

**State Board of Education & Early Development
Tentative Agenda
March 21 & 22, 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.

Monday, March 21, 2016

8:00 AM

Swearing In (Rebecca Himschoot)James Fields, Chair
Call to Order and Roll CallJames Fields, Chair
Pledge of AllegianceJames Fields, Chair
Adoption of Agenda for March 21, 2016.....James Fields, Chair
Disclosures of potential conflicts of interest.....James Fields, Chair

8:15 AM

Public Comment

Public comment is open on agenda and non-agenda items. Comment at this oral hearing is limited to three minutes per person and five minutes per group. The public comment period is an opportunity for the board to hear the public’s concerns. The board will not engage in discussions with members of the public during the comment period.

Public comment can be made for this meeting, during this time only, by calling 1-844-586-9085 if you are outside of Juneau. For participation from Juneau, call 586-9085. This meeting will be streamed through the Legislative Information Office over <http://www.alaskalegislature.tv/> beginning at 8:00 AM on March 21, 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 7:55 AM who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

9:15 AM

Special PresentationLt. Governor Byron Mallott

9:35 AM

Juneau Alaska Music Matters Program (JAMM)Lorrie Heagy, Glacier Valley School

9:55 AM

Alaska Native Science & Engineering ProgramDr. Herb Schroeder

10:10 AM BREAK

Work Session

10:25 AM

1. Every Student Succeeds Act
.....Interim Commissioner Susan McCauley, Ph.D.
.....Julia Martin, Brustein & Manasevit, PLLC
.....Margaret MacKinnon, Director
.....Sondra Meredith, Education Administrator
.....Bernie Sorensen, SERRC

11:40 AM

2. Governor Walker’s Travel Restrictions (limiting travel for board meetings)
.....Interim Commissioner Susan McCauley, Ph.D.

12:10 PM LUNCH

1:15 PM

3. Commissioner vacancy and search processJames Fields, Chair

2:15 PM

4. School Construction & Major Maintenance List
.....Interim Commissioner Susan McCauley, Ph.D.
.....Elizabeth Nudelman, Director

2:30 PM

5. Strategic Plan UpdatesJames Fields, Chair

3:15 PM BREAK

3:30 PM

6. Bylaw Changes
.....Interim Commissioner Susan McCauley, Ph.D.
.....Rebecca Hattan, Attorney

3:45 PM

7. Retired certificate regulations
.....Interim Commissioner Susan McCauley, Ph.D.
.....Sondra Meredith, Education Administrator

4:00 PM RECESS

4:15 PM Alaska Public School Trust Meeting

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

Tuesday, March 22, 2016

8:30 AM

Call to Order and Roll CallJames Fields, Chair
Adoption of Agenda for March 22, 2016.....James Fields, Chair
Disclosures of potential conflicts of interest.....James Fields, Chair

8:45 AM Work Session continued...

8. Regulations to go out for public comment.....
.....Interim Commissioner Susan McCauley, Ph.D.

 8A. Educator Evaluation Requirements.....
 Sondra Meredith, Education Administrator
 8B. SAT ScoresMargaret MacKinnon, Director

9:15 AM

9. Adoption of Proposed Regulations
.....Interim Commissioner Susan McCauley, Ph.D.

 9A. Art Standards.....Sondra Meredith, Education Administrator
 Annie Calkins, Project Coordinator
 9B. Repeal of Educator Evaluation Pilot
 Sondra Meredith, Education Administrator

Business Meeting

9:30 AM

10. Regulations to go out for public comment.....
.....Interim Commissioner Susan McCauley, Ph.D.

10A. Educator Evaluation Requirements.....
.....Sondra Meredith, Education Administrator

10B. SAT ScoresMargaret MacKinnon, Director

11. Adoption of Proposed Regulations
.....Interim Commissioner Susan McCauley, Ph.D.

11A. Art StandardsSondra Meredith, Education Administrator
.....Annie Calkins, Project Coordinator

11B. Repeal of Educator Evaluation Pilot
.....Sondra Meredith, Education Administrator

12. Approve Mt. Edgecumbe High School Director.....
.....Interim Commissioner Susan McCauley, Ph.D.

Standing Reports

10:15 AM

13. Libraries, Archives & Museums Report
.....Interim Commissioner Susan McCauley, Ph.D.
.....Linda Thibodeau, Director

10:30 AM BREAK

10:50 AM

14. Teaching & Learning Support Report.....
.....Interim Commissioner Susan McCauley, Ph.D.
.....Paul Prussing, Acting Director

15. Assessment & Accountability Report.....
.....Interim Commissioner Susan McCauley, Ph.D.
.....Margaret MacKinnon, Director

16. Mt. Edgecumbe High School Report
.....Interim Commissioner Susan McCauley, Ph.D.
.....Bill Hutton, Director

17. Legislative & Budget Report
.....Interim Commissioner Susan McCauley, Ph.D.
.....Marcy Herman, Legislative Liaison
.....Heidi Teshner, Director

18. Attorney General’s Report.....
.....Interim Commissioner Susan McCauley, Ph.D.
.....Rebecca Hattan, Assistant Attorney General

19. Commissioner’s Report
.....Interim Commissioner Susan McCauley, Ph.D.

12:30 PM **LUNCH**

1:30 PM

20. Consent Agenda.....James Fields, Chair

- 20A. Approve the appointment of Betty Walters as Interim Deputy Commissioner
- 20B. Approve the school construction and major maintenance lists
- 20C. Approve the minutes of the January 25, 2016, meeting
- 20D. Approve the appointment of Patience Frederiksen as LAM Director
- 20E. Approve the appointment of Dr. Susan McCauley as Interim Commissioner

1:40 PM

Board Comments

2:00 PM Adjourn

2:20 PM Depart for Andrew P. Kashevaroff State Library Archives & Museum Building Tour

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

March 21, 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

- Governor Walker has appointed Rebecca Himschoot to the First Judicial District seat on the State Board of Education & Early Development
- AS 39.05.040 requires members of each board within state government to take an oath of office before entering duties of office.
- Chair Fields will conduct the swearing in.

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

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

◆ ISSUE

Lt. Governor Byron Mallott will address the board.

◆ OPTIONS

This is an information item. No action is necessary.

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

◆ ISSUE

Lorrie Heagy, music teacher at Glacier Valley Elementary in Juneau, will present students from Juneau Alaska Music Matters (JAMM). Ms. Heagy is the 2011 Alaska Teacher of the Year.

◆ BACKGROUND

- JAMM is a tuition-free music program that helps youth develop focus, self-control, leadership skills, and teamwork through ensemble. Students experience success through community performance and daily practice, and understand that effort and persistence help them overcome life's challenges.
- JAMM schools provide violin instruction as a school readiness program to students in kindergarten and first grade. In grades 2-5, JAMM offers a voluntary after-school program.

◆ OPTIONS

This is an information item. No action is necessary.

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

◆ ISSUE

Dr. Herb Schroeder, founder of the Alaska Native Science & Engineering Program (ANSEP) at the University of Alaska Anchorage, will address the board.

◆ BACKGROUND

- ANSEP's objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing students on a career path to leadership.
- Starting in 1995 as a scholarship program for university students, ANSEP has evolved into a longitudinal education model that provides a continuous string of components beginning with students in sixth grade and continuing on through high school, into science and engineering undergraduate and graduate degree programs through to the PhD.
- Behind this cover memo are: 1) a two-page document, and 2) an eight-page component report.

◆ OPTIONS

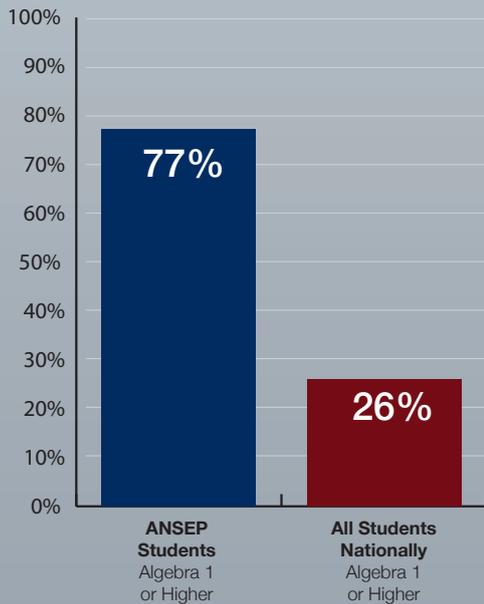
This is an information item. No action is necessary.



ANSEP

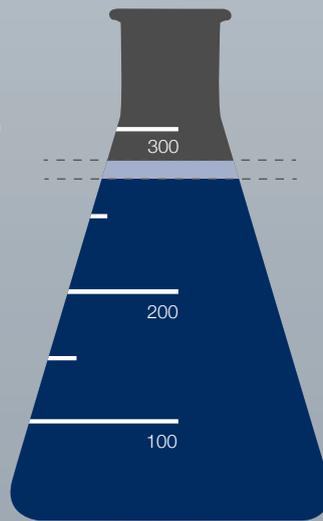
INSPIRATION · GUIDANCE · OPPORTUNITY

MIDDLE SCHOOL ACADEMY / 8TH GRADE MATH COMPLETION



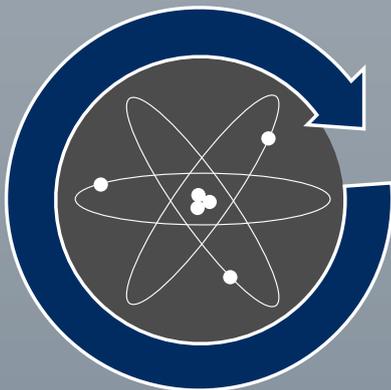
SUMMER BRIDGE

277 participants



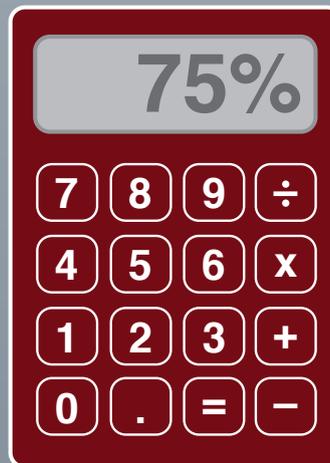
95% continued on to engineering or science BS degree programs

HIGH SCHOOL ACCELERATION ACADEMY



95% of students advanced 1 level or more in math or science each summer

UNIVERSITY SUCCESS



75% enrolled in BS degrees since 2010 have graduated or are still enrolled

ANSEP has evolved into a longitudinal education model that provides a continuous string of components beginning with students in sixth grade and on through high school, into science and engineering undergraduate degree programs and through graduate school to the PhD.

Students who start in ANSEP in middle school or early in high school can earn the full Alaska Performance Scholarship regardless of where they live.





ANSEP
ALASKA
NATIVE
SCIENCE &
ENGINEERING
PROGRAM

INSPIRATION • GUIDANCE • OPPORTUNITY

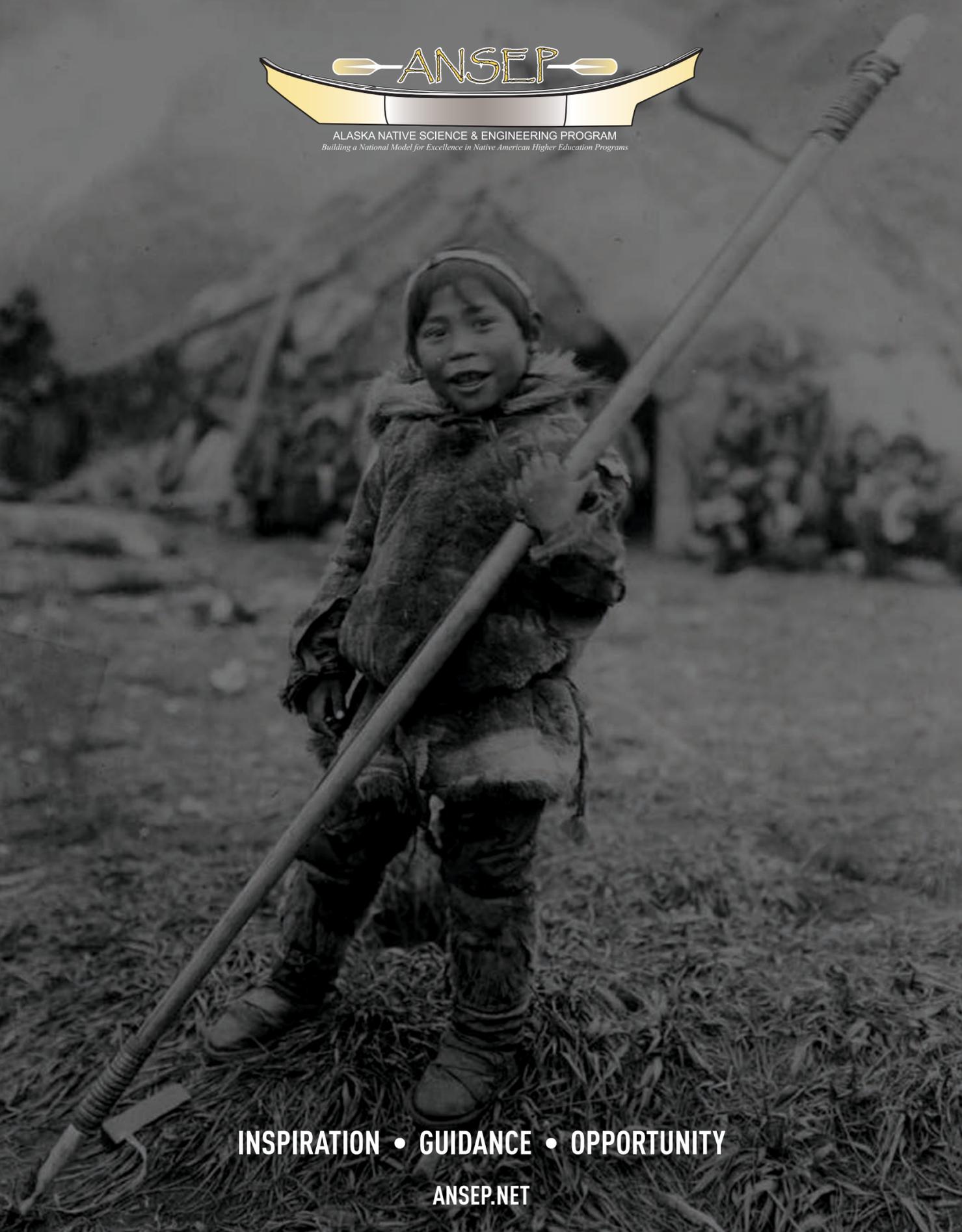
ANSEP.NET

Funds to produce and print this document were derived from philanthropic donations.

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ALASKA NATIVE SCIENCE & ENGINEERING PROGRAM
Building a National Model for Excellence in Native American Higher Education Programs



INSPIRATION • GUIDANCE • OPPORTUNITY

ANSEP.NET



INSPIRATION • GUIDANCE • OPPORTUNITY

ANSEP COMPONENT REPORT



ANSEP

Building a National Model for Excellence In Native American Higher Education Programs



They are 12 years old, 16, and 22. They come from places like Kivalina, Port Heiden, Barrow, and Bethel, and they want to one day become the first engineer or scientist from their village.

The Alaska Native Science & Engineering Program inspires, educates, and propels students forward. By infusing the fundamental values of community, family, and collaboration into all elements of the program, ANSEP builds a welcoming university environment and provides a cornerstone for success. The program engages students at a critical time in their academic careers, identifying potential participants early, promoting an attitude of readiness, and preparing students for the challenges ahead. Through ANSEP, students have access to bridging programs, internships, and research opportunities that deliver intensive training for university academics and industry involvement.

Our objective is to effect systemic change in the hiring patterns of Alaska Natives in science and engineering by placing our students on a career path to leadership.



BUILDING A SUSTAINABLE FUTURE

ANSEP takes us back to the basics. We raise the bar and focus on preparing students academically and socially with the tools they need for success in college and beyond. We start in middle school and offer a series of linked components that continue through high school, college, graduate school, and into professional life. The program began in 1995 with a single student. Today, there are 1,500 middle school, high school, and university students. And it's working:

ANSEP students at every level are successful at rates far exceeding national and state numbers.

- ANSEP middle school students complete Algebra 1 before graduating from eighth grade at a rate greater than 75%. The national average is 26%.
- 95% of ANSEP high school Acceleration Academy students advance one full level in math or science each summer.
- More than 75% of all ANSEP students who have enrolled in science or engineering BS degrees since 2010 are still enrolled or have graduated.

We are working to expand opportunities that foster success. First, by working with policy makers so that money flows only to science and engineering programs that demonstrate successful academic outcomes. Secondly, by working with districts to weave ANSEP components into the fabric of the K12 system over time using existing K12 funding. These are key steps in institutionalizing ANSEP and building a sustainable program for the long term.

We need to be paying for success. Success means our students are socially and academically prepared for college and confident and ready to accept the challenge of building a better Alaska.



PRESIDENTIAL AWARD FOR EXCELLENCE IN SCIENCE, MATHEMATICS, AND ENGINEERING MENTORING
2004



ALASKA FEDERATION OF NATIVES DENALI AWARD
2005



REGINALD JONES FOUNDER'S AWARD
2009



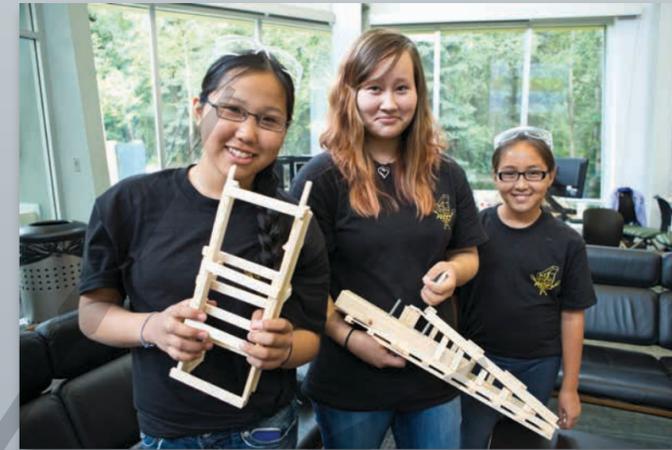
TOP 25 INNOVATIONS IN AMERICAN GOVERNMENT
2012



U.S. DEPARTMENT OF THE INTERIOR PARTNERS IN CONSERVATION AWARD
2013



U.S. DEPARTMENT OF ENERGY MINORITIES IN ENERGY AWARD
2014



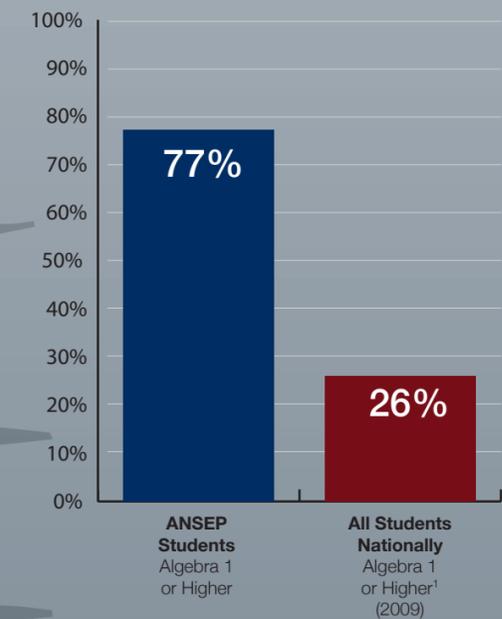
“I WANT TO COME BACK TO ANSEP BECAUSE IT FEELS LIKE HOME WITH GOOD PEOPLE ALL AROUND ME. IT’S LIKE A BIG FAMILY – A REALLY, REALLY BIG FAMILY.”

MIDDLE SCHOOL ACADEMY

Middle School Academy is a two-week, residential, science and engineering experience. We keep these young students excited and engaged each subsequent year they are in middle school with Career Exploration. Career Exploration brings students who have successfully completed the Academy back to campus for an intense five-day hands-on project based exploration exercise. Eligible students must be making progress toward finishing Algebra 1 prior to eighth grade graduation. More than 75% of the Academy students meet the goal of completing Algebra 1 before eighth grade graduation. The national average for all students is 26%.

We kicked off Middle School Academy in 2010 as a way to engage and inspire our students early in their education. The Academy was so successful that we decided to build on our investment, expand to a year-round model, and increase the number of new students engaged to 650 annually by 2018. Our partner organizations have stepped up with the funds we need and we expect to meet that goal during 2015. This means that there will be approximately 4,000 ANSEP students in the pipeline by 2020. If only one-half of these students earn degrees in science and engineering, it will be six times more than all of the science and engineering BS degrees awarded to Natives by our university in the last 20 years.

8th Grade Math Completion



Founded summer 2010

FOUNDING PARTNERS



¹ADAPTED FROM: Nord C, Roey S, Perkins R, Lyons M, Lemanski N, Brown J, Shucknecht J, America's High School Graduates: Results of the 2009 NAEP High School Transcript Study, NCES 2001-462 (2001).

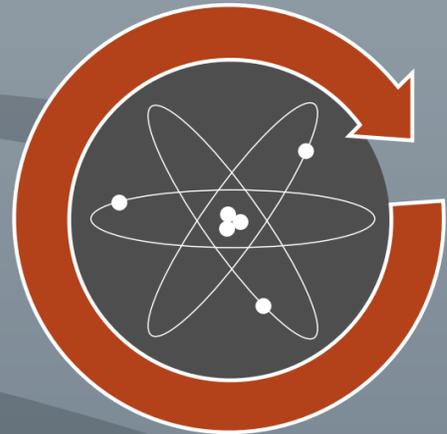


“DURING THE SCHOOL YEAR I’M A STUDENT AT BETHEL REGIONAL HIGH SCHOOL BUT IN THE SUMMER I’M A COLLEGE STUDENT AT ANSEP.”

ACCELERATION ACADEMY

For a high school student, the benefits of having direct access to a college environment, university faculty, and an encouraging peer group are invaluable. The high school students who have participated in this five-week, residential, summer academy at the University of Alaska Anchorage can attest to the pivotal role it played in their future success. Students are engaged with hands-on engineering and science projects, while enrolling in college-level classes, taught by UAA faculty, in areas including:

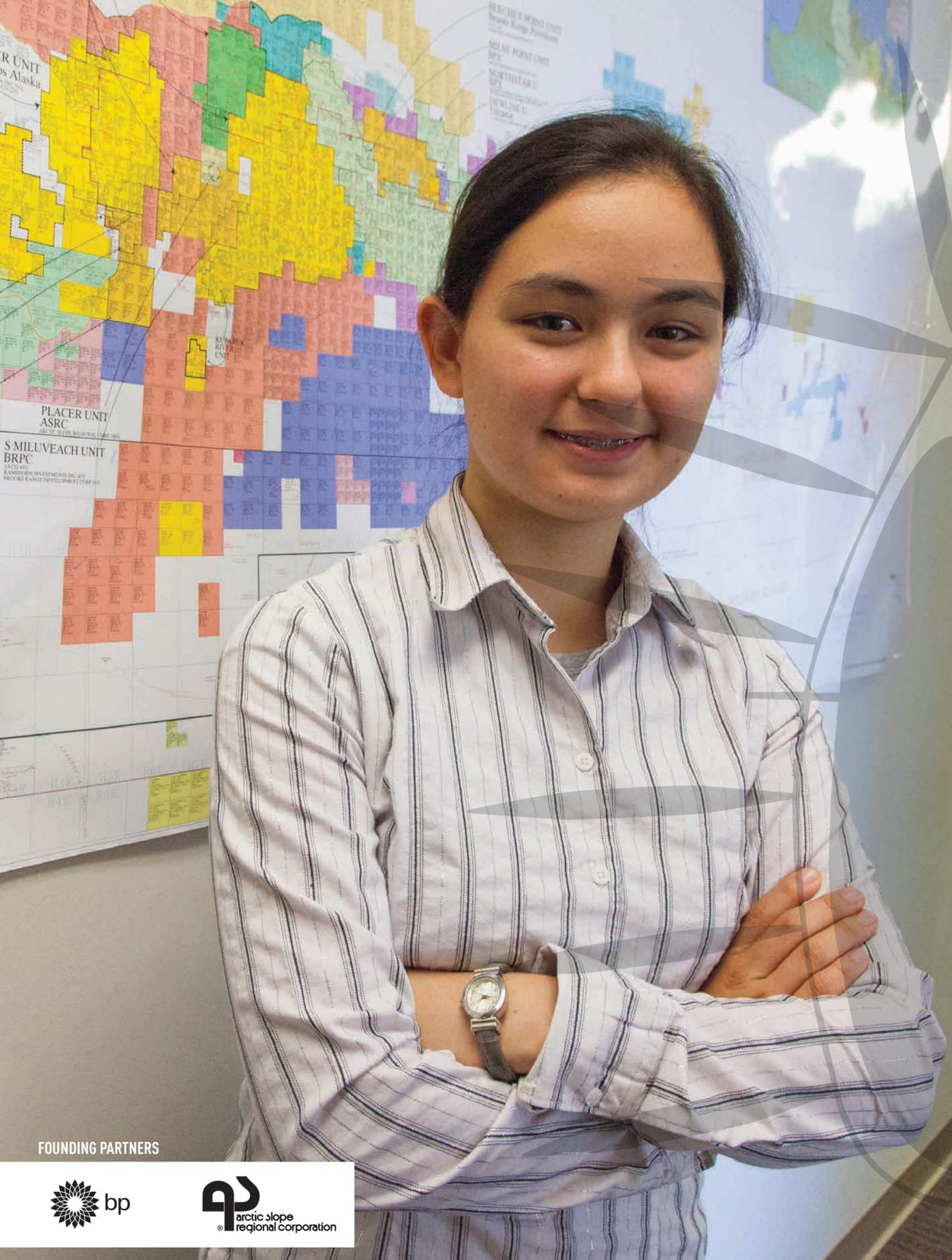
- Intro to Engineering
- Intro to Biology
- Intro to Geology
- Chemistry
- Physics
- College Algebra
- Trigonometry
- Calculus 1, 2, and 3
- Differential Equations



95%
of students
advanced 1 level
or more in math or
science each summer

FOUNDING PARTNER
ExxonMobil

Founded summer 2010

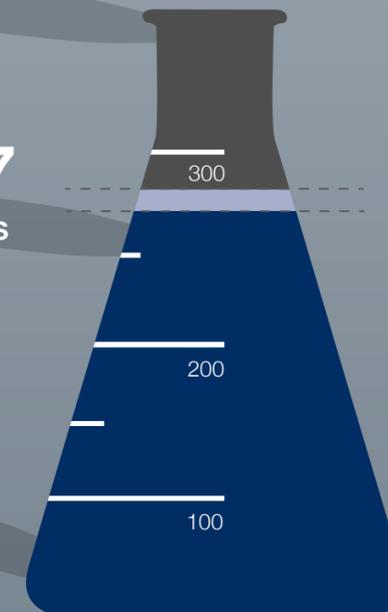


“THE SUMMER BRIDGE STUDENTS HAVE BECOME MY OTHER FAMILY. WE COMPLETED DIFFERENTIAL EQUATIONS TOGETHER AND I WORKED AT BP USING MICROSOFT EXCEL TO HELP DETERMINE THE CORRECT INTERVAL HOURS FOR THE MAINTENANCE OF EQUIPMENT.”

SUMMER BRIDGE

Summer Bridge is a fast paced, challenging experience with the opportunity to earn scholarship support and develop professional networks for future internships and careers. Recent high school graduates who are interested in engineering and science BS degree programs in the fall at the University of Alaska are eligible. During the ten-week Summer Bridge component each student completes a university-level advanced math class and works with industry professionals within our partner organizations, which include private firms, publicly held companies and government agencies. Some students work out in the field while others gain experience working in a corporate setting, but all students broaden their knowledge of career opportunities as they focus on solving real-world problems in engineering and science.

277
participants



95%
continued on to
engineering or science
BS degree programs

FOUNDING PARTNERS



1998 - 2014



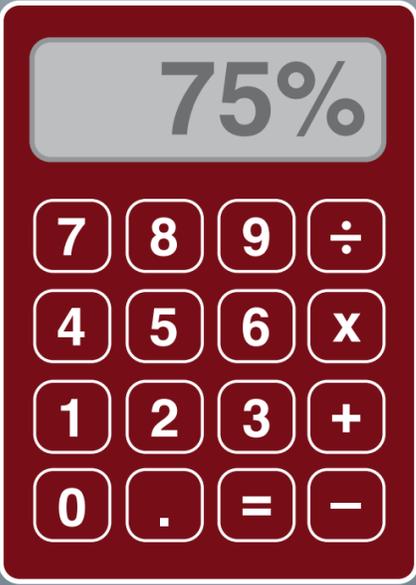
“I JOINED ANSEP WHEN I WAS A SOPHOMORE IN HIGH SCHOOL. NOW I’M A SENIOR IN COLLEGE STUDYING ELECTRICAL ENGINEERING. ANSEP HAS PROVIDED ME WITH THE GUIDANCE AND OPPORTUNITY TO BE SUCCESSFUL IN SCHOOL AND MY PROFESSION.”

UNIVERSITY SUCCESS

At the university level, while away from family and their hometown, students are most successful when they are part of an academic community. With this understanding, ANSEP provides much more than academic support and financial aid to students in pursuit of BS degrees in science or engineering. Bringing together a community of students, faculty, staff, and industry partners, the program is designed to strengthen social ties, encourage teamwork, stimulate cultural enrichment, and provide opportunities for professional development, both on and off campus. To date, the University of Alaska has graduated 350 Native engineers and scientists for the period from 1995 through 2014.

GRADUATE SUCCESS

For many ANSEP graduates, success is a journey for which there is no end. So far there have been eight ANSEP students who have earned Masters degrees and two students who have earned PhDs in Alaska. Other students have earned their BS degree here and then traveled outside to earn their PhDs. One ANSEP student has earned a MD and two more are in medical school now. Currently, there are 13 Alaska Native students enrolled in MS and PhD programs in science and engineering at the University of Alaska. They are leaders in their fields, embarking on new discoveries every day, and equally as important, continuing to contribute to the community by inspiring and mentoring others.



enrolled in BS degrees since 2010 have graduated or are still enrolled

FOUNDING PARTNERS

UNIVERSITY SUCCESS

GRADUATE SUCCESS



ALFRED P. SLOAN FOUNDATION

Since fall 2010



BUILDING A SUSTAINABLE FUTURE: The Institutionalization and Sustainability Milestones

1. ANSEP Building

The ANSEP building was fully funded in 2005. It is reserved forever for the ANSEP students as a place of safety and belonging.

2. ANSEP Endowed Chair

Fully funded in 2008, the ANSEP Endowed Chair guarantees a faculty advocate for the students in perpetuity.

3. Expanding Our Reach

We are expanding our reach to provide the Middle School Academy to 650 new students annually.

4. ANSEP Academy Building

A full conceptual design and site selection are underway. This new building will provide the enabling infrastructure necessary to support the Expanding Our Reach milestone long term.

5. Comprehensive External Evaluation

We contracted with the Urban Institute to conduct a comprehensive quantitative and qualitative evaluation of ANSEP. The evaluation is complete and provides further evidence of ANSEP's success.

6. Leadership Development for Key ANSEP Staff

Our Chief Operations Officer is enrolled in the Harvard University Program for Leadership Development and our Chief Administrative Officer is enrolled in the University of Washington Executive Master of Public Administration program. We will be sending two additional staff to Harvard for leadership development training.

7. ANSEP Alumni as Engineering and Science Faculty

The hiring of ANSEP Alumni is fully funded and underway. Soon to be PhD's Matt Calhoun and Michele Yatchmeneff will join the College of Engineering as faculty in Fall 2015.

8. University of Alaska Anchorage Support for ANSEP Staff

The University of Alaska Anchorage general fund support provides a reliable stream of funding for the ANSEP staff. Annual incremental increases started July 1, 2013.

9. Formalization of a Permanent ANSEP Community Council

The Council will serve as a critical power base for advocacy and is being developed now.



WE ARE FOREVER GRATEFUL TO THE FOLLOWING ORGANIZATIONS AND INDIVIDUALS THAT MADE THE ANSEP BUILDING POSSIBLE:

Alyeska Pipeline Service Company
 Anonymous
 ASRC Energy Services
 BP
 CIRI
 ConocoPhillips
 Denali Commission
 John Rubini and Suzanne LaPierre
 JL Properties, Inc.
 Leonard and Tannie Hyde
 Rasmuson Foundation
 University of Alaska
 U.S. Department of Commerce, Economic Development Administration
 U.S. Department of Education

WE ARE FOREVER GRATEFUL TO THE PARTNERS THAT MADE THE DR. HERB ILISAURRI SCHROEDER CHAIR FOR ANSEP POSSIBLE:

Rasmuson Foundation
 Alyeska Pipeline Service Company
 ASRC Energy Services
 BP
 Chevron
 Shell
 Udelhoven Oilfield System Services
 CIRI
 ConocoPhillips
 ANSEP Alumni

STRATEGIC PARTNERS:

Alaska Airlines
 Alaska Department of Education & Early Development
 Alaska Department of Fish and Game
 Alaska Federation of Natives
 Alaska Native Tribal Health Consortium
 Alfred P. Sloan Foundation
 Alyeska Pipeline Service Company
 Anonymous
 ANSEP Alumni
 Arctic Slope Regional Corporation
 Arctic-Yukon Kuskokwim Sustainable Salmon Initiative
 AT&T
 Bernard Harris Foundation
 BP Exploration (Alaska)
 Bristol Bay Native Association
 Bureau of Land Management
 Central Bering Sea Fishermen's Association
 Chevron
 Chugach Alaska
 ConocoPhillips
 Cook Inlet Region Incorporated
 Dolin Gold
 Doyon
 ExxonMobil Production
 First Alaskans Institute
 GCI
 Hawk Consultants LLC
 Hearst Foundation
 JL Properties, Inc.
 Jonathan Rubini and Suzanne La Pierre
 Kapiolani Community College
 Kuskokwim Native Association
 Leonard and Tannie Hyde
 Margaret A. Cargill Foundation
 NANA
 National Action Council for Minorities in Engineering, Inc.
 National Fish and Wildlife Foundation
 National Oceanic and Atmospheric Administration
 National Park Service
 National Science Foundation
 Norton Sound Economic Development Corporation
 Oak Foundation
 Pebble Partnership
 Rasmuson Foundation
 Saltwater, Inc.
 Shell Exploration & Production

Siemens Building Technologies
 U.S. Department of Commerce - Economic Development Administration
 U.S. Fish & Wildlife Service
 U.S. Forest Service
 U.S. Geological Survey
 Udelhoven Oilfield System Services Inc.
 University of Alaska
 University of Alaska Anchorage
 University of Alaska Fairbanks
 University of Alaska Southeast
 Yukon Kuskokwim Health Consortium



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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 1

◆ ISSUE

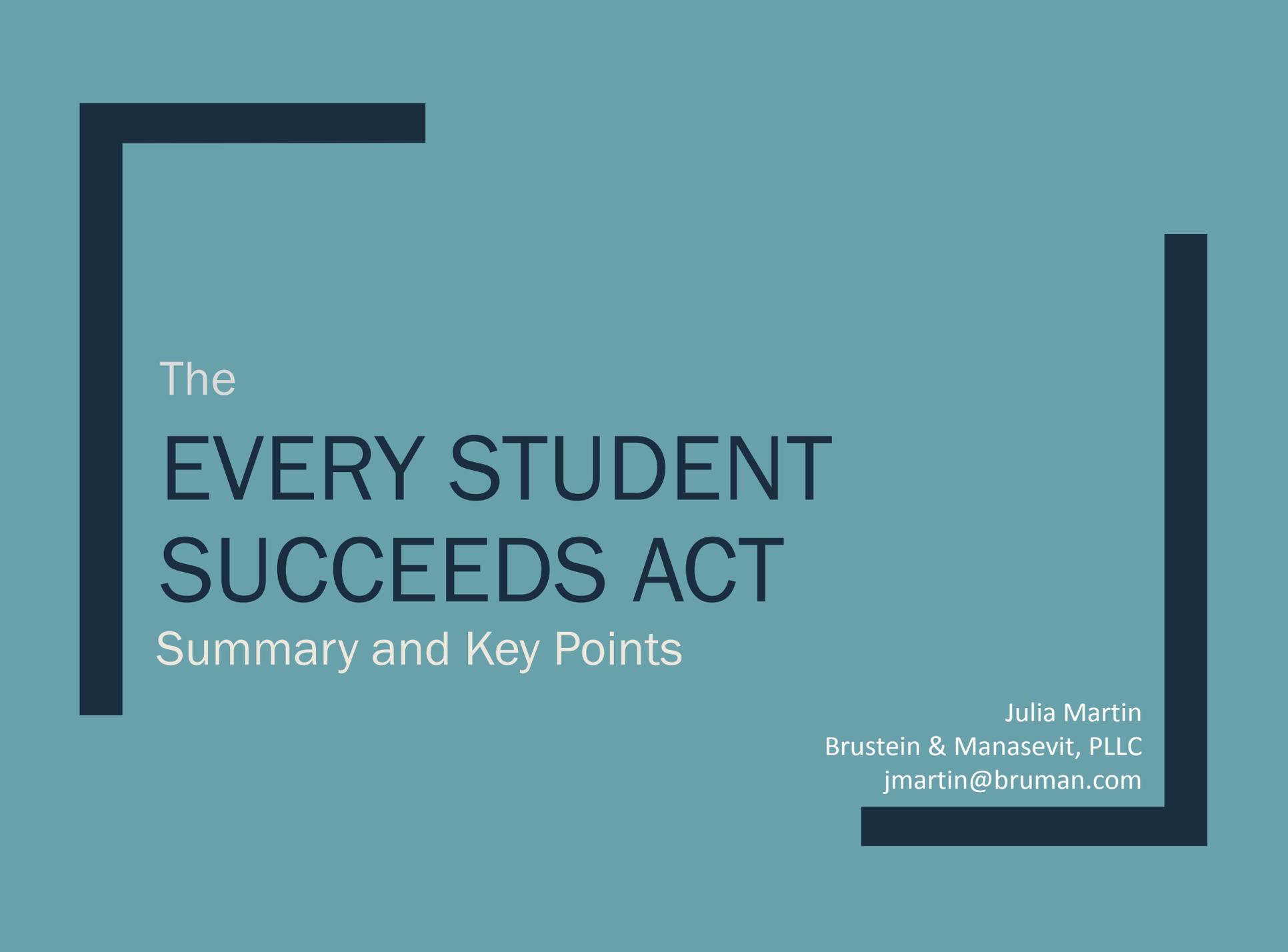
The board will receive an overview of the department's process to engage stakeholders in developing Alaska's state plan required by the federal Every Student Succeeds Act.

◆ 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 to begin stakeholder engagement.
- Behind this cover memo are: 1) an informational flyer, 2) a list of committee members, and 3) a PowerPoint illustrating the department's progress in the development of Alaska's ESSA State Plan.
- Margaret MacKinnon, Director of Assessment and Accountability; Sondra Meredith, Administrator of Teacher Education & Certification; and Bernie Sorenson, Educational & Technical Assistant Specialist from the Southeast Regional Resource Center and Northwest Comprehensive Center will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary.



The

EVERY STUDENT SUCCEEDS ACT

Summary and Key Points

Julia Martin
Brustein & Manasevit, PLLC
jmartin@bruman.com

Key Differences:

- States now in the driver's seat
 - *Much more authority to make decisions, choose standards and assessments, goals, and means of accountability*
 - *States also responsible for enforcing many requirements*
 - *(though subject to ED regulation)*
- The “big acronyms” have been eliminated
 - *No more AYP, HQT, or SES*
- New limitations on Secretarial authority
 - *Especially around State plans, waivers*
- Consolidates/eliminates a number of smaller grant programs

Timeline for Implementation

- ESEA waivers terminate August 1, 2016
- New law effective for competitive grants (at federal level) on October 1, 2016
- New law effective for non-competitive formula grants (at federal level) on July 1, 2016 per ESSA, **BUT:**
 - *Omnibus appropriations bill passed December 18th says: “SEC. 312. Notwithstanding section 5(b) of the Every Student Succeeds Act, funds provided in this Act **for non-competitive formula grant programs authorized by the ESEA for use during academic year 2016–2017 shall be administered in accordance with the ESEA** as in effect on the day before the date of enactment of the Every Student Succeeds Act.”*
 - *So....NCLB in effect for another year!*

Timeline for Implementation

- New State accountability systems (and related interventions) take effect in school year 2017-18 per law
- State accountability systems effective until August 1, 2016 (but continue to support priority/focus schools and those in improvement)
 - *ED guidance: waiver States may choose to either:*
 - (1) pause identification of school, or
 - (2) identify a new group of schools for improvement



Timeline for Implementation

- Changes to Impact Aid effective in FY 2017
- All other changes effective upon enactment (December 10th, 2015)
- Program transition:
 - *Programs not substantively similar to something else in this bill will continue to receive funds until September 30, 2016*
 - *Programs no longer authorized but substantively similar to programs in the bill may finish out multi-year grants in accordance with grant terms*
 - *Programs still authorized as in previous law may use funds awarded prior to enactment under those terms, then transition to new requirements*



TITLE I

Funding

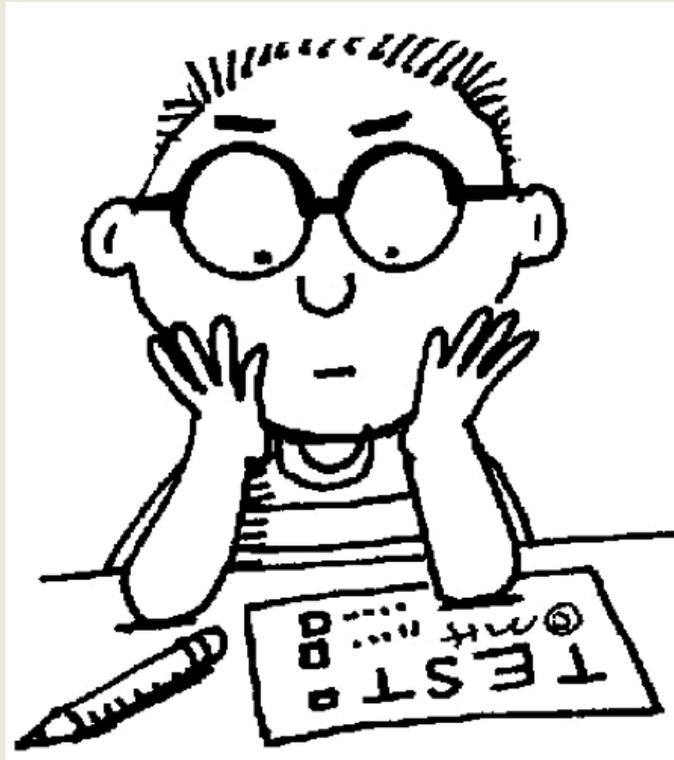
- Title I funding formula remains the same
- Keeps 1% cap on State administrative funds
- New set-asides
 - *Mandatory 7% set-aside for School Improvement interventions and technical assistance*
 - Formula or competitive to LEAs
 - *Optional 3% set-aside for Direct Student Services*
 - Competitive subgrants to LEAs (priority to identified schools)
 - Allowable expenditures include academic/CTE coursework, credit recovery, AP/IB test fees, and transportation of LEAs implementing school choice

Standards and Assessments

- States must:
 - *Adopt challenging academic standards*
 - Secretary may not require standards to be submitted for approval
 - *Implement aligned assessments*
 - ED has indicated it will continue with peer review of assessments
 - Assessments must occur in:
 - *Grades 3-8 and once in high school for math and English*
 - *At grade-span intervals for science*
 - 1% limitation on alternate assessments tied to alternate standards
 - *At State level only – cannot cap at district level*

Standards and Assessments

■ (assessments, cont.)



- *Must disaggregate data by NCLB subgroups for purposes of accountability*
- *May allow locally-selected assessments for high schools*
- *Requires 95% participation in assessments overall and by subgroup*
 - States in charge of enforcing requirement among LEAs

Accountability

- States must develop an accountability system that rates schools based on metrics including:
 - *Academic achievement for all subgroups*
 - *For K-8, growth or other indicator*
 - *For high schools, graduation rates*
 - *Progress in achieving English language proficiency*
 - *At least one “valid, reliable, comparable, and Statewide” indicator of school quality*
 - *Other factors as determined by the State*

Most weight must be given to academic indicators

Accountability

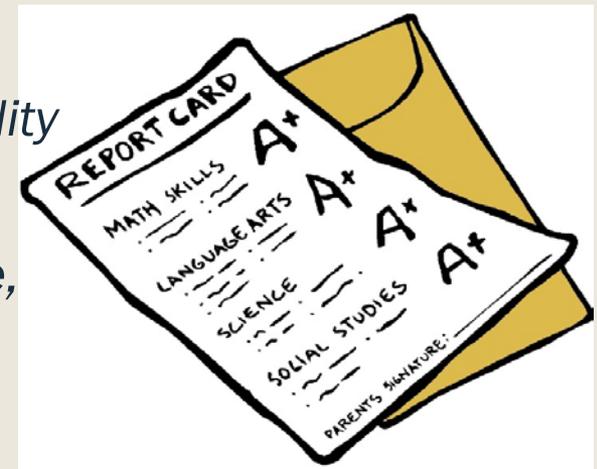
- Two levels of intervention: targeted and comprehensive
- Targeted (LEA-directed) interventions:
 - *State must notify LEAs of any schools (not just Title I) with subgroups which are consistently underperforming*
 - *School must develop improvement plan, LEA must approve improvement plan and monitor implementation*
 - *If subgroups fail to improve within State-determined number of years, State steps in*

Accountability

- Comprehensive (State-directed) Interventions:
 - *State must identify for comprehensive intervention:*
 - Title I schools in the bottom 5% according to the State's performance metric
 - All public high schools with graduation rates of less than 2/3
 - Title I schools in which any subgroup, on its own, would be in the lowest-performing 5% and has not improved in a State-determined number of years
 - *LEA must develop and implement, with State supervision, an evidence-based improvement plan*
 - *State must step in if there is no improvement in a State-determined number of years (up to 4)*

Report Cards

- Must be prepared and disseminated every year at State and local levels
- Must include:
 - *Academic achievement by subgroup*
 - Including homeless, foster, military-connected children
 - *Percentage of students assessed/not assessed*
 - *Descriptions of States' accountability system*
 - *Graduation rates*
 - *Information on indicators of school quality*
 - *Professional qualifications of teachers*
 - *Per-pupil expenditures for federal, State, and local funds*
 - *NAEP results*



Fiscal Requirements

- Maintenance of Effort preserved throughout
 - *BUT LEA not subject to sanctions for failing to maintain 90% effort for one year **provided that** it has not failed to meet MOE for one or more of five immediately preceding fiscal years*
 - *Secretary may waive MOE requirements in case of change in organizational structure of LEA.*

- Supplement, not supplant (Title I only!)
 - *LEA must demonstrate that methodology used to allocate funds is the same as it would be in the absence of Title I funds*
 - *Secretary cannot require an LEA to:*
 - Identify an individual cost or service as supplemental
 - Provide services through a particular method of instruction

Private Schools

- SEA must designate ombudsman to monitor and enforce equitable services requirements
- LEAs must maintain documentation regarding meaningful consultation with private schools
- SEA may provide services directly to schools if they file a complaint saying consultation was not timely/meaningful, services not adequate.

