- The Title I, Part C Migrant Education Program is in the beginning stages of updating the statewide Comprehensive Needs Assessment (CNA). The purpose of the CNA is to identify and assess the unique educational needs of migratory children that result from their migratory lifestyle and other needs that must be met in order for migratory children to participate effectively in school.
- Virtual and onsite ESEA monitoring visits are underway for the current fiscal year.
- DEED's 21st Century Community Learning Centers program once again collaborated with the Alaska Afterschool Network to host the 3rd annual Alaska Afterschool

Conference in November 2017 for over 180 participants. This year's conference included a half-day pre-conference Science, Technology, Engineering and Match (STEM) Institute focused on training participants to use the Dimension of Success (DoS) STEM framework to increase the quality of STEM lessons. The next two days included 44 unique workshops covering a wide variety of topics relevant to afterschool programming, including service learning, trauma-sensitive practices, culturally-responsive instruction, coding, robotics, Positive Youth Development, Social/Emotional learning, growth mindset, makerspaces, and more.

Special Education Program

- Compliance/ Special Education Monitoring –
  - Travel portion is completed for the current (FY18) year
  - FY17 is closed out
  - FY19 schedule is completed

  Note: The Technical Assistance schedule is pending district determinations and a review of risk analysis
- The Department of Vocational Rehabilitation (DVR) Memorandum of Agreement (MoA) is currently being reviewed for the Commissioner's signature.
- The special education team is looking into the possibility of addressing a need for Communication Access Real-Time (CART) services for the deaf or hearing impaired – currently discussing what a model program would look like.
- The special education team has filled two vacancies for Education Specialist II, however selected candidates do not begin work until late May/ early June due to being currently under contract with Alaskan school districts.
- National Association of State Directors of Special Education (NASDSE) requested a stance on the possible support to the postponing of the new disproportionality requirements – The response was that Alaska was prepared to move forward with the new requirements, but added that the federal Department of Education has not yet addressed the issues with collecting data for 3 to 5 year olds in states that do not have universal preschool programs.
- The special education Annual Performance Report (APR) is posted to the federal site and we are working on the State Systemic Improvement Plan (SSIP).
- The special education team is investigating the possibility of supporting school districts in electronic Individual Education Program (IEP) management systems and is currently communicating with the Powerschool Company about statewide fee – the progress on this is mixed due to billing discussions concerning a price per student fee over a flat statewide fee.
- The state intensive funding claims review process has closed for the first review process. Districts have received notification letters allowing them 30 days to submit additional information to support any claims.

Assessment program

- On February 14-15 the Assessments Team facilitated a District Test Coordinator (DTC) training with the Data Recognition Corporation (DRC). During this two day training DTCs received information for both paper-based and computer-based assessment procedures. DRC provided demonstrations as well as processes and procedures that will help with a smooth spring implementation of PEAKS. DEED staff walked participants through activities DTCs will perform before, during and after the assessment. Other topics included the importance of positive messaging of PEAKS, test security and

accommodations. Participants were able to collaborate and share solutions to common assessment challenges. The test window for PEAKS opens on March 26 and runs through April 27 for the computer-based assessment. The test window for students taking the paper-based assessment is April 2-13.

- On February 1 the ACCESS 2.0 for English Language Learner (ELL)'s test window opened. ACCESS 2.0 for ELLs is our English language proficiency assessment. Students identified as English learners are currently taking this assessment. The test window will close on March 30.
- The Assessment pages on the DEED website have undergone a facelift. The changes should make it easier for viewers to navigate our different assessments as well as locate important information quickly and easily.

Career and Technical Education program

- The Career and Technical Education team hosted its annual CTE Spring Work Session January 31 through February 2, 2018. This professional learning opportunity provided district CTE leaders training on new application and reporting requirements and procedures, connections between CTE and ESSA, as well as soliciting feedback on new regulations regarding middle school Perkins funding opportunities. Networking time was provided to allow districts to share successful courses and course sequences, ideas on building programs and examining collaborative arrangements to build programs in smaller districts.
- DEED/CTE is working with numerous statewide partners to develop and coordinate high-quality career and technical education opportunities for Alaskans, including academic programs, apprenticeships, internships, and externships. These partnerships include: the University of Alaska, the Department of Labor & Workforce Development, Iḷisaġvik College, Alaska Pacific University, Alaska Vocational Technical Center (AVTEC), and Excellence, Communication, Employability Skills, and Leadership (EXCEL) Alaska. An example is the collaboration between DEED/CTE and UAF Office of K-12 Outreach to develop and deliver the Educators Rising career pathway. This effort is targeted at increasing the number of locally prepared paraprofessional and professional teachers in Alaska through highly flexible course structures and the use of micro-credentials. DEED/CTE continues to support secondary/postsecondary alignment and dual-credit projects in high-demand sectors of the state economy, such as the Alaska Area Health Education Center (AHEC) Behavioral Health program and the Mariner Credentialing program at AVTEC. Finally, DEED/CTE is supporting efforts by school districts to create regional consortia focused on increasing access and breadth of CTE instruction to all Alaskan students.

Child Nutrition Programs

- The annual Free and Reduced-Price Eligibility Report has been published. The current school year saw an increase in low-income students to 52%; this number has risen steadily from 32% in SY00-01.
- CNP is working on an online Administrative Review to roll-out school year 2018-2019. This web-based format will allow for greater transparencies in the review process.
- Efforts are underway to recruit school districts and other agencies to sponsor summer food programs. Only 1 in 11 Alaska students have access to healthy meals during summer breaks; the national average is 1 in 7.

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	March 20, 2018
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 465-2857
From:	Bob Williams	**Subject:**	14D. Division of Educator and School Excellence Report

School Health, Safety, and Alternative Education Team
State Board Quarterly Update

eLearning Program

- The eLearning Program membership continues to expand and now stands at 21,476 users.
- **New and Updated eLearning Courses**
  - The Health Team partnered with staff from DHSS, AASB, and Pat Sidmore at the Alaska Mental Health Board to create the new *Opioids and the Overdose Epidemic 101* course for educators. This course went live on Dec. 20, 2017.
- The Health Team partnered with staff from DHSS' Office of Substance Misuse and Addiction Prevention to create an accompanying course to the *Opioids and the Overdose Epidemic 101* course, *Narcan Administration*. This course is in its final review and should be launched at the end of February.
- The Assessments team released two new eLearning courses for administering the new PEAKS assessment:
  - *Test Administration Training for Building Test Coordinators*
  - *Test Administration Training for Test Administrators*

Other School Health, Safety and Alternative Education Training Events

- The Department of Education and Early Development conducted a statewide Alternative Schools Conference in Anchorage on January 30 and 31, 2018. The conference was well attended with representation from almost every alternative school in the state. Conference highlights included sessions on the Alaska Education Challenge, beginning the process of creating custom school accountability metrics for alternative schools under ESSA, and advancing trauma engaged practices in Alaska schools.

Legislative Reports Completed:

- The team completed two annual reports for submission to the legislature: a *Quality Schools Report* summarizing grant activities and outcomes on Alaska's quality schools grant program, and a *Bullying Report* that reports the district and statewide totals for all student suspensions and expulsions that occurred during the 2016-2017 school year.

State System of Support / School Improvement Team
State Board Quarterly Update

Priority and Focus School Support

Forty-four Priority and Focus schools applied for school improvement funding by Dec 15, 2017. The team is working one-on-one with districts to fine tune these applications for approval. Each school is eligible to apply for funds to implement their local school improvement plans over the next year. These grants require that 15% be used for staff development and training such as participation in the January Anchorage Response to Intervention / Multi-Tiered Support Systems (RTI/MTSS) Effective Instruction Conference and May Alaska School Leadership Institute. Many districts had teams present at the January 2018 Anchorage RTI/MTSS conference.

School improvement coaches serving 27 schools conducted semiannual data briefings in February 2018 with department staff identifying areas of challenge and success with an intentional focus on data-based action and impact.

ESSA Implementation

The team provided input on revisions to Alaska's ESSA plan in the area of designation of Comprehensive Support and Improvement (CSI) and Targeted Support IMprovement (TSI) schools. Pending feedback from the US Department of Education, the team will be planning for the transition to new school designations for the 2018-2019 school year.

Teacher Certification Team
State Board Quarterly Update

Educator Recognition

- On February 1, Commissioner Johnson announced Valerie Baalerud, an Anchorage school district history teacher, as the recipient of the 2017-2018 Alaska Milken Educator Award. Baalerud was honored in a surprise school-wide ceremony at Eagle River High School with her cheering colleagues and students.
- In February, Ben Walker, the 2018 Alaska Teacher of the Year, attended the first convening for the 2018 Teachers of the Year at Google headquarters in the San Francisco. During this convening, Ben connected with Teachers of the Year from the other 49 states and received professional development around his new role.
- Nominations for the Alaska 2019 Teacher of the Year are currently open and will be accepted through April. Further information can be found at https://education.alaska.gov/recognitionprograms/TOY. DEED Contact: Cecilia Miller
- DEED is requesting nominations for its K-12 Talent Pool. The talent pool is a collection of educators, relatively new to the profession, who demonstrate outstanding instructional and leadership abilities that impact students, colleagues, and the community. DEED uses these nominations for various purposes; including recruitment for statewide committees

and other leadership opportunities. Nomination forms for the 2018-2019 school year must be submitted by March 15, 2018. DEED Contact: Cecilia Miller

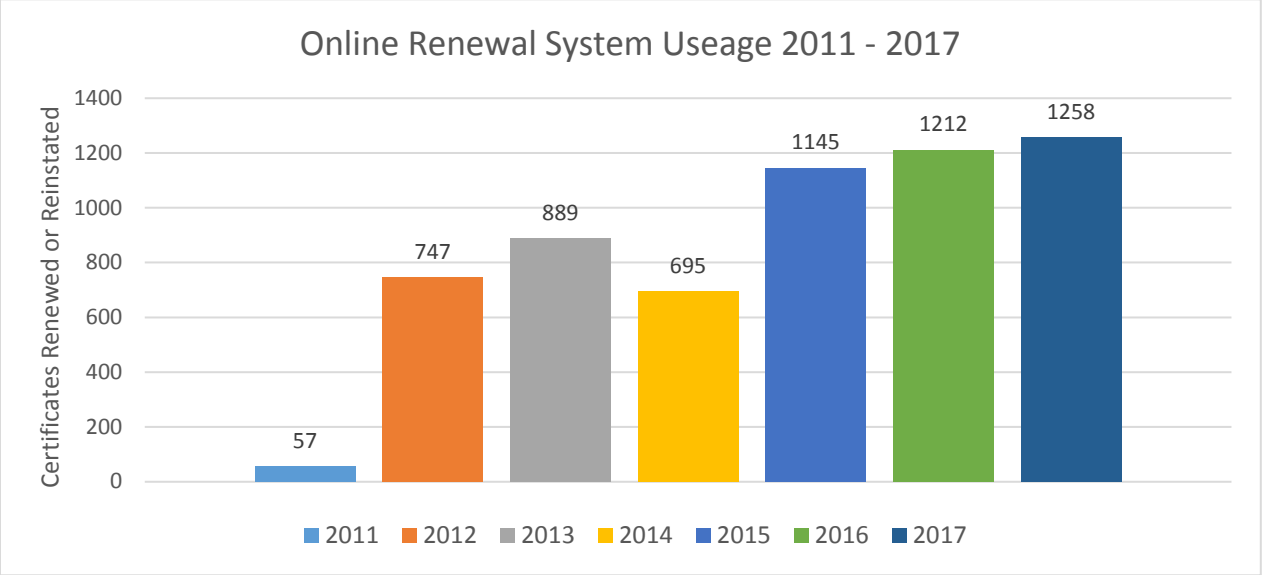
Educator Preparation Program (EPP) Accreditation

University of Alaska Fairbanks (UAF) and the University of Alaska Anchorage (UAA) are in the process of renewing their accreditations. This is the beginning of the first accreditation cycle with the Council for the Accreditation of Educator Preparation (CAEP). UAF will have its site visit from April 22 to April 24. UAA will have its site visit from April 29 to May 1. Department staff will attend these site visits.

