

**State Board of Education & Early Development
Tentative Agenda
June 7-8, 2023
Kenai Peninsula Borough Assembly Chambers
144 N. Binkley Street
Soldotna, AK 99669**

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

Board – Professional Development

Wednesday, June 7, 2023

Professional Development

10:00 AM

Call to Order and Roll CallJames Fields, Chair

10:05 AM

1. MEHS Policy Manual UpdateHeidi Teshner, Acting Commissioner
..... Suzzuk Huntington, Superintendent

10:35 AM

2. Library, Archives and Museum’s Stratton Library & Sheldon Jackson Museum.....
.....Heidi Teshner, Acting Commissioner
..... Dr. Amy Phillips-Chan, Director

11:05 AM

3. Tribal Compacting Update.....Heidi Teshner, Acting Commissioner
.....Joel Isaak, Director of Tribal Affairs

11:45 AM LUNCH

12:15 PM

4. Committee Meetings (Reading, CTE & Cultural Education, Safety & Well-Being, Tribal
Compacting, Effective Educators)Heidi Teshner, Acting Commissioner

2:30 PM

5. State Board of Education Committee Reports and Discussion..... James Fields, Chair
 5A. Reading..... Bob Griffin, Committee Chair
 5B. CTE & Cultural Education Lorri Van Diest, Committee Chair
 5C. Safety & Well-Being Lorri Van Diest, Committee Chair
 5D. Tribal Compacting..... Bob Griffin, Committee Chair
 5E. Effective EducatorsSally Stockhausen, Committee Chair

3:00 PM RECESS

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

Thursday, June 8, 2023

8:15 AM

Call to Order and Roll CallJames Fields, Chair

Pledge of AllegianceJames Fields, Chair

Adoption of Agenda for June 8, 2023.....James Fields, Chair

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

8:20 AM

1. Executive Session: Attorney ConsultationJames Fields, Chair
..... Heidi Teshner, Acting Commissioner

8:45 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 joining the online Zoom meeting at <https://zoom.us/j/99391482721> or by calling 1-253-215-8782 (toll free) and selecting *9 on your phone's keypad (Meeting ID 993 9148 2721).

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 8:30 a.m. who did not have an opportunity to comment. The board also reserves the right to adjourn at a later time.

Work Session

9:45 AM

2. Legislative and Budget UpdateHeidi Teshner, Acting Commissioner
..... Laurel Shoop, Legislative Liaison
.....Sabrina Javier, Administrative Services Director

10:00 AM

3. Alyeska Reading Academy and InstituteHeidi Teshner, Acting Commissioner
.....Dr. Deena Bishop, Alaska Governor's Office

10:30 AM BREAK

10:45 AM

4. Computer Science State PlanHeidi Teshner, Acting Commissioner
.....Faye Tanner, Statewide Coding and Computer Science Career Coordinator

11:15 AM

5. State Board of Education's Career & Technical Education Committee Awards for Recognition ProgramHeidi Teshner, Acting Commissioner
..... Lorri Van Diest, Board Member and Committee Chair
..... Deborah Riddle, Division Operations Manager, Innovation and Education Excellence

11:45 AM LUNCH

12:30 PM

6. Regulations for Public Comment

6A. Virtual Education ConsortiumHeidi Teshner, Acting Commissioner
.....Susan McKenzie, Director, Innovation and Education Excellence
..... Kelly Manning, Deputy Director, Innovation and Education Excellence
.....Susan Sonneborn, Assistant Attorney General

6B. Interscholastic ActivitiesHeidi Teshner, Acting Commissioner
..... Susan Sonneborn, Assistant Attorney General

1:15 PM

7. Adoption of Proposed Regulations: Statewide Screening Tool
.....Heidi Teshner, Acting Commissioner
.....Susan McKenzie, Director, Innovation and Education Excellence
..... Kelly Manning, Deputy Director, Innovation and Education Excellence
..... Ryan Bravo, Assistant Attorney General

1:30 PM

8. MEHS School Advisory Board AppointmentsHeidi Teshner, Acting Commissioner
..... Suzzuk Huntington, Superintendent, Mt. Edgecumbe High School
..... Sally Stockhausen, Board Member

Business Meeting

1:45 PM

9. Approve FY2024 DEED BudgetHeidi Teshner, Acting Commissioner
.....Sabrina Javier, Administrative Services Director

1:50 PM

10. Approve Alyeska Reading Academy and InstituteHeidi Teshner, Acting Commissioner
.....Dr. Deena Bishop, Alaska Governor’s Office

1:55 PM

11. Approve Computer Science State PlanHeidi Teshner, Acting Commissioner
.....Faye Tanner, Statewide Coding and Computer Science Career Coordinator

2:00 PM

12. Approve State Board of Education’s Career & Technical Education Committee Awards for
Recognition ProgramHeidi Teshner, Acting Commissioner
..... Lorri Van Diest, Board Member and Committee Chair
..... Deborah Riddle, Division Operations Manager, Innovation and Education Excellence

2:05 PM

13. Approve Regulations for Public Comment

- 13A. Virtual Education Consortium Heidi Teshner, Acting Commissioner
.....Susan McKenzie, Director, Innovation and Education Excellence
..... Kelly Manning, Deputy Director, Innovation and Education Excellence
.....Susan Sonneborn, Assistant Attorney General

- 13B. Interscholastic Activities Heidi Teshner, Acting Commissioner
..... Susan Sonneborn, Assistant Attorney General

2:15 PM

14. Approve Adoption of Proposed Regulations: Statewide Screening Tool.....
.....Heidi Teshner, Acting Commissioner
.....Susan McKenzie, Director, Innovation and Education Excellence
..... Kelly Manning, Deputy Director, Innovation and Education Excellence
..... Ryan Bravo, Assistant Attorney General

2:20 PM

15. MEHS School Advisory Board AppointmentsHeidi Teshner, Acting Commissioner
..... Suzzuk Huntington, Superintendent, Mt. Edgecumbe High School
..... Sally Stockhausen, Board Member

2:25 PM BREAK

2:40 PM

16. Questions Regarding Standing Reports James Fields, Chair
 16A. Innovation and Education Excellence Susan McKenzie, Director
 16B. Libraries, Archives & MuseumsDr. Amy Phillips-Chan, Director
 16C. Finance and Support Services..... Lori Weed, School Finance Manager
 16D. Mt. Edgecumbe High School Suzzuk Huntington, Superintendent
 16E. Attorney General..... Susan Sonneborn, Assistant Attorney General

2:50 PM

17. Commissioner's ReportHeidi Teshner, Acting Commissioner

3:00 PM

18. Selection of meeting dates, locations, and topics James Fields, Chair

3:10 PM

19. Subcommittee Appointments..... James Fields, Chair

3:20 PM

20. Selection of Officers James Fields, Chair

3:25 PM

21. Consent Agenda James Fields, Chair
 21A. Approve the minutes of the January 25, 2023 meeting
 21B. Approve the minutes of the February 23, 2023 meeting
 21C. Approve the minutes of the March 14-16, 2023 meeting

3:30 PM

22. Executive Session: DEED Commissioner Evaluation.....James Fields, Chair
.....Heidi Teshner, Acting Commissioner

4:15 PM Board Comments

4:30 PM ADJOURN

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 1

◆ ISSUE

The board will consider going into an executive session to obtain legal advice regarding proposed regulation project amending 4 AAC 06.115.

◆ BACKGROUND

- The proposed regulations amend 4 AAC 06.115 to provide that a school or school district may join the Alaska School Activities Association, Inc. (ASAA), or a similar association, as long as it administers interscholastic activities in a manner that ensures fairness and safety in competition by providing a girls' divisions with participation based on a student's sex at birth; providing a division for students who identify with either sex or gender; and providing a process for appeal for all students.
- Under AS 44.62.310(c)(3) of the Open Meetings Act, the following subject may be considered in an executive session: matters, which by law, municipal charter, or ordinance are required to be confidential.
- Under the AS 44.62.310(b) of Open Meetings Act, the question of holding an executive session for the consideration of the subjects listed in AS 44.62.310(c) shall be determined by a majority vote of the board.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development convene in executive session to obtain legal advice regarding proposed regulation project amending 4 AAC 06.115. Under the Open Meetings Act, AS 44.62.310(c)(3), attorney-client advice is a matter which by law is required to be confidential.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 2

◆ ISSUE

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

◆ BACKGROUND

- The board will be briefed on the status of the department's FY2024 budget, including any changes made to the budget through the House and Senate Finance Committees.
- The board will be briefed on current legislation for the 2023 legislative session that affects the department.
- Supplemental materials related to education related legislation that has passed and a summary of the FY20124 significant budget changes will be provided during the board meeting.
- Sabrina Javier, Administrative Services Director, and Laurel Shoop, Legislative Liaison, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action on the budget will take place under Agenda Item 9.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 3

◆ ISSUE

The board is being asked to approve the establishment of the Alyeska Reading Academy and Institute (ARAI), which may be referred to as Alyeska Reading Institute or Reading Institute.

◆ BACKGROUND

- The Alaska Reads Act (House Bill (HB) 114, Chapter 40, SLA 2022) was signed into law by Governor Dunleavy in 2022 to ensure all students read proficiently by the end of the third grade. This act establishes four new programs to support early literacy:
 - Early Education Grant Program;
 - Department Reading Program;
 - District Reading Intervention Program; and,
 - Virtual Education Consortium.
- The Department of Education and Early Development (DEED) is presently engaged in the development of the framework for each of the four programs. The Governor requested additional funds in the FY2024 operating budget to establish a reading tutoring and professional development (PD) institute to service students as well as to provide PD to teachers, administrators, and paraprofessionals. ARAI will serve as a resource as Alaska's schools implement best practices aligned with the Science of Reading, in compliance with the requirements of the Alaska Reads Act.
 - ARAI will provide direct tutoring services to students with identified reading deficiencies.
 - ARAI will provide professional learning opportunities for teachers, paraprofessionals, and leaders.
- Alaska Statutes (AS) 44.17.020 provides that:
 - The principal executive officer of each department may, with the approval of the governor, establish divisions, or other administrative or organization units within the department in the interests of economy and efficiency and in accord with sound administrative principles and practices.
- The commissioner of education is the principal executive officer of the department (AS 14.07.145(a)) and the State Board of Education and Early Development is at the head of DEED. AS 14.07.075; AS 44.27.010.
- A supplemental document of the proposed concepts of support and services will be provided during the meeting.
- Susan McKenzie, Director of the Division of Innovation and Educator Excellence, and Dr. Deena Bishop, Special Assistant to the Governor as an Education Policy Advisor, will be present to brief the board.

◆ OPTIONS

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

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 4

◆ ISSUE

The board is being asked to adopt the Alaska Computer Science State Plan.

◆ BACKGROUND

- Computer science is driving innovation in almost every sector of the U.S. economy. Findings show that over 80% of software engineers are currently working remotely full time and working from home is becoming the new normal work arrangement. This presents our Alaska students with tremendous career opportunities with competitive pay while they continue to live and thrive in the communities that they, and many generations before them, grew up in.
- Alaska's Education Challenge identified increasing career, technical, and culturally relevant education to meet student and workforce needs as one of its five strategic priorities. Computer Science education in K-12 is an essential part of this strategic priority.
- In July 2022, Governor Mike Dunleavy and 49 other U.S. governors signed on to the Governors' Compact to Expand K-12 Computer Science Education. The governors committed to: 1. Increase the number of high schools offering computer science courses; 2. Allocate state funding to K-12 computer science education; 3. Create pathways to postsecondary success in computing and related careers; and 4. Provide equitable access to computer science for all students.
- A state plan is invaluable for strategically thinking through complex computer science policies and program implementations. A well-designed state plan provides coherence to the overall computer science expansion effort, links individual policy with consistent purposes, and ensures an organized approach to all program implementations.
- The Department of Education and Early Development (DEED) completed the initial draft of the Alaska Computer Science State Plan in December 2022.
- The Alaska Computer Science State Plan Review Committee comprised of representatives from school districts, school administrators, State Career and Technical Education (CTE) program, computer science teachers, postsecondary computer science and education programs, indigenous education organizations, computer science staff development agencies, and other computer science support groups in the state.
- DEED established the Alaska Computer Science State Plan Review Committee in December 2022. The committee reviewed the initial draft of the plan and held three one-hour virtual meetings to share comments and discussions. DEED incorporated the committee's comments and recommendations into the revised plan.