TITLE II

Formula



- Makes adjustments to formula to focus more heavily on poverty
 - *On both State and LEA-level allocations*
 - *Transitions to 20% population, 80% poverty by 2020*
- Phases out hold-harmless by 2023
- CRS projects small increase (\$475,000, or 4.4%) for AK between now and 2023

Title II Grant Programs

- Eliminates Mathematics and Science Partnership Grants
- Teacher Incentive Fund → Teacher and School Leader Incentive Program
- American History and Civics Education Program
 - *Intended to improve quality of instruction*
- Supporting Effective Educator Development Grants
 - *To non-profits, IHEs, or consortia for preparation and professional development*
- STEM Master Teacher Corps
- Literacy Education for All, Results for the Nation
 - *Competitive grants to States to develop literacy instruction*
 - *Divided by age group – separate grants for grades K-5, 6-12*

TITLE III

Major Changes

- Moves accountability provisions to Title I
- Replaces references to “limited English proficient” with references to “English Learners” throughout
- Requires uniform exit criteria for ELs

Reporting

- Must report on number and percentage of ELs
 - *Meeting State-determined long-term goals*
 - Disaggregated by disability
 - *Attaining English proficiency*
 - *Meeting challenging State academic standards for 4 years after exiting EL status*
 - Disaggregated by disability

TITLE IV

Student Support and Academic Enrichment Grants

- New block grant-type program
- Formula granted to States based on share of Title IA
 - *State may reserve up to 1% for administration, 4% for State activities*
- Subgranted to LEAs based on share of Title IA
 - *LEA may spend up to 2% on administration*
 - *LEAs must spend:*
 - At least 20% of funds on at least one “well-rounded educational opportunities” activity
 - At least 20% on at least on “safe and healthy students” activity
 - Some portion funds to support effective use of technology (no more than 15% on technology infrastructure)

Student Support and Academic Enrichment Grants

- “Well-rounded educational opportunities” activities include:
 - *Career and college counseling/guidance*
 - *Arts and music programs that promote problem solving and conflict resolution*
 - *STEM programming and activities*
 - *Accelerated learning*
 - *History, civics, economics, geography, foreign language, and environmental education*
 - *Community involvement*

Student Support and Academic Enrichment Grants

- “Safe and Healthy Students” activities include:
 - *Drug and violence prevention*
 - *School-based mental health services*
 - *Health and safety practices in school/athletics*
 - *Physical/nutrition education*
 - *Bullying and harassment prevention*
 - *relationship-building schools*
 - *Dropout prevention and re-entry*
 - *Training for school personnel in drug, violence, trafficking, and trauma*

Student Support and Academic Enrichment Grants

- “Effective use of technology” may include:
 - *Professional learning tools, technology, devices, and content for adaptive learning programs*
 - *Building technological capacity*
 - *Developing strategies for use of digital learning technologies*
 - *Blended learning projects*
 - *Professional development*
 - *Remote access for students in rural/remote/underserved areas*

Other Title IV Programs

- Maintains as separate funding streams:
 - *21st Century Community Learning Centers*
 - *Charter Schools grants (including facilities financing assistance)*
 - *Magnet schools program*
 - *Family engagement grants*
 - *Promise Neighborhoods*
 - *Full-Service Community Schools*
 - *Ready-to-Learn Programming*
 - *Javits Gifted and Talented Program*

Program Eliminations

- Sec. 1003(g) School Improvement Grants
- Reading First, Early Reading first
- Even Start
- Improving Literacy through School Libraries
- Close Up Fellowships
- Advanced Placement
- School Dropout Prevention
- Math and Science Partnerships
- Ed-Tech
- Safe and Drug-Free Schools

Program Eliminations

- Reading is Fundamental
- Ready to Teach
- Elementary and Secondary School Counseling
- Carol M. White Physical Education
- Smaller Learning Communities
- Star Schools
- Combating Domestic Violence
- Exchanges with Historic Whaling and Trading Partners

NOTES: (1) this is a **partial** list

(2) many programs eliminated as separate funding streams are allowable uses of funds under other grants (e.g. DSS, Title IV)

NOTABLE CHANGES IN REMAINING TITLES (V-IX)

Title V

- Now allows SEAs or LEAs to transfer all of their funds under Title IIA, Title IVA, or Sec. 4204(c)(3) between those provisions, and into (but not out of) Title I Parts A, C or D, Title IIIA, or Title VB
- Retains rural education initiative but updates references.
 - *Increases minimum grant amount to \$25,000 and maximum to \$80,000*
- Choice of participation
 - *LEAs eligible for both the Small, Rural School Achievement Program and Rural and Low-Income School Program may choose one of the two under which to receive funds*

Title VII (Impact Aid)

- Now allows LEAs to use facsimiles of records or other appropriate records to demonstrate value of federal property if originals unintentionally destroyed
- New funding rules for property within more than one LEA, LEAs containing forest service land, and consolidated LEAs
- New hold harmless for LEAs facing 20% or greater reduction in funds due to unexpected drop in population
- Eliminates Maintenance of Effort requirement for Impact Aid (still applies to other programs)

New Preschool Grants

- Preschool Development Grants jointly administered by ED and HHS
 - *Competitive to States*
 - *One-year grant for planning, coordination, and improvement*
 - Three-year renewal grant
 - Increasing amounts of funds must be used to improve early education
 - *30% non-federal match*



Waivers (Title VIII)

- LEAs must request State approval for waiver (State submits to ED)
- ED must grant waiver requests within 120 days so long as they meet the requirements of the law
 - *Keeps same requirements regarding goals, student performance; keeps same restrictions on non-waivable provisions*
- Secretary may not disapprove a waiver request for reasons outside conditions of law
- Secretary may not place any conditions on approval of waiver request (including adoption of standards, assessments, accountability, evaluations, etc..)

Secretarial Prohibitions

- Strictly prohibits Secretary from doing anything to:
 - *Require/incentivize certain standards or assessments, instructional content, programs of instruction, curricula, etc..*
 - *Deny approval of State plans without good reason*
 - *Deny approval of waivers without good reason*
 - *Set new criteria through regulation or requiring adoption of certain policies in exchange for flexibility or approval of State plans*
 - *Specify additional pieces of accountability system*
 - *Endorse a specific curriculum or develop a federally sponsored assessment*

Disclaimer

This presentation is intended solely to provide general information and does not constitute legal advice. Attendance at the presentation or later review of these printed materials does not create an attorney-client relationship with Brustein & Manasevit, PLLC. You should not take any action based upon any information in this presentation without first consulting legal counsel familiar with your particular circumstances.

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Stakeholder Involvement

Alaska's State Plan for the Every Student Succeeds Act (ESSA)



Overview

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 in December 2015. ESSA requires that State Educational Agencies (SEAs) develop a State Plan addressing three components:

- Standards and assessments;
- School, district, and state accountability systems; and
- School support and improvement.

SEAs must develop state plans “with timely and meaningful consultation 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.” (Every Student Succeeds Act, Sec. 1111)

Tentative Timeline

The Alaska Department of Education & Early Development (EED) has not yet received from the U.S. Department of Education a date for submission of its State Plan. For planning purposes, EED is estimating an October 2016 deadline for submission of its State Plan.

Framework for Stakeholder Involvement

The following primary methods will be used to ensure broad stakeholder involvement in development of Alaska's State Plan:

Alaska ESSA State Plan Advisory Committee

A 30-45 member group of stakeholders representing school districts, educational organizations, and educational partners will develop options related to the three areas of the State Plan. The Advisory Committee will meet weekly via webinar beginning in mid-February through early April. The Advisory Committee will reconvene as necessary for further State Plan development in response to input received through other stakeholder involvement processes.

Stakeholder Working Conferences & Meetings

Through educational conferences and meetings, stakeholders will receive updates on the work on the State Plan, be engaged in reviewing options developed by the Advisory Committee, and provide feedback and additional recommendations for the State Plan.

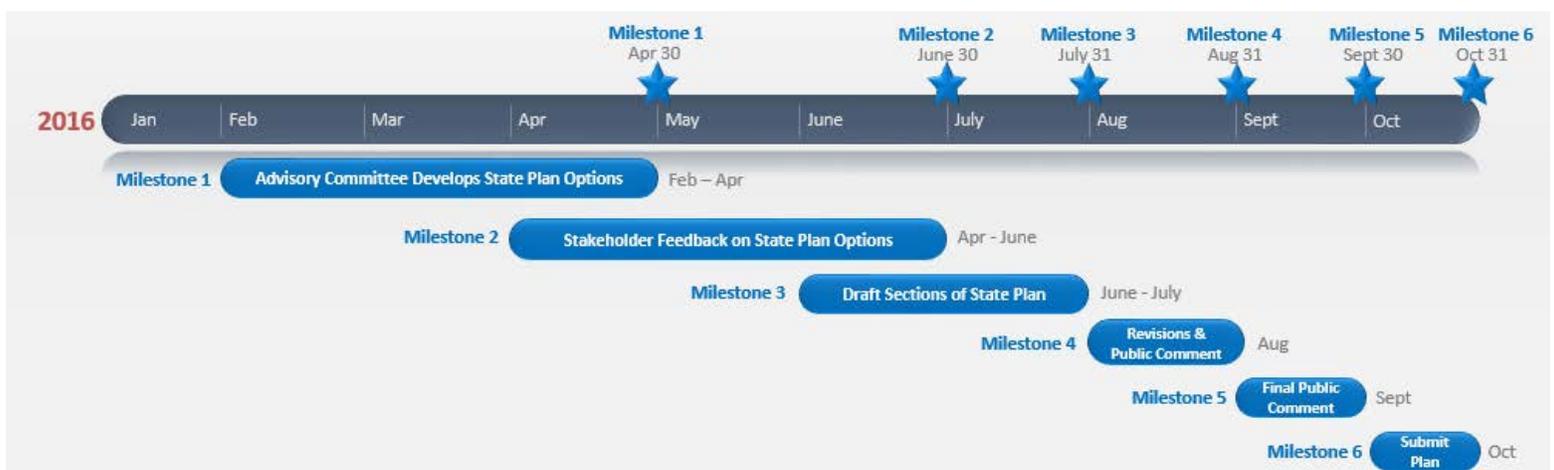
Legislative Input & Updates

EED will seek input from, and provide regular updates to, the Senate and House Education Committees regarding the development of Alaska's ESSA State Plan.

Public Feedback on Draft Plan

EED will seek broad public feedback and input regarding Alaska's draft ESSA State Plan via a survey link on the EED website.

ESSA State Plan Development Timeline



Alaska ESSA State Plan Advisory Committee

Framework, Commitments, and Timeline

Advisory Committee Membership

The Advisory Committee will consist of 30-45 stakeholders representing school districts, educational organizations, and educational partners.

School district representation will be requested to include the following:

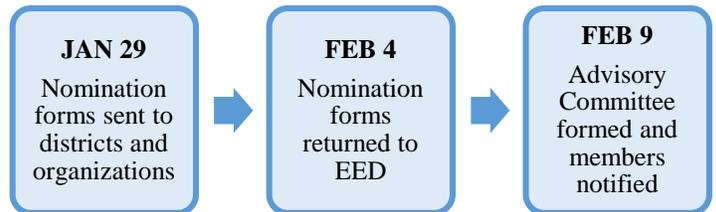
- A minimum of one member each from: Anchorage School District, Matanuska-Susitna Borough School District, Fairbanks North Star Borough School District, Kenai Peninsula Borough School District, Juneau School District, and Lower Kuskokwim School District.
- Two or three members each from the following five regional areas: Southeast, Northwest, Southwest, South Central, and Interior.

Additional representation will be requested to include at least one member from Alaska’s organizations, including those representing educators, parents, businesses, non-profits, and Alaska Natives.

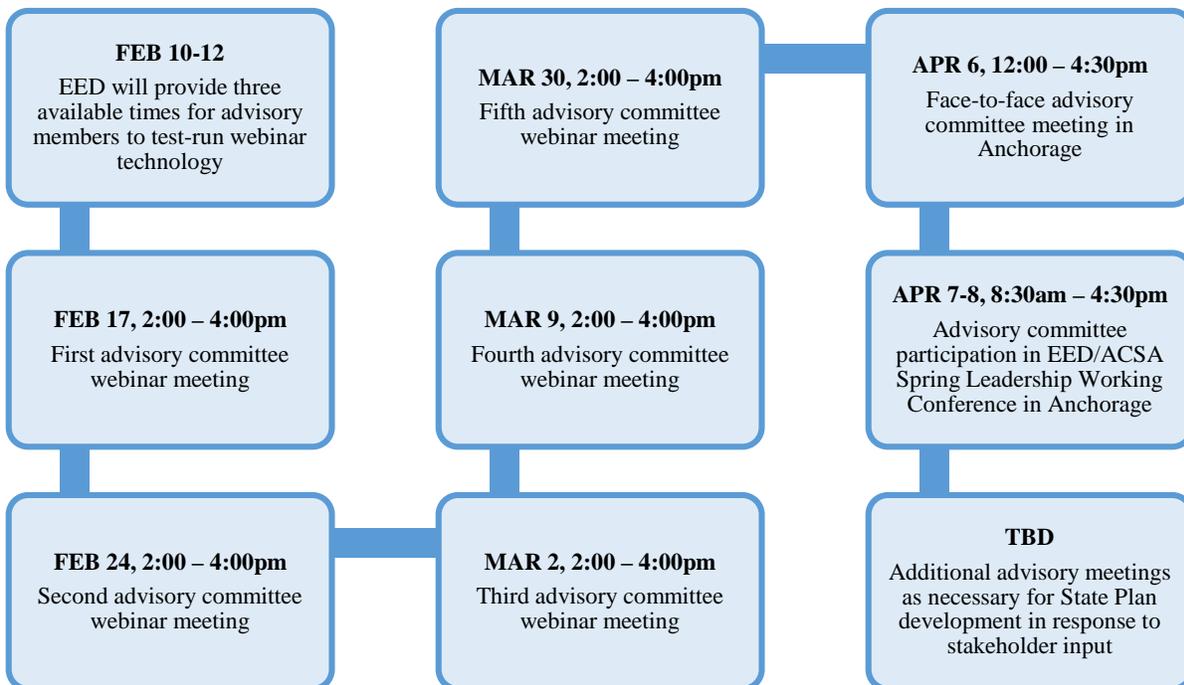
Advisory Committee Member Commitments

- Attend all five webinar meetings.
- Prepare for meetings in advance by reading documents provided by EED.
- Provide updates to member’s sponsoring district/organization following each meeting (written summaries will be provided to committee members by EED).
- Have adequate access to technology needed for webinar meetings (computer, headset, etc.).
- Attend face-to-face meetings and EED/ACSA Spring Leadership Conference, if possible.

Timeline for Forming Advisory Committee



Advisory Committee Meeting Schedule



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Alaska's ESSA State Plan Advisory Committee

<i>District/Region/Organization</i>	<i>Committee Member</i>	<i>Position</i>
<i>Anchorage School District</i>	Diane Hoffbauer	Assistant Superintendent/Curriculum & Instruction
<i>Mat-Su Borough School District</i>	Dr. Monica Goyette	Executive Director of Instruction
<i>Fairbanks Northstar School District</i>	Helen Clark	Director of Federal Programs
<i>Kenai Peninsula School District</i>	Dr. Christine Ermold	Director of Elementary Education
<i>Juneau School District</i>	Phil Loseby	District Test Coordinator/Assessment and Evaluation
<i>Lower Kuskokwim School District</i>	Dan Walker	Superintendent
<i>Southeast Region</i>	Alexander Allison	7th grade English Language Arts Teacher
<i>Southeast Region</i>	Bridget Wittstock	Special Education Director
<i>Southeast Region</i>	Amber Malone	Fifth grade teacher
<i>Northwest Region</i>	Kristen Mashiana	District Test Coordinator
<i>Northwest Region</i>	Jon Berkeley	Principal/Director of Federal Programs
<i>Northwest Region</i>	Amy Eakin	Staff Development Specialist
<i>Southwest Region</i>	Jon Clouse	Federal Programs Coordinator
<i>Southwest Region</i>	Yvonne Phelps	School Board Member
<i>Southwest Region</i>	Aeriale Johnson	Second grade teacher/Literacy Specialist
<i>South Central Region</i>	Alex Russin	Superintendent
<i>South Central Region</i>	Melissa Reese	District Test Coordinator/Elementary Principal/Tech Director
<i>South Central Region</i>	Dr. Michael Johnson	Superintendent
<i>Interior Region</i>	Laural Jackson	Superintendent
<i>Interior Region</i>	Therese Ashton	Superintendent/Principal
<i>Interior Region</i>	Luke Meinert	Technology Director
<i>Educational Organization</i>	Tim Parker	High School Language Arts Teacher
<i>Parent Organization</i>	Candy Jo Bracken	Alaska PTA President Elect
<i>Non-Profit Organization</i>	June Sobocinski	United Way of Anchorage Vice President, Education Impact
<i>Alaska Native Organization</i>	Toni Mallott	Parent & Grandparent
<i>Additional Representation</i>		
<i>Alaska Association of Secondary School Principals</i>	Mary McMahon	President
<i>Alaska Association of School Boards</i>	Tiffany Jackson	President
<i>Yukon-Koyukuk School District</i>	Chane Beam	Director of Curriculum & Instruction
<i>Wrangell City School District</i>	Bob Davis	Teacher
<i>UAF K-12 Outreach</i>	Dr. Steve Atwater	Interim Dean UAF K-12 Outreach

<i>District/Region/Organization</i>	<i>Committee Member</i>	<i>Position</i>
<i>NEA-Alaska</i>	Mary Janis	Elementary Teacher
<i>Kodiak Island Borough School District</i>	Porfiria Lopez-Trout	Director of Federal Programs
<i>Kenai Peninsula School District</i>	Amanda Adams	Teacher
<i>Kake City School District</i>	David Grimes	Secondary Lead Teacher
<i>Juneau School District</i>	Amy Jo Meiners	Extended Learning Teacher/ Alaska Teacher of the Year
<i>Fairbanks North Star Borough School District</i>	Dr. Ellis Ott	Research Assoc. and Accountability Coordinator
<i>Anchorage School District</i>	Deanna Beck	Principal
<i>Anchorage School District</i>	Mike Fleckenstein	Information Technology Executive Director
<i>Alaska Superintendents Association</i>	Dr. Lisa Parady	Executive Director
<i>Alaska PTA</i>	Juan San Miguel	President
<i>Alaska Association of Elementary School Principals</i>	Dana Evans	Principal
<i>Mat-Su Borough School District</i>	Alec Burris	Student Representative
<i>Fairbanks North Star Borough School District</i>	Kobe Rizk	Student Representative

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Every Student Succeeds Act

Alaska's Plan for Stakeholder Involvement

1



Timeline for ESSA Implementation

- ESEA Flexibility Waivers end 8/1/2016
- Funds for formula programs (Title I, etc.) will be administered in 2016-2017 as under ESEA
- Full implementation of plan in 2017-18 school year
- State Plan submission date not yet determined, but anticipate late fall 2016 or early 2017 after regulations are finalized

2



Overarching Goal

- How can the state system of 1) standards & assessments, 2) accountability, and 3) school support & improvement help Alaska fulfill the purpose of education as defined by state statute 14.03.015:

It is the policy of this state that the purpose of education is to help ensure that all students will succeed in their education and work, shape worthwhile and satisfying lives for themselves, exemplify the best values of society, and be effective in improving the character and quality of the world about them.

3



Three Key Elements ESSA State Plan



4



ESSA Requires Consultation

Consultation specifically required with:

- Governor
- State legislature
- Board of Education
- Districts
- Representatives of Indian tribes
- Teachers, principals, other school leaders, charter school leaders
- Specialized instructional support personnel, paraprofessionals
- Parents

Publicly available:

- Make plan available publicly no less than 30 days before submission
- Include assurance that comments were taken into account

5



4 Primary Methods for Stakeholder Involvement

- 1) Advisory Committee
- 2) Working conferences & meetings
- 3) Legislative input & updates
- 4) Public input on draft plan

6



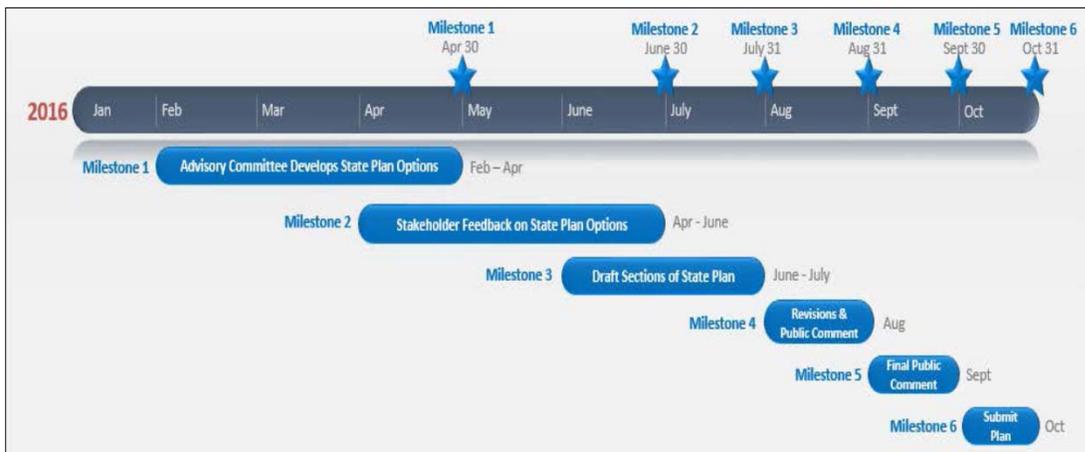
Alaska ESSA State Plan Milestones

- 1: Advisory Committee Develops State Plan Options
- 2: Stakeholder Feedback on State Plan Options
- 3: Draft Sections of State Plan
- 4: Revisions & Public Comment
- 5: Final Public Comment
- 6: Submit Plan

7

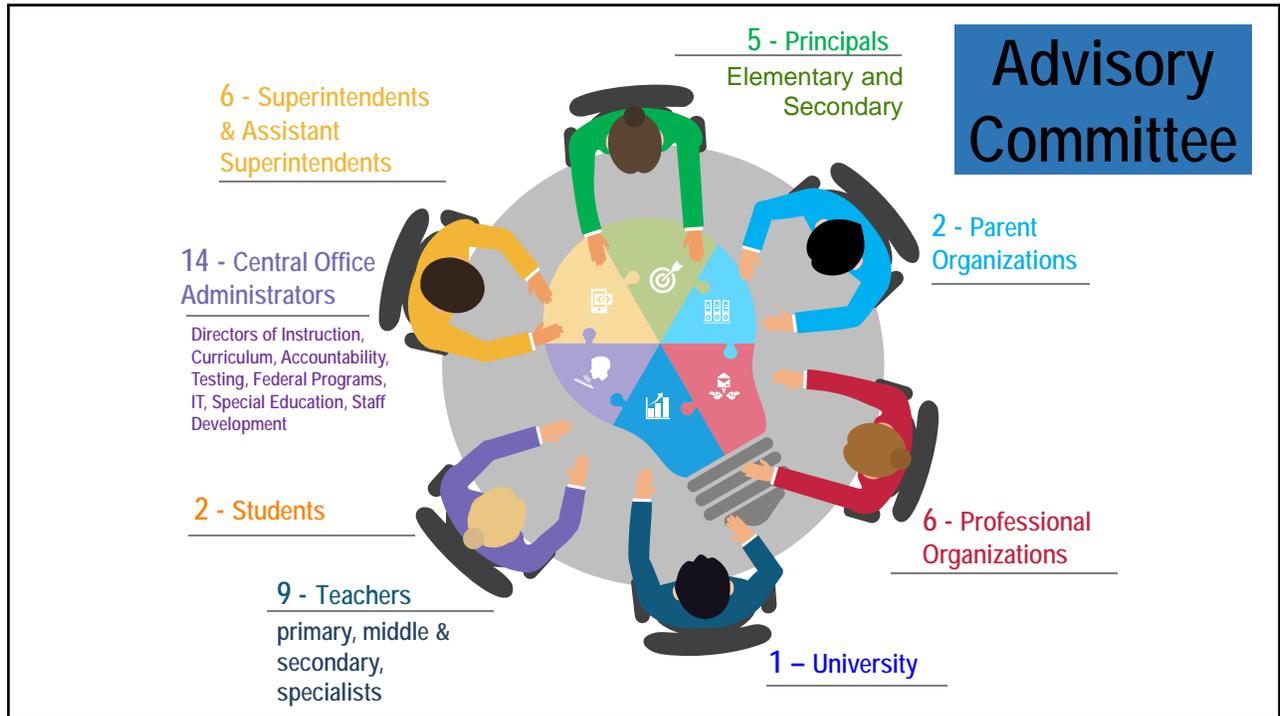


EED Timeline



8





State Advisory Committee Virtual Meeting Schedule

WebEx (Synchronous)

Date	Time
February 17 th	2:00 – 4:00pm
February 24 th	2:00 – 4:00pm
March 2 nd	2:00 – 4:00pm
March 9 th	2:00 – 4:00pm
Spring Break	
March 30 th	2:00 – 4:00pm

PowerNoodle (Asynchronous)

**Part #1: Homework:
Submitting Insights & Feedback**
Opens: Wednesday afternoon
Closes: Sunday, 5 pm

Part #2: Review & Voting
Opens: following Monday
Closes: Wednesday, 9 am

10



Additional Meetings

State Advisory Meeting Face-to-Face

Date: April 6th
 Time: 12:00 – 4:30
 Location: Lakefront Hotel - Anchorage
 (formerly, The Millennium Hotel)

Spring Leadership Working Conference

Date: April 7th – 8th
 Time: 8:30am – 4:30pm
 Location: Lakefront Hotel - Anchorage
 (formerly, The Millennium Hotel)
 Register thru www.asdn.org



11



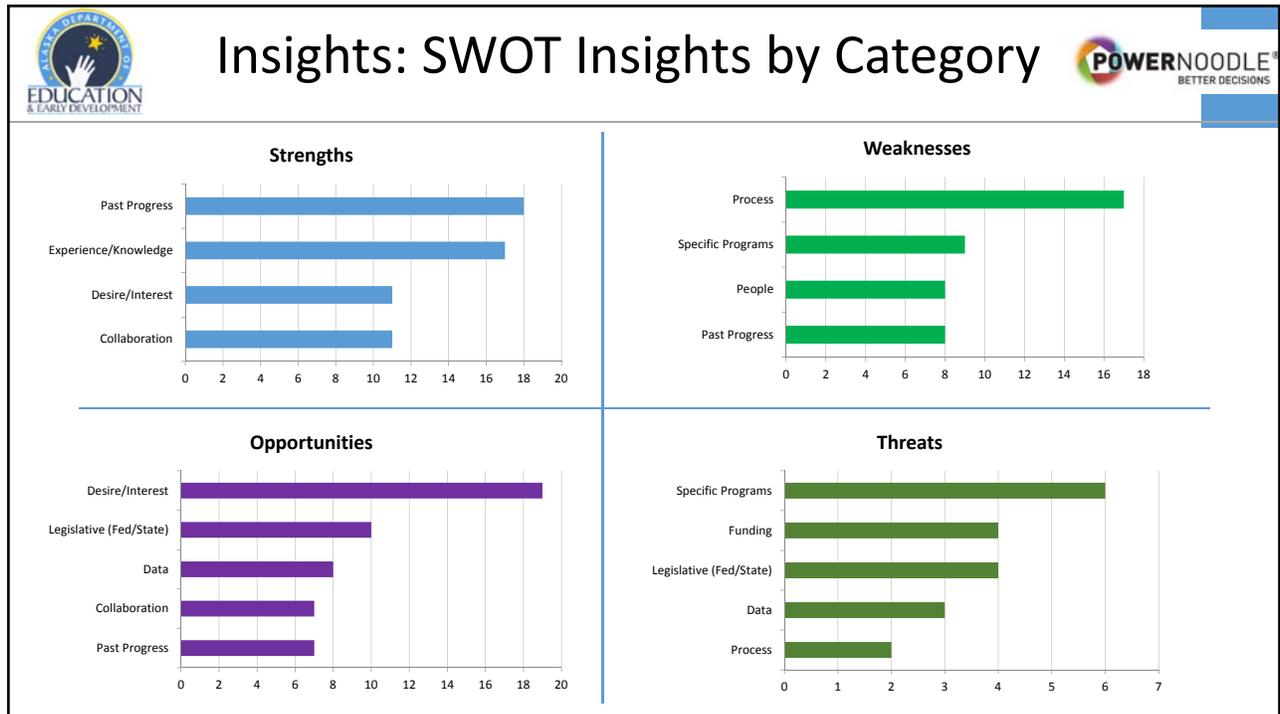
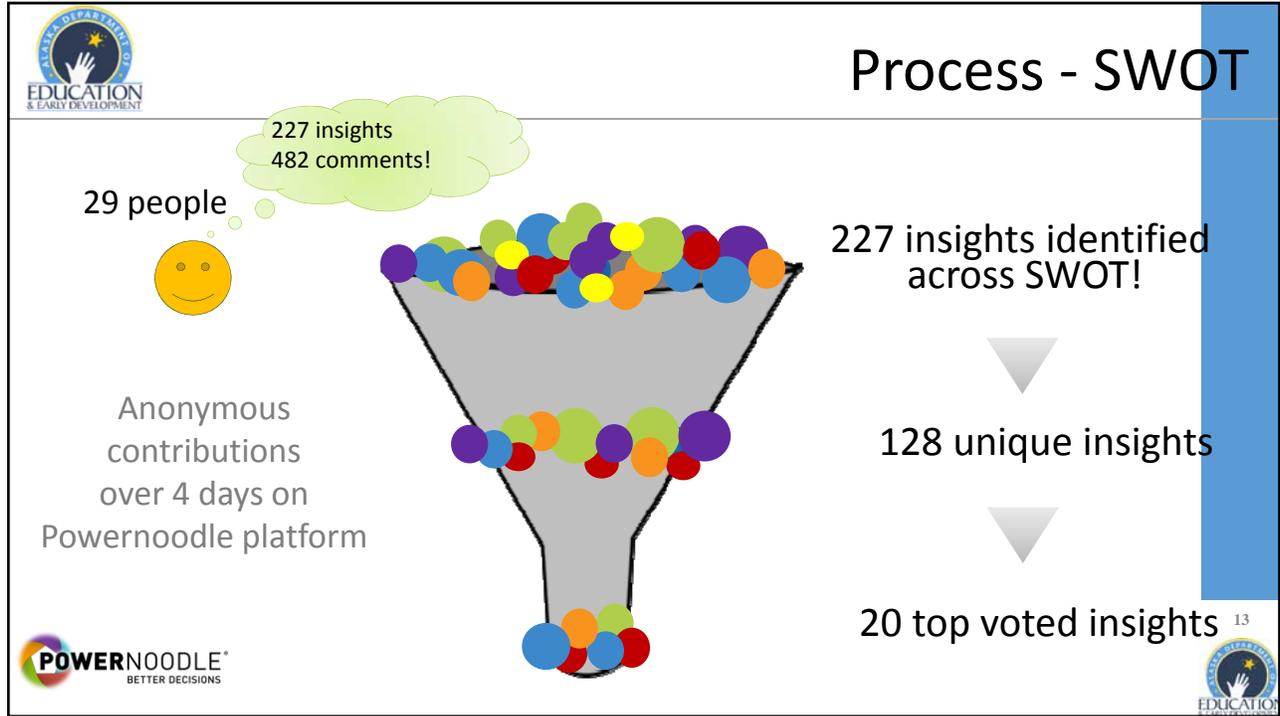
MINIMIZING THE BARRIERS ...



... TO HARNESS THE POWER OF STAKEHOLDER INTELLIGENCE

12







Top Weaknesses & Threats



Rank	Key Weaknesses	Rank	Key Threats
1	Budget/economic outlook could result in inability of state/districts to implement changes effectively (22)	1	Parents can opt out of testing and schools will bear the brunt of that decision without change to AK law (20)
2	High overall teacher/educator turnover across the state (11)	2	Not being realistic about the limited capacity/resources available to support change (17)
3	Throwing out what is working and starting over completely (10)	3	Accountability - academic achievement measured by proficiency rather than growth (11)
4	Federal regs not yet written for ESSA -- how can we design a plan without fully knowing Fed interpretations (9)	4	Freezing in the fear of not doing it right the first time... getting used to versions of excellence (10)



Top Strengths & Opportunities



Rank	Key Strengths	Rank	Key Opportunities
1	A common desire to put into place a system that truly serves ALL of our students best. (vested interest) (17)	1	Current formative assessments used by districts to provide timely & valid data for educational decisions (16)
2	The relaxing of federal oversight is the main strength of the reauthorization (15)	2	Opportunity for changes to teacher evaluation, assessments & school improvement actions (15)
2	Past experience with previous federal mandates (NCLB, AYP, ESEA waiver...) (15)	3	Tremendous opportunity for creative solutions. (local needs, systems of support, replicate successes..) (12)
3	Amazing experience, knowledge, varying perspectives from across the state with innovative ideas (14)	4	State autonomy in defining success--successful students, schools, and districts (less fed regulations) (11)
4	Leveraging technology to work collaboratively with stakeholders for different perspectives (11)	5	Collaboration across the state with stakeholder voices will help foster buy-in for state plan (9)
5	We have local community examples that have set goals, used data, and involved community - bright spots... (10)	5	Opportunity to shift time to instruction from assessment/evaluation by consolidating (9)

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 2

◆ ISSUE

The board will be briefed on executive branch travel restrictions.

◆ BACKGROUND

- On January 5, 2016, Governor Bill Walker ordered restrictions on executive branch travel as part of the administration's ongoing efforts to reduce state spending.
- Governor Walker urged state employees to use video conferencing and telephonic meetings whenever possible, and asked members of boards and commissions and non-executive state agencies to follow suit. All in-state travel requests must now be approved by the department's Commissioner, and out-of-state travel requests must be approved by the Chief of Staff.
- Behind this cover memo are: 1) the Governor's Office memo limiting travel, 2) an FAQ from the Governor's Office regarding travel restrictions, and 3) information on videoconferencing.
- Dr. Susan McCauley, Interim Commissioner, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary. However, the board may choose to direct the department to seek a waiver from travel restrictions.

BILL WALKER
Governor



P.O. Box 110001
Juneau, AK 99811-0001
(907) 465-3500
Fax (907) 465-3532

STATE OF ALASKA
OFFICE OF THE GOVERNOR
JUNEAU

MEMORANDUM

TO: All Commissioners

FROM: Jim Whitaker
Chief of Staff

DATE: January 5, 2016

SUBJECT: Travel and Hire

In light of the State's continued fiscal challenge, effective immediately, Governor Walker is commencing a hiring and travel restriction, applicable to all agencies under the Governor's jurisdiction. The purpose of these restrictions is to reduce State spending without compromising efficiency and effectiveness of core service delivery. Restrictions are as follows:

Non-Essential Travel Restriction

All agencies are prohibited from incurring non-essential travel costs, including air travel, ground travel, lodging, parking, tolls and/or any other miscellaneous travel expenses. This prohibition is for both in-state and out-of-state travel. Examples of non-essential travel include:

- Travel to professional development or trade association conferences. Such travel is prohibited until further notice, unless required to obtain continuing education credits necessary to maintain required credentials that cannot be obtained in Alaska or online.
- Multiple employees traveling for the same purpose. Travel of more than one employee from the same operational section for the same purpose will be limited to the minimum necessary to accomplish the purpose of the travel.

Essential travel not subject to this prohibition includes travel which is mission critical to the agency and inherent to the job (for example: auditors, inspectors, examiners, enforcement and collections agents). In addition, travel completely funded by third-party dollars is not prohibited.

Any travel traditionally paid for by the State for non-State employees who are engaged in the furtherance of the State's official business (for example: contractors and witnesses testifying on behalf of the State, etc.) may continue if it otherwise fits the mission critical criterion.

Reservations made prior to today should be cancelled, unless substantial additional costs would result from the cancellation beyond the standard cancellation fee.

All travel must be approved by employee's Commissioner. This approval may not be delegated. All out-of-state travel will be approved by the Chief of Staff or his designee.

All State Boards and Commissions are asked to comply with the foregoing travel restrictions, including to the extent feasible limiting travel to one meeting per year and conducting other Board Meetings telephonically. If a Board or Commission determines that these restrictions will materially impact their ability to perform their core mission, they may seek a waiver from the Director of Boards and Commissions or his designee.

Hiring Restriction

A general restriction on hiring is effective immediately. This applies to all positions, including part-time, except those that are necessary to protect the life, health and safety of Alaskans. Departments may pursue a waiver due to extraordinary circumstances, as noted below.

A department commissioner may request a waiver to the hiring restriction if the Commissioner believes a position is mission critical and the position function cannot be achieved by reassignment or reprioritizing functions of other employees. Please make note that "mission critical" refers to core service functions, not administrative functions. A waiver may also be requested if a vacancy occurs as a result of poor employee performance. All hiring waivers must be approved by the Chief of Staff or his designee.

The hiring restriction does not apply to:

- Positions that are essential in protecting the life, health or safety of Alaska citizens. This includes Alaska State Troopers, corrections and probation officers, and employees that provide patient and resident services at 24-hour institutions;
- Revenue generating and revenue collections positions, such that the failure to hire would result in a net reduction in revenue.
- Positions fully paid other than by General Funds, such as federally funded programs or program receipts.

Any written offers of employment already made as of today can continue to be honored. Recruitments currently on Workplace Alaska will be open through the stated closing date.

However, a notice to all applicants will be posted on Workplace Alaska advising applicants of the hiring restrictions and stating that only positions necessary to protect the health and safety of Alaskans and to meet other essential state responsibilities will be filled. A currently posted recruitment will not be extended unless a waiver has been approved.

Agencies are not permitted to use new contractors or upon contract expiry, renew existing contractors unless they fall under one of the exemptions listed above and provide skill-sets not otherwise available by state employees.

Non-Executive State Agencies

The Governor is also requesting the State's quasi-independent organizations to adopt similar travel restriction and hiring restriction policies, including:

- Alaska Commission on Postsecondary Education
- Alaska Energy Authority
- Alaska Gasline Development Corporation
- Alaska Housing Finance Corporation
- Alaska Industrial Development and Export Authority
- Alaska Mental Health Trust
- Alaska Oil and Gas Conservation Commission
- Alaska Public Offices Commission
- Alaska Railroad Corporation
- Alaska Seafood Marketing Institute
- Commercial Fisheries Entry Commission
- Permanent Fund Corporation
- Regulatory Commission of Alaska
- University of Alaska

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FAQs for Travel Restrictions

Who is affected?

All departments are prohibited from incurring non-essential travel costs, including air travel, ground travel, lodging, parking, tolls and/or any other miscellaneous travel expenses.

Is the restriction just on out-of-state travel?

No. This prohibition is for both in-state and out-of-state travel.

What is “non-essential travel?”

Non-essential travel consists of travel that is not essential to deliver the Department’s core mission. Examples of non-essential travel would include:

- Travel to professional development or trade association conferences—unless required to obtain continuing education credits necessary to maintain essential credentials, which cannot be obtained in Alaska or through online training.
- Multiple employees traveling for the same purpose. Travel of more than one employee from the same operational section for the same purpose will be limited to the minimum necessary to accomplish the purpose of the travel.

Who will determine if travel is non-essential?

Commissioner signature will be required for all travel for their departments. This approval may not be delegated. Chief of Staff (or his designee) approval will be required for all out-of-state travel.

What if out-of-state travel is mostly paid for by an organization (90%) but the state is required to pay a conference entry fee or a hotel room? Would that be allowed?

No. If there is a charge to the state for hotels or conference fees, the travel is not allowed, unless it constitutes essential travel.

Can I travel out-of-state to get continuing education credits to maintain my credentials for my job?

Continuing education requests should be reviewed to ensure needs cannot be satisfied by local or online training. Travel should be authorized only if the credits cannot be obtained in state or online.

What is the threshold for maintaining existing travel?

If the trip is deemed essential or, as a guideline, if the traveler will lose less than 20% of the value of the trip because of cancellation fees.

How does this restriction impact Boards and Commissions?

Boards and Commissions that historically meet more than once per year are asked to limit travel to one meeting per year (provided that the agenda warrants a face-to-face meeting) and conduct all other meetings through telephonic or video conference.

If a Board or Commission determines that this restriction will materially impact their ability to perform their core mission, they may seek a waiver from the Director of Boards and Commissions.

FAQs for Hiring Restrictions

Who is affected?

All agencies are affected except for the following conditions or agencies:

- Revenue generating and revenue collections positions, such that the failure to hire would result in a net reduction in revenue to the State of Alaska
- Positions fully paid by federally funded programs
- Lateral transfers within the same department
- Range changes in flexibly-staffed positions
- Reclassifications within the same job family
- Employees delegated the authority to perform the duties of a vacant position that is assigned a higher pay range where contractual provisions or regulations provide for compensation
- Alaska Commission on Postsecondary Education
- Alaska Housing Finance Corporation
- Alaska Industrial Development and Export Authority
- Alaska Oil and Gas Conservation Commission
- Commercial Fisheries Entry Commission
- Permanent Fund Corporation
- Regulatory Commission of Alaska
- Alaska Public Offices Commission
- Positions essential in protecting the life, health or safety of Alaska citizens. This includes Alaska State Troopers, corrections and probation officers, and employees that provide patient and resident series at 24-hour institutions.
- The following are considered 24 hour institutions:
 - Correctional Facilities
 - Juvenile Justice Facilities
 - Alaska Military Youth Academy
 - Pioneer Homes
 - Alaska Psychiatric Institute
 - AVTEC
 - Mt. Edgecumbe High School

What if a position is partially federally funded?

Only fully funded positions would be exempt. Partially federally funded positions would be subject to the restriction.

Can waivers be granted?

A waiver may be granted if the Chief of Staff (or his designee) determines that the function is mission-critical and the function cannot be performed by reassigning other functions. Mission critical services would typically not include overhead or administrative services.

Who can grant the waivers?

Chief of Staff or his designee.

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Videoconference options

ACANO and OWL

Capabilities

- 9 Endpoints with full participation, up to 40 attendees
- Anyone with a semi-modern PC/MAC/Tablet (iPad, MS Surface) can attend, an attached microphone and camera is necessary to present
- Connectivity between PCs and video endpoints, (most manufactures supported, Cisco, Tandberg, Polycom, etc.)
- Capability to record and archive meetings
- Ability to have a technician moderate bridged meetings, mute selected endpoints and reconnect dropped endpoints
- Desktop and application presentation ability (screen sharing). Display PowerPoint or other similar presentations via a laptop connected to the video endpoint or stand-alone workstation attached to a bridge meeting
- Ability to share printed materials with an ELMO camera system connected to a video endpoint (camera hardware needed)

Limitations

- Inability to have attendees 'dial in' via telephone
- Moderate Internet connectivity is required (5mbps symmetrical) for the presenter, less for an attendee.

WebEx - unsure how long this service will be available

Capabilities

- 25 attendees, 100 by phone with additional video attendees available if given seven days' notice and \$15 per additional head
- Business standard in online collaboration
- Capability to record and archive meetings
- Telephone dial-in capability
- Desktop and application presentation ability (screen sharing). Display PowerPoint or other similar presentations
- Not very bandwidth intensive, 1.5mbps for the presenter
- Outlook scheduling integration, recurring meeting automation.

Limitations

- Inability to connect to video endpoints
- Limited to 25 participants (current licensing limitation with the SoA contract).

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 3

◆ ISSUE

The board will discuss the next steps in the recruitment of a Commissioner.

◆ BACKGROUND

- Dr. Susan McCauley has served as Interim Commissioner since March 2. The board has the authority to appoint a Commissioner and submit the appointment to the Governor for approval.
- Behind this cover memo are the board's bylaws and state statutes regarding the selection of the Commissioner, as well as a tentative timeline to recruit a Commissioner.
- James Fields, Board Chair, will brief the board

◆ OPTIONS

This is an information item. No action is necessary. However, the board may choose to direct the department to implement a recruitment process.

Information Relevant to Commissioner Selection Process

State Board By-laws

12.1. Appointment of Commissioner. The board will interview a candidate who meets the requirements of AS 14.07.145 before appointing that candidate. The interview may be in-person, telephonic, or by video. If the board receives more than one application, the board may select one or more finalist for an interview. The board is not required to advertise for or solicit applications. In reviewing a qualified candidate's application and interview answers, the board will consider all relevant evidence of the candidate's fitness to be commissioner, such as a candidate's

- a. knowledge, experience, and understanding of current best practices in education;
- b. understanding of education reform;
- c. understanding of the educational issues facing Alaska, including both urban and rural schools and school districts;
- d. ability to work with all stakeholders and the administration;
- e. overall ability to lead the department and accomplish the board's goals.

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

After appointing a commissioner, the board shall forward the name to the governor under AS 14.07.145. If the governor rejects the appointment, the board may appoint another qualifying candidate whom it has already interviewed or may consider additional applicants.

Adopted October 2012

Alaska Statutes

Sec. 14.07.145. Commissioner of education and early development. (a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

Tentative Timeline for Commissioner Selection

Advertise beginning week of March 28, 2016

Deadline to apply late April 22, 2016

Board in-person meeting week of April 25th to review applications

Interview finalists during June 15-17, 2016, board meeting.