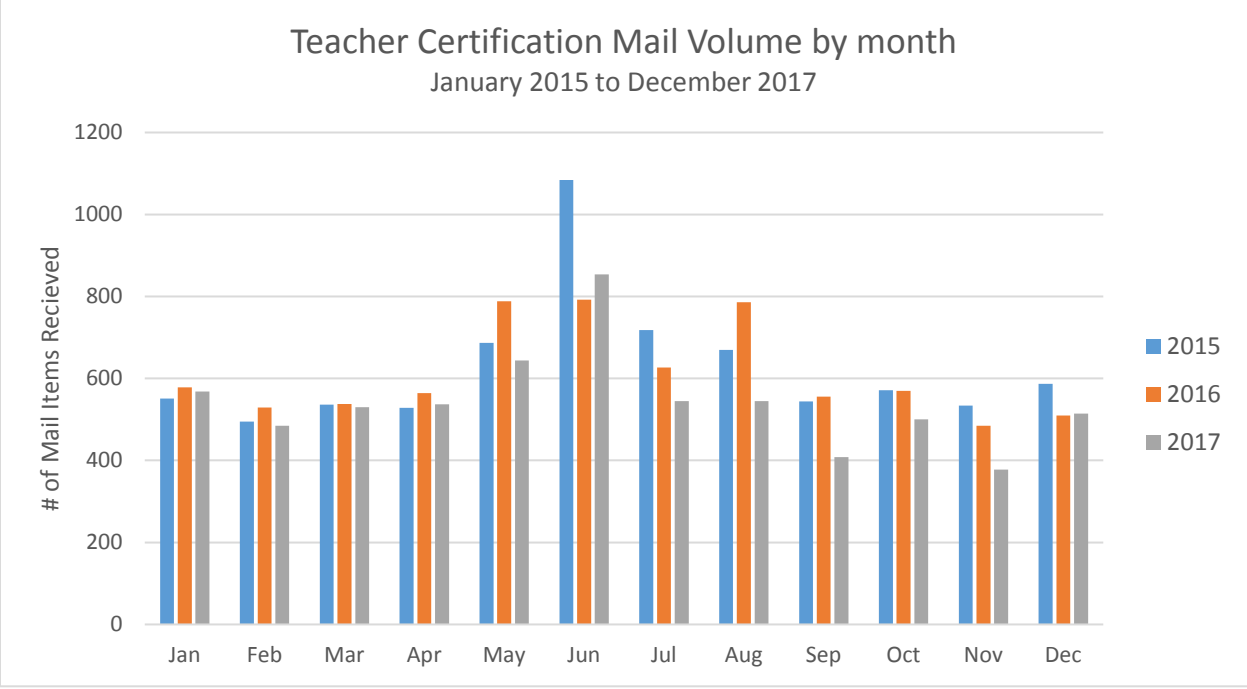
Teacher Certification

The Teacher Certification team welcomed a new analyst, Amanda Beasinger, in January. Teacher Certification is now fully staffed.

Teacher Certification Statistics



Source: Teacher Certification Database; February 20, 2018



Source: Teacher Certification Mail Database; February 20, 2018

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M E M O R A N D U M

To:	State Board of Education & Early Development	**Date:**	March 20, 2018
Thru:	Commissioner Michael Johnson	**Telephone:**	(907) 966-3201
From:	Janelle Vanasse, Superintendent	**Subject:**	14E. Mount Edgecumbe High School Report

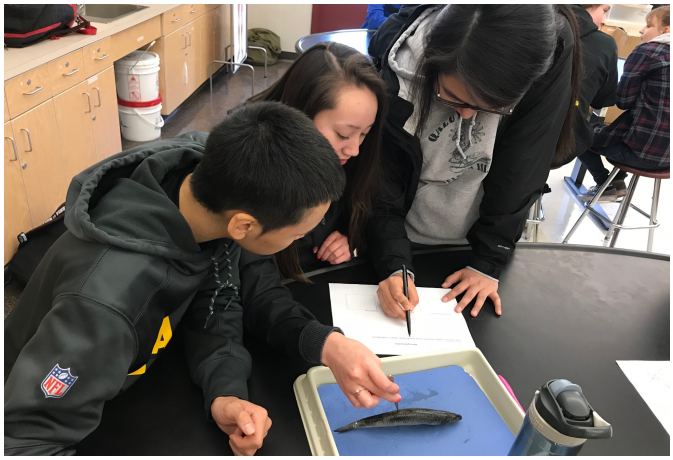
Please see the attached Mt. Edgecumbe High School Report.

MT. Edgecumbe High School

State Board of Education Report

March 2018

Note from the Superintendent



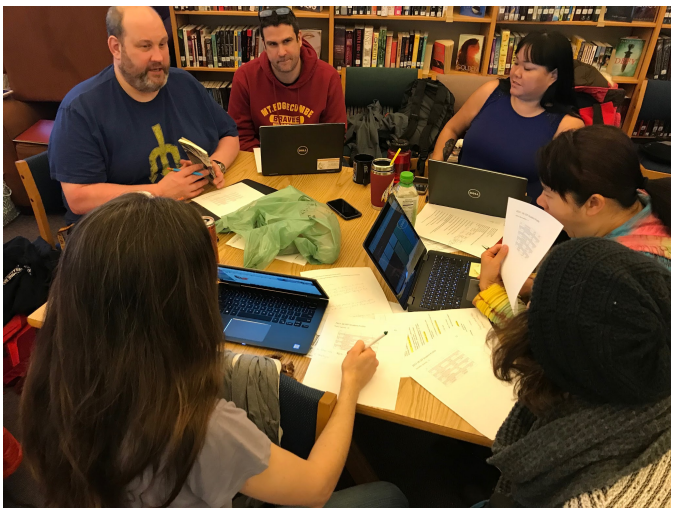
We have had a great second semester. Students are engaged in learning throughout both the academic and residential settings. Our seniors are deeply involved in their post-secondary planning and we are getting ready for graduation. We have had the great pleasure of hosting a College and Career Guide this year through the Post-Secondary Education (ACPE). Makenzie DeVries has made a huge impact in this role, but unfortunately the grant program is ending and we will not have her next year. We are looking at other possibilities to provide college and career guide services to our students. Looking toward next year, our student application is out on our website and we are already receiving many applications. We moved to a new online platform for our application, but so far so good.

Advisory Board:

Our advisory board meets four times a year. Following our revised schedule for filling seats, we will have three seats open this year and are beginning to advertise for these.

Curriculum Work:

A committee including teachers, administration and advisory school board representation has worked to provide recommended revisions to our curriculum review policy. MEHS current policy includes a six year cycle for each content area. The committee reviewed this process, identified areas of difficulty and identified opportunities for more meaningful involvement by the advisory board. The committee recommends some slight policy revisions. These revisions simplify a few steps and clarify the deliverable curriculum map for approval.



School Budgeting

The advisory school board reviewed predicted 2019 revenues at our last meeting and will review a budget summary at their final meeting of the year. MEHS is funded through the same formulas as other schools in our state with the exception of the boarding portion. The amount allocated for boarding is similar to what would be allocated to a state-approved boarding school through the formula used for those schools. Since our unique situation requires funds to be transferred as inter-department funds, funds are typically communicated as inter-agency transfers which can be confusing. The breakdown below adds some clarity. MEHS state and facility maintenance expenses are paid out of these funds and are transferred from MEHS to a State and Facility maintenance budget. As changes are occuring at the state, these will be transferred to Department of Transportation as per the Governors FY19 budget.

MEHS 2019 Budget- Overview		
4,662.6	Boarding Appropriation	
	Currently Public School Funds	
4,659.2	Basic Need-Foundation +Impact Aid (Inter-agency Receipts)	
	3,308.5	Formula
	1,350.7	Federal Impact Aid
1,871.4	Federal Grants	
	Title IA, IC, IIA, VIB, Indian Ed, etc.	
57.4	Designated Gen Fund	
	Family contributed activity funds	
170.0	Statutory Designated General Fund	
	Up to amount generated from building/site use- what we collect is much less than this but we have authority to collect up-to this amount through outside use of our facility (example-we are paid a monthly fee to allow a cell tower antenna on our facility.)	
11,420.6	Total	

Strategic Plan Work:

Each report I will highlight one of the key areas in our strategic plan.

Strategic Plan Key Areas
Increased Communication
Alignment of Curriculum & Instructional Practices to Student Needs
Integrated Support Services Targeting Needs
Tracking results for meaningful improvement
Actively Promoting Healthy Living and Life-Long Skills

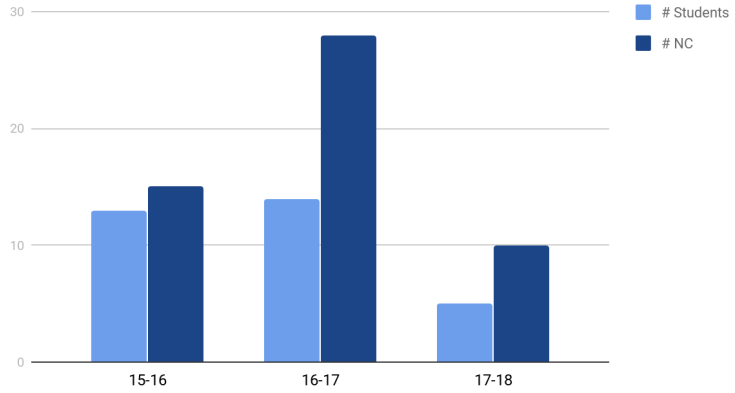
Integrated Support Services Targeting Needs

One of the areas we identified through our data analysis last year was reading growth in 9th grade. We implemented several support systems this year to address reading at this level as well as made some improvements to existing support systems. These are all aligned with our strategic goal of integrated support systems across both the residential and academic program that are specific and target identified student needs. I am highlighting a few with initial data.

- Implemented a new 9th grade "Freshman Success" course. This is an add-on to current day, additional instruction time. These students are getting instruction in study skills and a variety of student skills. They also have the opportunity to explore music and art two days a week.
- Implemented a new Literacy & World History/Pac Rim course. This course provides credit for the required World History/Pac Rim course but also includes extended time and additional instruction in literacy skills. Students who need literacy development are targeted for this intervention.
- Implemented a new "freshman only" session during evening study/quiet "hour" (1.5 hours). Freshman are all in the cafeteria for this dedicated time and trained older peer mentors are available to provide additional study support.
- Implemented a 20 minute reading period into our study/quiet "hour"
- Re-designed "tutorials" to provide a higher ratio of teachers/mentors to students and created the atmosphere to be more welcoming like a college tutoring center rather than a detention-like atmosphere.

Our 9th grade success in grades and academic growth on the MAP assessment is promising. Lower number of 9th grade students earned a no-credit 1st semester (and fewer NCs earned), and we experienced higher than average growth from Fall to Winter on MAP assessments.

