

**State Board of Education & Early Development
Tentative Agenda
June 15 – 16, 2016
State Board Room
801 West 10th Street, 1st Floor
Juneau, Alaska**

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

Board Retreat

Wednesday, June 15, 2016

8:00 AM

Call to OrderJames Fields, Chair

8:05 AM

Commissioner Interviews (Executive Session)James Fields, Chair

12:00 PM LUNCH

1:00 PM

Strategic PlanningJames Fields, Chair

4:30 PM RECESS

Thursday, June 16, 2016

8:00 AM Board Retreat continued...

Strategic PlanningJames Fields, Chair

12:00 PM ADJOURN

**State Board of Education & Early Development
Tentative Agenda
June 16 – 17, 2016
State Board Room
801 West 10th Street, 1st Floor
Juneau, Alaska**

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

Thursday, June 16, 2016

1:00 PM

Call to Order and Roll CallJames Fields, Chair
Oath of Office, Lt. Col. Jason Toole.....James Fields, Chair
Pledge of AllegianceJames Fields, Chair
Adoption of Agenda for June 16, 2016.....James Fields, Chair
Disclosures of potential conflicts of interest.....James Fields, Chair

1:15 PM

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. For participation from Juneau, call 586-9085. This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 1:00 PM on June 16, 2016, (audio only). 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 12:55 PM who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

2:15 PM

1. Every Student Succeeds Act Update.....
.....Interim Commissioner Susan McCauley, Ph.D.
.....Margaret MacKinnon, Director
.....Sondra Meredith, Education Administrator

3:15 PM

2. Teacher of the Year request to be on boardJames Fields, Chair
.....Rebecca Hattan, Assistant Attorney General

3:30 PM

3. Bylaw Changes
.....Interim Commissioner Susan McCauley, Ph.D.
.....Rebecca Hattan, Assistant Attorney General

3:40 PM

4. Data Management insuring privacy of student data
.....Interim Commissioner Susan McCauley, Ph.D.
.....Margaret MacKinnon, Director

4:15 PM

5. Resolution of Support for Alaska Postsecondary Access & Completion Network
.....Interim Commissioner Susan McCauley, Ph.D.
.....Dr. Keith Hamilton, Member

4:30 PM RECESS

**State Board of Education & Early Development
Tentative Agenda
June 16 & 17, 2016
State Board Room
801 West 10th Street, 1st Floor
Juneau, Alaska**

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

Friday, June 17, 2016

8:30 AM

- Call to Order and Roll CallJames Fields, Chair
- Adoption of Agenda for June 17, 2016.....James Fields, Chair
- Disclosures of potential conflicts of interest.....James Fields, Chair

8:45 AM Work Session continued...

6. House Bill 278 language regarding Common Core Standards Initiative.....
.....Interim Commissioner Susan McCauley, Ph.D.
.....Marcy Herman, Legislative Liaison

9:30 AM

7. Council for the Accreditation of Educator Preparation (CAEP)
.....Interim Commissioner Susan McCauley, Ph.D.
- 7A. University of Alaska ExtensionSondra Meredith, Education Administrator
- 7B. CAEP program review optionsSondra Meredith, Education Administrator
8. Regulations to go out for public comment.....
.....Interim Commissioner Susan McCauley, Ph.D.
- 8A. Highly qualified/Retired certificate requirements
 Sondra Meredith, Education Administrator

9:45 AM

- 9. Adoption of Proposed Regulations
.....Interim Commissioner Susan McCauley, Ph.D.
- 9A. Educator Evaluation Requirements.....
 Sondra Meredith, Education Administrator
- 9B. SAT Scores.....
 Margaret MacKinnon, Director

Business Meeting

10:15 AM

- 10. Regulations to go out for public comment.....
.....Interim Commissioner Susan McCauley, Ph.D.
- 10A. Highly qualified/Retired certificate requirements
 Sondra Meredith, Education Administrator
- 11. Adoption of Proposed Regulations
.....Interim Commissioner Susan McCauley, Ph.D.
- 11A. Educator Evaluation Requirements.....
 Sondra Meredith, Education Administrator
- 11B. SAT Scores.....
 Margaret MacKinnon, Director

10:25 AM BREAK

10:40 AM

- 12. Subcommittee Appointments.....James Fields, Chair

10:55 AM

- 13. Selection of meeting dates, locations and topicsJames Fields, Chair

11:15 AM

- 14. Selection of OfficersJames Fields, Chair

11:25 AM

- 15. Standing Reports (written only).....
.....Interim Commissioner Susan McCauley, Ph.D.
 - 15A. Libraries, Archives & MuseumsLinda Thibodeau, Director
 - 15B. Teaching & Learning Support.....Paul Prussing, Acting Director
 - 15C. Assessment & AccountabilityMargaret MacKinnon, Director
 - 15D. Mt. Edgecumbe High SchoolBill Hutton, Director
 - 15E. Legislative & Budget.....Marcy Herman, Legislative Liaison
.....Heidi Teshner, Director
 - 15F. Attorney GeneralRebecca Hattan, Assistant Attorney General

- 16. Commissioner’s Report
.....Interim Commissioner Susan McCauley, Ph.D.

11:40 AM

- 17. Questions from board members regarding reports.....James Fields, Chair

12:10 PM

- 18. Consent Agenda.....James Fields, Chair
 - 18A. Approve the minutes of the March 21 & 22, 2016, meeting
 - 18B. Approve the minutes of the May 2, 2016, meeting
 - 18C. Approve Bylaw changes
 - 18D. Approve University of Alaska Extension
 - 18E. Approve Resolution of Support for Alaska Postsecondary Access & Completion Network

12:20 PM

Board Comments

12:45 PM Adjourn

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

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Oath of Office

◆ ISSUE

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

◆ BACKGROUND

- Lieutenant General Russell J. Handy, commander of the Alaskan Command, has appointed Lieutenant Colonel (LTC) Jason C. Toole to the military advisor seat on the State Board of Education & Early Development.
- Behind this cover memo is the appointment letter.
- 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.”



HEADQUARTERS ALASKAN COMMAND (ALCOM)
JOINT BASE ELMENDORF-RICHARDSON, ALASKA 99506

MAY 18 2016

Lieutenant General Russell J. Handy
Commander, Alaskan Command
9480 Pease Avenue, Suite 110
Joint Base Elmendorf-Richardson AK 99506-2101

Mr. James Fields
Chairman, Alaska State Board of Education
801 West Tenth Street, Suite 200
P.O. Box 110500
Juneau AK 99811-0500

Dear Chairman Fields,

I am pleased to appoint Lieutenant Colonel Jason C. Toole as the new military advisor to the Alaska State Board of Education and Early Development. LTC Toole is Alaskan Command's Ground Planner for Plans, Policy and Programs. He has over 17 years of military experience in a variety of command and staff positions, is a former assistant professor at the United States Military Academy, and is a full doctoral candidate completing a Ph.D. in Education.

You will find LTC Toole a very welcome addition to the State Board of Education and Early Development. He is dedicated to serving our nation and our military. He is anxious to serve the great state of Alaska and I am proud to have him represent us.

Sincerely,

A handwritten signature in black ink, appearing to read "Russell J. Handy".

RUSSELL J. HANDY
Lieutenant General, USAF
Commander

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

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 1

◆ ISSUE

The board will receive an update of the department's progress in gathering stakeholder feedback for developing Alaska's state plan required by the federal Every Student Succeeds Act.

◆ BACKGROUND

- In December 2015, the Every Student Succeeds Act (ESSA), the bill that reauthorized the Elementary and Secondary Education Act (ESEA), was passed by Congress and signed by the President.
- ESSA requires the department to develop a State Plan addressing standards and assessments; school, district, and state accountability systems; and school support and improvement.
- In developing the State Plan, the department must consult with the Governor, members of the state legislature and state board of education, local educational agencies, representatives of Indian tribes located in the state, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, and parents.
- The department has convened an ESSA State Plan Advisory Committee and developed a process for gathering feedback from stakeholders around the state.
- Behind this cover memo is a 50-page PowerPoint presentation.
- Margaret MacKinnon, Director of Assessment & Accountability, and Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ OPTIONS

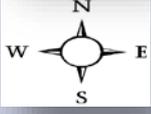
This is an information item. No action is necessary.

Alaska State Plan for ESSA

State Board of Education
June 16, 2016

Alaska Department of Education & Early Development

Primary Methods for Stakeholder Involvement

	Advisory Committee
	Focus Groups
	Work Groups
	State Leadership
	Public-at-Large

Inform

Educate

Clarify

Engage

Advisory Committee

- 45-member committee to explore options related to the three key elements of the ESSA state plan
- Met 5 times by webinar February – March 2016, in person April 6-8
- Reconvene monthly to respond to input received through other stakeholder involvement
- Support involvement of other stakeholders



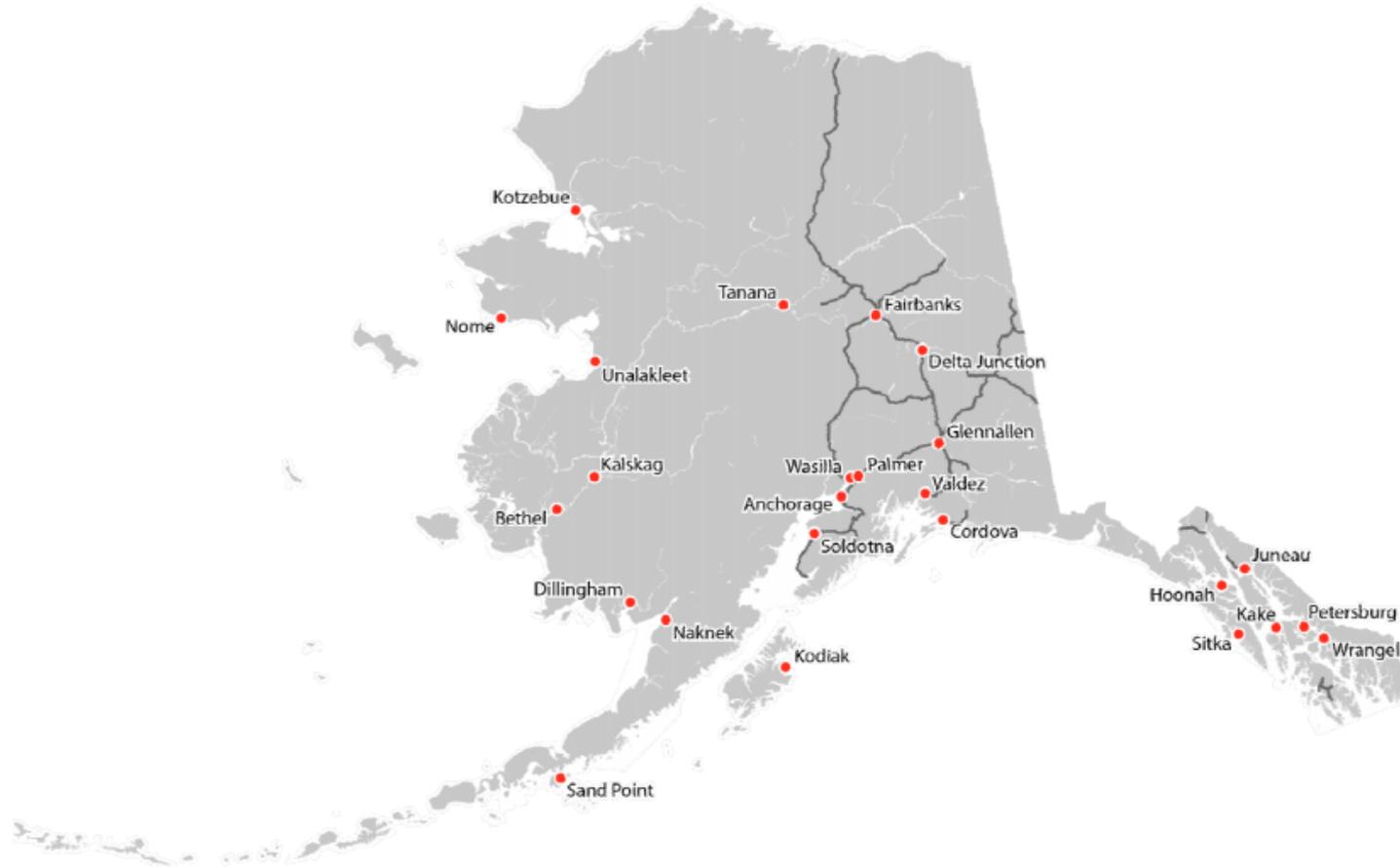
Inform

Educate

Clarify

Engage

Alaska ESSA State Plan Advisory Committee Member Locations throughout the State



Advisory Committee on April 6



June 17, 2016

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- April 7-8, 2016, Anchorage Lakefront Hotel
- 30 districts represented
- 11 organizations
- Approximately 200 participants from around the state including staff from EED and partner organizations

Spring Leadership Conference



June 17, 2016

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- All participated in 3 breakout sessions on the three key elements of the state plan
- Participants gave feedback on the same questions as were discussed by Advisory Committee
 - In-person at meeting
 - Online platform after the meeting
- Continuing to analyze feedback to identify the emerging ideas of stakeholders

Spring Leadership Conference



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Reflecting through Technology

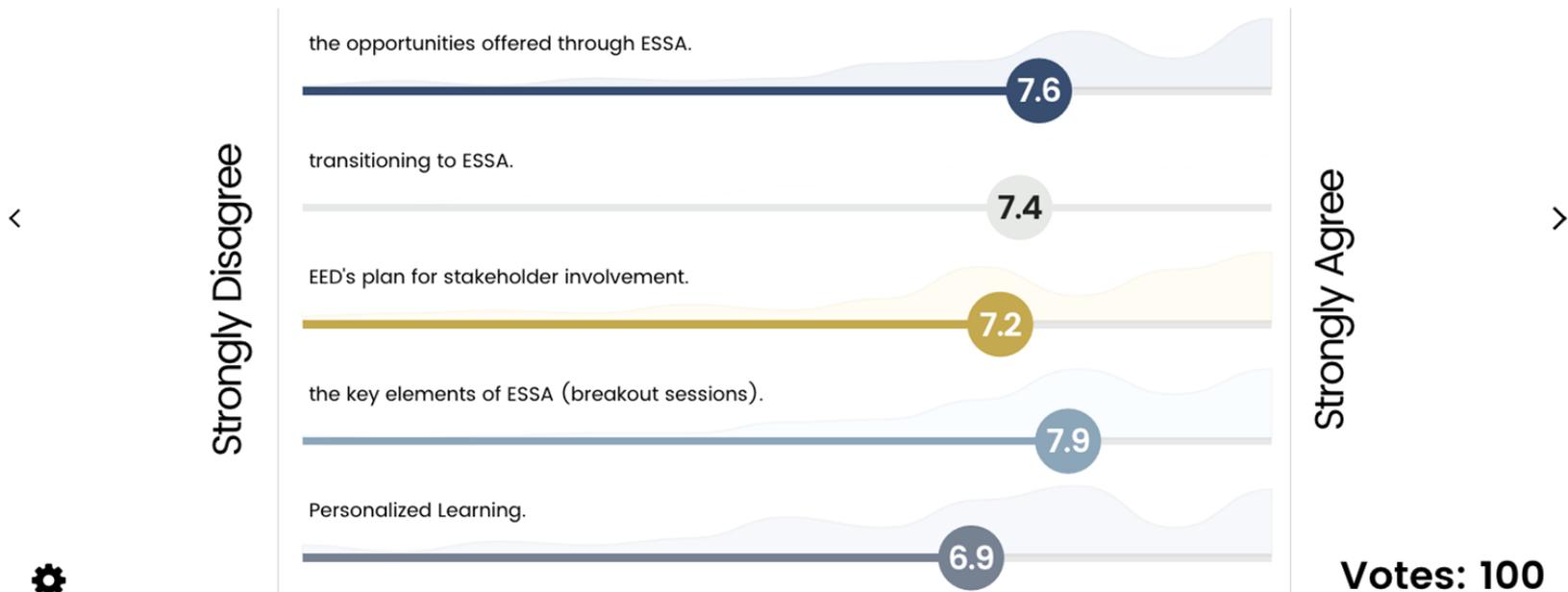


June 17, 2016

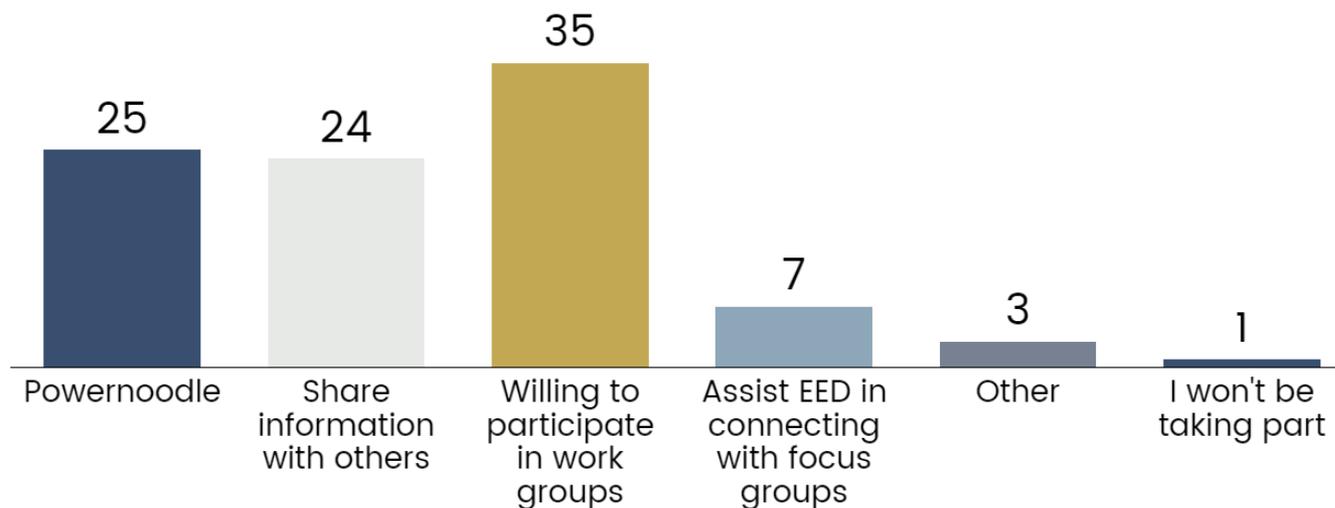
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Participant Understanding

I increased my understanding of...

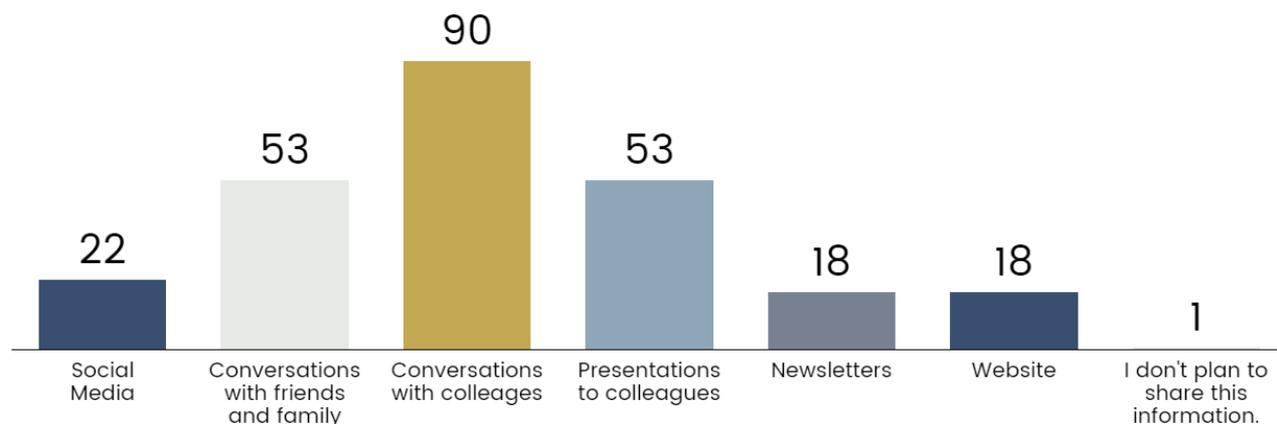


How will you continue to take part in the ESSA State Plan conversation?



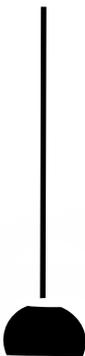
Votes: 95

How will you share the information you gained about ESSA?



Votes: 95

Three Key Elements of the ESSA State Plan



#1

Standards &
Assessments

#2

Accountability
Systems

#3

School
Support &
Improvement

Standards & Assessments

- States must have challenging academic content standards in English language arts (ELA), mathematics, and science aligned with:
 - entrance requirements at public system for higher education
 - relevant state career and technical education standards
- Alaska adopted standards in ELA & mathematics in June, 2012
 - aligned to University of Alaska requirements for credit-bearing courses without remediation
- Alaska's science standards and grade level expectations were last revised in 2006

Assessments by Content & Grade

- Content assessments required in English language arts, mathematics & science annually
 - ELA & Math: grades 3-8, at least once in grades 9-12
 - Science: at least once in grades 3-5, 6-9, & 10-12
- Alaska administers annual assessments
 - ELA & mathematics in grades 3-10
 - Science in grades 4, 8, and 10

New Options in ESSA

- Statewide tests can be given as one end-of-year (summative) test or as multiple interim tests that result in a summative score.
- States may allow a district to use a nationally-recognized high school academic test (such as ACT or SAT) instead of the state's high school test as long as it is aligned to the State's standards and meets other technical requirements.

Standards & Assessment Key Considerations

- Continued use or revision of standards
- High school grade(s) to test (implications for accountability)
- Assessment model: an end-of-year summative test or several interim tests that result in a summative score
- Use of a nationally-recognized high school assessment as a district option in lieu of the state high school test



Standards & Assessments Session



Emerging Themes & Ideas

(from Spring Leadership Conference participants)

Standards

- Strong agreement to **keep and fully implement** new English Language Arts and Mathematics standards
 - *"I agree (with keeping the ELA and Math standards), but that said I also think we should feel responsible and responsive in examining where we are in a few years and **making adjustments if necessary.**"*
 - *"I feel a lot of **good work centered around core competencies** based on career & college readiness was well spent."*
 - *"Things that we want to grow and we want to nurture **take time and care.** Our tendency has been, historically, to abandon that which does not immediately bear fruit long before its had a chance to mature..."*

Emerging Themes & Ideas

(from Spring Leadership Conference participants)

High school grade(s) tested

- No clear consensus of grade(s) to test; considerations included:
 - align test to **content of grade**, which can be challenging in high school
 - measure **growth**
 - receive **data** to inform instruction
 - measure **college & career readiness**
 - **avoid** over testing

Emerging Themes & Ideas

(from Spring Leadership Conference participants)

Use of nationally-recognized test as district option in lieu of state high school test

- can be used for college planning/admission
- provides national comparison
- districts and students should have a choice
- may not be culturally relevant for some AK students
- is credible and familiar
- may reduce cost, time, & resources
- other comments:
 - consider career readiness assessment for students not college bound
 - alignment to Alaska standards is important

Emerging Themes & Ideas

(from Spring Leadership Conference participants)

Assessment model

Preferences ~**equally divided** for one summative, multiple interims, or no clear preference (due to complexity of considerations)

- benefits and challenges to each, but ability to **use data** to inform instruction is important in either case
- **Summative** considerations:
 - may **reduce testing time** (1x/year), costs, staff time, and be more **efficient** for correspondence students
 - **allow easier comparisons** to other schools, districts, nationwide
- **Interim** considerations:
 - more **immediate results** & opportunities for monitoring **student progress, growth, & intervention**
 - consideration for **impacts on curriculum & instruction**, including pacing and content sequencing

State Accountability Systems

- State-determined accountability system must “meaningfully differentiate” schools
 - Alaska used Alaska School Performance Index (ASPI) scores and star-ratings to differentiate and rank all schools
- State must have ambitious state-designed long-term goals for all students and subgroups
 - Alaska set Annual Measurable Objective (AMO) targets for each school and district to reduce the percentage of not-proficient students in half over six years

Indicators of Accountability

Required indicators

- Academic achievement as measured by proficiency on annual assessments
- Another measure of academic achievement (such as student growth)
- Graduation rates for high schools
- Progress of English Learners in learning English (*new for state system*)

★ **NEW:** *A measure of school quality or student success*

States must weigh the academic measures more heavily than the other indicators and will also need to incorporate test participation in their accountability system.