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 4

◆ ISSUE

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

◆ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.
- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1) and AS 14.11.014.
- The department may not award a grant unless the board approves the grant application.
- Behind this cover memo are: 1) the School Construction Grant Fund Final List, and 2) the Major Maintenance Grant Fund Final List.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

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

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2017)
 School Construction Grant Fund

Final List

Jan. 26	Dec. 16	Nov. 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Kenai Peninsula	Kachemak Selo New K-12 School Construction	\$16,234,498	\$16,719,236	\$0	\$16,719,236	\$5,851,733	\$10,867,503	\$10,867,503
2	2	2	Lower Kuskokwim	Lewis Angapak K-12 School Renovation/Addition, Tuntutuliak	\$51,845,545	\$50,191,424	\$0	\$50,191,424	\$1,003,828	\$49,187,596	\$60,055,099
3	3	3	Yukon-Koyukuk	Jimmy Huntington K-12 Addition/Renovation, Huslia	\$20,945,288	\$20,070,011	\$0	\$20,070,011	\$401,400	\$19,668,611	\$79,723,710
4	4	4	Lower Kuskokwim	Eek K-12 School Renovation/Addition	\$40,757,085	\$35,711,666	\$0	\$35,711,666	\$714,233	\$34,997,433	\$114,721,143
5	5	5	Bering Strait	Shishmaref K-12 School Renovation/Addition	\$19,273,631	\$16,182,050	\$0	\$16,182,050	\$323,641	\$15,858,409	\$130,579,552
6	6	6	Lower Kuskokwim	J Alexie Memorial K-12 School Replacement, Atmautluak	\$40,271,680	\$40,271,680	\$0	\$40,271,680	\$805,434	\$39,466,246	\$170,045,798
7	7	7	Kuspuk	Auntie Mary Nicoli Elementary School Replacement, Aniak	\$14,981,869	\$14,981,869	\$0	\$14,981,869	\$299,637	\$14,682,232	\$184,728,030
8	8	8	Lower Kuskokwim	Bethel Regional High School Multipurpose Addition	\$9,709,468	\$7,275,270	\$0	\$7,275,270	\$145,505	\$7,129,765	\$191,857,795
9	9	9	Lower Kuskokwim	Water Storage & Treatment, Kongiganak	\$6,202,369	\$6,202,369	\$0	\$6,202,369	\$124,047	\$6,078,322	\$197,936,117
10	10	10	Aleutians East	Sand Point K-12 School Paving	\$441,630	\$441,630	\$0	\$441,630	\$154,570	\$287,060	\$198,223,177
11	11	11	Lower Kuskokwim	Bethel Campus Drainage and Traffic Upgrades	\$1,106,054	\$1,106,054	\$0	\$1,106,054	\$22,121	\$1,083,933	\$199,307,110
12	12	12	Aleutians East	King Cove K-12 School Paving	\$110,049	\$110,049	\$0	\$110,049	\$38,517	\$71,532	\$199,378,642
13	13	13	Southeast Island	Kasaan K-12 School Covered Play Area Construction	\$442,545	\$442,545	\$0	\$442,545	\$8,851	\$433,694	\$199,812,336
14	14	14	Annette Island	Metlakatla Schools Track and Field Construction	\$5,548,394	\$5,548,394	\$0	\$5,548,394	\$110,968	\$5,437,426	\$205,249,762
15	15	15	Kodiak Island	Larsen Bay K-12 School Playground Replacement	\$112,052	\$112,052	\$0	\$112,052	\$33,616	\$78,436	\$205,328,198
16	16	16	Hydaburg City	Hydaburg School Covered Play Area Construction	\$693,584	\$693,584	\$0	\$693,584	\$69,358	\$624,226	\$205,952,424
17	17	17	Hydaburg City	Hydaburg Elementary Playground Upgrades	\$103,727	\$103,727	\$0	\$103,727	\$10,373	\$93,354	\$206,045,778
18	18	18	Southeast Island	Thorne Bay K-12 School Playground Upgrades	\$226,089	\$226,089	\$0	\$226,089	\$4,522	\$221,567	\$206,267,345
TOTALS:					\$229,005,557	\$216,389,699	\$0	\$216,389,699	\$10,122,354	\$206,267,345	
		0	Northwest Arctic	Kivalina K-12 Replacement School - Kasayulie FY16 Final List Eligible Amount	\$9,048,027	\$63,094,777	\$43,237,400	\$9,048,027	\$1,809,605	\$7,238,422	\$7,238,422
FINAL TOTALS:					\$238,053,584	\$279,484,476	\$43,237,400	\$225,437,726	\$11,931,959	\$213,505,767	\$213,505,767

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State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2017)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Kake City	Kake Schools Boiler #2 Replacement	\$232,430	\$232,430	\$0	\$232,430	\$46,486	\$185,944	\$185,944
2	2	2	Petersburg City	Petersburg Middle/High School Primary Boiler Replacement	\$75,592	\$75,592	\$0	\$75,592	\$26,457	\$49,135	\$235,079
3	3	3	Bristol Bay Borough	Bristol Bay School Energy Upgrades and Renovations	\$17,922,968	\$16,997,622	\$0	\$16,997,622	\$5,949,168	\$11,048,454	\$11,283,533
4	4	4	Galena	Galena Interior Learning Academy Headquarters Classroom Building Renovation	\$7,940,753	\$7,940,753	\$0	\$7,940,753	\$397,038	\$7,543,715	\$18,827,248
5	5	5	Denali Borough	Anderson K-12 School Water Line Replacement	\$225,418	\$225,418	\$0	\$225,418	\$45,084	\$180,334	\$19,007,582
6	6	6	Aleutians East	Sand Point K-12 School Heating System Renovation	\$309,936	\$309,936	\$0	\$309,936	\$108,478	\$201,458	\$19,209,040
7	7	7	Fairbanks	Barnette Magnet K-8 School Renovation, Phase 4	\$11,275,426	\$10,895,845	\$0	\$10,895,845	\$3,268,753	\$7,627,092	\$26,836,132
8	8	8	Craig City	Districtwide Energy Upgrades	\$178,913	\$178,913	\$0	\$178,913	\$17,891	\$161,022	\$26,997,154
9	9	9	Saint Marys	St. Mary's Campus Upgrades	\$4,926,993	\$4,926,993	\$0	\$4,926,993	\$246,350	\$4,680,643	\$31,677,797
10	10	10	Annette Island	Metlakatla High School Kitchen Renovation	\$1,015,715	\$1,015,715	\$0	\$1,015,715	\$20,314	\$995,401	\$32,673,198
11	11	11	Petersburg City	Districtwide Food Service Renovations	\$1,550,638	\$1,550,638	\$0	\$1,550,638	\$542,723	\$1,007,915	\$33,681,113
12	12	12	Chatham	Tenakee K-12 School Roof Replacement	\$187,480	\$187,480	\$0	\$187,480	\$3,750	\$183,730	\$33,864,843
13	13	13	Chatham	Klukwan K-12 School Boiler Replacement	\$57,765	\$57,765	\$0	\$57,765	\$1,155	\$56,610	\$33,921,453
14	14	14	Southeast Island	Thorne Bay Maintenance Building Roof Replacement	\$220,114	\$220,114	\$0	\$220,114	\$4,402	\$215,712	\$34,137,165
15	15	15	Lower Kuskokwim	Bethel Campus Fire Pumphouse & Fire Protection Upgrades	\$2,918,977	\$2,918,977	\$0	\$2,918,977	\$58,380	\$2,860,597	\$36,997,762
16	16	16	Yukon-Koyukuk	Allakaket K-12 School Renovation	\$10,426,582	\$9,901,976	\$0	\$9,901,976	\$198,040	\$9,703,936	\$46,701,698
17	17	17	Petersburg City	Petersburg High School Gym & Auxiliary Gym LED Lighting Upgrade	\$27,857	\$27,857	\$0	\$27,857	\$9,750	\$18,107	\$46,719,805
18	18	18	Kuspuk	Jack Egnaty Sr. K-12 School Roof Replacement, Sleetmute	\$1,249,562	\$1,249,562	\$0	\$1,249,562	\$24,991	\$1,224,571	\$47,944,376
19	19	19	Valdez City	Hermon Hutchens Elementary Fire Alarm, Clock, Intercom Replacement	\$528,005	\$528,005	\$0	\$528,005	\$184,802	\$343,203	\$48,287,579

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2017)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
20	20	20	Fairbanks	Administrative Center Air Conditioning and Ventilation Replacement	\$1,404,510	\$1,404,510	\$0	\$1,404,510	\$421,353	\$983,157	\$49,270,736
21	21	21	Denali Borough	Anderson K-12 School Roof & Siding Replacement, Cantwell K-12 School Roof Replacement	\$2,283,932	\$2,283,932	\$0	\$2,283,932	\$456,786	\$1,827,146	\$51,097,882
22	22	22	Northwest Arctic	Davis Ramoth K-12 School Window Replacement, Selawik	\$272,165	\$272,165	\$0	\$272,165	\$54,433	\$217,732	\$51,315,614
23	23	23	Lower Kuskokwim	Nuniwaarmiut K-12 School Wastewater Upgrades, Mekoryuk	\$1,100,412	\$1,100,412	\$0	\$1,100,412	\$22,008	\$1,078,404	\$52,394,018
24	24	24	Petersburg City	Petersburg Middle/High School Entry Renovation	\$48,303	\$48,303	\$0	\$48,303	\$16,906	\$31,397	\$52,425,415
25	25	25	Northwest Arctic	Davis Ramoth K-12 School Sewer Line Repair, Selawik	\$89,900	\$89,900	\$0	\$89,900	\$17,980	\$71,920	\$52,497,335
26	26	26	Chugach	Tatitlek K-12 School Renovation	\$6,364,820	\$6,136,968	\$0	\$6,136,968	\$122,739	\$6,014,229	\$58,511,564
27	27	27	Petersburg City	Petersburg Middle/High School Underground Storage Tank Replacement	\$173,363	\$173,363	\$0	\$173,363	\$60,677	\$112,686	\$58,624,250
28	28	28	Hoonah City	Hoonah Central Boiler Replacement	\$256,553	\$256,553	\$0	\$256,553	\$76,966	\$179,587	\$58,803,837
29	29	29	Southeast Island	Thorne Bay K-12 Fire Suppression System	\$455,180	\$455,180	\$0	\$455,180	\$9,104	\$446,076	\$59,249,913
30	30	30	Craig City	Craig Elementary School Door and Flooring Replacement	\$138,462	\$138,462	\$0	\$138,462	\$13,846	\$124,616	\$59,374,529
31	31	31	Chugach	Chenega Bay K-12 School Renovation	\$6,230,312	\$5,991,867	\$0	\$5,991,867	\$119,837	\$5,872,030	\$65,246,559
32	32	32	Pelican City	Pelican K-12 School Siding Replacement	\$117,254	\$117,254	\$0	\$117,254	\$41,039	\$76,215	\$65,322,774
33	33	33	Nome City	Nome Elementary School Gym Flooring Replacement	\$107,692	\$107,692	\$0	\$107,692	\$32,308	\$75,384	\$65,398,158
34	34	34	Craig City	Craig Middle School Renovation	\$11,576,829	\$11,576,829	\$0	\$11,576,829	\$1,157,683	\$10,419,146	\$75,817,304
35	35	35	Anchorage	Rogers Park Elementary School Roof Replacement	\$3,549,077	\$3,549,077	\$0	\$3,549,077	\$1,242,177	\$2,306,900	\$78,124,204
36	36	36	Lower Yukon	Hooper Bay K-12 School Emergency Lighting & Retrofit	\$230,915	\$230,915	\$0	\$230,915	\$4,618	\$226,297	\$78,350,501
37	37	37	Copper River	District Office Roof Renovation & Energy Upgrade	\$1,071,600	\$1,071,600	\$0	\$1,071,600	\$21,432	\$1,050,168	\$79,400,669

**State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2017)
Major Maintenance Grant Fund**

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
38	38	38	Haines	Haines High School Locker Room Renovation	\$783,938	\$783,938	\$0	\$783,938	\$274,378	\$509,560	\$79,910,229
39	39	39	Annette Island	Metlakatla High School Gym Sound System	\$244,443	\$244,443	\$0	\$244,443	\$4,889	\$239,554	\$80,149,783
40	40	40	Aleutians East	Sand Point K-12 School Pool Major Maintenance	\$102,608	\$102,608	\$0	\$102,608	\$35,913	\$66,695	\$80,216,478
41	41	41	Hydaburg City	Hydaburg Elementary Roof Replacement	\$933,013	\$455,432	\$0	\$455,432	\$45,543	\$409,889	\$80,626,367
42	42	42	Alaska Gateway	Tanacross K-8 School Renovation	\$4,195,492	\$4,195,492	\$0	\$4,195,492	\$83,910	\$4,111,582	\$84,737,949
43	43	43	Yukon Flats	Venetie K-12 School Generator Building Renovation	\$2,751,206	\$2,751,206	\$0	\$2,751,206	\$55,024	\$2,696,182	\$87,434,131
44	44	44	Lower Yukon	Scammon Bay K-12 School Exterior Siding Replacement and Repair	\$1,062,296	\$399,782	\$0	\$399,782	\$7,996	\$391,786	\$87,825,917
45	45	45	Yukon Flats	Boiler And Control Upgrades, 2 Schools (Beaver & Chalkyitsik K-12 Schools)	\$1,339,079	\$1,339,079	\$0	\$1,339,079	\$26,782	\$1,312,297	\$89,138,214
46	46	46	Anchorage	Nunaka Valley Elementary School Roof Replacement	\$2,886,852	\$2,886,852	\$0	\$2,886,852	\$1,010,398	\$1,876,454	\$91,014,668
47	47	47	Alaska Gateway	Tok K-12 School Sprinkler Renovation	\$564,668	\$564,668	\$0	\$564,668	\$11,293	\$553,375	\$91,568,043
48	48	48	Delta/Greely	Ft. Greely School Demolition	\$4,994,589	\$4,994,589	\$0	\$4,994,589	\$99,892	\$4,894,697	\$96,462,740
49	49	49	Yukon Flats	Chalkyitsik K-12 School Water Tank Replacement	\$1,247,680	\$1,247,680	\$0	\$1,247,680	\$24,954	\$1,222,726	\$97,685,466
50	50	50	Chatham	Klukwan K-12 School Roof Replacement	\$1,473,477	\$1,473,477	\$0	\$1,473,477	\$29,470	\$1,444,007	\$99,129,473
51	51	51	Lower Yukon	Scammon Bay K-12 School Emergency Lighting & Retrofit	\$115,367	\$115,367	\$0	\$115,367	\$2,307	\$113,060	\$99,242,533
52	52	52	Lower Yukon	Marine Header & Pipeline Projects, 2 Sites (Pilot Station, Ignatius Beans K-12 Schools)	\$2,795,226	\$2,795,226	\$0	\$2,795,226	\$55,905	\$2,739,321	\$101,981,854
53	53	53	Anchorage	Willow Crest Elementary Roof Replacement	\$3,525,052	\$3,525,052	\$0	\$3,525,052	\$1,233,768	\$2,291,284	\$104,273,138
54	54	54	Craig City	Craig High School Biomass Boiler	\$545,970	\$545,970	\$0	\$545,970	\$54,597	\$491,373	\$104,764,511
55	55	55	Mat-Su Borough	Palmer High School Mechanical Upgrade, Phase 2	\$3,651,726	\$3,502,065	\$0	\$3,502,065	\$1,050,619	\$2,451,446	\$107,215,957
56	56	56	Kake City	Kake High School Plumbing Replacement	\$627,176	\$627,176	\$0	\$627,176	\$125,435	\$501,741	\$107,717,698

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2017)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
57	57	57	Anchorage	Multi-Site Sprinkler Upgrades (East & Service HS)	\$4,845,857	\$4,845,857	\$0	\$4,845,857	\$1,696,050	\$3,149,807	\$110,867,505
58	58	58	Copper River	Slana K-12 School Renovation	\$1,414,866	\$1,414,866	\$0	\$1,414,866	\$28,297	\$1,386,569	\$112,254,074
59	59	59	Anchorage	King Career Center Roof Replacement	\$4,096,458	\$4,096,458	\$0	\$4,096,458	\$1,433,760	\$2,662,698	\$114,916,772
60	60	60	Kake City	Kake High School Cafeteria Floor Structural Repairs	\$175,336	\$175,336	\$0	\$175,336	\$35,067	\$140,269	\$115,057,041
61	61	61	Yukon Flats	Fort Yukon Soil Remediation & Fuel Tank Replacement	\$9,090,367	\$9,090,367	\$0	\$9,090,367	\$181,807	\$8,908,560	\$123,965,601
62	62	62	Sitka City Borough	Keet Gooshi Heen Covered PE Structure Renovation	\$463,823	\$463,823	\$0	\$463,823	\$162,338	\$301,485	\$124,267,086
63	63	63	Anchorage	Student Nutrition Boiler Replacement	\$3,182,432	\$3,182,432	\$0	\$3,182,432	\$1,113,851	\$2,068,581	\$126,335,667
64	64	64	Haines	Haines High School Roof Replacement	\$1,814,747	\$1,814,747	\$0	\$1,814,747	\$635,161	\$1,179,586	\$127,515,253
65	65	65	Copper River	Glennallen & Kenny Lake K-12 Schools Energy Upgrades	\$2,581,525	\$2,581,525	\$0	\$2,581,525	\$51,630	\$2,529,895	\$130,045,148
66	66	66	Anchorage	Northwood Elementary School Roof Replacement	\$2,646,287	\$2,646,287	\$0	\$2,646,287	\$926,200	\$1,720,087	\$131,765,235
67	67	67	Southeast Island	Thorne Bay K-12 Mechanical Control Upgrades	\$1,377,232	\$1,377,232	\$0	\$1,377,232	\$27,545	\$1,349,687	\$133,114,922
68	68	68	Anchorage	Campbell Elementary School Roof Replacement	\$2,497,516	\$2,497,516	\$0	\$2,497,516	\$874,131	\$1,623,385	\$134,738,307
69	69	69	Southeast Island	Thorne Bay K-12 School Carpet Replacement	\$98,719	\$98,719	\$0	\$98,719	\$1,974	\$96,745	\$134,835,052
70	70	70	Yukon Flats	Cruikshank K-12 School Soil Remediation & Fuel Tank Replacement, Beaver	\$1,227,839	\$921,612	\$0	\$921,612	\$18,432	\$903,180	\$135,738,232
71	71	71	Wrangell City	Wrangell High School/Stikine Middle School Fire Alarm Upgrade	\$504,070	\$504,070	\$0	\$504,070	\$151,221	\$352,849	\$136,091,081
72	72	72	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	\$308,881	\$308,881	\$0	\$308,881	\$6,178	\$302,703	\$136,393,784
73	73	73	Lower Yukon	Hooper Bay K-12 School Electrical Provisions Installation	\$42,610	\$42,610	\$0	\$42,610	\$852	\$41,758	\$136,435,542
74	74	74	Kuspuk	Districtwide Energy & Sprinkler Upgrades	\$5,605,303	\$5,605,303	\$0	\$5,605,303	\$112,106	\$5,493,197	\$141,928,739

**State of Alaska
Department of Education and Early Development
Capital Improvement Projects (FY2017)
Major Maintenance Grant Fund**

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
75	75	75	Yukon Flats	Venetie K-12 School Soil Remediation & Fuel Tank Replacement	\$1,944,121	\$1,944,121	\$0	\$1,944,121	\$38,882	\$1,905,239	\$143,833,978
76	76	76	Anchorage	Goldenview Middle School Water Main Replacement	\$1,780,752	\$1,780,752	\$0	\$1,780,752	\$623,263	\$1,157,489	\$144,991,467
77	77	77	Fairbanks	Joy Elementary Roof Replacement	\$1,971,326	\$1,971,326	\$0	\$1,971,326	\$591,398	\$1,379,928	\$146,371,395
78	78	78	Copper River	Glennallen Voc-Ed Facility Renovation	\$738,248	\$738,248	\$0	\$738,248	\$14,765	\$723,483	\$147,094,878
79	79	79	Southwest Region	Manokotak K-12 School Sewer & Water Upgrades	\$264,549	\$264,549	\$0	\$264,549	\$5,291	\$259,258	\$147,354,136
80	80	80	Southwest Region	Twin Hills K-8 Renovation	\$3,091,136	\$3,091,136	\$0	\$3,091,136	\$61,823	\$3,029,313	\$150,383,449
81	81	81	Southeast Island	Port Protection K-12 School Gymnasium Relocation And Foundation	\$199,353	\$199,353	\$0	\$199,353	\$3,987	\$195,366	\$150,578,815
82	82	82	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	\$92,806	\$92,806	\$0	\$92,806	\$1,856	\$90,950	\$150,669,765
83	83	83	Lower Yukon	LYSD Central Office Renovation	\$3,886,891	\$3,886,891	\$0	\$3,886,891	\$77,738	\$3,809,153	\$154,478,918
84	84	84	Mat-Su Borough	Water System Replacement, 3 Schools (Big Lake, Butte & Snowshoe Elementary Schools)	\$2,893,363	\$2,847,437	\$0	\$2,847,437	\$854,231	\$1,993,206	\$156,472,124
85	85	85	Anchorage	Muldoon Elementary School Roof Replacement	\$918,465	\$918,465	\$0	\$918,465	\$321,463	\$597,002	\$157,069,126
86	86	86	Kake City	Districtwide Exterior Upgrades	\$768,898	\$266,233	\$0	\$266,233	\$53,247	\$212,986	\$157,282,112
87	87	87	Kodiak Island	Larsen Bay K-12 School Energy and Code Upgrade	\$2,672,084	\$2,672,084	\$0	\$2,672,084	\$801,625	\$1,870,459	\$159,152,571
88	88	88	Fairbanks	Ladd Elementary Roof and Exterior Upgrades	\$5,415,092	\$5,415,092	\$0	\$5,415,092	\$1,624,528	\$3,790,564	\$162,943,135
89	89	89	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	\$3,863,946	\$3,863,946	\$0	\$3,863,946	\$77,279	\$3,786,667	\$166,729,802
90	90	90	Kodiak Island	Ouzinkie K-12 School Lighting and HVAC Upgrade	\$865,035	\$865,035	\$0	\$865,035	\$259,510	\$605,525	\$167,335,327
91	91	91	Lower Yukon	Sheldon Point K-12 School Exterior Siding Replacement	\$2,183,114	\$310,880	\$0	\$310,880	\$6,218	\$304,662	\$167,639,989
92	92	92	Southwest Region	Ekwok K-8 Renovation	\$6,314,728	\$6,265,005	\$0	\$6,265,005	\$125,300	\$6,139,705	\$173,779,694
93	93	93	Southwest Region	Aleknagik K-8 Renovation	\$4,813,416	\$4,813,416	\$0	\$4,813,416	\$96,268	\$4,717,148	\$178,496,842

State of Alaska
 Department of Education and Early Development
 Capital Improvement Projects (FY2017)
 Major Maintenance Grant Fund

Final List

Jan 26	Dec 16	Nov 5	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	EED Recommended Amount	Participating Share	State Share	Aggregate Amount
94	94	94	Mat-Su Borough	Colony Middle School Heat Exchanger Replacement	\$350,000	\$350,000	\$0	\$350,000	\$105,000	\$245,000	\$178,741,842
95	95	95	Southeast Island	Thorne Bay & Port Protection K-12 Schools Gymnasium Lighting Upgrades	\$962,503	\$211,365	\$0	\$211,365	\$4,227	\$207,138	\$178,948,980
96	96	96	Lower Yukon	Security Access Project, 6 Sites	\$1,534,047	\$1,534,047	\$0	\$1,534,047	\$30,681	\$1,503,366	\$180,452,346
97	97	97	Kodiak Island	Larsen Bay And Port Lions K-12 Schools Flooring Replacement	\$589,917	\$589,917	\$0	\$589,917	\$176,975	\$412,942	\$180,865,288
98	98	98	Kodiak Island	North Star Elementary HVAC Controls Replacement	\$1,006,869	\$1,006,869	\$0	\$1,006,869	\$302,061	\$704,808	\$181,570,096
TOTALS:					\$221,676,788	\$214,563,289	\$0	\$214,563,289	\$32,993,193	\$181,570,096	

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

March 21, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 5

◆ ISSUE

Board members will update the board regarding subcommittee work on the board's strategic plan.

◆ BACKGROUND

- In 2015, the board developed strategic priorities to guide it in its leadership role and focus the department's actions on student achievement as the highest priority. Informed by the perspectives of superintendents, legislators, and school board members, the board established three priorities as the foundation of its plan: 1) empower local control of educational decisions; 2) modernize the state's educational system; and 3) ensure high-quality educators for Alaska's children.
- Board Chair Fields established a subcommittee for each of these priorities. The subcommittee for Strategic Priority One is chaired by Member Harmon, the subcommittee for Strategic Priority Two by Vice-Chair Hull, and for Strategic Priority Three by Member Thompson.
- Subcommittee chairs may brief the full board as desired.
- Behind this cover memo is an overview of the progress made thus far the subcommittee chaired by Member Harmon.

◆ OPTIONS

This is an information item. No action is necessary.

Memorandum

To: Alaska State Board of Education & Early Development
From: John Harmon, Subcommittee Chair
Date: 3/21/2016
Re: Strategic Priority One – Subcommittee Update

In June 2015 the Alaska State Board of Education & Early Development began the process of revising its strategic plan to guide the actions of the Alaska Department of Education & Early Development (EED). Three strategic priorities were identified:

- (1) Empower local control of educational decisions;
- (2) Modernize the state’s education system; and,
- (3) Ensure high-quality educators for Alaska’s children.

The EED Board Chair established a subcommittee for each of these priorities. This memo provides an update of the subcommittee work on priority one; namely, empowering local control of educational decisions. Subcommittee members for priority one include John Harmon (subcommittee chair), EED Board Member Third Judicial District; Kathleen Yarr, EED Board Member First Judicial District; Kenny Gallahorn, EED Board Member Second Judicial District; Dr. Susan McCauley, EED Director of Teaching & Learning Support; and Dr. Lisa Skiles Parady, Executive Director ACSA/ASA/AASSP.

EED Member Harmon scheduled weekly meetings for the team. The subcommittee affirmed Alaska’s strong commitment to local governance of public schools. In its efforts, the subcommittee identified its ‘deliverable’ to be a recommendation to the EED Board that would support empowering local districts and actions to facilitate improvement of education in Alaska without unnecessary mandates. In its recommendation, the subcommittee emphasized the importance of EED’s responsibility to achieve its goal within an appropriate legal framework – with the belief that better communication and processes could be the first step in this effort.

In attempt to achieve its goal, the subcommittee discussed ways to empower local control. The subcommittee work is not yet complete, but it plans to recommend to the EED Board the following:

- That EED facilitate strong partnerships with and among school districts, educational organizations, and other education stakeholders in pursuit of educational excellence. The subcommittee believes this could be accomplished by informing districts of the potential impact for adopted regulations, including a formal statement on the cover memo of new regulations to summarize the expected impact on districts; by improving the public comment process for proposed regulations; by asking state board members to reach out to local boards and/or districts; and by implementing ‘education talks’ – i.e. quarterly outreach statewide teleconferences with stakeholders. There is also an expectation that EED should formalize partnerships with the educational organizations and work to improve ‘push’ communications to stakeholders.
- That EED proactively seeks and considers input and feedback regarding State Board decisions that have local impact. The consensus is that EED leadership, including Board members, needs to be more proactive in this area. To assist the Board in making the best decisions possible, the subcommittee recommends that Board members reach out to superintendents on a quarterly basis; Board members visit districts to solicit input and feedback; and that EED implements surveys (with a comment section) to facilitate information flow and feedback.
- That EED implements a process to review existing state mandates to eliminate unnecessary and/or unfunded mandates. The subcommittee believes a way to ensure this occurs is by a formalized annual evaluation by both EED and the school districts to (1) identify existing unfunded mandates and (2) understand the impact of these mandates on the local schools. The Board would review on an annual basis. To the extent the mandates are driven by legislation, the EED Board may wish to propose resolutions to the Alaska Legislature and/or request time to testify before the Senate & House Education Committees, as appropriate. The subcommittee also recommends EED include in all ‘public comment notices’ an explanation section that will summarize what is driving the regulatory change and, what EED believes is the potential impact (financial and/or otherwise) to the districts. To the extent the districts believe there is a different impact, they can testify as appropriate (before the EED Board votes on a regulation). EED will work harder to communicate with all of its stakeholders regarding such matters.
- That EED works with districts to scrutinize and fully justify any additional mandates imposed on school districts. The subcommittee plans to discuss this topic at its next meeting, but believes an improvement in relationships and communication will be a key to success.

Please consider this an interim subcommittee report on priority one. If you have any questions and/or recommendations as we continue this process, please let me know.

State Board Strategic Plan

With regard to the Strategic Plan development and implementation, the Board asks that the Legislature refrain from making drastic funding cuts in FY2017 budget, so that the Board may flesh out its new Strategic Plan. The Board will be prepared to identify areas for reduction for the FY2018 budget.

* Priority #3: Ensure high-quality educators for Alaska's children

3.1 Develop state policy strategies for improving recruitment of high-quality teachers and administrators

Action Step 3.1.1: Identify new models of student loan forgiveness programs that do not include the addition of new, up front appropriations of state funding (i.e., model after Health and Social Services "Sharp" program; loan forgiveness that would apply to existing teachers to aid in paying off their current loan indebtedness; explore whether the re-direction of Alaska Student Loan funding would be allowable).

Action Step 3.1.2: Identify additional alternative routes to teacher and administrator certification (i.e., alternative routes for retired teachers; out-of-state providers that could train teachers for Alaska; school district partnerships with the University of Alaska for more personalized training for districts' needs).

Action Step 3.1.3: Implement the actionable items contained in the Department's "Equity Plan" (i.e., Department support for school district human resources staff; providing information about statewide efforts to train, recruit and retain high-quality educators).

3.2 Advocate for mentoring/coaching programs to support early-career teachers and administrators

Action Step 3.2.1: Act on the five bulleted areas on pages 20-21 of the Equity Plan (please insert) and crosswalk these items to identify successful school district strategies and programs that are addressing mentoring and coaching, without new or additional state funding.

Action Step 3.2.2: Use the State System of Support (SSOS) to continue supporting administrator improvement – which will impact teacher performance.

Action Step 3.2.3: Partner with NEA Alaska mentoring/coaching efforts.

Action Step 3.2.4: Provide information to school districts on allowable uses of federal grant funding to initiate, maintain and/or expand local mentoring/coaching efforts.

Action Step 3.2.5: Encourage partnerships or cooperative agreements between school districts to maximize mentoring coaching efforts and minimizing costs.

Action Step 3.2.6: Partner with Alaska Native foundations/organizations and their current efforts to support Alaska Native teachers' work in school districts.

3.3 Partner with the University of Alaska to improve teacher preparation, recruitment, and retention

Action Step 3.3.1: Partner with the University of Alaska to implement UA's "Revitalization Plan" which addresses teacher preparation, recruitment, and retention

Action Step 3.3.2: Arrange for updates from the University of Alaska's K-12 Statewide Office on progress or challenges with the Alaska Teacher Placement activities, teacher turnover, rural teaching issues, teacher and administrator mentoring/coaching.

Action Step 3.3.3: Establish an annual joint meeting of the State Board and the Board of Regents.

Action Step 3.3.4: Re-establish joint subcommittee meetings on a regular schedule, several times per year, for representatives from the Board of Education and Board of Regents.

3.4 Identify partnering opportunities to support ongoing, high-quality professional learning for teachers and administrators

Action Step 3.4.1: Partner with CEAAC to implement recommendations from its recent study, Educator Quality and Quantity Initiative, as appropriate, identifying any regulations that are considered obstacles.

Action Step 3.4.2: Partner with NEA-Alaska to recognize and continue support for National Board Certified Teachers.

Action Step 3.4.3: Partner with all of Alaska's teacher and administrator professional organizations to find ways to initiate, maintain, and/or expand mentoring/coaching, recruitment, and retention activities.

Action Step 3.4.4: Partner with Alaska Native foundations/organizations to increase mentoring/coaching, recruitment, and retention activities for Alaska Native teachers.

Action Step 3.4.5: Partner with in and out-of-state foundations to find new resources for supporting teachers and administrators, Alaska Native students, rural students, students living in poverty, and students with special needs.

Action Step 3.4.6: Within existing partnerships and new ones, identify, highlight, and promote best practices that are successful in Alaska.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 6

◆ 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 could 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.
- 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.
- Behind this cover memo is a copy of the board's bylaws.
- Assistant Attorney General Rebecca Hattan will be present to brief the board.

◆ OPTIONS

This is an information item. No action is necessary. However, the board could direct the department to bring back to the board a proposed revision to the bylaws.

Bylaws

of the State Board of Education
& Early Development

October 29, 2012



Table of Contents

Educational goals	2
Adoption, amendment and repeal of bylaws	2
Organization and duties of the state board	2
Advisory members of state board	4
Regular meetings	4
Special meetings	5
Participation in meetings	6
Governance of meetings	6
Notice of meetings.....	6
Agenda preparation and distribution.....	7
Polling of board members	8
Commissioner appointment and evaluation.....	8



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 2003

1.2. Mission

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

Adopted September 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. Disclosure of potential conflicts.

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

5.5.6. Opening periods of public comment on proposed regulations.

5.5.7. Adoption of proposed regulations.

5.5.8. Other business.

- 5.5.9. Standing reports, including a report from the commissioner and a report from the attorney general.
- 5.5.10. Other reports.
- 5.5.11. Consent agenda, which may include general items, including the minutes of the previous regular meeting and any special meetings, and any other action items.
- 5.5.12. Board member comments.

Amended October 2012

5.6. Removing items from consent agenda

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

Adopted March 2004

5.7. Amending the agenda

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

*Adopted March
2004*

5.8. Disclosure of Potential Ethics Act Violations

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

Adopted October 2012

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 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.

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

Amended October 2012

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

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

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

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.

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

Amended October 2012

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 Appointment and Evaluation

- 12.1. Appointment of Commissioner. The board will interview a candidate who meets the requirements of AS 14.07.145 before appointing that candidate. The interview may be in-person, telephonic, or by video. If the board receives more than one application, the board may select one or more finalist for an interview. The board is not required to advertise for or solicit applications. In reviewing a qualified candidate's application and interview answers, the board will consider all relevant evidence of the candidate's fitness to be commissioner, such as a candidate's
- a. knowledge, experience, and understanding of current best practices in education;
 - b. understanding of education reform;
 - c. understanding of the educational issues facing Alaska, including both urban and rural schools and school districts;
 - d. ability to work with all stakeholders and the administration;
 - e. overall ability to lead the department and accomplish the board's goals.

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

After appointing a commissioner, the board shall forward the name to the governor under AS 14.07.145. If the governor rejects the appointment, the board may appoint another qualifying candidate whom it has already interviewed or may consider additional applicants.

Adopted October 2012

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

Amended October 2012

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item:

7

◆ ISSUE

The board will be briefed on regulations related to substitute teachers and individuals holding a retired teacher certificate.

◆ BACKGROUND

- At its December 2015 meeting, the board requested information concerning the limits placed on individuals holding a retired teaching certificate.
- According to AS 14.20.020, the department has the authority to issue a retired teacher certificate to individuals who possessed a valid Alaska teacher certificate upon retirement.
- In 4 AAC 12.380 Retired teacher certificate, additional requirements are outlined for the issuance of the retired certificate.
 - Section (a) describes the areas that an individual holding a retired teacher certificate may be assigned to substitute teach.
 - Section (c) limits individuals holding a retired teaching to being able to substitute teach only for a teacher who will be absent for 20 days or less.
- If more than 20 in-session days remain in the school term, 4 AAC 18.021 requires that a person employed to replace a teacher whom district authorities know will be absent for the remainder of the school term must be placed under contract with the school district.
- In combination, 4 AAC 12.380 and 4 AAC 18.021 limit the ability of districts to employ individuals holding a retired teaching certificate as a “long-term” substitute teacher.
- Behind this cover memo are the statutory and regulatory requirements concerning the issuance of a retired certificate and the employment of substitute teachers.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board on the statutes and regulations.

◆ OPTIONS

This is an information item. No action is necessary.

Regulations

4 AAC 12.380. Retired teacher 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 retirement from teaching. A retired teacher certificate qualifies the holder to be assigned as a substitute teacher as specified in this section, for the same areas that the retired teacher held a valid teacher certificate from this state upon retirement.
- (b) 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) new fingerprint cards, if that applicant has successfully passed a criminal background check to obtain, reinstate, or renew a teacher certificate in this state.
- (c) A retired teacher certificate qualifies the holder to substitute teach for a teacher who district authorities know will be absent not more than 20 days while the school is in session.
- (d) To obtain reinstatement of a professional, master, Type B, or Type C teacher certificate, the retired teacher must be eligible for renewal under 4 AAC 12.405.
- (e) The fee for a lifetime retired teacher certificate is \$240, plus the cost of any criminal history background check required under (b)(2) of this section.

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 must possess a valid teacher's certificate.
- (b) A person employed to replace a teacher who district authorities know will be absent for 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.

*Requirements imposed by this chapter includes a Teacher or Administrator Contract (4 AAC 18.010)

Statute

AS 14.20.020 Requirements for issuance of certificate; fingerprints.

- (g) The department shall issue a teacher certificate to a person who possessed a valid Alaska teacher certificate upon retirement. A teacher certificate issued under this subsection is valid for the life of the retired teacher and qualifies the holder as a substitute teacher in the state.

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

March 22, 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 educator evaluation requirements.

◆ BACKGROUND

- As a condition of Alaska's waiver from components of the Elementary and 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 of the 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 January 2016, the board put out for public comment the proposed repeal of the student learning data pilot requirement for the 2015-2016 school year. The board will consider repealing the student data pilot under Agenda Item 12B.
- The department met 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 the requirement for districts to establish standards of performance based on student learning data exclusively.
 - Repeals the 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 the requirement for districts to adopt procedures to incorporate student learning data by July 1, 2016.
 - Prohibits the 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.
- The proposed regulations can be found behind this cover memo.
 - 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 04.205 (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 identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned. (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**

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 8B

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding scores for the redesigned SAT to qualify for the Alaska Performance Scholarship.

◆ BACKGROUND

- The Alaska Performance Scholarship 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 an organization called the College Board.
- The College Board has announced a redesigned version of the SAT, which will be administered for the first time in March 2016. Among other changes, the resigned 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 current 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).
- The College Board will release in May 2016 a concordance between the current SAT and the redesigned SAT, allowing the scores to be compared.
- 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 the proposed regulations.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

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

4 AAC 43.020 is amended to read:

- (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 an equivalent converted score as determined by the College Board 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 an equivalent converted score as determined by the College Board 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 an equivalent converted score as determined by the College Board 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.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 9A

◆ ISSUE

The board is being asked to approve regulations adopting new Arts Standards.

◆ BACKGROUND

- As part of the Teaching & Learning Support report for the board meeting on December 5, 2014, the board was made aware that the department would be supporting a request from the Alaska Arts Education Consortium Board of Directors to revise the Alaska Arts Content Standards, which were adopted in 1996.
- The department's support for this work was based on the following considerations:
 - The length of time since the adoption of the current arts standards (19 years);
 - Data from a 2014 survey conducted by the Alaska State Council on the Arts and completed by 75% of school districts identified updating the 1996 Fine Arts Standards as the top-ranking recommendation related to arts instruction and integration in Alaskan schools;
 - The willingness of the Board of Directors of the Alaska Arts Education Consortium to volunteer time and leadership in order to revise the 1996 standards.
- A 26-member Alaska Arts Standards Task Force met in person three times and conducted numerous audio conference meetings to revise the Arts Content Standards.
- Similar to the 1996 Arts Standards, there are four overarching standards. They reflect the artistic processes of creating, presenting, responding, and connecting. Each of these process standards is supported by two or three anchor standards that describe the general knowledge and skills teachers expects students to demonstrate throughout their education and experience with the arts, and as the arts are integrated with other content areas. The anchor standards can be applied across the five arts disciplines: visual arts, theatre, dance, music, and media arts.
- The primary differences between the current Art Standards and the revised Arts Standards are:
 - The proposed standards reflect the current vocabulary, terminology and concepts that are practiced in the visual and performing arts;

- The proposed standards give districts the latitude to further define specific skills and knowledge within the arts disciplines that reflect their community values, priorities and capacities;
 - The proposed standards allow for the distinctions and differences among the disciplines while acknowledging common and parallel processes used in the arts;
 - The proposed standards and anchor standards align with basic 21st Century skills of critical thinking, collaboration, communication and creativity; and
 - The proposed standards are easily connected to other content area standards.
- If the revised Arts Standards are adopted, the Alaska Arts Education Consortium, Alaska State Council on the Arts and other arts organizations statewide will identify resources and opportunities for districts to implement the Arts Standards, including professional development for K-12 teachers and administrators. Additionally, an implementation guide will be developed to provide support for applying the standards to the five arts disciplines, and for integrating the arts standards with Alaska's English language arts and mathematics standards.
 - The Arts Standards are included in a larger document, *Content and Performance Standards for Alaska Students*, which is adopted by reference in 4 AAC 14.140. The revised Art Standards, if approved, will replace the current Arts Standards in this document. Therefore, the entire document must be adopted by reference in order to approve the revised Arts Standards.
 - Behind this cover memo are: 1) the proposed regulations; 2) the *Content and Performance Standards for Alaska Students* document, including the revised Arts Standards; 3) the current Arts Standards; and 4) public comment.
 - Annie Calkins, Special Project Coordinator for the Alaska Arts Education Consortium, will be present to brief the board.

◆ **OPTIONS**

This is an information item. Action will take place under Agenda Item 11A.

4 AAC 04.140(a) is amended to read:

(a) The content standards for English/language arts and mathematics, as set out in the department's publication *Alaska English/Language Arts and Mathematics Standards*, [AS] revised as of June 2012, are adopted by reference. The content standards for science, geography, government and citizenship, history, Alaska history, skills for a healthy life, arts, world languages, technology, and employability, as set out in the department's publication *Alaska Standards: Content and Performance Standards for Alaska Students*, [AS] revised as of **March 2016** [March 2006], are adopted by reference.

(Eff. 3/2/2000, Register 153; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 8/18/2010, Register 195; am 10/16/2012, Register 204; am __/__/__, Register __)

Authority:	AS 14.03.015	AS 14.07.020	AS 14.07.165
	AS 14.03.120	AS 14.07.060	

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ALASKA STANDARDS

FIFTH EDITION

**CONTENT AND PERFORMANCE
STANDARDS
FOR ALASKA STUDENTS**

REVISED MARCH 2016



ARTWORK BY
JESSICA MADON



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TABLE OF CONTENTS

I. CONTENT STANDARDS

Science	2
Geography.....	4
Government and Citizenship	6
History	9
Skills for a Healthy Life	11
Arts.....	13
World Languages	14
Technology.....	15
Employability	17
Library/Information Literacy.....	18

II. CULTURAL STANDARDS 20

Cultural Standards	21
--------------------------	----

III. PERFORMANCE STANDARDS/ GRADE LEVEL EXPECTATIONS

Science	23
History	51

SCIENCE

A

Science as Inquiry and Process

A student should understand and be able to apply the processes and applications of scientific inquiry.

A student who meets the content standard should:

- 1) develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments;
- 2) develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review; and
- 3) develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

B

Concepts of Physical Science

A student should understand and be able to apply the concepts, models, theories, universal principles, and facts that explain the physical world.

A student who meets the content standard should:

- 1) develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior;
- 2) develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved;
- 3) develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems; and
- 4) develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

C

Concepts of Life Science

A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science.

A student who meets the content standard should:

- 1) develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution;
- 2) develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms; and
- 3) develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

D**Concepts of Earth Science**

A student should understand and be able to apply the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

A student who meets the content standard should:

- 1) develop an understanding of Earth's geochemical cycles;
- 2) develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth;
- 3) develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system; and
- 4) develop an understanding of the theories regarding the origin and evolution of the universe.

E**Science and Technology**

A student should understand the relationships among science, technology, and society.

A student who meets the content standard should:

- 1) develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events;
- 2) develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits; and
- 3) develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures

F**Cultural, Social, Personal Perspectives and Science**

A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives.

A student who meets the content standard should:

- 1) develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology;
- 2) develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world; and
- 3) develop an understanding of the importance of recording and validating cultural knowledge.

G**History and Nature of Science**

A student should understand the history and nature of science.

A student who meets the content standard should:

- 1) develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge;
- 2) develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world;
- 3) develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s); and
- 4) develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GEOGRAPHY

A

A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

A student who meets the content standard should:

- 1) use maps and globes to locate places and regions;
- 2) make maps, globes, and graphs;
- 3) understand how and why maps are changing documents;
- 4) use graphic tools and technologies to depict and interpret the world's human and physical systems;
- 5) evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
- 6) use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

B

A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:

- 1) know that places have distinctive geographic characteristics;
- 2) analyze how places are formed, identified, named, and characterized;
- 3) relate how people create similarities and differences among places;
- 4) discuss how and why groups and individuals identify with places;
- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 6) make informed decisions about where to live, work, travel, and seek opportunities;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features; and
- 8) compare, contrast, and predict how places and regions change with time.

C

A student should understand the dynamic and interactive natural forces that shape the Earth's environments.

A student who meets the content standard should:

- 1) analyze the operation of the Earth's physical systems, including ecosystems, climate systems, erosion systems, the water cycle, and tectonics;
- 2) distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions; and
- 3) recognize the concepts used in studying environments and recognize the diversity and productivity of different regional environments.

D

A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

A student who meets the content standard should:

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;
- 2) explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
- 3) interpret population characteristics and distributions;
- 4) analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
- 5) analyze how conflict and cooperation shape social, economic, and political use of space.

E

A student should understand and be able to evaluate how humans and physical environments interact.

A student who meets the content standard should:

- 1) understand how resources have been developed and used;
- 2) recognize and assess local, regional, and global patterns of resource use;
- 3) understand the varying capacities of physical systems, such as watersheds, to support human activity;
- 4) determine the influence of human perceptions on resource utilization and the environment;
- 5) analyze the consequences of human modification of the environment and evaluate the changing landscape; and
- 6) evaluate the impact of physical hazards on human systems.

F

A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

A student who meets the content standard should:

- 1) analyze and evaluate the impact of physical and human geographical factors on major historical events;
- 2) compare, contrast, and predict how places and regions change with time;
- 3) analyze resource management practices to assess their impact on future environmental quality;
- 4) interpret demographic trends to project future changes and impacts on human environmental systems;
- 5) examine the impacts of global changes on human activity; and
- 6) utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

GOVERNMENT AND CITIZENSHIP

A

A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

A student who meets the content standard should:

- 1) understand the necessity and purpose of government;
- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;
- 3) understand how nations organize their governments; and
- 4) compare and contrast how different societies have governed themselves over time and in different places.

B

A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

A student who meets the content standard should:

- 1) understand the ideals of this nation as expressed in the Declaration of Independence, the United States Constitution, and the Bill of Rights;
- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;
- 3) understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights;
- 4) know how power is shared in the United States' constitutional government at the federal, state, and local levels;
- 5) understand the importance of individuals, public opinion, media, political parties, associations, and groups in forming and carrying out public policy;
- 6) recognize the significance of diversity in the American political system;
- 7) distinguish between constitution-based ideals and the reality of American political and social life;
- 8) understand the place of law in the American political system; and
- 9) recognize the role of dissent in the American political system.