# of NC earned in Semester 1 by 9th grade students



9th graders are experiencing high growth and success
69% of 9th grade students in math
58% of 9th grade students in reading
71% of 9th grade students in language usage
Based on comparison scores using NWEA Measure of Academic Progress Fall to Winter 17-18

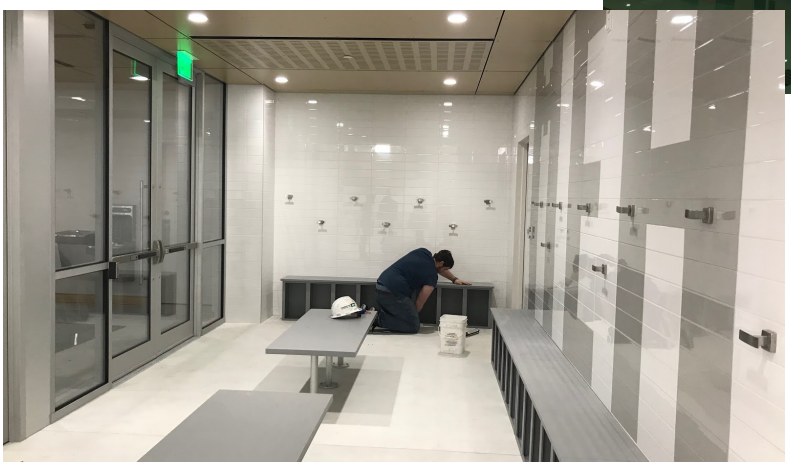
Aquatic Center Update



The swimming pool should be completed by meeting time. There are additional items that will be installed after substantial completion. The pool manager position is currently in the process of state approval. Once we are able to fill that position we will undergo permitting and prepare for operation. Our goal is to be able to get students in for at least open swim use before the end of the school year. We are scheduling swimming classes for next year and working on a plan to get several of our staff trained as lifeguards as a way to reduce costs. Our long range plans include students having the opportunity to become lifeguard certified and to utilize some student worker positions at the pool.

The Governor's budget for 2019-2020 does include some money for pool operation, but it falls short of the estimated operating costs. We hope that we will be able to bring in some revenue in the first year of operations and re-build a working operation plan. It is a priority to keep MEHS students a priority in the operation plan and to minimize funneling funds from existing education programs to fund the pool.





THE STATE of ALASKA
GOVERNOR BILL WALKER

State of Alaska
Department of Education & Early Development

801 West 10th Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500
Main: 907.465.2800

M E M O R A N D U M

To: State Board of Education

Thru: Commissioner Michael Johnson

From: Patience Frederiksen
Division of Libraries, Archives and Museums

Date: March 20, 2018

Telephone: 907-465-2911

Subject: 14F. Report to the State Board of Education & Early Development

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Staffing:

The Division hired three full time permanent positions, as follows:

Tracy Swaim – Grants and Statistics Librarian III
Jared Shucha – School Library Coordinator Librarian III
Janey Thompson – National Digital Newspaper Project Librarian I

Mary Irvine has hired four on call museum assistants for the Sheldon Jackson Museum: **Lisa Teas, Godelieva Barr, Matthew Groen,** and **Cheryl Call**. Mary has hired five on call museum assistants for the Alaska State Museum: **Jesse Perry, Rachelle Bonnet, Brian Wallace, Larisa Manewal,** and **Michael Corpuz**.

Jim Simard, Head of the Historical Collections, has postponed his retirement to May 1, 2018.

The Alaska State Historical Records Advisory Board recognized **Jim Simard** with a Lifetime Achievement Award for his exemplary abilities in building relationships of trust with the public and donors, as well as showcasing the importance of archives. Jim is known for his leadership in the archival community, supporting Alaska's Digital Archives, helping the State Library's holdings grow through exemplary donor interactions, and for his enthusiasm in helping researchers.

Grants:

Anastasia Tarmann submitted Phase 2 of the National Digital Newspaper Project to the National Endowment for the Humanities. Phase 1 ends in August and, if awarded, Phase 2 will start in September and run for two more years. Phase 2 will digitize another 100,000 pages of historic Alaska newspapers which can be searched at https://chroniclingamerica.loc.gov/ .

Division News:

The staff at the Andrew P. Kashevaroff Building (APK) held its first Family Fun Day on January 5, the last Friday of school vacation. The building was overrun with parents and children who visited activity tables in each section of the building to make chenille stem (pipe cleaner) figures, play with stereograms, design salmon can labels, and to see what the newspapers reported on the day they were born, to name a few of the play stations.

In response to a request from the Alaska Humanities Council for National History Day projects, Zach Jones has digitized the materials related to Benny Benson and the law making the Alaska Flag in 1927. They are now available on line for all to research:



Photo of Benny Benson, ca. 1927
http://vilda.alaska.edu/cdm/ref/collection/cdmg41/id/1086
Photo of the Alaska Flag and the law making it Alaska's flag, 1927.
http://vilda.alaska.edu/cdm/ref/collection/cdmg41/id/1087
The Governor's files on the flag's creation and Benny Benson's proposed trip to Washington DC.
http://vilda.alaska.edu/cdm/ref/collection/cdmg41/id/1085

Figure 1: Benny Benson at Seward, ca. 1927. Courtesy Alaska State Archives.

The State Museum was open on Veteran's Day and offered free admission for veterans.

Two new solo artist shows opened at the State Museum in November: Annette Bellamy's *Moving Mountains* and Daniel Papke's *Lost Languages*. Each artist taught a youth workshop the day after the opening.

The State Library sponsored a one day training on Mental Health First Aid for Division and DEED staff and for librarians from the Juneau Public Library and the UAS Egan Library in December. Attendees were taught how to practice and respond appropriately to mental health problems in a variety of situations, such as helping someone through a panic attack, engaging with someone who may be suicidal, or assisting an individual who has overdosed.

The Sheldon Jackson Museum held a Writer's Reading program in November with authors Ernestine Hayes, Blossom Twitchell, and Robert Hoffman speaking to 30 attendees.

The Sheldon Jackson Museum held an art activity program in November for 15 people in which they discussed legends about the northern lights, then created artwork of the aurora.

The State Archives posted a fascinating pdf showing a few immigration records to the Territory from 1912 to 1959. This immigration paperwork included standard photographs and biographical information about the applicants who sought citizenship. These historic records reveal the reality of Alaska's diverse and international heritage. **http://archives.alaska.gov/pdfs/collection_guides/ASA_Naturalization_Education_Outreach_2017.pdf**

Building News:

In January, the last of the new museum storage cabinets were received and placed into the museum vault. This completes the expansion of the museum vault that has been underway since July 2016. The two story mezzanine structure, the art racks, and the storage cabinets added 30% more storage space for museum objects over the original construction.

The temporary heat exchanger unit that is to cool the APK building until we have a permanent cooling system has been installed and is working well. The Department of Transportation and Public Facilities (DOT&PF) is working on bid documents to solicit design and installation of a permanent cooling system for the APK.

Event, Buildings, and Workshops (December 2017 - January 2018):

- Division of Elections Work Policy Group meeting
- Alaska Design Forum meeting
- Con Brio – Arctic Dreams concert
- Juneau Cabaret American Songbook Series – Johnny Mercer
- Tax Information Online from the IRS webinar
- Friends of SLAM meeting
- Mental Health First Aid workshop
- First Friday events each month
- French language practice group meetings in On-line with Libraries (OWL) room
- Volunteer and intern recognition party
- English as a Second Language (ESL) Resources for Immigrants webinar
- Social Security Administration hearings in OWL room

MEMORANDUM

State of Alaska

Department of Law

TO:	Members, State Board of Education and Early Development	DATE:	March 20, 2018
		FILE NO.:	JU2015200003
THRU:	Michael Johnson, Commissioner Department of Education and Early Development	TEL. NO.:	(907) 465-3600
		FAX NO.:	(907) 465-2520
FROM:	Rebecca Hattan Luann Weyhrauch Assistant Attorneys General Labor & State Affairs Section Department of Law	SUBJECT:	14G. Attorney General's Report

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

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* 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 reached agreement through mediation as to the allocations (percentages of responsibility) that each party would bear in an agreement to share past and future clean-up costs for PCB and TCE contamination, although not all issues relating to TCE contamination could be resolved. On April 21, 2015, the PRPs 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.

In February 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed and DEC filed a complaint in federal district court for the purpose of establishing a forum for a court-ordered resolution. The Consent Decree was signed by the court in March 2016. In the summer of 2017, DOT&PF retained contractors who conducted PCB clean-up work. The final remedial investigation and feasibility study reports for TCE are not expected until April and June of 2018, respectively. The parties are currently discussing a possible extension of the agreement to

share the cost of the sub-slab-depressurization system and the TCE monitoring program at the site.

2. North Slope Borough & North Slope Borough School District v. State of Alaska, Department of Education and Early Development. This is a judicial appeal of the department's denial of debt reimbursement on five NSB bonds. In 2015, the department determined that the bonds were ineligible for school construction debt reimbursement under AS 14.11.100(j)(3) because they did not conform to the statutory requirement that bonds be repaid in approximately equal principal and interest payments over a period of at least 10 years. NSB filed an administrative appeal to the Commissioner. In September 2016, following extensive motion practice, the Commissioner issued a final decision affirming the decision to deny reimbursement. NSB appealed the decision to the superior court. The parties participated in an unsuccessful mediation in December 2016, and the superior court issued a scheduling order for appellate briefing. NSB obtained new co-counsel, obtained multiple extensions of time, and then requested a trial de novo in the superior court to allow it to present new evidence and argument in support of its claims and to again extend its opening briefing deadline. The court denied that request, and the NSB has now filed a petition for review with the Alaska Supreme Court. The department's opposition to the petition is currently due March 8, 2018. NSB has indicated it will file its opening brief on March 1. AAG Janell Hafner represents the department in this matter, with some assistance from AAG Margaret Paton Walsh of the special litigation section.

3(a). *Illuminations Childcare and Educational Center (Illuminations) Appeal of Department Action taken under Child and Adult Care Food Program (CACFP). Appeal within Department.* In March 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, required under CACFP federal regulations, was sent because of action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. In 2015, Illuminations and its owner and administrator requested an administrative review, and a review official issued a determination upholding the agency's action.

3(b). *Illuminations, LLC, d/b/a Illuminations Childcare and Educational Center, Brenda J. Fuller, and Kimberly J. Danford v. Alaska Department of Education and Early Development. Appeal to court.* In June 2015, Illuminations, *et al*., filed an appeal in the superior court and the department was served in July 2015. The appellants' opening brief was filed in December 2015. The appellants continue to agree to the postponement of the department's brief deadline (currently April 19) pending discussion of settlement as well as claim documentation. Based on appellants' apparent lack of interest in pursuing their

claims, we will be working toward an agreed-upon dismissal of the matter.

4. *U.S. Department of Education, Office of Civil Rights (OCR) v. DEED*. In December 2017, the department entered into a resolution agreement with OCR, which resolved a complaint and compliance investigation initiated by OCR. The complaint alleged that DEED's website contained barriers to access for people with disabilities, which if true would constitute a violation of Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. The resolution agreement includes commitments on the part of DEED to assure the accessibility of its website to persons with disabilities.

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item:15**

♦ ISSUE

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

♦ BACKGROUND

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

♦ OPTIONS

This is an information item. No action is required.

2018 Juneau Board of Education Legislative Priorities

Provide for a Sustainable, Reliable and Adequate State Fiscal Plan

The Fiscal plan would provide a long term approach to providing for constitutionally mandated investments in public education and other critical government services

Increase the Base Student Allocation to account for inflation. Additionally, if the Legislature does not pass a budget in the 90 day session, maintain the BSA from the prior year.

School districts have weathered silent budget cuts over the past several years in the form of flat funding that does not account for inflation. These silent budget cuts have resulted in a 16% decrease (over $800 per child) over the past 5 years. These cuts are having direct impacts in the quality of education the Juneau School District is able to provide. An increase of at least $100 per child in BSA (less than 2% BSA Increase) is requested to provide funding for an adequate and equitable education for all students statewide.

Additionally, each year school districts are required to submit budgets by specified deadlines. This is difficult to do without knowing what a minimum budget will be. This is in effect a hold-harmless provision so that districts can confidently prepare a minimum budget in years when the Legislature has not passed an education budget within the 90 day session.