- DEED announced the Alaska Computer Science State Plan during the annual Perkins Application Workshop, February 8-9, 2023, and received no comments.
- DEED presented the Alaska Computer Science State Plan on February 18, 2023, during the Education Rewired ASTE [Alaska Society for Technology in Education] 2023 Conference and held a question-and-answer session. No revisions were necessary.
- DEED presented the Alaska Computer Science State Plan on March 29, 2023, to the State Board's CTE committee. The committee reviewed the plan before the meeting and provided comments. DEED revised the plan based on comments received.
- DEED opened a period of public comment on the Alaska Computer Science State Plan on March 31, 2023 (<http://notice.alaska.gov/210495>). The public comment period ended on May 1, 2023, at 5:00 PM. DEED revised the plan based on comments received and responded to each comment individually.
- Behind this cover memo is the proposed Alaska Computer Science State Plan.
- Faye Tanner, Statewide Coding and Computer Science Career Coordinator, will be present to brief the board.

◆ **OPTIONS**

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



Alaska Department of
Education & Early Development

Alaska Computer Science Education

State Plan

Rev. 2023-05-05

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Introduction

Computer science (CS) is best defined as “the study of computers and algorithmic processes, including their principles, their hardware and software designs, their applications, and their impact on society.” The most important aspect of CS is problem-solving, which is an essential skill for all disciplines. Through CS education, students learn to design, develop, and analyze software and hardware to solve problems in a variety of contexts.

In January 2018, the State Board of Education and Early Development announced a strategic plan to provide transformative change to Alaska’s education system. Alaska’s Education Challenge—developed in collaboration with school districts, legislators, and partner organizations—provides a framework to increase educational outcomes. The framework focuses on establishing positive student performance trajectories via five goals:

1. Support all students to read at grade level by the end of third grade.
2. Increase career, technical, and culturally relevant education to meet student and workforce needs.
3. Close the achievement gap by ensuring equitable educational rigor and resources.
4. Prepare, attract, and retain effective education professionals.
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

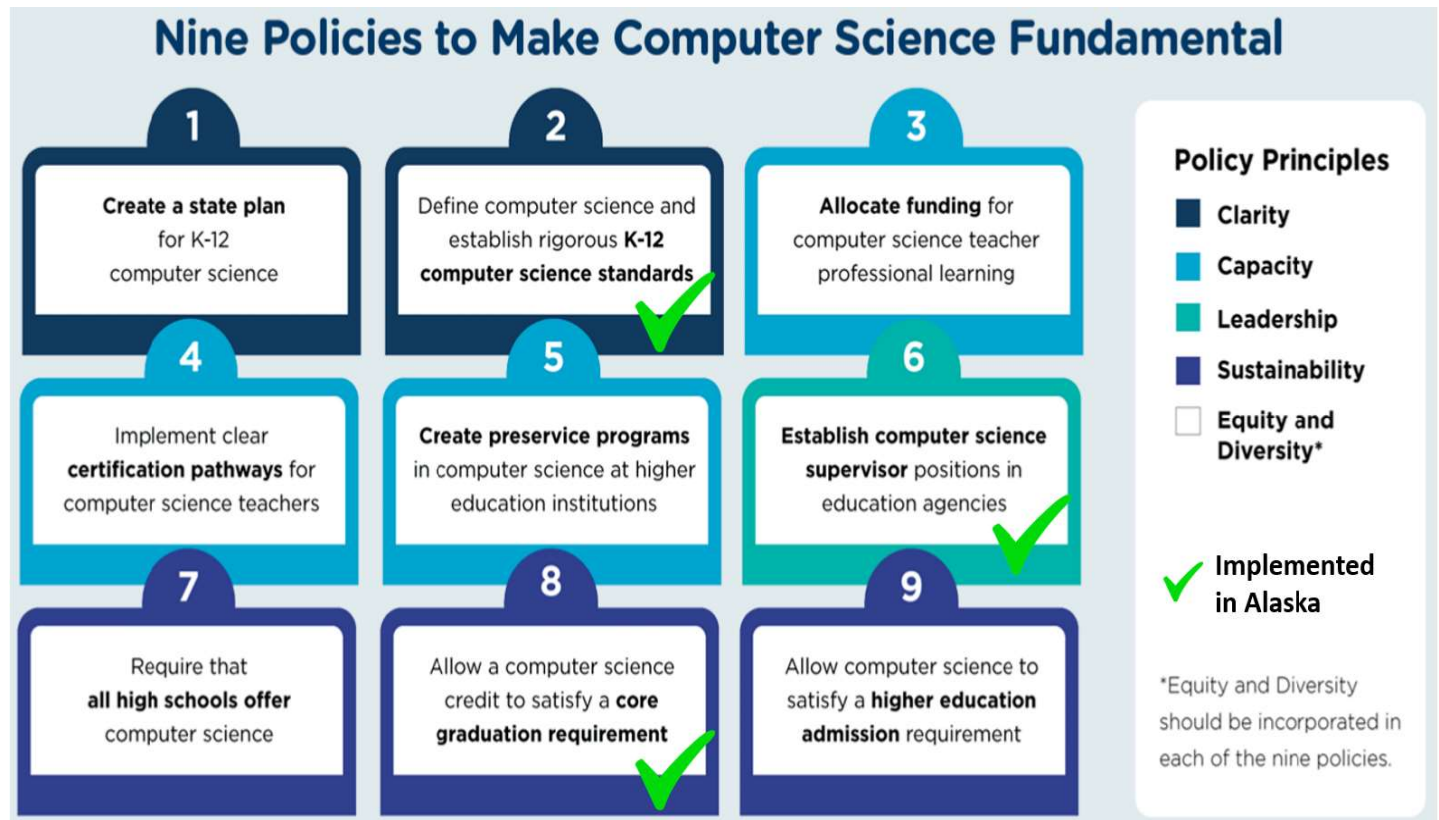
Our world is driven by technology. CS has become a “new basic” skill necessary for all students. One of the main goals identified by Alaska’s Education Challenge is to help our students master the foundational skills and competencies they need for their futures. CS, and furthermore computational thinking, is an important element in these foundational skills. Whether the students grow to pursue computer-related careers, CS education helps “increase career, technical, and culturally relevant education” that prepares Alaska students for the 21st century work force.

Research has shown CS instructions have positive impacts on math and science learning in K-12. In a study (Cheng, 2016) on high school math curriculum with CS integrated, students’ passing rate improved significantly from 61% to 94%. Another study by Salac, Thomas, Butler, and Franklin (2021) evaluated math test scores of fourth graders in two groups: one with CS instructions and the other without. In the two-year comparisons, the students who participated in CS instructions showed statistically higher improvement in math scores compared to their peers who did not receive CS instructions.

On July 14, 2022, the National Governors Association (NGA) announced that 50 U.S. governors had signed on to the Governors’ Compact to Expand K-12 CS Education. The governors, including Alaska Governor Mike Dunleavy, committed to:

1. Increase the number of high schools offering CS courses.
2. Allocate state funding to K-12 CS education.
3. Create pathways to postsecondary success in computing and related careers.
4. Provide equitable access to CS for all students.

The NGA also released a toolkit that identified the following Code.org's 9 policy areas that should drive any successful CS initiative and correlate with K-12 CS implementation rates.



The Alaska CS State Plan looks at the current state landscape of CS education, identifies the strategic areas of focus, sets realistic, challenging, and measurable goals to expand CS education to all the students in the state. This state plan is intended to be a working document and designed to respond to changes in the best practice in national K-12 CS education as well as the specific needs of Alaska students.

Current Landscape

Computer Science Standards

Alaska adopted its first CS K-12 standards in March 2019. The Alaska CS Standards are based on the CS Teachers Association's Interim K-12 CS Standards. It introduces the

principles and methodologies of CS to all students and addresses the entire K-12 range. K-12 educators from around the state, institutions of higher education, as well as industry were engaged as part of the standards creation process.

Computer Science Credit Counts in High School Graduation

On March 26, 2019, Commissioner of Education and Early Development Michael Johnson issued a letter¹ that districts may choose to allow a CS course (including advanced placement (AP)) to fulfill one of the following as part of the high school graduation requirements:

1. A credit requirement in mathematics;
2. A credit requirement in science;
3. A local elective requirement; or
4. A local CTE or technology requirement.

Dedicated Computer Science Position

On August 22, 2022, the Statewide Coding and Computer Science Career Coordinator position was filled at the Department of Education and Early Development.

Computer Science AP

There are currently two AP computer science classes: AP Computer Science A and AP Computer Science Principles. There are also many other high-quality CS K-12 curriculums developed or adopted in districts across Alaska.

The AP Computer Science Principles (CSP) is an introductory class to CS. It focuses on computational thinking and encourages students to explore how computer software and other technology can be used to solve problems. This course does not designate one specific programming language, but rather explore problem-solving using a combination of block-based and text-based programming languages.

The AP Computer Science A (CSA) is a programming class in Java. Java is used to build server-side applications, games, financial applications, as well as android mobile applications. The course focuses on problem-solving, design strategies and methodologies, data structure, and data analysis using algorithms.

¹ <https://education.alaska.gov/edtech/pdf/cs-credits-letter.pdf>

AP Computer Science Exam Participation by Gender²

Year	Female Exams	Male Exams	Percent Female Total	Female Exams AP CSA	Male Exams AP CSA	Percent Female AP CSA	Female Exams AP CSP	Male Exams AP CSP	Percent Female AP CSP
2021	20	80	20%	6	33	15%	14	47	23%
2020	16	92	15%	4	39	9%	12	53	18%
2019	29	88	25%	15	47	24%	14	41	25%
2018	29	86	25%	10	17	37%	19	69	21%
2017	17	51	25%	5	21	19%	12	30	29%

AP Computer Science Exam Participation by Race/Ethnicity²

Year	Asian (%)	Black/ African American (%)	Hispanic/ Latino/Latina (%)	Native American/ Alaskan (%)	Native Hawaiian (%)	White (%)	Two or more races (%)
2021	12 (12%)	1 (1%)	3 (3%)	3 (3%)	0 (0%)	71 (72%)	9 (9%)
2020	13 (12%)	0 (0%)	8 (7%)	1 (1%)	0 (0%)	68 (63%)	18 (17%)
2019	9 (8%)	0 (0%)	7 (6%)	6 (5%)	0 (0%)	80 (68%)	15 (13%)
2018	8 (7%)	1 (1%)	14 (12%)	3 (3%)	0 (0%)	70 (61%)	19 (16%)
2017	4 (6%)	0 (0%)	4 (6%)	1 (1%)	0 (0%)	48 (71%)	11 (16%)