❖ *States may include additional indicators*

Measure of School Quality or Student Success

- Student engagement
 - (e.g., surveys, classroom observations)
- Educator engagement
 - (e.g., surveys, staff retention rates)
- Access to and completion of advanced courses
 - (e.g., AP, dual enrollment, internship, industry level certificates)
- Postsecondary readiness
 - (e.g., SAT/ACT scores, proportion of students with access to full curriculum)
- School climate and safety
 - (e.g., surveys from parents/students/staff, quantitative measures such as suspension or attendance rates)
- Other?

Note: All of these measures must be disaggregated by subgroup and be fair and accurate for all schools

Accountability Key Considerations

- Priority for indicators in the accountability system
- Indicator for school quality or student success
- Most important considerations for design such as index score for all schools or other ideas for providing meaningful information about schools
- Clear and understandable explanation of how the 95% participation rate in assessments will factor into the accountability system



Accountability Session



Emerging Themes & Ideas

(from Spring Leadership Conference participants)

Accountability system design priorities

Academic achievement and growth	<i>both are included in system</i>
Fairness	<i>uses measures that districts, administrators and teachers can control</i>
Multiple indicators	<i>includes indicators that allows schools and districts to set unique goals</i>
Simplicity	<i>accessible to all stakeholders; comprehensible, meaningful, relevant</i>
High expectations	<i>measures growth for students at all levels of achievement</i>
Holistic	<i>combines academic/nonacademic indicators of success to demonstrate complexities of learning</i>
Data	<i>system provides information that leads to informed decision making at appropriate levels</i>

Emerging Themes & Ideas

(from Spring Leadership Conference participants)

- **Accountability Indicators for Grades K-8**
 - Include growth and achievement, with much higher weighting for growth
- **Accountability Indicators for Grades 9-12**
 - Include growth and achievement weighted similarly
 - Graduation rates and college/career readiness lesser weights
- **Indicator of school quality or student success**
 - Suggestions of school climate or student engagement surveys
 - Consider fairness, equity, validity of indicator used
 - Include options for schools?

School Support and Improvement

- States must identify schools that require interventions:
 - For **comprehensive support**:
 - Schools that are in the bottom five percent
 - Any high school failing to graduate 1/3 or more of their students
 - For **targeted support**:
 - Any school in which a subgroup of students is consistently underperforming
- States may identify other categories of schools, including those for recognition
- No specific interventions are required, state determines support
 - Strategies must be evidence-based

Alaska's School Support System

- Alaska ranked all schools from 1-star (lowest) to 5-stars (highest)
 - All 1-, 2- and 3-star schools created comprehensive improvement plans
 - 3-star schools plans submitted to district
 - 4- & 5- star schools created plans for subgroups that missed AMO targets, graduation, or participation rates
 - District oversees plans
- Alaska identified **priority schools** (lowest 5% of Title I schools) and **focus schools** (schools with low performing subgroups) for most comprehensive plans and support
 - Specific interventions were required for priority school plans

School Support Key Considerations

- Activities, strategies, and interventions that work best for:
 - schools needing comprehensive support for all students
 - schools needing support for specific subgroups of students (e.g., English learners, students with disabilities)
 - Schools needing general support
- How to determine evidence-based



School Support Session



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Emerging Themes & Ideas

(from Spring Leadership Conference participants)

Broad categories of effective strategies and interventions

- Standards, Instructional Strategies and Curriculum
- Strategic Planning and School Improvement
- Parent and Community Involvement, School Climate
- Professional Development
- Quality Staff and Staff Retention
- Effective Leadership
- Cultural, Subgroups, Equity

Emerging Themes & Ideas

(from Spring Leadership Conference participants)

- **Differentiation of strategies by need less clear**
 - Comprehensive support for whole school
 - Support **targeted** for specific groups of students
 - **Universal** support for all schools
- Need more information on **basis of evidence** for use of particular strategies

Participant Comments

- *“Instead of starting the conversation with what’s wrong with a school, **start with what’s working**, why it’s working, how can that be transferred/generalized to areas needing growth.”*
- *“**Involve all stakeholders** (students, parents, community partners, etc.) in strategic planning & implementation of projects. It is a two-way communication: collaboration.”*
- *“Keeping a bright **spotlight on the academic performance & school connectedness of subgroups**. (Even excellent schools can keep improving.)”*
- *“**Cultural training for teachers** including how to integrate local culture into curriculum on a daily basis – across subjects.”*

Broadening Stakeholder Outreach

Focus Groups

- Job- or interest- related groups
- Webinar or face-to-face conferences
- Abbreviated presentation on three key elements
- Input opportunities: online or in-person surveys



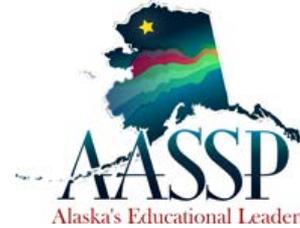
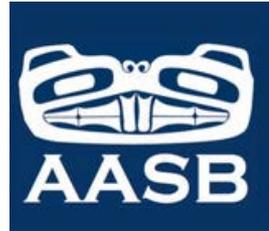
Inform

Educate

Clarify

Engage

Focus Group Examples



Tanana
Chiefs
Conference



Alaska
PTA



Work Groups

- Use trends from emerging stakeholders' voices to develop options for specific sections
- Identify consideration for the various options
- Make technical recommendations



Inform

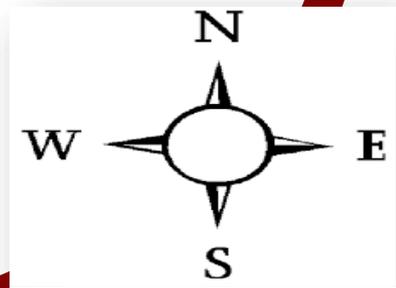
Educate

Clarify

Engage

State Leadership

- Receive regular updates on the process
- Provide input & feedback on emerging voices of stakeholders
- Consider policy changes based on State Plan recommendations



Inform

Educate

Clarify

Engage

Public-at-large

- Review materials and webinars posted to Alaska ESSA webpage
- Provide input & feedback through online survey



Inform

Educate

Clarify

Engage

Consultation for other ESSA Titles

- Similar stakeholder input & feedback processes will occur for other ESSA titles such as:
 - Title I program
 - Title I-C Migrant
 - Title II-A Professional Development
 - Title III-A for English learners
 - Title IV-A 21st Century Schools and new Student Support & Academic Achievement Grants program
- Information & feedback opportunities will be available on same webpage as Alaska ESSA State Plan

ESSA State Plan Draft

- ESSA State Plan drafted **after stakeholder feedback on plan options** & considerations from workgroups
- Draft plan available publicly on Alaska ESSA State Plan website **no less than 30 days** before final submission
- **Additional public feedback** will be considered prior to final submission
- Public comment process used for **regulatory changes will be separate** from feedback process for State Plan

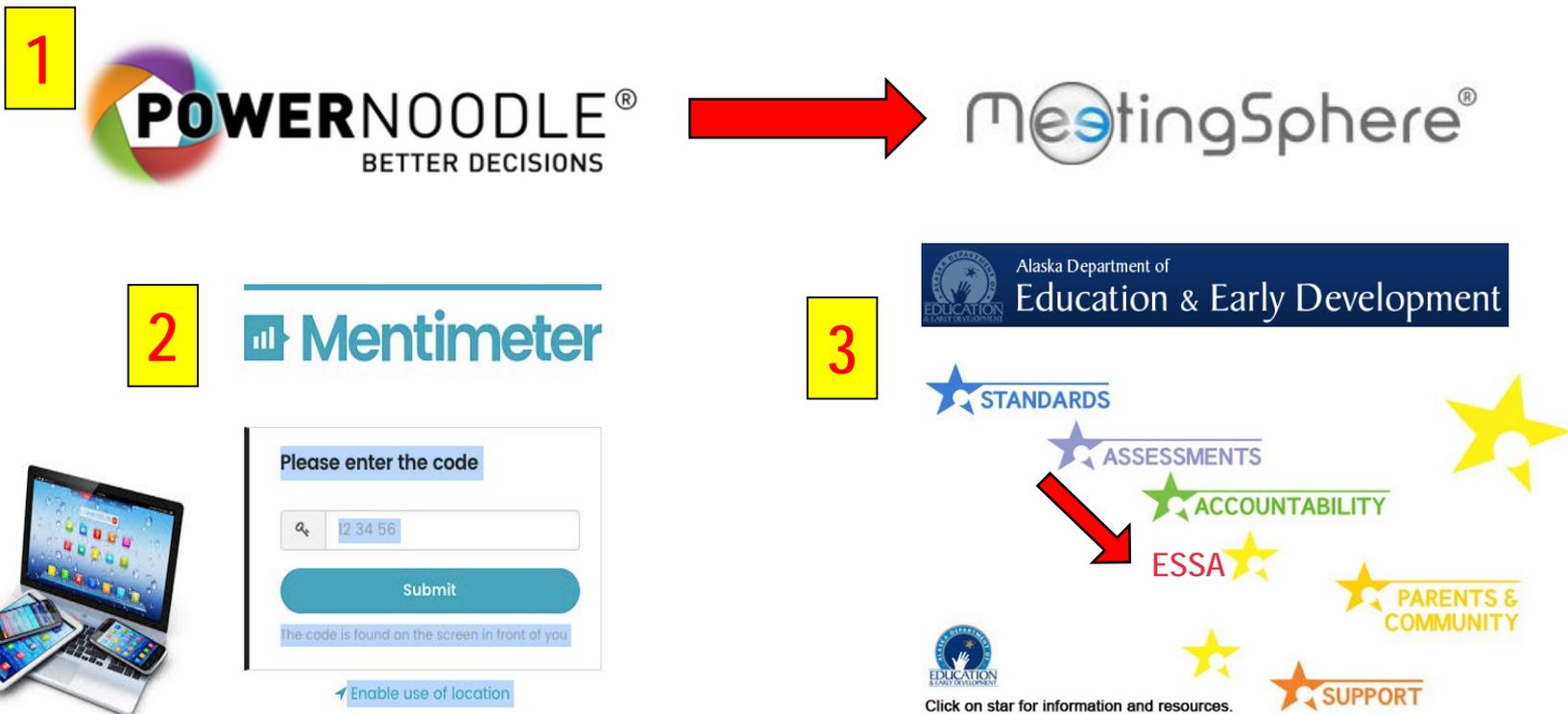
Inform

Educate

Clarify

Engage

Continued Stakeholder Engagement through Technology



It's A Journey!

March 2016

ESSA State Plan
Advisory Committee
Meets

*Themes & priorities
begin to emerge*

April – June 2016

- Engage stakeholders through conferences & meetings
- Focus groups of similar interest
 - Public webinars
 - EED website

Themes & priorities continue to emerge & develop

Summer 2016

Work groups develop ideas for specific elements of plan such as

- Indicator for school quality or student success
- Effective activities, strategies & interventions for school improvement

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It's A Journey!

Late Summer – Early Fall 2016

ESSA Plan Options *drafted for feedback:*

- Presented through webinars or meetings
- Feedback through surveys or website

Late Fall 2016

- Draft ESSA State Plan posted on EED website for 30 days for public input
- Plan revised based on final input

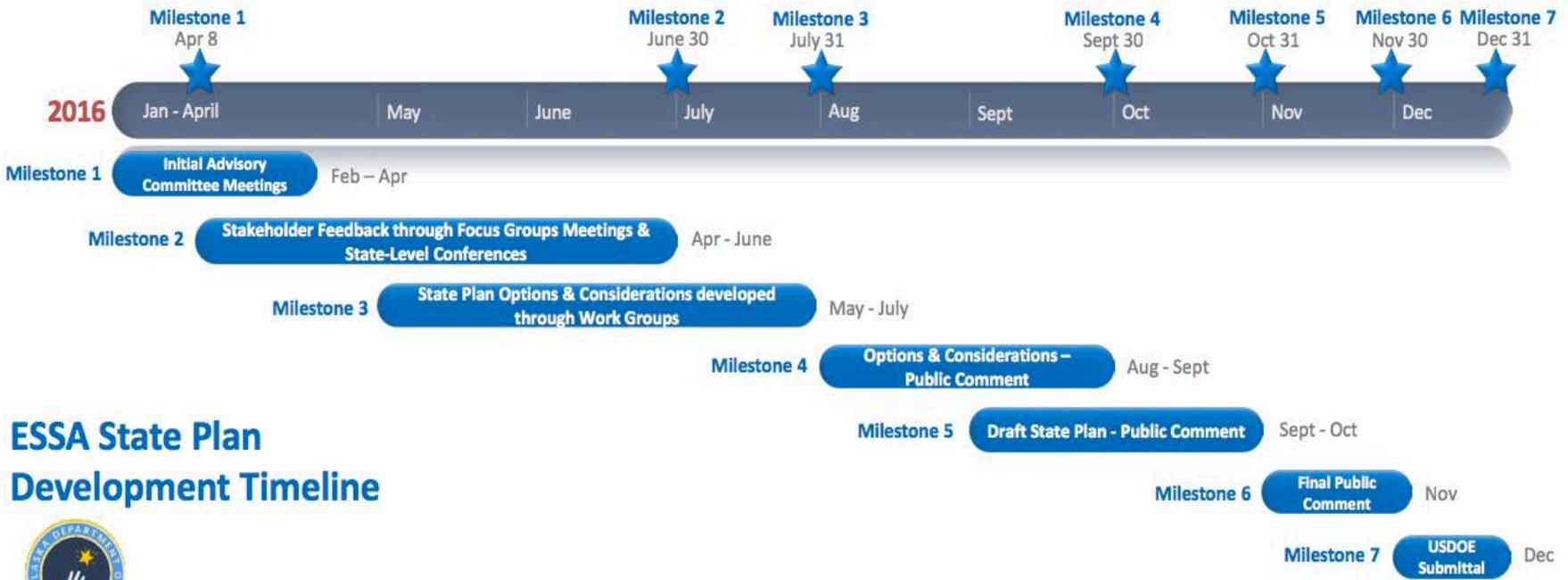
Winter 2016 – Spring 2017?

ESSA State Plan submitted to US Department of Education (US ED)

- US ED conducts peer review process
- Approved Spring 2017?

Timeline

(updated May 2016)



ESSA State Plan Development Timeline



Updated as of 5.10.16



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

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item 2

◆ ISSUE

The board will be asked to consider whether there should be a formal role for the Alaska Teacher of the Year in the board's activities.

◆ BACKGROUND

- Amy Jo Meiners, the Alaska Teacher of the Year for 2016, has expressed an interest in serving as an advisory member of the board. She teaches in Juneau.
- The Alaska Teacher of the Year may be called upon to speak at education conferences in the state and nationally, address the legislature, and participate in statewide education working groups. The teacher is the nominee for National Teacher of the Year.
- In November, the Alaska Teacher of the Year is chosen from nominees by a committee composed of members of Alaska educational associations and the current Teacher of the Year.
- Behind this cover memo is Ms. Meiners' request letter.
- Assistant Attorney General Rebecca Hattan will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

March 2, 2016

The Honorable Bill Walker
Governor of Alaska
P. O. Box 110001
Juneau, AK 99811-0001

Alaska Department of Education
& Early Development

MAR 04 2016

RE: State Board of Education

Commissioner's Office

Dear Governor Walker:

As the 2016 Alaska Teacher of the Year, I am honored and humbled by the opportunity to serve our state. I have recently returned from a convening of State Teachers of the Year and learned that many of my cohorts are able to assist their states in part by serving as an ex-officio member on their State Board of Education. I note that Alaska statute sets the requirements for board members, and that provision has been made without any necessary legislation for non-voting representation on the board by both a student and a military advisor. I would like to propose that the Alaska Teacher of the Year also serve in such an advisory capacity. I believe that, as a nation, we are at a critical crossroads in education and having a voice from the current teaching profession on the board would be beneficial in many ways. Giving back to our communities and making our state a better place especially in terms of education is a hallmark of the State Teacher of the Year program. Being able to serve as an ex-officio member on the State Board of Education seems like a logical fit for service by those selected for this honor. Just as a student representative and a military advisor are able to assist our state education work, I humbly request to establish an ex-officio State Teacher of the Year seat to serve on our State Board of Education.

Thank you for your consideration.

Yours in service,



Amy Jo Meiners

2016 Alaska Teacher of the Year

cc: James K. Fields, State Board Chair
Sue Hull, First Vice-Chair
Barbara A. Thompson, Second Vice-Chair
Kenny Gallahorn
John Harmon
Dr. Keith Hamilton
Lt. Col. Chris Nall, Military Advisor
Alec Burris, Student Advisor
Dr. Susan McCauley, Interim Commissioner

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

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 3

◆ ISSUE

The board's bylaws (9.1.1) require that its regular meetings be advertised by public notices in two newspapers of general circulation. In light of the Governor's effort to reduce executive branch expenditures, the board is being asked to consider amending its bylaws to require public notice in only one newspaper.

◆ BACKGROUND

- The department publishes public notices of board meetings in two newspapers. A typical public notice costs \$400 to \$500 per newspaper. Publishing notices in only one newspaper will save the state approximately \$2,500 a year.
- The department also posts a notice of board meetings at Alaska Online, the state's electronic system of public notices; in several weekly issues of the department's Information Exchange electronic newsletter, which goes to all school districts, the media, and about 600 subscribers; and in a news release, which is sent to the media and posted on the department's web page.
- For comparison, the state requires the department to post public notices of proposed regulations in only one newspaper and at Alaska Online.
- Per bylaws 2.2-.2.4, an amendment of existing bylaws may be introduced by voting board members. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting. This topic was introduced at the March 2016 meeting.
- Behind this cover memo is a copy of the board's bylaws. The proposed change is on Page 71 of the board packet.
- Assistant Attorney General Rebecca Hattan will be present to brief the board.

◆ OPTIONS

This is an information item. Action will take place under Agenda Item 18C.

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 September 19, 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 & Early Development**

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 4

◆ ISSUE

The board will be briefed on the department's data management and processes for ensuring confidentiality of student data.

◆ BACKGROUND

- The department collects student data from districts in order to meet requirements of, to report on, or to evaluate a state or federal educational program.
- Student data also is collected for the purpose of providing state and federal funding to districts, including foundation funds and specific federal or state program funds.
- The Family Educational Rights and Privacy Act (FERPA), a federal privacy law, outlines the authorized uses of student data and ensures that sensitive student records remain confidential.
- Behind this cover memo is a PowerPoint presentation.
- Margaret MacKinnon, Director of Assessment & Accountability, and Brian Laurent, Data Management Supervisor, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.



Collection, Use, and Protection of Student Data

Alaska State Board of Education & Early Development
June 16, 2016

Brian Laurent, Data Management Supervisor
Alaska Department of Education & Early Development

Introduction

- Brian Laurent
- Data Management Supervisor
- Has been with EED since September 2013
- My team's responsibilities:
 - Produce school accountability measures
 - Required federal and state reporting
 - Quality control of assessment data
 - Reporting of teacher and other staff data
 - Administration of annual data collections

Questions asked by the SBOE

- What student-level data are collected?
- How are student-level data used?
- How can we best protect student-level data?

Questions to be addressed today

- What student-level data are collected?
- How are student-level data used?
- How can we best protect student-level data?
- Why does EED collect student-level data?
- How do districts report data to EED?
- What student-level data are not collected?

Definitions

- Personally Identifiable Information (PII)
 - Used to identify an individual
- Privacy
 - Refers to the student
- Confidentiality
 - Refers to the data
- Security
 - Refers to how we keep the data safe

Use of definitions in an example

- Johnny is a student who has a disability.
- To maintain Johnny's right to privacy in regard to his disability, the files his school district submits with his PII are confidential.
- EED has security practices in place in order to protect Johnny's confidential data, keeping it safe from those who have no right to the information.

The OASIS files

Fall OASIS

- Enrollment during the 20-day count period
- Determines foundation funding for districts

Spring OASIS ("Participation Rate")

- Enrollment on the first day of testing
- Used to calculate the participation rate on assessments
- Assessment demographics

Summer OASIS

- Enrollment throughout the school year
- Accountability measures (attendance, graduation, etc.)
- Alaska Performance Scholarship (APS) eligibility

Other data collections

- Child Nutrition data collection
- Suspensions and Expulsions
- Unexcused absences
- Career and Technical Education (CTE) data

What student-level data do districts report to EED?

- Alaska Student ID – not SSN
- Basic demographics
- Disability, low-income, migrant, homeless, immigrant, Title I program participation, etc.
- APS eligibility
- Full academic year status (accountability)
- Attendance (20-day count and year-round)
- Active duty parent/guardian

What student-level data do districts report to EED?

- For each data collection, the Data Team produces a handbook that includes all of the data elements.
- Handbooks are updated annually.
- All handbooks are publicly available on the Forms & Grants page of EED's website.
- <https://education.alaska.gov/forms>

How do districts report data to EED?

- State Report Manager (SRM)
 - Secure website and login credentials
 - Validation rules – increased data quality
 - Districts are familiar with the system
 - Seven data collections
 - Includes Suspensions & Expulsions data collection in 2015-2016
- Secure e-mail when follow-up is needed

What student-level data are not collected?

- Religion
- Anything related to morals, ethics, and values
- Grades and courses
- Political affiliation or voting status
- Data no longer needed/required (e.g. early literacy screening data)
- Biometrics

How are student-level data reported?

- Required state reporting in aggregate
 - Report Card to the Public
 - Assessment reporting
 - School accountability
- Required federal reporting in aggregate
 - *EDFacts* (over 100 sets of files)
 - Consolidated State Performance Report (CSPR)
 - Special Education reporting

Who benefits from aggregated data?