C

A student should understand the character of government of the state.

A student who meets the content standard should:

- 1) understand the various forms of the state's local governments and the agencies and commissions that influence students' lives and property;
- 2) accept responsibility for protecting and enhancing the quality of life in the state through the political and governmental processes;

C *(continued)*

- 3) understand the Constitution of Alaska and Sec. 4 of the Alaska Statehood Act, which is known as the Statehood Compact;
- 4) understand the importance of the historical and current roles of Alaska Native communities;
- 5) understand the Alaska Native Claims Settlement Act and its impact on the state;
- 6) understand the importance of the multicultural nature of the state;
- 7) understand the obligations that land and resource ownership place on the residents and government of the state; and
- 8) identify the roles of and relationships among the federal, tribal, and state governments and understand the responsibilities and limits of the roles and relationships.

D

A student should understand the role of the United States in international affairs.

A student who meets the content standard should:

- 1) analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries;
- 2) evaluate circumstances in which the United States has politically influenced other nations and how other nations have influenced the politics and society of the United States;
- 3) understand how national politics and international affairs are interrelated with the politics and interests of the state;
- 4) understand the purpose and function of international government and non-governmental organizations in the world today; and
- 5) analyze the causes, consequences, and possible solutions to current international issues.

E

A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

A student who meets the content standard should:

- 1) know the important characteristics of citizenship;
- 2) recognize that it is important for citizens to fulfill their public responsibilities;
- 3) exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting;
- 4) establish, explain, and apply criteria useful in evaluating rules and laws;
- 5) establish, explain, and apply criteria useful in selecting political leaders;
- 6) recognize the value of community service; and
- 7) implement ways of solving problems and resolving conflict.

F

A student should understand the economies of the United States and the state and their relationships to the global economy.

A student who meets the content standard should:

- 1) understand how the government and the economy interrelate through regulations, incentives, and taxation;
- 2) be aware that economic systems determine how resources are used to produce and distribute goods and services;
- 3) compare alternative economic systems;
- 4) understand the role of price in resource allocation;
- 5) understand the basic concepts of supply and demand, the market system, and profit;
- 6) understand the role of economic institutions in the United States, including the Federal Reserve Board, trade unions, banks, investors, and the stock market;
- 7) understand the role of self-interest, incentives, property rights, competition, and corporate responsibility in the market economy;
- 8) understand the indicators of an economy's performance, including gross domestic product, inflation, and the unemployment rate;
- 9) understand those features of the economy of the state that make it unique, including the importance of natural resources, government ownership and management of resources, Alaska Native regional corporations, the Alaska Permanent Fund Corporation, the Alaska Housing Finance Corporation, and the Alaska Industrial Development and Export Authority; and
- 10) understand how international trade works.

G

A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

A student who meets the content standard should:

- 1) apply economic principles to actual world situations;
- 2) understand that choices are made because resources are scarce;
- 3) identify and compare the costs and benefits when making choices;
- 4) make informed choices on economic issues;
- 5) understand how jobs are created and their role in the economy;
- 6) understand that wages and productivity depend on investment in physical and human capital; and
- 7) understand that economic choices influence public and private institutional decisions.

HISTORY

A

A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 1) understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;
- 2) know that the interpretation of history may change as new evidence is discovered;
- 3) recognize different theories of history, detect the weakness of broad generalization, and evaluate the debates of historians;
- 4) understand that history relies on the interpretation of evidence;
- 5) understand that history is a narrative told in many voices and expresses various perspectives of historical experience;
- 6) know that cultural elements, including language, literature, the arts, customs, and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction;
- 7) understand that history is dynamic and composed of key turning points;
- 8) know that history is a bridge to understanding groups of people and an individual's relationship to society; and
- 9) understand that history is a fundamental connection that unifies all fields of human understanding and endeavor.

B

A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - a. the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
 - b. human communities and their relationships with climate, subsistence base, resources, geography, and technology;
 - c. the origin and impact of ideologies, religions, and institutions upon human societies;
 - d. the consequences of peace and violent conflict to societies and their cultures; and
 - e. major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;

B *(continued)*

- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
- 5) evaluate the influence of context upon historical understanding.

C

A student should develop the skills and processes of historical inquiry.

A student who meets the content standard should:

- 1) use appropriate technology to access, retrieve, organize, and present historical information;
- 2) use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;
- 3) apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record; and
- 4) use historical perspective to solve problems, make decisions, and understand other traditions.

D

A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

A student who meets the content standard should:

- 1) understand that the student is important in history;
- 2) solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluate the effectiveness of actions;
- 3) define a personal position on issues while understanding the historical aspects of the positions and roles assumed by others;
- 4) recognize and demonstrate that various issues may require an understanding of different positions, jobs, and personal roles depending on place, time, and context;
- 5) base personal citizenship action on reasoned historical judgment with recognition of responsibility for self and others; and
- 6) create new approaches to issues by incorporating history with other disciplines, including economics, geography, literature, the arts, science, and technology.

SKILLS FOR A HEALTHY LIFE

A

A student should be able to acquire a core knowledge related to well-being.

A student who meets the content standard should:

- 1) understand that a person's well-being is the integration of health knowledge, attitudes, and behaviors;
- 2) understand how the human body is affected by behaviors related to eating habits, physical fitness, personal hygiene, harmful substances, safety, and environmental conditions;
- 3) understand and identify the causes, preventions, and treatments for diseases, disorders, injuries, and addictions;
- 4) recognize patterns of abuse directed at self or others and understand how to break these patterns;
- 5) use knowledge and skills to promote the well-being of the family;
- 6) use knowledge and skills related to physical fitness, consumer health, independent living, and career choices to contribute to well-being;
- 7) understand the physical and behavioral characteristics of human sexual development and maturity; and
- 8) understand the ongoing life changes throughout the life span and healthful responses to these changes.

B

A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 1) demonstrate an ability to make responsible decisions by discriminating among risks and by identifying consequences;
- 2) demonstrate a variety of communication skills that contribute to well-being;
- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
- 5) evaluate what is viewed, read, and heard for its effect on personal well-being; and
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C

A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 1) resolve conflicts responsibly;
- 2) communicate effectively within relationships;
- 3) evaluate how similarities and differences among individuals contribute to relationships;
- 4) understand how respect for the rights of self and others contributes to relationships;
- 5) understand how attitude and behavior affect the well-being of self and others; and
- 6) assess the effects of culture, heritage, and traditions on well-being.

D

A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 1) make responsible decisions as a member of a family or community;
- 2) take responsible actions to create safe and healthy environments;
- 3) describe how public policy affects the well-being of families and communities;
- 4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;
- 5) describe how volunteer service at all ages can enhance community well-being; and
- 6) use various methods of communication to promote community well-being.

ARTS

A

CREATE (CR)

A student should be able to imagine and develop artistic ideas and work.

A student who meets the content standard should:

- 1) generalize and conceptualize artistic ideas and work;
- 2) organize and develop artistic ideas and work; and
- 3) refine and complete artistic work.

B

PRESENT (PR)

A student should be able to interpret and share artistic work.

A student who meets the content standard should:

- 1) select, analyze and interpret artistic works, including those from diverse cultural traditions, for performance, presentation and/or production;
- 2) develop and refine artistic work for performances, presentations and/or productions; and
- 3) perform, present and/or produce artistic work.

C

RESPOND (RE)

A student should be able to understand and evaluate how the arts convey meaning.

A student who meets the content standard should:

- 1) recognize and analyze artistic works, including those from diverse cultural traditions;
- 2) interpret intent and meaning in artistic works; and
- 3) apply criteria to evaluate artistic work.

D

CONNECT (CO)

A student should be able to relate artistic ideas and work with personal meaning and external context.

A student who meets the content standard should:

- 1) relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts; and
- 2) relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

WORLD LANGUAGES

A

A student should be able to communicate in two or more languages, one of which is English.

A student who meets the content standard should:

- 1) understand written and oral communication in two or more languages;
- 2) write and speak understandably in two or more languages;
- 3) use two or more languages effectively in real life situations; and
- 4) use two or more languages to learn new information in academic subjects.

B

A student should expand the student's knowledge of peoples and cultures through language study.

A student who meets the content standard should:

- 1) understand the relationship between language and culture;
- 2) learn about and experience surface characteristics of the culture, including art, cuisine, dance, dress, geography, history, music, and literature;
- 3) learn about and experience deep characteristics of the culture, including folkways, mores, laws, traditions, customs, and patterns of behavior;
- 4) improve the student's understanding of the student's language and culture through experiences with other languages and cultures;
- 5) apply knowledge of the functions and structure of one language to the study of another language; and
- 6) recognize through language study that all cultures contribute to the global society.

C

A student should possess the language skills and cultural knowledge necessary to participate successfully in multilingual communities and the international marketplace.

A student who meets the content standard should:

- 1) interact appropriately in multilingual communities through various means, including printed and electronic media, audio and visual sources, face-to-face conversations, penpals, and travel;
- 2) use experiences with language and culture to explore the student's personal interests and career options;
- 3) learn how language skills and cultural knowledge enhance a person's competitiveness in the international marketplace; and
- 4) apply language skills and cultural knowledge to enhance the student's intellectual and social growth and to promote lifelong learning.

TECHNOLOGY

A

A student should be able to operate technology-based tools.

A student who meets the content standard should:

- 1) use a computer to enter and retrieve information;
- 2) use technological tools for learning, communications, and productivity;
- 3) use local and worldwide networks;
- 4) manage and maintain technology tools; and
- 5) diagnose and solve common technology problems.

B

A student should be able to use technology to locate, select, and manage information.

A student who meets the content standard should:

- 1) identify and locate information sources using technology;
- 2) choose sources of information from a variety of media; and
- 3) select relevant information by applying accepted research methods.

C

A student should be able to use technology to explore ideas, solve problems, and derive meaning.

A student who meets the content standard should:

- 1) use technology to observe, analyze, interpret, and draw conclusions;
- 2) solve problems both individually and with others; and
- 3) create new knowledge by evaluating, combining, or extending information using multiple technologies.

D

A student should be able to use technology to express ideas and exchange information.

A student who meets the content standard should:

- 1) convey ideas to a variety of audiences using publishing, multi-media, and communications tools;
- 2) use communications technology to exchange ideas and information; and
- 3) use technology to explore new and innovative methods for interaction with others.

E

A student should be able to use technology responsibly and understand its impact on individuals and society.

A student who meets the content standard should:

- 1) evaluate the potentials and limitations of existing technologies;
- 2) discriminate between responsible and irresponsible uses of technology;
- 3) respect others' rights of privacy in electronic environments;
- 4) demonstrate ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea, such as computer software, music, or literature;
- 5) examine the role of technology in the workplace and explore careers that require the use of technology;
- 6) evaluate ways that technology impacts culture and the environment;
- 7) integrate the use of technology into daily living; and
- 8) recognize the implications of emerging technologies.

EMPLOYABILITY

A

A student should be able to develop and be able to use employability skills in order to effectively make the transition from school to work and lifelong learning.

A student who meets the content standard should:

- 1) develop and maintain a work ethic necessary for success in the workplace that includes honesty, integrity, dependability, punctuality, self-discipline, initiative, reliability, accuracy, productivity, respect, and perseverance;
- 2) understand how to apply skills and academic knowledge in a variety of work settings;
- 3) understand the process for seeking employment including résumé development, application completion, interview skills, and appropriate dress for work settings;
- 4) understand the process for developing self-employment opportunities including marketing studies, business plan development, and managing business finances;
- 5) understand how an individual job fits into the overall organization and how the organization fits into the overall economy;
- 6) understand the need for safe practices in workplaces; and
- 7) understand employer and employee rights and responsibilities.

B

A student should be able to identify career interests and plan for career options.

A student who meets the content standard should:

- 1) identify and appreciate personal interests, aptitudes, abilities, and priorities;
- 2) identify possible career options, considering both employment and self-employment, and understand how changes in the workplace affect career choice;
- 3) use labor market information to identify occupational and economic trends and opportunities, and evaluate possible career options;
- 4) identify education and/or training needed for career options and advancement, and develop a career plan; and
- 5) identify resources available to support education and training related to career possibilities.

LIBRARY/INFORMATION LITERACY

A

A student should understand how information and resources are organized.

A student who meets the content standard should:

- 1) recognize that libraries use classification systems to organize, store, and provide access to information and resources;
- 2) understand how library classification and subject heading systems work;
- 3) understand how information in print, non-print, and electronic formats is organized and accessed;
- 4) search for information and resources by author, title, subject, or keyword, as appropriate; and
- 5) identify and use search strategies and terms that will produce successful results.

B

A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas.

A student who meets the content standard should:

- 1) state a problem, question, or information need;
- 2) consider the variety of available resources and determine which are most likely to be useful;
- 3) access information;
- 4) evaluate the validity, relevancy, currency, and accuracy of information;
- 5) organize and use information to create a product; and
- 6) evaluate the effectiveness of the product to communicate the intended message.

C

A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

A student who meets the content standard should:

- 1) read for pleasure and information;
- 2) read, listen, and view a wide variety of literature and other creative expressions; and
- 3) recognize and select materials appropriate to personal abilities and interests.

D

A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

A student who meets the content standard should:

- 1) know how to access information through local, national, and international sources in printed and electronic formats;
- 2) recognize the importance of access to information and ideas in a democratic society;
- 3) access information on local, state, national, and world cultures and issues;
- 4) evaluate information representing diverse views in order to make informed decisions; and
- 5) assimilate and understand how newly acquired information relates to oneself and others.

E

A student should understand ethical, legal, and social behavior with respect to information resources.

A student who meets the content standard should:

- 1) use library materials and information resources responsibly;
- 2) understand and respect the principles of intellectual freedom;
- 3) understand and respect intellectual property rights and copyright laws; and
- 4) develop and use citations and bibliographies.



CULTURAL STANDARDS FOR ALASKA STUDENTS

The Alaska Cultural Standards for Students were developed by the Alaska Native Knowledge Network in 1998. They also were adopted by the State Board of Education & Early Development in the same year. The Cultural Standards are meant to enrich the Content Standards and provide

guidelines for nurturing and building in students the rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

The standards are broad statements of what students should know and be able to do as a result of their experience in a school that is aware of and sensitive to the surrounding physical and cultural environment.

CULTURAL STANDARDS

A

Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community.

Students who meet this cultural standard are able to:

- 1) assume responsibilities for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member;
- 2) recount their own genealogy and family history;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 4) practice their traditional responsibilities to the surrounding environment;
- 5) reflect through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand the world around them;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior; and
- 7) determine the place of their cultural community in the regional, state, national, and international political and economic systems.

B

Culturally-knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

Students who meet this cultural standard are able to:

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live;
- 3) make appropriate choices regarding the long-term consequences of their actions; and
- 4) identify appropriate forms of technology and anticipate the consequences of their use for improving the quality of life in the community.

C

Culturally-knowledgeable students are able to actively participate in various cultural environments.

Students who meet this cultural standard are able to:

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;

C *(continued)*

- 3) attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being; and
- 4) enter into and function effectively in a variety of cultural settings.

D

Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

Students who meet this cultural standard are able to:

- 1) acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
- 2) participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
- 3) interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community;
- 4) gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance;
- 5) identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems; and
- 6) engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

E

Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

Students who meet this cultural standard are able to:

- 1) recognize and build upon the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 2) understand the ecology and geography of the bioregion they inhabit;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 4) determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems;
- 5) recognize how and why cultures change over time;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds; and
- 8) identify and appreciate who they are and their place in the world.

Introduction to Science Performance Standards

(Grade Level Expectations)

The Alaska Science Performance Standards/Grade Level Expectations (PSGLEs) have been developed for grades 3 through 11 in fulfillment of the No Child Left Behind Act of 2001 (NCLB) requirements.

This document is intended to provide a road map for the development of assessment items as well as the basis upon which school districts refine, align, and develop their science curriculum. The content described by the PSGLEs does not represent the entire science curriculum for a grade or course. Nor does it represent the final word on the science content that is presented since one of the basic understandings in science is that our knowledge continues to grow and change as we gather more evidence about a subject. The PSGLEs indicate core content to be mastered by the end of a given grade. Science content can be added and enriched as appropriate for a district program, school, or student. It may be necessary to introduce some skills at an earlier grade in order for students to achieve mastery at a given level. Similarly, skills will need to be maintained after mastery has occurred at a given grade level.

The Alaska Science PSGLEs are aligned to the Alaska Science Content Standards. The Content Standards were revised in 2003 to align with the National Science Education Standards. Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References

National Research Council (U.S.). (1996). *National Science Education Standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

SCIENCE PERFORMANCE STANDARDS (Grade Level Expectations)

The Science Content Standards are grouped into seven strands, A-1 through G-1.

Each PSGLE includes a bolded statement called the "stem." Each stem is the same or similar across the grades for a given PSGLE and is meant to communicate the main curriculum and instructional focus of the PSGLE across the grades.

A1—Science as Inquiry and Process		
GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of the processes of science by</p> <p>[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating</p> <p>[3] SA1.2 observing and describing their world to answer simple questions</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[5] SA1.2 using quantitative and qualitative observations to create their own inferences and predictions</p>
<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[3] SA2.1 answering "how do you know?" questions with reasonable answers</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[4] SA2.1 supporting their ideas with observations and peer review (L)</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[5] SA2.1 supporting their <u>statements with facts from a variety of resources and by identifying their sources</u> (L)</p>
<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[3] SA3.1 observing local conditions that determine which plants and/or animals survive (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[5] SA3.1 <u>identifying the limiting factors</u> (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive</p>

PSGLEs repeated with no changes across grade levels are marked with asterisks to indicate that the PSGLE assumes increasing complexity to indicate growth in the PSGLE.

Note: Items differentiated with an "i.e." indicate that statewide assessment items may be written only to the content contained within the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in statewide assessment items.

The number in brackets indicates the grade level.

Some PSGLEs have been identified as Local. They are for local assessment and will not be on a state assessment.

The number indicates the Content Standard and the Grade Level Expectation number; thus PSGLE [4] SA3.1 represents Content Standard SA3, and the first PSGLE for that Content Standard for grade 4.

Differences between grade levels are underlined.

Participants in the development of the PSGLEs actively researched the concepts and skills contained within this document.

References

National Research Council (U.S.). (1996). *National Science Education Standards: Observe, interact, change, learn*. Washington, DC: National Academy Press.

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

A1—Science as Inquiry and Process

- SA Students develop an understanding of the processes and applications of scientific inquiry.
- SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
- SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
- SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of the processes of science by</p> <p>[3] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating</p> <p>[3] SA1.2 observing and describing the student’s own world to answer simple questions</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[4] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[4] SA1.2 observing, measuring, and collecting data from explorations and using this information to classify, predict, and communicate</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[5] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[5] SA1.2 using quantitative and qualitative observations to create inferences and predictions</p>
<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[3] SA2.1 answering “how do you know?” questions with reasonable answers</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[4] SA2.1 supporting the student’s own ideas with observations and peer review (L)</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[5] SA2.1 supporting the student’s own <u>statements with facts from a variety of resources and by identifying their sources</u> (L)</p>
<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[3] SA3.1 observing local conditions that determine which plants and/or animals survive (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[4] SA3.1 identifying the local limiting factors (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[5] SA3.1 <u>identifying the limiting factors</u> (e.g., weather, human influence, species interactions) that determine which plants and/or animals survive</p>

* Same concept at a higher level

B1— Concepts of Physical Science

- SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.
- SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.
- SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.
- SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.
- SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[3] SB1.1 classifying matter according to physical properties (i.e., color, size, shape, weight, texture, flexibility)</p>	<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[4] SB1.1 identifying and comparing the characteristics of gases, liquids, and solids</p>	<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[5] SB1.1 comparing models that represent matter as solids, liquids, or gases and the changes from one state to another (L)</p>
<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[3] SB2.1 classifying materials as insulators or conductors (i.e., fur, metal, wood, plastic) and identifying their applications</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[4] SB2.1 investigating the effectiveness of different insulating and conducting materials with respect to heat flow and record the results (L)</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[5] SB2.1 classifying the changes (i.e., heat, light, sound, and motion) that electrical energy undergoes in common household appliances (i.e., toaster, blender, radio, light bulb, heater)</p>
<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[3] SB3.1 recognizing that temperature changes cause changes in phases of substances (e.g., ice changing to liquid, water changing to water vapor, and vice versa)</p>	<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[4] SB3.1 <u>explaining</u> that temperature changes cause changes in phases of substances (e.g., ice changing to liquid water and liquid water to water vapor)</p>	<p>The student demonstrates understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[5] SB3.1 identifying physical and chemical changes based on observable characteristics (e.g., tearing paper vs. burning paper)</p>
<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[3] SB4.2 recognizing that objects can be moved without being touched (e.g., using magnets, falling objects, static electricity)</p>	<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[4] SB4.1 simulating that changes in speed or direction of motion are caused by forces (L)</p>	<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[5] SB4.1 investigating that the greater the force acting on an object, the greater the change in motion will be (L)</p>

SB4.1 is not addressed until grade 4.

C1—Concepts of Life Science

- SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.
- SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.
- SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
- SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [3] SC1.1 sorting Alaskan plants and/or animals using physical characteristics (e.g., leaves, beaks) (L) [3] SC1.2 describing how some traits (e.g., claws, teeth, camouflage) of living organisms have helped them survive as a species 	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [4] SC1.1 showing the relationship between physical characteristics of Alaskan organisms and the environment in which they live [4] SC1.2 describing fossil evidence (e.g., casts, track ways, imprints, etc.) of extinct organisms 	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [5] SC1.1 contrasting inherited traits (e.g., flower color, number of limbs) with those that are not (riding a bike, scar from an accident) [5] SC1.2 making reasonable inferences about fossil organisms based on physical evidence
<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [3] SC2.1 sorting animals and plants into groups based on appearance and behaviors [3] SC2.2 observing and comparing external features of plants and of animals that may help them grow, survive, and reproduce 	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [4] SC2.1 choosing appropriate tools (i.e., hand lens, microscopes, ruler, balance) to examine the basic structural components (e.g., stems, leaves, fish scales, wings) of living things [4] SC2.2 describing the basic characteristics and requirements of living things 	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [5] SC2.1 identifying and sorting animals into groups using basic external and internal features [5] SC2.2 explaining how external features and internal systems (i.e., respiratory, excretory, skeletal, circulatory, and digestive) of plants and animals may help them grow, survive, and reproduce [5] SC2.3 recognizing that organisms are composed of cells
<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [3] SC3.1 identifying and sorting examples of living and non-living things in the local environment (L) [3] SC3.2 organizing a simple food chain of familiar plants and animals (L) 	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [4] SC3.1 identifying examples of living and non-living things <u>and the relationship between them</u> (e.g., living things need water, herbivores need plants) [4] SC3.2 <u>identifying</u> a simple food chain of familiar plants and animals, diagramming how energy flows through it; describing the effects of removing one link 	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [5] SC3.1 diagramming how matter and energy are transferred within and between living and nonliving things [5] SC3.2 <u>organizing</u> a simple food chain of familiar plants and animals <u>that traces the source of the energy back to sunlight</u>

D1—Concepts of Earth Science

- SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
- SD1 Students develop an understanding of Earth’s geochemical cycles.
- SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
- SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.
- SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[3] SD1.1 recognizing that most rocks are composed of combinations of different substances</p> <p>[3] SD1.2 describing the water cycle to show that water circulates through the crust, oceans, and atmosphere of Earth</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[4] SD1.1 describing that most smaller rocks come from the breaking and weathering of larger rocks as part of the rock cycle</p> <p>[4] SD1.2 recognizing the physical properties of water as they relate to the rock cycle</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[5] SD1.1 <u>observing a model of the rock cycle</u> showing that smaller rocks come from the breaking and weathering of larger rocks <u>and that smaller rocks (e.g., sediments and sands) may combine with plant materials to form soils</u> (L)</p>
<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[3] SD2.1 identifying and comparing a variety of Earth’s land features (i.e., rivers, deltas, lakes, glaciers, mountains, valleys, and islands)</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[4] SD2.1 observing models of how waves, wind, water, and ice shape and reshape the Earth’s surface by eroding rock and soil (L)</p> <p>[4] SD2.2 identifying causes (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, and avalanches) of rapid changes on the surface</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[5] SD2.1 <u>describing</u> how wind and water tear down and <u>build up</u> the Earth’s surface <u>resulting in new land formations (i.e., deltas, moraines, and canyons)</u></p>
<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[3] SD3.1 using recorded weather patterns (e.g., temperature, cloud cover, or precipitation) to make reasonable predictions (L)</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[4] SD3.1 recognizing changes to length of daylight over time and its relationship to seasons</p> <p>[4] SD3.2 observing that heat flows from one object to another (L)</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[5] SD3.1 observing a model that shows how the regular and predictable motion of the Earth and moon determine the apparent shape (phases) of the moon over time (L)</p> <p>[5] SD3.2 comparing heat absorption and loss by land and water</p>

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[3] SD4.1 recognizing that objects appear smaller the farther away they are

[3] SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described

[3] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes) (L)

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[4] SD4.1 recognizing that stars are like the sun but are so far away that they look like points of light

[4] SD4.2 recognizing that objects have properties, locations, and movements that can be observed and described*

[4] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes)* (L)

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[5] SD4.1 distinguishing among stars, planets, moons, comets, and meteors (L)

[5] SD4.2 recognizing that the Earth is in regular and predictable motion and this motion explains the length of a day and a year

[5] SD4.3 recognizing and using appropriate instruments of magnification (e.g., binoculars and telescopes)* (L)

* Same concept at a higher level

E1—Science and Technology

- SE Students develop an understanding of the relationships among science, technology, and society.
- SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.
- SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.
- SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[3] SE1.1 identifying local problems and discussing solutions (L)</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[4] SE1.1 recognizing that tools (e.g., spear, hammer, hand lens, kayak, computer) and processes (e.g., drying fish, sewing, photography) are an important part of human cultures</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[5] SE1.1 identifying a community problem or issue and describing the information needed to develop a scientific solution (L)</p>
<p>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</p> <p>[3] SE2.1 identifying local tools and materials used in everyday life (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</p> <p>[4] SE2.1 identifying the function of a variety of tools (e.g., spear, hammer, hand lens, kayak, computer)</p> <p>[4] SE2.2 identifying multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes) (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking, perspectives, and curiosity by</p> <p>[5] SE2.1 investigating a problem or project over a specified period of time and identifying the tools and processes used in that project (L)</p> <p>[5] SE2.2 <u>comparing</u> multiple explanations (e.g., oral traditions, folklore, scientific theory) of everyday events (e.g., weather, seasonal changes) (L)</p>
<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[3] SE3.1 listing the positive and negative effects of a single technological development in the local community (e.g., fish trap, fish wheel, four-wheeler, computer) (L)</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[4] SE3.1 listing the positive and negative effects of a <u>scientific</u> discovery</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[5] SE3.1 describing the various effects of an innovation (e.g., snow machines, airplanes, immunizations) on the safety, health, and environment of the local community (L)</p>

F1—Cultural, Social, Personal Perspectives, and Science

- SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.
- SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.
- SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.
- SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 3	GRADE 4	GRADE 5
<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[3] SF1.1-SF3.1 exploring local or traditional stories that explain a natural event (L) Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[4] SF1.1-SF3.1 <u>connecting observations of nature to a local or traditional story</u> that explains a natural event (e.g., <u>animal adaptation, weather, rapid changes to Earth’s surface</u>) (L) Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[5] SF1.1-SF3.1 <u>telling</u> a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth’s surface) and <u>relating it to a scientific explanation</u>*(L) Cross referenced with SA3.1.</p>

G1—History and Nature of Science

- SG Students develop an understanding of the history and nature of science.
- SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.
- SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.
- SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).
- SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GRADE 3	GRADE 4	GRADE 5
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[3] SG 1.1**	[4] SG 1.1**	[5] SG 1.1**
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GRADE 3	GRADE 4	GRADE 5
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<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[3] SG2.1 comparing the results of multiple observations of a single local event (L)</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[4] SG2.1 recognizing the need for repeated measurements</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[5] SG2.1 reviewing and recording results of investigations into the natural world</p>
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GRADE 3	GRADE 4	GRADE 5
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[3] SG 3.1**	[4] SG 3.1**	[5] SG 3.1**
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GRADE 3	GRADE 4	GRADE 5
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<p>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</p> <p>[3] SG4.1 asking questions about the natural world</p>	<p>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</p> <p>[4] SG4.1 using an account of a discovery to recognize that an individual’s (e.g., George Washington Carver, Marie Curie) curiosity led to advancements in science</p>	<p>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</p> <p>[5] SG4.1 <u>investigating that scientists’ curiosity</u> led to advancements in science (L)</p>
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**“Most of the historical benchmarks do not appear until high school.” (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

A1—Science as Inquiry and Process

- SA Students develop an understanding of the processes and applications of scientific inquiry.
- SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
- SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
- SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of the processes of science by</p> <p>[6] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[6] SA1.2 collaborating to design and conduct simple repeatable investigations (L)</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[7] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[7] SA1.2 collaborating to design and conduct simple repeatable investigations, <u>in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings</u> (L)</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[8] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[8] SA1.2 collaborating to design and conduct repeatable investigations, in order to record, analyze (i.e., range, mean, median, mode), interpret data, and present findings (L)*</p>
<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[6] SA2.1 identifying and differentiating fact from opinion</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[7] SA2.1 identifying and <u>evaluating</u> the sources used to support scientific statements</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[8] SA2.1 recognizing and analyzing differing scientific explanations and models</p>
<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[6] SA3.1 gathering data to build a knowledge base that contributes to the development of questions about the local environment (e.g., moose browsing, trail usage, river erosion) (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[7] SA3.1 designing and conducting a simple investigation about the local environment (L)</p>	<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[8] SA3.1 <u>conducting research</u> to learn how the local environment is <u>used by a variety of competing interests</u> (e.g., <u>competition for habitat/resources, tourism, oil and mining companies, hunting groups</u>) (L)</p>

* Same concept at a higher level

B1—Concepts of Physical Science

- SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.
- SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.
- SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.
- SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.
- SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates understanding of the structure and properties of matter by</p> <p>[6] SB1.1 <u>using</u> models to represent matter as it changes from one state to another</p>	<p>The student demonstrates understanding of the structure and properties of matter by</p> <p>[7] SB1.1 <u>using</u> physical properties (i.e., density, boiling point, freezing point, conductivity) to differentiate among and/or separate materials (i.e., elements, compounds, and mixtures)</p>	<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[8] SB1.1 <u>using</u> physical and <u>chemical</u> properties (i.e., density, boiling point, freezing point, conductivity, <u>flammability</u>) to differentiate among materials (i.e., elements, compounds, and mixtures)</p>
<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[6] SB2.1 recognizing that energy can exist in many forms (i.e., heat, light, chemical, electrical, mechanical)</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[7] SB2.1 <u>explaining</u> that energy (i.e., heat, light, chemical, electrical, mechanical) <u>can change</u> form</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[8] SB2.1 identifying the initial source and resulting change in forms of energy in common phenomena (e.g., sun to tree to wood to stove to cabin heat)</p>
<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[6] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending on temperature</p>	<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[7] SB3.1 recognizing that most substances can exist as a solid, liquid, or gas depending <u>on the motion of their particles</u></p>	<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[8] SB3.1 exploring changes of state with increase or decrease of particle speed associated with heat transfer (L)</p> <p>[8] SB3.2 exploring through a variety of models (e.g., gumdrops and toothpicks) how atoms may bond together into well defined molecules or bond together in large arrays (L)</p>
<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[6] SB4.2 stating that every object exerts gravitational force on every other object</p> <p>[6] SB4.3 making waves move through a variety of media (L)</p> <p><i>SB4.1 is not addressed in grade 6.</i></p>	<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[7] SB4.1 illustrating that unbalanced forces will cause an object to accelerate</p> <p>[7] SB4.2 recognizing that electric currents and magnets can exert a force on each other</p> <p>[7] SB4.3 describing the characteristics of a wave (i.e., amplitude, wavelength, and frequency)</p>	<p>The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by</p> <p>[8] SB4.1 demonstrating (L) and explaining circular motion</p> <p>[8] SB4.2 describing the interactions between charges</p>

C1—Concepts of Life Science

- SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.
- SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.
- SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
- SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [6] SC1.1 recognizing sexual and asexual reproduction [6] SC1.2 recognizing that species survive by adapting to changes in their environment 	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [7] SC1.1 <u>comparing and contrasting</u> sexual and asexual reproduction [7] SC1.2 describing possible outcomes of mutations (i.e., no effect, damage, benefit) 	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <ul style="list-style-type: none"> [8] SC1.1 describing the role of genes in sexual reproduction (i.e., traits of the offspring)
<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [6] SC2.1 using a <u>dichotomous key</u> to <u>classify</u> animals <u>and plants</u> into groups using external or internal features [6] SC2.2 identifying basic behaviors (e.g., migration, communication, hibernation) used by organisms to meet the requirements of life [6] SC2.3 describing the levels of organization within a human body (i.e., cells, tissues, organs, systems) 	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [7] SC2.1 describing the basic structure and function of plant and animal cells [7] SC2.2 identifying <u>the seven levels of classification</u> of organisms [7] SC2.3 identifying and describing the functions of human organs (i.e., heart, lungs, brain) 	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <ul style="list-style-type: none"> [8] SC2.1 placing vertebrates into correct classes of taxonomy based on external, observable features [8] SC2.2 explaining that most organisms utilize inherited and learned behaviors to meet the basic requirements of life [8] SC2.3 describing the functions and interdependence of human body systems (i.e., circulatory, respiratory, nervous)
<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [6] SC3.1 recognizing that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing the importance of energy transfer in these changes [6] SC3.2 organizing a food <u>web</u> using familiar plants and animals 	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [7] SC3.1 recognizing <u>and explaining</u> that organisms can cause physical and chemical changes (e.g., digestion, growth, respiration, photosynthesis) to matter and recognizing <u>and explaining</u> the importance of energy transfer in these changes [7] SC3.2 <u>classifying organisms</u> within a food web as <u>producers, consumers, or decomposers</u> 	<p>The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by</p> <ul style="list-style-type: none"> [8] SC3.1 stating that energy flows and that matter cycles but is conserved within an ecosystem [8] SC3.2 <u>organizing</u> a food web that shows the <u>cycling matter</u>

D1—Concepts of Earth Science

- SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
- SD1 Students develop an understanding of Earth’s geochemical cycles.
- SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
- SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.
- SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[6] SD1.1 exploring the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks (L)</p> <p>[6] SD1.2 identifying the physical properties of water within the stages of the water cycle</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[7] SD1.1 <u>describing</u> the rock cycle and its relationship to igneous, metamorphic, and sedimentary rocks</p> <p>[7] SD1.2 explaining the water cycle’s connection to changes in the Earth’s surface</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[8] SD1.1 making connections between components of the locally observable geologic environment and the rock cycle (L)</p> <p>[8] SD1.2 <u>applying knowledge of the water cycle</u> to explain changes in the Earth’s surface</p>
<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[6] SD2.1 describing the formation and composition (i.e., sand, silt, clay, organics) of soils</p> <p>[6] SD2.2 identifying and describing its layers (i.e., crust, mantle, core)</p> <p>[6] SD2.3 describing how the surface can change rapidly as a result of geological activities (i.e., earthquakes, tsunamis, volcanoes, floods, landslides, avalanches)</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[7] SD2.1 identifying strategies (e.g., reforestation, dikes, wind breaks, off road activity guidelines) for minimizing erosion</p> <p>[7] SD2.2 describing how the movement of the tectonic plates results in both slow changes (e.g., formation of mountains, ocean floors, and basins) and short-term events (e.g., volcanic eruptions, seismic waves, and earthquakes) on the surface</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[8] SD2.1 interpreting topographical maps to identify features (i.e., rivers, lakes, mountains, valleys, islands, and tundra)</p> <p>[8] SD2.2 using models to show the relationship between convection currents within the mantle and the large-scale movement of the surface (L)</p>
<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[6] SD3.1 connecting the water cycle to weather phenomena</p> <p>[6] SD3.2 identifying that energy transfer is affected by surface conditions (e.g., snow cover, asphalt, vegetation) and that this affects weather</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[7] SD3.1 describing the weather using accepted meteorological terms (e.g., pressure systems, fronts, precipitation)</p> <p>[7] SD3.2 recognizing the relationship between phase changes (i.e., sublimation, condensation, evaporation) and energy transfer</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[8] SD3.1 recognizing the relationship between the seasons and Earth’s tilt relative to the sun and describing the day/night cycle as caused by the rotation of the Earth every 24 hours</p> <p>[8] SD3.2 recognizing types of energy transfer (convection, conduction, and radiation) and how they affect weather</p>

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[6] SD4.1 contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition)

[6] SD4.2 defining a light year

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[7] SD4.1 comparing and contrasting characteristics of planets and stars (i.e., light reflecting, light emitting, orbiting, orbited, composition)

[7] SD4.2 using light years to describe distances between objects in the universe

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

[8] SD4.1 creating models of the solar system illustrating size, location/position, composition, moons/rings, and conditions (L)

[8] SD4.2 comparing the brightness of a star to its distance and size

E1—Science and Technology

- SE Students develop an understanding of the relationships among science, technology, and society.
- SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.
- SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.
- SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[6] SE1.1 recognizing that technology cannot always provide successful solutions for problems or fulfill every human need</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[7] SE1.1 describing how public policy affects the student’s life (e.g., public waste disposal) (L)</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[8] SE1.1 describing how public policy affects the student’s life and <u>participating diplomatically in evidence-based discussions relating to the student’s community</u> (L)</p>
<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[6] SE2.1 identifying and designing a solution to a problem [6] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[7] SE2.1 identifying, designing, <u>testing, and revising solutions</u> to a <u>local</u> problem (L) [7] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem* (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[8] SE2.1 identifying, designing, testing, and revising solutions to a local problem* (L) [8] SE2.2 comparing the student’s work to the work of peers in order to identify multiple paths that can be used to investigate <u>and evaluate potential solutions</u> to a question or problem (L)</p>
<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[6] SE3.1 describing the various effects of an innovation on a <u>global level</u></p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[7] SE3.1 recognizing the effects of a past scientific discovery, invention, or scientific breakthrough (e.g., DDT, internal combustion engine)</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[8] SE3.1 <u>predicting the possible effects of a recent</u> scientific discovery, invention, or scientific breakthrough (L)</p>

* Same concept at a higher level

F1—Cultural, Social, Personal Perspectives, and Science

- SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.
- SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.
- SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.
- SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[6] SF1.1-SF3.1 telling a local or traditional story that explains a natural event (e.g., animal adaptation, weather, rapid changes to Earth’s surface) and relating it to a scientific explanation* (L). Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[7] SF1.1-SF3.1 investigating the basis of local knowledge (e.g., describing and predicting weather) and sharing that information (L). Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[8] SF1.1-SF3.1 <u>describing</u> how local knowledge, <u>culture</u>, <u>and the technologies of various activities (e.g., hunting, fishing, subsistence) influence the development of scientific knowledge</u> (L). Cross referenced with SA3.1.</p>

* Same concept at a higher level

G1—History and Nature of Science

- SG Students develop an understanding of the history and nature of science.
- SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.
- SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.
- SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).
- SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GRADE 6	GRADE 7	GRADE 8
<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[6] SG1.1**</p> <p>[6] SG2.1 recognizing differences in results of repeated experiments</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[7] SG1.1**</p> <p>[7] SG2.1 <u>explaining</u> differences in results of repeated experiments</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[8] SG1.1**</p> <p>[8] SG2.1 <u>describing</u> how repeating experiments <u>improves the likelihood of accurate results</u></p>
<p>See [6] SE 3.1</p>	<p>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</p> <p>[7] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses) (L)</p>	<p>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</p> <p>[8] SG3.1 revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses)* (L)</p>
<p>[6] SG4.1**</p>	<p>[7] SG4.1**</p>	<p>[8] SG4.1**</p>

* Same concept at a higher level

**“Most of the historical benchmarks do not appear until high school.” (Project 2061 [American Association for the Advancement of Science], 2001, p. 129)

Project 2061 (American Association for the Advancement of Science). (2001). *Atlas of science literacy*. Washington, DC: American Association for the Advancement of Science: National Science Teachers Association.

A1—Science as Inquiry and Process

- SA Students develop an understanding of the processes and applications of scientific inquiry.
- SA1 Students develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments.
- SA2 Students develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review.
- SA3 Students develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and that local applications provide opportunity for understanding scientific concepts and global issues.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of the processes of science by</p> <p>[9] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring, and communicating*</p> <p>[9] SA1.2 hypothesizing, designing a controlled experiment, making qualitative and quantitative observations, interpreting data, and using this information to communicate conclusions</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[10] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, <u>analyzing data</u>, <u>developing models</u>, inferring, and communicating</p> <p>[10] SA1.2 <u>reviewing pertinent literature</u>, hypothesizing, making qualitative and quantitative observations, controlling experimental variables, <u>analyzing data statistically (i.e., mean, median, mode)</u>, and using this information to draw conclusions, <u>compare results to others</u>, <u>suggest further experimentation</u>, and <u>apply student’s conclusions to other problems</u> (L)</p>	<p>The student demonstrates an understanding of the processes of science by</p> <p>[11] SA1.1 asking questions, predicting, observing, describing, measuring, classifying, making generalizations, analyzing data, developing models, inferring, and communicating*</p> <p>[11] SA1.2 recognizing and analyzing multiple explanations and models, using this information to revise student’s own explanation or model if necessary (L)</p>
<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[9] SA2.1 formulating conclusions that are logical and supported by evidence</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[10] SA2.1 examining methodology and conclusions to identify bias and determining if evidence logically supports the conclusions</p>	<p>The student demonstrates an understanding of the attitudes and approaches to scientific inquiry by</p> <p>[11] SA2.1 evaluating the credibility of cited sources when conducting the student’s own scientific investigation (L)</p>
		<p>The student demonstrates an understanding that interactions with the environment provide an opportunity for understanding scientific concepts by</p> <p>[11] SA3.1 conducting research and communicating results to solve a problem (e.g., fish and game management, building permits, mineral rights, land use policies) (L)</p>

*Same concept at a higher level

B1—Concepts of Physical Science

- SB Students develop an understanding of the concepts, models, theories, universal principles, and facts that explain the physical world.
- SB1 Students develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior.
- SB2 Students develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved.
- SB3 Students develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems.
- SB4 Students develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[9] SB1.1 describing atoms and their base components (i.e., protons, neutrons, electrons)</p>	<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[10] SB1.1 <u>using the periodic table</u> to describe atoms in terms of their base components (i.e., protons, neutrons, electrons)</p>	<p>The student demonstrates an understanding of the structure and properties of matter by</p> <p>[11] SB1.1 predicting the properties of an element (i.e., reactivity, metal, non-metal) using the periodic table and verifying the predictions through experimentation (L)</p>
<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[9] SB2.1 applying the concepts of heat transfer (i.e., conduction, convection, radiation) to Alaskan dwellings</p> <p>[9] SB2.2 recognizing simple electrical circuits</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[10] SB2.1 examining energy (i.e., nuclear, electromagnetic, chemical, mechanical, thermal) transfers, transformations, and efficiencies by comparing useful energy to total energy</p>	<p>The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by</p> <p>[11] SB2.1 <u>demonstrating</u> energy (e.g., nuclear, electromagnetic, chemical, mechanical, thermal) transfers and transformations by comparing useful energy to total energy (<u>entropy</u>) (L)</p>
<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[9] SB3.1 recognizing that a chemical reaction has taken place</p> <p>[9] SB3.2 explaining that in chemical and nuclear reactions, energy (e.g., heat, light, mechanical, and electrical) is transferred into and out of a system</p> <p>[9] SB3.3 recognizing that atoms emit and absorb electromagnetic radiation</p>	<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[10] SB3.1 describing the behavior of electrons in chemical bonding</p> <p>[10] SB3.2 recognizing that radioactivity is a result of the decay of unstable nuclei</p> <p>[10] SB3.3 comparing the relative wavelengths and applications of different forms of electromagnetic radiation (i.e., x-ray, visible, infrared, microwaves, radio)</p>	<p>The student demonstrates an understanding of the interactions between matter and energy and the effects of these interactions on systems by</p> <p>[11] SB3.1 predicting how an atom can interact with other atoms based on its electron configuration and verifying the results (L)</p> <p>[11] SB3.2 researching applications of nuclear reactions in which a small amount of matter is converted directly into a huge amount of energy (i.e., $E=MC^2$) (L)</p>

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[9] SB4.1 explaining the relationship of motion to an object's mass and the applied force

[9] SB4.2 recognizing that the gravitational attraction between objects is proportional to their masses and decreasing with their distance

[9] SB4.3 describing the interactions of waves (i.e., reflection, refraction, wave addition)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[10] SB4.1 recognizing that when one thing exerts a force on another, an equal amount of force is exerted back on it

[10] SB4.2 explaining that different kinds of materials respond to electric and magnetic forces (i.e., conductors, insulators, magnetic, and non-magnetic materials)

The student demonstrates an understanding of motions, forces, their characteristics, relationships, and effects by

[11] SB4.1 conducting an experiment to demonstrate that when one thing exerts a force on another, an equal amount of force is exerted back on it (L)

[11] SB4.2 conducting an experiment to explore the relationship between magnetic forces and electric forces to show that they can be thought of as different aspects of a single electromagnetic force (e.g., generators and motors) (L)

C1—Concepts of Life Science

- SC Students develop an understanding of the concepts, models, theories, facts, evidence, systems, and processes of life science.
- SC1 Students develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution.
- SC2 Students develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms.
- SC3 Students develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <p>[9] SC1.1 recognizing that all organisms have chromosomes made of DNA and that DNA determines traits</p> <p>[9] SC1.2 using probabilities to recognize patterns of inheritance (e.g., Punnett Squares)</p> <p>[9] SC1.3 inferring evolutionary pathways from evidence (e.g., fossils, geologic samples, recorded history)</p>	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <p>[10] SC1.2 explaining how the processes of natural selection can cause speciation and extinction</p> <p>[10] SC1.3 examining issues related to genetics (L)</p> <p><i>SC1.1 is not addressed in grade 10.</i></p>	<p>The student demonstrates an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution by</p> <p>[11] SC1.1 relating the structure of DNA to characteristics of an organism</p> <p>[11] SC1.2 researching how the processes of natural selection cause changes in species over time (L)</p>
<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <p>[9] SC2.1 describing and comparing the characteristics of phyla/divisions from each kingdom</p> <p>[9] SC2.3 stating the function of major physiological systems (i.e., circulatory, excretory, digestive, respiratory, reproductive, nervous, immune, endocrine, musculoskeletal, and integumentary)</p> <p><i>SC2.2 is not addressed in grade 9.</i></p>	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <p>[10] SC2.1 describing the structure-function relationship (e.g., joints, lungs)</p> <p>[10] SC2.2 explaining that cells have specialized structures in which chemical reactions occur</p> <p>[10] SC2.3 explaining the functions of organs of major systems (i.e., respiratory, digestive, circulatory, reproductive, nervous, musculoskeletal, and excretory)</p> <p>[10] SC2.4 tracing the pathways of the digestive, circulatory, and excretory systems</p>	<p>The student demonstrates an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms by</p> <p>[11] SC2.1 describing the structure-function relationship*</p> <p>[11] SC2.2 describing the learned behaviors (e.g., classical conditioning, imprinting, trial and error) that are utilized by living organisms to meet the requirements of life</p> <p>[11] SC2.3 describing the functions and interdependencies of the organs within the immune system and within the endocrine system</p>

* Same concept at a higher level

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[9] SC3.1 describing the carbon and nitrogen cycle within an ecosystem and how the continual input of energy from sunlight keeps the process going (L)

[9] SC3.3 identifying dynamic factors (e.g., carrying capacity, limiting factors, biodiversity, and productivity) that affect population size

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[10] SC3.1 relating the carbon cycle to global climate change

[10] SC3. 2 exploring ecological relationships (e.g., competition, niche, feeding relationships, symbiosis) (L)

The student demonstrates an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy by

[11] SC3.1 relating the carbon cycle to global climate change*

[11] SC3.2 analyzing the potential impacts of changes (e.g., climate change, habitat loss/gain, cataclysms, human activities) within an ecosystem

SC3.2 is not addressed in grade 9.