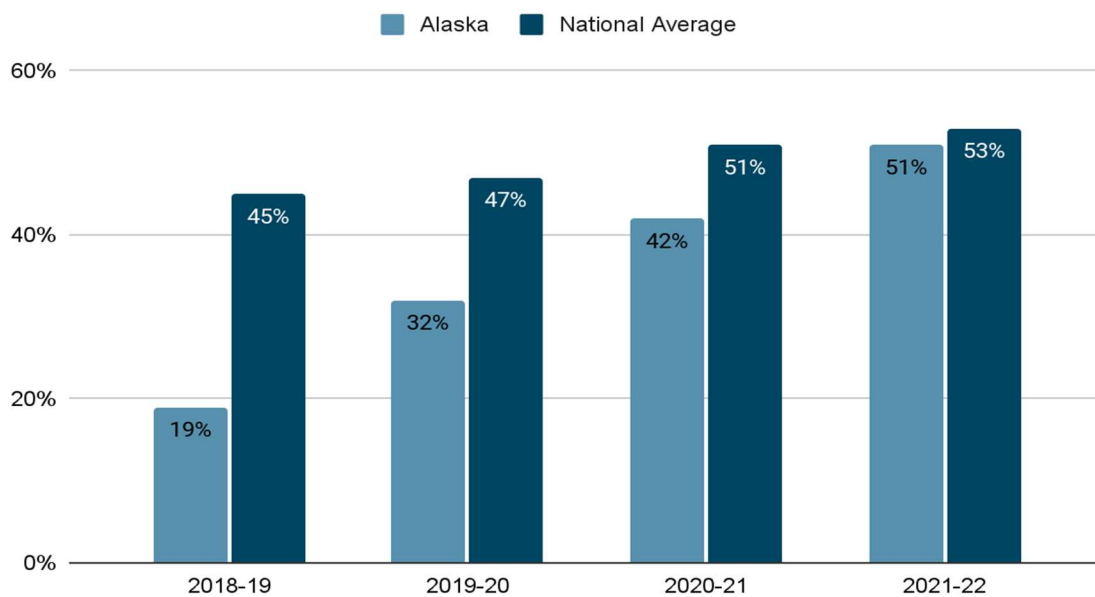
² Code.org, CSTA, & ECEP Alliance (2022). 2022 State of Computer Science Education: Understanding Our National Imperative. Retrieved from <https://advocacy.code.org/stateofcs>

High School Computer Science

High School Student Population in Alaska²

	Student Population in Schools Offering High School Grades	Student Population in Schools Offering High School Grades (percentage)	Percent of Students Who Attend a School that Offers CS (2022)
Asian	2,784	4%	80%
Black/African American	1,398	2%	72%
Hispanic/Latino/Latina	4,018	6%	76%
Native American/Alaskan	20,169	28%	58%
Native Hawaiian/ Pacific Islander	1,478	2%	77%
White	34,738	48%	77%
Two or More Races	7,272	10%	76%
Total students	71,857		71%

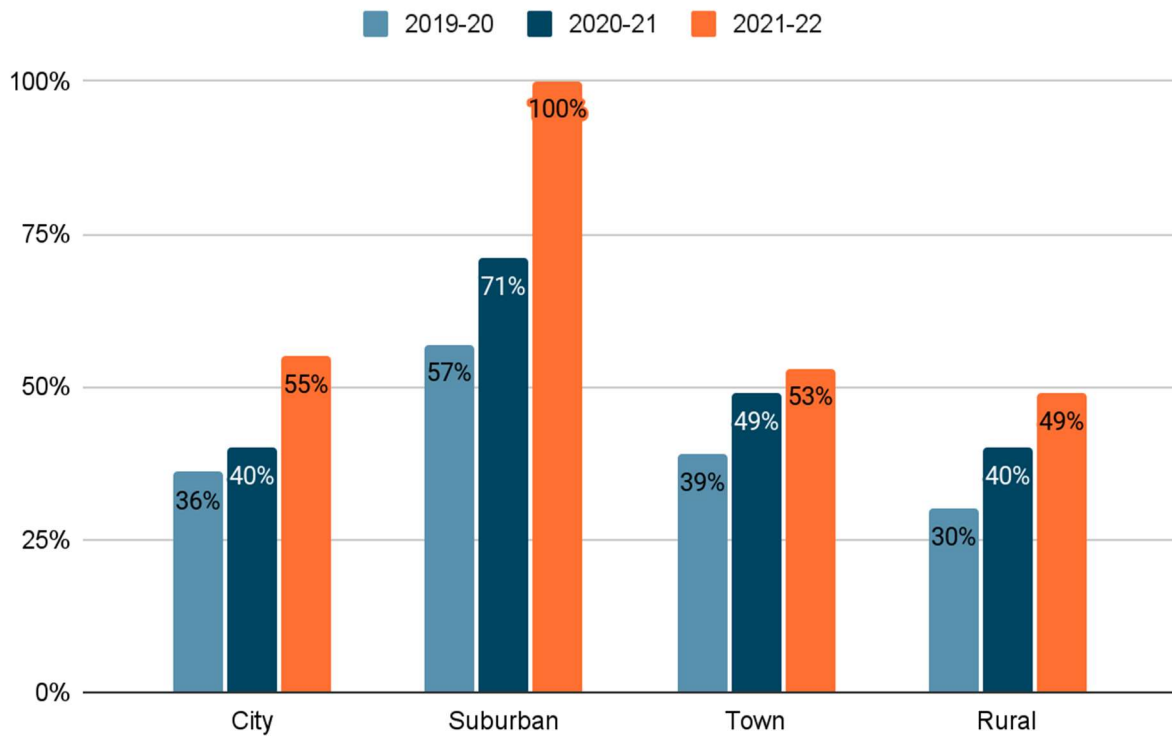
Percentage of High Schools Offering CS (AK vs. National)³



³ Code.org, CSTA, & ECEP Alliance (2022). 2022 State of Computer Science Education: Understanding Our National Imperative. Retrieved from <https://advocacy.code.org/stateofcs>

High School Offering Computer Science by Geography in Alaska⁴

Schools by Geography	Total Schools	2022	2021	2020	2022 National	2021 National	2020 National
City	22	55%	40%	36%	47%	48%	44%
Suburban	6	100%	71%	57%	60%	61%	57%
Town	34	53%	49%	39%	N/A	46%	41%
Rural	208	49%	40%	30%	50%	49%	43%



⁴ Code.org, CSTA, & ECEP Alliance (2022). 2022 State of Computer Science Education: Understanding Our National Imperative. Retrieved from <https://advocacy.code.org/stateofcs>

Computer Science State Plan Goals and Strategies

Equity and Access (EA)

CS prepares students for the future. In Every Student Succeeds Act, CS is included as part of a “well-rounded education”. This means that CS education is not designed to be offered to a selected few or as an elective for interested students, it is intended for all of Alaska’s students.

Goals

1. Ensure all K-12 students in Alaska have access to quality CS instructions, in urban and rural schools.
2. Reduce the gap in the number of female students enrolled in grade 7-12 CS courses.
3. Reduce the gap in Alaska Native students enrolled in grade 7-12 CS courses.
4. Increase the number of students enrolled in AP level CS courses and earn scores higher than 3 in the CSP or CSA exams.

Strategies

#	Description	Goals Targeted
1	Assist school districts to develop plans to ensure access to CS instructions and measures to report.	1
2	Develop regular assessments through data collection and analysis to identify any access and equity gaps in the state.	1, 2, 3, 4
3	Develop CS instructional delivery models specifically for rural areas (regional, statewide, online offerings, etc.)	1, 2, 3
4	Advertise and/or sponsor K-12 CS events, trainings, and competitions, in particular a focus on underrepresented student populations, particularly rural, female, and Alaska Native students.	1, 2, 3, 4
5	Identify opportunities by building partnerships with state diversity and equity initiatives to promote diversity in CS education.	1,2,3
6	Provide funding for support to help schools to increase capacity to design creative ways to add CS instructions.	1, 2, 3, 4
7	Provide funding to support districts in providing instructional coaching in CS to increase equity and access across the state.	1, 2, 3

Teacher Pipeline and Endorsement (TPE)

Professional learning consists of

- CS preparation for current teachers who are interested in either integrating CS in their subject areas or to offer standalone CS classes.
- Offering CS fundamental classes to pre-service teachers.

Goals

1. Establish at least one teacher or access to a teacher who is teaching high-quality CS courses in every secondary school.
2. Establish certification/endorsement pathways in CS to current teachers.
3. Establish a policy for CS offering/requirements in at least one undergraduate program for teachers.

Strategies

#	Description	Goals Targeted
1	Collaborate with professional learning organizations, such as Alaska Department of Education and Early Development Career Technical Education (CTE), Alaska Staff Development Network (ASDN), Alaska Society for Technology in Education (ASTE), etc. to organize and secure professional trainings in line with the Alaska's CS standards for each grade band.	1, 2
2	Provide recognition and/or incentives to both current and pre-service teachers for completing CS professional trainings.	1, 2, 3
3	Create partnerships with universities in CS offerings to both pre-service and current teachers.	2, 3
4	Develop guidelines for course work and/or content exams for CS endorsement and/or certification.	1, 2, 3
5	Advocate for an example of Praxis exams of CS and determine the passing scores.	1, 2, 3
6	Assess micro-credential CS options for current teachers.	2

Curriculum and Standards (CS)

Goals

1. Establish Alaska's CS standard adoption in all districts.

Strategies

#	Description	Goals Targeted
1	Promote awareness of the Alaska's CS standards to all school districts.	1

2	Promote the adoption of the Alaska's CS standards at all school districts.	1
3	Provide support and guidance to school districts on how to align CS curriculum to the Alaska's CS standards.	1
4	Provide professional learning on Alaska's CS standards.	1
5	Promote adoption of high-quality CS curriculum aligned with the Alaska CS standards at all grades level.	1

Outreach (OR)

Goals

1. Create a common information reservoir of CS K-12 education.
2. Establish a regular channel to obtain feedback and collect data to measure implementation effectiveness and make timely adjustments.

Strategies

#	Description	Goals Targeted
1	Create a CS website or page hosted under the Department of Education and Early Development's website to centralize CS education-related information.	1
2	Develop engaging media to promote K-12 education to various audiences.	1
3	Develop a list of area experts in K-12 CS to present and advocate to various audiences and educational conferences.	1
4	Seek partnerships to host local and statewide CS competitions to promote K-12 CS education and invite school board members and policymakers to give recognition to winning students and schools.	1
5	Establish and expand indigenous and stakeholder groups to review implementation results, suggest updates, and review Alaska CS state plan revisions annually or as needed.	1
6	Identify and establish working relationships with crucial CS leadership organizations to promote K-12 CS education further.	1
7	Promote awareness of Alaska CS standards and adoption of the standards in all school districts.	1
8	Promote public and private industry recognition that contributes to CS professional learning for K-12 teachers.	1

9	Collaborate with Higher Ed in Alaska to promote CS education as part of teacher preparation programs.	1
10	Facilitate increased awareness of opportunities for students to have early access to the industry through internship, mentorship, and apprenticeship.	1
11	Define CS data to measure the state of CS education.	2
12	Identify sources and develop surveys to collect the CS data.	2

Funding (FD)

Goals

1. Identify and secure federal, state, and/or industry funding opportunities to expand CS education.
2. Prepare a budget to implement the strategies in the CS state plan.

Strategies

#	Description	Goals Targeted
1	Identify and partner with researchers and apply for the National Science Foundation and similar grants to support CS expansion.	1
2	Support and assist school districts interested in building CS pathways in existing or new CTE programs.	1
3	Identify and facilitate free or reduced rates on CS curriculum and professional learning services.	1
4	Work with the Governor and Legislature to appropriate state and/or federal funding for CS in Alaska.	2
5	Research and apply for appropriate grants and partnerships from the industry.	1

Reference

Salac, Thomas, Butler, & Franklin. (2021). Understanding the Link between Computer Science Instruction and Reading & Math Performance. ITiCSE. https://jeansalac.github.io/docs/ITiCSE2021_CSonReadMath.pdf

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 5

◆ ISSUE

The board is being asked to approve five Career and Technical Education (CTE) Program Recognition awards forwarded by the State Board's CTE Committee. The attached five nominees were selected for CTE Program Recognition.

◆ BACKGROUND

- On April 25, 2023, the CTE Committee met to select the CTE Program Recognition awardees from among eleven (11) nominations received from the public and Department of Education and Early Development staff. Nominations were considered in one of two categories: Effective Student Engagement and Work-Based Learning.
- The attached five nominees are being forwarded by the CTE Committee for endorsement by the whole State Board of Education.
- Behind this cover memo is the list of the five nominees by category.
- Deborah Riddle, Division Operations Manager, will be present to brief the board.

◆ OPTIONS

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

Alaska State Board of Education proposed Career and Technical Education (CTE) Program Recognition

Effective Student Engagement

Minto School/Scott Brucker Hydroponics Growing – Students assembled a hydroponics growing unit and grew vegetables for consumption in developed meals. This project successfully accessed transitional funding provided by Alaska Department of Labor and Workforce Development to help students with an Individualized Education Plan (IEP) to be independent young adults. Student learning objectives included: assembly of hydroponic system; read instructions and trouble shoot technical problems; seed selection, planting and care; harvest fully grown vegetables and develop meals. Based on project success, the school will be purchasing more units to harvest additional foods for school use.