- Parents: Student and school performance
- Teachers: Effectiveness of instruction
- Schools and districts: Where to direct resources; setting goals
- EED: Support and accountability
- USED: Ensure equal access to education

Question from a parent

- “Does EED sell our children’s data? Or are you just giving data away?”
 - No. EED does not sell student information. EED will not sell student information. EED does not give away student information. EED does not provide the federal government with student-level data.

Question from a parent

- “Aren't breaches always a risk?”
 - True. That is why it is important for any organization handling sensitive data to take the proper precautions.
 - At EED, these precautions include...

Precautions to protect student-level data

- Sending data securely
- Encryption of hard drives and portable devices
- Security training for staff
- Firewalling of servers from rest of network
- Ensuring systems are “patched” in accordance with State of Alaska policies
- Antivirus and Host Intrusion Prevention

Question from a parent

- “How do you deal with or what do you do with data from groups that do not meet your minimum student numbers to allow aggregate data to be used?”

Suppression rules

- The minimum number of students (n -size) required to report assessment results is five.
- EED will only report a percentage range (e.g. "75% or more") instead of the exact percentage if students are distributed in a certain manner.
- More information on suppression rules may be found at <http://www.eed.state.ak.us/tls/assessment/results.html>.

Reading

	All Grades	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10		
Subgroup	Advanced		Proficient		Below Proficient		Far Below Proficient		Total	Percent	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Tested	Tested	
All Students	82	36.12%	119	52.42%	22	9.69%	4	1.76%	227	96.19%	
Male	38	34.55%	59	53.64%	10	9.09%	3	2.73%	110	96.49%	
Female	44	37.61%	60	51.28%	12	10.26%	1	0.85%	117	95.90%	
African American	*	*	*	*	*	*	*	*	3	100.00%	
Alaska Native/American Indian	2	11.76%	7	41.18%	6	35.29%	2	11.76%	17	94.44%	
Asian/Pacific Islander	*	40% or fewer	*	60% or more	*	40% or fewer	*	40% or fewer	5	100.00%	
Caucasian	74	37.76%	104	53.06%	16	8.16%	2	1.02%	196	96.55%	
Hispanic	*	*	*	*	*	*	*	*	4	80.00%	
Two or More Races	*	*	*	*	*	*	*	*	2	100.00%	
Economically Disadvantaged	30	29.41%	57	55.88%	11	10.78%	4	3.92%	102	94.44%	
Not Economically Disadvantaged	52	41.60%	62	49.60%	11	8.80%	0	0.00%	125	97.66%	
Students With Disabilities	0	0.00%	6	46.15%	4	30.77%	3	23.08%	13	100.00%	
Disabled With Accommodations	0	0.00%	5	45.45%	3	27.27%	3	27.27%	11	100.00%	
Students Without Disabilities	82	38.32%	113	52.80%	18	8.41%	1	0.47%	214	95.96%	
Not Limited English Proficient	82	36.12%	119	52.42%	22	9.69%	4	1.76%	227	96.19%	
Not Migrant Students	82	36.12%	119	52.42%	22	9.69%	4	1.76%	227	96.19%	

Source: <http://education.alaska.gov/reportcardtothepublic/Report/2013-2014/17/178010>

Computer-based testing

- We received many questions regarding student privacy, confidentiality, and data security in 2015 during the implementation of AMP.
- There were concerns about how and why student data are collected and shared.

Concerns related to computer-based testing

- Concerns are to be expected when moving from a paper-based to a computer-based assessment.
- Plus, AMP is not Alaska's only computer-based assessment:
 - DLM
 - WorkKeys
 - ACT
 - ACCESS for ELLs 2.0
 - NAEP (in 2016-2017)

Concerns related to computer-based testing

- The data associated with a computer-based assessment are the same as those collected for a paper-based assessment.
 - Name, Alaska Student ID
 - Demographics
 - Scale score and achievement level
 - Accommodations
- Data files are shared securely between the test vendor and EED.

Question from a parent

- “Are testing organizations held to the same standard to not share our students’ individual data with the federal government?”
 - Yes. FERPA does not apply solely to state educational agencies like EED.
 - But what is FERPA?

FERPA

- Federal Educational Rights and Privacy Act
- FERPA “is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.”

Source: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

FERPA

- Testing vendors, schools districts, and other entities that maintain student-level data have the same responsibility to protect the information with which they have been entrusted.

FERPA in action at EED

- “I am trying to track down our inactive students and was recently informed that one student received his high school diploma in Alaska. I was hoping you could please tell me if STUDENT NAME (DOB: xx/xx/xxxx) has ever enrolled in any district in your state, or please direct me to someone who is able to provide that information.”

EED responses

1. "Unfortunately, I am unable to release any student-level information, as the data are protected by FERPA. I am sorry I could not be more helpful."
2. "We are only the stewards of the student-level data reported by school districts across the state. The school maintains a student's official record, not the department."

In summary

- Overview of EED's annual data collections, including examples of specific data elements
- Data suppression rules
- Actual questions raised by parents
- FERPA
- Concerns specific to computer-based testing

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 5

◆ ISSUE

The board is being asked to consider a resolution in support of the Alaska Postsecondary Access & Completion Network, commit to join the Network as a member, and support the statewide postsecondary attainment goal of “65 by 2025.”

◆ BACKGROUND

- The Alaska Postsecondary Access & Completion Network’s goal is to develop, support, and assess initiatives that increase Alaskans’ completion of postsecondary credentials.
- The Network also has set a goal that 65 percent of working-age Alaskans will hold a postsecondary credential by 2025, up from the current 50 percent.
- The Network includes school districts, Native organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workplace Development.
- The proposed resolution would show that the board supports the Network, will join the Network as a member, and supports the goal of “65 by 2025.”
- For more information about the Network, including a list of members, see <http://acpe.alaska.gov/Access>.
- The proposed resolution is attached.
- Dr. Keith Hamilton will lead the board’s discussion.

◆ OPTIONS

This is a discussion item. Action will take place under Agenda Item 18E.



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To Support the Alaska Postsecondary Access & Completion Network and the statewide postsecondary attainment goal of “65 by 2025”

Resolution 1-2016

WHEREAS, Alaska has long been ranked as one of the lowest-performing states in postsecondary access and completion and, currently, only 37 percent of Alaska’s working-age adults hold a college degree, and 13 percent hold certificates (50 percent combined credentialed workers); and

WHEREAS, Alaska is one of a few states in which 18- to 34-year olds have lower postsecondary attainment rates than do 35- to 64-year olds; and, at 30 percent, has among the highest rates of adults with some college credit but no degree; and

WHEREAS, the Alaska Department of Labor and Workforce Development projects that by 2020 roughly 65 percent of Alaska’s fastest-growing, high-wage jobs will require some postsecondary credential; and

WHEREAS, Alaskan stakeholders committed to improving the state’s overall postsecondary attainment rates include school districts, Native corporations and tribal organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workforce Development; and

WHEREAS, these and other stakeholders are focused on related work within their own organizations and also seeking increased coordinated and unified effort through membership and participation in the Alaska Postsecondary Access and Completion Network (the Network); and

WHEREAS, the Network will develop, support, and assess initiatives that strengthen postsecondary expectations, preparation, financing, and support services with a goal to increase the percentage of all Alaskans who complete postsecondary education, particularly earning credentials relevant to a robust Alaskan economy; and

WHEREAS, the Network has set an attainment goal for Alaska – “65 by 2025” – highlighting the imperative to increase the percent of working-age adults holding a high-value certificate, college degree, or other industry-recognized credential from 50 percent to 65 percent by 2025, particularly gaining credentials aligned to Alaska’s workforce needs.

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development commends the work and mission of the Alaska Postsecondary Access & Completion Network and commits to ongoing collaboration.

BE IT FURTHER RESOLVED, the State Board of Education & Early Development endorses the “65 by 2025” postsecondary attainment goal and intends to actively engage as a Network member organization working to achieve “65 by 2025.”

ADOPTED June 17, 2016

[signature of Chair Fields]

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

June 16, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 6

◆ ISSUE

This is an information item on the House Bill 278 language regarding the Common Core Standards Initiative.

◆ BACKGROUND

- During the 28th Legislative, 2nd Session in 2014, House Bill 278/Education was extensively debated in both bodies. During a House Finance Committee meeting an amendment was made that inserted, Page 8, line 8, following department: “may not spend money on implementing standards that are based on the Common Core State Standards Initiative and.” This amendment passed the House Finance Committee unanimously.
- The testimony offered when this amendment was added to HB 278 in the legislature expressed the intent that this was to prevent Alaska from adopting the Common Core Standards Initiative and accepting any obligations that such adoption would involve.
- The testimony during the legislative session further clarified that this amendment to HB 278 was not to prevent Alaska from implementing the content standards the board adopted in June 2012, and was not to prevent the department from the work involved in implementing those adopted standards.
- Behind this cover memo are: 1) a letter from the Attorney General’s Office to Rep. Tammie Wilson, and 2) a memo from Legal Services.
- Interim Commissioner McCauley and Marcy Herman, Legislative Liaison, will be present to brief the board.

◆ OPTIONS

This is an information update. No action is required.



THE STATE
of **ALASKA**
GOVERNOR BILL WALKER

Department of Law

CIVIL DIVISION

P.O. Box 110300
Juneau, Alaska 99811
Main: 907.465.3600
Fax: 907.465.2520

March 31, 2016

SENT VIA FIRST CLASS MAIL AND EMAIL TRANSMISSION

Representative Tammie Wilson
State Capitol Room 412
Juneau, Ak 99801-1182

Re: Common Core Standards Initiative

Dear Representative Wilson,

I am writing in response to your request for information related to AS 14.07.020(b). I have also received a copy of a memorandum to Senator Berta Gardner from Legislative Counsel Kate Glover, dated March 21, 2016. This memorandum addresses the same issues related to the Common Core Standards Initiative.

I have attached the Legal Services memorandum to this letter, but in summary, it concludes that “[a]lthough the current state education standards may be similar to the Common Core standards, it is my understanding that the state standards are not the standards *established by* the Common Core Standards Initiative.”¹ I concur with the memorandum’s analysis and conclusion.

You have also inquired about the Anchorage School District’s 2008 adoption of the Common Core Standards Initiative and whether or not this local decision would prohibit the Department of Education and Early Education from providing foundation funds to that district. A review of the legislative history that preceded the passage of HB 278 leads me to conclude that it would not.

I would draw your attention to an April 2, 2014 meeting of the House Finance Committee, specifically at 3:00:01, and 7:15:25. This legislative history also supports our reading of the statute (i.e., the statute applies to the State’s implementation, not individual school districts).

¹ Emphasis in original memorandum.

I hope this information is of assistance.

Sincerely,

CRAIG W. RICHARDS
ATTORNEY GENERAL

By: 

Rebecca E. Hattan
Assistant Attorney General
Bar No. 0811096

REH/mgd

Enclosures: 3/21/16 Legal Services Memorandum; Transcription HB 278

cc: w/o encl.

Cori Mills, Assistant Attorney General, Alaska Dept. of Law, (via email only)

Susan McCauley, Interim Commissioner, Alaska Dept. of Education & Early
Development, (via email only)

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
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Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 21, 2016

SUBJECT: Funding for Common Core standards
(Work Order No. 29-LS1583)

TO: Senator Berta Gardner
Attn: Samantha Straus

FROM: Kate S. Glover *KG*
Legislative Counsel

You asked for a memo addressing recent allegations that the Department of Education and Early Development (the department) has violated AS 14.07.020(b). Neither the press release nor the hearing request that Ms. Straus provided describe the factual basis for the allegations, so I am not able to provide a detailed response to your question. Instead, this memo provides a more general discussion of the state performance standards and the prohibition against spending to implement the standards developed by the Common Core Standards Initiative.

Under AS 14.07.020(b), "the department may not expend any money to *implement* the set of educational curriculum standards for grades kindergarten through 12 *established* by the Common Core Standards Initiative . . ." (emphasis added).¹

The current state performance standards for language arts and mathematics were established by a statewide committee, not the Common Core Standards Initiative, and adopted by the department in June 2012 to support a flexibility waiver from the United States Department of Education under the No Child Left Behind Act of 2001 that required college and career readiness standards.² According to the department's May 15, 2013, Revised Application, at pp 26 - 27:

The Alaska Department of Education & Early Development (EED) worked with stakeholders to develop the state's new college- and career-ready English/ language arts and mathematics standards in grades kindergarten through 12. The stakeholders used the Common Core State

¹ AS 14.07.020(b) also requires the department to develop performance standards in language arts and mathematics that meet certain requirements.

² Elementary and Secondary Education Act, 20 U.S.C. 6301 - 8962.

Senator Berta Gardner
March 21, 2016
Page 2

Standards as the lens through which to examine Alaska's previous standards and revise them. . . .

The department also developed a comparison document of the state standards and the common core standards that was attached to the federal application, that describes the differences between the Common Core Standards Initiative and the Alaska college and career readiness standards for language arts and mathematics. The departmental standards were approved by the United States Secretary of Education for the flexibility waiver.

In 2014, the legislature was aware of the June 2012 college and career readiness standards and the federal waiver approval when it passed HB 278. For that reason, the wording of the prohibition on expenditures was modified by the legislature before passage from a broader prohibition in an earlier version of HB 278, that read: "implementing standards that are *based on* the Common Core State Standards Initiative" (emphasis added) to a narrower prohibition on spending on standards "*established by the Common Core Standards Initiative.*"

Although the current state education standards may be similar to the Common Core standards, it is my understanding that the state standards are not the standards *established by* the Common Core Standards Initiative.

Without more information about the specific facts underlying the recent allegations, I cannot provide any further analysis. Please feel free to call me if you have additional questions.

KSG:lem
16-262.lem

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 7A

◆ **ISSUE**

The board is being asked to extend approval of the University of Alaska Anchorage (UAA) School Of Education's educator preparation program for one year, and to support the UAA School of Education's effort to extend its accreditation by the National Council for Accreditation of Teacher Education for a year.

◆ **BACKGROUND**

- In July 2013, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council were consolidated to become the Council for the Accreditation of Educator Preparation (CAEP). At this time, CAEP is the only national accrediting body for educator preparation programs.
- Currently, through 4 AAC 12.308, the board grants approval of educator preparation programs in Alaska on a seven-year cycle and requires educator preparation programs to substantially meet the NCATE standards.
- The board has approved the transitioning from NCATE to CAEP accreditation standards for the approval of Alaska educator preparation programs.
- NCATE most recently accredited the UAA School of Education in 2010. This accreditation, as well as state approval, are scheduled to expire in spring 2017. In order to maintain national accreditation, UAA will need to seek CAEP accreditation. Depending on the actions of the board, UAA also may need to seek CAEP accreditation to maintain its state approval.
- Because of a recent change to UAA School of Education leadership and because of the more rigorous requirements of the new CAEP Standards for Accreditation, the UAA School of Education is requesting support from the board for a one-year extension of the UAA School of Education's current NCATE accreditation.
- A one-year extension would allow the UAA School of Education to maintain national accreditation while having additional time to prepare for CAEP accreditation.
- By extending the UAA School of Education's state approval for one additional year, the board will demonstrate its support of the UAA School of Education's request for an extension of NCATE accreditation through spring 2018.
- Behind this cover memo are: 1) a memo from Paul Deputy, UAA School of Education

Interim Dean, requesting the board's support for the UAA School of Education, and 2) a sample letter from the Interim Commissioner approving the request, should the board approve this item.

◆ **OPTIONS**

This is an information item. Action will take place under Agenda Item 18D.



UAA College of Education

UNIVERSITY of ALASKA ANCHORAGE

DATE: April 15, 2016
TO: Samuel Gingerich, Provost
FROM: Paul N. Deputy, Dean
SUBJECT: College of Education request for CAEP Extension

DocuSigned by:
Samuel Gingerich
90E77317F624434...

DocuSigned by:
Paul Deputy
00066757000A4AE...

I am requesting a good cause extension for the College of Education’s CAEP visit. There is a provision that allows for this request.

The September 1, 2017 deadline for College of Education’s institutional report can be written and still fall under the initial standards for review. The College of Education’s accreditation team can have the report completed by this date. Without the extension, we would have to go through the advanced review, which will bring in more unknowns and would be a much larger effort.

Given the variability of the past, a change in leadership at the Dean and Provost level, budget reductions and other constraints, we believe that we qualify for this extension.

Stevie Chepko
Senior Vice President, Accreditation
Council for the Accreditation of Educator Preparation (CAEP)
1140 19th St NW, Suite 400
Washington, DC 20036

Dear Dr. Chepko:

On behalf of the Alaska State Board of Education & Early Development (the board), I am providing this letter of support for the University of Alaska Anchorage (UAA) School of Education's request for a one-year extension to its current accreditation by the National Council of Accreditation of Teacher Education (NCATE).

As you may be aware, Alaska has required through regulations that all Alaska educator preparation programs meet the standards set out by NCATE. Alaska is in the process of moving from NCATE to CAEP standards. When the new CAEP standards are adopted by the board, the Department of Education & Early Development will begin the process of negotiating the state agreement with CAEP. When the agreement is in place, CAEP accreditation will replace NCATE accreditation as a key component of Alaska's process to approve educator preparation programs.

Recognizing that these changes are significant and that more time is needed by our educator preparation programs, the board has granted UAA a one-year extension of its state approval that was due to expire in spring 2017 concurrent with the expiration of NCATE accreditation. Notwithstanding the allowance provided by the board, UAA's School of Education has expressed a desire to maintain national accreditation during this transition.

Please consider this letter and the board's extension of state approval as evidence of support for the extension of UAA's current NCATE accreditation through spring 2018.

Thank you for your consideration of this matter.

Sincerely,

Dr. Susan McCauley
Interim Commissioner of Education & Early Development
State of Alaska

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 7B

◆ ISSUE

The board will be briefed on the program review options available through accreditation by the Council for the Accreditation of Educator Preparation.

◆ BACKGROUND

- At its March meeting, the board adopted regulations that will transition the accreditation process for educator preparation programs from National Council for Accreditation of Teacher Education (NCATE) to Council for the Accreditation of Educator Preparation (CAEP) accreditation.
- As part of the transition, a new state agreement must be established. The state agreement describes the individual program review options that Alaska would like to offer to its educator preparation programs.
- Program review is an essential component of the overall accreditation process; it provides evidence that candidates in each program have strong foundations of content and pedagogical knowledge.
- In the previous NCATE state agreement, all individual programs typically were reviewed by Specialized Professional Associations (SPAs). Examples of SPAs include National Council of Teachers of English, Council for Exceptional Children, and Association of Middle Level Education.
- NCATE also provided an optional program review process for post-baccalaureate and MAT programs that incorporated multiple content areas. The process allowed for each of the content areas addressed to be reviewed without having to submit reports to each individual SPA. This option is no longer available.
- If Alaska would like to offer a program review similar to the optional NCATE program review process, Alaska will need to develop and implement a state program review process.
- Behind this memo is the CAEP State Partnership Agreement Template.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.

TEMPLATE FOR CAEP STATE PARTNERSHIP AGREEMENT

State Authority/Authorities for Educator Preparation and The Council for the Accreditation of Educator Preparation Partnership Agreement

To promote excellence in educator preparation by coordinating state approval and national accreditation reviews of Educator Preparation Programs (EPPs), and to eliminate duplication of effort and reporting, the Council for the Accreditation of Educator Preparation (CAEP) and [the state authority] enter into this partnership agreement. The agreement describes the partnership and delineates the processes and policies for CAEP accreditation in [STATE].

I. Standards for National Accreditation of Educator Preparation Providers

- A. CAEP educator preparation provider standards must be met on the basis of sufficient and accurate evidence to merit national accreditation by CAEP.
- B. State standards and institutional standards also may be applied in the CAEP accreditation process.

II. Process of National Accreditation for Educator Preparation Providers

- A. The process required for national accreditation by CAEP is outlined in CAEP Policies. EPPs seeking CAEP Accreditation must satisfy eligibility requirements, submit a self-study in a CAEP-approved format for formative feedback through off-site review, facilitate the posting of a call for public comment and distribution of third-party surveys to stakeholders, host a site visit, and complete an approved program review process for all programs of study leading to professional practice in a school setting.
- B. Terms of accreditation shall be for seven (7) years. Pre-accreditation status terms shall be for five (5) years. EPP accreditation status is subject to CAEP policies, including annual payment of dues and submission of an annual report as required.

III. Standards and Processes for Program Review

- A. The educator preparation provider may choose from among any of the three program review options listed in III.D below that have are approved by the State in this partnership agreement. EPPs will submit program reports following the instructions for the selected program review process.
- B. The state authority has sole responsibility for program approval. The STATE will utilize information generated from the three program review options to make decisions regarding State program approval. Programs must be approved by the STATE within __ months of first submission of materials through any one of the program review options.

- C. As evidence of quality, CAEP accepts the decisions of national accrediting organizations for specialized professional program areas that are recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Proper documentation of current accreditation must be presented by the EPP.
- D. For purposes of state program approval, the state authority recognizes the following **[final agreement shows only the accepted]** program review options:

1. CAEP Program Review with National Recognition:

CAEP Program Review with National Recognition applies Specialized Professional Associations (SPAs) standards in the SPA review process and can result in National Recognition. The state authority will review the program review report and will make a decision on continued state approval. See: Websites of CAEP and of particular SPAs for more information.

2. CAEP Program Review with Feedback:

CAEP Program Review with Feedback provides information to educator preparation providers, states and accreditation teams. The state authority will review the Feedback Report and will make a decision on continued state approval. Program clusters will be reviewed by trained CAEP reviewers. See: www.caepsite.org for more information.

3. State Review by State authority:

The state authority conducts program reviews for purposes of state approval and to inform CAEP accreditation. The state authority provides forms and instructions on how to meet all State Standards for licensure/certificate program approval. Upon completion of the state authority forms, trained reviewers are selected and assigned within appropriate content areas. Reviewers make recommendations for further action and/or approval. The state authority makes the final decision on approval of all programs. See *(link)* for more information on the State Review Process.

EPPs will choose from among these review options for each license or certificate program (and may choose different options for different programs).

IV. Accreditation Review Team Composition

A. CAEP Team

The Accreditation Review Team is appointed by CAEP (see below for observers, etc.,) All site visitors must have successfully completed CAEP site visitor training.

B. Joint Review Teams

Joint teams include members appointed by CAEP and by the state authority. The team is lead by co-chairs (one appointed by the state authority, and the other by

CAEP.) CAEP-appointed members make up more the 50% of the team.)

C. Concurrent Teams

State and CAEP teams operate independently, but conduct their visits at the same time. The state team reviews and makes decisions about state standards; the CAEP team reviews and makes decisions about CAEP standards. CAEP team members must have successfully completed CAEP visiting team members' training.

The following conditions apply to both All-CAEP and Joint CAEP~STATE Accreditation Review Teams and to the CAEP Team that is part of a Concurrent Visit:

1. All members of Review Teams must have successfully completed CAEP Site Visitor training.
2. A P-12 practitioner shall be a member of each site visit team.
3. The state teachers' association(s) may appoint an observer for the onsite review at the associations' expense.
4. The EPP will assume all expenses—including travel, lodging and meals—for CAEP and state-authority-appointed team members as well as the periodic evaluation fee. Onsite team activities will be conducted according to CAEP Policy.
5. The CAEP site visit report will be shared with the state partnership member.
6. To assure educator preparation providers and the public that CAEP reviews are impartial and objective, to avoid conflicts of interest, and to promote equity and high ethical standards in the accreditation system, all site visitors will adhere to CAEP's Code of Conduct.