Honor school construction debt reimbursement

Communities voted for school construction bonds with the understanding that the legislature would provide their percentage of cost for school construction bonds. This impacts municipalities' budgets significantly as they seek to provide for their infrastructure needs.

Fund Early Learning Programs for Alaska's Children

Every child deserves the best start in life. Studies show that for every $1 sent on early childhood education, $8 is saved in later services that are not necessary. Funding Early learning programs help children arrive at Kindergarten with the necessary skills to be successful.

Supporting STEAM Education for Alaska's Children

Students learn science best by actively engaging in the practice of science, and they develop cognitive skills needed to excel in science and math through the arts, especially music. Teachers need professional development and science resources to offer students outstanding hands-on, active learning opportunities in the sciences. Excellence in STEM fields is vital to Alaska's and the nation's long-term economic prospects.

Continuation of Funding for Career and Technical (Vocational) Education

Vocational, career tech, and trades education engage students and prepare them for the kinds of jobs that will employ the majority of them after graduation. This funding is necessary to provide CTE education along with the necessary equipment to help middle and high school students learn about and focus on potential career paths that address the needs of Alaska's employers, and are vitally important for our state's economic prosperity.

U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS
Western Information Office, 90 7th St., Suite 14-100, San Francisco, CA 94103
Information Staff (415) 625-2270 / Fax (415) 625-2351

ANCHORAGE
Consumer Price Index, All Items, 1982-84=100 for All Urban Consumers (CPI-U)

	SEMI-ANNUAL AVERAGE			OVER-THE-YEAR PERCENT CHANGE			
YEAR	1st Half	2nd Half	ANNUAL AVERAGE	YEAR	1st Half	2nd Half	ANNUAL AVERAGE
1990	116.9	120.4	118.6	1990	5.4	7.0	6.2
1991	123.3	124.7	124.0	1991	5.5	3.6	4.6
1992	127.3	129.1	128.2	1992	3.2	3.5	3.4
1993	131.5	132.8	132.2	1993	3.3	2.9	3.1
1994	134.3	135.8	135.0	1994	2.1	2.3	2.1
1995	138.2	139.5	138.9	1995	2.9	2.7	2.9
1996	141.8	143.7	142.7	1996	2.6	3.0	2.7
1997	144.1	145.4	144.8	1997	1.6	1.2	1.5
1998	146.7	147.0	146.9	1998	1.8	1.1	1.5
1999	148.6	148.3	148.4	1999	1.3	0.9	1.0
2000	150.0	151.9	150.9	2000	0.9	2.4	1.7
2001	154.4	156.0	155.2	2001	2.9	2.7	2.8
2002	157.5	159.0	158.2	2002	2.0	1.9	1.9
2003	161.1	163.9	162.5	2003	2.3	3.1	2.7
2004	165.6	167.8	166.7	2004	2.8	2.4	2.6
2005	169.6	174.1	171.8	2005	2.4	3.8	3.1
2006	176.7	177.9	177.3	2006	4.2	2.2	3.2
2007	179.394	183.080	181.237	2007	1.5	2.9	2.2
2008	187.659	191.335	189.497	2008	4.6	4.5	4.6
2009	190.032	193.456	191.744	2009	1.3	1.1	1.2
2010	194.834	195.455	195.144	2010	2.5	1.0	1.8
2011	200.278	202.576	201.427	2011	2.8	3.6	3.2
2012	205.215	206.617	205.916	2012	2.5	2.0	2.2
2013	210.853	213.910	212.381	2013	2.7	3.5	3.1
2014	214.777	216.833	215.805	2014	1.9	1.4	1.6
2015	217.111	216.706	216.909	2015	1.1	-0.1	0.5
2016	216.999	218.660	217.830	2016	-0.1	0.9	0.4
2017	218.616	219.131	218.873	2017	0.7	0.2	0.5

Table of over-the-year percent increases. An entry for 2ndHalf 2005 indicates the percentage increase from 2ndHalf 2004 to 2ndHalf 2005 (in this example 3.8 percent).

U.S. DEPARTMENT OF LABOR, BUREAU OF LABOR STATISTICS
Western Information Office, 90 7th St., Suite 14-100, San Francisco, CA 94103
Information Staff (415) 625-2270 / Fax (415) 625-2351

ANCHORAGE

Consumer Price Index, All Items, 1982-84=100 for Urban Wage Earners and Clerical Workers (CPI-W)

	SEMI-ANNUAL AVERAGE			OVER-THE-YEAR PERCENT CHANGE			
YEAR	1st Half	2nd Half	ANNUAL AVERAGE	YEAR	1st Half	2nd Half	ANNUAL AVERAGE
1990	116.6	120.2	118.4	1990	5.5	7.2	6.4
1991	123.0	124.5	123.8	1991	5.5	3.6	4.6
1992	127.0	129.1	128.0	1992	3.3	3.7	3.4
1993	131.4	132.6	132.0	1993	3.5	2.7	3.1
1994	134.1	135.5	134.8	1994	2.1	2.2	2.1
1995	137.8	139.1	138.5	1995	2.8	2.7	2.7
1996	141.4	143.5	142.4	1996	2.6	3.2	2.8
1997	144.0	145.0	144.5	1997	1.8	1.0	1.5
1998	146.1	146.6	146.3	1998	1.5	1.1	1.2
1999	147.7	148.0	147.8	1999	1.1	1.0	1.0
2000	150.0	152.2	151.1	2000	1.6	2.8	2.2
2001	154.9	156.8	155.8	2001	3.3	3.0	3.1
2002	158.2	159.7	158.9	2002	2.1	1.8	2.0
2003	162.0	164.8	163.4	2003	2.4	3.2	2.8
2004	166.2	168.7	167.4	2004	2.6	2.4	2.4
2005	170.2	174.1	172.2	2005	2.4	3.2	2.9
2006	176.6	178.0	177.3	2006	3.8	2.2	3.0
2007	179.112	182.957	181.035	2007	1.4	2.8	2.1
2008	187.396	190.568	188.982	2008	4.6	4.2	4.4
2009	188.161	191.881	190.021	2009	0.4	0.7	0.5
2010	193.257	194.038	193.647	2010	2.7	1.1	1.9
2011	199.061	200.987	200.024	2011	3.0	3.6	3.3
2012	203.514	204.607	204.060	2012	2.2	1.8	2.0
2013	209.005	212.554	210.779	2013	2.7	3.9	3.3
2014	213.142	215.679	214.411	2014	2.0	1.5	1.7
2015	215.424	214.803	215.113	2015	1.1	-0.4	0.3
2016	214.522	216.266	215.394	2016	-0.4	0.7	0.1
2017	216.398	216.901	216.649	2017	0.9	0.3	0.6

Table of over-the-year percent increases. An entry for 2ndHalf 2005 indicates the percentage increase from 2ndHalf 2004 to 2ndHalf 2005 (in this example 3.2 percent).

JUNEAU SCHOOL DISTRICT

ALASKA'S Education CHALLENGE

CITY AND BOROUGH OF JUNEAU BOARD OF EDUCATION RESOLUTION NO. 2018-01
Supporting the Department of Education and Early Development and the adoption of Alaska's Education Challenge.

WHEREAS, The Juneau School District Board of Education recognizes Alaska's Education Challenge as an opportunity to inspire Alaskans to implement a vision to provide an excellent education for every student; and,

WHEREAS, this will happen by:

1) Increasing Student Success;
2) Cultivating Safety and Well-Being; and
3) Supporting Responsible and Reflective Learners; and,

WHEREAS, Alaska faces obstacles to student achievement unlike those that exist in any other state in the nation; and,

WHEREAS, Alaska's Education Challenge is to address our student achievement gaps and increase our graduation rates by making sure that every student across our state has equal opportunities to learn and succeed, and

WHEREAS, Alaska's Education Challenge should result in more successful learning opportunities for ALL of Alaska's students, regardless of location, race, or income; and,

WHEREAS, the ultimate goal is for students to achieve and be prepared for career and/or college. Our efforts will look at providing an excellent education for every student in the most efficient manner possible; and,

WHEREAS, the Juneau School District Board of Education has adopted a Strategic Plan for 2015-2020 that aligns with the Alaska's Education Challenge's Three Commitments and 13 Recommendations and has developed the following Action Plan to meet the Commitments.

NOW THEREFORE BE IT RESOLVED, that the Board of Education of the Juneau School District supports the Department of Education and Early Development and the adoption of Alaska's Education Challenge. Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges.

ADOPTED in Regular Session this 13th day of February 2018.

ATTEST:

Brian Holst, President

Josh Keaton, Vice President

Proposed by: **JUNEAU SCHOOL DISTRICT BOARD OF EDUCATION**
Date Submitted: **FEBRUARY 14, 2018**
Date Passed by Board: **FEBRUARY 13, 2018**

ALASKA'S Education CHALLENGE

Juneau School District Action Plan:

1) Increase Student Success	**Work with community organizations to develop and implement practices to help prepare young children for Kindergarten.** • Partnerships with DEED (preschool grant, 21st Century grant), AASB (STEPS grant), CBJ (City and Borough of Juneau various supports), Central Council (STEPS, Head Start), Friends of Montessori (Children's House), AEYC (Early Learning Fair, Parents as Teachers, preschool coordination), Juneau Community Foundation (Grants and grant coordination) to increase the number of preschool seats available to children three to five, as well as increase the quality of preschool experiences for all students, especially those at risk of not being prepared for kindergarten. Partnerships with these same organizations to provide summer jump start programs for at-risk incoming kindergarten students. **Align curriculum with Alaska State and World Class Standards while integrating culturally relevant, place-based instruction.** • JSD ELA and math curriculum is aligned with the state 2012 ELA and math standards. • JSD social studies and science curriculum documents are aligned with national standards as well as Alaska state standards. • All four core curricula are also aligned with ISTE and Alaska cultural standards for educators. • JSD social studies and science curriculum documents include extensive resource sections to provide teachers with guidance and connections to inform place-based and culturally relevant lesson planning. **Implement evidence-based instructional practices such as system wide curricula and instructional design that support staff effectiveness and student learning.** • Common curricular materials in math have been implemented in K-10, and common materials assigned to teachers of math courses beyond Algebra 2 at both high schools. Common curricular materials are in use at all regular schools K-12. Teachers K-12 meet in Professional Learning Communities (PLC) regularly to examine teaching practices and student data).

ALASKA'S Education CHALLENGE

- Elementary schools are in their fourth year of implementing Professional Learning Opportunities and Response to Instruction (RTI)/Multi-Tiered Systems of Support (MTSS) frameworks. PLCs examine core instructional practices, student performance data, and make instructional and grouping decisions for next instruction, interventions, and enrichments.
- Secondary schools have been using PLCs, horizontal PLCs (6-8 and 9-12) and vertical PLCs (6-12) to align curriculum, pacing, and resources for at least 6 years. The schools are in their first year of systematic implementation of RTI/MTSS. This work further aligns the schools horizontally and vertically for core instruction, intervention, and enrichment/extension.

Maintain opportunities for students to be engaged with school and support their social-emotional growth.

- Elementary schools are providing social-emotional learning opportunities through a number of efforts, including the use of Responsive Classroom morning meetings, staff training in SEL best practices, and employment of full time school counselors. The new health curriculum also supports teachers and counselors in providing appropriate SEL instruction to students.
- Secondary schools have also provided teachers and students with resources, including Sources of Strength, advisories, and as a secondary team this year - restorative practices.

Maintain a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide instruction.

- 2017 4-year Graduation Rate reached 86%, 5-year rate is 87%.
- Student Attendance Rate is 93%.
- Data is collected via Measures of Academic Progress (MAP) in grades K-10 three times each year. PLCs at all levels use this data to make instructional and grouping decisions.
- Elementary utilizes reading screener and diagnostic data (collected three times each year) to make instructional, grouping, intervention, and enrichment decisions.