Delta Greely School District Boat Building – Students at Delta Greely High School successfully designed and built a 21-foot aluminum jet boat from scratch. The school received grants from Airgas for welding equipment, student safety gear and consumables used in boat fabrication. Multiple years and classes of students designed the boat using Computer Aided Design (CAD) software, created a 3D model for “water channel” testing, analyzed draft and drag, and cut out and assembled the boat. Students will obtain a gaming permit to raffle off the boat.

Work-Based Learning

Alaska Resource Education (ARE) Powerful Opportunities for Women in Resources (POWR) Camp – Alaska Resource Education conducted a week-long field trip as a capstone activity for students enrolled in a 9-week Anchorage School District course exploring career opportunities in Alaska’s natural resources industries. Students visited over ten Alaska employers and training programs located near Alaska’s rail belt from Anchorage to Fairbanks. Students experienced firsthand engagement with real job tasks in resource extraction and energy related Alaska industrial partners. Students were subject to industry safety, training, and employment standards in action during their site visits.

Annette Island School District Scuba Program – Partnering with the local tribe (Metlakatla Indian Community) through a MOA with the Department of Fish & Wildlife, the program allows students to gain the necessary license to harvest sea cucumbers and geoduck clams, which are shipped overseas. Through this MOA, students are required to earn Rescue Diver certification before a dive harvest permit is provided. Based upon up to four years of supervised dive experiences and training during school, students become confident divers with skills that increase safety and significantly reduce diving accidents as a commercial diver. Diving skills will be applied to mariculture programs in the future.

Bristol Bay Regional Career and Technical Education Program’s Fisheries Program – Providing programming to students from four school districts, BBRCTE has developed a strong partnership with Bristol Bay Native Corporation, and together are focusing on student’s traditional native culture and skills as the foundation of viable career pathway built upon the skills students already possess such as local waterway knowledge, how to pilot a skiff and fillet a fish, reading the weather, etc. Courses offered include: Commercial Set Net Camp; Commercial Fishing Work-Study; Fisheries Technician Training; and Bristol Bay Board of Fish Policy. Students can continue post school training through AVTEC’s Maritime track and other statewide fisheries training.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 6A

◆ ISSUE

The board is being asked to open a period of public comment on regulations to establish a virtual education consortium and associated governing body related to the Alaska Reads Act.

◆ BACKGROUND

- The proposed regulations are in response to the passage of House Bill (HB) 114, Education: Schools; Funding; Programs, also known as the Alaska Reads Act, that became law on July 15, 2022 (Chapter 40, SLA 2022). The effective date of this new law is July 1, 2023.
- Virtual Education is the component of the Alaska Reads Act (Section 37, AS 14.30.800) that directs the department to establish a consortium to share access to virtual education resources between Alaska school districts.
- In order to govern and organize the consortium, vet content, and approve teacher training for providing instruction through the consortium, the Department of Education and Early Development (DEED) proposes the establishment of a governing body for the consortium.
- DEED proposes a governing body of nine members to represent a range of partners, districts, and geographic regions of the state.
- DEED proposes the establishment of a database to establish a mechanism for compiling approved content for the purpose of cataloging options for districts to access.
- This initial round of regulations will establish the consortium governing body and the database. Once convened, the governing body of the consortium will work from stakeholder input, current practice from other states, and guidance from DEED to further define the consortium model, identify any forms, agreements, processes, and/or fees necessary to implement the consortium, and draft further regulations to guide the implementation of the consortium for use by participating members.
- The proposed regulation is pending Department of Law review and approval.
- The proposed regulations, and publications to be adopted by reference (the *National Standards for Quality Online Courses* and the *National Standards for Quality Online Teaching*) can be found behind this cover memo.
- Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, and Susan Sonneborn, Assistant Attorney General, will be present to brief the board.

◆ OPTIONS

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

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4 AAC is amended by adding a new chapter to read:

Chapter 67. Virtual Education Consortium.

Section

10. Establishment and purpose.

20. Duties and responsibilities of the department.

30. Consortium duties.

40. Board.

50. Bylaws.

60. Standards for consortium resources.

70. Educator eligibility to deliver or facilitate virtual coursework.

900. Definitions.

4 AAC 67.010. Establishment and purpose. Pursuant to AS 14.30.800 a virtual education consortium is established within the Department of Education and Early Development for the purpose of making virtual education and professional development resources available to students and teachers in the state. The virtual education consortium shall be known as the Alaska Distance Learning Consortium, or the consortium. (Eff. __/__/__, Register ____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.020. Duties and responsibilities of the department. (a) The department shall
(1) appoint members to the consortium governing board under 4 AAC 67.040;

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(2) provide assistance and support to the Alaska Distance Learning Consortium by providing the following

(A) information, procedures, forms, and other material as required, on how to apply and qualify to become a member of the consortium; and

(B) counseling and technical assistance to the consortium;

(3) establish standards for consortium resources as provided in AS 14.30.800;

(4) post on the department's website and make publicly available the consortium rubric, as provided in 4 AAC 67.030; and

(5) shall establish bylaws, in partnership with consortium board, to govern the consortium meetings and activities.

(b) The department may establish a fee as provided in AS 14.30.800 for school districts that participate in the consortium if recommended by the consortium board. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.030. Consortium duties. The consortium, through the board, shall

(1) develop a rubric for virtual education courses that meets standards provided in 4 AAC 67.060 for consortium board approval;

(2) determine individual educator eligibility to teach virtual instruction based on standards provided in 4 AAC 67.070 by

(A) identifying and disseminating information on approved virtual education preparation;

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(B) evaluating existing virtual education experience for approval.

(3) establish and maintain a database of virtual education courses for students, training in virtual education instruction for teachers, and professional development courses for teachers of students throughout the state that provides access to approved state content for students and educators. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.040. Board. (a) The consortium shall be governed by a board consisting of 9 members appointed by the department, to include

(1) two Tribal representatives;

(2) two members of recognized educational associations in the state;

(3) five individuals employed by school district to include

(A) teachers and administrators; and

(B) one member appointed from each of the four judicial districts and one member from the state at large with at least one member representing regional educational attendance areas.

(b) The members of the board shall be appointed for overlapping 3 -year terms commencing on the September 1 following the date of the members' appointment. A member appointed to fill a vacancy serves for the unexpired term of the member whose vacancy is filled. A vacancy occurring during a term of office is filled in the same manner as the original appointments. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

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4 AAC 67.050. Bylaws. (a) The department shall, in partnership with the consortium board, establish bylaws to govern the consortium meetings and activities.

(b) The bylaws shall be written and distributed in a manner so as to be readily available to personnel of the department.

(c) The consortium bylaws shall include

- (1) a statement of purpose;
- (2) the consortium mission and vision;
- (3) board membership;
- (4) governance rules; and
- (5) meeting requirements.

(d) The bylaws shall be reviewed and approved by the State Board of Education every three years. (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.060. Standards for consortium resources. (a) Student courses made available to school districts through the consortium shall

(1) meet content standards set forth in the corresponding subject matter standard adopted by reference in 4 AAC 04.140; and

(2) meet standards set forth in *National Standards for Quality Online Courses*, revised as of October 2011, adopted by reference.

(b) Courses or other training made available through the consortium for professional

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development for teachers must meet standards set forth in, revised as of October 2011, adopted by reference.

Editor's note: Copies of the *National Standards for Quality Online Courses* and *National Standards for Quality Online Teaching*, adopted by reference in 4 AAC 67.060, are available for inspection at the Department of Education and Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500. The *National Standards for Quality Online Courses* and *National Standards for Quality Online Teaching* may also be viewed on the departments' internet website at [www. https://education.alaska.gov/standards](http://www.https://education.alaska.gov/standards). (Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.070. Educator eligibility to deliver or facilitate virtual coursework.

Teachers delivering or facilitating virtual coursework to students through the consortium database shall meet requirements in AS 14.30.800 and shall

(1) meet professional content and performance standards set forth in 4 AAC 04.200; and

(2) meet instructional standards set forth in *National Standards for Quality Online Teaching*, revised as of October 2011, adopted by reference.

Editor's note: Copies of the *National Standards for Quality Online Teaching*, adopted by reference in 4 AAC 67.070, are available for inspection at the Department of Education and Early Development, 801 West 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500. The *National Standards for Quality Online Teaching* may also be viewed on the

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departments' internet website at [www. https://education.alaska.gov/standards](http://www.https://education.alaska.gov/standards).

(Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

4 AAC 67.900. Definitions. In this chapter

(1) "virtual education" or "virtual instruction" has the meaning given in AS 14.30.800.

(Eff. __/__/__, Register _____)

Authority: AS 14.07.060 AS 14.30.800

NSQ NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

Third Edition 2019



**VIRTUAL LEARNING
LEADERSHIP ALLIANCE**



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NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING

Third Edition 2019



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For more information or to contact the publishers visit www.nsqol.org.

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The National Standards for Quality Online Teaching have been the benchmark for quality online instruction since its introduction in 2007. The Virtual Learning Leadership Alliance (VLLA) and Quality Matters (QM) organized a committee of experts with various backgrounds in the field of K-12 online learning to take the lead in refreshing the National Standards for Quality Online Teaching previously updated and maintained by iNACOL. These dedicated educators represent organizations that share an interest in online education and believe that it is important that students have access to the highest quality online teachers.

Many people contributed in significant ways to the research and writing effort required for this revision of the National Standards

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Much gratitude,

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PREFACE

The National Standards for Quality Online Teaching is one of three sets within the National Standards for Quality Online Learning, which also includes the National Standards for Quality Online Courses (2011) and the National Standards for Quality Online Programs (2009). Designed to complement one another, the National Standards for Quality have been the benchmark for online programs, districts and state agencies since their creation in 2007. A number of states have even incorporated the National Standards for Quality into legislation, state rule or adopted them less formally as the criteria by which they assess and approve online learning instruction and course content. The previous edition of the National Standards for Quality Online Teaching was last revised in 2011. Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), both educational nonprofit organizations, are leading a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by the International Association for K-12 Online Learning (iNACOL).

The purpose of the National Standards for Quality (NSQ) revision initiative is to provide the K-12 online and blended learning community with an updated set of openly licensed standards to help evaluate and improve online courses, online teaching and online programs. Both the VLLA and QM, as well as the project contributors, are committed to a continuous improvement cycle for all three sets of standards for online learning, and to a common philosophy that standards in such a dynamic area as digital learning must be updated regularly to provide a useful benchmark for schools, districts, statewide programs and commercial suppliers of online and blended learning.

The team working on the National Standards for Quality Online Teaching revision include online learning expertise from statewide and regional online learning programs – state virtual schools, consortia, regional service agencies, state departments of education – district online and blended learning programs, full-time virtual schools, universities and researchers, private companies ranging from online course and professional development providers to education service providers and technology suppliers, and nonprofit organizations and foundations. The teams include some educators that have participated in previous versions of the National Standards for Quality Online Teaching and many new contributors with fresh perspectives.

Prior to revising the National Standards for Quality Online Teaching, the revision team had access to user feedback on the usefulness of each standard, as well as an updated literature review. Each document served to inform the team, allowing them to make community and research supported updates. Subsequently, reviewers took time to evaluate each standard based on the following criteria: measurable, valid, complete, relevant, and specific. Feedback was then incorporated into the final document. Further information about the process, including more detailed methodology, can be found at www.nsqol.org.

INTRODUCTION

The National Standards for Quality Online Teaching provide a framework for schools, districts, state agencies, statewide online programs and other interested educational organizations to improve online teaching and learning. The instructional philosophies, approaches and models for online teaching are practically endless. The standards are intended to provide guidance while providing maximum flexibility for the users.