V. Other terms and Conditions

- A.** CAEP will collaborate with the state authority to plan, design and implement a range of training opportunities for reviewers. As part of this agreement, state representatives may participate in all web training, on-site conferences and training for no registration fee, but must assume other expenses. CAEP will assume all expenses for one state authority representative to attend the annual CAEP Clinic, with additional welcome at their own expense. Additional training events may be arranged, including events in the state, on a cost-recovery basis with arrangements negotiated according to CAEP's policies regarding fees and expenses for training.
- B.** The state authority will receive copies of all pertinent accreditation and specialized program area approval documents and reports through access to the Accreditation Information Management System (AIMS); agency personnel will be supplied with login information, passwords, and technical support.
- C.** The state authority will notify CAEP within thirty days of action taken when a CAEP accredited educator preparation provider has had a "Change in State Status" as a result of a decision on specialized professional program status by the state authority for educator preparation or for other reasons pertaining to state policy or regulation.
- D.** Responses to the final reports by the EPP and/or the state authority will follow procedures and timelines established in CAEP policy.
- E.** State EPPs that are seeking CAEP accreditation or hold CAEP accreditation status will pay annual CAEP dues.

- F.** The state authority will be responsible for annual CAEP membership dues. Final accreditation decisions are posted on CAEP's website. CAEP sends the Executive Director of the STATE AUTHORITY a letter with the official accreditation decision. Additionally, CAEP provides written notice of all accreditation decisions to the U.S. Department of Education, the appropriate state licensing or authorizing agency, all accrediting agencies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation and the public (via the CAEP website).
- G.** The partnership agreement shall be for an initial period of five years (DATE through DATE) and may be modified by the two parties during that time, if deemed to be necessary.
- H.** The state will work with associations that represent P-12 educators (NEA, AFT, NBPTS), education preparation providers, and education administrators to establish credit toward continuing education units or professional development requirements at the local district level in return for the state's P-12 educators professional contributions to the work of CAEP as visiting team members or program reviewers.
- I.** The terms of this agreement have been reached by mutual consent and have been read and understood by the persons whose signatures appear below. The parties agree to comply with the terms and conditions of the plan as set forth herein.

James G. Cibulka, President
Council for the Accreditation of Educator Preparation

DATE:

State authority

DATE:

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 8A

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding highly qualified teacher requirements, the issuance of retired teaching certificates, and the employment of substitute teachers.

◆ BACKGROUND

- In December 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA), known as the Every Student Succeeds Act (ESSA), removed the highly qualified requirements from federal law starting with the 2016-2017 school year.
- Beginning in the 2017-2018 school year, ESSA will require districts to report information concerning teachers' certifications and endorsements instead of their highly qualified status.
- At its December 2015 meeting, the board adopted regulations requiring teachers to demonstrate their content knowledge through examination to qualify for a content area endorsement. The new regulations also allow teachers to add additional endorsements to their certificates by demonstrating content knowledge through a combination of examination and experience.
- The proposed repeal of 4 AAC 04.210 and 4 AAC 04.212 would remove the highly qualified requirements for Alaska school districts.
- According to AS 14.20.020, the department has the authority to issue a retired certificate to individuals who possessed a valid Alaska certificate upon retirement.
- At its March 2016 meeting, the board discussed the requirements for a retired certificate and the limits placed on districts to employ individuals holding a retired teaching certificate.
- The proposed changes to 4 AAC 12.380 would clarify and make more rigorous the requirements to gain a retired certificate. Under the proposed requirements for a retired certificate, an applicant would need to satisfy the following:
 - Be retired from the Alaska Teacher Retirement System (TRS);
 - Be eligible for benefits from TRS;
 - Have at least three years of work experience in at least one endorsable area on a valid, regular Alaska certificate; and
 - Submit a fingerprint card and pass a criminal background check.

- The proposed changes would limited the endorsements placed on the retired certificate to those areas that the applicant had at least three years of work experience. Individuals who hold a retired certificate would be qualified to be employed as a substitute only in the areas in which they are endorsed on their retired certificate.
- The proposed changes to 4 AAC 18.021 require school districts to employ a certified individual to replace a teacher whom district authorities know will be absent for more than 20 days or to temporarily fill a vacancy at the start of a school year. If the individual selected holds a regular certificate, the district would be required to place the individual under contract as described in 4 AAC 18.
- If an individual with a regular certificate was not available, the proposed changes would allow districts to employ individuals who hold a retired certificate as a long-term substitute teacher for up to 90 days.
- Behind this cover memo are the proposed regulations.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

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

4 AAC 04.210 is repealed:

4 AAC 04.210. Highly qualified teachers. Repealed. (Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am 6/27/2014, Register 210; repealed __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 04.212 is repealed:

4 AAC 04.212. Objective uniform standards. Repealed. (Eff. 6/13/2004, Register 170; am 9/25/2005, Register 175; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 9/20/2006, Register 179; am 2/9/2007, Register 181; am 7/25/2007, Register 183; am 10/31/2008, Register 188; am 10/16/2012, Register 204; repealed __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.380 is repealed and readopted to read:

4 AAC 12.380. Retired certificate (Type R). (a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retiring employment from an Alaska Teacher Retirement system eligible position and meets the requirements in (d) of this section.

(b) A retired teacher certificate qualifies the holder to be assigned as a long-term substitute for any position in an Alaska public school district in which the holder is endorsed on the retired teacher certificate.

(c) To apply for a retired teacher certificate, an applicant must meet the applicable requirements of 4 AAC 12.300, except that the applicant is not required to submit

(1) college transcripts; or

(2) a competency examination designated in 4 AAC 12.310.

(d) To qualify for a retired teacher certificate, an applicant must

(1) be eligible for benefits from the Alaska Teacher Retirement System; and

(2) have at least three years of work experience in one or more of the

endorsement areas on the applicant's valid professional, master, Type A, Type B or Type C teaching certificate.

(e) A retired teacher certificate qualifies the holder to substitute teach for a teacher who district authorities know will be absent up to 90 days while the school is in session.

(f) The endorsements on a retired teaching certificate may only be in the areas the applicant holds an endorsement on a valid professional, master, Type A, Type B, or Type C teacher certificate and has at least three years of work experience in the endorsement area.

(g) To obtain reinstatement of a professional, master, Type B, or Type C teacher certificate, the holder of a retired teacher certificate must be eligible for renewal under 4 AAC 12.405.

(h) The fee for a retired teacher certificate is \$240, plus the cost of any criminal history background check required under (b)(2) of this section. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214, am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030

4 AAC 18.021 is amended to read:

4 AAC 18.021. Employment of substitute teachers. (a) A person employed to replace a teacher who district authorities know will be absent for more than 20 days in which the school is in session **or to temporarily fill a vacancy at the start of the school year** must possess a valid **Alaska** teacher's certificate.

(b) **If** [A PERSON EMPLOYED TO REPLACE A TEACHER WHO] district authorities know **that a teacher** will be absent for **more than 20 in-session days, the district must employ a long-term substitute teacher who holds a certificate issued under 4 AAC 12.305, 4 AAC 12.345, 4 AAC 12.355, or 4 AAC 12.360** [THE REMAINDER OF THE SCHOOL TERM MUST BE EMPLOYED] under the requirements imposed by this chapter [IF MORE THAN 20 IN-SESSION DAYS REMAIN IN THE TERM].

(c) **If district authorities know that a teacher will be absent for more than 20 in-sessions days and are unable to employ a qualified applicant who holds a certificate issued under 4 AAC 12.305, 4AAC 12.345, 4 AAC 12.355, or 4 AAC 12.360, the district may employ an individual who holds a retired certificate issued under 4 AAC 12.380 and qualified per 4 AAC 12.380(b) as long-term substitute teacher for up to 90 days.** (Eff.

1/22/81, Register 77, am __/__/____, Register ____)

Authority: AS 14.07.060

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 9A

◆ ISSUE

The board is being asked to approve amendments to regulations regarding educator evaluation requirements.

◆ BACKGROUND

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act (ESEA), districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year. As provided for in the reauthorized ESEA, Alaska's waiver will expire on August 1, 2016.
- Known as the Every Student Succeeds Act (ESSA), the recently reauthorized ESEA does not require the use of student achievement data as part of the educator evaluation process for all districts.
- However, for states and districts that elect to use ESSA's Title II funds to support the design or implementation of educator evaluation and support systems, ESSA does require student learning data be used as one of the multiple measures to evaluate the state or district's educators.
- At its meeting in March, the board repealed the student learning data pilot requirement for the 2015-2016 school year.
- The department has met virtually with the Educator Evaluation & Support System Advisory Committee and multiple teacher and administrator focus groups to gather input from educators in the field to determine what regulatory changes should be considered by the board.
- The proposed regulation changes are as follows:
 - Repeals requirement for districts to establish standards of performance based on student learning data exclusively.
 - Repeals requirement to calculate an overall rating for each educator and report the number and percentage of educators at each level.
 - Clarifies the educator evaluation documents that must be available to the public through the district's website.
 - Makes accommodations for districts that are using record-keeping software to manage their educator evaluation and support systems.
 - Allows districts to use student learning data as additional information when evaluating educator performance standards in which student learning data would be relevant.

- Removes requirement for districts to adopt procedures to incorporate student learning data by July 1, 2016.
 - Prohibits use of the statewide assessment as a measure of student learning for the purpose of educator evaluation.
 - Clarifies definition of student learning data by removing language that was contradictory or no longer necessary.
- Behind this cover memo are: 1) the proposed regulations, and 2) public comment.
 - Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

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

4 AAC 04.205 (e) and (f) are repealed:

(e) Repealed __/__/____.

(f) Repealed __/__/____. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

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

4 AAC 19.010 (e) and (f) are repealed:

(e) Repealed __/__/____.

(f) Repealed __/__/____.

4 AAC 19.010 (g) is amended to read:

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards [OR IN THE CASE OF TEACHERS AND ADMINISTRATORS, THE DISTRICT'S STANDARD FOR STUDENT LEARNING DATA] has not met the district performance standards for purposes of AS 14.20.149 (b)(6), (e), or (f). (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.015 is repealed and readopted to read:

4 AAC 19.015. Evaluation materials to be available. (a) A district shall make available to the public by posting on the district's website the following items that the district uses in the evaluation of certificated employees:

(1) forms used to gather information from students, parents, and community members as described in AS 14.20.149(b)(7);

(2) standards developed under 4 AAC 04.205;

(3) policy and procedures developed under AS 14.20.149 and this chapter.

(b) The information included on the website shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under AS 14.20.149.

(c) If a district does not maintain a website, the district must make available at each school site the information described in (a) and (b) of this section. (Eff. 9/2/2011, Register 199; am __/__/____, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.030 (a) (5) is amended to read:

(5) shall provide the teacher, administrator, or special service provider being evaluated with a copy of **or access to** the draft evaluation at least 24 hours before the evaluation becomes final;

4 AAC 19.030 (b) is amended to read:

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information, **including student learning data,** in addition to the information described in (a) of this section, if the additional information is relevant to the performance of the teacher, administrator, or special service provider on the performance standard **established by the district per 4 AAC 04.205(b)** [OR OTHER CRITERION UNDER EVALUATION];

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards set out in 4 AAC 04.200;

(4) require a more experienced teacher to perform at a higher level than a teacher with less experience;[.]

4 AAC 19.030 (d) is amended to read:

(d) [NOT LATER THAN JULY 1, 2016, A] A school district may [SHALL] adopt evaluation procedures that incorporate student learning data into the evaluation process. **If a district adopts** [IN ADOPTING] a process to incorporate student learning data, the [A] district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

4 AAC 19.055. Reporting of evaluation results. Beginning July 1, 2016, a district shall report to the department not later than September 15 of each calendar year on a form prescribed by the department

[(1) THE NUMBER AND PERCENTAGE OF TENURED AND NON-TENURED TEACHERS, ADMINISTRATORS, AND SPECIAL SERVICE PROVIDERS IN THE DISTRICT AT EACH OF THE PERFORMANCE LEVELS DESCRIBED IN 4 AAC 19.010(E) (L) AT THE END OF THE PRECEDING SCHOOL YEAR; AND]

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

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

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

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

(D) were non-retained under AS 14.20.175 ;

(E) were dismissed under AS 14.20.170 ; or.

(F) were notified that their continued employment in the district was contingent on the implementation of a plan of improvement under AS 14.20.149 (b)(6) but resigned before the plan of improvement could begin. (Eff. 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099 (2) is amended to read:

(2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test; **and**

(C) may not include the statewide assessments described in 4

AAC 06.737;

4 AAC 19.099 (3) is repealed:

(3) Repealed __/__/____.

4 AAC 19.099 (4) is repealed:

(4) Repealed __/__/____.

4 AAC 19.099 (6) is repealed:

(6) Repealed __/__/____.

4 AAC 19.099 (7) (A) is amended to read:

(7) "student learning data"

(A) means [OBJECTIVE, EMPIRICAL, AND VALID] measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

[(B) FOR AN ADMINISTRATOR OR FOR A TEACHER ON SPECIAL ASSIGNMENT, INCLUDES DATA SHOWING ONE OR MORE OF THE

FOLLOWING CHANGES, IF RELATED TO THE EDUCATOR'S JOB DUTIES OR RESPONSIBILITIES:

(I) CHANGES IN PARTICIPATION RATES UNDER 4 AAC 06.820;

(II) CHANGES IN GRADUATION RATES UNDER 4 AAC 06.825;

(III) CHANGES IN STUDENT ATTENDANCE UNDER 4 AAC 06.895(I);]

4 AAC 19.099 (9) is repealed:

(9) Repealed __/__/____. (Eff. 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

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Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, May 09, 2016 4:25 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Brittany Bauman
E-Mail: brittany.sofia@gmail.com
Telephone: 907 230-0847

I am commenting on: 4 AAC 04.205(e) and (f) are proposed to be repealed My Comments: Please repeal the use of student test scores in teacher evaluations. The tests we are using do not show the learning progress of students. Teachers do not have enough decision power to be evaluated on test scores. Teachers are at the bottom of a large bureaucratic system; they should not be accountable for all the choices made by the system. Thanks for your time.



Anchorage School District

Education Center

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

May 9, 2016

Interim Commissioner Susan McCauley
Department of Education and Early Development
Attn: Regulations Review
P.O. Box 110500
Juneau, Alaska 99811-0500

RE: Memorandum Number 2016-11 - Proposed DEED Changes to Educator Evaluation

Dear Dr. McCauley,

In response to the request for review and public comment to the proposed changes to Educator Evaluation requirements in the regulations of the Department of Education & Early Development, Anchorage School District (ASD) submits the following:

The Anchorage School District supports the proposed regulations to repeal the requirement that districts adopt performance standards for educators based on student learning data. The district supports adoption of regulation changes in Title 4 of the Alaska Administrative Code, dealing with educator evaluation. ASD is in full support of the proposed changes in the regulation.

The district appreciates the multiple opportunities that have been provided during the past year to participate in and submit comments on the development of the changes as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations. My staff and I are available to answer any questions regarding the district's response.

Sincerely,

Ed Graff
Superintendent

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Linda Carlson, Assistant Superintendent, Instructional Support
Diane Hoffbauer, Assistant Superintendent, Curriculum & Instruction
Mike Henry, Executive Director, Secondary Education
Jane Stuart, Executive Director, Assessment and Evaluation

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President

Elisa Snelling, Vice President
Starr Marsett, Clerk

Kathleen Plunkett, Treasurer
Bettye Davis

Pat Higgins
Kameron Perez-Verdia

Superintendent Ed Graff

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, May 09, 2016 8:51 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Martha Corbridge
E-Mail: corbridge_martha@asdk12.org
Telephone: 907 333-4587
I am commenting on: 4 AAC 04.205
My Comments: 4 AAC 04.205(e) and (f) should be repealed.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, May 08, 2016 9:35 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

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

I am commenting on: 4 AAC 19.055

My Comments: Revise 4 AAC 19.055. Not only should districts no longer be required to report the percentages of educators who fall into each of the four evaluation categories—unsatisfactory, basic, proficient and exemplary—the State Board should also eliminate these four categories and move to a simpler evaluation system with just two ratings. The four- category rating system is cumbersome, subjective and unrealistic when applied to two, twenty-minute observations in the classroom. Furthermore, the onus is on the educator to prove he/she is exemplary. This happened to me last year with an evaluator who had never taught in a traditional classroom and who had not been a teacher in 23 years. To justify being rated exemplary in six areas for which I initially received satisfactories, I spent hours documenting lessons and compiling student work samples, followed by a 45 minute meeting with my evaluator. Ultimately, I prevailed, but the process was demeaning, it felt as if I was a substandard student groveling for a grade, and it was a poor use of my professional time. I decided I would never subject myself to such humiliation again. Fellow colleagues voiced similar sentiment. Changing the four-step evaluation system to two categories could simplify matters for educators and evaluators alike. It could also better achieve the core purpose of the evaluation process, which is to determine whether or not an educator is performing adequately. Please change this proposed amendment to include revising the educator evaluation system to a simple proficient/nonproficient rating system.

Thank you for considering my comments and for your commitment to public education in Alaska.

Sincerely,
Thomas Pease
Mears Middle School
Anchorage School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, May 08, 2016 9:33 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

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

I am commenting on: 4 AAC 19.030 (b)

My Comments: Revise 4 AAC 19.030(b). While I support allowing individual educational districts reasonable autonomy, permitting school districts to choose to incorporate student learning data into educator evaluations is a bad idea. Tools used to measure learning can be highly subjective. Additionally, under current regulation, educators moving from district to district within Alaska could experience significant inconsistencies in how they get evaluated based on the student learning measures chosen by each district. A teacher could be deemed exemplary in one district one year and unsatisfactory in a second district the next year solely because of different student learning criteria used in two different school districts. Finally, at a time when all school districts face significant budget reductions, now is not the time to encourage or even allow districts to implement still more, costly student measures of growth at the potential expense of worthwhile programs and staff positions. In the Anchorage School District alone, I have seen AIMSWEB testing adopted and abandoned, the AMP test (\$5 million per year) adopted and abandoned, and the DESSA social-emotional learning matrix adopted but whose data is not used in any meaningful fashion. Now we have MAP coming online. These are evaluation adoptions made just in the last two years. All these expensive false starts need to stop, especially in a time of scarcity. The State needs to help discourage additional waste on expensive evaluations at the local level by changing the language from may to may not consider student learning data in evaluating educators. Otherwise, I fear local school boards will continue to follow the whim of particular superintendents or will continue to succumb to test publishers' sales pitches. For these reasons, not the least of which is a budget crisis, the State Board should prohibit the use of student evaluation measures as a part of educator evaluations.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, May 08, 2016 9:31 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

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

I am commenting on: 4 AAC 19.010 (e), (f), (g) My Comments: Repeal 4AAC 19.010 (e), (f) and (g). To rank educators' proficiency based on test scores is fraught with variables and unfairness. Student data is only as good as the test that is chosen to measure student performance. As a classroom teacher, I have little confidence that a standardized test exists that adequately accounts for different learning styles, processing speeds, cultures, and disabilities. In 21 years of teaching, I have seen too many tests adopted, and then discarded as inadequate, to have faith in the test designers or those who adopt the tests. As an experienced teacher with a masters degree and a national board certification, I could conceivably be deemed a basic or unsatisfactory teacher based on future student test scores. It's happened to teachers in other states, and it could happen to any of us. What effect this has on professional educators is hard to anticipate, but I'm sure some have grown demoralized and left the profession, while others may have compromised their best teaching practices to conform to a test that has little value to a student's overall education. We do not want a public education system in Alaska that runs qualified teachers out of the profession or that encourages teaching to the test. Please repeal 19.010 e, f, and g.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, May 08, 2016 9:28 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

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

I am commenting on: 4 AAC 04.205 (e), (f) My Comments: Thank you for the opportunity to comment on the proposal to repeal mandatory performance standards for educators based on student data. I encourage you to support this repeal for reasons outlined below.

Repeal 4 AAC 04.205 (e) and (f). Current regulation to require school districts to tie educator evaluations to student test scores is fraught with problems. First, the age-old argument that too many factors outside the classroom influence a student's performance in the classroom holds true. Outside factors include poverty, absenteeism, transiency, neglect, addiction, abuse, learning disabilities, psychological disorders and more. To allow factors beyond an educator's control to impact an educator's performance evaluation is irrefutably unfair. Second, such an evaluation system could contribute to resource disparities between neighborhood schools, with experienced educators migrating to schools in more stable neighborhoods, leaving inexperienced teachers to teach in the most needy neighborhoods. Finally, I've read of situations in other states where exceptional teachers, including a state teacher of the year, were deemed less than proficient because of student test scores. Implementing an evaluation model that is punitive rather than based on professional support and professional growth is counterproductive, especially at a time when attracting and retaining quality teachers becomes an increasing challenge. Please rescind this regulation.

Fry, Eric V (EED)

From: Catherine Mannix <mannixalaska@hotmail.com>
Sent: Sunday, May 08, 2016 6:43 PM
To: Fry, Eric V (EED)
Subject: Drop requirement tying test scores to Teacher Evaluation

Dear Sir,

As a Middle School Special Education Teacher, I just submitted post student growth objective scores to my administrator on Friday. I was seriously disappointed to see that only 50% of my students, in a daily 90 minute block class, showed targeted gains for the year. Of course, our 3 minute tests were district mandated pre/post measurements for the SGOs (student growth objectives).

I can not tell you how hard I worked each day, using our mandated curriculum, to raise reading skills among my 16 students with disabilities. I had many days when I had no teacher assistant help, although I had four students with autism, one with a cognitive impairment, and eleven with learning disabilities!

The instructional conditions, along with the absurd tests used to measure progress, cannot begin to provide a window through which to assess my teaching skills, nor my impact on my students. I recall several days when I spent the majority of class dealing with peer conflicts, family issues, and personal issues of students, preventing any instruction from occurring. One day in that class, I had a student crying that she was "bisexual", another crying she was being bullied by girl in class (after she had yelled profanity), an autistic student having a meltdown due to the crying by the other girl, while two students were having a verbal altercation. Those days were rare, but *every day* has its challenges trying to gain and sustain the attention of students with attention deficit disorder, autism, and listening comprehension deficits that come with learning disabilities.

Please terminate the ridiculous requirement to tie student test scores to Teacher Performance. There is no credible research remotely suggesting that this is an acceptable practice in the field of Education.