** Same concept at a higher level*

D1—Concepts of Earth Science

- SD Students develop an understanding of the concepts, processes, theories, models, evidence, and systems of earth and space sciences.
- SD1 Students develop an understanding of Earth’s geochemical cycles.
- SD2 Students develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth.
- SD3 Students develop an understanding of the cyclical changes controlled by energy from the sun and by Earth’s position and motion in our solar system.
- SD4 Students develop an understanding of the theories regarding the evolution of the universe.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[9] SD1.1 using a model to demonstrate the rock cycle (L)</p> <p>[9] SD1.2 applying knowledge of the water cycle to explain changes in the Earth’s surface*</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[10] SD1.1 using a model to <u>explain the processes</u> (i.e., <u>formation, sedimentation, erosion, reformation</u>) of the rock cycle</p> <p>[10] SD1.2 describing their interrelationships (i.e., water cycle, carbon cycle, oxygen cycle)</p>	<p>The student demonstrates an understanding of geochemical cycles by</p> <p>[11] SD1.1 <u>creating a model to demonstrate</u> the rock cycle (L)</p> <p>[11] SD1.2 integrating knowledge of the water cycle and biogeochemical cycling to explain changes in the Earth’s surface (L)</p>
<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[9] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes</p> <p>[9] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[10] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*</p> <p>[10] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*</p>	<p>The student demonstrates an understanding of the forces that shape Earth by</p> <p>[11] SD2.1 recognizing the dynamic interaction of erosion and deposition including human causes*</p> <p>[11] SD2.2 describing how the theory of plate tectonics explains the dynamic nature of its surface*</p>
<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[9] SD3.1 recognizing the effect of the moon and sun on tides</p> <p>[9] SD3.2 explaining the phenomena of the aurora</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[10] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate</p>	<p>The student demonstrates an understanding of cycles influenced by energy from the sun and by Earth’s position and motion in our solar system by</p> <p>[11] SD3.1 describing causes, effects, preventions, and mitigations of human impact on climate*</p> <p>[11] SD3.2 exploring causes and effects related to phenomena (e.g., the aurora, solar winds, Coriolis Effect) (L)</p>

* Same concept at a higher level

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

- [9] SD4.1 recognizing that a star changes over time
- [9] SD4.2 explaining that the position of stars changes in the expanding universe
- [9] SD4.4 identifying the Big Bang Theory

SD4.3 is not continued in 9-11.

** Same concept at a higher level*

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

- [10] SD 4.1 recognizing phenomena in the universe (i.e., black holes, nebula)
- [10] SD 4.2 explaining that the position of stars changes in the expanding universe*
- [10] SD 4.4 describing the Big Bang Theory

The student demonstrates an understanding of the theories regarding the origin and evolution of the universe by

- [11] SD4.1 describing phenomena in the universe (i.e., black holes, nebula)
- [11] SD4.2 using evidence to explain how the position of stars changes in the expanding universe
- [11] SD4.4 describing the Big Bang Theory and exploring the evidence that supports it (L)

E1—Science and Technology

- SE Students develop an understanding of the relationships among science, technology, and society.
- SE1 Students develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events.
- SE2 Students develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits.
- SE3 Students develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[9] SE1.1 recognizing that the value of any given technology may be different for different groups of people and at different points in time (e.g., different uses of snow machines in different regions of Alaska)</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[10] SE1.1 identifying that progress in science and invention is highly interrelated to what else is happening in society</p>	<p>The student demonstrates an understanding of how to integrate scientific knowledge and technology to address problems by</p> <p>[11] SE1.1 researching how social, economic, and political forces strongly influence which technology will be developed and used (L)</p>
<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[9] SE2.1 <u>questioning, researching, modeling, simulating,</u> and testing a solution to a problem (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[10] SE2.1 questioning, researching, modeling, simulating, and testing <u>multiple solutions</u> to a problem (L)</p>	<p>The student demonstrates an understanding that solving problems involves different ways of thinking by</p> <p>[11] SE2.1 questioning, researching, modeling, simulating, and testing multiple solutions to a problem* (L)</p>
<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[9] SE3.1 <u>predicting and evaluating</u> the possible effects of a recent scientific discovery, invention, or scientific breakthrough (L)</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[10] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution (L)</p>	<p>The student demonstrates an understanding of how scientific discoveries and technological innovations affect our lives and society by</p> <p>[11] SE3.1 researching a current problem, identifying possible solutions, and evaluating the impact of each solution* (L)</p>

* Same concept at a higher level

F1—Cultural, Social, Personal Perspectives, and Science

- SF Students develop an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives.
- SF1 Students develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology.
- SF2 Students develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world.
- SF3 Students develop an understanding of the importance of recording and validating cultural knowledge.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[9] SF1.1-SF3.1 describing the scientific principles involved in a subsistence activity (e.g., hunting, fishing, gardening) (L). Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by:</p> <p>[10] SF1.1-SF3.1 analyzing the competition for resources by various user groups to describe these interrelationships. Cross referenced with SA3.1.</p>	<p>The student demonstrates an understanding of the dynamic relationships among scientific, cultural, social, and personal perspectives by</p> <p>[11] SF1.1-SF3.1 investigating the influences of societal and/or cultural beliefs on science (L). Cross referenced with SA3.1.</p>

G1—History and Nature of Science

- SG Students develop an understanding of the history and nature of science.
- SG1 Students develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge.
- SG2 Students develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world.
- SG3 Students develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s).
- SG4 Students develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

GRADE 9	GRADE 10	GRADE 11
<p>The student demonstrates an understanding of changes in historical perspectives of science by</p> <p>[9] SG1.1 identifying those perspectives (i.e., cultural, political, religious, philosophical) that have impacted the advancement of science</p>	<p>The student demonstrates an understanding of changes in historical perspectives of science by</p> <p>[10] SG1.1 <u>describing how</u> those perspectives (i.e., cultural, political, religious, philosophical) have impacted the advancement of science</p>	
<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[9] SG2.1 explaining the importance of innovations (i.e., microscope, immunization, computer)</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[10] SG2.1 using an account of an event to recognize the processes of science used by historically significant scientists (e.g., Goodall, Watson & Crick, Newton)</p>	<p>The student demonstrates an understanding of the bases of the advancement of scientific knowledge by</p> <p>[11] SG2.1 describing the importance of logical arguments (i.e., thought experiments by Einstein, Hawking, Newton)</p>
<p>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</p> <p>[9] SG3.1 describing the role of serendipity in scientific discoveries</p>	<p>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</p> <p>[10] SG3.1 using experimental or observational data to evaluate a hypothesis</p>	<p>The student demonstrates an understanding that scientific knowledge is ongoing and subject to change by</p> <p>[11] SG3.1 investigating instances when scientists' observations were not in accord with prevailing ideas of the time (L)</p>
	<p>The student demonstrates an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base by</p> <p>[10] SG4.1 recognizing the role of these factors on scientific advancements</p>	

Introduction to Alaska History Standards

Unlike the Performance Standards/Grade Level Expectations developed for each grade in reading, writing, mathematics, and science, the Alaska History Standards reflect the cumulative knowledge a student must demonstrate in order to fulfill the Alaska history graduation requirement detailed in regulation 4 AAC 06.075 (g) High school graduation requirements.

The teaching of history should introduce students to the process of historical inquiry. This process requires critical examination of evidence and careful weighing of facts and hypotheses. It provides experience in the kind of reasoned and informed decision-making that should characterize each student's knowledge of and participation in state events and issues. For this reason, the standard for historical inquiry stands alone; the intent is to integrate this standard, where appropriate, into the standards that follow. The objective of the historical inquiry standard is to apply conceptual knowledge and skills as designated in all strands of Alaska History by problem solving, communicating, reasoning, and making connections.

This framework uses the scholarly approach of the historian to define the content of the standards. This approach presents the people, ideas, events, themes, and sources to be included in order for a student to demonstrate competency in Alaska History. While recognizing that knowledge of specifics is important, the framework design emphasizes that knowledge of context is crucial to meaning and understanding.

The framework organizes Alaska history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the state. The framework also divides Alaska history into five chronological periods that structure the sequence of events.

From the statewide perspective, these are the essential learnings. The state encourages districts to add to and enrich the scope of their local Alaska history curriculum.

HISTORY PERFORMANCE STANDARDS (Grade Level Expectations)

Items differentiated with an "i.e." indicate that assessment items may be written only to the content contained with the statement in the parentheses. Items differentiated with an "e.g." do not limit assessment items to that content, but indicate examples of content that may be used in assessment items.

Chronological Period

Themes

The first column of each table includes suggested topics for instruction. As this is not an inclusive list, it is expected that other topics will also be explored.

Chronological Period	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p>Colonial Era— The Russian period (1741-1867)</p> <p>Suggested Topics <i>[not an inclusive list]</i></p> <ul style="list-style-type: none"> • Rationale for European explorations • Epidemics • Utilization of Alaskan resources • Relationships with indigenous peoples • Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov) • Missionary activities • Russian dependence on Alaska Natives • Russia's incentive to sell 	<p>The student demonstrates an understanding of the interaction between people and their physical environment by:</p> <p>AH. PPE 2 using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4) — <i>repeated from Indigenous Alaskans</i></p> <p>AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4) — <i>repeated in Colonial Era—United States period</i></p>	<p>The student demonstrates an understanding of the discovery, impact, and role of natural resources by:</p> <p>AH. CRD 1 identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)</p>	<p>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</p> <p>AH. ICGP 2 using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)</p>	<p>The student demonstrates an understanding of the chronology of Alaska history by:</p> <p>AH. CC 1 using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)</p>

Depth of Knowledge*

History—Section B—Standard number 4

The coding in parentheses at the end of the standard indicates alignment of the Alaska History standard to existing Alaska Content Standards for social studies. G=Geography; GC=Government and Citizenship; H=History; C=Cultural Standards

* Depth of Knowledge (DOK) is the cognitive demand associated with each item. Briefly, DOK levels reflect the following: DOK 1: Recall of Information; DOK 2: Basic Reasoning; DOK 3: Complex Reasoning; DOK 4: Extended Reasoning. For additional information, please see the accompanying document, *Depth-of-Knowledge (DOK) Levels for Social Studies*.

Because the Alaska History standards are intended to provide the content to which a student demonstrates knowledge of Alaska History, the DOK assigned to each standard should be used as the ceiling to which assessment items are written. When considering the highest DOK Level as the ceiling not the target, the standard has the potential to be assessed at Depth of Knowledge Levels at the ceiling, and up to the ceiling, depending upon the demand of the standard.

Depth-of-Knowledge (DOK) Levels for Social Studies

Descriptors of DOK Levels for Social Studies (based on Webb, *Technical Issues in Large-Scale Assessment*, report published by CCSSO, December 2002)

Level 1 Recall of Information

Level 1 asks students to recall facts, terms, concepts, trends, generalizations and theories or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2 depending on what is to be described and explained. A Level 1 “describe or explain” would recall, recite or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally level 1.

Level 2 Basic Reasoning

Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; describe, interpret or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view or processes. A Level 2 “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Level 3 Complex Reasoning

Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Level 4 Extended Reasoning

Level 4 requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.

Historical Inquiry

The student demonstrates an understanding of the methods of documenting history by:

AH. HI 1 planning and developing history projects, utilizing research tools such as: interviewing protocols, oral history, historical context, pre-interview research, primary sources, secondary sources, proper citation, corroboration, and cause and effect of historical events. [DOK 4] (H. C1-4)

	PEOPLE, PLACES, ENVIRONMENT	CONSUMPTION, PRODUCTION, DISTRIBUTION	INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER	CONTINUITY AND CHANGE
<p>Indigenous Alaskans before western contact (time immemorial—contact)</p> <p>Suggested Topics <i>[not an inclusive list]</i></p> <ul style="list-style-type: none"> • Locations • Social organizations • Cultures • Political traditions • Natural resources • Cultural changes • Archeology • Native oral traditions 	<p>The student demonstrates an understanding of the interaction between people and their physical environment by:</p> <p>AH. PPE 1 comparing and contrasting geographic regions of Alaska. [DOK 2] (G. B4, B8)</p> <p>AH. PPE 2 using texts/ sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/ dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)</p> <p>AH. PPE 3 using texts/ sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, international organizations. [DOK 3] (H. B4)</p>		<p>The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:</p> <p>AH. ICGP 1 identifying and summarizing the structures, functions, and transformation of various attributes (e.g., leadership, decision-making, social and political organization) of traditional Alaska Native governance. [DOK 2] (GC. A4)</p>	

**Colonial Era—
The Russian period
(1741-1867)**

Suggested Topics
[not an inclusive list]

- Rationale for European explorations
- Epidemics
- Utilization of Alaskan resources
- Relationships with indigenous peoples
- Role of significant leaders (e.g., Katlian, Baranov, Veniaminov, Netsvetov)
- Missionary activities
- Russian dependence on Alaska Natives
- Russia's incentive to sell

**PEOPLE, PLACES,
ENVIRONMENT**

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 2 using texts/sources to analyze the similarities and differences in the cultural attributes (e.g., language, hunting and gathering practices, art, music/dance, beliefs, worldview), movement, interactions, and settlement of Alaska Native peoples. [DOK 3] (G. D1, D4)

AH. PPE 3 using texts/sources to analyze the effect of the historical contributions and/or influences of significant individuals, groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)

**CONSUMPTION,
PRODUCTION, DISTRIBUTION**

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 1 identifying patterns of growth, transformation, competition, and boom and bust, in response to use of natural resources (e.g., supply and demand of fur, minerals, and whaling). [DOK 2] (G. D1)

**INDIVIDUAL, CITIZENSHIP,
GOVERNANCE, POWER**

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 2 using texts/sources to analyze the impacts of the relationships between Alaska Natives and Russians (i.e., Russian Orthodox Church, early fur traders, Russian American Companies, enslavement, and Creoles). [DOK 3] (H. B1d)

**CONTINUITY
AND CHANGE**

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 1 using texts/sources to recognize and explain the interrelationships among Alaska, national, and international events and developments (e.g., international interest, trade, commerce). [DOK 3] (H. B2)

**Colonial Era
The United States
Period (1867-1912)**

Suggested Topics
[Not an inclusive list]

- United States’ motives for purchasing Russia’s interest in Alaska
- Treaty of Cession
- Legal status of Alaska Natives under the Commerce Clause and the Marshall Trilogy
- Mining Law of 1872
- Organic Act of 1884
- Role of Sheldon Jackson
- Resources (e.g., whaling, fur trading, mining, commercial fisheries)
- Gold Rush
- Nelson Act of 1905 and the dual school system
- Creation of National Forests

**PEOPLE, PLACES,
ENVIRONMENT**

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 3 using texts/ sources to analyze the effect of the historical contributions and/or influences of significant individuals or groups and local, regional, statewide, and/or international organizations. [DOK 3] (H. B4)

**CONSUMPTION,
PRODUCTION, DISTRIBUTION**

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 2 using texts/ source to draw conclusions about the role of the federal government in natural resource development and land management (e.g., jurisdiction, authority, agencies, programs, policies). [DOK 3] (GC. F1)

**INDIVIDUAL, CITIZENSHIP,
GOVERNANCE, POWER**

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership. [DOK 4] (H. C7, C8)

AH. ICGP 4 explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)

AH.ICGP 5 explaining the impacts of military actions (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions) relative to Native communities. [DOK 2] (H. B1)

IGCP 6 using texts/sources to analyze how the military population and its activities, including administrative, policing, defense, mapping, communication, and construction, have impacted communities. [DOK 3] (H. B2)

AH. ICGP 7 describing the historical basis of federal recognition of tribes, their inherent and delegated powers, the ongoing nature and diversity of tribal governance, and the plenary power of Congress. [DOK 1] (GC. C8)

**CONTINUITY
AND CHANGE**

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 2 describing how policies and practices of non-natives (e.g., missionaries, miners, Alaska Commercial Company merchants) influenced Alaska Natives. [DOK 2] (H. B4, B5)

Alaska as a Territory (1912-1959)

Suggested Topics
[Not an inclusive list]

- Territorial Organic Act of 1912
- Native efforts toward civil and land rights (e.g., founding of Alaska Native Brotherhood (ANB), Alaska Native Sisterhood (ANS), and Tanana Chiefs)
- Role of significant individuals (e.g., Judge Wickersham, William Paul, Elizabeth Peratrovich, Ernest Gruening)
- Infrastructure (e.g., railroad, aviation, roads, ships)
- Indian Reorganization Act
- World War II and internment of Aleuts and Japanese Americans
- Cold War
- National Parks and National Forests, resources (e.g., oil, timber, coal)
- Constitutional Convention, constitution, and statehood

PEOPLE, PLACES, ENVIRONMENT

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 4 describing how Alaska’s strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)

CONSUMPTION, PRODUCTION, DISTRIBUTION

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 3 using texts/sources to draw conclusions about the significance of natural resources (e.g., fisheries, timber, Swanson River oil discovery, “sustained yield” in the Alaska Constitution) in Alaska’s development and in the statehood movement. [DOK 3] (G. F1, F4)

INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 4 explaining Alaskans’ quest for self-determination (i.e., full rights as U.S. citizens) through the statehood movement. [DOK 1] (GC. C3)

AH.ICGP 5 explaining the impacts of military actions relative to Native communities (e.g., Naval bombardment of Angoon, Aleut internment, military expeditions). [DOK 2] (H. B1)

AH. ICGP 8 describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women’s suffrage). [DOK 2] (H. B2, GC. B5)

AH. ICGP 9 exploring the federal government’s influence on settlements in Alaska (e.g., Matanuska Colony, Anchorage, Adak, Tok, Hydaburg) by establishment of post offices, military facilities, schools, courts, and railroads. [DOK 1] (G. G2, H. B1)

AH. ICGP 10 identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation

and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)

AH. ICGP 11 exploring federal policies and legislation (e.g., Alaska Citizenship Act, Tlingit-Haida Jurisdictional Act, Indian Citizenship Act of 1924, Alaska Reorganization Act, ANCSA) that recognized Native rights. [DOK 1] (H. B2)

CONTINUITY AND CHANGE

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 3 describing how the roles and responsibilities in Alaska Native societies have been continuously influenced by changes in technology, economic practices, and social interactions. [DOK 2] (G. D4, H. B1b)

Alaska as a State (1959-present)

Suggested Topics
[Not an inclusive list]

- Role of significant individuals (e.g., Eben Hopson, Howard Rock, Ted Stevens, Katie John)
- Controversies of Statehood Act land selections
- Disasters (e.g., 1964 Earthquake, 1967 Interior flood, Exxon Valdez oil spill)
- Formation of Inuit Circumpolar Conference
- Formation of AFN
- Development of public education (e.g., Molly Hootch case)
- Prudhoe Bay and oil pipeline construction
- Permanent Fund
- Alaska Native Claims Settlement Act (ANCSA)
- Marine Mammal Protection Act 1972 (MMPA)
- Alaska National Interest Lands Conservation Act (ANILCA)
- Indian Self-Determination Act 1975
- Indian Child Welfare Act 1978
- Arctic National Wildlife Refuge (ANWR)
- Tourism
- Fiscal issues

PEOPLE, PLACES, ENVIRONMENT

The student demonstrates an understanding of the interaction between people and their physical environment by:

AH. PPE 4 describing how Alaska's strategic location played an important role in military buildup and explaining the interrelated social and economic impacts. [DOK 2] (G. A5)

AH. PPE 5 comparing and contrasting the differing perspectives between rural and urban areas. [DOK 2] (H. B1b, C. E4)

AH. PPE 6 analyzing patterns of movement and settlement. [DOK 2] (H. B4, G. D3)

AH. PPE 7 using texts/sources to explain the political, social, cultural, economic, geographic, and historic characteristics of the student's community or region. [DOK 3] (H. B1b, C. E2, E8)

CONSUMPTION, PRODUCTION, DISTRIBUTION

The student demonstrates an understanding of the discovery, impact, and role of natural resources by:

AH. CPD 4 describing the federal government's construction and maintenance of Alaska's infrastructure (e.g., transportation, communication, public health system, education). [DOK 1] (G. D4)

AH. CPD 5 using texts/sources to analyze the multiple perspectives in the continuing debate between conservation and development of resources. [DOK 3] (G. E4, F3)

AH. CPD 6 describing the formation of Alaska Native Corporations and their impact on Alaska's economy. [DOK 2] (GC. F9)

AH. CPD 7 explaining the creation and implementation of the Permanent Fund and how it has impacted the state. [DOK 2] (GC. F9)

INDIVIDUAL, CITIZENSHIP, GOVERNANCE, POWER

The student demonstrates an understanding of the historical rights and responsibilities of Alaskans by:

AH. ICGP 3 explaining and analyzing tribal and western concepts of land ownership and how acting upon those concepts contributes to changes in land use, control, and ownership (e.g., ANCSA, ANILCA). [DOK 4] (H. C7, C8)

AH. ICGP 8 describing how Alaskans, particularly the Native people, challenge the status quo to gain recognition of their civil rights (e.g., appeals to the Russian government, Ward Cove Packing Co. Case, Molly Hootch, anti-discrimination acts, women's suffrage). [DOK 2] (H. B2, GC. B5)

AH. ICGP 10 identifying the role of Alaska Native individuals and groups in actively proposing and promoting federal legislation and policies (e.g., William Paul, Tanana Chiefs, ANB, ANS) [DOK 1] (H. A1, B2)

AH. ICGP 12 using texts/sources to analyze the evolution of self-government through an examination of organic documents (i.e., Treaty of Cession, Organic Act, Territorial Act, Alaska State Constitution, Statehood Act). [DOK 3] (H. B2, B4)

CONTINUITY AND CHANGE

The student demonstrates an understanding of the chronology of Alaska history by:

AH. CC 4 giving correct and incorrect examples to explain subsistence as a way of life. [DOK 2] (H. B1b)

AH. CC 5 defining, describing, and illustrating the economic, political, and social characteristics of the major periods, their key turning points (e.g., implementation of Prudhoe Bay pipeline, Molly Hootch case, ANCSA, ANILCA, ANWR, natural and manmade disasters, establishment of Alaska Native Corporations) and how they interrelate. [DOK 4] (H. B2)

AH. CC 6 explaining the historical context and the legal foundations (e.g., Alaska Constitution, ANCSA, MMPA, ANILCA, Katie John case) pertinent to subsistence. [DOK 1] (GC. A2, C. A4)

AH. CC 7 comparing and contrasting the perspectives of sport, commercial, and subsistence users on policies regarding fish and game management. [DOK 2] (G. E4, F5)

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ARTS

A

A student should be able to create and perform in the arts.

A student who meets the content standard should:

- 1) participate in dance, drama, music, visual arts, and creative writing;
- 2) refine artistic skills and develop self-discipline through rehearsal, practice, and revision;
- 3) appropriately use new and traditional materials, tools, techniques, and processes in the arts;
- 4) demonstrate the creativity and imagination necessary for innovative thinking and problem solving;
- 5) collaborate with others to create and perform works of art;
- 6) integrate two or more art forms to create a work of art; and
- 7) investigate careers in arts production.

B

A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.

A student who meets the content standard should:

- 1) recognize Alaska Native cultures and their arts;
- 2) recognize United States and world cultures and their arts;
- 3) recognize the role of tradition and ritual in the arts;
- 4) investigate the relationships among the arts and the individual, the society, and the environment;
- 5) recognize universal themes in the arts such as love, war, childhood, and community;
- 6) recognize specific works of art created by artists from diverse backgrounds;
- 7) explore similarities and differences in the arts of world cultures;
- 8) respect differences in personal and cultural perspectives; and
- 9) investigate careers relating to arts history and culture.

C

A student should be able to critique the student's art and the art of others.

A student who meets the content standard should:

- 1) know the criteria used to evaluate the arts; these may include craftsmanship, function, organization, originality, technique, and theme;
- 2) examine historical and contemporary works of art, the works of peers, and the student's own works as follows:

C *(continued)*

- a. identify the piece;
 - b. describe the use of basic elements;
 - c. analyze the use of basic principles;
 - d. interpret meaning and artist's intent; and
 - e. express and defend an informed opinion;
- 3) accept and offer constructive criticism;
 - 4) recognize and consider an individual's artistic expression;
 - 5) exhibit appropriate audience skills; and
 - 6) investigate careers relating to arts criticism.

D

A student should be able to recognize beauty and meaning through the arts in the student's life.

A student who meets the content standard should:

- 1) make statements about the significance of the arts and beauty in the student's life;
- 2) discuss what makes an object or performance a work of art;
- 3) recognize that people tend to devalue what they do not understand;
- 4) listen to another individual's beliefs about a work of art and consider the individual's reason for holding those beliefs;
- 5) consider other cultures' beliefs about works of art;
- 6) recognize that people connect many aspects of life through the arts;
- 7) make artistic choices in everyday living; and
- 8) investigate careers related to the search for beauty and meaning, which is aesthetics.

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Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 12, 2016 7:59 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tevya Robbins
E-Mail: Tevya.robbins@gmail.com
Telephone: 907 331-8811

I am commenting on: 4 AAC 04.140(a) - proposed arts standards My Comments: I believe that the proposed Alaska Arts Content Standards would be great standards to adopt for our Alaska students. They are well put together and will work for Alaska which is a state with great diversity in culture. They take into account the many different ideas, backgrounds, and cultures that we have in this great state. Thank you for taking the time to read my comments, have a great day.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, January 10, 2016 3:30 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kristopher Artz

E-Mail: kristopher.artz@matsuk12.us

Telephone: 907 715-4508

I am commenting on: 4 AAC 04.140(a)

My Comments: The proposed Alaska Arts Content Standards better emphasize conceptual understanding in areas that reflect the actual processes that artists engage than the previous standards. The artistic processes of Creating, Presenting, Responding and Connecting create a feedback loop that has influenced artistic activities through through all cultures, communities and mediums for generations.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 08, 2016 3:08 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Todd Hindman

E-Mail: thindman@nomeschools.com

Telephone: 907 443-6207

I am commenting on: 4 AAC 04.140(a)

My Comments: I am writing this short message to express my full support for the updated Art Standards for Alaska. Now all we need to do is make sure each school in Alaska develops and implements an art program either as a free-standing class or is implemented into academic classes throughout the school. Art matters! Children need every opportunity to show their talents either through core content or the arts.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 12, 2016 8:55 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kesler Woodward
E-Mail: kewoodward@alaska.edu
Telephone: 907 474-8346

I am commenting on: 4 AAC 04.140(a)

My Comments: I am writing to strongly support the Department of Education and Early Childhood Development's proposed changes to 4 AAC 04.140(a), updating the Alaska Arts Standards that have not been updated since 1996.

This update is long overdue, and the changes in arts standards proposed by the Department, as submitted, have been thoughtfully constructed and thoroughly vetted. In 2014 the Alaska State Council on the Arts (ASCA) released "Venture for Alaska's Youth," a report on arts education in Alaska. One of the top recommendations in that report was to "update the 1996 Alaska Fine Arts Standards and Develop Media Arts Standards." The excellent Standards Task Force that was assembled by ASCA met three times in person to review and revise the Standards, and the results developed and proposed by the Department provide a terrific framework for the future of arts education in Alaska.

This significant, well-constructed update is a critical part of the process to bring Alaska's Arts Standards into the 21st century. I endorse its approval wholeheartedly.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 12, 2016 4:29 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Mary Wegner

E-Mail: wegnerm@sitkaschools.org

Telephone: 907 966-1251

I am commenting on: 4 AAC 04.140(a)

My Comments: Thank you for the opportunity to comment on the proposed Alaska Arts Standards. In today's world, it is becoming increasingly critical for all students to possess skills in all areas of the Arts, and the new Alaska Arts Standards will help districts achieve this goal. I served as the superintendent representative on the team that helped to draft the new Alaska Arts Standards, and am also on the Alaska State Council on the Arts. Consequently, I am keenly aware of the need we have in districts around the state to ensure our instruction meets the needs students have to be successful in the world they live; a world where the Arts are essential. Time is of the essence, as in the Sitka School District we preparing for professional development this summer with teachers in support of our Arts, Culture, and Technology standards, and we want to make sure we are helping teachers to integrate the Arts standards that will help prepare today's students for their world and life. Thank you for your consideration.

Fry, Eric V (EED)

From: Tristan Guevin (Assembly) <assemblyguevin@cityofsitka.org>
Sent: Friday, February 12, 2016 9:57 AM
To: Fry, Eric V (EED)
Subject: Attn: Regulations Review (CBS Resolution in Support of the Proposed Revised Arts Standards)
Attachments: City and Borough of Sitka Resolution in Support of Revised Arts Standards.pdf

Mr. Fry,

Attached you will find a City and Borough of Sitka (CBS) resolution in support of the proposed revised arts standards.

The resolution does not speak directly to the content of the revised arts standards, but rather to our community's belief in state arts standards, and the role that they play in both guiding educational practice and ensuring that every child has access to the arts.

If you have any questions, please feel free to contact me.

I hope this finds you well,

Tristan J. Guevin
Assembly Member
City and Borough of Sitka
100 Lincoln Street
Sitka, AK 99835
Phone: (907) 738-5415

Messages to and from this email address may be available to the public under the Alaska Public Records Law.

CITY AND BOROUGH OF SITKA

RESOLUTION NO. 2016-04

**A RESOLUTION OF THE CITY AND BOROUGH OF SITKA, ALASKA SUPPORTING
THE ALASKA STATE BOARD OF EDUCATION'S PROPOSED REVISED ALASKA
ARTS STANDARDS**

WHEREAS, the Alaska State Board of Education has proposed revised Alaska Arts Standards to guide educational practice in the delivery of sequential instruction across diverse art forms, and to inform local, voluntary arts education curriculum development, professional development, leadership, policy and community partnerships; and

WHEREAS, the community of Sitka recognizes that a comprehensive strategy for a complete education includes high-quality, sequential arts instructions in the school classroom, as well as participating and learning in community-based arts programs; and

WHEREAS, arts literacy is the knowledge and skills students develop in learning to create, present, respond, and connect, constituting a basic form of literacy required to communicate successfully and function in today's global, multi-media, information age; and

WHEREAS, the arts make a tremendous impact on the development and growth of every child, and have proven to level the "learning field" across socio-economic boundaries; and

WHEREAS, the arts help stimulate and develop the imagination and refine cognitive and creative skills as well as critical thinking; and

WHEREAS, the arts teach children the skills necessary to succeed in life, including developing an informed perception; articulating a vision; learning to solve problems and make decisions; building self-esteem and self-discipline; developing the ability to imagine what might be; and accepting responsibility to complete tasks from start to finish; and

WHEREAS, the arts nurture important values, including team-building skills, respecting alternative points of view, and appreciating and being aware of different cultures and traditions; and

WHEREAS, the arts have a measurable impact on youth at risk in deterring delinquent behavior and truancy problems while increasing overall academic performance among those youths engaged in after-school and summer arts programs targeted towards delinquency prevention; and

WHEREAS, the arts help children develop literacy skills in reading, writing, speaking, listening and viewing. The arts also help children achieve a high level of competency in using convergent and divergent thinking skills, problem-solving skills, and comparing and contrasting skills; and

WHEREAS, the arts are integral to Sitka's tourism industry and economy.

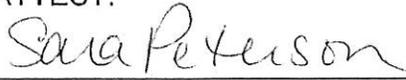
NOW, THEREFORE, BE IT RESOLVED the Assembly of the City and Borough of Sitka, Alaska, supports the adoption of the proposed, revised Alaska Arts Standards.

PASSED, APPROVED, AND ADOPTED by the Assembly of the City and Borough of Sitka, Alaska on this 26th day of January 2016.



Mim McConnell, Mayor

ATTEST:



Sara Peterson, CMC
Municipal Clerk

1st and final reading 1/26/16

Fry, Eric V (EED)

From: Barbara Short <barbshort@gmail.com>
Sent: Friday, February 12, 2016 9:48 AM
To: Fry, Eric V (EED)
Subject: Art Content Standards....

To Whom It May Concern:

I support the effort led by the Alaska Arts Education Consortium to update the previous Art Content Standards. Although the past standards were thorough, they did not fit the present approach to educational guidelines.

I know they worked hard with breadth and language and they have answered a number of questions I have posed satisfactorily.

For this reason, I encourage you to adopt the proposed art content standards.

Thank you.
Barbara Short
Alaska Arts Education Consortium Executive Director
(907) 322-6669
barbshort@gmail.com
www.akartsed.org

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 11, 2016 3:09 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Eric Scott
E-Mail: ewscott@uas.alaska.edu
Telephone: 907 796-6389
I am commenting on: 4 AAC 04.140(a),
My Comments: Regulation 4 AAC 04.140(a)

February 11, 2016

The Juneau Arts and Humanities Council (JAHC) supports the proposed Alaska Arts Content Standards and urges the Alaska State School Board to adopt them.

Since 1973 the JAHC has been the formal arts agency for Juneau, providing programming, grants, scholarships, resources, venues and support for the arts and artists. Arts Education is one of our Council's strategic goals and we coordinate and compliment arts and cultural educational opportunities and trainings in Juneau schools. We partner with the Kennedy Center and help administer the citywide program of "Any Given Child" to students in grades K-8.

We believe that the proposed Alaska Arts Content standards will provide valuable guidelines to our arts education programs and endeavors. We use the current standards in our artist trainings but believe that the new four prime standards of Create, Present, Respond and Connect, along with the 11 anchor standards will help us think more deeply about our art programs for children, youth and adults. The proposed Alaska Arts Content Standards will provide us with useful ways to review our existing arts programs and develop new ones based on unmet needs highlighted by the standards.

We agree that arts activities must include arts, humanities and cultural learning and appreciate that the standards are written in a straightforward manner, while providing depth and direction in these areas. The JAHC congratulates the State School Board for taking the initiative to review and revise the existing arts standards, addressing the multi-media and global connections not included in the old standards. We support the new Alaska Arts Content Standards.

Sincerely,
Eric Scott, President, Juneau Arts and Humanities Council
907-796-6389

Note: We recognize that the Arts Standards on the DEED website has a typographical error and that A1 should read, "Generate (not Generalize) and conceptualize artistic ideas and work;

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 11, 2016 11:08 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sara Tabbert
E-Mail: sara@saratabbert.com
Telephone: 907 479-0456

I am commenting on: 4AAC 04.140(a)

My Comments: I am writing in support of the updated Arts Standards for Alaska schools. I am a teaching artist who works through the statewide Artists In the Schools program. Having teachers and students who are aware of these standards of practice (which, I will note, are similar to the expectations of art classes on the post-secondary level as well as the questions studio artists ask themselves) means that I will have a better chance of coming into classes that are ready to learn. The skills reflected in these standards help disabuse teachers of the idea that the arts are "squishy" to think about analytically or somehow fundamentally disconnected from academics.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 13, 2016 12:10 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jeffry Silverman
E-Mail: jeffrylloyd@gmail.com
Telephone: 907 263-1304

I am commenting on: 4 AAC 04.140(a), Alaska Standards: Content and Performance Standards for Alaska Students My
Comments: First, I commend all those who worked on these excellent, updated standards for arts education.

The proposed standards could be used by the Dept. of Education of ANY state. Will there be some reflection of the fact that this is Alaska, with different, atypical education challenges and, just as importantly, is home to strong and vibrant Native culture, arts and history?

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 08, 2016 12:37 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Roger Schmidt

E-Mail: rschmidt@fineartscamp.org

Telephone: 907 747-3085

I am commenting on: 4 AAC 04.140(a)

My Comments: I am writing to voice my support for the proposed Alaska Arts Content Standards. These standards align directly with what we have seen to be effective at the Sitka Fine Arts Camp. At the Sitka Fine Arts Camp we believe that the arts are the fastest and most effective way to make better human beings and more thoughtful members of society. Each summer at camp, we see tremendous growth in both knowledge and skills in our students. That growth continues after they leave camp. We receive frequent feedback from teachers, parents, and school counselors about how the arts rich environment at camp helps students increase social interactions, handle difficult situations, think creatively, and problem-solve. The implementation of the Alaska Arts Content Standards in classrooms around Alaska will help bring the transformative power of the arts to students around the state. We were pleased to see the State Arts Standards align with our teaching goals and values at the Sitka Fine Arts Camp.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 08, 2016 6:51 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Justine Pechuzal

E-Mail: jpechuzal@yahoo.com

Telephone: 520 609-7234

I am commenting on: 4 AAC 04.140(a)

My Comments: Dear Legislature,

I am an artist and art educator writing in support of updating the Alaska State Arts Standards. Over the last six years, I have worked extensively teaching visual arts in Alaskan schools through the Alaska State Arts Council Artist in Schools Program, and am currently working as a k-8 Fine Arts teacher for Seward Elementary and Middle School.

I am in support of the proposed four prime standards of create, present, respond, connect as an accessible and useful means to organize the arts process. These categories are broad enough to represent a diversity of art forms equal to the diversity of our state. In addition, these standards could easily be adapted by classroom teachers in schools without fine arts specialists and used to guide the teaching process.

When working as an artist in residence, I visited many schools without fine arts specialists. Teachers wanted to offer Fine Arts experiences for students, yet often didn't know where to start, or how. The revised arts standards confirm the message that the arts are important to Alaskan education, and offers teachers a starting point. In addition, the revised standards will help to unify the work of the many teaching artists scattered throughout our vast geography. We are a big place, we need big ideas to centralize us!

The addition of the media arts standards is extremely timely and relevant given the broad application of technology in society.

Thank you for your attention and support of the arts.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 05, 2016 7:24 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Roblin Davis
E-Mail: roblingray@gmail.com
Telephone: 907 523-9070

I am commenting on: 4 AAC 04.140(a)

My Comments: As a teaching artist and drama specialist working directly with public school students and teachers, with the Juneau School District, the Juneau Arts and Humanities Council, and the State Council on the Arts, I would like to submit my support for adopting the updated State Arts Standards. The new standards follow the format and language of the national Core Art Standards making them easily accessible and relevant to a broad spectrum of users. They also allow arts educators and teachers to use resources based on the national standards more readily. I have already utilized the proposed new standards to draft new arts curriculum for the Juneau School District and look forward to having them adopted to support our efforts to bring students and educators quality arts experiences and instruction.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 02, 2016 7:06 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: DIANE BORGMAN

E-Mail: borgwoman@hotmail.com

Telephone: 907 299-8888

I am commenting on: 4 AAC 04.140(a),

My Comments: I am writing in support of 4AAC04.140(a) specifically the revised art standards.

Art is an essential part of our history, culture and quality of life. Art is an essential component of every individual's education and as such requires that our educators have guidelines and content defined to guide and support them in their classrooms. The revised art standards have been developed by the best and most experienced educators in Alaska. It is essential that these standards be adopted. I have spent almost forty years in public education as a classroom teacher and administrator and I understand the need to provide teacher's with the tools they need to be successful in their classrooms and for their students to learn what is essential. I have served on the Alaska State Writing Consortium Board, Alaska Arts in Education Board, the Alaska Arts Education Consortium Board, the Alaska State Council on the Arts Board and the Homer Council on the Arts Board and I have seen first hand the incredible impact the arts have on students and whole communities. I strongly support the adoption of the revised arts standards and look forward to their implementation in Alaska's school districts.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 02, 2016 1:53 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Asia Freeman

E-Mail: asia@bunnellarts.org

Telephone: 907 235-2662

I am commenting on: 4 AAC 04.140(a)

My Comments: I am writing today to ask you to support updated State Arts Standards, which were developed over the past year by a task force of a diverse group of Alaskan educators, convened by the Alaska Arts Education Consortium. Amongst that group, were representatives of local arts agencies and presenting organizations, such as yours. The Arts Standards—which include dance, media arts, music, visual arts and theatre—guide educational practice in the delivery of sequential instruction across diverse art forms, and inform local, voluntary arts education curriculum development, professional development, leadership, policy and community partnerships. As an Arts presenter, I create opportunities to serve local school-aged children and youth through Artist in Schools. I believe this work is represented in these standards.

As you may know, in 2014 the Alaska State Council on the Arts released Venture for Alaska's Youth, a report on Arts Education in Alaska. One of the top recommendations in the report was to "update the 1996 Alaska Fine Arts Standards and Develop Media Arts Standards." The Standards Task Force met three times in person to review and revise the Standards. The Alaska State Board of Education (SBE) has now sent the proposed revised Alaska Arts Standards forward for public comment.

This is a critical part of the process to bring Alaska's Arts Standards into the 21st century.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 21, 2016 10:11 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Phil Burdick
E-Mail: burdickp@sitkaschools.org
Telephone: 907 966-1264
I am commenting on: 4 AAC 04.140(a)

My Comments: I would like to support the adoption of the proposed Art Standards. The work represents a strong coalition of artists, community members, educators, and organizations. The new standards represent strong diversity of forms and cultures which is so important to our First Nations communities and the goal of being culturally responsive in our schools. The arts, and by extension, these standards are an excellent way to weave these ideas together.

Another strong piece of this work is the inclusion of ALL forms, including technology and digital media. As we move from the Information Age into the Conceptual Age we need to be aware of the role that creation will play in education. Students don't just take information in anymore. They play with it, manipulate it, and create new content. These standards will help educators accurately assess the skills, knowledge and processes students use and will be expected to know.

Students will need to engage in the material we present in a rigorous manner with a deep understanding; these standards help integrate that by allowing students to not only create art but present it, respond to it, and connect with it. This is how we want students to interact with math, language arts, science and social studies and these new art standards give us the language and means to go deeper in all fields of study.

I highly recommend adopting the new Art Standards proposed by the Task Force.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 20, 2016 10:59 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kim Sweeny

E-Mail: kimsweeny4@gmail.com

Telephone: 907 226-2305

I am commenting on: 4AAC 04.140(a)

My Comments: I am grateful AAEC took the lead to gather a statewide cast of experts to update and tune these Art Content Standards. The broad range of stakeholders including art teachers, classroom teachers, curriculum developers and community arts partners will all be well served by this thoughtful and clear document. It will be possible for all groups, at all levels and geographic areas to discover art through the prime create, present, respond, connect standards. Storytelling in each and all the arts in all cultures is supported in the 11 anchor standards. Succinct and inviting, these standards will encourage arts integration in schools and communities. A very positive refinement.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, January 12, 2016 4:44 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Adelheid Becker

E-Mail: Becker@gci.net

Telephone: 907 274-6144

I am commenting on: 4AAC 04.140(a)

My Comments: I would like to recommend adoption of the Alaska Standards: Content and Performance Standards for Alaska Students, a standard that updates the 1996 AK Fine Arts Standards. I am a member of the State Council on the Arts and know that the task force worked diligently to develop these updated standards.

The Task Force envisioned foundational support materials for the proposed standards, which will include a philosophy and vision for the standards, lifelong learning goals, and essential questions and enduring understandings specific to dance, media arts, music, visual arts and theatre.

The Task Force included many voices at the table, working collaboratively to develop standards that will serve students and teachers in Alaska, across a diversity of forms and cultures. Members represented a range of art forms, rural and urban school districts, and community arts partners.

Their work, and the resulting proposed standards not only improve the arts learning environment for our children but also bring the current standards into the 21st Century. These standards will guide educational practices in the delivery of sequential instruction across diverse art forms and afford improved standards for local, voluntary arts education curriculum development, professional development, leadership, policy and community partnerships.

Sincerely,

Adelheid "Micky" Becker

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 9B

◆ **ISSUE**

The board is being asked to repeal regulations related to districts' educator evaluation systems.

◆ **BACKGROUND**

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act, districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year.
- 4 AAC 19.010(k) requires districts to implement a pilot for the incorporation of student learning data during the 2015-2016 school year.
- The Every Student Succeeds Act, which recently reauthorized the Elementary & Secondary Education Act, does not require the use of student achievement data as part of the educator evaluation process.
- It will be necessary for the State Board of Education & Early Development to determine whether to maintain the use of student achievement data as part of the educator evaluation process, as well as whether to maintain or revise other elements of the evaluation process currently required by regulation.
- Due to the possibility that the board may decide to revise requirements for educator evaluation, including the requirement for the use of student achievement data, the department recommends the repeal of the requirement for districts to conduct a pilot during the current school year.
- Behind this cover memo are: 1) the proposed repeal, and 2) public comments.
- 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 11B.

Register ____, _____ 2016 EDUCATION AND EARLY DEV.