The National Standards for Quality Online Teaching are broken into the following eight standard categories:

Standard A: Professional Responsibilities

Standard B: Digital Pedagogy

Standard C: Community Building

Standard D: Learner Engagement

Standard E: Digital Citizenship

Standard F: Diverse Instruction

Standard G: Assessment and Measurement

Standard H: Instructional Design

Each standard is accompanied by a set of indicators. The standards team of contributors has expanded the guidance provided in previous versions of the standards by including explanations and examples. The explanations and examples will be particularly helpful for districts adopting the standards and indicators to fit their unique needs. Moreover, they will allow for a variety of program types, in addition to full-time virtual schools, to apply the standards to blended, competency-based, or other learning strategies being employed. By including explanations and examples, the standards revision teams have been mindful to balance the need for a usable set of benchmarks for quality online learning practices with the need for flexibility to accommodate the wide range of programs types and available resources. In keeping with the unique needs of particular programs, it is recognized that not all standards and indicators may be appropriate. For example, some teachers in an online environment may have little or no ability to modify the curriculum or course content given to them, and therefore may not be able to demonstrate certain indicators.

Teachers face different challenges in the online environment and the traditional classroom. The National Standards for Quality Online Teaching and indicators focus on online instruction that creates a highly individualized learning environment, and are not intended to address blended learning approaches and the use of technology in the traditional classroom. Classroom teachers would benefit from reviewing The Blended Learning Teacher Competency Framework.

The *National Standards for Quality Online Teaching* are identified on the following pages.

THE NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING ARE SEPARATED INTO THE FOLLOWING EIGHT STANDARD CATEGORIES:



Standard A
Professional Responsibilities



Standard E
Digital Citizenship



Standard B
Digital Pedagogy



Standard F
Diverse Instruction



Standard C
Community Building



Standard G
Assessment and Measurement



Standard D
Learner Engagement



Standard H
Instructional Design



STANDARD A: PROFESSIONAL RESPONSIBILITIES

The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.

- A1** The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.
- A2** The online teacher is a reflective practitioner.
- A3** The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.
- A4** The online teacher serves as an ambassador of knowledge to stakeholders.
- A5** The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.
- A6** The online teacher demonstrates an understanding of effective time management strategies.
- A7** The online teacher models digital citizenship.
- A8** The online teacher maintains accurate records of relevant information and communications in the appropriate format.
- A9** The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.



A1

The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.

EXPLANATIONS

Professional teaching standards may include state or teaching requirements specific to teaching online.

The online teacher is able to demonstrate best practices in the online classroom.

The online teacher demonstrates knowledge of the subject area(s) and pedagogy appropriate for learners.

EXAMPLES

The online teacher holds credentials in the field of study he or she is teaching.

The online teacher has a valid teaching certificate and/or is highly qualified.



A2

The online teacher is a reflective practitioner.

EXPLANATIONS

The online teacher is a reflective practitioner who continues to focus on his or her practice and finds opportunities for growth.

EXAMPLES

The online teacher seeks out colleagues for feedback/suggestions on areas of practice that, after reflection, show room for growth.



A3**The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.****EXPLANATIONS**

The online teacher understands the importance of staying up to date in best practices in his or her ever-evolving field.

The online teacher identifies areas for professional growth and seeks learning opportunities both independently and through professional learning groups/communities.

EXAMPLES

Annual evaluations of the online teacher show growth in meeting professional goals.

The online teacher has evidence of professional development and/or has evidence of meeting individual professional growth plan goals.

A4**The online teacher serves as an ambassador of knowledge to stakeholders.****EXPLANATIONS**

The online teacher models best practices in the online classroom and advocates for all teachers to practice reflection and add to their knowledge about online education throughout their lives.

EXAMPLES

The online teacher serves as a mentor, leads a Professional Learning Community (PLC), or leads staff professional development.

A5**The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.****EXPLANATIONS**

The online teacher builds learner capacity for collaboration in the online environment and encourages learners to participate as global citizens.

The online teacher creates a collaborative environment where learners participate as global citizens.

Learners are encouraged to participate in groups and complete assignments in a collaborative manner.

EXAMPLES

The online teacher provides digital opportunities for learners to use skills such as critical thinking, collaboration, communication, and problem solving that prepare them to become global citizens.

Examples include: peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, a structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design built into the course.

A6**The online teacher demonstrates an understanding of effective time management strategies.****EXPLANATIONS**

Time management is a crucial component to successful online instruction.

EXAMPLES

The online teacher structures his or her day by blocking out time for communication, feedback, and professional development.

A7**The online teacher models digital citizenship.****EXPLANATIONS**

The online teacher needs to advocate for, and to be aware of, the risks as well as the benefits of Internet usage and collaboration.

The online teacher must provide guidelines for appropriate behavior and usage of digital resources as relates to intellectual property and fair use.

The online teacher also educates learners as to why following such guidelines is crucial to positive global citizenship for the protection of all users.

EXAMPLES

Netiquette guidelines should be accessible to stakeholders and may include: guidelines for all online communication, use of social media, careful management of the digital footprint, respecting copyright and intellectual property, policies that clearly outline the consequences of inappropriate use of digital resources, and clear alignment of classroom policies to program-level policies.

Digital citizenship should include the online teacher modeling and advocating for appropriate and balanced technology usage (i.e., healthy media diet). The American Academy of Pediatrics offers recommendations for healthy use of screen time and media for children.

A8**The online teacher maintains accurate records of relevant information and communications in the appropriate format.****EXPLANATIONS**

Online teacher records should include communications as well as documents, images, work samples, and others.

EXAMPLES

The online teacher maintains a communication log documenting contacts with site mentors, parents, and other support. The teacher maintains records of communications with students and encourages students to respond to any teacher-initiated communications.

The online teacher gives in-course feedback, which appears on the students' grades page. The teacher uses a Student Information System, which documents and sends progress reports and key communications with parents and coaches.

The online teacher uses school-provided logs for documenting parent communication. As a back-up, he or she also saves email messages and other records in on-going, complex cases.

A9**The online teacher can explain his or her responsibilities in carrying out local or national law, or mandates related to accessibility.****EXPLANATIONS**

The laws and mandates regarding support for diverse learners vary by country and even within states in the United States. They include, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508. It is important that the online teacher understands how his or her specific online program requires local laws and mandates to be met, and the process for accessing the tools to which he or she has access for educating diverse learners.

The online teacher can work with the learners' local schools to understand the disability service plans and then report to colleagues what can be done to provide the most supportive learning environment for the learner.

EXAMPLES

An online teacher who does not have access to the learner disability service information can work with a coordinator within the online program to ensure learners are provided with the most supportive learning environment.

The online teacher, after reviewing the IEP, reaches out to the school contact to ensure the student has the adaptive technology required by the IEP. The online teacher also shares training videos on the hardware/software with the parent(s).



STANDARD B: DIGITAL PEDAGOGY

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

- B1** The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
- B2** The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
- B3** The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- B4** The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
- B5** The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).

B1

The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interactions.

EXPLANATIONS

The online teacher selects and uses a variety of tools for communication, including tools used to explain content, develop conceptual understanding, deepen social interaction, and develop an online social presence.

The online teacher needs to communicate with learners through means other than, and in addition to, phone calls or email messages.

The online teacher needs to understand the connection between using tools and building meaningful relationships with learners (presence) in order to support achievement and persistence.

The online teacher demonstrates meaningful relationships with learners (presence) through the use of specific tools in order to support achievement and persistence.

EXAMPLES

An online teacher starts a discussion board with academic content as well as announcements and support for self-regulation of learning online. In addition, the teacher uses applications based on learner recommendations to send out announcements and offer support.

The online teacher may conduct daily live sessions with learners in a web-conferencing application to provide learners with opportunities to interact with the content alongside and with their peers.

In a blended setting, the teacher engages with learners in authentic ways through Book Study or by inviting discussion with an author to develop conceptual understanding and deepen social interaction.

The online teacher can create an authentic online learning experience for learners by asking them to interact with researchers about the topic. For example, an online instructor teaching horticulture can coordinate with an heirloom seed organization focused on local crop sustainability to create an authentic online learning experience.

B2 The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.

EXPLANATIONS Frameworks like the Universal Design for Learning emphasize the need for learner agency and instructor responsiveness for optimal learning, as well as the need to utilize discipline-specific technologies, tools, and resources to meet the individual needs of diverse learners through consideration of what will work for all.

The online teacher varies resources and strategies depending on individual student needs.

EXAMPLES The online teacher can use open educational resources (OER) to develop lessons, which allow for learner choice.

The online teacher can demonstrate evaluation strategies for resources that use a variety of cultural contexts.

The online teacher of blended courses can confer with small groups about sources found online for a particular topic and then have the groups re-configure (into smaller or larger groups) to find corroborating sources.

The online teacher may develop (or work with others to develop) games to teach content and develop social skills. Teachers and researchers might collaborate to develop the gaming technology. For example, the online teacher may gamify lessons to engage students learning about the solar system.

B3 The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interactions, and monitor and motivate learner engagement.

EXPLANATIONS Online teacher presence is embodied through nurturing learner relationships, encouraging learner interactions, and monitoring and motivating learner engagement. This includes learner-teacher relationship building as well.

EXAMPLES The online teacher may give explicit instruction for online discussion forums regarding etiquette and providing feedback about how learners should communicate with each other.

Online and blended teachers may perform action research to explore the ways in which they nurture inquiry and/or social and emotional development.

B4 The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.

EXPLANATIONS The online teacher uses troubleshooting skills (e.g., changing passwords, downloading plug-ins, etc.) for him or herself and learners.

Additionally, the teacher knows how to contact local technology support, if more advanced help is needed, and can direct learners to the appropriate support.

The online teacher has the knowledge to serve as the first point of contact when learners need unexpected problem solving with accessing and using technology.

EXAMPLES Basic troubleshooting skills may require the online teacher to, for example, change passwords, and help learners download plug-ins.

The online teacher is able to contact local tech support, which may take the form of a help desk or ticket system. The online teacher knows if and how learners can get advanced technological support and access to technology.

B5 The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).

EXPLANATIONS The online teacher needs to consider how to create safe spaces that honor learners' rights to privacy and support them in determining who they want to be known as when they are online.

The online teacher needs to model and understand how digital information can be used in both negative and positive ways.

EXAMPLES The online teacher creates examples of email address or social media handles for learners to review, critique, and reflect upon and shares his or her experience with creating online identities, which could be done in an orientation prior to the course or at the beginning of it.



STANDARD C: COMMUNITY BUILDING

The online teacher facilitates interactions and collaboration to build a supportive online community that fosters active learning.

C1 The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.

C2 The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.

C3 The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.

C4 The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.

C5 The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

C1

The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.

EXPLANATIONS Where possible, the online teacher should strive to integrate approaches that actively engage learners and foster collaborative learning.

EXAMPLES The online teacher uses digital software to monitor individuals who may not be participating in the learning community, so he or she can intervene and provide assistance where needed.

The online teacher may use any number of active learning strategies, including peer-based learning, inquiry-based activities, collaborative learning, discussion groups, and small group work to cultivate learner interaction.

C2

The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.

EXPLANATIONS It is important for online teachers to establish and enforce netiquette guidelines for acceptable online behavior to ensure that learners are interacting in an appropriate, safe, and constructive manner, especially in diverse environments. This also allows the instructor to maintain an active presence to monitor constructive interaction in both asynchronous and synchronous online settings.

EXAMPLES The online teacher actively participates and models both asynchronous and synchronous facilitation and interaction. This may include, but is not limited to, the following: instant messaging, text chat, audio and/or video conferencing, and other live exchange of information (synchronous); as well as email, discussion boards, blogs, and other non-live methods (asynchronous).

C3

The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.

EXPLANATIONS An essential component of online teaching is creating a diverse community conducive to active learning, where learners can openly communicate and work to achieve a mutual objective.

In addition, it is important that online learners feel a sense of inclusion, control, and care created by the teacher, which is accomplished through effective facilitation. Once community is established, active learning such as authentic assessment and peer-to-peer discovery can take place.