Sincerely,

Catherine Mannix

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, May 07, 2016 11:03 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Deborah Rinio

E-Mail: deborah.rinio@k12northstar.org

Telephone: 907 479-2261

I am commenting on: 4 AAC 04.205(e)

My Comments: I support the proposal to modify 4 AAC 04.205(e) to no longer require school districts to adopt performance standards for educators based on student learning data.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, May 06, 2016 1:28 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Ron Fuhrer

E-Mail: ron.fuhrer@neaalaska.org

Telephone: 907 274-0536

I am commenting on: 4 AAC 04.205, 4 AAC 19.010, 4 AAC 19.010, 4 AAC 19.015, 4 AAC 19.030, 4 AAC 19.055, 4 AAC 19.099 My Comments: To Whom It May Concern:

Thank you for considering the proposed regulation changes repealing the requirements for performance standards for educators based on student learning data. On behalf of NEA-Alaska's 13,000 members, I would like to express our support for this important regulation change, in light of the new opportunities available to states under the Every Student Succeeds Act (ESSA) to advance student learning through accountability systems that utilize multiple measures of student growth.

Make no mistake – Alaska's teachers and education professionals want Alaska to have a high-quality teacher evaluation system. We have high expectations for ourselves and our students, and we are deeply committed to the lifelong success of every one of the students we teach. An accountability system with multiple measures of performance and student growth can help teachers strengthen their knowledge, skills, and practice. Under ESSA, we look forward to working with the Department of Education and Early Development and other education stakeholders to develop an accountability system that involves constructive feedback and improves instruction statewide.

Alaska's current evaluation system is not far from achieving these goals, but using student data from the AMP student assessment to evaluate teachers and administrators just would not make sense at this time. Generally speaking, student learning data from standards-based assessments is an imperfect measure of educator performance (particularly for educators whose subjects are not tested in assessments like the AMP), since such assessments capture only a narrow window of student growth and achievement.

Thank you again for considering these regulation changes. Alaska's educators welcome the new opportunities for innovation available under ESSA, with the overall goal of improving student learning in Alaska.

Sincerely,

Ron Fuhrer
President, NEA-Alaska

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, April 29, 2016 2:35 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Beverly Colapietro
E-Mail: bcolapietro@valdezcityschools.org
Telephone: 907 255-7842

I am commenting on: 4 AAC 04.205(e) and (f) My Comments: The connection between teacher effectiveness and students' "response to instruction" should be closely examined. For a closer look at RTI, the daily and weekly assessment used within each classroom provide a more precise view of teacher effectiveness. With the goal in mind of teaching the content at hand, teachers naturally investigate whether students have apprehended what teachers have taught. In my view, the day-to-day and week-to-week assessments are more significant to the microcosm of the classroom and the teacher's effectiveness. The normative assessments compare on a broad scale to nation-wide measures without recognition of unique circumstances and challenges extant in specific pedagogical settings. Of course, the normative scores are useful from an administrative standpoint, to make sure the school-system is functioning effectively in a broad sense.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, April 22, 2016 5:16 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Maria Hass

E-Mail: Pmhass@ideafamilies.org

Telephone: 907 365-9266

I am commenting on: 4 AAC 04.205(e) and (f) My Comments: Please let's do away with mandatory testing and data mining. It's a waste of an Educator's salary and a student's time. Years of doing this throughout the country and not a blessed improvement in our education system. It doesn't even accurately measure our kids' strength and weaknesses, and the year after year the results change NOTHING of how our children are learning or whether they're improving. I haven't even gotten into the horrible national mistake that Common Core is and the Nazi-like agenda for the data this liberal government is collecting... Alaska can do better than that. Our future deserves better.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 9B

◆ ISSUE

The board is being asked to adopt amendments to regulations related to scores for the redesigned SAT to qualify for the Alaska Performance Scholarship.

◆ BACKGROUND

- The Alaska Performance Scholarship (APS) provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams can earn a scholarship to qualified Alaska colleges, universities, or vocational/technical programs.
- One of the three examination students may use to qualify is the SAT, which is administered by the College Board.
- The College Board administered a redesigned version of the SAT for the first time in March 2016. Among other changes, the redesigned SAT has a 400- to 1600-point score scale. The prior version of the SAT had a 600- to 2400-point score scale.
- 4 AAC 43.020 recognizes APS qualifying scores derived from the former SAT assessment score range (600 to 2400). The language is being amended to also recognize APS qualifying scores derived from the redesigned SAT assessment score range (400 to 1600).
- On May 9, 2016, the College Board released a concordance between the former SAT and the redesigned SAT, allowing the scores to be compared. The proposed regulations have been updated to reflect the new scores.
- The proposed regulation changes are necessary for students to qualify for APS scholarship awards using SAT scores earned on the redesigned SAT examination.
- Behind this cover memo are: 1) the proposed regulations, and 2) public comment.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is for information only. The board will take action under Agenda Item 11B.

Register _____, _____ 2016 EDUCATION AND EARLY DEV.

4 AAC 43.020 is amended to read:

4 AAC 43.020. Standardized examination and grade point average requirements.

(a) A student is eligible for an Alaska performance honors scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.5 or higher, and provides proof of

(1) an ACT composite score of 25 or higher;

(2) an SAT combined score of 1680 or higher **on an assessment taken before March 1, 2016, or a combined score of 1210 or higher on an assessment taken on or after March 1, 2016;** or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(b) A student is eligible for an Alaska performance achievement scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.0 or higher, and provides proof of

(1) an ACT composite score of 23 or higher;

(2) an SAT combined score of 1560 or higher **on an assessment taken before March 1, 2016, or a combined score of 1130 or higher on an assessment taken on or after March 1, 2016;** or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

- (A) applied mathematics;
- (B) reading for information;
- (C) locating information.

(c) A student is eligible for an Alaska performance opportunity scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 2.5 or higher, and provides proof of

- (1) an ACT composite score of 21 or higher;
- (2) an SAT combined score of 1450 or higher **on an assessment taken before**

March 1, 2016, or a combined score of 1060 or higher on an assessment taken on or after March 1, 2016; or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

- (A) applied mathematics;
- (B) reading for information;
- (C) locating information.

(d) A student who qualifies using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. (Eff. 11/4/2010, Register 196; am 9/7/2012, Register 203; am 2/16/2013, Register 205; am __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

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Anchorage School District

Education Center

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

May 9, 2016

Interim Commissioner Susan McCauley
Department of Education and Early Development
Attn: Regulations Review
P.O. Box 110500
Juneau, Alaska 99811-0500

RE: Memorandum Number 2016-10 - Proposed Changes to the SAT Scores
for the Alaska Performance Scholarship

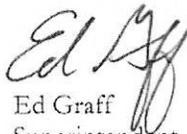
Dear Dr. McCauley,

In response to the request for review and public comment to the proposed changes to the SAT scores for the Alaska Performance Scholarship (APS) in the regulations of the Department of Education & Early Development, Anchorage School District (ASD) submits the following:

The Anchorage School District supports the proposed changes to Title 4 of the Alaska Administrative Code, 4 AAC 43.020 to adjust the SAT scores on the APS requirements to align with the recent change in the SAT scoring range. ASD supports the change, provided that eligibility for the APS is based on the redesigned SAT, and that the new required scores for the APS will be the equivalent converted scores based on the concordance issued by the College Board.

The district appreciates the opportunity to forward comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations. My staff and I are available to answer any questions regarding the district's response.

Sincerely,


Ed Graff
Superintendent

cc: Anchorage School Board
Mike Graham, Chief Academic Officer
Linda Carlson, Assistant Superintendent, Instructional Support
Diane Hoffbauer, Assistant Superintendent, Curriculum & Instruction
Mike Henry, Executive Director, Secondary Education
Jane Stuart, Executive Director, Assessment and Evaluation

Educating All Students for Success in Life

Anchorage School Board Tam Agosti-Gisler, President

Elsa Snelling, Vice President

Starr Marssett, Clerk

Kathleen Plunkett, Treasurer

Bettye Davis

Pat Higgins

Kameron Perez-Verdia

Superintendent Ed Graff

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 10A

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding highly qualified teacher requirements, the issuance of retired teacher certificates, and the employment of substitute teachers.

◆ BACKGROUND

- In December 2015, the reauthorization of the Elementary and Secondary Education Act (ESEA), known as the Every Student Succeeds Act (ESSA), removed the highly qualified requirements from federal law starting with the 2016-2017 school year.
- Beginning in the 2017-2018 school year, ESSA will require districts to report information concerning teachers' certifications and endorsements instead of their highly qualified status.
- At its December 2015 meeting, the board adopted regulations requiring teachers to demonstrate their content knowledge through examination to qualify for a content area endorsement. The new regulations also allow teachers to add additional endorsements to their certificates by demonstrating content knowledge through a combination of examination and experience.
- The proposed repeal of 4 AAC 04.210 and 4 AAC 04.212 would remove the highly qualified requirements for Alaska school districts.
- According to AS 14.20.020, the department has the authority to issue a retired certificate to individuals who possessed a valid Alaska certificate upon retirement.
- At its March 2016 meeting, the board discussed the requirements for a retired certificate and the limits placed on districts to employ individuals who hold a retired certificate.
- The proposed changes to 4 AAC 12.380 would clarify and make more rigorous the requirements to gain a retired certificate. Under the proposed requirements for a retired certificate, an applicant would need to satisfy the following:
 - Be retired from the Alaska Teacher Retirement System (TRS);
 - Be eligible for benefits from TRS;
 - Have at least three years of work experience in at least one endorsable area on a valid, regular Alaska certificate; and
 - Submit a fingerprint card and pass a criminal background check.

- The proposed changes would limited the endorsements placed on the retired certificate to those areas in which the applicant had at least three years of work experience. Individuals holding a retired certificate would be qualified to be employed as a substitute only in the areas in which they are endorsed on their retired certificate.
- The proposed changes to 4 AAC 18.021 require school districts to employ a certified individual to replace a teacher whom district authorities know will be absent for more than 20 days or to temporarily fill a vacancy at the start of a school year. If the individual selected holds a regular certificate, the district would be required to place the individual under contract as described in 4 AAC 18.
- If an individual with a regular certificate was not available, the proposed changes would allow districts to employ individuals who hold a retired certificate as a long-term substitute teacher for up to 90 days.
- Behind this cover memo are the proposed regulations.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulations.
 Amend the proposed regulations and open a period of public comment.
 Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Open a period of public comment on the proposed regulations.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development open a period of public comment on 4 AAC 04.210 Highly qualified teachers; 4 AAC 04.212 Objective uniform standards; 4 AAC 12.380 Retired certificate (Type R); and 4 AAC 18.021 Employment of substitute teachers.

4 AAC 04.210 is repealed:

4 AAC 04.210. Highly qualified teachers. Repealed. (Eff. 6/13/2004, Register 170; am 3/5/2005, Register 173; am 11/10/2005, Register 176; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 3/15/2007, Register 181; am 7/25/2007, Register 183; am 8/15/2008, Register 187; am 9/7/2012, Register 203; am 6/27/2014, Register 210; repealed __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 04.212 is repealed:

4 AAC 04.212. Objective uniform standards. Repealed. (Eff. 6/13/2004, Register 170; am 9/25/2005, Register 175; am 1/19/2006, Register 177; am 5/20/2006, Register 178; am 9/20/2006, Register 179; am 2/9/2007, Register 181; am 7/25/2007, Register 183; am 10/31/2008, Register 188; am 10/16/2012, Register 204; repealed __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.50.080

4 AAC 12.380 is repealed and readopted to read:

4 AAC 12.380. Retired certificate (Type R). (a) The department will issue a retired teacher certificate to an applicant who possesses a valid professional, master, Type A, Type B, or Type C teacher certificate from this state upon retiring employment from an Alaska Teacher Retirement system eligible position and meets the requirements in (d) of this section.

(b) A retired teacher certificate qualifies the holder to be assigned as a long-term substitute for any position in an Alaska public school district in which the holder is endorsed on the retired teacher certificate.

(c) To apply for a retired teacher certificate, an applicant must meet the applicable requirements of 4 AAC 12.300, except that the applicant is not required to submit

(1) college transcripts; or

(2) a competency examination designated in 4 AAC 12.310.

(d) To qualify for a retired teacher certificate, an applicant must

(1) be eligible for benefits from the Alaska Teacher Retirement System; and

(2) have at least three years of work experience in one or more of the

endorsement areas on the applicant's valid professional, master, Type A, Type B or Type C teaching certificate.

(e) A retired teacher certificate qualifies the holder to substitute teach for a teacher who district authorities know will be absent up to 90 days while the school is in session.

(f) The endorsements on a retired teaching certificate may only be in the areas the applicant holds an endorsement on a valid professional, master, Type A, Type B, or Type C teacher certificate and has at least three years of work experience in the endorsement area.

(g) To obtain reinstatement of a professional, master, Type B, or Type C teacher certificate, the holder of a retired teacher certificate must be eligible for renewal under 4 AAC 12.405.

(h) The fee for a retired teacher certificate is \$240, plus the cost of any criminal history background check required under (b)(2) of this section. (Eff. 9/29/2005, Register 175; am 6/7/2015, Register 214, am __/__/____, Register ____)

Authority: AS 14.07.060 AS 14.20.020 AS 14.20.030

4 AAC 18.021 is amended to read:

4 AAC 18.021. Employment of substitute teachers. (a) A person employed to replace a teacher who district authorities know will be absent for more than 20 days in which the school is in session **or to temporarily fill a vacancy at the start of the school year** must possess a valid **Alaska** teacher's certificate.

(b) **If** [A PERSON EMPLOYED TO REPLACE A TEACHER WHO] district authorities know **that a teacher** will be absent for **more than 20 in-session days, the district must employ a long-term substitute teacher who holds a certificate issued under 4 AAC 12.305, 4 AAC 12.345, 4 AAC 12.355, or 4 AAC 12.360** [THE REMAINDER OF THE SCHOOL TERM MUST BE EMPLOYED] under the requirements imposed by this chapter [IF MORE THAN 20 IN-SESSION DAYS REMAIN IN THE TERM].

(c) **If district authorities know that a teacher will be absent for more than 20 in-sessions days and are unable to employ a qualified applicant who holds a certificate issued under 4 AAC 12.305, 4AAC 12.345, 4 AAC 12.355, or 4 AAC 12.360, the district may employ an individual who holds a retired certificate issued under 4 AAC 12.380 and qualified per 4 AAC 12.380(b) as long-term substitute teacher for up to 90 days.** (Eff.

1/22/81, Register 77, am __/__/____, Register ____)

Authority: AS 14.07.060

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to approve amendments to regulations regarding educator evaluation requirements.

◆ BACKGROUND

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act (ESEA), districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year. As provided for in the reauthorized ESEA, Alaska's waiver will expire on August 1, 2016.
- Known as the Every Student Succeeds Act (ESSA), the recently reauthorized ESEA does not require the use of student achievement data as part of the educator evaluation process for all districts.
- However, for states and districts that elect to use ESSA's Title II funds to support the design or implementation of educator evaluation and support systems, ESSA does require student learning data be used as one of the multiple measures to evaluate the state or district's educators.
- At its meeting in March, the board repealed the student learning data pilot requirement for the 2015-2016 school year.
- The department has met virtually with the Educator Evaluation & Support System Advisory Committee and multiple teacher and administrator focus groups to gather input from educators in the field to determine what regulatory changes should be considered by the board.
- The proposed regulation changes are as follows:
 - Repeals requirement for districts to establish standards of performance based on student learning data exclusively.
 - Repeals requirement to calculate an overall rating for each educator and report the number and percentage of educators at each level.
 - Clarifies the educator evaluation documents that must be available to the public through the district's website.
 - Makes accommodations for districts that are using record-keeping software to manage their educator evaluation and support systems.
 - Allows districts to use student learning data as additional information when evaluating educator performance standards in which student learning data would be relevant.

- Removes requirement for districts to adopt procedures to incorporate student learning data by July 1, 2016.
 - Prohibits use of the statewide assessment as a measure of student learning for the purpose of educator evaluation.
 - Clarifies the definition of student learning data by removing language that was contradictory or no longer necessary.
- Behind this cover memo are the proposed regulations.
 - Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the proposed regulations.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed regulations.

◆ SUGGESTED MOTION

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 04.205. District performance standards, 4 AAC 19.010. Purpose and scope of evaluations, 4 AAC 19.015. Evaluation materials to be available, 4 AAC 19.030. Evaluation procedures. 4 AAC 19.055. Reporting of evaluation results, and 4 AAC 19.099. Definitions.

4 AAC 04.205 (e) and (f) are repealed:

(e) Repealed __/__/____.

(f) Repealed __/__/____. (Eff. 4/20/97, Register 142; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

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

4 AAC 19.010 (e) and (f) are repealed:

(e) Repealed __/__/____.

(f) Repealed __/__/____.

4 AAC 19.010 (g) is amended to read:

(g) A teacher, administrator, or special service provider who receives a performance evaluation rating of unsatisfactory on one or more of the content standards [OR IN THE CASE OF TEACHERS AND ADMINISTRATORS, THE DISTRICT'S STANDARD FOR STUDENT LEARNING DATA] has not met the district performance standards for purposes of AS 14.20.149 (b)(6), (e), or (f). (Eff. 8/30/75, Register 55; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.015 is repealed and readopted to read:

4 AAC 19.015. Evaluation materials to be available. (a) A district shall make available to the public by posting on the district's website the following items that the district uses in the evaluation of certificated employees:

(1) forms used to gather information from students, parents, and community members as described in AS 14.20.149(b)(7);

(2) standards developed under 4 AAC 04.205;

(3) policy and procedures developed under AS 14.20.149 and this chapter.

(b) The information included on the website shall make clear how the district has considered information from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the district's certificated employee evaluation system, as required under AS 14.20.149.

(c) If a district does not maintain a website, the district must make available at each school site the information described in (a) and (b) of this section. (Eff. 9/2/2011, Register 199; am __/__/____, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.030 (a) (5) is amended to read:

(5) shall provide the teacher, administrator, or special service provider being evaluated with a copy of **or access to** the draft evaluation at least 24 hours before the evaluation becomes final;

4 AAC 19.030 (b) is amended to read:

(b) In evaluating a teacher, administrator, or special service provider, a district may

(1) consider information, **including student learning data,** in addition to the information described in (a) of this section, if the additional information is relevant to the performance of the teacher, administrator, or special service provider on the performance standard **established by the district per 4 AAC 04.205(b)** [OR OTHER CRITERION UNDER EVALUATION];

(2) survey students, parents, community members, teachers, or administrators regarding the performance of a teacher, administrator, or special service provider;

(3) use a nationally recognized teacher, administrator, or special service provider evaluation framework approved by the department that aligns with the standards set out in 4 AAC 04.200;

(4) require a more experienced teacher to perform at a higher level than a teacher with less experience;[.]

4 AAC 19.030 (d) is amended to read:

(d) [NOT LATER THAN JULY 1, 2016, A] A school district **may** [SHALL] adopt evaluation procedures that incorporate student learning data into the evaluation process. **If a district adopts** [IN ADOPTING] a process to incorporate student learning data, **the** [A] district shall confer with educators who teach a subject matter and grade level, or with groups of educators whose subject matters and grade levels are related, to identify appropriate student learning data for evaluating teachers in the subject matter and grade level. (Eff. 8/30/75, Register 55; am 1/12/83, Register 85; am 9/29/2005, Register 175; am 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.055 is amended to read:

4 AAC 19.055. Reporting of evaluation results. Beginning July 1, 2016, a district shall report to the department not later than September 15 of each calendar year on a form prescribed by the department

[(1) THE NUMBER AND PERCENTAGE OF TENURED AND NON-TENURED TEACHERS, ADMINISTRATORS, AND SPECIAL SERVICE PROVIDERS IN THE DISTRICT AT EACH OF THE PERFORMANCE LEVELS DESCRIBED IN 4 AAC 19.010(E) (L) AT THE END OF THE PRECEDING SCHOOL YEAR; AND]

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

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

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

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

(D) were non-retained under AS 14.20.175 ;

(E) were dismissed under AS 14.20.170 ; or.

(F) were notified that their continued employment in the district was contingent on the implementation of a plan of improvement under AS 14.20.149 (b)(6) but resigned before the plan of improvement could begin. (Eff. 2/16/2013, Register 205; am 10/9/2015, Register 216; am __/__/____, Register __)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

4 AAC 19.099 (2) is amended to read:

(2) "measurement"

(A) means an assessment of student knowledge, understanding, or skill;

(B) includes an assessment that is not a standardized test; **and**

(C) may not include the statewide assessments described in 4

AAC 06.737;

4 AAC 19.099 (3) is repealed:

(3) Repealed __/__/____.

4 AAC 19.099 (4) is repealed:

(4) Repealed __/__/____.

4 AAC 19.099 (6) is repealed:

(6) Repealed __/__/____.

4 AAC 19.099 (7) (A) is amended to read:

(7) "student learning data"

(A) means [OBJECTIVE, EMPIRICAL, AND VALID] measurements of a student's growth in knowledge, understanding, or skill in a subject that occurred during the time the student was taught that subject by a teacher;

[(B) FOR AN ADMINISTRATOR OR FOR A TEACHER ON SPECIAL ASSIGNMENT, INCLUDES DATA SHOWING ONE OR MORE OF THE

FOLLOWING CHANGES, IF RELATED TO THE EDUCATOR'S JOB DUTIES
OR RESPONSIBILITIES:

(I) CHANGES IN PARTICIPATION RATES UNDER 4
AAC 06.820;

(II) CHANGES IN GRADUATION RATES UNDER 4
AAC 06.825;

(III) CHANGES IN STUDENT ATTENDANCE UNDER 4
AAC 06.895(I);]

4 AAC 19.099 (9) is repealed:

(9) Repealed __/__/____. (Eff. 2/16/2013, Register 205; am 10/9/2015, Register
216; am __/__/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.20.149

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 11B

◆ ISSUE

The board is being asked to adopt amendments to regulations related to scores for the redesigned SAT to qualify for the Alaska Performance Scholarship.

◆ BACKGROUND

- The Alaska Performance Scholarship (APS) provides an opportunity for Alaska high school students to earn a scholarship to help cover the cost of an Alaska postsecondary education. Alaska high school students who take a more rigorous curriculum, get good grades, and score well on college placement or work ready exams can earn a scholarship to qualified Alaska colleges, universities, or vocational/technical programs.
- One of the three examination students may use to qualify is the SAT, which is administered by the College Board.
- The College Board administered a redesigned version of the SAT for the first time in March 2016. Among other changes, the redesigned SAT has a 400- to 1600-point score scale. The prior version of the SAT had a 600- to 2400-point score scale.
- 4 AAC 43.020 recognizes APS qualifying scores derived from the former SAT assessment score range (600 to 2400). The language is being amended to also recognize APS qualifying scores derived from the redesigned SAT assessment score range (400 to 1600).
- On May 9, 2016, the College Board released a concordance between the former SAT and the redesigned SAT, allowing the scores to be compared. The proposed regulations have been updated to reflect the new scores.
- The proposed regulation changes are necessary for students to qualify for APS scholarship awards using SAT scores earned on the redesigned SAT examination.
- The proposed regulations can be found behind this cover memo.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

Adopt the proposed regulations.

Amend the proposed regulations and adopt the amended regulations.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed regulations.

◆ **SUGGESTED MOTION**

After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to 4 AAC 43.020 Standardized examination and grade point average requirements.

Register _____, _____ 2016 EDUCATION AND EARLY DEV.