4 AAC 19.010(k) is repealed:

(k) [A SCHOOL DISTRICT SHALL IMPLEMENT A PILOT PROGRAM FOR THE INCORPORATION OF STUDENT LEARNING DATA. DURING THE 2015 - 2016 SCHOOL YEAR, STUDENT LEARNING DATA WILL NOT BE INCORPORATED INTO THE DISTRICT'S EVALUATION SYSTEM. UNDER THE PILOT PROGRAM, THE DISTRICT SHALL

(1) DEVELOP PILOT STANDARDS FOR PERFORMANCE BASED ON STUDENT LEARNING DATA;

(2) CONFER WITH EDUCATORS WHO ARE SUBJECT TO THE EVALUATION SYSTEM;

(3) DEVELOP PROCEDURES BASED ON OBJECTIVE AND MEASURABLE CRITERIA TO ENSURE THAT DATA USED TO MEASURE PERFORMANCE UNDER THE STANDARDS ACCURATELY REFLECT STUDENT GROWTH BASED ON EDUCATOR PERFORMANCE; AND

(4) EVALUATE WHETHER A TEACHER'S OR ADMINISTRATOR'S PERFORMANCE ON THE DISTRICT'S STANDARDS FOR STUDENT LEARNING DATA IS EXEMPLARY, PROFICIENT, BASIC, OR UNSATISFACTORY AND SHARE THIS EVALUATION WITH THE EDUCATOR.] Repealed __/__/____. (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

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FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

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

www.k12northstar.org



February 26, 2016

Commissioner's Office
Department of Education and Early Development
801 West 10th Street, Suite 200
PO Box 110500
Juneau, AK 99811-0500

RE: Proposed repeal of 4 AAC 19.010(k) Purpose and scope of evaluations

The Fairbanks North Star Borough School District would like to express reservations about the repeal of regulation 4 AAC 19.010(k) that requires districts to implement a pilot program related to the incorporation of student learning data in educator evaluations during the 2015 – 2016 school year.

We acknowledge and have experienced the challenge associated with "develop[ing] procedures based on objective and measurable criteria to ensure that data used to measure performance under the standards accurately reflect student growth based on educator performance." In our district, we appreciate the new focus on student growth data, as well as, the conversations between educators and evaluators that have occurred as a result of piloting Student Learning Objectives and a new teacher evaluation model. While quantifying student growth data as an element of an overall teacher evaluation rating is problematic, to entirely repeal the data pilot is counterproductive to positive efforts toward implementation of a teacher evaluation system that encourages teachers to look for objective evidence of effective teaching and learning, and use of that data in an informed way to improve student achievement.

Recognizing the Department will no longer administer the Alaska Measures of Progress test after the 2015-2016 school year, and that current trends support more frequent interim and formative assessments to diagnose and address student learning needs, we support a future proposal that includes the incorporation of student learning data into a teacher evaluation system. However, we have concerns that if the level of use of student learning data is to be determined by individual districts, inequities and lack of achievement based on the adopted Alaska State Standards may occur.

The data pilot program currently in place has value and can inform a new system to be developed by the Department and school districts under ESSA. Teachers will not experience negative impact in their current evaluations by continuation of the pilot. In a time of sudden, unexpected changes and growing mistrust among educators and the public, there is value in consistency, follow-through, and recognition of not only the incredible amount of resources some districts have committed to the pilot, but also the positive shift in evaluation practices and useful information that can be gained both locally and statewide from it.

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "Karen Gaborik".

Dr. Karen Gaborik, Superintendent

Cc: FNSB Board of Education
Sandra Kowalski, Assistant Superintendent
Dan Schmidt, Assistant Superintendent
Melanie Hadaway, Executive Director of Curriculum

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 25, 2016 11:35 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Monica Goyette
E-Mail: monica.goyette@matsuk12.us
Telephone: 907 746-9212

I am commenting on: 4 AAC 19.010(k)

My Comments: MSBSD supports DEEDs recommendation to repeal the requirement for districts to conduct the student achievement pilot as part of the educator evaluation. Furthermore, we request the Board consider eliminating this requirement completely from the educator evaluation regulations in the future. The work to date on transforming our educator evaluation systems has been profound. Through the adoption of the Charlotte Danielson Framework, our teachers are more actively engaged in the evaluation process and principals are giving more objective feedback with specific descriptions of ways to improve teacher practices. Through the development of an electronic evaluation system, we are able to analyze data to drive our district and site professional development based on educator needs. It is a significant, systemic improvement to our old system. This positive and productive improvement wains when we begin to look at incorporating student achievement data into the educator's evaluation. Despite the fact that the state developed a very well thought out model with the Student Learning Objectives framework, it poses challenges in both identifying valid and reliable measures and creates tremendous angst for our employees.

In theory, using student achievement data sounds like a very reasonable idea; in practice it is quite different. To meet the requirement of a growth measure, objective and measureable criteria that can be given multiple times in the course of study must be used. Once fully implemented, teachers would be required to have two to four measures for their evaluation. For many of our teachers, this requirement is reasonable. For example, Mat-Su requires all students in grades two through eight to take NWEA's MAP assessment in the fall and spring in reading, language usage, and math. Even in our core subjects, such as Algebra 1, Chemistry, or U.S. History, we have district-wide adopted textbooks with pre- and post-assessments that would be a valid measure. Not only are these reasonable practices but they are already in place in our schools. Teachers and administrators use student learning data to drive their instruction and improve their practices.

Measuring academic progress in elective courses such as PE, music, wood shop..., it is much more difficult and we are left with fewer options. Do we create extensive paper and pencil common assessments? Do we pick isolated metrics such as: how many musical notes can a student read at the beginning of the semester versus the end? Or perhaps how fast they run the mile or how many sit-ups they can do? It becomes even more challenging when you look at metrics for teachers that work in our Home School programs or librarians.

MSBSD believes the existing Charlotte Danielson Framework is designed to explicitly isolate individual practices that collectively define best practices for instruction. These components include: designing coherent instruction and student assessment, using questioning and discussion techniques, and/or managing classroom procedures. When evaluated effectively using observable evidence and artifacts, the quality of instruction can be accurately and adequately measured. Therefore, the addition of student achievement data does not add value to this process and instead creates undue work for many teachers. Therefore, we support DEEDs recommendation to repeal the pilot for this year and further request the board remove this requirement in subsequent years.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, February 24, 2016 6:07 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(k)

My Comments: Dear Mr. Fry and Alaska State Board of Education Members:

Thank you for the opportunity to comment on 4 AAC 19.010 (k), a proposal to repeal the pilot program that requires districts to use student data in educator evaluations. I ask that each of you support this repeal, effective immediately, and further, to consider the challenges and inherent unfairness of tying student data to educator evaluations in the future.

This year's pilot implementation in the Anchorage School District has been confusing, intimidating, and of questionable value. Educators at the middle school where I teach shared with me that the tool used for gathering student data in some cases doesn't align with curriculum taught. For some electives, counseling, and library science, a student growth measure has yet to be identified. I teach language arts, and for my content area, ASD chose the MAZE reading assessment to measure student growth. It's a three-minute comprehension/fluency assessment administered three times per year. As a language arts teacher, I not only teach reading, but also writing and speaking. Because writing is a process, I easily spend more than half of my instructional time on writing. Therefore, student data used to measure my teaching performance ignores the largest portion of the curriculum I teach.

Incorporating student data into staff evaluations as currently piloted creates a punitive system in which student growth data gets disproportionately weighted in the evaluation process. In ASD, we use the Danielson Model, in which teachers receive scores for 31 different teaching attributes, a model that is unwieldy and yields inaccurate results (but that's another issue for another day!). Under the Danielson Model, educators may be deemed nonproficient in only two of the 31 areas before being put on a plan of improvement and before being denied a raise. If one of the two areas in which a teacher who is deemed nonproficient is student growth, then its fair to say that the student growth attribute comprises 50% of that teacher's evaluation, a disproportionate, and perhaps unintended, weighting. Such a system is unfair and could potentially drive highly qualified teachers out of a profession that already experiences alarming turnover.

Using student data as a measure of teacher performance is fraught with other inconsistencies and unfairness. A teacher has little control over events in a student's life that negatively impact learning, from absenteeism to addiction, and from transiency to neglect. Implementing student scores in future evaluations could push the most experienced teachers to the highest performing schools, which would widen the student performance gap that already exists between advantaged and disadvantaged neighborhoods. Additionally, such an unfair evaluation system could demoralize good teachers who receive inadequate performance evaluations through no fault of their own. Our profession suffers from high attrition, and the last thing we need is to create a disincentive for qualified professionals working in the education field.

So what's the answer? Using student data to determine an educator's performance may always be problematic because of the subjectivity of the tool used to measure student growth and because of outside factors that impact learning. If, however, the Board determines that student data must be a part of educator evaluations, then student data should be used to reward educators rather than penalize them. Instead of freezing pay for inadequate student growth, the State

should adopt a system that rewards educators whose students meet growth targets. In any work environment, a carrot increases motivation more effectively than a stick.

Thank you for your consideration. I hope the Board not only repeals this pilot program, but also recognizes the potential harm caused by any educator evaluation system that includes student data in employee performance ratings.

Sincerely,
Thomas Pease
Mears Middle School
Anchorage School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 23, 2016 4:12 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Molly Deming

E-Mail: mollyd_18@hotmail.com

Telephone: 907 240-6588

I am commenting on: 4 AAC 19.010(k)

My Comments: I am commenting on the repeal of this regulation. Thank you! It makes absolutely zero sense to evaluate teachers based on student data. There is no way to easily, logically or fairly attach student data to any teacher's evaluation. There are too many outside factors and too many areas of education that cannot be assessed into any form of data. Please vote to repeal this regulation as the federal requirement is no longer there and more importantly, it will not give you any valuable information into a teacher's competence.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Monday, February 22, 2016 10:48 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Lisa Andriesen
E-Mail: landriesen@hbsd.net
Telephone: 907 766-6700

I am commenting on: 4 AAC 19.010(k) requires districts to implement a pilot program to develop a system for the use of student learning data in educator evaluations.

My Comments: Hi,

I am in favor of this being repealed. I am a teacher and I don't believe that student data should be used in our evaluations. There are too many elements that factor into how students do on test scores. For example, they might be sick that day, they may have travelled for two months in the school year, they might be absent often, they might care less about the test. I have witnessed all of these situations. When a student sits there and refuses to try the test, how can that be figured into a teacher's evaluation?

Plus, family life and genetics play a part in how they test; nothing teachers can influence. I will teach the same way one year and my students will get great test scores; I will teach the same way the next year and my students' scores are mediocre. It didn't mean I was more awesome of a teacher one year or another. It had to do with the student make up of that year. This is a bad law that puts unnecessary stress on a school district.

Thank you,
Lisa

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 19, 2016 5:20 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jesse Hensel

E-Mail: jesse.hensel@gmail.com

Telephone: 907 699-2109

I am commenting on: 4 AAC 19.010(k)

My Comments: I do not think the current teacher evaluation pilot is useful. As a teacher I believe that direct observation and video documentation give a more accurate picture of a teacher's methods and proficiency than written documentation compiled by the teacher.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 19, 2016 2:22 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Debbie Lockard

E-Mail: debbie.lockard@ideafamilies.org

Telephone: 907 562-4332

I am commenting on: 4 AAC 19.010(k)

My Comments: I completely agree with the proposed repeal of this requirement.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, February 18, 2016 12:43 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kristi McEwen

E-Mail: kristi@alaska.net

Telephone: 907 479-5949

I am commenting on: 4 AAC 19.010(k)

My Comments: Please repeal 4 AAC 19.010(k), the pilot program to develop a system for the use of student learning data in educator evaluations.

The teachers in my district have received very little training on effectively implementing Student Learning Objectives (SLOs), which would be the data used as evidence of student learning for educator evaluations.

I am not so concerned that this data would be used in my evaluation. I am more concerned that the assessments are not an authentic or accurate reflection of student learning. The way that SLOs are being implemented, or piloted, in my district do not align with best teaching practice. In addition, the process uses lots of valuable time, which could be better used for active teaching or implementing assessments that are proven and effective measures of student success.

It seems of late, I spend more time meeting State mandates, rather than creating lessons that engage all of the learners in my classroom. Please allow me to teach my students rather than test my students.

Sincerely,
Kristi McEwen
Fairbanks, AK

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Tuesday, February 16, 2016 2:48 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Laura Kimmel

E-Mail: kimmel_laura@asdk12.org

Telephone: 907 250-0535

I am commenting on: 4 AAC 04.140(a),

My Comments: 4 AAC 04.140(a) Regulation does not allow for equity among educators. If the state is evaluating educators it must do so with parity and equity amongst all members of the teaching profession. Our students' growth can not be measured by a simple test score that they will or won't do well on and then be used against a teacher that that student had for a few months. This is not equitable because the teacher cannot control the responses no matter how hard they have tried to have the student learn the materials. How can this be done fairly if there are so many variables involved.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, February 14, 2016 2:50 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Angela Chervenak
E-Mail: achervenak01@kibsd.org
Telephone: 907 486-8457

I am commenting on: 4 AAC 19.010(k):student learning data in educator evaluations.

My Comments: Thank you for the opportunity to comment on the regulation and the proposed repeal. I support the proposed removal of student learning data on educator evaluation.

I am an elementary principal, with 25 years experience teaching and working in Alaskan schools. Our school is a strong performing Title I school with 72% ELL population.

Our staff does use data/student information to guide their instruction, and inform needed interventions; this year we utilized the SLO pilot program to organize the information in a standardized format, which was positive, but the largest negative is that the process is extremely time consuming. (One strong, veteran teacher spent approximately 12 hours writing her first SLO.) A student's academic progress is only one side of the equation.

Teachers teach because they care for kids and want to provide strong opportunities for learning and individual growth. Tying student academic growth to educator evaluation seems a bit unbalanced, as I believe our best educators provide much more to students than what can be measured on an academic test. It is important to consider the necessary soft skills needed for success in life, like resiliency, tolerance, curiosity, as well as, those desirable 21st Century skills of critical thinking, creativity and collaboration. On a daily basis our best educators provide these opportunities. Thank you for returning some balance to the complex equation of public education by repealing the use of academic student growth in the evaluation of educators.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Saturday, February 13, 2016 3:40 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marilyn Davidson

E-Mail: mdavidson1217@gmail.com

Telephone: 907 539-2386

I am commenting on: 4 AAC 19.010(k)

My Comments: I support the repeal of the pilot program to require the inclusion of student learning data in educator evaluations.



February 12th, 2016

Eric Fry

Department of Education and Early Development

801 West 10th St. Suite 200

Juneau, AK 99811-0500

RE: 4 AAC 19.010(k) Written Testimony

Dear Mr. Fry,

I write in support of The Department of Education & Early Development proposal to repeal 4 AAC 19.010 (k), the requirement directing districts to implement a pilot program related to the incorporation of student learning data in educator evaluations.

NEA-Alaska is supportive of an evaluation system which utilizes a host of variables when determining the effectiveness of a teacher. DEED's proposal to eliminate student learning data from teacher evaluations restores the focus of using student learning data as a diagnostic tool for improving individual student instruction. This action is a step in the right direction towards restoring the balance between instruction and assessment. It encourages education stakeholders to seek all appropriate indicators of student progress which are necessary guides for teachers, administrators, parents, and students.

NEA-Alaska has been firm in its position that any amount of student learning data incorporated into a teacher evaluation model, be it 20, 30, or 50 percent, is actually 100 percent as it has the ability to fail an educator's overall performance based on a single variable at a single point in time.

NEA-Alaska teachers are ready and willing to assist as DEED and the State School Board as you begin the process of building a new teacher evaluation system which is reflective of student learning but recognizes that data alone does not tell the whole story. Please consider this an open invitation to reach out to our organization for input and guidance as you move through this process.

On behalf of our membership I would like to thank you for taking this important step and I encourage you to repeal the pilot program as detailed in 4 AAC 19.010 (k).

Sincerely,

Ron Fuhrer

NEA-Alaska President

NEA Alaska
4100 Spenard Rd,
Anchorage, Ak 99517
907-274-0536

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 12, 2016 12:46 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Douglas Blockcolsky
E-Mail: blockcolsky_douglas@asdk12.org
Telephone: 907 441-6879

I am commenting on: 4 AAC 04.140(a)

My Comments: It's difficult for me to imagine anything Less Appropriate than linking standardized test scores to teacher evaluations. This is as ossified a paradigm as exists anywhere on Earth in the 21st century. Its completely disregards a holistic, whole-child approach to education, neglects the fact that 'adult success' is sacrificed by misguided homage to a strict academic achievement educational model, and is especially detrimental to both students and educators in the field of Special Education, wherein I am employed.

The Special Education students I work with have failed at more things more often than most 'normal,' AKA typical, people can imagine, and it has been extremely painful for me to be forced to, by design, thrust them into failing an SGO (Student Growth Objective) test the minute they walk into my classroom at the beginning of each semester. I've watched their natural, joyful vitality evaporate the instant I hand them the SGO assessment, despite the fact that I have begged their forgiveness and plied them with chocolate treats. Indeed, I had one of my Autistic students become so upset at the very sight of the test being placed on the table in front of him that he had to be escorted from the classroom to calm down.

Suffice it to say that I am emphatically against tying student progress assessments to educator evaluations, especially in the area of Special Education. Studies have shown that it is virtually impossible to thoroughly cover all of the topics included in a typical set of semester, or yearlong, State Standards and Benchmarks. Unrealistic expectations are guaranteed to generate failure, both for students and educators.

Sincerely,

Douglas Blockcolsky, B.S., M.A. Special Education East Anchorage High School Special Education Credit Recovery Unit-Based Coordinator Ph# 907-441-6879
E-mail: blockcolsky_douglas@asdk12.org

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 12, 2016 12:07 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Tyler Desjarlais
E-Mail: desjarlais_tyler@asdk12.org
Telephone: 907 952-2835
I am commenting on: 4 AAC 19.010(k)
My Comments: Hello,

My name is Tyler Desjarlais and I teach advanced computer technology and middle school band. I find it is not a fair use of our time to chart student growth from one semester to the next. Some students are not with us that long and some classes are only a semester long. We have a system in place for evaluating student growth with multiple informal and formal evaluations. Administrators visit classrooms and check curriculum to see that everyone is achieving them. Also, IEPs and 501 plans address special needs and behavior plans that affect learning. We also put all of grades on an online gradebook. Progress reports show student improvement by a grade going up or down. If we create an evaluation with student data linked to it, it begs the question how legitimate are these tests and do they increase student learning? No, they do not, videos in classrooms, instructional tours, yearly testing indicates progress in real matters. The teachers with low test scores should be watched more closely with administrators instead.

Fry, Eric V (EED)

From: Blockcolsky_Douglas <blockcolsky_douglas@asdk12.org>
Sent: Friday, February 12, 2016 3:26 PM
To: Fry, Eric V (EED)
Cc: Blockcolsky_Douglas
Subject: re: state's teacher evaluation program

Dear Sir,

It's difficult for me to imagine anything Less Appropriate than linking standardized test scores to teacher evaluations. This is as ossified a paradigm as exists anywhere. Its completely disregards a holistic, whole-child approach to education, neglects the fact that 'adult success' is sacrificed by misguided homage to a strict academic achievement educational model, and is especially detrimental to both students and educators in the field of Special Education, wherein I am employed.

The Special Education students I work with have failed at more things more often than most 'normal,' AKA typical, people can imagine, and it has been extremely painful for me to beforced to, by design, thrust them into failing an SGO (Student Growth Objective) test the minute they walk into my classroom at the beginning of each semester. I've watched their natural, joyful vitality evaporate the instant I hand them the SGO assessment, despite the fact that I have begged their forgiveness and plied them with chocolate treats. Indeed, one of my Autistic students become so upset at the very sight of the test being placed on the table in front of him that he had to be escorted from the classroom to calm down.

Suffice it to say that I am emphatically against tying student progress assessments to educator evaluations, especially in the area of Special Education. Unrealistic expectations are guaranteed to generate failure, both for students and educators.

Sincerely,

Douglas Blockcolsky, B.S., M.A. Special Education East Anchorage High School Special Education Credit Recovery Unit-
Based Coordinator Ph# 907-441-6879
E-mail: blockcolsky_douglas@asdk12.org

Fry, Eric V (EED)

From: Valeda Blockcolsky <valeda@mtaonline.net>
Sent: Friday, February 12, 2016 3:26 PM
To: Fry, Eric V (EED); Valeda Blockcolsky
Subject: Teacher Evaluation

February 12, 2016

RE: Alaska Teacher Evaluations

The controversial change in teacher evaluations that tie student learning to using test data is totally unrealistic.

Students' growth and performance is determined by so many other factors that are not considered when using a written questionnaire. A questionnaire is simply a written set of questions that are given to students in order to collect facts or opinions about something a student has experienced or learned. Students learn and recall information at an individual pace no matter how well a teacher presents knowledge, facts, or details. A portion of what the student learns happens under the guidance and instruction of a teacher.

The students who qualify for special education should not be evaluated by the same standards or instruments as regular or gifted students. We have federal laws to protect special education students. We use special tools and student performance to determine the needs of each individual student.

The Alaska Department of Education and politicians need guidance in determining what qualifies a teacher to teach in our state. It is recommended that you turn to all regular educators, special education, psychologists, counselors, sports, music, arts and every specialty in education to determine who qualifies to be an Alaskan teacher and in what area of expertise a teacher qualifies in.

Listen to the voice of NEA-Alaska teachers. Their best is anticipated and expected. Student learning data should not be used in teacher's job evaluations as student abilities are so diverse.

Valeda D. Blockcolsky, M.S., CCC-SLP
Retired - 28 years Fairbanks North Star Borough School District
Palmer, AK

valeda@mtaonline.net



Anchorage School District

Education Center

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

February 8, 2016

Commissioner Mike Hanley
Alaska Department of Education & Early Development
ATTN: Regulations Review
P.O. Box 110500
Juneau, Alaska 99811-0500

RE: Proposed Repeal of 4 AAC 19.010(k) Purpose and Scope of Evaluations

Dear Commissioner Hanley,

This letter is written in response to the request for review and public comment to the proposed change in Title 4 of the Alaska Administrative Code to amend 4 AAC 19.010(k), specifically to repeal the requirement that districts implement a pilot program related to the incorporation of student learning data in educator evaluations.

Anchorage School District has no objection, and supports, repeal of the requirement. The district's rationale for support of the repeal is based on the following:

- The Every Student Succeeds Act, which recently reauthorized the Elementary & Secondary Education Act, does not require the use of student achievement data as part of the educator evaluation process;
- Implementation of the pilot requires extensive financial resources during a time of significant budget reductions in every district across the state;
- 4 AAC 19.030 (Evaluation Procedures) requires that each district adopt a nationally recognized educational framework approved by the Department of Education and Early Development. The ASD has adopted the Danielson Framework for Teaching, which utilizes the assessment of student learning as an integral part of instruction and monitoring student progress and understanding. Domain 1 Component f (Designing Student Assessments) and Domain 3 Component d (Using Assessments in Instruction) address this directly.

Educating All Students for Success in Life

Anchorage School Board Kameron Perez-Verdia, President

Kathleen Plunkett, Vice President

Tam Agosti-Gisler, Clerk

Bettye Davis, Treasurer

Eric Croft

Pat Higgins

Elisa Snelling

Superintendent Ed Graff

February 8, 2016
Commissioner Mike Hanley
Alaska Department of Education & Early Development
Page Two

I appreciate the opportunity to forward our comments as they relate to the proposed changes in the Department of Education and Early Development (DEED) regulations.

Sincerely,

A handwritten signature in black ink, appearing to read "Ed Graff". The signature is stylized and cursive, with the first name "Ed" being more legible than the last name "Graff".

Ed Graff
Superintendent

cc: Michael Graham, Chief Academic Officer
Anchorage School Board

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 05, 2016 1:07 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Laural Jackson
E-Mail: ljackson@dgsd.us
Telephone: 907 895-4657

I am commenting on: 4 AAC 19.010(k),

My Comments: I am in favor of repealing the pilot and in fact, the long term plan to include student assessment data as a part of teacher and administrator evaluation. The concept is not valid and has not been supported by research. It is riddled with problems from deciding which teacher had the most impact on a student's achievement to determining how to fairly attribute an achievement loss of a student who, for example, simply refused to participate in the educational process.

Thank you for considering this repeal. It is necessary.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 05, 2016 12:59 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Patricia Wilson
E-Mail: pwilson01@kibsd.org
Telephone: 315 608-0229

I am commenting on: 4 AAC 04.140(a),

My Comments: Tying student scores is not necessary for ensuring quality instruction and can actually be detrimental to the instruction that a student experiences. If a principal is working from a research-based framework for observations and evaluations, then the teachers are striving to implement researched-based instructional practices as part of their professional expectations. All feedback and direction from administration will support teacher growth based on best practice. Professional development opportunities will also support the evaluation framework. If a teacher is not successfully implementing the district's instructional expectations, those teachers would be placed on an improvement plan designed to develop the teacher's skills. Ultimately, student achievement will reflect a teacher's excellent practice. It is the principal's job to ensure that every teacher is supported in their professional growth based on the district's observation and evaluation framework, which ensures that students receive high quality instruction.

Tying student scores to teachers' evaluations can create a climate and culture of fear and could possibly cause instructional practices to be implemented with fear and under stressful conditions, which is never good for students or teachers. At its worst, as already witnessed in other districts across the nation, it could lead to cheating. There is no 'win' when student scores are tied to a teacher's evaluation. There is definitely a win-win when evaluation is tied to a research-based framework.

Fry, Eric V (EED)

From: Wilson, Patricia <pwilson01@kibsd.org>
Sent: Friday, February 05, 2016 12:58 PM
To: Fry, Eric V (EED)
Subject: Public comment on regulation review (tying student scores to teacher evaluation)

Tying student scores is not necessary for ensuring quality instruction and can actually be detrimental to the instruction that a student experiences. If a principal is working from a research-based framework for observations and evaluations, then the teachers are striving to implement researched-based instructional practices as part of their professional expectations. All feedback and direction from administration will support teacher growth based on best practice. Professional development opportunities will also support the evaluation framework. If a teacher is not successfully implementing the district's instructional expectations, those teachers would be placed on an improvement plan designed to develop the teacher's skills. Ultimately, student achievement will reflect a teacher's excellent practice. It is the principal's job to ensure that every teacher is supported in their professional growth based on the district's observation and evaluation framework, which ensures that students receive high quality instruction.

Tying student scores to teachers' evaluations can create a climate and culture of fear and could possibly cause instructional practices to be implemented with fear and under stressful conditions, which is never good for students or teachers. At its worst, as already witnessed in other districts across the nation, it could lead to cheating. There is no 'win' when student scores are tied to a teacher's evaluation. There is definitely a win-win when evaluation is tied to a research-based framework.

Patricia Wilson

*Principal, North Star Elementary
Kodiak Island Borough School District
722 Mill Bay Road
Kodiak, AK 99615
Phone: 907-481-2000
Email: pwilson01@kibsd.org*

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Fry, Eric V (EED)

From: Studio Goodrich <kngoodrich@studiogoodrich.com>
Sent: Thursday, February 04, 2016 12:02 PM
To: Fry, Eric V (EED)
Subject: comment on 4 AAC 19.010(k)

Sirs--

I agree completely with the repeal of this provision. It is impossible to fairly include student assessment data in a teacher's evaluation. First because there are so many factors outside the school building that affect student performance and over which a teacher has no control. These include level of parental involvement with the child's education, parental involvement with drugs and alcohol, family dysfunctions (divorce, serious illness within the family, frequent moves from one location to another, etc.), the child's involvement with drugs and alcohol, the child's involvement with out-of-school employment, etc. Second because the only test or assessment that would be fair for teachers of any and all subjects (from AP Science to Special Ed) would be so low a bar as to be useless as a guide for student success. And third because all of this testing has done nothing to improve student academic success but has only enriched testing companies at the state and local district expense. I would also completely support never revisiting this issue again. While most people would agree that good teachers are a valuable part of a child's successful education, good teaching may just be something that cannot be quantified.

Sincerely,
K N Goodrich
Anchorage

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, February 03, 2016 6:42 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Stephanie Anderson
E-Mail: anderson_stephanie@asdk12.org
Telephone: 907 344-1640

I am commenting on: 4 AAC 04.140(a) The Department of Education & Early Development proposes to adopt regulation changes in Title 4 of the Alaska Administrative Code to update the arts content standards.

My Comments: Student test scores should NOT be linked with teacher evaluations. While parents, teachers, and politicians would love to see students increase their scores on standardized testing, linking those scores to teacher evaluations is not going to achieve your goal. There are too many uncontrollable variables. For example, students do not always come to school with a good night's sleep or breakfast in their stomachs. And these are easy to fix, but completely out of control of the teacher. Students do not always follow through with doing their homework or studying for tests. While there are no assignments or study guides for the standardized tests, for students to do well on them, they would have had to be introduced to the material at some point during their school year. If assignments, quizzes, projects or other assessments are not completed, then the student is already lacking prior knowledge that would ultimately help him/her with the state testing. Again, something a teacher has no control over. While teachers offer help to students before or after school, during their lunch time, it is not often that struggling students seek out these opportunities to improve their knowledge of content.

Teachers should not be penalized for the lack of student knowledge on standardized tests. Extra time, extra copies of assignments, clarification, extra practice, review, modifications, and offers to assist outside the regular school day are just some of the ways that teachers try to reach their students so that they can be successful not only in academics but in life.

If you want to increase scores and see more student buy in for their educations, then please look on the other side of the spectrum.... parents. If you were to link parent responsibility to a child's education and standardized testing, THAT would change the scores students receive. Parents believe that the education of their child comes solely from teachers and the education system. They no longer feel as if they need to have a part in their child's academic success. If you were to base a parent's ability to receive a PFD on standardized test scores, you would see a significant increase in those scores. Parents often do not check their child's homework, they do not set aside time for their child to do homework. Older students are often in charge of caring for younger siblings. Some parents work nights, which means that students are not getting enough sleep. Students are up late at night using social media or game systems.

If you as politicians could see that the link you actually need in education is not between test scores and teachers, but between teachers and parents, there would be a different outcome. The only way to achieve this is to come at this issue from the other side, where parents are held accountable for doing THEIR part in helping their children be successful in school. If you were to hold back the PFD from parents and children who do not do well on standardized tests, I guarantee you would see parents take a more active role in assisting their children in education.

It is time to stop blaming the hard working teachers and school administrators for the lack of increased student achievements and start holding accountable the actions of parents that inhibit the educational success of their children. Suspend the PFD for parents and children who do not increase scores and you will see those scores go up. You need to have parent support of the education system and this is something that has been missing from that system for a long time. Parents no longer feel they have to do anything to further their child's education, and that is the real problem.

Education does not stop when the bell rings at the end of the school day. It needs to be taken into the home where practice and review can help solidify ideas, concepts, strategies, and skills learned earlier in the day. This, sadly, does not happen in MOST homes.

Please repeal this regulation and put some thought into what really needs to happen in order for children to succeed in school. Shift the responsibility from being solely placed on the educators to a shared responsibility with parents. Teachers are already evaluated and observed to insure that they are doing their job and finding ways to help student achievement. It is time to evaluate or penalize parents who do not do their part.

Thank you,

Stephanie Anderson



**Iditarod Area School District
P.O. Box 90
McGrath, Alaska 99627**

January 28, 2016

Commissioner's Office
Department of Education & Early Development
Attn: Regulations Review
801 West Tenth Street, Suite 200
PO Box 110500
Juneau, Alaska 99811-0500

Alaska Department of Education
& Early Development

FEB 03 2016

To Whom It May Concern:

Commissioner's Office

I would like to thank the Alaska State Board of Education for the opportunity to comment on the proposal to NOT include student performance data in teacher evaluations.

My interest in the decision is as a career educator and parent of children who began their education in rural Alaskan (IASD) schools and in Fairbanks. My career began in Pennsylvania (15 years) and continued in Alaska (11 years), Vermont (9 years), a return to Pennsylvania as a university professor (3 years), New Mexico (4 years), and back to Alaska (1 year). Twenty-four of those years were spent as a classroom teacher or college professor. Nearly 19 years were spent in school administration with 14 of those as a superintendent in three states. Three years within my career were spent in full-time, on-campus graduate study. My comments are based on those 46 years of work and study.

Despite all of that time in education, I find myself less emotionally distraught over the current status of education in general and testing in particular. I hope that this allows me to be balanced in my reflections on the issue at hand.

Connecting performance to student outcomes does present a certain rational appeal on the surface. At a deeper level there are confounding factors that distort any linear relationship that might be superficially applied to student achievement and an individual teacher. Every school is a dynamic system with multiple influences. Leadership within the school can impact every child, either positively or negatively. This would skew the scores of every child and every teacher. Each community impacts the progress of students. Research shows that teacher input into the equation can have an effect over

multiple years. This can be positive or negative. When children have multiple teachers, their progress can be reflective of the teaching team as a whole, more than just of a single teacher. The point is that the learning and social experiences of a child are functions of a complex human system. Assigning accountability to a single factor (one teacher) would stress a research design far more complex than the simplistic linear analysis of just two factors: student and teacher.

Administratively, the model under review is troubling from a very practical perspective. It is common to assign a skilled teacher, especially one with patience and dedication, to the most challenging children. Even within a growth model, the skilled teacher assigned to oppositional students is at a distinct disadvantage when compared with a colleague assigned to highly motivated and competitive students. Clearly, the use of student test scores in teacher evaluation is a disincentive to teachers taking on the bigger challenges.

Test scores could provide a skilled administrator with one measure that could be useful in coaching teachers and guiding professional development at the building or district level. Teachers and schools operate under the same mantra as the old clothing advertisement; "If you don't look good, we don't look good." Tracking student achievement is extremely valuable, but not so much so when it comes to evaluating a single teacher within a complex system.

Being within a few months of retiring again, I enjoy the benefit of perspective without the irrational effects of fear or perceived possible harm. Yes, as a community, we all have a dog in this fight, but in terms of this arena, my dog and I are calmly heading for the exit.

Sincerely,

A handwritten signature in black ink that reads "Rod Weston". The signature is written in a cursive, flowing style.

Rod Weston, Ed.D.
Superintendent

cc: Elizabeth Skiles Parady, J.D., Ed.D.

Fry, Eric V (EED)

From: Cheryl & Mark Lovegreen <lovegrn@alaska.net>
Sent: Tuesday, February 02, 2016 10:28 AM
To: Fry, Eric V (EED)
Subject: Repeal of student achievement data in educator evaluations

I am an Alaskan and retired teacher. I encourage the State Board to drop the requirement to incorporate student achievement data in educator evaluation. Especially in Alaska, where student achievement is affected by many factors outside the teacher's control, student achievement or test scores should not be a criteria for teacher evaluation. It will increase retention of good teachers if we drop the use of student data in evaluation.

Thanks for your time,

Cheryl Lovegreen

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 29, 2016 3:26 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Jamin Burton

E-Mail: jamin.burton@gmail.com

Telephone: 208 932-6197

I am commenting on: 4 AAC 04.140(a)

My Comments: I am of the opinion that tying teacher evaluations to student performance on tests is damaging to teachers and students. It puts additional emphasis on what are often poorly written assessments that are a result of politicking and bureaucracy instead of a reflection on good instruction. It provides incentive for the best teachers to gravitate towards the schools with the highest test scores and socio-economic demographics. In turn the lowest scoring students with the highest need for good instruction will frequently have teachers that are inexperienced or less mobile. It is also unfair to base teacher retention and evaluations on a criteria that has so many variables. It has labeled many highly successful teachers across the country as inadequate and I hope you consider repealing this damaging part of our law.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 29, 2016 4:00 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Roys Anna

E-Mail: roys_anna@asdk12.org

Telephone: 907 317-2750

I am commenting on: 4 AAC 19.010(k)

My Comments: Given that the actual assessments are varied, from SBA, to AMP and then some new assessment, I think that it will be difficult to get good data and that this process should at least be delayed, if not all together aborted.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 29, 2016 4:27 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Denise Ray

E-Mail: ray_denise@asdk12.org

Telephone: 907 947-6659

I am commenting on: 4 AAC 19.010(k)

My Comments: Please repeal this bill. It is not fair to evaluate teachers based on students assessment performance. Otherwise this should be implemented across the board across all professionals. Doctors can be evaluated based on the health of their patients, farmers can be evaluated by their crops, mental health professionals- based on the progress of their patients, legislatures based on how many people vote in their district. This is an unfair practice and does not belong in teacher evaluations.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, January 31, 2016 5:11 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sean Murphy

E-Mail: murphy_sean@asdk12.org

Telephone: 907 337-1569

I am commenting on: 4 AAC 19.010(k)

My Comments: I believe repealing the use of student performance data in teacher's evaluation is a good decision. As an administrator, I believe we should evaluate teachers on how they USE data to drive instruction and allocate resources.

Using student data in the end of a teachers evaluation has too many factors that are out of a teachers control is not fair. It does not improve instruction as affectively as using data and holding teachers accountable for using that data to make instruction decisions.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, January 31, 2016 12:06 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Marnie Schlaht
E-Mail: marnieschlaht@gmail.com
Telephone: 907 632-2242

I am commenting on: 4 AAC 19.010(k)

My Comments: Teachers should be evaluated based on classroom observations and supervisor observations throughout the school year. Student attendance and student one-time achievement test data should NOT have any place in teacher evaluations.

The Danielson Framework is a great self-reflective tool, but it is NOT intended to be a checklist for evaluations as Anchorage is trying to use it. Anything dealing with Teachscape or the Danielson Framework should be ousted by all school districts. It is extremely expensive to maintain and not functioning for larger districts such as Anchorage. Principals do not have the time to run detailed analyses of 20 different components for each teacher. Evaluations should be helpful, reflective, and growth-oriented. Teachers are held accountable in their jobs by record keeping and notes from principals already. The evaluation system is broken and should be tied to positive growth discussions year round rather than just a year-end stamp with only 30 minutes of observation in the classroom each year.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Sunday, January 31, 2016 10:18 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kerrie Fredeen
E-Mail: fredeen_kerrie@asdk12.org
Telephone: 907 841-1574

I am commenting on: 4 AAC 19.010(k) Teacher Evaluation My Comments: Thank you for considering repealing the teacher evaluation program that would tie student scores to teacher evaluation. This law was very demoralizing to teachers who are doing their best every day in their classrooms and who cannot control all of the outside factors/influences that our students bring with them to testing. We want our students to do their very best, and we do our best to help them. Teachers feel that this law is very punitive, and the "tests" that we were supposed to give to show student "improvement" did not allow for teacher discretion for content or what truly works for our students. The tests were "one-size-fits-all" and not adapted for English language learners, SPED, or other students with specialized needs. The tests were also very demoralizing for our students to take; many were embarrassed or discouraged by not knowing the content in the pre-test we gave last fall, and many had difficulty understanding the vocabulary in the questions themselves. As a teacher I was very embarrassed to have to give the test to my students for World History; it was very awkward testing them on something they had not learned or prepared for, and it was very uncomfortable to try to explain the rationale behind why they had to do this. I am very excited that I will not need to waste any more of my valuable class time on another standardized test that does not actually measure what they are learning in the classroom. Thank you!

Fry, Eric V (EED)

From: Kathleen Neumaier <tozorunt@rocketmail.com>
Sent: Saturday, January 30, 2016 11:37 AM
To: Fry, Eric V (EED)
Subject: 4 AAC 19.010(k),

These comments are for 4 AAC. 19.010(k) - I support repealing evaluations of educators and administrators to be based off of standardized test scores.

As an educator of 3rd grade students, I work diligently to create extra learning opportunities to individuals and groups of students according to his/her or their needs. My evenings and weekends, not to mention parts of my summers, are filled with grading papers, creating new sheets, writing my own math workbooks based off of the Envision math program (students only have a textbook), developing language lessons, researching, taking classes, emailing or calling parents, and reflecting on my teaching.

Given all that, it is still an enormous challenge to reach each child due to many variables outside my reach. Children come to school tired, hungry, with no help on homework (including reading to or listening to the child read), from tough family situations, as English Language Learners (ELL) and with Fetal Alcohol Syndrome (FAS) or other disabilities.

Each year there are students whose backpacks are full of papers that have been there for months. Are parents really too busy to check on their own child's communication papers or work and help the child clear out the backpack? One parent stated in a meeting, "I don't read your Newsletters."

Considering all of this, it is remarkable that anyone would consider blaming the teacher for all of a child's learning, especially for one moment in one year of a child's life!

"You can lead a horse to water, but you cannot make it drink."

Thank you for considering to repeal 4 AAC. 19.010(k),
Ms. Kathleen S. Neumaier, M.Ed (15 years teaching in Alaska)

Fry, Eric V (EED)

From: Bobby LaSalle <wonder_1@rocketmail.com>
Sent: Saturday, January 30, 2016 11:04 AM
To: Fry, Eric V (EED)
Subject: Teacher Evaluations

Hello,

I am writing to support the changes of the Teacher evaluations being connected to student scores.

There are so many things that effect a students scores. Of course the teacher is a part of it, however the student coming to school prepared to learn is also a major portion of that. The students socio-economics play a big portion of that.

A teacher could be working at a school where the student population has a warm home with a bed to sleep in and food to eat, parents who are involved with them, have extra-curricular activities, etc. Their test scores are normal or higher. That same teacher works at a school where the student has none of the above advantages and their scores are lower. Did the teacher change? No, so why should that impact their evaluation?

Please remove these ties to a teacher's evaluation.

Thank you,

Bobby LaSalle

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 29, 2016 3:11 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Sarah Birmanns
E-Mail: bbchen68@gmail.com
Telephone: 907 947-1461

I am commenting on: 4 AAC 19.010(k)

My Comments: I am commenting as an educator with 27 years of experience as a classroom teacher in four different states. I still look forward to going to work, every single day, because I love what I do. In the past, I have not taken seriously the threatening and insulting manner in which the phrase "student performance will affect my evaluation" has been bandied about by legislators and those who are in administrative or state department of education positions. Frankly, I know exactly how to do my job. My current principals respect me and honor my classroom experience. When I learn something new or tweak a tried and true method I attempt to apply some inspiring information, philosophy or activity to what I do. I stay up to date and in contact with other educators in the district, state and around the nation. However, I am saddened and frustrated to have been force fed new tests these past two years that cost the state/district far too much money and have done nothing to affect student learning except to rob students of crucial contact time. It is as if I am in a studio with hundreds of professional and talented artists. We are painting beautiful works of art, working quiet miracles every day, going home exhausted and stressing over that brush stroke we didn't get quite right... And every morning when we show up to paint, there is one less color, the brushes get older, the studio is in jeopardy of closing, the canvas gets bigger and someone has splashed the paintings we did the day before with "NOT GOOD ENOUGH - PROVE YOU ARE A PAINTER!!!" It is demoralizing. If you want to see great teaching, stop by any classroom in your district and get to know the teacher and the students. Spend a few days with us, understand our struggles and miracles. Stop talking to each other and to experts from Kansas and to "leaders in the field" and get into the classroom. And then tell me that what I do and what my kids do can be measured by a test on a given day in the dead of winter in Alaska.



THE
LAKE AND PENINSULA
SCHOOL DISTRICT
101 Jensen Drive
P.O. Box 498
King Salmon, Alaska 99613
Phone (907) 246-4280 / Fax (907)
246-4473



January 29, 2016

To Whom It May Concern:

I am writing on behalf of the Lake and Peninsula School District, in support of the repeal for the district requirement to implement a pilot program related to the incorporation of student learning data in educator evaluations.

With a plethora of research as a guiding foundation, I am a firm believer that best practices in classrooms are what ultimately affect student achievement. In addition, a sound evaluation tool guides this best practice in instruction to insure student success. More importantly, incorporation of student learning data in educator evaluations is a reactive approach that becomes questionable and cumbersome for our small school district.

For LPSD, the additional time, cost, training, and reporting requirements of this regulation is more of a detriment than a benefit to student achievement. Please repeal the pilot program requirement under 4 AAC 19.010(k), to take effect for the 2015-2016 school year.

Thank you for your consideration.

Respectfully,

A handwritten signature in black ink, appearing to read "Ty Mase".

Ty Mase, Superintendent

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, January 29, 2016 12:27 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kyle Schneider
E-Mail: kylelschneider@gmail.com
Telephone: 773 620-3833
I am commenting on: 4 AAC 19.010(k)
My Comments: Good Afternoon:

It has come to my attention that AK E&ED will be called to consider the repeal of 4 AAC 19.010(k), regarding the incorporation of student learning data in educator evaluations.

While the inclusion thereof may be considered appropriate for myriad reasons, it concerns me to know that qualified teachers could have their professional career discounted based on numerical data over which they have not personally had full control. One cannot expect a single teacher to adjust the academic progress of every student they teach in less than a year's time, especially considering the transient nature of many schools and communities, and the growing economic disparity (with which will come education funding cutbacks) in Alaska. With such an expectation included in educator evaluations, many quality professionals could find their jobs on the line, even if they are high-caliber, well-respected educators with years of training.

In addition to this, the added pressure of expecting new teachers to fulfill this expectation completely ignores the realities that many new teachers face. With no mandated mentoring program (or no program at all, as is often the case with electives), many new teachers struggle to balance administrative expectations with curricular needs of students, and without a strong, learned, supportive voice, many new teachers tread water at best through their first year.

Furthermore, when student data is based on insufficient sample sizes (as would be the case in many situations across the state based simply on school enrollment numbers), tying such achievement (or lack thereof) to educator evaluations does not benefit students or educators, and may prove more harmful than helpful in the current political climate.

Please take my considerations into account through your process of deliberation. Tying student data to educator evaluations is a punitive process for all involved, and while "clean" and "quick" when it comes down to media sound bites, it provides little actual feedback or functional empirical data for teachers and administrators to utilize for the purpose of continued growth.

Kind Regards,

Kyle Schneider

Fry, Eric V (EED)

From: Cindy Bedingfield <CBedingfield@KPBSD.k12.ak.us>
Sent: Friday, January 29, 2016 8:27 AM
To: Fry, Eric V (EED)
Subject: sgm's

Sir, please know that there are many of us classroom and Special Education teachers who feel the SGM and its tie to our evaluations is ridiculous. It adds yet another layer of work to our huge load, and it can't possibly be legal to tie the success of students to whether or not we are rehired. If nothing else, consider this: statistics can be skewed to read many ways. It will be a great temptation to many to "cook the books." Egregious.

Cindy Bedingfield
Special Education Teacher
Homer High School

Fry, Eric V (EED)

From: Dana M. Hilchey <Dana.Hilchey@k12northstar.org>
Sent: Thursday, January 28, 2016 3:19 PM
To: Fry, Eric V (EED)
Subject: Student achievement in teacher evaluations

Hello,

Basing teacher evaluations on inadequate standardized tests is a recipe for flawed evaluations. Here's why these systems -- including "value added" (VAM) or "growth" measures -- are not effective or fair and hurt not strengthen teaching and learning.