EXAMPLES The online teacher builds the community by modeling appropriate communication and creating a relationship of trust. This is done by establishing consistent and reliable expectations and encouraging independence and creativity. Examples are: communicating with learners on an on-going and consistent basis to encourage their participation, including sending important class announcements and reminders to keep learners on track; expressing an interest in their personal lives; and creating areas in the course for personal connection, such as a discussion board lounge or personal 1-1 chat with instructor.

C4

The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.

EXPLANATIONS

Learner-learner interaction may take place in group activities, such as projects, discussions, and instruction. An important component to building higher-order thinking skills among learners is facilitating their interaction in online settings, particularly in groups, projects, and/or discussions to allow for collaborative interaction.

EXAMPLES

The online teacher encourages learners who have little active online contribution to the collaborative activity to share their ideas within the safe space of group discussion.

The online teacher follows up with active online discussion, posing deeper questions to push learners' thinking forward.

C5

The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.

EXPLANATIONS

Because any course may have learners from diverse backgrounds and with varying learning needs, the online instructor must be able to meet the needs of a wide variety of learners.

It is important for the online teacher to encourage diversity of perspectives when facilitating online discussions or interactions so that a multitude of learner voices are represented, and, as a result, viewpoints and perspectives can be broadened.

EXAMPLES

The rubrics for online discussions indicate that the online teacher takes original thought into account when grading assessments.

The online teacher ensures that learners take turns leading discussions, so that all learner voices are represented.

The online teacher establishes guidelines for learners to follow to ensure a productive discussion that represents diverse perspectives.

The online teacher demonstrates respect for diversity in online discussion contributions by commenting on a variety of ideas.

The online teacher may play devil's advocate or assign the devil's advocate (or similar) role within a discussion to encourage a wide array of perspectives.

The online teacher implements different teaching strategies, depending on the cultural background and proficiency levels of each learner.



STANDARD D: LEARNER ENGAGEMENT

The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.

- D1** The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.
- D2** The online teacher engages learner agency.
- D3** The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.
- D4** The online teacher establishes relationships through timely and encouraging communication, using various formats.
- D5** The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.
- D6** The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- D7** The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.

D1

The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.

EXPLANATIONS

The online teacher needs to be able to analyze and interpret a wide range of activity and performance-level data provided in LMSs, adaptive software, and other digital tools. Further, the online teacher needs to be able to identify patterns in the data that can inform interventions geared towards maximizing each learner's growth.

EXAMPLES

The online teacher uses a mastery dashboard to keep track of whether learners need remediation, are near mastery, or have achieved mastery (as well as what defines an individual's level of mastery based on growth). Data from the dashboard are used to determine who needs 1-1 sessions with the instructor, learner grouping, etc.

The online teacher uses activity data with the course LMS or dashboard to identify how often a learner logs into the system and what areas/objectives the learner is spending instructional time on. This data helps the teacher in a goal-setting consultation with the learner.

The online teacher has integrated adaptive learning software into the classroom. The teacher uses data dashboards from the software to monitor learner progress and activity and uses this data to provide targeted instruction to learners in areas where they are struggling.

The online teacher works with his or her campus instructional design and data departments to extract useful, actionable data from the LMS regarding learner behavior.

D2**The online teacher engages learner agency.****EXPLANATIONS**

It is important for teachers to promote learner agency by jointly setting goals and conferencing with them about their progress towards the goals that have been set. This buy-in is an important part of motivation (see Self-Determination Theory) as opposed to teachers themselves setting all the goals and just monitoring learner progress themselves.

EXAMPLES

The online teacher regularly conferences with each learner to establish some individual goals regarding performance on mastery outcomes and then follows up to encourage the learner regarding progress towards those goals.

The online teacher communicates with individual learners to review progress in the class and learn from the learner perspective about personal interests and barriers to learning that can inform the support that is provided to the learner.

D3**The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.****EXPLANATIONS**

The online teacher uses varied assessment strategies, not limited to the course curriculum, which identify the learner's ability.

Assessment allows both instructor and learner to monitor progress towards achieving learning objectives and can be approached in a variety of ways, including the online curriculum.

Learners learn best when they:

- (1) engage with content just at the edge of their own expertise, and
- (2) are learning for mastery, which is facilitated by intrinsic motivation, shared ownership of learning goals, and learner agency.

EXAMPLES

The online teacher adjusts or adapts content representations or explanations and creates or points learners to simpler explanations or additional/supplemental activities aligned to their level/background.

The online teacher provides additional scaffolding activities or content through announcements or other means to learners that need them.

The online teacher allows learners to choose from different options for completing an assignment to demonstrate mastery of the skill they are working on.

The online teacher guides learners through the content at different speeds, or in a different order, based on their needs and interests.

D4**The online teacher establishes relationships through timely and encouraging communication using various formats.****EXPLANATIONS**

Regardless of who the online teacher is communicating with, effective communication methods are necessary to successful two-way communication.

The online teacher is proficient at communicating using various formats (e.g., text audio, video, synchronous, asynchronous) and selects the format that is best for the specific situation and purpose.

EXAMPLES

Depending on the situation, purpose, and participants, the online teacher strategically selects a communication format (e.g., text, audio, video, synchronous, asynchronous).

At the start of the course, the online teacher works to develop relationships with learners by communicating in a welcoming way that allows learners to recognize the online teacher as a “real” person who wants them to be successful.

D5

The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.

EXPLANATIONS

The online teacher provides actionable, specific, and timely feedback.

As the content expert, the online teacher is responsible for helping learners to master the course content via flexible and interactive instruction, tutoring, and personalized feedback.

When appropriate, the online teacher incorporates rich media.

EXAMPLES

Following a project-based learning unit, the online teacher uses screencast recordings to provide learners with specific feedback on their portfolio pages.

The online teacher holds regular office hours that provide learners the opportunity to receive tutoring synchronously.

The online teacher responds to learners’ content-related questions via email.

D6

The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning

EXPLANATIONS

As the content expert, the online teacher is responsible for helping learners to navigate the course platform and perform the required tasks within the course.

EXAMPLES

At the beginning of the course, the online teacher provides learners with a welcome letter that directs learners to important information, such as a syllabus, pacing guide, where to find their grades, etc.

During the course, the online teacher emails learners or initiates a course check-in to ensure that learners know where to find feedback from their instructor.

The online teacher provides a screencast showing learners how to submit an assignment with media.

The course commences with a Start Here/Welcome page, which provides key information about the course, teacher, and how to navigate to the first activity.

D7

The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.

EXPLANATIONS

As the course facilitator, the online teacher is responsible for communicating with all of the stakeholders regarding the learner’s progress and strategies for supporting the learner.

Communication should be ongoing, open, proactive, and continuous. It should address both learner successes and challenges and be documented appropriately.

EXAMPLES

Examples of stakeholders include parents, on-site facilitators, and counselors.

The online teacher communicates with parents, learners, and guidance counselors when a learner falls behind in a course.

The online teacher communicates various study practices with parents that they can use to support their child.

The online teacher communicates concerns about the learner's grade to all pertinent stakeholders.

The online teacher communicates to the learner how his or her work clearly demonstrates mastery of knowledge and skills, with specific examples.

The online teacher maintains a communication log documenting contact with site mentors, parents, and other support. The teacher maintains a record of communications with learners and encourages them to respond to teacher-initiated communications.

The online teacher gives in-course feedback, which appears on the learners' grades page. Teachers use a Student Information System, which sends and documents progress reports and key communications with parents and coaches.

The online teacher uses school-provided logs for documenting parent communication. As a back-up, he or she also saves email messages and other records in on-going, complex cases.



STANDARD E: DIGITAL CITIZENSHIP

The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

- E1** The online teacher facilitates learning experiences that model and promote digital citizenship.
- E2** The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.
- E3** The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
- E4** The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).

E1

The online teacher facilitates learning experiences that model and promote digital citizenship.

EXPLANATIONS

Through announcements and feedback, the online teacher models and provides instruction that promotes information literacy and digital literacy skills.

Note: In, for example, courses that are already created, teachers may not be able to create learning experiences but can provide additional direction to students through feedback and other communications.

EXAMPLES

Some examples of teacher activities that model and promote digital citizenship are: a screencast demonstrating how to locate reliable digital content, an announcement explaining how to evaluate the usefulness of information for a specific task, and instruction in how to locate and cite reliable resources.

The online teacher provides information about evaluating reliable sources and providing factual evidence when discussing issues.

The online teacher knows how to attribute Creative Commons-licensed, open content/Open Educational Resources.

The online teacher requires learners to find valid information when conducting research and to cite it appropriately.

The online teacher facilitates learner investigations of the legal and ethical issues related to technology and a global society.

E2

The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.

EXPLANATIONS

Academic integrity includes responsible and honest behavior.

The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.

The online teacher is able to identify the risks of academic dishonesty for learners and intervene when incidents of academic dishonesty occur.

EXAMPLES

Course content includes a module/unit where learners can demonstrate academic integrity. The online teacher is able to practice and model proper academic integrity for learners.

The online teacher provides information about using and citing sources, as well as other academic integrity resources available, like plagiarism-checking tools. The online teacher actively participates in and models both asynchronous and synchronous facilitation and interaction. This includes, but is not limited to, synchronous methods, such as instant messaging, live chat, and audio/video conferencing; and asynchronous methods, such as discussion boards and blogs.

The teacher provides information about using and citing sources or other resources available, like plagiarism-checking tools.

Specific guidelines for learner behavior are included in the course.

The online teacher models expected behavior and does not present another's work as his or her own.

E3

The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.

EXPLANATIONS

The online teacher respects copyright law, demonstrates appropriate use, and models the use of correct citations in teacher-created materials.

The online teacher knows and understands how the use of technology may lead to instances of academic dishonesty.

The online teacher is able to identify the risks and intervene in incidents of academic dishonesty for learners.

EXAMPLES

The online teacher provides clear links to program policies in the course and does not share learner work or information without proper permissions. The teacher provides specific instructions or guidelines to learners regarding collaborative work and sharing of information.

Course policies align with and support program policies, and the online teacher adheres to program policies when creating course content and/or materials.

The online teacher may have learners complete a module or unit on copyright and fair use and/or work with the school's teacher librarian to review appropriate resources.

E4

The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).

EXPLANATIONS

It is imperative that online teachers follow federal, state, and program policies in order to create a safe and supportive learning environment for learners.

Examples of policies include national, state, and local program coverage of the Family Education Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), the Children's Online Protection Act (COPA), the General Data Protection Regulation (GDPR), and the Acceptable Use Policy (AUP) etc.

Note: program policies typically include federal and state policies.

EXAMPLES

The online teacher has participated in policy training and signed off on program policies. The teacher has implemented links to program policies in course(s).



STANDARD F: DIVERSE INSTRUCTION

The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.

- F1** The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups.
- F2** The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.
- F3** The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.
- F4** The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
- F5** The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.
- F6** The online teacher provides additional opportunities for personalized learner growth or enrichment.
- F7** The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.

F1 The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups.

EXPLANATIONS Online teachers discern when and how to employ alternate instructional strategies to support individual learners as identified by their learning patterns and federal, state, or local requirements.

EXAMPLES After analyzing benchmarks, the online teacher observes that an English Language Learner (ELL) isn't making adequate progress and that unfamiliarity with English is the reason. The online teacher then provides additional support using strategies that are effective for English Language Learners.

F2 The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.

EXPLANATIONS The online teacher correctly executes the process for connecting with local support personnel to verify a learner's individualized education plan (IEP) requirements or the 504 accommodations needed for learner success.

EXAMPLES The online teacher, after reviewing the IEP, reaches out to the school contact to ensure the learner has the adaptive technology required by the IEP. The online teacher also shares training videos on the hardware/software with the parent.

F3 The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.

EXPLANATIONS Support services include those for special education, gifted education, therapies, English language development, and/or economic aid.

All educators in the United States are obligated to identify learners for services in accordance with the Individuals with Disabilities Education Act (IDEA, 2004).

EXAMPLES By listening to learner speech in a small group, the online teacher can notice a learner who might need speech therapy or English-language support and then refer that learner through the appropriate channels.

F4 The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.

EXPLANATIONS When additional course content is needed to supplement instructional material, the online teacher needs to ensure that it is accessible, allowing all learners an equivalent educational experience.