ALASKA'S Education CHALLENGE

2) Cultivate Safety and Well-Being

Develop processes that engage staff, students, parents, caregivers, labor partners and community members to collaboratively participate in educating our students and leveraging community resources.

- Student services and teaching and learning support maintain memberships on several community-wide committees, including Juneau Suicide Prevention Coalition, Juneau Violence Prevention Coalition, ROCK Juneau, Trauma Sensitive Schools working group, AEYC early childhood and early literacy committees, Native Education Advisory Board, Indian Studies Parent Advisory Committee, Juneau District-wide Equity Committee, Best Starts, and others.
- Partner with Juneau Police Dept, Capital City Fire Rescue, Red Cross, Local Emergency Preparedness Committee, Juneau Emergency Manager and Juneau Public Health to maintain a comprehensive plan for emergency preparedness, school safety, ALICE and crisis response.

Prioritize equity and effectiveness when allocating resources to ensure success for all students.

- The JSD has an equity policy and an equity work book.
- JSD school sites are required to submit an equity report to the school board three times each year.
- JSD board action items include an equity analysis.
- JSD sites have site councils that advise the principal on programming, budget, and staffing.

Ensure that students feel safe and supported while at school and at school functions.

- JSD secondary students are surveyed annually with the AASB Climate and Connectedness Survey.
- Each high school has an active student council.
- Secondary schools have begun implementation of restorative practices.
- Elementary schools utilize Responsive Classroom, the 4th R, Second Steps, Playworks, and other strategies.
- Elementary schools use trauma sensitive practices.

ALASKA'S Education CHALLENGE

	Create a service-oriented environment in which staff support each other, our families and our community to maintain and communicate a commitment to high expectations and shared values for teaching and learning. • Schools prepare an annual parent involvement plan as part of their annual action plan. • Through trauma sensitive practices, Responsive Classroom, and other training, all staff are trained on how to create inviting environments for teachers, students, and families.
3) Support Responsible and Reflective Learners	**Create a coordinated professional development program that focuses on adding to our staff's expertise in curriculum, equity, instruction and learning.** • JSD provides six days of in-service each year - for certified staff, this in-service time is split between the site and district. The JSD training is usually provided to smaller groups, and followed up with both PLC work on the same topic, site-based work on the topic, and site-based work provided by instructional coaches and PLC meetings between staff and/or facilitated by district specialists. • A district curriculum council advises the teaching and learning director on curriculum and professional development planning. • The teaching and learning director works with the directors of student services and human resources to plan district wide, PLC, and classroom modeling PD. **Develop Human Resource strategies that promote the recruitment, hiring, evaluation and retention of outstanding talent.**

10014 Crazy Horse Drive • Juneau, Alaska 99801-8529 • (907) 523-1700

February 15, 2018

Dear Honorable Representative Drummond, Representative Parrish, Representative Spohnholz, Representative Johnston, Representative Kopp, and Representative Talerico, Representative Reinbold, Representative Tarr,

Thank you for your attention to education and for the investments made each year on behalf of our children. Earlier this week our Board passed a resolution in support of the Alaska Education Challenge. Having education policy makers at all levels working together and complementing the work happening directly with our children and communities is a critical step to making progress.

Our Board's Legislative Priorities include strong support for a state fiscal plan. In addition, our Board strongly supports increasing the Base Student Allocation by $100 as proposed in House Bill 339.

It is critical as House Education Committee members that you are aware that keeping the same Base Student Allocation per child, our district will be forced to eliminate three million dollars (5% of our spending budget). This is a significant amount to our district. There are simply no areas to cut without significant hardship to our children's education.

Currently ninety percent of our budget costs are in personnel. Since 2011 we have cut 92 positions and millions of dollars in educational services (while student population decreased by just 299 students). Administration has been cut 32 percent and teachers 11 percent. A $100 BSA increase will prevent some, but not all cuts.

Please convince your colleagues to support a statewide fiscal plan. Please pass HB 339 and prioritize investment in Alaska's most precious asset: our own people.

Respectfully,

Juneau Board of Education, schoolboard@juneauschools.org

Cc: Superintendent Miller
Cc: Representative Sam Kito, III, Senator Egan, Governor Walker, Representative Gara, Norm Wooten, Commissioner Johnson
Cc: CBJ Mayor and Assembly

Attachments: Resolution in Support of Alaska's Education Challenge & Juneau Legislative Priorities

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16**

♦ ISSUE

The board is being asked to approve its consent agenda.

♦ BACKGROUND

- There are five items on the consent agenda.
- Behind this cover memo are items:
  - 16A, approve the Anvil City Science Academy application;
  - 16B, approve the Winterberry Charter School application;
  - 16C, approve the School Construction and Major Maintenance Lists;
  - 16D, approve the January 29-30, 2018 meeting minutes; and
  - 16E, approve the February 28, 2018 meeting minutes.

♦ OPTIONS

Approve the consent agenda.
Remove an item and address it.
Seek additional information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of approval of the Anvil City Science Academy application, approval of the Winterberry Charter School application, approval of the School Construction and Major Maintenance Lists, and approval of the minutes of the January 29-30, 2018 meeting and the minutes from the February 28, 2018 work session.

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16A**

♦ ISSUE

The Board is being asked to approve the application of the Anvil City Science Academy for a period of ten years, terminating on June 30, 2028. The initial charter was approved in 1998 and last renewed in 2013.

♦ BACKGROUND

On October 10, 2017, the Nome School Board authorized Anvil City Science Academy's reapplication for a period of ten years.

Education Specialist Scott McAdams will be present to brief the board.

♦ OPTIONS

Approve the Anvil City Science Academy application for a period of ten years.
Seek more information.
Deny the application

♦ ADMINISTRATION'S RECOMMENDATION

Approve the Anvil City Science Academy application for a period of ten years.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Anvil City Science Academy application for a period of ten years.

Anvil City Science Academy

<table>
<tr><th></th><th>Overview</th></tr>
<tr><td>History</td><td>• Opened in 1998
• Charter renewed in 2013 for five year period</td></tr>
<tr><td>Enrollment</td><td>• Current enrollment: 59 students, grades K-8
• Maximum school capacity is 66 students</td></tr>
<tr><td>Facility</td><td>• Anvil City Science Academy school facility is located at the Nome-Bletz Campus North Dorm Building on Nome-Teller Hwy in Nome (No street address)
• The facility includes four classrooms, three of which are used concurrently and one that is used for teacher prep.
• No new expansion plans at this time</td></tr>
<tr><td>Staff</td><td>Anvil City Science Academy has a total of four staff: three full time teachers and one principal/teacher who also conducts all administrative tasks.</td></tr>
<tr><td>Budget</td><td>• Program budget is $496,866</td></tr>
<tr><td>Instructional Program</td><td>• Emphasis on science and technology
• Content rich academic program employs a four year thematic rotation, augmented by citizenship and character development
• Multi-age classrooms aimed at allowing students to progress at their own pace, while creating cohesion in the student body</td></tr>
<tr><td>Student Achievement</td><td>Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY (Full Academic Year) Students Testing Proficient
<table>
<tr><th>School (ELA)</th><th>District</th><th>State</th><th>School (Math)</th><th>District</th><th>State</th></tr>
<tr><td>62.29%</td><td>25.58%</td><td>38.85%</td><td>60.71%</td><td>23.51%</td><td>32.32%</td></tr>
</table></td></tr>
</table>

Renewal
Charter School
APPLICATION

for

Anvil City Science Academy

FY 2018

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

Section 1: Establishment of the Charter at the local level

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	p. 4	Compliant
Evidence of board approval	pp. 46-49	Compliant
Evidence of signed contract with all required elements	pp 53-57	Compliant
1. Description of educational program	pp 53-57	Compliant
2. Specific levels of achievement for the education program	pp 53-57	Compliant
3. Admissions Policy and Procedures	pp 53-57	Compliant
4. Administrative Policies	pp 53-57	Compliant
5. Statement of Charter funding	pp 53-57	Compliant
6. Method of accountability for	pp 53-57	Compliant

receipts and expenditures		
7. Location and description of facility	pp 53-57	Compliant
8. Name of teachers who by agreement will teach in the charter	pp 53-57	Compliant
9. Teacher to student ratio	pp 53-57	Compliant
10. Number of students to be served	pp 53-57	Compliant
11. Term of contract (not to exceed 10 years)	pp 53-57	Compliant
12. Termination Clause	pp 53-57	Compliant
13. Statement of state and federal law compliance	pp 53-57	Compliant
14. Exemptions or requirements included in contract	pp 53-57	Compliant
Evidence of bylaws	pp. 58-61	Compliant
Evidence of APC, including list of names/qualifications, meeting minutes	pp. 62-64	Compliant

Section 2: Organization and Administration

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Description of administrative oversight	p. 10-11	Compliant
Evidence of written administrative policy manual	pp. 11-13	Compliant
Evidence of regular parent and teacher contacts for continuous improvement	pp. 13-14; pp. 69-76	Compliant
Evidence of annual APC meetings	pp. 13-14; pp. 69-76	Compliant
Description of school schedule and calendar	p. 14; pp. 77-80	Compliant
Alternative options for students if no other educational program exists	Not Applicable	

Section 3: Educational Program and Student Achievement

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of educational program	pp. 17-18	Compliant

Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	pp. 18-21; pp. 86-99; pp. 101-108	Compliant
Description of plans for serving special education, vocational education, gifted and bilingual students	pp. 21-22; p. 67	Compliant
Evidence of written objectives for program achievement	pp. 22-28; pp. 109-117	Compliant
Description of the mechanisms for student assessment in addition to those required by state law	p. 28	Compliant

Section 4: Professional Development

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	p. 119; p. 121	Compliant

Section 5: Facility

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	p. 33; p. 123; pp. 125-126	Compliant
Evidence of a written facility plan	p. 33	Compliant

Section 6: Admission

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	pp. 35-36; pp. 128-129	Compliant
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p. 36; pp. 130-137	Compliant

Section 7: Fiscal

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of Budget Plan	pp. 38-39	Compliant
Evidence of Assurance	p. 3	Compliant
Compliant		

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. *4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	p. 41	Compliant

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16B**

♦ ISSUE

The Board is being asked to approve the application of the Winterberry Charter School for a period of ten years, terminating on June 30, 2028. The initial charter was approved in 2005 and last renewed in 2007.

♦ BACKGROUND

On December 18, 2017, the Anchorage School Board authorized Winterberry Charter School's reapplication for a period of ten years.

Education Specialist Scott McAdams will be present to brief the board.

♦ OPTIONS

Approve the Winterberry Charter School for a period of ten years.
Seek more information.
Deny the application

♦ ADMINISTRATION'S RECOMMENDATION

Approve the Winterberry Charter School application for a period of ten years.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Winterberry Charter School application for a period of ten years.