Test-based teacher evaluation methods too often measure the life circumstances of the students teachers have, not how well they teach. Basing teacher evaluations on VAM or growth harms educational quality. Determining educators' careers by their students' scores greatly intensifies incentives to narrow the curriculum and teach to the test (Guisbond, et al., 2012). Use of VAM/growth models drives good teachers away from needy students or out of the profession. Excellent teachers can be judged "inadequate" by these tools; some leave the profession (Winerip, 2011a). Teachers working with the most needy students are put at risk because of their students' background characteristics (Burris, 2012; Mass. Working Group, 2012). Ironically, students who score highest on state tests also are likely to show little "growth," endangering their teachers (Pallas, 2012).

Thank you for your time.

Dana Hilchey
FNSBSD

Burris, C. 2012. "New teacher evaluations start to hurt students." The Answer Sheet. *The Washington Post*. September 30. <http://www.washingtonpost.com/blogs/answer-sheet/post/new-teacher-evalua...>

Guisbond, L., Neill, M., and Schaeffer, B. 2012. *NCLB's Lost Decade for Educational Progress: What Can We Learn from this Policy Failure?* FairTest. <http://fairtest.org/NCLB-lost-decade-report-home>

Pallas, A. 2012. "Meet the 'worst' 8th grade math teacher in NYC." The Answer Sheet, *The Washington Post*. May 16. <http://www.washingtonpost.com/blogs/answer-sheet/post/meet-the-worst-8th...>

Winerip, M. 2011a. "Evaluating New York Teachers, Perhaps the Numbers Do Lie." *The New York Times*. March 6. <http://www.nytimes.com/2011/03/07/education/07winerip.html?pagewanted=all>

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 28, 2016 11:50 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kelsey Gerke

E-Mail: gerke_kelsey@asdk12.org

Telephone: 907 982-7502

I am commenting on: 4 AAC 19.010(k)

My Comments: I am an 8th grade social studies teacher in the Anchorage School District. I am now in my 9th year of teaching. I believe that incorporating student achievement data in educator evaluations is unfair and not reflective of the quality of instruction. I am especially upset that this year it even means I am the one giving the tests and scoring the tests. This is not unbiased or fair. Really a teacher could have 100% growth of 100% of students if they misreported the data- and who would know? If it is no longer required for Federal law then it should be removed and the costs of this be saved to better serve students.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 28, 2016 2:06 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Brendan Wilson

E-Mail: brendantwilson@gmail.com

Telephone: 907 622-2710

I am commenting on: 4 AAC 19.010(k)

My Comments: Please repeal this regulation regarding the use of student learning data in educator evaluations. Student assessment is already integrated in all of the approved evaluation rubrics for Alaskan school districts (Danielson, Marzano, CEL). In the Danielson rubric being utilized in my school district, student assessment is one of eight observable components used in every classroom observation. It appears as an indicator in 7 of the 22 components in final evaluation scores. Proficient educators regularly use assessment to drive instruction. The importance of student data does not lie in the actual numbers so much as it does in the ways that educators utilize formal and informal assessments to make decisions to guide and encourage student growth.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 28, 2016 11:08 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Devon Roberts

E-Mail: devondroberts@gmail.com

Telephone: 907 529-2308

I am commenting on: 4 AAC 19.010(k)

My Comments: I am writing to encourage repealing the requirement to tie student learning data to teacher evaluations.

While I certainly understand the desire to tie student learning to the performance of teachers, the educational process is so complex that formulating a mechanism to capture how a teacher impacts learning for a specific student in a specific time range in any sort of valid or accurate way with so many factors in play has proven impossible.

A number of states and districts have been attempting to use a variety of models for almost the last decade, and many states and districts have given up for a variety of reasons - the primary one being that no good (i.e. accurate, valid, reliable) method has been found to tie student learning to teacher performance, but others include inequity of assessments, logistical obstacles, and resource issues.

The work done in the districts as a result of piloting has not been in vain, and I believe some positives have resulted. In my district, the ASD, many discussions and work has been done around what is important to measure (identifying focus standards), and some common assessments have been created that might be useful. However, the common assessments should be used as a foundation for discussions about improving instruction and collaborating. These assessments have not been able to establish a casual link between a student's growth in a specific skill area and a teachers performance and probably never will.

Some of the work has led to different departments taking different approaches, as there are courses that are more skills based (math and language arts) and others that are more focused on content. In my opinion, some departments chose to measure what was easiest to measure rather than what was important, which creates some inequities in the whole process and often creates assessments that meet law and regulation but do not effectively accomplish the original purpose of the policy.

I have worked hard within my school and district in developing what we call the student growth objective system (SGOs), and it is just not viable. It will sap resources, namely time and energy, produce inconsistent growth measures that cannot truly be correlated with teacher performance, and in the end breed inequities that may very well result in conflict rather than collaboration.

Thank you for your time.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Thursday, January 28, 2016 10:21 AM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Hayley Crow

E-Mail: crow.hayley@me.com

Telephone: 907 631-9451

I am commenting on: 4 AAC 19.010

My Comments: As a teacher in the district, I fully support the repeal of linking teacher evaluations to student achievement. Many days my students come to class just to get a reprieve from their home life. Many are struggling with adult situations as young 13 and 14 year old students. Many play sports or are involved with after school activities and therefore are tired or unprepared for the school day. Some come hungry or in dirty clothes. Depending on the day, several, if not many, are unprepared for formal assessments. They try their best, but life is not always as simple as "pay attention and study." I eagerly invite administration, parents, and other colleagues into my room to see me interact with my students and to see the gains they have made. I do not feel that any one, two, or three tests (such as the ELA Aimsweb) can show how much effort and time I put into trying to give my students a great education. Additionally, please consider the time constraints that these formal assessments have on student class time, as well as, teacher grading time. Thank you for your consideration.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 27, 2016 7:40 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kelly O'Connor Demko

E-Mail: kellyoconnor@gci.net

Telephone: 907 650-7388

I am commenting on: 4 AAC 19.010(k)

My Comments: I agree with repealing 4 AAC 19.010(k), the requirement that districts implement a pilot program related to the incorporation of student learning data in educator evaluations. It seems redundant as we are already working on a new teacher evaluation process whereby we analyze, with our supervisors, the success of our students. Even when we did attempt to comply with the regulations, it was stressful, time consuming, confusing, and appeared punitive in nature.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 27, 2016 3:32 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Bruce richardson

E-Mail: brichardson@kuspuk.org

Telephone: 907 675-4564

I am commenting on: 4 AAC 19.010(k),

My Comments: As a long time educator in rural Alaska, We as teachers and educators deal with many different attitudes toward education then some may have in larger populated areas and more developed areas. Students here do not see the value of a good education and some parents do not stress its importance. Attendance of students is often spotty due to traditional native ways of life. Some of these activities are fishing, hunting, woodcutting and other cores needed for daily survival.

It is not fare to the teacher who may have planned the best lessons in the world, but if the student is not there in the seat to learn it, he or she will not learn what is needed to perform well on test.

Sincerely,

Bruce Richardson

Teacher, Kuspuk School District

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Wednesday, January 27, 2016 3:04 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Richard Adams
E-Mail: rjadams79@gmail.com
Telephone: 907 229-8058

I am commenting on: Incorporating data about student achievement in educator evaluations.

My Comments: There are many things that can have an effect on a students achievement. Teachers only have students for a third of a full calendar year, and that is if the students show up every day. During that time teachers have to deal with students that have basic needs under Maslow's hierarchy of needs that are not being met, and therefore leaves them unable to properly learn. Teachers don't have control over when students go to bed, if parents care about school, and if parents take their children on two week vacations in the middle of the school year. Besides that, there are a growing number of students that come to school and do nothing, no work in class, no homework. It doesn't matter how great a lesson is and how much time a teacher spends on it if the students aren't willing to learn. You can lead a horse to water, but you can't make them drink.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 26, 2016 2:33 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Catherine Poulson

E-Mail: kakki_poulson@hotmail.com

Telephone: 907 747-8779

I am commenting on: 4 AAC 19.010(k)

My Comments: I would like to urge the EED to drop requiring teachers to write SLO's, and definitely to remove SLO's from teacher evaluation. They are demeaning busy work.

Fry, Eric V (EED)

From: eric.fry@alaska.gov
Sent: Friday, February 26, 2016 3:44 PM
To: Fry, Eric V (EED)
Subject: Comments on Regs

Name: Kersten Christianson
E-Mail: kerstenak@yahoo.com

Telephone: 907 752-1313

I am commenting on: 4 AAC 19.010(k)

My Comments: I request that action be taken to repeal indefinitely the requirement that districts pilot methods this school year of incorporating data about student achievement in educator evaluations.

The use and implementation of Student Learning Objectives (SLO) is both onerous and punitive as an evaluative tool. Not only that, it carries a high level of redundancy for teachers already employing best practice instructional methods in the classroom. It removes time and effort placed in best practice and transports that energy into a template not supported by research.

Attaching this Chimera to a teacher's evaluation is akin to telling a dentist their license depends upon the overall positive oral healthcare of their patients.

Further, some districts are able to gather and employ more valid data points collected through such assessments as MAP in order to construct a baseline model. Others have to rely upon 2015 data collected through the old SBA scores and/or through the Alaska Measures of Progress (AMP) assessment which is, in my mind, questionable data that does not translate into useful information for parents or students. It certainly doesn't translate into information that could potentially drive instruction in the classroom. That even the state of Alaska has jumped ship on this one speaks volumes.

It has been shared that it would take my building administrator 30 hours to pre-conference, oversee, and post-conference the SLO process with his staff. Regardless of this year and next currently serving as "pilot time" to consider the draft, implementation and use of SLOs, our district is moving ahead with devoted in-service time and training to create SLOs that may/may not ever be used.

In addition to my 1.25 days of in-service devoted this year to creating an SLO, I have spent four hours determining and listing out group placement by roster (not during devoted in-service time). Another hour will finalize the wording of my SLO and only then begins the process of final drafting sound assessment tools, not to mention the time it takes to implement, collect, assess, redesign - many of the steps I'm already taking without the doubling up to incorporate the formality of an SLO.

In my mind, the preferred course of action is to recognize that good teachers do employ best practice and can demonstrate models of student growth in the classroom without the standardization of a template such as an SLO. To accompany this, I also place a great deal of trust and confidence in my district ultimately will hold me accountable for sound instruction of my students.

Please remove SLO, an act of redundancy, along with the idea of nebulously attaching it to teacher evaluation from the plate of administrators and teachers. Continue to encourage real learning and growth to take place in the classroom. Students don't need a template in order to shine.

Leash the Chimera.

Sincerely,
Kersten Christianson

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

March 22, 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 educator evaluation requirements.

◆ BACKGROUND

- As a condition of Alaska's waiver from components of the Elementary and 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 of the 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 January, the board put out for public comment the proposed repeal of the student learning data pilot requirement for the 2015-2016 school year. The board will consider repealing the student data pilot under Agenda Item 12B.
- The department met 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 the 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 a 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 the requirement for districts to adopt procedures to incorporate student learning data by July 1, 2016.
 - Prohibits the 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.
- The proposed regulations can be found behind this cover memo.
 - 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 04.205. 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 identified as having unsatisfactory or basic performance on their evaluation by the school district and subsequently resigned. (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**

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 10B

◆ ISSUE

The board is being asked to open a period of public comment on regulations regarding scores for the redesigned SAT to qualify for the Alaska Performance Scholarship.

◆ BACKGROUND

- The Alaska Performance Scholarship 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 an organization called the College Board.
- The College Board has announced a redesigned version of the SAT, which will be administered 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 current 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).
- The College Board will release in May 2016 a concordance between the current SAT and the redesigned SAT, allowing the scores to be compared.
- 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

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 43.020 Standardized examination and grade point average requirements.

4 AAC 43.020 is amended to read:

- (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 an equivalent converted score as determined by the College Board 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 an equivalent converted score as determined by the College Board 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 an equivalent converted score as determined by the College Board 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.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 11A

◆ ISSUE

The board is being asked to approve regulations adopting new Arts Standards.

◆ BACKGROUND

- As part of the Teaching & Learning Support report for the board meeting on December 5, 2014, the board was made aware that the department would be supporting a request from the Alaska Arts Education Consortium Board of Directors to revise the Alaska Arts Content Standards, which were adopted in 1996.
- The department's support for this work was based on the following considerations:
 - The length of time since the adoption of the current arts standards (19 years);
 - Data from a 2014 survey conducted by the Alaska State Council on the Arts and completed by 75% of school districts identified updating the 1996 Fine Arts Standards as the top-ranking recommendation related to arts instruction and integration in Alaskan schools;
 - The willingness of the Board of Directors of the Alaska Arts Education Consortium to volunteer time and leadership in order to revise the 1996 standards.
- A 26-member Alaska Arts Standards Task Force met in person three times and conducted numerous audio conference meetings to revise the Arts Content Standards.
- Similar to the 1996 Arts Standards, there are four overarching standards. They reflect the artistic processes of creating, presenting, responding, and connecting. Each of these process standards is supported by two or three anchor standards that describe the general knowledge and skills teachers expects students to demonstrate throughout their education and experience with the arts, and as the arts are integrated with other content areas. The anchor standards can be applied across the five arts disciplines: visual arts, theatre, dance, music, and media arts.
- The primary differences between the current Art Standards and the revised Arts Standards are:
 - The proposed standards reflect the current vocabulary, terminology and concepts that are practiced in the visual and performing arts;

- The proposed standards give districts the latitude to further define specific skills and knowledge within the arts disciplines that reflect their community values, priorities and capacities;
 - The proposed standards allow for the distinctions and differences among the disciplines while acknowledging common and parallel processes used in the arts;
 - The proposed standards and anchor standards align with basic 21st Century skills of critical thinking, collaboration, communication and creativity; and
 - The proposed standards are easily connected to other content area standards.
- If the revised Arts Standards are adopted, the Alaska Arts Education Consortium, Alaska State Council on the Arts and other arts organizations statewide will identify resources and opportunities for districts to implement the Arts Standards, including professional development for K-12 teachers and administrators. Additionally, an implementation guide will be developed to provide support for applying the standards to the five arts disciplines, and for integrating the arts standards with Alaska’s English language arts and mathematics standards.
 - The Arts Standards are included in a larger document, *Content and Performance Standards for Alaska Students*, which is adopted by reference in 4 AAC 14.140. The revised Art Standards, if approved, will replace the current Arts Standards in this document. Therefore, the entire document must be adopted by reference in order to approve the revised Arts Standards.
 - Behind this cover memo are the proposed regulations. The *Content and Performance Standards for Alaska Students* document, including the revised Arts Standards, is behind Cover Memo 9A.
 - Annie Calkins, Special Project Coordinator for the Alaska Arts Education Consortium, 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 RECOMMENDATIONS

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 04.140(a) Content standards.

4 AAC 04.140(a) is amended to read:

(a) The content standards for English/language arts and mathematics, as set out in the department's publication *Alaska English/Language Arts and Mathematics Standards*, [AS] revised as of June 2012, are adopted by reference. The content standards for science, geography, government and citizenship, history, Alaska history, skills for a healthy life, arts, world languages, technology, and employability, as set out in the department's publication *Alaska Standards: Content and Performance Standards for Alaska Students*, [AS] revised as of **March 2016** [March 2006], are adopted by reference.

(Eff. 3/2/2000, Register 153; am 11/10/2005, Register 176; am 5/18/2006, Register 178; am 8/18/2010, Register 195; am 10/16/2012, Register 204; am __/__/__, Register __)

Authority:	AS 14.03.015	AS 14.07.020	AS 14.07.165
	AS 14.03.120	AS 14.07.060	

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 11B

◆ **ISSUE**

The board is being asked to repeal regulations related to districts' educator evaluation systems.

◆ **BACKGROUND**

- As a condition of Alaska's waiver from components of the Elementary & Secondary Education Act, districts are required to incorporate student learning data into the evaluation process for certificated educators beginning with the 2016-2017 school year.
- 4 AAC 19.010(k) requires districts to implement a pilot for the incorporation of student learning data during the 2015-2016 school year.
- The Every Student Succeeds Act, which recently reauthorized the Elementary & Secondary Education Act, does not require the use of student achievement data as part of the educator evaluation process.
- It will be necessary for the State Board of Education & Early Development to determine whether or not to maintain the use of student achievement data as part of the educator evaluation process, as well as whether to maintain or revise other elements of the evaluation process currently required by regulation.
- Due to the possibility that the board may decide to revise requirements for educator evaluation, including the requirement for the use of student achievement data, the department recommends repealing the requirement for districts to conduct a pilot during the current school year.
- The proposed repeal can be found behind this cover memo.
- Sondra Meredith, Administrator of Teacher Education & Certification, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed repeal of 4 AAC 19.010(k)

Revise the proposed regulation and adopt the amended regulation.

Revise the proposed regulation and take further public comment on the amended regulation.

Take no action.

Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed repeal of 4 AAC 19.010(k)

◆ **SUGGESTED 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.

Register ____, _____ 2016 EDUCATION AND EARLY DEV.

4 AAC 19.010(k) is repealed:

(k) [A SCHOOL DISTRICT SHALL IMPLEMENT A PILOT PROGRAM FOR THE INCORPORATION OF STUDENT LEARNING DATA. DURING THE 2015 - 2016 SCHOOL YEAR, STUDENT LEARNING DATA WILL NOT BE INCORPORATED INTO THE DISTRICT'S EVALUATION SYSTEM. UNDER THE PILOT PROGRAM, THE DISTRICT SHALL

(1) DEVELOP PILOT STANDARDS FOR PERFORMANCE BASED ON STUDENT LEARNING DATA;

(2) CONFER WITH EDUCATORS WHO ARE SUBJECT TO THE EVALUATION SYSTEM;

(3) DEVELOP PROCEDURES BASED ON OBJECTIVE AND MEASURABLE CRITERIA TO ENSURE THAT DATA USED TO MEASURE PERFORMANCE UNDER THE STANDARDS ACCURATELY REFLECT STUDENT GROWTH BASED ON EDUCATOR PERFORMANCE; AND

(4) EVALUATE WHETHER A TEACHER'S OR ADMINISTRATOR'S PERFORMANCE ON THE DISTRICT'S STANDARDS FOR STUDENT LEARNING DATA IS EXEMPLARY, PROFICIENT, BASIC, OR UNSATISFACTORY AND SHARE THIS EVALUATION WITH THE EDUCATOR.] Repealed __/__/____. (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

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 12

◆ **ISSUE**

The board is being asked to approve the Interim Commissioner's appointment of XXXX as the Superintendent of Mt. Edgecumbe High School in Sitka.

◆ **BACKGROUND**

- AS 14.07.145(e) states the commissioner may employ and remove personnel in exempt or partially exempt service subject to the approval of the board.
- Interim Commissioner McCauley has appointed XXXX as the Superintendent of Mt. Edgecumbe High School in Sitka.
- Behind this cover memo are: 1) a copy of AS 14.07.145 and 2) XXXX's resume.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Interim Commissioner's appointment of XXXX as the Superintendent of Mr. Edgecumbe High School in Sitka, to commence on XXXX

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

Place holder MEHS Director resume

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 13

◆ ISSUE

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

◆ BACKGROUND

- Personnel
 - Dean Dawson, Alaska State Archivist, retires April 30, 2016
 - Linda Thibodeau retires June 30, 2016
 - Patience Frederiksen (Librarian IV) is the only Anchorage Talking Books staff member to move to Juneau as we close that field office
- Kashevaroff Building dedication scheduled for June 6, 2016
 - Inspections/punchlists for turnover under way
 - Museum installation of objects under way
 - Move-in of most building spaces scheduled to begin April 18, 2016
 - Tour
- Budget news:
 - 2016 budget was \$1.8m less than previous year (cuts in SchoolBAG grant, 1.5 lost positions in addition to two layoffs, closed Talking Books)
 - Current projections per legislature if available
- Online With Libraries (OWL) can be useful for state government savings
 - Behind this memo are two informational documents about OWL

- Linda Thibodeau, LAM Director, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.



Connecting Alaskans to the World with OWL

OWL Connects Alaskans to the World

E-Rate is a federal program which subsidizes telecommunication and internet costs in schools and libraries. In 2015, E-Rate paid 79% of internet costs for OWL public libraries, while OWL paid 19% of these costs. Every dollar of state OWL funds leverage \$4 of federal E-Rate support. OWL dollars are critical to preserving this infusion of federal funds into Alaska's economy.

OWL Brings the World to Alaskans



"This is the first time that we have been able to reach a remote place and get the fire prevention message to school age children."

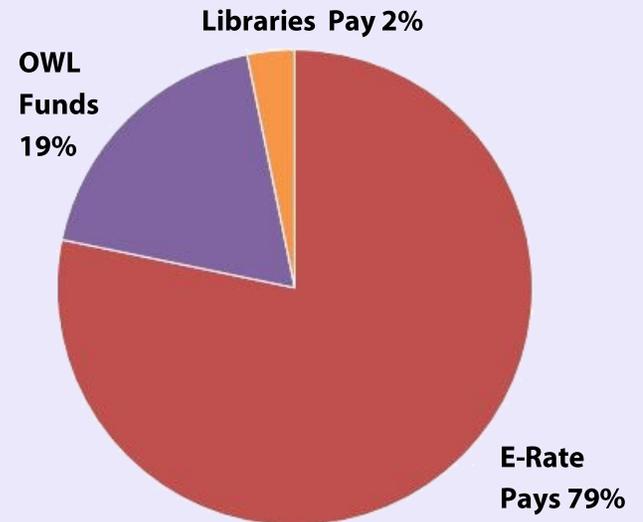
Michael Warzewick
State Fire Marshall's Office

In 2015, Alaskans participated in 532 interactive video conferences using the OWL video conferencing network. State agencies, school districts, non-profits, and private businesses used the OWL network to save thousands of dollars in travel expenses, while educating and enlightening Alaskans. A few of these agencies are listed below.

State Fire Marshall's Office
Alaska Library Association
US Coast Guard
Providence Hospital
Alaska Sea Life Center
Office of Children's Services

Adult Protective Services
Foraker Group
Department of Labor
49 Writers
Denali National Park
Alaska State Library

How OWL Libraries Pay for Internet Connectivity



"Due to our faster internet, my family was able to watch a live video stream of an educational show offered through the history channel yesterday!"

Dordie Carter, Hollis Public library

"180 BLM firefighters and personnel were in our community using the library broadband to help fight the Beaver Log Lake fire. The Library has the only broadband available in a geographic area the size of the state of Ohio."

Carol Schlentner, Lake Minchumina Public Library

Shane Southwick, OWL Coordinator
shane.southwick@alaska.gov

907-269-4611



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You Have to Be There, But The Travel Freeze Means You Can't Go

What Will You Do?

Use free OWL videoconferencing to solve your travel problems! Schedule an OWL conference with a simple phone call or email. Use a computer and a webcam to connect to a meeting from anywhere.



"I was amazed how easy it was to use. The audience could clearly see and hear me and I was able to clearly hear and see those who asked follow-up questions after my prepared remarks. It was incredibly efficient to use, allowing me to maximize my time with the group and continue to address work in my office right afterward."

Les Morse, Deputy Commissioner of Education and Early Development

Maximize Usage and Save

In 2015, state agencies, school districts, non-profits, and private businesses used the OWL network for **532** interactive video conferences. Thousands of dollars in travel expenses were saved as Alaskans statewide were educated and enlightened.

Adult Protective Services
Foraker Group
US Coast Guard
Doyon Limited
Office of Children's Services

Alaska Library Association
Department of Labor
State Fire Marshal's Office
Department of Fish and Game
Social Security Administration

5 Easy Steps to Setup a Conference:

1. Determine date and time of conference
2. Identify locations and participants
3. Fill out an [online](#) video conference request
4. OWL staff will email you a **room number, PIN,** and **"Join" link**
5. To begin a conference, click the "Join" link

Note: Google Chrome browser works best.

Contact OWL video staff:

1-800-910-9601 > press '#' > press '1' > press '2'

— or —

ua-owlvideo@alaska.edu



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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 14

◆ **ISSUE**

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

◆ **BACKGROUND**

- The Career & Technical Education (CTE) team has been engaging the Rural Focus Group to advance CTE quality and availability of programs, ways to collaborate for professional development and training for teachers and administrators, and pathway/course development in the priority pathways identified by the Alaska Workforce Investment Board. The annual Perkins Workshop had 63 attendees from secondary and postsecondary partners in early February at which they were updated on the statewide Size Scope Quality initiative for CTE and the Perkins V reauthorization at the federal level.
- In late December, The U.S. Department of Agriculture (USDA) approved the waiver request submitted by Child Nutrition Programs in August on behalf of Yakutat Tlingit Tribe to be eligible for federal reimbursement for school meals. Child Nutrition has been providing training and technical assistance to the tribe; implementation may be delayed until fall 2016 at the tribe's request. Child Nutrition Programs conducted training on Smarter Lunchroom Techniques; this is training in behavioral economics developed by Cornell University to encourage nutritional choices in the lunchroom. The Food Research and Action Center annual report, School Breakfast Scorecard, for the 2014-2015 school year was published February 2016 and is available at http://frac.org/pdf/School_Breakfast_Scorecard_SY_2014_2015.pdf. The report measures the reach of the School Breakfast Program in each state by comparing the number of free and reduced-price certified children eating school breakfast to the number of such children eating school lunch. This year, school breakfast participation continued to grow thanks to the dedicated efforts of school districts, USDA, state agency staff, and advocates across the country. A few highlights from this year's report:
 - Nationally, 54.3 low-income children participated in school breakfast for every 100 that participated in school lunch, up from 53.2 in the 2013-2014 school year. Alaska is 51.8 per 100, up from 45.6 in the year previous.
 - Nationally nearly 475,000 additional low-income children participated in the School Breakfast Program on an average day over the prior school year; in Alaska an additional 3,650 students participated, and Alaska had the second highest increase in breakfast participation in the nations at 21.4%.
 - Alaska had the highest overall school lunch participation growth from School Year 2013-2014 to School Year 2014-2015, at 6.1%.
 - In the first year of nationwide availability, robust adoption of the Community Eligibility Provision (CEP) drove participation increases in many of the states with the strongest growth in school breakfast participation. Alaska was 3rd highest in the nation with 73% of CEP eligible schools opting to participate.

- The School Health, Safety, and Alternative Education Team. During this quarter the unit's eLearning Program eclipsed the 10,000-users mark for the first time. The eLearning Program launched a new course, entitled Medication Administration: Training for Unlicensed School Staff, to support the safe administration of medication at school. This course was created by The Alaska Department of Health and Social Services (DHSS) Division of Public Health, and is the latest example of EED's expanding partnership with DHSS to deliver low-cost high-quality health and safety training to district personnel. The unit's Alternative School programming was active, with EED hosting its annual Alternative School Coalition and Project AWARE Statewide Management Team meetings in Anchorage. During this quarter, interest in the department's Project AWARE's Youth Mental Health First Aid training remained robust, and the project passed the 1,000 mark for First Aiders trained to date. Finally, the School Health, Safety, and Alternative School Unit continued to support the Alaska Safe Children's Act Task Force, which has made significant progress in generating recommendations to EED regarding age-appropriate model curricula and teacher training materials related to suicide prevention, sexual assault and sexual abuse awareness training and prevention, dating violence and abuse training and prevention, alcohol and drug related disabilities training, and alcohol and drug abuse education. The task force's recommendations include using the department's eLearning Program as a primary means to assist districts in satisfying the teacher training portion of the Safe Children's Act requirements, and work on updating several of the involved eLearning courses has begun.
- The school support EED Liaisons continue to support the implementation of school improvement plans submitted by all 1-star and 2-star schools. In addition, federal school improvement funds were awarded to 44 priority and focus schools to address needs and implement actions contained in the school improvement plan. Of the \$25,000 available to each school, at least \$5,000 is targeted toward leadership development through school staff attendance at the January Anchorage RTi (response to intervention) Conference, sponsored by Anchorage School District and Alaska Staff Development Network, and the May Alaska School Leadership Institute focused on rural smaller districts. Most schools elect to spend more than the required minimum participation in these two effective conferences.
- The Elementary and Secondary Education Act and Federal Programs team has conducted five of the eleven district monitoring visits scheduled for this year. These visits include a review of required actions as contained in state and federal law, and involve technical assistance and training to strengthen best practices such as strong parent engagement and development of paraprofessional and certified teacher capacity. Anchorage and Lower Yukon School Districts were visited by department staff in person. Copper River, Southwest Region, and Cordova School Districts were monitored from a distance via webinar.
- The special education program has continued work on the State Systemic Improvement Plan and is on schedule to submit the plan. The Alaska State Special Education Conference presentations for the GAINS grant were completed in collaboration with the

University of Alaska Fairbanks. A meeting was conducted with the federal Office of Special Education Programs (OSEP) on Part C and Senior Disability Services (SDS) regarding the transition of Part C to SDS. The federal Annual Performance Report was submitted to OSEP. All scheduled monitoring trips have been completed; 19 districts were monitored and were provided with technical assistance.

- Paul R. Prussing, Acting Director of Teaching & Learning Support, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 15

◆ ISSUE

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

◆ BACKGROUND

- The board will be briefed on the status of the development of the Request for Proposals (RFP) to seek new assessments in English language arts and mathematics for 2017 to replace the Alaska Measures of Progress (AMP) assessments.
- The data management team completed the work for further release of AMP results by subgroup and for submitting required data to the U.S. Department of Education for the Consolidated State Performance Report.
- Accountability Indicators Reports were posted on the department website in mid-February. All assessment results, including for all subgroups, are now available to districts through the Data Interaction for Alaska Student Assessments (DIASA) system. Results are available to the public through the online School and District Report Cards to the Public on the Statistics and Reports tab of the department website.
- Margaret MacKinnon, Director of Assessment & Accountability, will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 16

◆ ISSUE

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

◆ BACKGROUND

- Behind this cover memo are: 1) a general operating report for Mt. Edgecumbe High School, 2) a report on the aquatic center, and 3) a schematic drawing of the aquatic center.
- Superintendent Bill Hutton will be present to brief the board.

◆ OPTIONS

This is an information item. No action is required.

**Mt. Edgecumbe High School (MEHS) Report
February 15, 2016**

Enrollment:

The chart below shows our enrollment on February 15, 2016.

Grade	9	10	11	12	Total
Female	57	69	67	46	239
Male	35	39	35	36	145
Total	92	108	102	82	384

Enrollment at the end of first semester was 414.

Thirty students did not return after the holiday break. Last year, twenty-seven students did not return. This is more than typical but not completely unusual.

We have four more students at this time as compared to last year.

One student was added the second semester.

MEHS Aquatic Center:

The MEHS Aquatic Center is moving along. The major design work is complete and the contractor is in place. MEHS has worked with all the major local Sitka constituents and the MEHS community. The result is going to be an impressive facility.

Please see attached pool schematic and information sheet.

Facilities:

Final Deferred Maintenance funds will be used to renovate our locker rooms. The project is proceeding on time and within budget. This is necessary because of rusted and deteriorating walls, as well as old and outdated facilities. The actual work will be conducted and completed this summer (2016).

Student Feedback:

One of our goals is to solicit student feedback – and then refine our programs based the information.

In December we conducted a student survey regarding residential life. The goal was to receive student feedback regarding a number of topics: *staff support, student trends, activities, study hour, safety, quality of life, etc.* The response from students was very genuine and they gave us great input on how we can improve the dorms.

A few tidbits from the survey:

- Do you feel safe at MEHS? (**97% YES**)
- Do the RAs provide you the support you need? (**85.5% YES**)
- What one thing can make dorm life better? (**#1 BETTER WI-FI, #2 MORE WASHERS/DRYERS**)
- What do you like most about living in the dorms? (**FRIENDS**)
- When do you usually fall asleep on weekdays? (**11 p.m.-12a.m. 59%; we were surprised it was this early**)
- When is the best time for you to do homework? (**#1 STUDY HOUR**)
- Would you recommend MEHS to a family member or friend? (**97% Yes**)

The results gave us excellent feedback, which has helped shape goals in our strategic planning process. For example, we are in the process of evaluating the best way to improve Wi-Fi in the dorms as well as increase the number of washers and dryers. Another request from students is improving the quality of study hour.

Student Engagement:

Another goal we have every year is to increase student engagement in activities and events. Our goal is to have 100% of our students participating in at least one activity each week.

Student participation continues to be high. We have many of the largest programs in Alaska. Our total student population involved in extracurricular activities between volleyball, cross country, DDF (drama, debate, forensics), student government, wrestling, cheerleading and basketball is over 300. Once NYO (Native Youth Olympics) begins, participation will grow to over 350. These student numbers do not include recreation activities.

Unsolicited Proposal by ANSEP:

On January 19, 2016, the Alaska Native Science and Engineering Program (ANSEP) launched an unsolicited proposal to take over MEHS. The proposal theoretically saved \$5.9 million for the State of Alaska. As time passed, the plan morphed as MEHS constituents stated objections, which were then incorporated into the ANSEP plan. There was never a written plan for the Acceleration Academy, nor an explanation how the state would actually save the money.

ANSEP and MEHS have collaborated in the past to promote math and engineering science, as well as encourage our students to attend ANSEP Summer Camps. In fact, next school year MEHS will complete the last step to offer our students an Academy of Engineering, a concept brought to me in 2009. The proposed future ANSEP acceleration model has great value, but to a narrow and limited population of our state's eligible high school students.

In contrast, MEHS has well-documented success over a long period of time. By state regulation, we serve Alaska's rural populations of students who do not have access to challenging comprehensive high school programs like the rest of the state and the nation.

MEHS provides a great number of opportunities for students to excel, explore their talents, and develop their dreams.

This proposal put considerable stress on the MEHS family. Staff, students, and parents feared an uncertain future.

Fortunately, University of Alaska President James Johnsen provided clarification of the university's intent in a letter on February 8, 2016.

Appreciation:

I would like to express my appreciation to the board for bringing me back into the MEHS family for 18 months. I also really appreciate working under the strong ethical leadership and management skills of departed Commissioner Mike Hanley and retired Deputy Commissioner Les Morse. As you may know, Mr. Morse was my direct supervisor for four years. I learned many things from him and he was the best supervisor that I've had in my 36-year career in Alaska education.

MEHS is a complex institution that stands for opportunity, challenge, and excellence of rural students over the last 70 years. The positive impact on our whole state is unquestionable. I feel very lucky to be a part of it.

Thanks for this opportunity.

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**Mt Edgecumbe High School Aquatic Center
Information and Current Plan as of 12/10/2015**

Construction Appropriation Amount:

\$26,900,000

Project Scope:

25 yd X 25 yd Pool (see schematic)

Includes:

- 8 lanes
- Diving Well with one-meter diving board
- Therapy Pool/Learn to swim/Children's Area
- Pedestrian improvements (outside the building)
- Recreation: Climbing Wall, Drop Slide, Polo nets, etc.
- Fixed seating for Regional Tournaments (~300), options for more
- Automated pool cover

Characteristics:

- Energy efficient
- Consistent systems with the rest of the MEHS campus (HVAC, controls, security, campus network)
- 2nd largest school pool in Alaska
- Flexible plan that can accommodate multiple groups of users at the same time
- Includes recreation opportunities
- Includes Public Safety Academy and U.S. Coast Guard access and needs
- High-quality and experienced architects and contractor for top-quality completed project
- 1% for art
- Surfaces and interior materials and fixtures for most cost-effective maintenance and operations

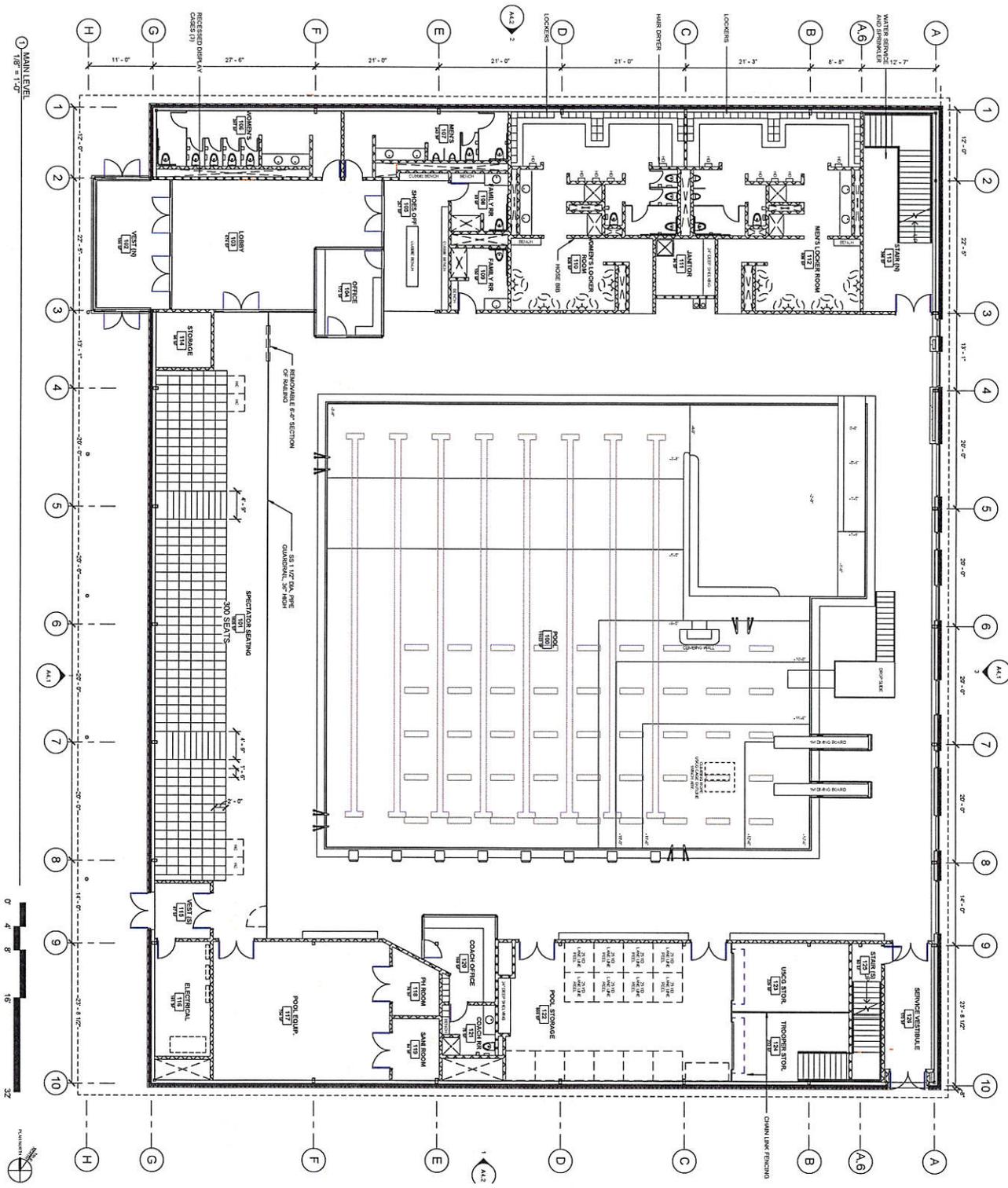
Schedule:

- Groundbreaking: April 2016
- Completion target: June 2017

Does not include:

No maintenance and operation costs are included after the pool is built. The projected cost to maintain the building interior and exterior and systems, and run the program, is \$577,000 the first year with a 2.2% cost factor after that. With luck, revenues are expected at roughly \$100,000.

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① MAIN LEVEL
1/8" = 1'-0"

A2.1

MAIN FLOOR PLAN

AUTHOR: DPP CHECKED: CC
 OWNER PROJECT #: 12-0010
 ISSUE DATE:
 REVISION:

ALASKA DEPARTMENT OF EARLY EDUCATION

MT EDGECUMBE HIGH SCHOOL AQUATIC FACILITY

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ECI/HYER ARCHITECTURE + INTERIORS
 101 WEST BENSON BOULEVARD, SUITE 306
 ANCHORAGE, ALASKA 99503 907.561.5543
 PROJECT NO.

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

March 22, 2016

From: Susan McCauley, Interim Commissioner

Agenda Item: 17

◆ **ISSUE**

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

◆ **BACKGROUND**

- The board will be briefed on current legislation for the 2016 legislative session that affects the department.
- The board also will be briefed on the status of the department's FY2017 budget, including any changes made to the budget through Governor's Amended and the House Finance Subcommittee.
- Behind this cover memo are: 1) 2016 Legislative Session - current legislation, 2) FY2017 Operating and Capital Amendments, and 3) FY2017 House Finance Budget Subcommittee Narrative Report dated February 23, 2016.
- Marcy Herman, Legislative Liaison, and Heidi Teshner, Administrative Services Director, will be present to brief the board.

◆ **OPTIONS**

This is an information item. No action is required.