In some cases, the online teacher may need to provide content in alternative formats to accommodate student learning needs.

EXAMPLES The online teacher modifies numeric scores on a rubric for a student who is learning disabled.

Rather than assigning an essay to a learner with a processing disorder, the online teacher allows the learner to create a poster with artifacts to illustrate his or her point.

Rather than having a learner read *Alice in Wonderland*, the online teacher asks the student to watch the movie.

F5

The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.

EXPLANATIONS Cowan and Turner-Smith (1999) defined assistive technology “as any device or system that allows an individual to perform a task that they would otherwise be unable to do, or increases the ease and safety with which the task can be performed.”

EXAMPLES The online teacher chooses accessible supplementary materials based on factors such as compatibility with screen readers.

F6

The online teacher provides additional opportunities for personalized learner growth or enrichment.

EXPLANATIONS Many learners, including those with high achievement scores, can be challenged better by having opportunities to expand their learning beyond the established curriculum.

EXAMPLES The online teacher can encourage a learner to submit additional resources to be considered for a school-based or class-based OER repository around a given topic of the learner’s choice, providing multiple opportunities to go beyond what is being taught and develop a positive attitude toward learning and the competencies of their peers.

F7

The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.

EXPLANATIONS Often conceptualizations of diverse learners use a deficit orientation rather than a strengths one. If online learning is going to be a medium for innovation, then the online teacher has to lead the way in developing and leveraging diverse learners’ strengths.

EXAMPLES The online teacher collaborates with a learner with autism to develop a creative video-based assessment plan for the course based on that learners’ declared strength in video-editing technology.



- G1** The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
- G2** The online teacher employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures.
- G3** The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.
- G4** The online teacher implements a variety of assessments that accurately measure learner proficiency.
- G5** The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.
- G6** The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.
- G7** The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.
- G8** The online teacher creates opportunities for learner self-assessment within courses.

The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.

Organizations can determine the appropriate instruments according to their LMS and the role of the online teacher in creating and/or implementing them.

Examples include a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, or live presentations.

The online teacher adds formative assessments to the courses, which encourage students to check their knowledge and ask questions as needed.

The teacher suggests improvements to formative and summative assessments, which allow students to demonstrate mastery.

The teacher analyzes the items in the assessment instrument to inform needed modifications.

The teacher can determine the appropriate assessment tools as allowed by the LMS and knows his or her role in creating/implementing assessments.

G2

The online teacher employs pedagogy and content knowledge to develop and effectively implement assessments in ways that ensure validity and reliability of the instruments and procedures.

EXPLANATIONS

The online teacher uses his or her content knowledge to verify that assessments align with the content and are, therefore, valid measurements of student performance.

EXAMPLES

Use of pedagogy and knowledge of content are evident in teacher-provided feedback.

The online teacher ensures that assessments are aligned with content objectives.

The online teacher previews assessments for accuracy and relevancy to content.

The online teacher keeps a list of questions that most students miss or misinterpret and revises or removes them.

G3

The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.

EXPLANATIONS

The online teacher works with schools and organizations to determine the best testing and monitoring protocols based on program policies.

Individual schools and organizations have varying procedures and policies on how they protect learner data. The online teacher is responsible for determining and implementing effective strategies to secure learner data based on program policies.

The online teacher implements the school's strategies and policies on academic integrity and data security.

EXAMPLES

The online teacher communicates to learners and stakeholders about assessment procedures (pass words, test-taking conditions, etc.).

The teacher monitors learners' academic integrity in completion of their assessments.

The teacher uses plagiarism software.

The teacher equips assessments with an academic integrity tool.

G4

The online teacher implements a variety of assessments that accurately measure learner proficiency.

EXPLANATIONS

The online teacher is able to apply authentic assessments as part of the evaluation process, assess learner knowledge in a forum beyond traditional assessments, and monitor the academic integrity of assessments. No assessment is perfect; so multiple and varied assessments give a clearer picture of progress.

Note: The options for assessment instruments available to teachers will vary according to the LMS used. Teacher access to learner assessment data may vary.

EXAMPLES

The online teacher uses a variety of formative and summative assessments.

The online teacher knows and understands the reach of authentic assessments (i.e., the opportunity to demonstrate understanding of acquired knowledge and skills, as opposed to testing isolated skills or retained facts) and that they are a part of the evaluation process.

The online teacher uses a variety of formative and summative assessments, which could include auto-graded assessments, student projects, videos, student-created multimedia, embedded self-checks, portfolios, or live presentations.

The online teacher uses a school-created or endorsed exam for a concept but also asks the students in small group discussion to share something they learned that was not on the test.

G5 The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.

EXPLANATIONS The online teacher evaluates student learning through a variety of assessment methods and provides opportunities for learners to reflect on their learning. The teacher may gather learner feedback to inform learning needs through a variety of methods available.

The online teacher recognizes when learners are ready for course content based on prior performance.

The online teacher identifies learners who struggle to learn in the online environment.

The online teacher demonstrates data literacy skills by evaluating learning progress using formative and summative assessments and learner feedback throughout the course.

EXAMPLES

The online teacher uses data from a variety of formative and summative assessments to inform him or her of student learning progress.

The teacher creates learner surveys, polls, check-in calls, live sessions, etc. to inform him or her of student learning progress and instructional needs.

The teacher reads and interprets information presented in data form to effectively implement interventions to support learner success.

The teacher uses an orientation lesson or learning environment navigation activity to assess learner readiness for the learning environment.

The online teacher provides a pre-assessment that triggers what content is visible and will be completed by the learner.

The online teacher provides learners the opportunity to practice skills, like recording their voices, prior to having to submit a recording for a graded activity.

G6 The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.

EXPLANATIONS Teacher-created assignments/assessments clearly demonstrate alignment with standards-based learning goals.

EXAMPLES

The online teacher reviews formative and summative assessments and tracks items that do not align with the content and need to be removed or revised.

G7

The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.

EXPLANATIONS

The online teacher responds to learner engagement and performance data by adjusting instruction and teacher-implemented support strategies while remaining true to the rigor and goals of the course.

EXAMPLES

The online teacher looks at a learner's search history and realizes the learner has spent three days on the same website. The teacher then arranges to meet with the learner to discuss potential problems and restore momentum.

The teacher uses assessment data, suggests an online review activity to help the learner master the material on which he or she did not perform well, and asks the learner to respond to three follow-up questions that relate to mastery of the material.

The teacher creates an alternate pacing guide or schedule to help a learner get back on schedule.

An individual learner might be exempted from certain assignments or given an alternate means of demonstrating understanding based on formative assessment data.

G8

The online teacher creates opportunities for learner self-assessment within courses.

EXPLANATIONS

Self-assessment of learning is an effective form of feedback in the learning experience, and it has one of the highest impacts on learner success.

EXAMPLES

The online teacher uses a variety of self-assessment strategies, including reflections, rubrics, graphic organizers, oral assessments, and targets.



STANDARD H: INSTRUCTIONAL DESIGN

These standards are considered optional, as instructional design does not always fall under online teaching responsibilities. For full online course design standards, see the National Standards for Quality Online Courses. The following section outlines standards for instructional design skills for the online teacher of record, where applicable.

The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

H1 The online teacher designs learning experiences that use technology to efficiently engage learners.

H2 The online teacher uses a formative approach to lesson design.

H3 The online teacher incorporates diverse media into online learning modules.

H4

The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.

EXPLANATIONS

The online teacher adds engaging content and grade-level assessments in the online environment (Learning Management System [LMS]).

Course content is at the appropriate reading and comprehension level for the grade level of the learners engaging with it.

EXAMPLES

The online teacher includes content to which students can relate. For example, a 4th-grade math class poses a problem that would be encountered by 4th and 5th grade students rather than seniors in high school.

The online teacher of an 8th-grade current events course tests the reading level and appropriateness of content by making sure it is free of adult content, unnecessary advertisements, and bias before including it in the discussion forum.

H5

The online teacher continuously reviews and aligns all course content with applicable course objectives and standards.

EXPLANATIONS

See the National Standards for Quality Online Courses and/or the Quality Matters course review process for more information.

EXAMPLES

See the National Standards for Quality Online Courses and/or the Quality Matters course review process for more information.

H6

The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

EXPLANATIONS

The online teacher demonstrates an understanding of the alignment between the assignments, assessments, and standards-based learning goals.

Instructional planning accounts for the continuous evaluation process, and course assessments demonstrate alignment with associated standards.

EXAMPLES

Learning targets appropriately align with course objectives.

Courses progress clearly from assignments and assessments at Webb's Depth of Knowledge 1 to Webb's Depth of Knowledge 4.

STANDARDS AND INDICATORS FROM THE THE NATIONAL STANDARDS FOR QUALITY ONLINE TEACHING



STANDARD A: PROFESSIONAL RESPONSIBILITIES

The online teacher demonstrates professional responsibilities in keeping with the best practices of online instruction.

- A1** The online teacher meets the professional teaching standards or has academic credentials in the field in which he or she is teaching.
- A2** The online teacher is a reflective practitioner.
- A3** The online teacher continuously pursues knowledge and skills related to online learning and pedagogy.
- A4** The online teacher serves as an ambassador of knowledge to stakeholders.
- A5** The online teacher demonstrates knowledge of the role of online learning in preparing learners to participate as global citizens.
- A6** The online teacher demonstrates an understanding of effective time management strategies.
- A7** The online teacher models digital citizenship.
- A8** The online teacher maintains accurate records of relevant information and communications in the appropriate format.
- A9** The online teacher can explain his or her responsibilities in carrying out local or national law or mandates related to accessibility.



STANDARD B: DIGITAL PEDAGOGY

The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.

- B1** The online teacher uses digital pedagogical tools that support communication, productivity, collaboration, analysis, presentation, research, content delivery, and interaction.
- B2** The online teacher incorporates discipline-specific technologies, tools, and resources to meet individualized learner needs.
- B3** The online teacher uses different types of tools to interact in online courses in order to nurture learner relationships, encourage learner interaction, and monitor and motivate learner engagement.
- B4** The online teacher demonstrates basic troubleshooting skills and addresses basic technical issues as they arise.
- B5** The online teacher supports safe digital learning spaces for all learners (e.g., data ownership and privacy expectations, digital identity curation).



- C1** The online teacher employs learner-centered instructional strategies and current practices that leverage technology for learner collaboration.
- C2** The online teacher creates expectations for appropriate interaction among learners, including establishing netiquette requirements, modeling implementation, and enforcing the requirements.
- C3** The online teacher develops a community among culturally diverse learners by providing opportunities for interaction that are conducive to active learning.
- C4** The online teacher promotes learner-learner interaction in online groups in order to foster collaboration and promote higher-order thinking skills such as analysis, synthesis, and/or evaluation.
- C5** The online teacher is able to meet the learning needs of all learners, regardless of cultural background and perspective.



- D1** The online teacher uses digital tools to identify patterns in learner engagement and performance that will inform improvements to achieve individual learner growth.
- D2** The online teacher engages learner agency.
- D3** The online teacher enables a learner-customized pace and/or path through instruction aligned with learners' individual goals, learning trajectories, and interests.
- D4** The online teacher establishes relationships through timely and encouraging communication, using various formats.
- D5** The online teacher helps learners reach content mastery through instruction and quality feedback using various formats.
- D6** The online teacher ensures that learners have necessary course resources and the information needed to navigate the learning platform and perform required tasks in a timely manner.
- D7** The online teacher communicates frequently with stakeholders regarding learner progress and strategies for supporting learner engagement.



- E1** The online teacher facilitates learning experiences that model and promote digital citizenship.
- E2** The online teacher establishes standards for learner behavior that are designed to ensure academic integrity and appropriate use of the Internet that adhere to program-level policies.
- E3** The online teacher models and complies with intellectual property policies and fair-use standards and reinforces their use with learners.
- E4** The online teacher implements policies, including federal, state, and program-level policies (where applicable), designed to protect learners in the classroom and follows program and classroom Acceptable Use Policies (AUP).