Winterberry Charter School

<table>
<tr><th></th><th>Overview</th></tr>
<tr><td>History</td><td>• Opened in 2005 with an initial two year charter
• Charter renewed in 2007 for ten year period</td></tr>
<tr><td>Enrollment</td><td>• Current enrollment: 241 students, grades K-8
• Students placed on current waitlist: 72</td></tr>
<tr><td>Facility</td><td>• Winterberry’s school facility is located at 4802 Bryn Mawr Ct., Anchorage
• The facility is 13,608 sq. ft., two story building including classrooms, admin offices, a staff lounge, storage space, and janitorial space.
• Winterberry is currently exploring the addition of 6,200 sq. ft. to their school.</td></tr>
<tr><td>Staff</td><td>• Certified Staff: 1.0 principal; (10) 1.0 classroom teachers; 1.0 art teacher; 1.0 music teacher; 1.0 P.E. teachers; 1.0 reading teacher; (2) 1.0 SPED teachers; 1.0 Spanish teacher; 1.0 mentor teacher
• Classified Staff: 1.0 admin assistant; 1.0 teachers assistant; 1.0 business manager</td></tr>
<tr><td>Budget</td><td>• Program budget is $3,547,065</td></tr>
<tr><td>Instructional Progra</td><td>• Public Waldorf School
• Standards based curriculum, augmented and illuminated by Waldorf specific pedagogy that places emphasis on the interconnected elements of various academic disciplines
• “Whole Child” instructional philosophy that aims to incorporate the students physical, emotional, intellectual, moral, cultural and social realms of life into instruction.</td></tr>
<tr><td>Student Achievement</td><td>Performance Evaluation for Alaska's Schools (PEAKS) - 2017 Summative Assessment
Percentage of FAY (Full Academic Year) Students Testing Proficient
<table>
<tr><th>School (ELA)</th><th>District</th><th>State</th><th>School (Math)</th><th>District</th><th>State</th></tr>
<tr><td>47.3%</td><td>40.73%</td><td>38.85%</td><td>25.97%</td><td>36.21%</td><td>32.32%</td></tr>
</table></td></tr>
</table>

INITIAL
Charter School
APPLICATION

for

Winterberry Charter School

FY 2018

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

Section 1: Establishment of the Charter at the local level

References: AS 14.03.250. Application for charter school, AS 14.03.255 Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter school application and review procedure.

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Reviewer Rating Template		
Section 1	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Purpose	p. 4	Compliant
Evidence of board approval	pp. 34-36	Compliant
Evidence of signed contract with all required elements	pp 37-49	Compliant
1. Description of educational program	pp. 4-25; p. 37	Compliant
2. Specific levels of achievement for the education program	pp. 25-26; p. 38	Compliant
3. Admissions Policy and Procedures	p. 38; p. 127	Compliant
4. Administrative Policies	p. 38; pp. 93-94	Compliant
5. Statement of Charter funding	p. 39	Compliant
6. Method of accountability for	p.39	Compliant

receipts and expenditures		
7. Location and description of facility	p. 40; pp. 135-139	Compliant
8. Name of teachers who by agreement will teach in the charter	p. 8; pp. 40-41	Compliant
9. Teacher to student ratio	p. 10; p. 42	Compliant
10. Number of students to be served	p. 10; p. 42	Compliant
11. Term of contract (not to exceed 10 years)	p. 43	Compliant
12. Termination Clause	p. 43	Compliant
13. Statement of state and federal law compliance	pp. 43-44	Compliant
14. Exemptions or requirements included in contract	p. 38	Compliant
Evidence of bylaws	pp. 50-61	Compliant
Evidence of APC, including list of names/qualifications, meeting minutes	pp. 62-90	Compliant

Section 2: Organization and Administration

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter school application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 2	Page Number location(s) of response(s) including Appendices	Reviewer's notes

		Rating: Compliant/Noncompliant
Description of administrative oversight	p. 10	Compliant
Evidence of written administrative policy manual	pp. 91-92	Compliant
Evidence of regular parent and teacher contacts for continuous improvement	pp. 62-90	Compliant
Evidence of annual APC meetings	pp. 62-90	Compliant
Description of school schedule and calendar	p. 11	Compliant
Alternative options for students if no other educational program exists	Not Applicable	

Section 3: Educational Program and Student Achievement

References: AS 14.03.255. Organization and operation of a charter school, AS 14.03.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 3	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of educational program	pp. 12-25	Compliant

Evidence of written instructional program that addressees content standards and aligns with statewide assessment system	pp. 93-124	Compliant
Description of plans for serving special education, vocational education, gifted and bilingual students	pp. 27-30	Compliant
Evidence of written objectives for program achievement	pp. 25-26; p. 30	Compliant
Description of the mechanisms for student assessment in addition to those required by state law	p. 26	Compliant

Section 4: Professional Development

References: 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 4	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of and schedule for planned professional development	p. 32	Compliant

Section 5: Facility

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template

Section 5	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Description of facility and location of the charter school including addressing district leased space if applicable	p. 32	Compliant
Evidence of a written facility plans	pp. 133-137	Compliant

Section 6: Admission

References: AS 14.03.255 Organization and operation of a charter school, AS 14.02.265 Admission, 4 AAC 33.110 Charter School application and review procedure.

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 6	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of written admission policies and procedures	p. 125	Compliant
Evidence of a written student recruitment process, including plans if applicants exceed capacity	p. 126	Compliant

Section 7: Fiscal

References: AS 14.03.255. Organization and operation of a charter school, 4 AAC 33.110 Charter School application and review procedure

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 7	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Evidence of Budget Plan	pp. 128-131	Compliant
Evidence of Assurance	pp. 140	Compliant
Compliant		

Section 8: Transportation

i. Provide a plan for pupil transportation and the district charter school transportation policy, if proposed or adopted, marked as Appendix J. *4 AS 14.09.010 (e)(1-3)(f)(g), AAC 33.110(a)(19)*

Use the reviewer rating template below to fill in the page numbers to depict the location of the responses for each sub-element. Do not use the reviewer's notes column.

Reviewer Rating Template		
Section 8	Page Number location(s) of response(s) including Appendices	Reviewer's notes Rating: Compliant/Noncompliant
Plans for pupil transportation	p. 132	Compliant

To: Members of the State Board of Education & Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16C**

♦ ISSUE

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

♦ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.

- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1) and AS 14.11.014.

- The department may not award a grant unless the board approves the grant application.

- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.

- Heidi Teshner, Director of Finance and Support Services, and Tim Mearig, Facilities Manager, will be present to brief the board.

♦ OPTIONS

Approve the final lists of capital projects.
Amend the final lists of capital projects and approve the amended lists.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the final lists of capital projects.

♦ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the final school construction and major maintenance grant fund capital projects lists.

State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2019)
School Construction Grant Fund

Final List

Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Lower Kuskokwim	J Alexie Memorial K-12 School Replacement, Atmautluak	$45,263,955	$43,691,585	$3,328,232	$40,363,353	$807,267	$39,556,086	$39,556,086
2	2	2	Lower Kuskokwim	Eek K-12 School Renovation/Addition	$35,534,103	$33,760,170	$0	$33,760,170	$675,203	$33,084,967	$72,641,053
3	3	3	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	$63,237,913	$53,661,875	$0	$53,661,875	$1,073,237	$52,588,638	$125,229,691
4	4	4	Galena City	Galena Interior Learning Academy Classroom Building Upgrade	$7,445,277	$8,039,669	$594,392	$7,445,277	$372,264	$7,073,013	$132,302,704
5	5	5	Lower Kuskokwim	Mertarvik K-12 School Newtok Replacement	$49,272,786	$39,705,503	$0	$39,705,503	$794,110	$38,911,393	$171,214,097
6	6	6	Aleutians East	Sand Point K-12 School Paving	$450,463	$450,463	$0	$450,463	$157,662	$292,801	$171,506,898
7	7	7	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$5,930,074	$5,930,074	$0	$5,930,074	$118,601	$5,811,473	$177,318,371
8	8	8	Southeast Island	Kasaan K-12 School Covered Play Area Construction	$449,421	$449,421	$0	$449,421	$8,988	$440,433	$177,758,804
9	9	9	Aleutians East	King Cove K-12 School Paving	$112,250	$112,250	$0	$112,250	$39,287	$72,963	$177,831,767
10	10	10	Southeast Island	Thorne Bay K-12 School Playground Upgrades	$226,137	$226,137	$0	$226,137	$4,523	$221,614	$178,053,381
11	11	11	Yupiit	Playground Construction, 3 Schools	$608,458	$608,458	$0	$608,458	$12,169	$596,289	$178,649,670
				TOTALS:	**$208,530,836**	**$186,635,605**	**$3,922,624**	**$182,712,981**	**$4,063,311**	**$178,649,670**	

State of Alaska
Department of Education and Early Development
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Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	6	Saint Marys	St. Mary's Campus Upgrades	$4,899,885	$4,242,253	$409,000	$3,833,253	$383,325	$3,449,928	$3,449,928
2	2	4	Denali Borough	Cantwell K-12 School Roof Replacement	$1,107,009	$926,829	$0	$926,829	$185,366	$741,463	$4,191,391
3	3	8	Bristol Bay Borough	Bristol Bay School Renovation Phase II	$14,736,892	$13,022,838	$0	$13,022,838	$4,557,993	$8,464,845	$12,656,236
4	4	9	Ketchikan	Houghtaling Elementary Roof Replacement	$3,361,695	$3,361,695	$0	$3,361,695	$1,008,508	$2,353,187	$15,009,423
5	5	11	Yukon-Koyukuk	Allakaket K-12 School Renovation	$10,594,143	$9,381,581	$0	$9,381,581	$187,632	$9,193,949	$24,203,372
6	6	12	Northwest Arctic	Davis Ramoth K-12 School Window Replacement, Selawik	$241,245	$241,245	$0	$241,245	$48,249	$192,996	$24,396,368
7	7	14	Southeast Island	Thorne Bay Maintenance Building Roof Replacement	$231,462	$161,680	$0	$161,680	$3,234	$158,446	$24,554,814
8	8	15	Lower Kuskokwim	Bethel Campus Fire Pump House and Fire Protection Upgrades	$2,982,088	$2,982,088	$0	$2,982,088	$59,642	$2,922,446	$27,477,260
9	9	19	Craig City	Craig Middle School Gym Floor Replacement	$522,692	$522,692	$0	$522,692	$104,538	$418,154	$27,895,414
10	10	22	Petersburg Borough	Petersburg Middle/High School Entry Renovation	$48,303	$46,974	$0	$46,974	$16,441	$30,533	$27,925,947
11	11	17	Nome City	Nome Beltz Jr/Sr High School Partial Roof Replacement	$2,223,488	$2,223,488	$0	$2,223,488	$667,046	$1,556,442	$29,482,389
12	12	18	Chugach	Chenega Bay K-12 School Rehabilitation	$5,542,562	$5,542,562	$0	$5,542,562	$110,851	$5,431,711	$34,914,100
13	13	25	Denali Borough	Tri-Valley School Coal Heat Conversion	$89,923	$89,923	$0	$89,923	$17,985	$71,938	$34,986,038
14	14	21	Alaska Gateway	Tok K-12 School Sprinkler Renovation	$1,799,001	$1,799,001	$0	$1,799,001	$35,980	$1,763,021	$36,749,059
15	15	32	Petersburg Borough	Petersburg Middle/High School Underground Storage Tank Replacement	$177,695	$177,695	$0	$177,695	$62,193	$115,502	$36,864,561
16	16	23	Lower Kuskokwim	Nuniwaarmiut K-12 School Wastewater Upgrades, Mekoryuk	$1,123,319	$894,480	$0	$894,480	$17,890	$876,590	$37,741,151
17	17	24	Chugach	Tatitlek K-12 School Rehabilitation	$5,243,249	$5,243,249	$0	$5,243,249	$104,865	$5,138,384	$42,879,535
18	18	29	Craig City	Craig Elementary School Door And Flooring Replacement	$138,462	$138,462	$0	$138,462	$27,692	$110,770	$42,990,305
19	19	30	Craig City	Craig Middle School Siding and Windows	$149,167	$149,167	$0	$149,167	$29,833	$119,334	$43,109,639