<u>BILL</u> <u>HOUSE</u> <u>BILLS:</u>	<u>SHORT TITLE</u>	<u>PRIME</u> <u>SPONSOR(s)</u>	<u>DESCRIPTION</u>	<u>STATUS</u>
<u>HB 23</u>	SEXUAL ABUSE/ASSAULT PREVENTION PROGRAMS	TARR, KITO	Relating to sexual abuse and sexual assault awareness and prevention efforts in public schools. ***Passed as HB44 in 2015 session.	(H) EDC
<u>HB 30</u>	CONSTITUTIONAL HISTORY CURRICULUM	KELLER, SADDLER	Requiring school districts to develop and require completion of a history of American constitutionalism curriculum segment;	(H) FIN
<u>HB 36</u>	PREKINDERGARTEN SCHOOL PROGRAMS/PLANS	KAWASAKI, GARA	Relating to prekindergarten programs within a school district; relating to pre-elementary students and pre-elementary schools; providing for the establishment of a statewide early childhood education plan; ** The bill continues to amend a number of sections in existing statute to include the optional pre-kindergarten program. It will call on the department to create (and Board to adopt) regulations for the implementation of a prekindergarten program by a school district using the model curriculum developed by the department under AS 14.07.030(13).	(H) EDC
<u>HB 68</u>	ELECTRONIC DISTRIB. OF REPORTS	KREISS-TOMKINS	Relating to the preparation, electronic distribution, and posting of reports by state agencies. ** Requires state agency reports to be posted to the Alaska Online Public Notice System. Agencies will provide electronic copies of the report and may not produce print copies except under stated exemptions.	(S) STA
<u>HB 80</u>	REPEAL COLLEGE/CAREER READINESS ASSESS.	GATTIS	Repealing the requirement for secondary students to take college and career readiness assessments. ***Passed as part of HB44 in the 2015 session.	(S) EDC
<u>HB 82</u>	INTERNET SERVICES FUNDING FOR SCHOOLS	FOSTER	Relating to funding for Internet services for schools.	(H) FIN
<u>HB 85</u>	STUDENT DATA & ASSESSMENTS	REINBOLD	Relating to college and career readiness assessments for secondary students; and relating to restrictions on the collection, storage, and handling of student data.	(H) FIN

<u>HB 89</u>	SEC. SCHOOL CIVICS EXAM GRADUATION REQ	KELLER	Relating to civics examinations and secondary school graduation requirements.	(H) EDC
<u>HB 97</u>	AK PERFORMANCE SCHOLARSHIP: FINANCIAL AID	COLVER	Relating to application requirements for the Alaska performance scholarship program.	(H) EDC
<u>HB 98</u>	JURY DUTY EXEMPTION FOR TEACHERS	COLVER	Relating to an exemption from jury duty for teachers; and amending Rule 15(I), Alaska Rules of Administration.	(H) EDC
<u>HB 102</u>	RESIDENTIAL PSYCH CTR; EDUC. STDRS/FUNDS	EDUCATION	Providing for funding of educational services for students in residential psychiatric treatment centers.	(H) EDC
<u>HB 127</u>	PUBLIC LIBRARY INTERNET FILTERS	VAZQUEZ	Relating to the blocking of certain Internet websites at public libraries and to library assistance grants.	(H) EDC
<u>HB 130</u>	NAMING STATE LIBRARY & MUSEUM	KITO	Naming the state library, archives, and museum building in Juneau. ***Passed in SB 63 in the 2015 session.	(H) RLS
<u>HB 136</u>	SCHOOL BOND DEBT REIMBURSEMENT	FINANCE	Relating to school bond debt reimbursement; and providing for an effective date. ***Passed in SB 64 in the 2015 session.	(H) FIN
<u>HB 156</u>	SCHOOL ACCOUNTABILITY MEASURES; FED. LAW	KELLER	Relating to compliance with federal education laws; relating to public school accountability. ** This bill reduces state assessments used for school district accountability used for federal and state accountability systems. Also allows parents of students and emancipated students or students who are 18 to opt out of assessments used for school accountability.	(H) EDC
<u>HB 157</u>	LANG. IMMERSION SCHOOLS/TEACHER CERTS.	KREISS-TOMKINS	Relating to language immersion charter schools; relating to teacher certification; and relating to standards-based assessments in language immersion charter schools and language immersion programs.	(H) EDC

<u>HB 163</u>	NUTRITION STANDARDS; SCHOOL FUNDRAISERS	WILSON	Relating to school fundraisers; relating to the duties of the Department of Health and Social Services. ** The USDA currently has regulations that provide a wavier process for states to allow fundraising flexibility in schools. The department has implemented a policy to address this fundraising issue under this USDA process.	(H) RLS
<u>HB 171</u>	SCHOOL DISTRICT CONSTRUCTION GRANTS	NAGEAK	Relating to the required participating share for school district construction grants. **Bill provides avenue for a municipal district with court-prioritized school construction projects to reduce its participating share to two percent.	(H) EDC
<u>HB 172</u>	REEMPLOYMENT OF RETIRED TEACHERS & ADMIN	GATTIS	Relating to reemployment of persons who retire under the defined benefit plan of the teachers' retirement system.	(H) L&C
<u>HB 189</u>	UNFUNDED ED. MANDATES; TRAINING; TEACHERS	GATTIS	Relating to the duties of the Department of Education and Early Development; relating to the duties of school districts; relating to course mastery requirements; relating to school funding; relating to training for school employees and mandatory reporters of child abuse or neglect; relating to layoff of tenured teachers; relating to fiscal notes prepared by the Department of Education and Early Development; relating to notification of proposed agency actions; and repealing requirements for minimum expenditures for instruction.	(H) EDC
<u>HB 192</u>	PARENT RIGHTS: EDUCATION; SCHOOL ABSENCE	KELLER	Relating to a parent's right to direct the education of a child; relating to questionnaires administered in a public school; prohibiting a school district from contracting with an abortion services provider; and prohibiting a school district from allowing an abortion services provider to furnish course materials or provide instruction concerning sexuality or sexually transmitted diseases.	(H) EDC
<u>HB 198</u>	INCREASE BASE STUDENT ALLOCATION	GARA	Relating to an increase in and inflation adjustment to the base student allocation for public school funding.	(H) EDC

<u>HB 204</u>	EXTENDING SCHOOL TERM FOR PUBLIC SCHOOLS	JOSEPHSON	Relating to extending the school term.	(H) EDC
<u>HB 232</u>	EDUCATION STUDENT ASSESSMENTS	COLVER	Relating to student assessments; and prohibiting the Department of Education and Early Development from administering the Alaska Measures of Progress student assessments.	(H) EDC
<u>HB 265</u>	EMPLOYMENT EDUC. & TRAINING PROGRAMS	WILSON	Relating to terminating the Alaska technical and vocational education program; increasing contributions to the Department of Labor and Workforce Development for the State Training and Employment Program	(H) L&C
<u>HB 285</u>	STUDENT PRIVACY: SOCIAL MEDIA ACCOUNTS	JOSEPHSON	Relating to schools, school districts, correspondence programs, private schools, and the employees of those schools, districts, and programs; relating to student social media privacy; relating to postsecondary educational institutions	(H) EDC
<u>HCR 8</u>	QUALITY PRE-K THROUGH HIGH SCHOOL WEEK	GARA	Designating September 1 - 7, 2015, as Quality Pre-Kindergarten through High School Week.	(H) EDC
<u>SENATE BILLS:</u>				
<u>SB 3</u>	ACCESS TO STUDENT DATA	STEVENS	Relating to the collection, storage, and handling of student data.	(S) EDC
<u>SB 31</u>	SEXUAL ABUSE/ASSAULT PREVENTION PROGRAMS	GARDNER	Relating to sexual abuse and sexual assault awareness and prevention efforts in public schools. ***Passed in HB44 in the 2015 session.	(S) EDC
<u>SB 37</u>	SEXUAL ABUSE/ASSAULT PREVENTION PROGRAMS	MCGUIRE	Relating to sexual abuse and sexual assault awareness and prevention efforts in public schools. ***Passed in HB44 in the 2015 session.	(S) EDC

<u>SB 79</u>	REEMPLOYMENT OF RETIRED TEACHERS & ADMIN	DUNLEAVY	Relating to reemployment of persons who retire under the defined benefit plan of the teachers' retirement system.	(S) CRA
<u>SB 80</u>	ED. STANDARDS AND ASSESSMENTS/FED FUNDS	DUNLEAVY	Relating to the duties of the Department of Education and Early Development; relating to educational standards and assessments; relating to an educational standards and assessments review committee.	(S) EDC
<u>SB 84</u>	LANG. IMMERSION SCHOOLS/TEACHER CERTS.	OLSON	Relating to language immersion charter schools; relating to teacher certification; and relating to standards-based assessments in language immersion charter schools and language immersion programs.	(S) EDC
<u>SB 89</u>	PARENT RIGHTS: EDUCATION; SCHOOL ABSENCE	DUNLEAVY	Relating to a parent's right to direct the education of a child; and relating to questionnaires administered in schools.	(S) RLS
<u>SB 94</u>	SCHOOL DISTRICT CONSTRUCTION GRANTS	OLSON	Relating to the required participating share for school district construction grants.	(S) EDC
<u>SB 102</u>	UNFUNDED ED. MANDATES; TRAINING; TEACHERS	DUNLEAVY	Relating to the duties of the Department of Education and Early Development; relating to the duties of school districts; relating to course mastery requirements; relating to school funding; relating to training for school employees and mandatory reporters of child abuse or neglect; relating to layoff of tenured teachers; relating to fiscal notes prepared by the Department of Education and Early Development; relating to notification of proposed agency actions; and repealing requirements for minimum expenditures for instruction.	(S) EDC
<u>SB 103</u>	RESIDENTIAL PSYCHIATRIC EDUCATION FUNDING	GIESSEL	Relating to school boards; relating to approval of educational programs at residential psychiatric treatment centers; providing for funding of educational services for students in residential psychiatric treatment centers.	(S) EDC

<u>SB 116</u>	SEC. SCHOOL CIVICS EXAM GRADUATION REQ	STEVENS	relating to civics examinations and secondary school graduation requirements	(S) EDC
<u>SCR 1</u>	CIVICS EDUCATION TASK FORCE	STEVENS	Relating to a legislative task force on civics education.	(H) EDC
<u>SCR 3</u>	AK SCHOOL CHOICE WEEK	STOLTZE	Designating January 25 - 31, 2015, as Alaska School Choice Week. ***Resolved in the House in the 2015 session.	(S) RLS

APPROP. BILLS

<u>HB 256</u>	APPROP: OPERATING BUDGET/LOANS/FUNDS	RULES BY REQUEST OF GOVERNOR	Act making appropriations for the operating and loan program expenses of state government and for certain programs, capitalizing funds, making reappropriations, making supplemental appropriations...	(H) FIN
<u>HB 257</u>	APPROP: MENTAL HEALTH BUDGET	RULES BY REQUEST OF GOVERNOR	Act making appropriations for the operating and capital expenses of the state's integrated comprehensive mental health program.	(H) FIN
<u>SB 138</u>	BUDGET: CAPITAL	RULES BY REQUEST OF GOVERNOR	Act making appropriations, including capital appropriations, reappropriations, and other appropriations; making appropriations to capitalize funds.	(S) FIN

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FY2017 Operating Amendments (HB256/SB139 and HB257/SB140)

Component	PFT	Description	Unrestricted General Fund (UGF)	Designated General Funds (DGF)	Other Funds	Federal Funds	Fund Source	Total	Component Totals (Includes Mental Health) Numbers and Language
Executive Administration		Reduce Executive Administration Travel Reduce the travel budget authorization within the Executive Administration component.	(4.0)	0.0	0.0	0.0	1004 General Fund	(4.0)	FY2017 December Budget: \$917.0 FY2017 Total Amendments: (\$4.0) FY2017 Total: \$913.0
Administrative Services		Reduce Administrative Services Travel Reduce the travel budget authorization within the Administrative Services component.	(4.0)	0.0	0.0	0.0	1004 General Fund	(4.0)	FY2017 December Budget: \$1,797.5 FY2017 Total Amendments: (\$4.0) FY2017 Total: \$1,793.5
Information Services		Reduce Information Services Travel Reduce the travel and services budget authorization within the Information Services component.	(4.0)	0.0	0.0	0.0	1004 General Fund	(4.0)	FY2017 December Budget: \$1,072.0 FY2017 Total Amendments: (\$4.0) FY2017 Total: \$1,068.0
School Finance & Facilities	(1)	Delete Full Time Administrative Assistant I Position (05-1636) Delete Full Time Administrative Assistant I Position (05-1636) from the School Finance and Facilities component. This position is currently vacant and located in Juneau.	(75.8)	0.0	0.0	0.0	1004 General Fund	(75.8)	FY2017 December Budget: \$2,360.1 FY2017 Total Amendments: (\$79.8) FY2017 Total: \$2,280.3
School Finance & Facilities		Reduce School Finance & Facilities Travel Reduce the travel budget authorization within the School Finance and Facilities component.	(4.0)	0.0	0.0	0.0	1004 General Fund	(4.0)	FY2017 December Budget: \$2,360.1 FY2017 Total Amendments: (\$79.8) FY2017 Total: \$2,280.3
Student and School Achievement		Reduce Student and School Achievement Travel Reduce the travel budget authorization within the Student and School Achievement component.	(4.1)	0.0	0.0	0.0	1004 General Fund	(4.1)	FY2017 December Budget: \$161,663.6 FY2017 Total Amendments: (\$277.8) FY2017 Total: \$161,385.8
Student and School Achievement	(3)	Delete Three Full Time Positions (05-1047, 05-1447, 05-1777) Delete the following full time positions from the Student and School Achievement Component:05-1047 Office Assistant I05-1447 Education Administrator I05-1777 Education Associate IAll positions are vacant and located in Juneau.	(219.1)	0.0	0.0	(54.6)	1004 General Fund (\$219.1) 1002 Federal Receipts (\$54.6)	(273.7)	FY2017 December Budget: \$161,663.6 FY2017 Total Amendments: (\$277.8) FY2017 Total: \$161,385.8
Early Learning Coordination		Parents as Teachers and Best Beginnings Funding may be used for Parents as Teachers or Best Beginnings. Parents as Teachers (PAT) is a home visiting program and includes the Alaska Liaison to the National office helping connect all PAT programs. Best Beginnings primarily provides for the administration of the Imagination Library program and the local Partnership Grants for the program.	820.0	0.0	0.0	0.0	1004 General Fund	820.0	FY2017 December Budget: \$7,850.9 FY2017 Total Amendments: \$820.0 FY2017 Total: \$8,670.9

Alaska Department of Education & Early Development

FY2017 Operating Amendments (HB256/SB139 and HB257/SB140)

Component	PFT	Description	Unrestricted General Fund (UGF)	Designated General Funds (DGF)	Other Funds	Federal Funds	Fund Source	Total	Component Totals (Includes Mental Health) Numbers and Language
Pre-Kindergarten Grants		Pre-Kindergarten Grants The Alaska Pre-Kindergarten Program (Pre-K) provides a voluntary, comprehensive, half-day preschool program for four- and young five-year olds (five-year old children who do not meet the cutoff date for Kindergarten entry) through school districts, based on the guiding principles and goals set forth in the Alaska Early Learning Guidelines. The Pre- Kindergarten grants focus on improving standards, assessments, and accountability for early childhood education programs by developing active partnerships between families, schools, and community based entities.	2,000.0	0.0	0.0	0.0	1004 General Fund	2,000.0	FY2017 December Budget: \$0.0 FY2017 Total Amendments: \$2,000.0 FY2017 Total: \$2,000.0
Unallocated Appropriation		Reverse FY2017 One-Time Unrestricted General Fund Salary Adjustment due to FY2016 One-Time Salary Adjustment Redistribute FY2016 One-Time Unrestricted General Fund Salary Adjustment to other components in FY2017 Budget Request.	329.8	0.0	0.0	0.0	1004 General Fund Match \$13.3 1004 General Fund \$316.5	329.8	FY2017 December Budget: (\$329.8) FY2017 Total Amendments: \$329.8 FY2017 Total: \$0.0
Professional Teaching Practices Commission		Delete All Unrestricted General Fund Authorization Delete all unrestricted general fund (UGF) authorization within the Professional Teaching Practices Commission component. The component is fully supported by Teacher Certification receipts and the UGF authorization is not necessary.	(4.4)	0.0	0.0	0.0	1004 General Fund	(4.4)	FY2017 December Budget: \$303.9 FY2017 Total Amendments: (\$4.4) FY2017 Total: \$299.5
Alaska State Council on the Arts		Delete All Unrestricted General Fund Authorization Remove remaining unrestricted general fund authorization from the Alaska State Council on the Arts component.	(0.5)	0.0	0.0	0.0	1004 General Fund	(0.5)	FY2017 December Budget: \$2,804.1 FY2017 Total Amendments: (\$0.5) FY2017 Total: \$2,803.6
Library Operations		Alaska State Library National Endowment for the Humanities Grant The Alaska State Library is anticipating the receipt of a National Endowment for the Humanities (NEH) national newspaper digitization grant. The purpose of the grant is to digitize and put online for public access at least 100,000 pages of historic Alaskan newspapers published before 1923. The grant is for a maximum of \$325.0 would be dispersed over two federal fiscal years, coming to the State Library between October 2016 and September 2018. (That is three months of funding in FY2017; 12 months in FY2018; and 9 months in FY2019.)	0.0	0.0	0.0	100.0	1002 Federal Receipts	100.0	FY2017 December Budget: \$9,040.4 FY2017 Total Amendments: \$96.7 FY2017 Total: \$9,137.1
Library Operations		Reduce Library Operations Travel Reduce the travel budget authorization within the Library Operations component.	(3.3)	0.0	0.0	0.0	1004 General Fund	(3.3)	FY2017 December Budget: \$9,040.4 FY2017 Total Amendments: \$96.7 FY2017 Total: \$9,137.1

FY2017 Operating Amendments (HB256/SB139 and HB257/SB140)

Component	PFT	Description	Unrestricted General Fund (UGF)	Designated General Funds (DGF)	Other Funds	Federal Funds	Fund Source	Total	Component Totals (Includes Mental Health) Numbers and Language
Archives		Reduce Archives Travel Reduce the travel budget authorization within the Archives component.	(3.3)	0.0	0.0	0.0	1004 General Fund	(3.3)	FY2017 December Budget: \$1,277.1 FY2017 Total Amendments: (\$3.3) FY2017 Total: \$1,273.8
Museum Operations		Reduce Museum Operations Travel Reduce the travel budget authorization within the Museum Operations component.	(3.3)	0.0	0.0	0.0	1004 General Fund	(3.3)	FY2017 December Budget: \$2,204.8 FY2017 Total Amendments: (\$3.3) FY2017 Total: \$2,201.5

FY2017 Capital Budget Amendments (HB255/SB138)

Appropriation / Allocation	Description	Unrestricted General Fund (UGF)	Designated General Funds (DGF)	Other Funds	Federal Funds	Fund Source	Total
Appropriation	Lower Kuskokwim School District - Bethel Regional High School Central Kitchen and Multipurpose Addition This amendment changes funding from general funds to Regional Educational Attendance Area School Fund (REAA) and moves the project from the Department of Commerce, Community, and Economic Development to the Department of Education where it will be administered. This project provides for an addition to the Bethel Regional High School built in 1971. The high school complex totals 78,316 gross square feet. This addition will provide centralized kitchen and food services for the Bethel schools population of approximately 1,300 students, as well as a multipurpose room, restrooms, and storage areas. Currently, the school is operating at 111 percent capacity with 50 unhoused students.	(7,129.8)	7,129.8	0.0	0.0	1004 General Fund (\$7,129.8) 1222 REAA Fund \$7,129.8	0.0

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29th Alaska State Legislature
 House Finance Budget Subcommittee
 Department of Education and Early Development
 FY17 Operating Budget

Chair:

Rep. Lynn Gattis
 Capitol Room 500
 465-4833

Members:

Rep. Dave Talerico
 Capitol Room 104
 465-4527

Rep. Wes Keller
 Capitol Room 403
 465-2186

Rep. Neil Foster
 Capitol Room 434
 465-3789

Rep. Mike Hawker
 Capitol Room 502
 465-4949

Rep. Dan Ortiz
 Capitol Room 114
 465-3824

Rep. Sam Kito
 Capitol Room 422
 465-4766

Committee Aide

Tyson Gallagher
 465-3973

**DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT
 FY2017 HOUSE FINANCE BUDGET SUBCOMMITTEE NARRATIVE REPORT
 February 23, 2016**

RECOMMENDATIONS:

The House Finance Budget Subcommittee for the Department of Education and Early Development submits a recommended operating budget for FY2017 to the House Finance Committee as follows:

Fund Source: (dollars are in thousands)	
Unrestricted General Funds (UGF)	\$44,099.3
Designated General Funds (DGF)	\$54,691.9
Other Funds	\$38,821.2
Federal Funds	<u>\$241,939.7</u>
Total	\$379,552.1

The Unrestricted General Fund difference from FY16 Management Plan to the House Subcommittee budget recommendation is a reduction of \$10,068.0, which is a 15.5% reduction.

The subcommittee recommends a total increase from the FY2017 adjusted base of \$17,814.7 in all fund sources.

Positions:	
Permanent Full-time	317
Permanent Part-time	15
Temporary	<u>7</u>
Total	339

BUDGET ACTION:

The House Finance Budget Subcommittee for the Department of Education and Early Development held 6 meetings with the Department. The Subcommittee reviewed the FY2017 Governor's amended budget request and made its own recommendations, which include these highlights:

- **Deny Governor's Request to Restore Funding for Pre-Kindergarten Programs <\$2,820> 1004 UGF.** At a time when we are dealing with massive, multi-billion dollar budget deficits, the subcommittee feels these programs fall outside of "mission-critical" when it comes to the constitutional mandate of education in Alaska. Additionally, we have been charged by the co-chairs with reducing the number of programs the state of Alaska offers, and adding more programs is not acceptable at this time.
- **Eliminate, ANSEP Grant Funding <\$1,000.0> 1004 UGF.** This funding was part of a three year grant included in House Bill 278 that initially provided ANSEP with \$2 million per year to offer STEM courses and put students on a "track" beginning in middle school to get into the ANSEP program. At a reduced funding level the program isn't able to establish the size and scope of the middle school program that was originally envisioned. Additionally, ANSEP's annual total budget is in excess of \$6 million when including the funds they get from Federal Grants and the University System.
- **Eliminate, Statewide Mentoring Program <\$1,000.0> 1004 UGF and <\$500.0> 1226 Higher Ed Fund.** This program was added at a time when the state was experiencing significant revenue surpluses, and therein was adding additional programs that supplemented their core mission efforts. Now, as the state faces multi -billion dollar budget deficits, we're having to remove funding for some of these programs as departments refocus on mission critical services.
- **Reduction, UGF Portion of Broadband Access Grants <\$917.3> UGF.** This funding was originally included in House Bill-278 at an initial UGF level of \$5 million annually. Over the last few years, that amount has been trimmed back. The subcommittee proposes to remove the remaining UGF portion of Broadband Access Grant funding, leaving \$1.8 million (from the Higher Education Fund) to be granted out to schools in FY17. Please note – this program is being paid for by many districts at a local level. The state funding that has been included in recent years goes to districts that were not willing to spend a portion of their funding on Broadband.
- **Reduction, Travel, Services, and Commodities Lines <1,320.9> UGF.** With annual budget deficits approaching \$4 billion, there is a major need to reduce non-essential spending in state government. The subcommittee has proposed reductions to the travel, services, and commodities lines of each allocation. With Governor Walker's issuance of a travel freeze, the subcommittee has eliminated out of state travel and reduced in-state travel by 33%. This will provide a savings to the state in addition to retaining a small amount of funds for the department conduct travel that is deemed absolutely mission critical. Additionally, the subcommittee has reduced the services and commodities lines by reducing budgets for items such as: conference fees, subscriptions, long distance phone budgets, Central Mail, and office supplies and furniture.

- **Added Intent Language for Alaska Commission on Postsecondary Education.** It is the intent of the Legislature that the Alaska Commission on Postsecondary Education review all services offered in relation to its mission and core services, and report back to the Legislature no later than January 21, 2017 with recommendations on statute changes that would reduce the number of services offered by the Commission.
- **Recommendation to House Finance Committee for WWAMI.** The subcommittee recommends that the full House Finance Committee take up legislation addressing two changes to WWAMI statutes. The first change is to change the repayment amount from 50% of the state's contribution per student to 100% of the state's contribution per student. The second part is to reroute the payments from the General Fund (where they are currently deposited) directly into the WWAMI program in an effort to make the program partially self sustaining.

ATTACHED REPORTS:

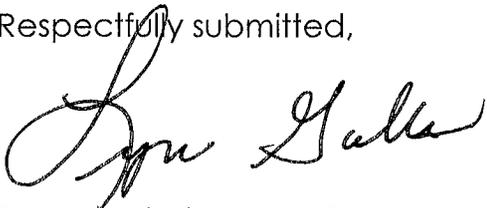
The House Finance Budget Subcommittee for the Department of Administration adopts the attached reports:

2016 Legislative Finance Division Reports – FY17 House Structure (Numbers Only)

1. Multi –Year Agency Totals – FY2017 Operating Budget
2. Multi –Year Allocation Summary (All Funds)
3. Multi –Year Allocation Summary (UGF Only)
4. Transaction Compare between Adjusted Base (17Adj Base) and House Subcommittee (H Sub)
5. Transaction Compare between Governor Amended (17Gov Amd) and House Subcommittee (H Sub)
6. Wordage Report – FY2017 Operating Budget

The Budget Action Worksheet is attached for informational purposes.

Respectfully submitted,



Representative Lynn Gattis, Chair
House Finance Budget Subcommittee for the Department of Education and Early
Development

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 18

◆ ISSUE

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

◆ BACKGROUND

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

◆ OPTIONS

This is an information item. No action is required.

MEMORANDUM

State of Alaska Department of Law

TO: Members, State Board of Education and Early Development

DATE: February 25, 2016

FILE NO.: JU2015200003

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. DEC expects to file a motion to enter the consent decree by the end of February.

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. We 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.

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 by April 15, 2016, and anticipate a decision from the hearing officer in late April or early May 2016. Should any claims not be fully resolved following motion practice, the parties anticipate participating in a contested hearing in late spring/early 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. An issue as to the propriety of an attachment to appellants' brief needs to be resolved before the state's brief is filed. The parties are also concurrently discussing settlement options.

6. *Professional Teaching Practices Commission (PTPC) Complaint.* On August 24, 2015, the Department filed a complaint with the PTPC against a district administrator and test coordinator, alleging failure to provide secure and standardized test administration for the Spring 2015 Alaska Measures of Progress, as required by Alaska regulations. The PTPC is currently investigating the complaint.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 19

◆ ISSUE

This is a standing 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**

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20

◆ 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 20A through 20E.

20A. Approve the appointment of Betty Walters as Interim Deputy Commissioner

20B. Approve the school construction and major maintenance lists

20C. Approve the minutes of the January 25, 2016, meeting

20D. Approve the appointment of Patience Frederiksen as LAM Director

20E. Approve the appointment of Dr. Susan McCauley as Interim Commissioner

◆ 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 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; approve the appointment of Patience Frederiksen as LAM Director; and approve the appointment of Dr. Susan McCauley as Interim Commissioner.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20A

◆ **ISSUE**

The board is being asked to approve the Interim Commissioner's appointment of Betty Walters as the Interim Deputy Commissioner.

◆ **BACKGROUND**

- AS 14.07.145(e) states the Commissioner may employ and remove personnel in exempt or partially exempt service subject to approval of the board.
- Interim Commissioner McCauley has appointed Betty Walters as the Interim Deputy Commissioner.
- Behind this cover memo are; 1) a copy of AS 14.07.145(e), and 2) Betty Walters' resume.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Interim Commissioner's appointment of Betty Walters as Interim Deputy Commissioner, to commence on March 2, 2016.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

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Betty Walters
P.O. Box 3336
Kodiak, AK 99615
(907) 486-6485

Educational Background

1994 University of Alaska, Anchorage, AK
Superintendent Endorsement -- Educational Administration

1985 University of Alaska, Juneau, AK
Principal Endorsement -- Educational Administration

1979-84 New York University, New York, NY
Post Graduate Studies -- English Education

1973 University of West Florida, Pensacola, FL
M.A. -- Reading Education

1964 Marywood University, Scranton, PA
B.A. -- Elementary Education

Professional Experience

August, 2007 - Present Teacher Mentor
Alaska Statewide Mentor Project
University of Alaska, AK Dept of Ed and Ear Dev
Fairbanks,

September 1996 - June 2007 Superintendent of Schools
Kodiak Island Borough School District
Kodiak, AK

July 1991 - September 1996 Assistant Superintendent
Kodiak Island Borough School District
Kodiak, AK

September 1991 - May 2007 Adjunct + Instructor/Instructor of Record, School of Education
University of Alaska, Anchorage
Anchorage, AK

August 1987 - July 1991 Principal, Kodiak Middle School/Junior High
Kodiak Island Borough School District
Kodiak, AK

August 1984 - July 1987 Assistant Principal, Kodiak Middle School/Junior High
Kodiak Island Borough School District
Kodiak, AK

January 1978 – May 1987 Adjunct Instructor
Kodiak College
Kodiak, AK

September 1977 - June 1984	Teacher, Kodiak High School Kodiak Island Borough School District Kodiak, AK
August 1974 - May 1977	Instructor, Modern Languages Department Elizabeth City State University Elizabeth City, NC
August 1973 - June 1974	Instructor, School of Career Development Pensacola Junior College Pensacola, FL
September 1966 - June 1971	Substitute Teacher Florida, Pennsylvania, New York, and Naples, Italy
June 1966 - August 1966	Teacher Head Start Summer Program Olive School Pensacola, FL
August 1965 - April 1966	Teacher Mayport Elementary School Mayport, FL
September 1964 - June 1965	Teacher Sacred Hearts School New York, NY

Professional Organizations

American Association of School Administrators
Alaska Association of School Administrators
Alaska Council of School Administrators
Association of Supervision and Curriculum Development

Educational Opportunities

Alaska Dept of Ed and Early Development (EED) Effective Evaluator Working Group
Recruitment, Retention, and Training Committee (EED)
Alaska Teacher Placement, University of Alaska Advisory Council
Future Educators of Alaska Advisory Committee
Alaska State Standards Steering Committee (EED)
Alaska Assessment Committee (EED)
Kodiak College, University of Alaska Anchorage Advisory Council
2001 Special Olympics World Winter Games Alaska Education Advisory Board
Special Olympics Alaska Education Advisory Board

Community Organizations

Rotary International, Kodiak Noon Club
Crime Stoppers of America, Kodiak Chapter
Special Olympics Alaska
Providence Kodiak Island Medical Center, Family Support Council
Kodiak Arts Council
St. Mary's Church

References Available upon Request

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20B

◆ ISSUE

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

◆ BACKGROUND

- This matter comes before the board each year when the Capital Improvement Program (CIP) list of eligible projects is finalized.
- In accordance with AS 14.11.015(a), the board shall review grant applications that have been recommended by the department under AS 14.11.013 and may approve a grant application if the board determines that the project meets the criteria specified in AS 14.11.013(a)(1), and AS 14.11.014.
- The department may not award a grant unless the board approves the grant application.
- The School Construction Grant Fund Final List and Major Maintenance Grant Fund Final List can be found behind Cover Memo 5.
- Elizabeth Nudelman, Director of School Finance, will be present to brief the board.

◆ OPTIONS

Adopt the School Construction Grant Fund List and Major Maintenance Grant Fund List as presented.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Adopt the School Construction Grant Fund List and Major Maintenance Grant Fund List as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development adopt the department's FY2017 Capital Improvement Program lists of projects eligible for funding under the School Construction Grant Fund and the Major Maintenance Grant Fund, as presented.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20C

◆ ISSUE

The board is being asked to approve the minutes of its January 25, 2016, meeting.

◆ BACKGROUND

- Behind this cover memo are the proposed minutes of the January 25, 2016, meeting.

◆ OPTIONS

Approve the minutes of the January 25, 2016, meeting.

Amend the proposed minutes and approve the amended minutes of the January 25, 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 January 25, 2016, meeting.

Alaska State Board of Education & Early Development
Unapproved Minutes
January 25, 2016 by audio-conference
Juneau, AK

Chair James Fields called the meeting to order at noon. Kathleen Yarr arrived at 12:30 p.m. Sue Hull left the meeting at 1:45 p.m. Members and staff recited the Pledge of Allegiance. John Harmon removed the December 10-11, 2015, minutes from the consent agenda. The board adopted the revised agenda. There were no disclosures of conflict of interest.

Public Comment

Joy Lyon, of the Association for the Education of Young Children Southeast chapter, spoke to the proposed department budget for early education, which she said receives half of one percent of state overall funding. She cited the success of the Imagination Library and Parents as Teachers.

Dr. Lisa Parady, executive director of the Alaska Council of School Administrators and Alaska Superintendents Association, noted there has been a working group with the department regarding concerns about the Alaska Measures of Progress assessment and how to approach a comprehensive accountability system. She reviewed results of a survey of superintendents, which showed little support for continuing with the Alaska Measures of Progress.

Lauree Morton, of the Alaska Safe Children's Act Task Force, reviewed meetings of the task force and spoke to the federal Every Student Succeeds Act, referencing funds available for anti-violence efforts.

Kevin Shipley, superintendent of the Kake School District, spoke to educator evaluations and the use of student achievement data. There are many concerns about the reliability of assessments for this purpose. He said Alaska should transition from the Alaska Measures of Progress to another test after this school year.

Sean Dusek, superintendent of the Kenai Peninsula Borough School District, has concerns with past performance of the vendor for the Alaska Measures of Progress. He hopes the department will explore other assessments. He supports opening comment on the proposed regulation to repeal a pilot of the use of student achievement data in educator evaluations. He also said successful teachers should be evaluated every three years.

Gene Stone, assistant superintendent of instruction at the Mat-Su Borough School District, supported repeal of a pilot of the use of student achievement data in educator evaluations. He spoke to the difficulty of incorporating student data in educator evaluations.

Margaret Bauer, chair of the Alaska Early Childhood Advocacy Group, was concerned about the proposed cut in the state budget of Best Beginnings, a preK program, and Parents as Teachers.

Bob Crumley, superintendent of the Chugach School District, said the current educator evaluation regulations do not achieve their good intentions. Evaluations must provide guidance and support. Educator evaluations are not the original intent of state assessments, he said.

Tammy VanWyhe, director of teaching and learning support for the Copper River School District, read testimony from Superintendent Michael Johnson., who said the Alaska Measures of Progress is all knotted up. It would be better to use other assessments after this spring, he said.

Rep. Lora Reinbold referred to the state law that the department cannot spend money on the Common Core State Standards; however, she said, Alaska's standards are nearly the same. She said the state should not use the Alaska Measures of Progress this spring.

David Nees of the Alaska Policy Forum spoke to the department's operating budget and major maintenance grants, some of which are used to construct schools. He said the budget may not reflect the board's values.

Stephanie Berglund, chief executive officer of Thread, was concerned about the proposed budget cuts to early learning programs and the value of such programs.

Dr. Deena Paramo, superintendent of the Mat-Su Borough School District, compared the Alaska Measures of Progress to the story "The Emperor's New Clothes." She said she was surprised that Commissioner Hanley defended the Alaska Measures of Progress. She wants assessments that give actionable data to adjust instruction immediately, such as from the Measures of Academic Progress.

Stewart McDonald, superintendent of the Kodiak Island Borough School District, said the Alaska Measures of Progress needs short-term fixes before being replaced. School districts need assessments that link to national norms, he said.

Work Session

John Harmon asked Commissioner Hanley how the department will use the Alaska Measures of Progress this spring. The Commissioner said he has asked the U.S. Department of Education for maximum flexibility in assessing students. Alaska is governed by the No Child Left Behind waiver until August 1, 2016. Alaska is required to give a summative assessment this spring. There is no other timely option than the Alaska Measures of Progress. To not give an assessment would put federal funds at risk. Meanwhile, the department and a working group will pursue another route for the future.

Sue Hull asked Commissioner Hanley if it would be worth asking the U.S. Department of Education for flexibility for districts that don't want to give the Alaska Measures of Progress this spring. The Commissioner said the snowstorm in Washington, D.C. prevented him from talking to the U.S. Secretary of Education about that very question.

Kenny Gallahorn agreed with Sue Hull.

Kathleen Yarr said the well has been poisoned with the Alaska Measures of Progress.

Chair Fields said there should be two working groups, one for the Every Student Succeeds Act and one for an Alaska Measures of Progress/assessment solution.

Barbara Thompson said she could see no alternative to giving the Alaska Measures of Progress this spring.

Chair Fields said the department should announce it is using the Alaska Measures of Progress this spring and go out for a request for proposals for future tests. The Commissioner said he should consult with stakeholders first.

Sue Hull asked if the department will vet curricula for new educator training requirements. The Commissioner said a task force will bring recommendations.

Agenda Item 1. Fiscal Year 2017 Department Operating and Capital Budget.

The Commissioner said the department prepares a budget with guidance from the Governor's Office of Budget and Management. It is the Governor's budget.

Heidi Teshner, Director of Administrative Services, reviewed the budget, citing proposed reductions. The board discussed cuts to early learning programs. Ms. Teshner reviewed capital projects.

John Harmon asked about a state prohibition on the department spending state funds on the Common Core. The Commissioner said legislative intent was not to stop Alaska's current standards.

Agenda Item 2. Secondary Education Graduate Certificate program at the University of Alaska Southeast

Dr. Susan McCauley, director of teaching & learning support, said the board is responsible for approving teacher preparation programs in Alaska. The Secondary Education Graduate Certificate program supports the board strategic plan's objective of teacher quality.

Scott Christian, of the University of Alaska Southeast, said the university has had only one path for secondary education, a master's program. The Secondary Education Graduate Certificate program would allow students to bring credits into the program.

Barbara Thompson said the program provides a much-needed option. John Harmon and Chair Fields agreed.

Agenda Item 3A. Educator evaluation systems

Dr. Susan McCauley, director of teaching & learning support, said the department wanted to quickly address requirements related to educator evaluation. In light of probable reconsideration of educator evaluation regulations, it is prudent to consider repealing the pilot requirement, which takes effect this school year. The Commissioner said the proposed repeal fits with the board strategic plan's objective of enhancing local control. Chair Fields said educator evaluation should be on the board's March agenda.

Business Session

Agenda Item 4A. Educator evaluation systems

Barbara Thompson moved and John Harmon seconded the following motion: I move the State Board of Education & Early Development open a period of public comment for regulation

4 AAC 19.010(k) Purpose and Scope of Evaluations. The motion passed 6-0.

Agenda Item 4B. Minutes of the December 10-11, 2015, meeting

John Harmon corrected two errors in the minutes and moved to approve the corrected minutes. Barbara Thompson seconded the motion. It passed 6-0.

Agenda Item 5. Consent agenda

Barbara Thompson moved and Dr. Keith Hamilton seconded the following motion: I move the State Board of Education & Early Development approve the consent agenda consisting of the following: approval of the department's FY2017 operating and capital budgets; approval of the University of Alaska Southeast Secondary Education Graduate Certificate program; and approval of the board's January 2016 report to the legislature. The motion passed 6-0.

Board comments

John Harmon asked if the March meeting would be by teleconference. The Commissioner said it would be face-to-face. The Alaska Measures of Progress situation continues to trouble him. He urged the department to continue to work closely with stakeholders and the superintendents. On the budget, Mr. Harmon said it looks like a good budget but the Commissioner should look at ways for the department to be more efficient without losing effectiveness. He looks forward to the department's recommendations on the Every Student Succeeds Act.

Chair Fields thanked the department for its work on the Alaska Measures of Progress. The board needs to continue its work on the strategic plan, he said.

The board adjourned at 2:17 p.m.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20D

◆ **ISSUE**

The board is being asked to approve the Interim Commissioner's appointment of Patience Frederiksen as Director of the Division of Libraries, Archives & Museums.

◆ **BACKGROUND**

- AS 14.07.145(e) states the Commissioner may employ and remove personnel in exempt or partially exempt service subject to approval of the board.
- Interim Commissioner McCauley has appointed Patience Frederiksen as the Director of the Division of Libraries, Archives & Museums.
- Behind this cover memo are: 1) a copy of AS 14.07.145(e), and 2) Patience Frederiksen's resume.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the Interim Commissioner's appointment of Patience Frederiksen as Director of the Division of Libraries, Archives & Museums to commence on July 1, 2016.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

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PATIENCE A. FREDERIKSEN

7511 Huckleberry Circle Anchorage, AK 99502
Home: 907-344-5195 Work: 907-269-6566 Cell: 907-297-8088
Email: Patience.Frederiksen@alaska.gov Email: patience@gci.net

EDUCATION

Master of Library Science 1986	Syracuse University
Bachelor of Arts Creative Writing & History 1979	Carnegie-Mellon University

WORK HISTORY

Head of Library Development/Librarian IV August 2014 to date	Alaska State Library Anchorage, AK
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Plan and direct the administrative, operational and professional activities of the Library Development Section, which serves and supports the Alaska library community. Coordinate training and professional development programs for Alaska's librarians. Administer state and federal grant programs. Serve as Library Services and Technology Act coordinator. Develop and administer statewide programs that benefit libraries. Provide consulting services to libraries, library organizations and their governing bodies. Develop partnerships with appropriate external and internal agencies; coordinate activities of the Anchorage office of the State Library with the headquarters library. Supervise Library Development consulting and administrative staff. Coordinate contracts and contacts with grant-funded librarians considered part of section. Monitor and analyze emerging library and infrastructure trends for applicability to the Alaska library environment.

Grants Administrator/Librarian III October 1999 to July 2014	Alaska State Library Anchorage, AK
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Coordinate statewide grant program open to Alaskan libraries of all types. Manage distribution of grant applications, coordinate grant review process, authorize grant payments, monitor expenditures, track receipt of required grant applications, agreements and final reports, and answer questions from grantees. Consult with and train librarians statewide on areas in which I have expertise: grants, statistics, library governance, fundraising, publicity, reference, and law materials. Serve as contact person for Library Services and Technology Act in Alaska. Compile annual report: *Statistics of Alaska's Public Libraries*. Serve as Public Library State Data Coordinator for Alaska at national meetings. Supervise two clerks and one library assistant. Serve as Regional Librarian for the Talking Book Center, which circulates audiobooks to Alaskans with visual and physical disabilities. Serve as facility manager for Anchorage office of State Library. Dabble in marketing.

Reference Librarian October 1999 to date	UAA/APU Consortium Library Anchorage, AK
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Provide part-time weekend reference assistance ranging from ready reference to extended instruction on paper and electronic library resources to students, faculty, and the public.

**Government Publications/Tech Services Librarian II
February 1991 to September 1999****Alaska State Library
Juneau, AK**

Managed the Alaska State, U.S. Federal, and Canadian government publications programs. Set policy and procedure for the Government Publications Section; marketed government publications to all branches of state government; and served as a consultant concerning these publications to the public, libraries, and government agencies. Performed collection development duties for government publications and law materials. Supervised two clerks and one librarian. Provided reference assistance and workshops on government publications for the staff. Searched Legi-Slate, Dialog, SLED, other online databases, and Internet sources. Served on a variety of statewide government publications committees. In February 1996, began supervising Technical Services staff, including a Cataloging Librarian I and another clerk. Coordinated policy, procedure, equipment, and work priorities for a small technical services unit.

**Reference Librarian/Adjunct Faculty
September 1997 to September 1999****UAS William Egan Library
Juneau, AK**

Provided evening and weekend reference assistance ranging from ready reference to extended instruction on paper and electronic library resources. Recommended updated reference titles to prepare reference collection for accreditation. Assigned Library of Congress classification numbers.

**Collection Development Librarian II
October 1989 to February 1991****Alaska State Library
Juneau, AK**

Managed the selection and acquisition of reference materials, periodicals, and government publications. Set policy for the Collection Development Section. Due to a new mission developed for the State Library, much of my time was involved in coordinating the withdrawal and offering of 95% (34,000 volumes) of the non-fiction collection. Provided up to 10 hours of coverage at Reference Desk. Searched Dialog and Legi-Slate. Supervised a Librarian I, two library assistants, and two clerks.

**Documents Librarian I
February 1989 to October 1989****Alaska State Library
Juneau, AK****Reference Coordinator Librarian II
September 1988 to February 1989****Juneau Public Libraries
Juneau, AK****Reference Librarian I
February 1986 to August 1988****Anchorage Public Library
Anchorage, AK****CONTINUING EDUCATION**

Attended over 100 workshops lasting a day or more since 1986, including: Persuasion and Influence; Masterful Consultation Skills Workshop; Diversity in the Workplace; Outcome-Based Evaluation; Understanding and Managing Change; Perk Up Your Printed Pages; Supervision I-IV; Performance Appraisal; Discipline; Manager as Coach; Investment in Excellence; and Customer Relations.

ACTIVITIES AND HONORS

Alaska Center for the Book - board member 2014 -2016 and secretary 2015 – 2016. Governor's Denali Peak Performance Award for Customer Service 2009. Elected to national Steering Committee of Federal State Cooperative System for Public Library Data for three-year term 2003-2005. Governor's Advisory Council on Libraries, 2002-2003. Alaskans United Against the Cap, secretary of statewide organization, 2000. Beta Phi Mu Candidate. National Merit Scholar. Member: American Library Association, Pacific Northwest Library Association, Association of Rural and Small Libraries.

Alaska Library Association (AkLA) member 1986- . AkLA activities: Federal Relations Coordinator 1989-1990, Exhibits Co-Chair, 1991 and 1995; founded and chaired AkLA's Documents Roundtable Chair 1992-1996; edited bi-monthly AkLA newsletter *Newspoke* 1994-1996; Juneau Chapter Chair 1995-1997; Local Arrangements Conference Chair 1999; Secretary 1999-2001; Conference Coordinator 2001; President and Past President 2001-2003; Publicity Chair 2002-2003; Conference Printing Chair 2002 and 2005; Book Buzz columnist 2005 – 2014; Conference Treasurer 2006 and 2010; Conference Account Coordinator 2006-2011; Anchorage Chapter Chair 2007; Anchorage Programming Chair 2011; Anchorage 2014 conference chair and treasurer.

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

March 22, 2016

From: Dr. Susan McCauley, Interim Commissioner

Agenda Item: 20E

◆ **ISSUE**

The board is being asked to approve the appointment of Dr. Susan McCauley as the Interim Commissioner.

◆ **BACKGROUND**

- AS 14.07.145(a) states the board shall appoint the department's Commissioner subject to the Governor's approval.
- Behind this cover memo are: 1) a copy of AS 14.07.145(a), and 2) Dr. McCauley's resume.

◆ **OPTIONS**

Approve the appointment.
Disapprove the appointment.
Seek additional information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Approve the appointment.

◆ **SUGGESTED MOTION**

I move the State Board of Education & Early Development approve the appointment of Dr. Susan McCauley as Interim Commissioner, to commence on March 2, 2016.

Sec. 14.07.145. Commissioner of education and early development.

(a) The board shall appoint the commissioner of education and early development subject to the approval of the governor. The commissioner shall be the principal executive officer of the department.

(b) The commissioner shall be appointed without regard to political affiliation and shall have at least a master's degree with five years' experience in the field of education since receiving it, with at least three of the five years in an exclusively administrative position.

(c) The commissioner serves at the pleasure of the board and may not be appointed by the board for a fixed term.

(d) The commissioner shall receive the salary set out in AS 39.20.080.

(e) The commissioner shall employ and remove all classified personnel in the department subject to AS 39.25 (State Personnel Act). The commissioner may employ and remove personnel in the exempt or partially exempt service subject to the approval of the board. Personnel in the exempt or partially exempt service have a right of appeal to the board if they are removed.

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Susan A. McCauley, Ph.D.

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Juneau, AK 99801
Susan.mccauley@alaska.gov
(907) 355-2137

EDUCATION

- Ph.D. University of Alaska Fairbanks, 2008; Education Leadership & Policy
- M.S. Western Maryland College (now McDaniel College), 1994; Educational Administration
- B.S. Pennsylvania State University, 1990; Elementary Education, University Scholars Program

LICENSURE

Alaska Type B, School Superintendent
Alaska Type B, Principal grades K – 12
Alaska Type A, Elementary grades K – 6

PROFESSIONAL EXPERIENCE

- Director, Division of Teaching & Learning Support** Alaska Department of Education January 2013– present
- Oversee largest division in Department including all programs related to the Elementary & Secondary Education Act and Individuals with Disability Education Act, teacher certification, career & technical education, special education, child nutrition services, early childhood, school and district accountability, and content standards implementation
 - Serve as Department lead for development of Alaska’s State Plan for the new Every Student Succeeds Act
 - Provide testimony during Legislative Session to House and Senate Education Committees
 - Provide written and verbal reports to State Board of Education
 - Draft regulatory policy for consideration by State Board of Education
 - Partner frequently with Alaska’s educational organizations include the Alaska Superintendents Association, Alaska Association of School Boards, and Alaska Principals Associations
- State System of Support Coach** Alaska Department of Education, State System of Support
August 2011–January 2013
- Provided on-site and distance coaching to district office staff for Yukon Flats School District
 - Assisted curriculum directors and superintendents in four rural districts in implementing effective curriculum management strategies and processes
- Principal** Birchtree Charter School, Matanuska-Susitna Borough School District, July 2010 – January 2013
- Oversaw the instructional program, \$3.4 million budget, and facility for 308-student school with grades

K – 8

- Worked closely with Mat-Su Borough Assembly as first principal to utilize new Borough ordinance for school site selection process
- Oversaw completion of initial 17,000 square foot school facility, as well as two facility expansions
- Selected and hired 21 certified and 11 classified staff members
- Opened with largest beginning enrollment of any charter school in Mat-Su School District, exceeding projected enrollment by 60 students
- Worked collaboratively with the school's governing Board of Directors and 501(c)3 foundation
- Served as Project Director for U.S. Department of Education Charter School Implementation Grant of \$360,000

Curriculum Alignment Institute Facilitator

Alaska Department of Education
September 2010 – September 2012

- Facilitate State-wide conferences for district administrators in the implementation of effective curriculum management processes
- Developed curriculum documents and templates to guide Alaskan district leaders in curriculum implementation
- Work collaboratively with EED staff and the Alaska Comprehensive Center to plan and facilitate the conferences

Adjunct Professor

University of Alaska Anchorage, Spring Semester, 2012 & Summer Semester, 2011

- Taught Student Achievement: Developmental and Academic
- Taught Educational Leadership & Organization Behavior

Director of Education

Matanuska-Susitna Borough School District, March 2005 – June 2010

- Developed and oversaw implementation of the District's Curriculum Review Cycle
- Authored School Board policies for curriculum review and textbook adoption
- Oversaw District-wide professional development for principals and teachers in implementation of curriculum and instructional materials
- Served as the Director of the District's Curriculum Council
- Evaluated the principals of 14 schools including 4 high schools, 5 middle schools, and 5 elementary schools
- Developed the District's principal selection process and authored related School Board policies
- Facilitated the hiring process for principals and assistant principals hiring 17 principals during my second year as Director of Education
- Initiated and administered the District's Aspiring Principal Cohort in collaboration with UAA
- Served as the budgeting program director for the District's 5 middle schools
- Developed and monitored Title IIA budgets for dropout prevention and curriculum development
- Oversaw the dropout prevention component of the District's Strategic Plan
- Oversaw the District's Talented and Gifted Program

Assistant Principal

Colony Middle School, Matanuska-Susitna Borough School District
August 2001 – March 2005

Oversaw staff development and curriculum implementation for 600-student middle school. Responsibilities included: evaluating, with principal, 36 teachers and support staff of 25; designing and conducting all staff development; managing student intervention and enrichment program; overseeing extensive student activity program and budget

Principal

Glacier View School, Matanuska-Susitna Borough School District, 1999 – 2001

Managed all aspects of rural K – 12 school for 61 students while teaching high school English

Middle School Teacher

Hooper Bay and Mt. Village, Lower Yukon School District, 1995 - 1999

Taught grades 6th – 8th in traditional, geographically isolated Yup'ik Eskimo communities on the Bering Sea coast and Yukon River

5th grade teacher

Conewago Valley School District, New Oxford, Pennsylvania, 1990-1995

COMMUNITY LEADERSHIP

Mat-Su Health Foundation, Board of Directors, 2009 - 2011

Palmer Arts Council, Vice-President, Board of Directors, 2009 - 2011

Mat-Su Borough Health and Social Services Board, 2010 - 2012

United Way of Mat-Su Board of Directors, 2007 – 2009, President 2009

Mat-Su Substance Abuse Prevention Coalition, Steering Committee, 2008 - 2010

Leadership Anchorage graduate, May 2006

References available upon request