4 AAC 43.020 is amended to read:

4 AAC 43.020. Standardized examination and grade point average requirements.

(a) A student is eligible for an Alaska performance honors scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.5 or higher, and provides proof of

(1) an ACT composite score of 25 or higher;

(2) an SAT combined score of 1680 or higher **on an assessment taken before March 1, 2016, or a combined score of 1210 or higher on an assessment taken on or after March 1, 2016;** or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

(A) applied mathematics;

(B) reading for information;

(C) locating information.

(b) A student is eligible for an Alaska performance achievement scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 3.0 or higher, and provides proof of

(1) an ACT composite score of 23 or higher;

(2) an SAT combined score of 1560 or higher **on an assessment taken before March 1, 2016, or a combined score of 1130 or higher on an assessment taken on or after March 1, 2016;** or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

- (A) applied mathematics;
- (B) reading for information;
- (C) locating information.

(c) A student is eligible for an Alaska performance opportunity scholarship if the student meets the curriculum requirements of 4 AAC 43.030, obtains a grade point average of 2.5 or higher, and provides proof of

- (1) an ACT composite score of 21 or higher;
- (2) an SAT combined score of 1450 or higher **on an assessment taken before**

March 1, 2016, or a combined score of 1060 or higher on an assessment taken on or after March 1, 2016; or

(3) a combined WorkKeys score of 13 or higher, with no single score lower than four in each of the following areas:

- (A) applied mathematics;
- (B) reading for information;
- (C) locating information.

(d) A student who qualifies using the WorkKeys examination must use the scholarship award in a career and technical program that results in the award of a certificate. (Eff. 11/4/2010, Register 196; am 9/7/2012, Register 203; am 2/16/2013, Register 205; am __/__/____, Register __)

Authority: AS 14.07.060 AS 14.43.810

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 12

◆ ISSUE

The board is being asked to select subcommittee assignments.

◆ BACKGROUND

- The board is involved in many subcommittees and other assignments.
- A copy of the board's subcommittee/appointment roster follows this memo.

◆ OPTIONS

Select members to be on subcommittees listed.

Seek further information on subcommittees listed.

◆ ADMINISTRATION'S RECOMMENDATION

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

**State Board of Education & Early Development
Sub-Committee Assignments**

NAME	Appointment Begin/End	Reappointment Begin/End	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1 member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact	Joint Sub-Committee with BOR
Dr. Keith Hamilton	3/1/2015 3/1/2020		Public-At-Large							alt 6/5/15				6/5/2015
John Harmon	4/15/2015 3/1/2020		3rd Judicial District											
James Fields	3/22/2013 3/1/2018		REAA				12/6/2013			6/5/2015			6/5/2015	
Barbara Thompson	3/01/2014 3/1/2019		Public-At-Large				3/13/2014	3/13/2014						
Kenny Gallahorn	3/01/2014 3/1/2019		2nd Judicial District							3/13/2014				
Sue Hull	3/1/2013 3/1/2018		4th Judicial District				12/6/2013							6/5/2015
Rebecca Himschoot	3/01/2016 3/01/2021		1st Judicial District			5/26/2016			5/26/2016					
Lt. Col Jason Toole	5/18/2016	Indef.	Military Advisor										6/5/2015	
Alec Burris	7/1/2015	n/a	Student Advisor											

ACPE=Alaska Commission on Postsecondary Education

Feb-14

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 13

◆ ISSUE

The board is scheduled to set its meeting calendar for school year 2016-2017.

◆ BACKGROUND

- According to its bylaws, the board at the last regularly scheduled meeting of each school year adopts a calendar indicating the planned date and location of each regular meeting for the next school year. The June meeting is the last meeting of the school year.
- In addition to its quarterly meetings, the board traditionally holds a special meeting in October to consider 70/30 school district waivers, and a special meeting in January to consider upcoming legislation and the department's budget.
- The Governor's Office is permitting two in-person meetings in fiscal year 2017.
- The department presents the following meeting schedule. The board may choose to change any part of it.

Date	Location	Meeting Type
September 15-16, 2016	Juneau	Regular quarterly and UA regents
October 24, 2016	Audio Conference/Noon	Special -70/30 waivers
December 8-9, 2016	Audio Conference	Regular quarterly
January 27, 2017	Audio Conference/Noon	Special – legislative and budget report
March 23-24, 2017	Juneau	Regular quarterly
June 8-9, 2017	Audio Conference	Regular quarterly

- The board should decide if it wants to have a retreat as part of its meetings.
- Behind this cover memo are: 1) calendars for 2016 and 2017, and 2) a summary of the topics and events that typically occur in each meeting.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

◆ OPTIONS

Set the meeting dates for school year 2016–2017.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Set the meeting dates for school year 2016-2017.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development set the following calendar for the 2016–2017 school year.

Date	Location	Meeting Type
September 15-16, 2016	Juneau	Regular quarterly and UA regents
October 24, 2016	Audio Conference/Noon	Special -70/30 waivers
December 8-9, 2016	Audio Conference	Regular quarterly
January 27, 2017	Audio Conference/Noon	Special – legislative & budget
March 23-24, 2017	Juneau	Regular quarterly
June 8-9, 2017	Audio Conference	Regular quarterly

Calendar for year 2016 (United States)

January

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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February

S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

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March

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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April

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

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May

S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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June

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

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July

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

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September

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

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October

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

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November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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December

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

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Jan 1 New Year's Day
 Jan 18 Martin Luther King Day
 Feb 14 Valentine's Day
 Feb 15 Presidents' Day
 Mar 27 Easter Sunday
 Apr 13 Thomas Jefferson's Birthday
 May 8 Mother's Day

May 30 Memorial Day
 Jun 19 Father's Day
 Jul 4 Independence Day
 Sep 5 Labor Day
 Oct 31 Halloween
 Nov 8 Election Day
 Nov 11 Veterans Day

Nov 24 Thanksgiving Day
 Dec 24 Christmas Eve
 Dec 25 Christmas Day
 Dec 26 'Christmas Day' observed
 Dec 31 New Year's Eve

Calendar for year 2017 (United States)

January

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

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March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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April

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Jan 1 New Year's Day
 Jan 2 'New Year's Day' observed
 Jan 16 Martin Luther King Day
 Feb 14 Valentine's Day
 Feb 20 Presidents' Day
 Apr 13 Thomas Jefferson's Birthday

Apr 16 Easter Sunday
 May 14 Mother's Day
 May 29 Memorial Day
 Jun 18 Father's Day
 Jul 4 Independence Day
 Sep 4 Labor Day

Oct 31 Halloween
 Nov 11 Veterans Day
 Nov 23 Thanksgiving Day
 Dec 24 Christmas Eve
 Dec 25 Christmas Day
 Dec 31 New Year's Eve

Patterns of Actions in Board Meetings 2012-2016

January teleconference

- Receive a report on budget and legislation.
- Approve the EED budget (2012, 2013, 2014, 2016).

March, a major quarterly meeting

- Review and approve lists of capital improvement projects.
- Receive update on legislation and budget.
- Meet with Governor.
- At end of first day, hold meeting of the Public School Trust Fund Advisory Board with selected participants from EED and Dept. of Administration.
- Consider waivers for districts that didn't meet the 70/30 instruction goal the previous year, based on audits.
- Approve the EED budget (2015).

June, a major quarterly meeting

- Elect officers.
- Select meeting dates and locations.
- Select board subcommittees.
- Evaluate commissioner.

September, a major quarterly meeting

Hold a retreat. (In 2015, retreat was in June.)

Approve MEHS Advisory board members.

MEHS Curriculum Review.

October teleconference

Consider waivers for districts that did not budget 70% for instruction.

December, a major quarterly meeting

- Review the draft annual report to the legislature.
- Select student advisor.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 14

◆ ISSUE

The board is scheduled to elect its officers for school year 2016–2017.

◆ BACKGROUND

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year, which is the June meeting.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2015 and are:
 - Chair – James Fields
 - First Vice-Chair – Sue Hull
 - Second Vice-Chair – Barbara Thompson
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2016, through June 30, 2017, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memo.

◆ OPTIONS

Elect officers for the 2016-2017 school year.

Take no action.

◆ ADMINISTRATION’S RECOMMENDATION

Elect officers for the 2016-2017 school year.

◆ SUGGESTED MOTIONS

I move the State Board of Education & Early Development elect _____
as Chair to serve from July 1, 2016, to June 30, 2017.

I move the State Board of Education & Early Development elect _____
as First Vice-Chair to serve from July 1, 2016, to June 30, 2017.

I move the State Board of Education & Early Development elect _____
as Second Vice-Chair to serve from July 1, 2016, to June 30, 2017.

Chapter 3. Organization and duties of the state board

3.1. Officers

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

Adopted March 2004

3.2. Election of officers

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

Adopted March 2004

3.3. Duties of the chair

The board chair shall

3.3.1. Preside at all meetings of the board.

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

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

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

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

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

3.4. Duties of the first vice-chair

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

3.5. Duties of the second vice-chair

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

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15A

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo are reports on the Museums Alaska and Alaska Historical Society Joint Conference in September 2016, LAM outreach, and a draft strategic plan with an incomplete evaluation matrix.
- Linda Thibodeau, LAM Director, will be present to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

Division of Libraries, Archives & Museums report to the State Board of Education & Early Development, June 2016

Museums Alaska and Alaska Historical Society Joint Conference

Juneau is the location for the annual Museums Alaska and Alaska Historical Society Joint Conference. This year it will take place in September. The conference is an important opportunity for LAM to work with some of its major constituents, the museums, archives and historical societies of Alaska. With the travel and budget restrictions, we are happy it will be here at home.

Bob Banghart, Deputy Director of LAM, has taken the lead on coordinating local arrangements as well as working through plans with the program committees. The majority of events will take place in the Father Andrew P. Kashevaroff Building (APK) and the Sealaska Heritage Institute's Walter Soboleff Building. We have invited local historical societies and cultural centers to bring displays that showcase local history for the atrium gallery's cases.

Call for papers, and eventually the program and conference registration, will be found at two websites:

Alaska Historical Society - <http://alaskahistoricalsociety.org/>

Museums Alaska - <https://museumsalaska.org/>

Outreach

Jilkaat Kwaan Cultural Center in Klukwan officially opened on May 14, 2016. LAM has had several roles to assist in the establishment of this cultural center. This is the culmination of 5 years of involvement with the community to define, design and develop this new cultural center. Tasks included community meetings, consultation with designers, object conservation advice, exhibit mount-making and exhibition installation.

The Museum of the Aleutians in Unalaska has suffered some setbacks in the past year and is in the process of undergoing a significant amount of change. As part of the outreach and technical consultation services of the Museum, LAM staff have made three trips to Unalaska to support the museum's board of directors in their strategic thinking, board reorganization and search for a new director and a new direction.

APK is hosting programs for Celebration 2016 as a result of our collaborative work with Sealaska Heritage Institute on the MA/AHS Conference and our staff's assistance to SHI as they opened the Walter Soboleff Center last spring. This is a partnership that is rich in possibilities for future work.

OWL (Online with Libraries) support for rural libraries continues. Despite loss of the legislatively-designated funding, LAM is pursuing ways to assist public libraries in affordable internet offerings to their patrons.

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Version: May 12, 2016

**Alaska State Library, Archives & Museums
Strategic Plan
and
Plan for Evaluation
2016-2020**

Introduction

As the State of Alaska Division of Libraries, Archives & Museums (SLAM) takes occupancy of its new quarters in the Father Andrew P. Kashevaroff State Library, Archives & Museum building, the Division will be located primarily in one space in Juneau. With partial amalgamation of its archives, museum and library sections, a Strategic Plan is a logical guiding document for further progress. SLAM intends that this document look approximately 4 years into the future, and that an annual revisit of the strategic plan will help measure success. The document then can be updated as appropriate.

As we consider new or refocused endeavors in a time of tight budgets, we are guided by the statutory obligations of the three sections.

The functions of the sections of the Division of Libraries, Archives & Museums (SLAM) are clearly outlined in Alaska Statute. These are briefly paraphrased below.

Library (AS 14.56)

1. Undertake state library functions to benefit the state and its citizens... i.e.,
2. Provide reference library service to state and other public officials...
3. Provide library services and administering state and other grants-in-aid to public libraries to supplement and improve their services...
4. Provide library services directly to areas in which there is not sufficient population or local revenue to support independent library units...
5. Distribute financial aid to public libraries for extension of library service to surrounding areas and to improve inadequate local library service...
6. Offer consultant service on library matters to state and municipal libraries, community libraries, school libraries and libraries in unincorporated...
7. Serve as a depository for state and federal publications concerning Alaska...
8. Apply for, receive, and spend... federal, state or private funds available for library purposes...
9. Record and distribute the election pamphlet... for use by blind voters....
10. Establish and charge fees...
11. Operate and maintain the Alaska State Archives...
12. Historical Library
 - Collect, catalog, and preserve an Alaska collection...
 - Serve as a depository for state and federal historical publications concerning Alaska...
 - Acquire, catalog, and maintain private papers and manuscripts relative to Alaska...
13. Establish a depository library in cooperation with federal, municipal and private data collection and research efforts

14. Make grants to eligible libraries for public library operations, for interlibrary cooperation and for regional library services....
15. Establish a public school library collection development grant program....

Archives (AS 40.21)

16. Negotiate for, acquire, and receive public records of permanent value....
17. Establish and operate a state archival repository that shall provide for the preservation, arrangement, repair, rehabilitation, duplication....
18. Review and approve all agency records retention schedules....
19. Make permanent records... kept confidential, available for public use....
20. Make available to any person copies of archival material....
21. Adopt a seal for official use and certification of record copies....
22. Negotiate payment for acquisition of public records....
23. Arrange for microfilming of public records if negotiations are unsuccessful....
24. Accept gifts, bequests and endowments....
25. Prepare inventories, indexes, catalogs, and other finding aids or guides....
26. Accept documents... that are appropriate for preservation....
27. Analyze, develop and coordinate the standards and procedures for record making and current record keeping....
28. Ensure maintenance and security of records....
29. Initiate action to recover state records removed without authorization....
30. Establish and operate state records centers....
31. Transfer records considered to have permanent value to the state archives....
32. Institute and maintain a training and information program... for all state agencies....
33. Make continuing surveys of paperwork operations and recommend improvements in current records management practices....
34. Initiate programs for improving the management of correspondence... forms, reports and directives....
35. Provide centralized microfilm service....
36. Establish standards for the preparation of records retention schedules....
37. Review records retention schedules... and submit them to the attorney general for review and approval

Museum (AS 14.57)

38. Acquire artifacts, natural history specimens, art objects, etc., that pertain to the human and natural history of Alaska by purchase and by gift....
39. Identify, catalog, preserve, and display these acquisitions....
40. Acquire and catalog Alaskan photographs....
41. Accept endowments, grants, and gifts....
42. Collect and maintain books, periodicals, and other materials pertinent to museum managements....
43. Assist and advise in the development of local museums....

44. Collect and keep current information concerning museum activities throughout the state....
45. Coordinate museum activities with those of other agencies....
46. Keep the museum open at reasonable hours for convenience of visitors....
47. Provide museum services and administer state and other grants-in-aid to museums in the state to supplement and improve their services....
48. Establish by regulation and collect fees... negotiate group discounts....
49. Appoint and manage a Museum Collections Advisory Committee to oversee and regulate acquisition and disposition of properties for the museum....
50. By legislative appropriation, use the income of the Alaska Heritage Endowment Fund to acquire culturally or historically significant artifacts for the State Museum or the Sheldon Jackson Museum
51. Designate natural and cultural history repositories in addition to the state museum.

SLAM divides its specific statutorily-authorized work into three mission-driven categories. The categories are mutual responsibilities of each of the sections; libraries, archives and museums; which may be carried out in unique ways. Operational responsibilities are reflected in the first three goals of the strategic plan, which can be characterized as

- Goal 1. Collections and Preservation;
- Goal 2. Access to Collections; and
- Goal 3. Leadership.

SLAM values diversity, equal opportunity, excellent communication and demonstrated respect in all areas of operations. The final goal speaks to this.

- Goal 4. Diversity and Respect

Evaluation of the Plan

Proper evaluation can and should be a part of this plan, and should be of a variety of kinds, as appropriate to the goal, objective and action. Types of evaluation to consider are:

- a) Input: documents resources used to accomplish the action (e.g., dollars spent, webinars held, etc.)
- b) Output: statistics generated (e.g., reference questions answered, web articles posted, items purchased, etc.)
- c) Efficiencies: cost divided by output for a per-unit figure (e.g., savings generated)
- d) Outcomes: benefits to humans (e.g., use statistics of services like online tutoring or digital archives)
- e) Service Quality: customer satisfaction: (e.g., survey results)
- f) Contributions to Public Education: How the actions align with the work of EED to assist students, teachers and/or parents (e.g., programs that reference Alaska Standards, directly benefit instruction, etc.)

This document has the Goals, Objectives and Actions in a chart on the left, with the Evaluation result on the right.

Goal 1: SLAM will collect, preserve, and manage its collections of diverse historic and educational materials in order to connect people to creativity, knowledge, and ideas and for the public good.

Collections arrive at SLAM through various means (i.e., purchase, donation, transfer) and they arrive in various conditions. Some are clean but many are dirty, moldy, damp, infested with vermin, etc., and thus require decontamination and stabilization. No materials arrive with museum, library or archival protocols for intellectual control. All must be carefully evaluated, handled, arranged, cataloged and stored so people can find and use them.

Objective 1: SLAM will invest in and expand the collections.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Research and obtain new acquisitions.						
Address backlogs.						
Reevaluate collecting policies.						
Objective 2: SLAM will ensure collections are protected, preserved, and maintained.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Establish a paper and photo conservation program.						
Catalog items for intellectual control.						
Maintain provenance files.						
Provide proper storage and housing.						
Manage temperature and humidity levels to facilitate preservation.						
Apply conservation and preservation care to fragile or recently obtained acquisitions.						
Objective 3: SLAM will manage its collections using accepted professional standards.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Reassess holdings and periodically deaccession materials to ensure cost-effective management of physical space and staff time.						

Create better system to monitor lapsed and new publications.						
Renovate and re-utilize the Stratton Building, Sitka.						
Explore new collection management software that supports public access to ASA, ASM, and ASL HC holdings.						
Preserve and maintain digital objects with justifiable relevant technologies.						
Pursue and implement innovative practices for management of digital objects and support technologies.						

Goal 2: SLAM will provide exemplary access to collections for the benefit of all Alaskans.

Each of SLAM’s collections contains related material that may be combined for exhibits and research. The public can gain awareness of and access to SLAM information and materials through a variety of means. Research, education, and entertainment are all available from the collections.

- Access within the building starts with the various reference or welcome desks.
- Access from beyond the building is a growing need for patrons. It is important to provide awareness of and digital access to material through web pages, databases, social media, and more.

Objective 1: Provide a professional and friendly customer experience.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Create and maintain mobile-friendly interfaces.						
Establish SLAM as a source for information for SOA employees and the general public.						
Make the facility a welcoming third place for new users.						
As a service to our users, provide a high quality store and café.						
Maintain awareness of user needs and of resources for meeting them.						
Consistently improve accessibility.						
Provide a welcoming environment to diverse audiences.						
SLAM will be mindful of historical context and diverse perspectives when it creates value-added information.						
Objective 2: Promote SLAM consistently and professionally						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Designate a position to do marketing for entire Division.						
Gather and audit all marketing materials produced across the Division.						

Develop and implement a coordinated marketing plan for web, print, and social media.						
Develop and implement a consistent look and feel “brand” in marketing materials.						
Develop an annual timeline for creation of marketing materials over the year, i.e. preparing for legislative session, preparing for visitor season, etc.						
Develop methods to improve communications with local and statewide communities and with SLAM stakeholders.						
Evaluate effectiveness of web, print and social media publications annually.						
Develop new content based on the results of this evaluation.						
Create content so that it can be re-used in multiple formats.						

Goal 3: SLAM will provide leadership by modeling, fostering and coordinating exemplary practices for Alaskan libraries, archives, museums, cultural heritage centers, state agencies, and local governments.

Staff of the Division of the Libraries, Archives, and Museums serve as statewide leaders and strive to model the highest level of professionalism in their respective fields. SLAM has a vital role as mentors and supporters of its Alaskan constituents, by focusing on the in-house services, processes, and training mechanisms required to appropriately build the capacity of and provide guidance to other cultural institutions.

Objective 1: SLAM will foster a culture of continual professional improvement.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Develop staff knowledge through professional development opportunities, cross-training, and network building, including but not limited to privacy and security awareness training, cross-training between staff and among sections, and increasing staff knowledge of level one information technology processes.						
Integrate and streamline internal processes.						
Develop shared goals, methods, and projects.						
Refine SLAM organizational structure for improved efficiency.						
Promote high quality services across all SLAM sections and units.						
Objective 2: SLAM will consult with Alaskan libraries, archives, and museums as they develop their own activities, programs and services.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Facilitate professional development for LAMS, including marketing and technology training and digital literacy training for staff in LAMS.						
Provide regular professional development classes via OWL to staff of libraries, archives and museums.						

Allocate travel funding for coordinators so they can make site visits and provide training to rural libraries, museums, and archives.						
Develop self-paced online learning modules for LAMS.						
Strengthen programs that develop capacity in LAMS, including but not limited to internships, VISTAs, and EXOS.						
Continue to support events for ANLAMS.						
Support programming for children in schools and LAMS by consulting on early literacy, supporting LAMS and their innovative early childhood programming, expand the Alaska summer reading program, and by reconstituting the full-time school library coordinator.						
Teach research skills to students locally and statewide.						
Document and share best practices for description of Alaska materials.						
Establish an online system that would allow LAMS to update their own contact information.						
Objective 3: SLAM will develop effective and efficient internal collaborations.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Develop a full-time educational programming coordinator.						
Strengthen grant committee to coordinate grants awarded or received by SLAM.						
Prioritize internal communication, cross-training, and information-sharing.						
Annually review Division programs and exhibits for collaborative elements to learn how we collaborated well and find ways to improve.						
Ensure a basic knowledge of Division-wide resources among all staff.						
Standardize naming conventions and organizational structure for digital assets.						
Work together on planning and development for Argus, Minisis, Sirsi, and ViLDA.						

Develop communication methods and/or tools for collaborative reference to ensure complete results while minimizing duplication.						
Honor the unique qualities and diversity of each section.						
Objective 4: SLAM will engage in and encourage partnerships.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Cultivate in-reach, an environment that encourages community input.						
Strengthen Friends of SLAM (FoSLAM).						
Develop community informatics outreach program, especially to Alaska Native communities. (The term “informatics” broadly describes the study and practice of creating, storing, finding, manipulating and sharing information.)						
Objective 5: SLAM will promote, coordinate, and administer grant programs in support of constituent institutions.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Public library grant regulations will be revised so that full grants are limited to libraries in towns of 200 or more.						
Optimize and streamline grant applications and reporting.						
Create an automatic grant application system to allow for streamlined application process and review.						
Objective 6: SLAM will support affordable internet for LAMs, schools and their communities.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
SLAM should champion OWL and School BAG internet subsidy to be fully funded through the						

Alaska Universal Service Fund managed by the Regulatory Commission of Alaska by adding a phrase to Alaska Statute 42.05.840.						
Streamline and modernize e-rate management processes.						
Work with E-rate consultant to develop a succession plan for her position.						
Videoconferencing network shall be promoted to state agencies – revisit after FY17 budget is set.						