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20	20	26	Copper River	District Office Roof Renovation and Energy Upgrade	$1,022,041	$1,022,041	$0	$1,022,041	$20,441	$1,001,600	$44,111,239
21	21	27	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$399,436	$385,191	$0	$385,191	$19,260	$365,931	$44,477,170
22	22	28	Hoonah City	Hoonah Central Boiler Replacement	$262,100	$262,100	$0	$262,100	$78,630	$183,470	$44,660,640
23	23	31	Nenana City	Nenana K-12 School Boiler Replacement	$143,070	$143,070	$0	$143,070	$7,153	$135,917	$44,796,557
24	24	33	Aleutians East	Sand Point K-12 School Pool Major Maintenance	$104,660	$104,660	$0	$104,660	$36,631	$68,029	$44,864,586
25	25	34	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$2,430,410	$2,430,410	$0	$2,430,410	$48,608	$2,381,802	$47,246,388
26	26	35	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,567,788	$2,567,788	$0	$2,567,788	$51,356	$2,516,432	$49,762,820
27	27	36	Haines Borough	Haines High School Locker Room Renovation	$779,739	$779,739	$0	$779,739	$272,909	$506,830	$50,269,650
28	28	37	Kuspuk	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	$1,660,924	$1,660,924	$0	$1,660,924	$33,218	$1,627,706	$51,897,356
29	29	38	Southeast Island	Thorne Bay K-12 Fire Suppression System	$480,867	$480,867	$0	$480,867	$9,617	$471,250	$52,368,606
30	30	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	$232,730	$232,730	$0	$232,730	$4,655	$228,075	$52,596,681
31	31	40	Yukon Flats	Chalkyitsik K-12 School Water Tank Replacement	$1,272,216	$1,272,216	$0	$1,272,216	$25,444	$1,246,772	$53,843,453
32	32	41	Nome City	Nome Elementary School Gym Flooring Replacement	$107,692	$103,740	$0	$103,740	$31,122	$72,618	$53,916,071
33	33	42	Yukon Flats	Venetie K-12 School Generator Building Renovation	$2,754,866	$2,388,911	$0	$2,388,911	$47,778	$2,341,133	$56,257,204
34	34	44	Chatham	Fire Alarm Upgrades - 3 Sites	$104,572	$104,572	$0	$104,572	$2,091	$102,481	$56,359,685
35	35	43	Southwest Region	Manokotak K-12 School Sewer and Water Upgrade	$232,467	$232,467	$0	$232,467	$4,649	$227,818	$56,587,503
36	36	46	Anchorage	Roof Replacement and Upgrades, 4 Schools	$21,174,967	$12,434,633	$0	$12,434,633	$4,352,122	$8,082,511	$64,670,014
37	37	45	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	$119,467	$117,829	$0	$117,829	$2,357	$115,472	$64,785,486
38	38	47	Yukon Flats	Beaver and Chalkyitsik K-12 School Boiler and Control Upgrades	$1,366,954	$1,323,900	$0	$1,323,900	$26,478	$1,297,422	$66,082,908
39	39	48	Southwest Region	Twin Hills K-8 School Renovations	$2,004,615	$2,004,615	$0	$2,004,615	$40,092	$1,964,523	$68,047,431

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40	40	49	Haines Borough	Haines High School Roof Replacement	$2,399,203	$2,399,203	$0	$2,399,203	$839,721	$1,559,482	$69,606,913
41	41	50	Sitka City Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$475,238	$475,238	$0	$475,238	$166,333	$308,905	$69,915,818
42	42	51	Yukon-Koyukuk	Ella B. Vernetti K-8 School Entry Access Repairs, Koyukuk	$277,052	$277,052	$0	$277,052	$5,541	$271,511	$70,187,329
43	43	53	Chatham	Klukwan K-12 School Roof Replacement	$1,832,400	$1,770,420	$0	$1,770,420	$35,408	$1,735,012	$71,922,341
44	44	52	Annette Island	Metlakatla High School Gym Acoustical Upgrades	$142,669	$142,669	$0	$142,669	$2,853	$139,816	$72,062,157
45	45	54	Southeast Island	Thorne Bay K-12 School Carpet Replacement	$71,549	$69,579	$0	$69,579	$1,392	$68,187	$72,130,344
46	46	55	Mat-Su Borough	Districtwide Seismic Upgrades, Phase 1	$7,326,904	$6,994,745	$0	$6,994,745	$2,098,423	$4,896,322	$77,026,666
47	47	56	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$738,394	$738,394	$0	$738,394	$14,768	$723,626	$77,750,292
48	48	57	Mat-Su Borough	Water System Replacement, Big Lake, Butte, Snowshoe Elementary Schools	$6,321,087	$5,754,270	$0	$5,754,270	$1,726,281	$4,027,989	$81,778,281
49	49	58	Nome City	Anvil City Charter School Restroom Renovations	$431,240	$431,240	$0	$431,240	$129,372	$301,868	$82,080,149
50	50	64	Anchorage	Mears Middle School Roof Replacement and Upgrades	$10,654,171	$9,530,938	$0	$9,530,938	$3,335,828	$6,195,110	$88,275,259
51	51	59	Copper River	Glenallen Voc-Ed Facility Renovation	$702,997	$702,997	$0	$702,997	$14,060	$688,937	$88,964,196
52	52	60	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,382,689	$1,382,689	$0	$1,382,689	$69,134	$1,313,555	$90,277,751
53	53	61	Kake City	Kake High School Plumbing Replacement	$639,172	$639,172	$0	$639,172	$127,834	$511,338	$90,789,089
54	54	62	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$960,216	$960,216	$0	$960,216	$19,204	$941,012	$91,730,101
55	55	66	Craig City	Craig High School Biomass Boiler	$544,148	$544,148	$0	$544,148	$108,830	$435,318	$92,165,419
56	56	63	Southeast Island	Thorne Bay K-12 Mechanical Control Upgrades	$1,408,445	$1,408,445	$0	$1,408,445	$28,169	$1,380,276	$93,545,695
57	57	65	Southwest Region	William "Sonny" Nelson K-8 School Renovations, Ekwok	$3,206,193	$3,206,193	$0	$3,206,193	$64,124	$3,142,069	$96,687,764
58	58	70	Anchorage	Steller Secondary School Fire Alarm Replacement	$322,875	$322,875	$0	$322,875	$113,006	$209,869	$96,897,633

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Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
59	59	67	Southwest Region	Aleknagik K-8 School Renovations	$3,136,609	$3,136,609	$0	$3,136,609	$62,732	$3,073,877	$99,971,510
60	60	68	Nome City	Nome Beltz Jr/Sr High School Generator and Electrical Service Replacement	$1,818,227	$1,818,227	$0	$1,818,227	$545,468	$1,272,759	$101,244,269
61	61	74	Anchorage	East High School Safety and Building Upgrades	$11,743,819	$4,966,760	$0	$4,966,760	$1,738,366	$3,228,394	$104,472,663
62	62	69	Yukon Flats	Fort Yukon K-12 School Soil Remediation and Fuel Tank Replacement	$10,818,586	$4,642,888	$0	$4,642,888	$92,858	$4,550,030	$109,022,693
63	63	71	Kake City	Exterior Upgrades - Main School Facilities	$242,861	$242,861	$0	$242,861	$48,572	$194,289	$109,216,982
64	64	72	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$4,498,235	$3,889,212	$0	$3,889,212	$77,784	$3,811,428	$113,028,410
65	65	73	Kake City	Kake High School Gym Floor and Bleacher Replacement	$548,148	$531,076	$0	$531,076	$106,215	$424,861	$113,453,271
66	66	77	Anchorage	Service High School Gym Sprinkler and Fire Alarm Upgrades	$6,439,147	$2,103,547	$0	$2,103,547	$736,241	$1,367,306	$114,820,577
67	67	75	Yukon Flats	Cruikshank K-12 School Soil Remediation and Fuel Tank Replacement, Beaver	$1,327,572	$1,102,255	$0	$1,102,255	$22,045	$1,080,210	$115,900,787
68	68	76	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline	$1,542,993	$1,476,069	$0	$1,476,069	$29,521	$1,446,548	$117,347,335
69	69	78	Yukon-Koyukuk	Ella B. Vernetti K-8 School Boiler Replacement, Koyukuk	$438,678	$438,678	$0	$438,678	$8,774	$429,904	$117,777,239
70	70	85	Anchorage	Bartlett High School Intercom Upgrades	$2,703,997	$1,284,739	$0	$1,284,739	$449,659	$835,080	$118,612,319
71	71	79	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$335,085	$335,085	$0	$335,085	$6,702	$328,383	$118,940,702
72	72	80	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	$121,892	$121,892	$0	$121,892	$2,438	$119,454	$119,060,156
73	73	81	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$4,103,065	$3,449,411	$0	$3,449,411	$68,988	$3,380,423	$122,440,579
74	74	82	Yukon Flats	Venetie K-12 School Soil Remediation and Fuel Tank Replacement	$2,069,628	$1,806,394	$0	$1,806,394	$36,128	$1,770,266	$124,210,845
75	75	83	Southeast Island	Port Alexander K-12 Domestic Water Pipe Replacement	$85,289	$107,717	$0	$107,717	$2,154	$105,563	$124,316,408

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Jan 19	Dec 20	Nov 6	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
76	76	84	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$287,139	$343,542	$0	$343,542	$6,871	$336,671	$124,653,079
77	77	86	Lower Yukon	LYSD Central Office Renovation	$5,257,426	$5,006,308	$0	$5,006,308	$100,126	$4,906,182	$129,559,261
78	78	87	Mat-Su Borough	Windows and Lighting Upgrades, Butte Elementary, Palmer High School	$4,231,918	$4,231,918	$0	$4,231,918	$1,269,575	$2,962,343	$132,521,604
79	79	88	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$511,334	$1,530,387	$0	$1,530,387	$30,608	$1,499,779	$134,021,383
80	80	89	Southeast Island	Port Alexander and Thorne Bay K-12 Schools Roof Replacement	$4,906,853	$4,906,853	$0	$4,906,853	$98,137	$4,808,716	$138,830,099
81	81	90	Yupiit	Mechanical System Improvements, 3 Schools	$168,484	$168,484	$0	$168,484	$3,370	$165,114	$138,995,213
82	82	91	Lower Yukon	Sheldon Point K-12 School Siding Replacement, Nunam Iqua	$260,799	$260,799	$0	$260,799	$5,216	$255,583	$139,250,796
83	83	92	Lower Yukon	Security Access Project, 6 Sites	$1,532,578	$1,532,578	$0	$1,532,578	$30,652	$1,501,926	$140,752,722
84	84	93	Lower Yukon	Kotlik and Pilot Station K-12 Schools Renewal and Repair	$2,183,223	$2,183,223	$0	$2,183,223	$43,664	$2,139,559	$142,892,281
				TOTALS:	**$205,584,088**	**$170,568,300**	**$409,000**	**$170,159,300**	**$27,267,019**	**$142,892,281**	

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16D**

♦ ISSUE

The board is being asked to approve the minutes of its January 29-30, 2018, meeting.

♦ BACKGROUND

- Behind this cover memo are the unapproved minutes of the January 29-30, 2018, meeting.

♦ OPTIONS

Approve the minutes of the January 29-30, 2018, meeting.
Amend the unapproved minutes and approve the amended minutes of the January 29-30, 2018, meeting.
Seek additional information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the meeting as presented.

♦ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the minutes of the January 29-30, 2018, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
January 29-30, 2018
In-person meeting originating in Juneau, Alaska

Chair Fields called the meeting to order at 11:01 a.m. After the pledge of allegiance, the board adopted the agenda for January 29 and 30, 2018. Roll call began at 11:08 a.m. LTC Spencer Van Meter was excused. The board approved the agenda unanimously. Board members declared no conflicts of interest.

Public Comment

James Harris, NEA Alaska and Teacher of the Year 2017, commented about growing up with a family member with mental illness and how an English teacher/administrator from his school made a difference in his life. He praised the teachers in his life and the help they provided him with college applications, etc.