Goal 4: SLAM will value diversity, promote cross-cultural education, and incorporate multicultural perspectives into operational practices.

Upholding equal employment opportunities, respecting diversity, promoting cross-cultural learning, and using respectful communication skills form the basis of positive workplace behavior and reduce intolerance and discrimination, as outlined in the Office of the Governor’s Administrative Order 195. Holding itself to a higher standard, SLAM will seek to improve our workplace and customer service in ways that better serve and embrace the diversity of our state.

Objective 1: SLAM values and supports diversity.						
Actions:	Evaluation					
*Type of Evaluation – and date completed	A	B	C	D	E	F
Provide underserved populations with Division services to the greatest practicable extent.						
Promote acquisition of materials that reflect the broad range of information, perspectives and opinion about subjects collected.						
Acknowledge the validity and importance of knowledge about cultures, diversity and mutual respect; sharing documents of state, national and international scope.						
Incorporate knowledge, perspectives, and histories about diverse populations into SLAM’s practices, products, and collecting efforts.						
Collaborate with communities and community organizations to provide a community-driven approach to use of SLAM spaces, development of collections, exhibits and programs.						
Share information that promotes greater understanding about the value of Alaska Native cultures, including (but not limited to) research agreements, cross-cultural education, the Protocols for Native American Archival materials, the Native American Graves Protection and Repatriation Act.						

Lead by example and work respectfully with tribes to address Native American Graves Protection and Repatriation Act claims.						
Per Administrative Order 195 and affirmative action policies, improve our workplaces, customer service, training practices and hiring practices to reflect the diversity of our state and show respect for all peoples.						
Remember when interviewing job applicants that Alaska Native applicants possess knowledge and skillsets in demand within SLAM.						
Provide equal internship opportunities for all Alaskans.						

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15B

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo is a report on early learning; career and technical education; child nutrition; school health, safety, and alternative education; State System of Support; the Elementary and Secondary Education Act and federal programs; and special education.
- Paul R. Prussing, Acting Director of Teaching & Learning Support, will be present to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

Teaching & Learning Support Report to the State Board of Education & Early Development, June 2016

Early Learning Update

In March 2016, the Governor's Office received a \$25,000 grant from the National Governors Association for technical support to set early learning priorities for Alaska. The Alaska Early Childhood Coordinating Council will coordinate this work. The council is co-chaired by Interim Commissioner McCauley and Health and Social Services Commissioner Val Davidson, and staffed by Anji Gallanos of Education and Gennifer Moreau of Health and Social Services.

With the grant, the council will strengthen its governance, review methods of statewide communication, and work across departments to ensure that stakeholder feedback on early learning priorities is communicated effectively. A small group from the council met with the governors association in May to set goals. The group will meet in June, in Portland, with other states for a cross-state collaborative convening. Alaska Head Start directors will meet for a biennial face-to-face meeting in Wasilla in June, allowing them to connect with federal program offices and state support systems. EED Early Learning will present on changes to statewide data collection policy and health and safety inspections.

EED Early Learning has been working closely with thread Alaska, a nonprofit, to train coaches to support early care and learning teachers. A cohort of coaches was trained in the My Teaching Partner coaching program in May. It is hoped that this cohort will work closely with Head Start teachers to facilitate stronger teacher and child interactions.

Career and Technical Education (CTE) team update

CTE is continuing to work on the Size Scope Quality initiative's definitions and on high-quality programs for the CTE pathways. Postsecondary and secondary monitoring are complete for the year. Postsecondary implementation grants are in process of being approved for next fiscal year, with notifications going out the week of May 16. Perkins grant approval for next year is in process with the federal Office of Career Technical and Adult Education, with anticipated completion of negotiation of indicators by June 1, 2016. A new online grant process has been implemented for next year for secondary grants and reallocation so all grant submissions will be submitted electronically by all postsecondary partners.

Child Nutrition Programs

Child Nutrition has begun a process to transmit additional direct certification information to districts based on migrant eligibility and participation in the Food Distribution Program on Indian Reservations (FDPIR). Direct certification is a process that allows the department to provide eligibility information to districts that can certify children for free meals based on participation in other programs. Alaska maintains one of the highest direct certification rates in the nation and is the first to begin transmitting FDPIR data.

Child Nutrition staff have been working with the U.S. Department of Agriculture and the Alaska Department of Environmental Conservation to identify food items in district inventory that may be impacted by three different food recalls that occurred in April and May. Following manufacturer's instructions, 11 districts have destroyed 151 cases of impacted products. Food

distributors are working directly with districts to provide reimbursement for food and destruction costs.

The U.S. Department of Agriculture released regulations for the Child and Adult Care Food Program, aligning the meal pattern to the Dietary Guidelines for Americans. These will be implemented in 2017. School meals were changed to meet the guidelines in 2011, but districts with preschool programs also must follow the program requirements for preK students.

School Health, Safety, and Alternative Education Team

During this quarter the team advanced its suicide prevention initiatives. The team completed its review of district suicide prevention, intervention, and postvention grant applications and announced grant awards to Anchorage School District, Mat-Su Borough School District, Kenai Peninsula Borough School District, Fairbanks North Star Borough School District, North Slope Borough School District, Lower Yukon School District, Bering Strait School District, Juneau School District, and Petersburg School District. Each district will receive \$25,000 annually for three years beginning July 1, 2016. Additionally, to align to changes to the mandatory suicide prevention district staff training requirements that take effect July 1, 2016, the department refabricated its eLearning suicide courses. During the 2016-2017 school year, the department will offer districts four modified eLearning courses: Part A Suicide Awareness, Part B Suicide Prevention, Part C Suicide Intervention, and Part D Postvention.

The team's preparations for implementing the Alaska Safe Children's Act progressed in this quarter. The 10-member task force for the Alaska Safe Children's Act has been meeting monthly since October, 2015. The task force was created in, and supported by, the Department of Education & Early Development. It is chaired by Trevor Storrs, director of the Alaska Children's Trust, and Lauree Morton (vice chair), director of the Council on Domestic Violence and Sexual Assault. Interim Commissioner Susan McCauley and Barbara Thompson, State Board of Education, also serve on the task force. The task force will provide, by June 30, 2016, recommendations to the department regarding model curricula for use by school districts.

The task force will recommend age-appropriate model curricula and teacher training materials related to: 1) suicide prevention training required under ch. 34, SLA 2012, and AS 14.30.362 (for school staff); 2) sexual abuse and sexual assault awareness training and prevention required under AS 14.30.355 (for school staff and students grades K-12); 3) dating violence and abuse awareness training and prevention required under AS 14.30.35 (for school staff and students grades 7-12), 4) alcohol and drug related disabilities training required for teachers and staff; and 5) alcohol and drug abuse education described under AS 14.30.360 (students grades K-12).

To assist districts in complying with the teacher training requirements of the Alaska Safe Children's Act, the team has completed a comprehensive rewrite of its Alcohol and Drug Related Disabilities eLearning Course, and is nearing completion of extensive updates to its Child Abuse and Neglect Prevention eLearning Course. Updates to its Domestic Violence and Sexual Assault course to incorporate Erin and Bree's Laws are under way. Finally, under the direction of the Alaska Safe Children's Act Task Force, the School Health, Safety, and Alternative Education team convened a group of 25 content experts, school representatives, and other stakeholders in Anchorage on April 11- 12 to review classroom curriculum and provide feedback to the task

force. The meeting was hosted by the Anchorage School District and made possible by the Alaska Children's Trust. The Alaska Safe Children's Act takes effect June 30, 2017.

State System of Support (SSOS)

The school support team, in partnership with Alaska Staff Development Network, prepared for the Alaska School Leadership Institute held in Anchorage on May 24-27, which targets training for rural district and school staff. The department liaisons to 1- and 2-star schools continue to support the implementation of school improvement plans and encourage documenting activities in preparation for the summer break.

The Elementary and Secondary Education Act and Federal Programs

The ESEA and Federal Programs team led the ESEA Application Workshop to open the FY17 application in the online Grants Management System and assist districts in completing the application for federal program funds for the 2016-2017 school year. The workshop was held April 19-20 in Anchorage. Forty six of the Alaska's 54 districts elected to use their award funds to attend the workshop, sponsoring a total of 78 participants.

The Special Education program

In addition to attending a wide variety of mandatory meetings related to special education, the special education team has completed the federal application for the State Improvement Grant, and submitted the state Special Education Part B Grant application. A self-evaluation tool for statewide correctional facilities to complete regarding service for school age inmates was produced and distributed. The annual Performance Report and the State Systemic Improvement Plan were submitted to the federal government. The coming school year's monitoring schedule was posted online; however, we are looking into the accessibility functions of our online materials, which will impact changes to our website. The special education team is investigating the possibility of moving to a statewide paperwork system for special education for cost-effectiveness and a reduction in district effort for some reporting requirements.

Alaska was recognized for coordinating with Division of Vocational Rehabilitation for secondary transition, particularly with Transition Camps, and through the creation of district-level "Jobz Clubs."

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15C

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo is a report on the work of the assessment and accountability unit.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

Assessment & Accountability Report to the State Board of Education & Early Development, June 2016

The department is in the process of developing the Request for Proposals (RFP) to seek new assessments in English language arts and mathematics for 2017. The target date for releasing the RFP is July 1.

The assessment staff ensured that district test coordinators (DTCs) and other staff were given information and technical support during the interruptions and subsequent cancellation of the Alaska Measures of Progress (AMP) testing.

Technology-specific issues also occurred with the implementation of the ACCESS 2.0 for ELLs English language proficiency assessment. The assessment staff is following up with districts for their input and will meet with the test vendors to advocate for recommended improvements for next year.

The final administrations of required college and career readiness assessments (ACT, SAT, and WorkKeys) have been completed with few issues. The Program Coordinator has put additional efforts into communicating with DTCs and school counselors regarding important issues such as the repeal of this law and the new scores for the new SAT.

In the data management team, duties have been shifted based on the loss of one research analyst position. Data requests will be evaluated and prioritized by determining whether the work is required or not required by law.

The Data Team, the School Health Team, and Information Technology staff have worked together to migrate the collection of discipline data (suspensions and expulsions) to the State Report Manager (SRM). This data collection opened on Monday, May 16. Files are due Thursday, June 30.

The data management supervisor is working with the administrator for teacher education and certification on the required collection of educator evaluation-related data this September. He created the template for the data collection and provided her with an outline for an instructional document that will accompany the template. The current plan is that districts will complete the template, which asks for aggregate data per 4 AAC 19.055, and submit it through a secure file transfer.

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

June 17, 2017

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15D

◆ ISSUE

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

◆ BACKGROUND

- Superintendent Bill Hutton will be available by telephone to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

**MEHS
Report
May 16, 2016**

Year-End

Listed below is our
at the end of the
year we ended the
increase of 12

	Females	Males	Total
9	56	34	90
10	68	38	106
11	67	35	102
12	47	34	81
Total	238	141	379

Superintendent's

Enrollment

current enrollment
school year. Last
year at 367 – an
students this year.

We have 80% of the senior class who have attended MEHS for either 3 or 4 years – exactly the same as last year.

Personnel Openings

At this time, we have some significant staff changes in the mix.

Mark Nance, math and technology teacher, is moving to become Technology Director at North Slope Borough. We have advertised and are in the process of hiring a new math teacher, preferably with a technology background also.

Jixin Tan, who teaches both Chinese and math, is leaving for personal reasons. Mr. Tan has done a great job promoting Chinese language and culture. Students have won a variety of awards at Chinese Cultural celebrations. He will be missed.

Again, we are in the process of advertising and hiring a Chinese/math teacher.

Christy Anderson, English teacher, has requested to be moved to half time for next year due to personal reasons. We are exploring that possibility, but want to make sure that we can serve students well.

Staff Recognition

Mr. Bernie Gurule has been nominated for the Region V (Southeast Alaska area) Principal of the Year. Mr. Gurule is in his eleventh year at MEHS.

Summer Maintenance Projects

The project to remodel the B.J. McGillis Fieldhouse locker rooms is on budget and on schedule. This remodel is much needed and should be complete by the time students arrive on August.

MEHS Aquatic Center

All students attended a groundbreaking for the pool on Sunday, May 1, in the pouring rain. It was great to have Interim Commissioner McCauley and Board Member Rebecca Himschoot in attendance – as well as Senator Stedman, who initiated the funding for the pool. Elizabeth Castillo, MEHS student body president, wields a mean shovel (third from right).

This facility will be a magnificent addition to MEHS and Sitka. The design supports multiple activities at once. We have worked hard to make it energy-efficient as well as efficient as possible in operating costs.

Please also note the hard hat decals - designed and produced by MEHS students.



Budget

As of this writing date (5/15/16), the legislative season has not been completed. Therefore, we still don't have any concrete information regarding our total revenue. At this time, MEHS is projected as a "flat" budget – which means the same number of dollars as last year.

Although it is great news that we may not be absorbing greater cuts, in effect we are because we absorb any increased costs in contracts, payroll, or other costs of "doing business."

However, this director is not complaining. The Department of Education budget has been decimated and up to a dozen jobs are going to be lost. I am happy with flat funding.

Enrollment for 2016-2017

We opened our enrollment process in the last week of April for returning students. I am excited about the second year of electronic enrollment. We have revised and refined the software to provide the best experience we can for our parents. We think it will save both parents and school personnel considerable time.

Last year, we figured out a way to accept credit and debit cards by phone or fax. This year, fingers crossed, we have a web interface for the payment of the \$250 student activity fee. Because Alaska has a statewide credit card vendor, this has been a challenge.

Admissions 2016-2017

Student applications are rolling in for this coming school year. We have a handful of teachers trained to review and score applications. We have tried to increase our advertising so that everyone knows, after all the political scuffling, that we are open and ready for a great 2016-2017 school year.

Contractors: Trinity Business Services

As everyone knows, the organization of MEHS is only as great as the sum of its parts. Trinity Business Services (TBS), owned and operated by Ben Hilberg -- and led by Ben, Tracy Dupee and John Wathen -- provides excellent dorm and food services for our students.

A number of factors distinguish Ben and his company. One is an ethic to serve and maintain high quality living and eating. A second is that Ben, Tracy, and John are team players. They strive to collaboratively work with the MEHS leadership team in the best interests of our students. Thirdly, TBS stands for continuous improvement. Ben and his team are always looking at what they can do just a little bit better.

Great teams provide the best services to students. We have one.

Transition:

I have been working with the new director, Janelle Vanasse. We are working out how to have some days together to help her with a great start. I am confident that we have an outstanding person and professional for the next leg in the MEHS journey.

Summary:

As you may have figured out, I love MEHS. I am sad to leave the best job in the world.

My only hope is that I've contributed a little bit to the lives of our magnificent students and earned the trust of our parents.

I also hope that I have positively represented the department, the State Board, and our great state.

Thank you for your support.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15E

◆ ISSUE

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

◆ BACKGROUND

- The board will be briefed in writing on current legislation for the 2016 legislative session that affects the department and on the department's FY2017 budget.
- Materials related to passed legislation will be distributed at the meeting.
- Materials related to the department's FY2017 budget will be distributed at the meeting.
- Marcy Herman, Legislative Liaison, and Heidi Teshner, Administrative Services Director, will be present to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15F

◆ ISSUE

This is a standing written report from the Attorney General's Office on education-related legal matters.

◆ BACKGROUND

- Behind this cover memo is the Assistant Attorney General's report.
- Assistant Attorney General Rebecca Hattan will be present to answer board members' questions.

◆ OPTIONS

This is an information item. No action is required.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education and Early Development

DATE: May 13, 2016

FILE NO.:

TEL. NO.: (907) 465-3600

FROM: Rebecca Hattan
Luann Weyhrauch
Assistant Attorneys General
Labor & State Affairs Section
Department of Law

FAX NO.: (907) 465-2520

SUBJECT: Attorney General's Report

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

1. *Miebs v. Anchorage School District et al.* Ms. Miebs survived an attempted murder committed by her estranged boyfriend, Nicholas Chamberlain. The attack took place at or near Service High School. Both Ms. Miebs and Mr. Chamberlain were students at Service High School. Prior to attending Service, Mr. Chamberlain attended several other high schools in the state, including Mount Edgecumbe. The complaint names numerous plaintiffs, including the Department of Education and Early Development ("Department"). Plaintiffs' theory of liability as to the Department is that Mt. Edgecumbe culpably failed to adequately warn Service High School about Mr. Chamberlain's behavioral history. The Department is represented in this matter by Patricia Huna, an attorney in the Torts section of the Department of Law. Trial is currently set for September 2016.

2. *DEC Enforcement Matter related to Contamination at Aniak Middle School.* The Alaska Department of Environmental Conservation (DEC) has identified DEED, DOT&PF, and the Kuspuk School District, as well as the federal government, AT&T Alascom, Lockheed Martin Corporation, and Exelis-Arctic Services, Inc., as potentially responsible parties (PRPs) for polychlorinated biphenyls (PCBs) and trichloroethylene (TCE) contamination at the site of the Aniak Middle School. The contamination dates back to the use of the site by the U.S. Air Force as a White Alice Communications System site from 1958 to 1979.

In September 2013, the PRPs 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.

On February 3, 2016, the Consent Decree (a settlement agreement in the form of a court order) was fully executed. On February 8, 2016, 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 on March 4, 2016. On-site work will be conducted in the summer of 2016 to further assess the presence of TCE for the purpose of preparing a TCE remediation plan. PCB clean-up work is expected to occur in the summer of 2017.

3. *Ketchikan Gateway Borough et al. v. State of Alaska.* On January 13, 2014, the Ketchikan Gateway Borough sued the State of Alaska, asking the court for declaratory judgment on several points of constitutional law. The lawsuit argues that the required local contribution component of the Alaska school funding formula violates art. XI, sec. 7, the Alaska Constitution's anti-dedication clause. The lawsuit also alleges that the required local contribution unconstitutionally deprives the Governor of his veto power under art. IX, sec.13. The plaintiffs filed a motion for summary judgment on February 6, 2014. The State filed a cross motion asking for summary judgment in its favor. Oral argument took place in Ketchikan on June 2, 2014. On November 21, 2014, Judge Carey ruled in favor of the Ketchikan Gateway Borough, holding that the required local contribution violated art. XI, sec. 7, the anti-dedication clause. Final Judgment was entered in the superior court. On January 28, 2015, the State appealed the lower court ruling to the Alaska Supreme Court. The plaintiffs filed a cross appeal. The Alaska Supreme Court granted the State's request for a stay of the superior court's order during the pendency of the Supreme Court appeal. The briefing process is complete and oral argument took place on September 16, 2015. The Alaska Supreme Court issued a decision in this matter in January, 2016. The decision upholds the statute—allowing the State to continue requiring payment of the local contribution, an amount that equaled approximately \$222 million of public education in recent years. The decision also maintains the state's eligibility to offset state formula aid with federal impact aid, to the tune of approximately \$70 million each year. The Supreme Court decided that public school funding fell within an implied exception within the dedicated funds clause for state-local cooperative programs. This is the first Supreme Court decision to recognize the state-local cooperative programs exception. The state argued that the exception exists based on a memorandum written by consultants during the Constitutional Convention, and a subsequent change to the language of the constitutional provision that delegates said address the memo's concerns. The state is currently pursuing an award of attorney's fees against the plaintiffs in superior court. Judge Carey has yet to rule on this issue.

4. *North Slope Borough (NSB) and North Slope Borough School District (NSBSD) appeal of Department's denial of debt reimbursement eligibility for certain bonds issued by NSB.* In February 2015, the NSB and NSBSD filed an appeal of the Department's determination that five bonds issued by the NSB for school construction were ineligible for debt reimbursement. After the commissioner's designee reviewed and affirmed the Department's determination, the NSB and NSBSD requested a formal hearing. The parties entered into a stipulated schedule and the hearing officer set summary adjudication motion deadlines. In October 2015, the parties entered into a stipulation of facts to be used in connection with summary adjudication motion practice. In December 2015, the North Slope Borough filed a motion for summary adjudication. On February 12, 2016, the Department filed its opposition to that motion and a cross-motion for summary adjudication. The parties will complete opposition and reply briefing in support of the motions before June 10, 2016, and anticipate a decision from the hearing officer before the end of June 2016. Any claims that are not fully resolved on motion practice will likely need to be resolved in a contested hearing later this summer. The Department is represented in this matter by Janell Hafner, an attorney in the Opinions and Appeals section of the Department of Law.

5(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 was sent under CACFP federal regulations due to action taken by the state Child Care Program Office to suspend the child care license of Illuminations based on serious health or safety violations. In April 2015, Illuminations and its owner and administrator requested an administrative review of written materials rather than a hearing. An administrative review official was appointed to conduct the review of written materials under the CACFP federal regulations. The review official issued a determination upholding the agency's action in May 2015.

5(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. On July 16, 2015, the Notice of Appeal was properly served. The agency record was filed in September 2015. The appellants' opening brief was filed on December 9, 2015. The parties are discussing settlement options. We have been working with the appellants, through their attorney, to obtain documentation related to their claim.

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

June 17, 2017

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 16

◆ ISSUE

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

◆ BACKGROUND

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

◆ OPTIONS

This is an information item. No action is required.

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

June 17, 2017

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There are five items being presented on the consent agenda.
- Behind this cover memo are items 18A through 18E.

18A. Approve the minutes of the March 21-22, 2016, meeting

18B. Approve the minutes of the May 2, 2016, meeting

18C. Approve amending bylaws to publish meeting notices in one newspaper

18D. Approve extending approval of the educator preparation program at the University of Alaska Anchorage for one year.

18E. Approve a resolution in support of the Alaska Postsecondary Access & Completion Network

◆ OPTIONS

Approve the entire consent agenda.

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

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the entire consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approve the minutes of the March 21-22, 2016, meeting; approve the minutes of the May 2, 2016, meeting; approve amending the bylaws to publish meeting notices in one newspaper; approve extending approval of the educator preparation program at the University of Alaska Anchorage for one year; and approve a resolution in support of the Alaska Postsecondary Access & Completion Network.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18A

◆ ISSUE

The board is being asked to approve the minutes of its March 21-22, 2016, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the March 21- 22, 2016, meeting.

◆ OPTIONS

Approve the minutes of the March 21-22, 2016, meeting.

Amend the proposed minutes and approve the amended minutes of the March 21-22, 2016, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the March 21-22, 2016, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
March 21 & 22, 2016
Juneau, AK

Monday, March 21

Chair Fields swore in new member Rebecca Himschoot.

Chair Fields called the meeting to order at 8 a.m. All members were present. The board, staff, and public recited the Pledge of Allegiance. The board prayed. A presentation by Lt. Gov. Byron Mallott was removed from the agenda. The board approved the day's amended agenda.