Tim Walters, NEA Alaska and teacher in Wasilla, Alaska, spoke about the Education Challenge and students as reflective learners. He is looking forward to going back in the classroom and following through with the three commitments.

Doreen Todd, NEA Alaska, spoke about her thoughts on the Education Challenge. She commented that she works with 9-10 year olds who will be taking the PEAKS test for the first time. She said that it is not an instructional tool and that she is opposed to the use of one assessment. Assessments cannot be used as the end, but as the beginning. She has been a teacher for 32 years.

Amy Jo Meiners, NEA Alaska, spoke about supporting early learning programs. She was born and raised in Juneau, teaches at Auke Bay and Riverbend Elementary Schools. She spoke about early learning programs and how increased student success measures are varied. She works with high academically performing students. She talked about structured learning in the classroom and the need to develop social emotional skills.

Chris Benschoot, 2013 Teacher of the Year, engineering teacher at Lathrop. He spoke about the three challenges – specifically talked about responsible and respectful learners. He teaches Robotics to freshmen, Computer Modeling to sophomores, and Engineering Design classes. He felt that the level of responsibility as well as student reflection are some of the most important things. He contributed that he asks his students to let him know how he is doing as a teacher.

Tim Parker, NEA Alaska President talked about how people rise to the challenge in classrooms in Alaska. He talked about the Alaska Education Challenge and working with our partners. There are so many opportunities right in front of us to talk about the Education Challenge. He commented on ESSA, and how he is very interested in continuing the conversations and putting the pieces together. Chair Fields thanked Tim Parker for his commitment and his time.

Lisa Skiles-Parady, Executive Director of the Alaska Council of School Administrators thanked board members for their time. She spoke about staff development and how this past weekend

they had approximately 1,100 Educators at the RTI (Response to Intervention) Conference. They had Doug Fischer, a primary consultant to the KHAN academy. She said that they are pleased to partner with the DEED on April 26th for the Spring Conference. She spoke about the Education Challenge and thanked the Board and Commissioner for their leadership.

Bill Burr, from the Alaska Society for Technology in Education (ASTE), spoke about the 2018 ASTE Personalize Your Learning conference (personalized learning for adults) in Anchorage February 17-20. He said that it brings educators together from around the state and has a big role in technology and technology infrastructure.

Reid Magdanz, Representative Kreiss-Tomkins office spoke about an update on HB102, which would allow the board to create a new category of limited certificates – World Language Certificates. He said that the bill passed the House unanimously last year. He offered himself as a resource to answer questions of the bill to the SBOE.

John Harmon, represented himself in public testimony. He wanted to thank the board and the department for their leadership. He also thanked everyone for the last three years. He said that he hoped that we can keep the students and educators as the focus. It was his pleasure to work with everyone and wanted to extend a formal goodbye.

Work Session

Agenda Item 1. FY2019 Budget. Heidi Teschner, Administrative Services Director, reviewed a 13-page budget document and answered questions about the programs and fund sources. She talked about transferring some positions from Mt. Edgecumbe to the Department of Transportation (DOT&PF) statewide to manage facilities together. She also talked about a reduction in school broadband access grants (BAG). She answered questions about the decrease in broadband grant funding and child nutrition, administrative costs, and the Mt. Edgcumbe Aquatic Center pool operations and maintenance. There were concerns regarding the $100,000 for Science. Deputy Commissioner Sana Efird said that we are out of compliance for ESSA for Science and that we as a state need to set those academic standards. Student Learning Director Paul Prussing said the science standards were last updated in 2006.

Agenda Item 2. Legislative Update. Marcy Herman, Legislative Liaison, said the department has been meeting with legislators and reviewed SB131. She also talked about SB132-Bree's Law and SB104-Curriculum bill. Member Lorring asked about SB132 and what kind of programs would be in the schools. Marcy Herman talked briefly about age appropriate training dealing with dating and violence in grades K-12.

Agenda Item 3. Chart of Accounts. Heidi Teshner, Administrative Services Director, and Elwin Blackwell, School Finance Manager, talked about the Chart of Accounts. They also talked about performance review recommendations opening up and adding additional coding to related expenditures.

Agenda Item 4. Professional Development Presentation. Sean Dusek, Superintendent from Kenai Peninsula Borough School District, spoke about the group that got together to present to the SBOE. There were words of appreciation for NEA and acknowledgement that there are steps

that need to happen in relation to the Alaska Education Challenge. He said they are trying to be effective and efficient in support in the three areas and that we needed more collaboration and communication. He also referred to what was presented to the legislature this morning. Commissioner Johnson said that we should try to implement these conversations. Chair Fields asked about district involvement and a professional development plan. Mr. Dusek talked about having the three commitments as the framework and about themes for the conferences. Member Hull thanked Sean Dusek and said that the work they are doing is very important. She liked that we are seeing a tangible effort and utilizing resources to assist with the Alaska Education Challenge.

Lisa Parady (ACSA), Tim Parker (NEA), and Jerry Covey, consultant for the department in this project talked about strategic priorities. Member Lorring said that she loves that they talked about how we need to bring this to the students to get their feedback and how this fits in to the school. Lisa Parady talked about professional development and professional learning.

Agenda Item 5. Bylaw Changes/Update. Member Hamilton asked about small edit changes. Member Hull suggested that we not go page to page, just asked for any questions for change. Rebecca Hatton has done a thorough review taking advice from NASBE, organizationally and the committee considered them. Simple organizational rules with board member comments.

Chair Fields talked about poll votes. Member Hamilton brought up the Commissioner's evaluation. He believes that this should not be done telephonically, but would like it to be face-to-face. Chair Fields talked about a consistent evaluation and that the idea was to give the Commissioner feedback once a year consistently. Member Hull moved that the board will conduct a performance review of the Commissioner at least once a year in person.

Agenda Item 6. Board Self Evaluation Training. Timi Tullis led the board self-evaluation training. There were conversations about board effectiveness and the need to meet more regularly. Members talked about wanting more informal discussions and possibly more involvement with the agenda. The board also discussed assessment results in school districts that are doing well versus others that are not doing well. Member Hull would like to see "the board treat staff with respect and courtesy, striving to ensure expectations are reasonable and communicated in appropriate ways", she added. There were discussions about being a champion for public education and their role is. Other topics included training opportunities such as conferences and workshops relevant to board responsibilities. Member Hull wants to attend state and national conferences. Member Himschoot felt like everyone should share what was learned at the events that board members have attended and add to the board agenda a place in board comments where you can tell other members where you have traveled and what was learned.

A comment was made about adding the board orientation to the standing rules list. Regarding the standing rules issue – we don't want to hinder communication with staff and the board; we should cc: Sana on correspondence. Discussion began with Member Thompson, suggesting that we become more positive in public education. She suggested that we talk about how board members can interact with the public and how they can make a positive impact.

The Commissioner suggested that we do more work sessions so that we can collaborate and not always be in formal business meetings. Meeting topics that don't require actions on a business session. Member Hull suggested that Timi Tullis, Chair Fields and Deputy Commissioner Sana Efird come up with some ideas and have them share them with Board Members.

Agenda Item 7. Regulations to go out for public comment.

7A Chart of Accounts. Member Hull moved and Member Himschoot seconded the following motion: I move that the State Board of Education and Early Development open a period of public comment on amendments to 4 AAC 06.120(a)(2), Chart of Accounts effective dates; and proposed amendments to the Uniform Chart of Accounts and Account Code Descriptions for Public School Districts. The motion passed unanimously in a roll call vote.

Agenda Item 8. Consent Agenda. Member Thompson moved and Member Gallahorn seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the department's FY2019 operating and capital budgets, minutes of the December 7-8, 2017 meeting, and the report to the legislature. The motion passed unanimously in a roll call vote.

Board Comments

Member Hamilton said that he likes work sessions.

Commissioner Johnson thanks Member Hull for her service.

Member Thompson is excited about the babies.

Member Lorring thanked Member Hull and she is excited to learn over the next year and a half.

Member Michael thanked the board and said that Member Harmon will be missed. He remembers his first time to Juneau when Member Harmon took him around the Capitol building; saying what a powerful experience it was. He thanked Member Hull for her service and appreciated Tanis for her time.

Member Himschoot was grateful for Timi Tullis' time today and spoke about Member Hull as one of her mentors.

Member Gallhorn thanked everyone at DEED for their hard work and thanked Member Hull.

Member Hull said that she is excited about moving on. She is happy for the department. She said that people in the department rose to the challenge. She is proud of the work that is being done. She is grateful for Member Harmon and said that the board will miss him. She thanked Member Thompson for her time. She spoke briefly about early learning and family engagement.

Commissioner Johnson thanked the DEED staff and we have reduced our staff by 30+ people and we are still trying to do the same work load. He is very grateful for the staff and their positivity. He thanked our partners who have shown their support to the board. He thanked the board for their willingness to serve.

The board adjorned at 5:02 pm.

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 16E**

♦ ISSUE

The board is being asked to approve the minutes of its February 28, 2018, meeting.

♦ BACKGROUND

- Behind this cover memo are the unapproved minutes of the February 28, 2018, meeting.
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♦ OPTIONS

Approve the minutes of the February 28, 2018, meeting.
Amend the unapproved minutes and approve the amended minutes of the February 28, 2018, meeting.
Seek additional information.

♦ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the meeting as presented.

♦ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the minutes of the February 28, 2018, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
February 28, 2018
Juneau, AK

Chair Fields called the audio conference work session to order at 2:03 p.m. The board and staff recited the Pledge of Allegiance. No members reported conflicts of interest. Absent was Member Hamilton. Member Himshoot moved to approve the agenda and Member Thompson seconded the motion. The board approved the agenda unanimously.

Because the meeting was exclusively a work session, the board did not take public comment.

Agenda Item 1. Commissioner report and board questions.

Commissioner Johnson thanked the board for their time and introduced Grace Jang, Deputy Chief of Staff to Governor Walker. He also said that we would move future work sessions to 3:00 pm. He spoke briefly about the legislative session and how school safety has been brought to the forefront with the issues going on in the country. He referenced the Alaska Education Challenge and that one of the primary issues was safety and well-being. The Commissioner then talked about the primary point of the meeting being to update the board on ESSA (Every Student Succeeds Act). We had received feedback in December from the U.S. Department of Education and we just submitted the ESSA plan back to them today.

Brian Laurent, Data Management Supervisor, shared an accountability update to the board. He shared slides and presented information on the long-term goals and measures of interim progress. He spoke about a system of school differentiation, indicators and designations. He also spoke about academic achievement, graduation rates, and English learner progress toward English language proficiency.

Chair Fields had a question regarding chronic absenteeism and how that was defined. Mr. Laurent explained there is not a universal statewide definition of chronic absenteeism and that it is up to the district whether the absence is considered excused or unexcused. Member Himshoot also commented on how this might affect the Migrant Education program. There were also a few questions from Chair Fields and Member Thompson regarding these new indicators. Mr. Laurent explained that chronic absenteeism is defined as a student who misses at least 10 percent of the days in which they were enrolled in school. This is applicable to grades K-12. It also includes all students enrolled at least half of the year. Chair Fields raised questions on adjusting the school calendar and if the student could utilize technology during his/her absence and if that would count as an absence.

Margaret MacKinnon, Federal Programs Coordinator, shared information with the board on the peer review process and the other eleven sections of the ESSA plan. Chair Fields asked about the ESSA plan and if we thought there would be any concerns from U.S. Department of Education. Commissioner Johnson felt there were no concerns.

The work session adjourned at 2:55 p.m.

To: Members of the State Board of Education and Early Development **March 20, 2018**

From: Dr. Michael Johnson, Commissioner **Agenda Item: 17**

♦ ISSUE

The board will hold an executive session to evaluate the performance of the Commissioner of Education and 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 and Early Development convene in executive session to evaluate the performance of the Commissioner of Education and Early Development.