Rebecca Himschoot, First Vice-Chair Hull, and Chair Fields declared a potential conflict of interest because they serve school districts with projects on the state's construction and major maintenance lists. Chair Fields declared that Ms. Himschoot and First Vice-Chair Hull did not have a conflict. Interim Commissioner Susan McCauley declared that Chair Fields did not have a conflict.

Public Comment

Christie Reinhardt, of the Governor's Council on Disabilities and Special Education, addressed HB 102 and SB 103, which relate to private psychiatric institutions' services to school districts. She was concerned about the use of public funds for private residential psychiatric treatment centers that also educate children, the liability of school districts that use such services, and the record of United Health Services, a national provider of such services.

Lorraine DeAsis of Juneau said the Alaska Native Science and Engineering Program (ANSEP) uses inflated data. It has received state funds while school district programs in Native education are fighting to financially survive. She noted that ANSEP is open to non-Natives.

Rep. Lora Reinbold said legislators have had no input on the department's advisory committee on the federal Every Student Succeeds Act. She said the committee includes educators, not parents. She said holding an advisory committee meeting in April in Anchorage rather than Juneau would leave out legislators. Rep. Reinbold said an advisory committee document referred to student's opting out of assessments as the No. 1 threat. She said the board should pass a regulation reflecting that the state should not spend money on the Common Core. She wants Alaska's standards rewritten. She said the department does not inform parents of their right to opt out of assessments.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators, said its members considered the characteristics they hoped for in a new commissioner. She thanked Interim Commissioner McCauley for her work. She thanked the department for its process of developing a state plan to implement the Every Student Succeeds Act.

Rep. Tammie Wilson said HB 44 (the Alaska Safe Children's Act, passed last year) requires school districts to do a lot more. Her district said it would cost \$450,000-plus to meet its requirements. She said the intent of HB 278 was that Alaska would not use the Common Core. Alaska's standards are very similar to Common Core. She urged the department to use off-the-shelf assessments.

Harvey Brandt of Sitka praised Mt. Edgecumbe High School, citing its diversity, good faculty, and investment in the future.

Dean Willis of Sitka, parent of Mt. Edgecumbe High School students, spoke of the unique opportunity the school offers to students throughout Alaska to get a good education, whether collegiate or vocational. He said the state should expand Mt. Edgecumbe High School.

Kathleen Brandt praised Mt. Edgecumbe High School, noting its focus on Pacific Rim studies.

John Byoff of Nome, parent of Mt. Edgecumbe High School students, said they receive an excellent education. He opposes a takeover of the school by the Alaska Native Science and Engineering Program.

Bill Hill, of the Bristol Bay Borough School District, asked for support for a project on the major maintenance list.

David Nees of Anchorage said he could not find a mention of bylaw adoptions in the 2012 minutes, although the bylaws refer to that. [Editor's note: the bylaw adoptions were in the minutes of the October 29, 2012, meeting.]

Temple Billard of Fairbanks, a Mt. Edgecumbe High School graduate from Twin Hills, supports keeping the school as a four-year program.

Barbara Haney of North Pole noted that an advisory committee document referred to student's opting out of assessments as the No. 1 threat. She said not enough classroom teachers are on the advisory committee. She said the state should review its standards and not spend time on arts standards. She said school districts are not informing parents of their right to opt out of assessments.

Amy Brabeck, a parent and former teacher in Anchorage, said assessment scores should not be tied to teacher evaluations.

Jenny Loudon, a parent in Anchorage, opposed the use of assessment scores in teacher evaluations, saying that the growth of students isn't consistent from year to year.

Nancy Wertzbaugher of Anchorage, a parent and former principal, opposed the use of assessment scores in teacher evaluations.

Charles Degnan of Unalakleet, a graduate of Mt. Edgecumbe High School, said he has served in the Alaska House of Representatives and the Alaska Federation of Natives board and worked as a fisherman. He said he is concerned about the effect of regulations on small communities.

Michelle Martin of Juneau, a parent of Mt. Edgecumbe High School students, supports the school.

Ed Gray of Sitka said standardized testing is a flawed model. He noted an advisory committee document that referred to student's opting out of assessments as the No. 1 threat.

Lisa Hollander of Skagway, a parent of Mt. Edgecumbe High School students, supports the school.

Jack Walsh, superintendent of the Craig City School District, said some of its buildings are 40 to 50 years old. A five-year moratorium on capital projects puts the district in a bind. He said staff reductions of 45 percent at the Department of Education & Early Development are catastrophic. He said it costs districts significantly to train every person for Erin and Bree's Law.

Work Session

Teacher Lorrie Heagy and students from Glacier Valley Elementary in Juneau presented music on string instruments. She spoke about the Juneau Alaska Music Matters program.

Michael Bourdukofsky and Mike Ulroan presented information about the Alaska Native Science and Engineering Program (ANSEP) and answered board members' questions about admissions and funding. Dr. Herb Schroeder said ANSEP's proposal to use Mt. Edgecumbe High School as an accelerated high school had been distorted. He said ANSEP would like to run an accelerated high school somewhere to demonstrate the model, and then put schools in hub cities. Mr. Bourdukofsky said such a school would benefit any student who wants to go to college.

Agenda Item 1. The Every Student Succeeds Act (ESSA). By telephone Julia Martin, of the law firm Brustein & Manasevit, presented a PowerPoint about ESSA. In response to board members' questions, she explained ESSA's conflicting provisions about opting out and participation rates.

Margaret MacKinnon, Director of Assessment & Accountability, said the department expects to submit the state's ESSA plan by late fall 2016 or early 2017. The draft of the state's plan will be open for public comment.

Sondra Meredith, Administrator of Teacher Education & Certification, reviewed the process of developing the state plan and the involvement of stakeholders and the public. Bernie Sorenson, a contracted facilitator for the process, spoke about the use of synchronous and asynchronous distance techniques such as WebEx and Powernoodle.

Dr. Susan McCauley, Interim Commissioner, said the advisory committee is just the beginning of stakeholder involvement. The options that emerge will be vetted at various conferences and legislative committees.

Agenda Item 2. Travel restrictions. Board members and staff discussed the costs of attending meetings in person, the desire to not reduce the opportunity for public comment, and the lack of security for executive sessions by distance. The board will ask the Governor's Office for a waiver to hold its usual quarterly meetings in person.

Agenda Item 3. Commissioner selection. Chair Fields said applications would be solicited in Alaska. The board developed several questions that candidates will answer in their applications. The department will advertise starting the week of March 28, with a due date in late April.

Agenda Item 4. Capital projects. Finance Director Elizabeth Nudelman explained the process by which construction and major maintenance projects are added to the department's lists of approved projects. The department gives priority to the neediest life and safety projects. In the Governor's budget are the first project on the construction list and the first three projects on the major maintenance list.

Agenda Item 5. Strategic plan. John Harmon, First Vice-Chair Hull, and Barbara Thompson updated the board on subcommittee work on the board's three strategic priorities.

Agenda Item 6. Advertising board meetings. Assistant Attorney General Luann Weyhrauch noted that the board's bylaws require publishing meeting notices in two newspapers. The board could save \$2,500 to \$3,000 a year by publishing meeting notices in only one newspaper. The board asked staff to bring back a revision of the bylaws to allow that. First Vice-Chair Hull said the board should review all of its bylaws. She and John Harmon will serve on a subcommittee.

Agenda Item 7. Substitute teachers. Sondra Meredith, Administrator of Teacher Education & Certification, reviewed the department's regulations that limit teachers with retired teaching certificates to substitute for teachers who will be absent for 20 days or less. Board members discussed the pros and cons of repealing the regulation, and asked the staff to come back with a recommendation.

Tuesday, March 22

Barbara Thompson removed the appointment of Interim Commissioner Susan McCauley from the consent agenda. The board approved the day's amended agenda unanimously.

Work session continued

Agenda Item 8A. Educator evaluations. Dr. Susan McCauley, Interim Commissioner, reviewed the history of the state requirement that includes the use of student learning data in educator evaluations.

Sondra Meredith, Administrator of Teacher Education & Certification, reviewed the proposed regulations, which resulted from talking to educators and administrators. Although districts would no longer be required to use student learning data in evaluations, they would be allowed to do so. Board members discussed a provision that would prohibit districts from using state assessment results as student learning data in evaluations.

Agenda Item 8B. SAT scores. Margaret MacKinnon, Director of Assessment & Accountability, reviewed proposed regulations that would account for scores in a new version of the SAT as they relate to eligibility for the Alaska Performance Scholarship.

Agenda Item 9A. Arts standards. Annie Calkins, Special Project Coordinator for the Alaska Arts Education Consortium, reviewed public comments for the proposed arts standards, which are voluntary. Ms. Calkins said the consortium is working on an implementation handbook.

Agenda Item, 9B. Repeal of educator evaluation pilot. Dr. Susan McCauley, Interim Commissioner, addressed the need to repeal the piloting of the use of student learning data in educator evaluations in this school year, given that the board may choose to repeal the requirement in general. Sondra Meredith, Administrator of Teacher Education & Certification, explained the proposed regulations.

Business meeting

Agenda Item 10A. Educator evaluations. Kenny Gallahorn moved and John Harmon seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 04.205. District performance standards, 4 AAC 19.010. Purpose and scope of evaluations, 4 AAC 19.015. Evaluation materials to be available, 4 AAC 19.030. Evaluation procedures. 4 AAC 19.055. Reporting of evaluation results, and 4 AAC 19.099. Definitions. The motion passed unanimously.

Agenda Item 10B. SAT scores. First Vice-Chair Hull moved and Dr. Keith Hamilton seconded the following motion: I move the State Board of Education & Early Development open a period of public comment on 4 AAC 43.020 Standardized examination and grade point average requirements. The motion passed unanimously.

Agenda Item 11A. Art standards. John Harmon moved and Kenny Gallahorn seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development adopt the proposed amendments to regulations 4 AAC 04.140(a) Content standards. The motion passed unanimously.

Agenda Item 11B. Repeal of educator evaluations pilot. First Vice-Chair Hull moved and Rebecca Himschoot seconded the following motion: After considering all public comment, I move the State Board of Education & Early Development repeal 4 AAC 19.010(k) Purpose and scope of evaluations. The motion passed unanimously.

Agenda Item 12. MEHS director appointment. Dr. Susan McCauley, Interim Commissioner, reviewed the qualifications of the appointee, Janelle Vanasse, and the process of vetting

applications. She noted that the Governor's Office also wanted the department to consult with the Mt. Edgecumbe High School advisory board. First Vice-Chair Hull moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development approve the Interim Commissioner's appointment of Janelle Vanasse as the Superintendent of Mr. Edgecumbe High School in Sitka, to commence on July 1, 2016.

Before passing the motion unanimously, board members said that future selection processes should include the board.

Agenda Item 12A. Appointment of Interim Commissioner. The board went into executive session, citing state law. After coming out of executive session, John Harmon moved and Dr. Keith Hamilton seconded a motion to approve Dr. Susan McCauley as Interim Commissioner. The motion passed unanimously.

Agenda Item 13. Libraries, Archives & Museums report. Linda Thibodeau, retiring Director of Libraries, Archives & Museums, recommended Patience Frederiksen as her successor. She noted that two archivists are retiring, that June 6 would be the grand opening of the division's new facility, and that budget cuts are expected.

Agenda Item 14. Teaching & Learning Support report. Paul Prussing, Acting Director of Teaching & Learning Support, presented a written report and reviewed expected budget cuts.

Agenda Item 15. Assessment & Accountability report. Margaret MacKinnon, Director of Assessment & Accountability, said the department may put out a request for proposals for a statewide assessment in mid-April, after surveying superintendents and the Every Student Succeeds Act advisory committee.

Dr. Susan McCauley, Interim Commissioner, said she and then-Commissioner Hanley spoke to the U.S. Department of Education about flexibility for school districts in their choice of assessments for spring 2016, but we were denied a waiver. To not give the Alaska Measures of Progress in spring 2016 would put the department out of compliance with state and federal law. The department is not telling school districts how to deal with students opting out of assessments; rather, the department is informing districts about state and federal law, she said. The ultimate goal is to have assessments of learning, for learning, and as learning.

Agenda Item 16. Mt. Edgecumbe High School report. Superintendent Bill Hutton said the Alaska Native Science and Engineering Program's proposed acceleration academy has merit but would serve a different population than Mt. Edgecumbe High School serves now. He reviewed progress in the swimming pool project, for which ground has not yet been broken. Board members were concerned that the pool would not have funds to operate. Mr. Hutton said the department has expressed this concern many times since the pool was first approved in fall 2010. The pool is a legislative priority, said Marcy Herman, Legislative Liaison.

Mr. Hutton cited statistics to show the quality and cost-effectiveness of Mt. Edgecumbe High School and the satisfaction of graduates. Barbara Thompson said the board should be more

supportive of Mt. Edgecumbe High School and more forthcoming in its support, such as by a resolution. Chair Fields asked Mr. Hutton to provide the board with data about the school.

Agenda Item 17. Legislative and Budget report. Legislative Liaison Marcy Herman reviewed selected bills. Administrative Services Director Heidi Teshner reviewed the Governor's amended budget and legislative budget actions, which will result in a loss of 20 or so positions at the department.

Agenda Item 19. Commissioner's report. The board received this report out of sequence to accommodate Interim Commissioner McCauley and Chair Fields, who had to leave the meeting for a period. Dr. McCauley said she would attend a national policy meeting about the Every Student Succeeds Act in April.

Agenda Item 18. Attorney General's report. Assistant Attorney General Luann Weyhrauch reviewed recent legal cases. In answer to a board member's question, she said there is no need for a legal opinion on the state statute prohibiting the use of state funds for the Common Core. She noted the legislature has the option to hold a hearing to investigate the facts.

Agenda Item 20. Consent Agenda. John Harmon moved and Kenny Gallahorn seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approve the appointment of Betty Walters as Interim Deputy Commissioner; approve the school construction and major maintenance lists; approve the minutes of the January 25, 2016, meeting; and approve the appointment of Patience Frederiksen as LAM Director. The motion passed 5-0, with Chair Fields and First Vice-Chair Hull absent.

Board comments

LTC Nall said the board is making good strides in the right direction.

Kenny Gallahorn welcomed Rebecca Himschoot to the board.

Dr. Keith Hamilton thanked Bill Hutton, Betty Walters, and Dr. McCauley. He said the board should support Mt. Edgecumbe High School, and he reiterated concern about the swimming pool's operating funds.

John Harmon thanked staff. He noted the need to explain options to parents and to protect student data. He said the board should consider a regulation regarding the Common Core. He thanked Dr. McCauley.

Wilfried Zibell thanked staff and the board.

Alec Burris thanked staff, congratulated Betty Walters and Dr. McCauley, and welcomed Rebecca Himschoot. He said he was happy with the new art standards.

Rebecca Himschoot said she was thrilled to be on the board. She said she has seen the department change from being a regulatory agency to a supporting body.

Barbara Thompson welcomed Rebecca Himschoot and Betty Walters; thanked the board, public commenters, and staff; and reported on the Alaska Safe Children's Task Force.

The meeting adjourned at 3 p.m.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18B

◆ ISSUE

The board is being asked to approve the minutes of its May 2, 2016, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the May 2, 2016, meeting.

◆ OPTIONS

Approve the minutes of the May 2, 2016, meeting.

Amend the proposed minutes and approve the amended minutes of the May 2, 2016, meeting.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the minutes of the meeting as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the minutes of the May 2, 2016, meeting.

Alaska State Board of Education & Early Development
Unapproved minutes
May 2, 2016
Atwood Building, Room 106, 550 West 7th Avenue, Anchorage

Chair Fields called the meeting to order at 11:40 a.m. The board recited the Pledge of Allegiance. The board unanimously adopted the agenda. Board members declared no conflicts of interest. All members were present.

Dr. Keith Hamilton moved and John Harmon seconded a motion to go into executive session to discuss candidates for commissioner of the Department of Education & Early Development, citing a state statute. The board approved the motion unanimously.

At 2:35 p.m., the board returned to the public meeting. First Vice-Chair Hull moved and Second Vice-Chair Barbara Thompson seconded a motion to come out of executive session. The board approved the motion unanimously.

During board comments, LTC Chris Nall said this would be his last board meeting because he is retiring from the military. Board members thanked him for his service to the board and the country.

Dr. Keith Hamilton said he prays for the board to choose the right person for commissioner. First Vice-Chair Hull said she would pray with him.

Chair Fields thanked the board. He said it is a diverse board but members have in common where they want education to go in the state.

The meeting adjourned at 2:45 p.m.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18C

◆ ISSUE

The board's bylaws (9.1.1) require that its regular meetings be advertised by public notices in two newspapers of general circulation. In light of the Governor's effort to reduce executive branch expenditures, the board is being asked to consider amending its bylaws to require public notice in only one newspaper.

◆ BACKGROUND

- The department publishes public notices of board meetings in two newspapers. A typical public notice costs \$400 to \$500 per newspaper. Publishing notices in only one newspaper will save the state approximately \$2,500 a year.
- The department also posts a notice of board meetings at Alaska Online, the state's electronic system of public notices; in several weekly issues of the department's Information Exchange electronic newsletter, which goes to all school districts, the media, and about 600 subscribers; and in a news release, which is sent to the media and posted on the department's web page.
- For comparison, the state requires the department to post public notices of proposed regulations in only one newspaper and at Alaska Online.
- Per bylaws 2.2-.2.4, an amendment of existing bylaws may be introduced by voting board members. A proposed bylaw may not be added to an agenda at a meeting and approved by the board at the same meeting. This topic was introduced at the March 2016 meeting.
- Assistant Attorney General Rebecca Hattan will be present to brief the board.

◆ OPTIONS

Adopt the proposed amendment to the bylaws.

Amend the proposed amendment to the bylaws and adopt it.

Do not amend the bylaws.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the proposed amendment to the bylaws.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the proposed amendment to the bylaws, to require publishing notices of board meetings in one newspaper of general circulation.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18D

◆ **ISSUE**

The board is being asked to extend approval of the University of Alaska Anchorage (UAA) School Of Education's educator preparation program for one year, and to support the UAA School of Education's effort to extend its National Council for Accreditation of Teacher Education accreditation for a year.

◆ **BACKGROUND**

- In July 2013, the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council were consolidated to become the Council for the Accreditation of Educator Preparation (CAEP). At this time, CAEP is the only national accrediting body for educator preparation programs.
- Currently, through 4 AAC 12.308, the board grants approval of educator preparation programs in Alaska on a seven-year cycle and requires educator preparation programs to substantially meet the NCATE standards.
- The board has approved the transitioning from NCATE to CAEP accreditation standards for the approval of Alaska educator preparation programs.
- NCATE most recently accredited the UAA School of Education in 2010. This accreditation, as well as state approval, are scheduled to expire in spring 2017. In order to maintain national accreditation, UAA will need to seek CAEP accreditation. Depending on the actions of the board, UAA also may need to seek CAEP accreditation to maintain its state approval.
- Because of a recent change to UAA School of Education leadership and because of the more rigorous requirements of the new CAEP Standards for Accreditation, the UAA School of Education is requesting support from the board for a one-year extension of the UAA School of Education's current NCATE accreditation.
- A one-year extension would allow the UAA School of Education to maintain national accreditation while having additional time to prepare for CAEP accreditation.
- By extending the UAA School of Education's state approval for one additional year, the board will demonstrate its support of the UAA School of Education's request for an extension of NCATE accreditation through spring 2018.

◆ **OPTIONS**

Approve extending approval of the educator preparation program of the University of Alaska Anchorage through spring 2018.

Seek more information.

Deny the extension.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve extending approval of the educator preparation program of the University of Alaska Anchorage through spring 2018.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development extend approval of the University of Alaska Anchorage School of Education through spring 2018, and support the University of Alaska Anchorage School of Education's efforts to extend its current NCATE accreditation for one additional year.

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

June 17, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18E

◆ ISSUE

The board is being asked to consider a resolution in support of the Alaska Postsecondary Access & Completion Network, commit to join the Network as a member, and support the statewide postsecondary attainment goal of “65 by 2025.”

◆ BACKGROUND

- The Alaska Postsecondary Access & Completion Network’s goal is to develop, support, and assess initiatives that increase Alaskans’ completion of postsecondary credentials.
- The Network also has set a goal that 65 percent of working-age Alaskans’ will hold a postsecondary credential by 2025, up from the current 50 percent.
- The Network includes school districts, Native organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workplace Development.
- The proposed resolution would show that the board supports the Network, will join the Network as a member, and supports the goal of “65 by 2025.”
- The proposed resolution is attached.
- Interim Commissioner McCauley will be present to brief the board.

◆ OPTIONS

Approve the proposed resolution.

Amend the proposed resolution and approve the amended resolution.

Do not approve the resolution.

◆ ADMINISTRATION’S RECOMMENDATION

Approve the proposed resolution.

◆ PROPOSED MOTIONS

I move the State Board of Education & Early Development approve the proposed resolution to support the Alaska Postsecondary Access & Completion Network, join the Network as a member, and support the statewide postsecondary attainment goal of “65 by 2025.”



RESOLUTION OF THE STATE BOARD OF EDUCATION & EARLY DEVELOPMENT

To Support the Alaska Postsecondary Access & Completion Network and the statewide postsecondary attainment goal of “65 by 2025”

Resolution 1-2016

WHEREAS, Alaska has long been ranked as one of the lowest-performing states in postsecondary access and completion and, currently, only 37 percent of Alaska’s working-age adults hold a college degree, and 13 percent hold certificates (50 percent combined credentialed workers); and

WHEREAS, Alaska is one of a few states in which 18- to 34-year olds have lower postsecondary attainment rates than do 35- to 64-year olds; and, at 30 percent, has among the highest rates of adults with some college credit but no degree; and

WHEREAS, the Alaska Department of Labor and Workforce Development projects that by 2020 roughly 65 percent of Alaska’s fastest-growing, high-wage jobs will require some postsecondary credential; and

WHEREAS, Alaskan stakeholders committed to improving the state’s overall postsecondary attainment rates include school districts, Native corporations and tribal organizations, elected officials, the Alaska Commission on Postsecondary Education, the University of Alaska, and the Alaska Department of Labor and Workforce Development; and

WHEREAS, these and other stakeholders are focused on related work within their own organizations and also seeking increased coordinated and unified effort through membership and participation in the Alaska Postsecondary Access and Completion Network (the Network); and

WHEREAS, the Network will develop, support, and assess initiatives that strengthen postsecondary expectations, preparation, financing, and support services with a goal to increase the percentage of all Alaskans who complete postsecondary education, particularly earning credentials relevant to a robust Alaskan economy; and

WHEREAS, the Network has set an attainment goal for Alaska – “65 by 2025” – highlighting the imperative to increase the percent of working-age adults holding a high-value certificate, college degree, or other industry-recognized credential from 50 percent to 65 percent by 2025, particularly gaining credentials aligned to Alaska’s workforce needs.

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education & Early Development commends the work and mission of the Alaska Postsecondary Access & Completion Network and commits to ongoing collaboration.

BE IT FURTHER RESOLVED, the State Board of Education & Early Development endorses the “65 by 2025” postsecondary attainment goal and intends to actively engage as a Network member organization working to achieve “65 by 2025.”

ADOPTED June 17, 2016

[signature of Chair Fields]