- F1** The online teacher and support staff, where applicable, monitor and interpret learner progress and provide reasonable additional supports to all learners, paying particular attention to learners with identified disabilities or who represent traditionally underserved groups.
- F2** The online teacher communicates with appropriate school staff regarding specific accommodations, modifications, or needs and works in collaboration with others to address learner needs.
- F3** The online teacher uses data (quantitative and qualitative) to identify learners who need additional support services.
- F4** The online teacher creates alternative formats of course materials, if needed, in order to meet the needs of diverse learners and accommodate alternative means of access.
- F5** The online teacher recommends assistive technologies where appropriate to meet mandated needs and address learner preferences.
- F6** The online teacher provides additional opportunities for personalized learner growth or enrichment.
- F7** The online teacher supports and provides a forum for sharing the varied talents and skills that learners bring to the online environment.



- G1** The online teacher chooses appropriate assessment tools, which allow students the opportunity to demonstrate mastery of the content.
- G2** The online teacher employs pedagogy and content knowledge to develop and/or effectively implement assessments in ways that ensure the validity and reliability of the instruments and procedures.
- G3** The online teacher uses strategies to ensure learner academic integrity and the security of learner assessment data.
- G4** The online teacher implements a variety of assessments that accurately measure learner proficiency.
- G5** The online teacher evaluates learner readiness and progress using formative and summative assessments and learner feedback throughout the course.
- G6** The online teacher assures alignment between the assignments, assessments, and standards-based learning goals.
- G7** The online teacher customizes instruction to personalize the learning experience based on performance and assessment data and learner need.
- G8** The online teacher creates opportunities for learner self-assessment within courses.



The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

- H1** The online teacher designs learning experiences that use technology to efficiently engage learners.
- H2** The online teacher uses a formative approach to lesson design.
- H3** The online teacher incorporates diverse media into online learning modules.
- H4** The online teacher is able to incorporate subject-specific and developmentally appropriate digital learning resources into online learning modules.
- H5** The online teacher continuously reviews and aligns all course content with applicable course objectives and standards.
- H6** The online teacher creates, selects, and organizes appropriate assignments and assessments to align curricular content with associated standards-based learning goals.

NSQ NATIONAL STANDARDS FOR QUALITY ONLINE COURSES

Third Edition 2019



**VIRTUAL LEARNING
LEADERSHIP ALLIANCE**

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NATIONAL STANDARDS FOR QUALITY ONLINE COURSES

Third Edition 2019



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The National Standards for Quality Online Courses has been the benchmark for online courses since it was published in 2010. The Virtual Learning Leadership Alliance (VLLA) and Quality Matters (QM) organized a committee of experts with various backgrounds in the field of K-12 online learning to take the lead in refreshing the National Standards for Quality Online Courses previously updated and maintained by iNACOL. These dedicated educators represent organizations that share an interest in promoting and supporting quality online educational courses.

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PREFACE

The National Standards for Quality Online Courses is one of three sets within the National Standards for Quality Online Learning, which also includes the recently revised The National Standards for Quality Online Programs (2019) and The National Standards for Quality Online Teaching (2019). Designed to complement one another, the National Standards for Quality Online Learning have been the benchmark for online programs, districts and state agencies since their creation in 2007. A number of states have even incorporated the National Standards for Quality into legislation, state rule or adopted them less formally as the criteria by which they assess and approve online learning instruction and course content. The previous edition of The National Standards for Quality Online Courses was last published in 2011. Quality Matters (QM) and the Virtual Learning Leadership Alliance (VLLA), both educational nonprofit organizations, are leading a broad-based effort to revise and maintain the National Standards for Quality Online Learning, building upon the work started by The International Association for K-12 Online Learning (iNACOL).

The purpose of the National Standards for Quality (NSQ) revision initiative is to provide the K-12 online and blended learning community with an updated set of openly licensed standards to help evaluate and improve online courses, online teaching and online programs. Both the VLLA and QM, as well as the project contributors, are committed to an improvement cycle in which all three sets of standards are reviewed and revised to keep the standards relevant as a quality benchmark for schools, districts, statewide programs and commercial suppliers of online and blended learning.

The team working on the revisions for National Standards for Quality Online Courses included online learning expertise from statewide and regional online learning programs – state virtual schools, consortia, regional service agencies, state departments of education - district online and blended learning programs, full-time virtual schools, universities and researchers, private companies ranging from online course and professional development providers to education service providers and technology suppliers, and nonprofit organizations.

Prior to revising *The National Standards for Quality Online Courses*, the revision team had access to user feedback on the usefulness of each standard, as well as an updated literature review. Each document served to inform the team, allowing them to make community and research supported updates. Subsequently, reviewers took time to evaluate each standard based on the following criteria: measurable, valid, complete, relevant, and specific. Feedback was then incorporated into the final document. Further information about the process, including more detailed methodology, can be found at www.nsqol.org.

INTRODUCTION

The National Standards for Quality Online Courses provide a framework for schools, districts, state agencies, statewide online programs and other interested educational organizations to improve online learning courses. The standards are intended to provide guidance while providing maximum flexibility for the users.

The National Standards for Quality Online Courses are separated into the following categories:

Standard A: Course Overview and Support

Standard B: Content

Standard C: Instructional Design

Standard D: Learner Assessment

Standard E: Accessibility and Usability

Standard F: Technology

Standard G: Course Evaluation

Each standard is accompanied by a set of indicators. The standards team of contributors has expanded the guidance provided in previous versions of the standards by including explanations and examples. The explanations and examples will be particularly helpful for users adopting the standards and indicators to fit their unique needs. By including explanations and examples, the standards revision teams have been mindful to balance the need for a usable set of benchmarks for quality online learning practices with the need for flexibility to accommodate the wide range of program types and available resources. For expanded explanations and examples, see the annotations in the Quality Matters K-12 Rubric, Fifth Edition¹, which provides additional guidance for those reviewing courses.

The National Standards for Quality Online Courses are identified on the following pages.

1. Quality Matters. (2019). K-12 Rubric Workbook Standards for Course Design (Fifth Edition). Annapolis, MD. Copyright 2019. MarylandOnline, Inc. Used under license. All rights reserved.

THE NATIONAL STANDARDS FOR QUALITY ONLINE COURSES ARE SEPARATED INTO THE FOLLOWING SEVEN STANDARD CATEGORIES

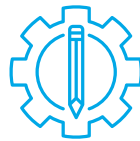
*Portions of the National Standards for Quality Online Courses (indicators, explanations, and examples) are taken directly from the Quality Matters™, K-12 Rubric, Fifth Edition and are noted with an asterisk. For a direct correlation between the two standards sets, visit nsqol.org. See citation below.



Standard A
Course Overview and Support



Standard B
Content



Standard C
Instructional Design



Standard D
Learner Assessment



Standard E
Accessibility and Usability



Standard F
Technology



Standard G
Course Evaluation



A1	A course overview and syllabus are included in the online course.
A2	Minimum computer skills and digital literacy skills expected of the learner are clearly stated.*
A3	The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.
A4	Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.
A5	Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.*
A6	Grading policies and practices are clearly defined in accordance with course content learning expectations.
A7	The online course provides a clear description or link to the technical support offered and how to obtain it.*
A8	Learners are offered an orientation prior to the start of the online course.

A course overview and syllabus are included in the online course.

An overview of the course and the syllabus make clear to learners how to get started and where to find essential course components. These can be presented up front in the course instructions.

The instructor has a syllabus posted in the course that includes a scope and sequence, pacing guide, contact information, link to orientation, textbook information, and grading information.

Minimum computer skills and digital literacy skills expected of the learner are clearly stated.*

Computer skills might include the ability to download and upload files; download and install software; use email with attachments; copy and paste; create, save, and submit files in commonly used word-processing program formats; and work in multiple browser windows and tabs simultaneously.

Digital literacy skills might include using online libraries and databases to locate information; using online search tools, properly citing sources; critical evaluation of information, including the accuracy of data sources; and creating digital content in various sources of media.

Information about and/or a list of needed computer and digital literacy skills, tools, and resources should be included on the course homepage or on the learner dashboard.

General, as well as course-specific skills, tools, and resources that learners must have to succeed in the course are specified.

Resources include tutorials and practice exercises to practice computer and digital literacy skills.

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A3

The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.

EXPLANATIONS

Information includes standards for instructor responsiveness and availability that are clearly stated. It also includes a self-introduction by the instructor, which is appropriate and is clearly available in the course.

EXAMPLES

Instructor information is provided to learners with contact, availability, and biographical information.

Instructor response time and information on how to contact the instructor via phone, email, and/or online messaging tools is provided within the contact information.

If regular contact with the instructor is required as part of the course, clear expectations for meeting this requirement are posted within the course.

A4

Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.

EXPLANATIONS

The Acceptable Use Policy, as well as learner expectations for academic integrity, use of copyrighted materials, plagiarism and netiquette (Internet etiquette), privacy policies, and the accessibility policy are clearly stated.

EXAMPLES

Policies are provided up front within the course overview, syllabus, or orientation.

Learners are instructed to use the appropriate copyright and licensing labeling of all third-party content used in their assignments, including documents, videos, audio recordings, etc.

A5

Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.*

EXPLANATIONS

Learners are provided with detailed, clearly worded information regarding the technologies they will need throughout the course, including information on where they can be obtained. The term "technologies" covers a wide range, including hardware, software, and plug-ins and mobile applications (apps).

EXAMPLES

Learners are told whether software used in the course runs on both Mac and PC.

Learners are informed that they will need speakers, a microphone, and/or a headset.

Learners are provided with a list of required downloadable resources, including links.

A6

Grading policies and practices are clearly defined in accordance with course content learning expectations.

EXPLANATIONS

Expectations for successfully completing the course, earning course credit, and calculating grades are clearly defined for the learner and instructor.

EXAMPLES

Learners begin the course with an instructor-supported overview of grading policies and procedures as they link to content objectives. These policies and procedures are clearly captured in an accessible document.

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A7

The online course provides a clear description or link to the technical support offered and how to obtain it.*

EXPLANATIONS

Online technical help and support should be available any time. If 24/7 support is not available, support hours are clearly posted within the course or on the online program's website, and a maximum response time is noted.

EXAMPLES

The course provider has staff available by chat client from the content page for learners who are facing technical issues. From their location they are able to remotely access the learner's machine to diagnose technology issues (i.e., browser extensions, system compatibility, connectivity issues, etc.).

Assistance may take the form of Frequently Asked Questions, training resources, mentors, peer support, or conversational agent (chatbot).

A8

Learners are offered an orientation prior to the start of the online course.

EXPLANATIONS

Learners are offered an orientation for taking an online course before starting the coursework when they are new to the learning environment, course structure, or tools. The orientation should describe the experience of learning online and what is needed to manage challenges successfully.

EXAMPLES

Time commitments, software and hardware requirements, and how to set up the learner's computer and work environment may be part of this orientation. The training may be provided either in written form, face-to-face, through a video, or entirely online.



STANDARD B: CONTENT

The online course provides learners with various content options that promote their mastery of content and are aligned with state or national content standards.

- B1** The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.*
- B2** The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.
- B3** The online course content is aligned with accepted state and/or other accepted content standards, where applicable.*
- B4** Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.*
- B5** Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.*
- B6** The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.*
- B7** The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.
- B8** The online course is free of adult content and avoids unnecessary advertisements.*
- B9** Copyright and licensing status for any third-party content is appropriately cited and easily found.
- B10** Documentation and other support materials are available to support effective online course facilitation.*

*Portions of the National Standards for Quality Online Courses (indicators, explanations, and examples) are taken directly from the Quality Matters™, K-12 Rubric, Fifth Edition and are noted with an asterisk. For a direct correlation between the two standards sets, visit nsqol.org. Citation: Quality Matters. (2019). K-12 Rubric Workbook Standards for Course Design (Fifth Edition). Annapolis, MD. Copyright 2019. MarylandOnline, Inc. Used under license. All rights reserved.

B1

The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.*

EXPLANATIONS

Within the online course, course objectives or competencies are present, explicitly stated, measurable, and can be easily found by learners. After reading the list of objectives or competencies, learners will understand what they will be learning throughout the course.

Course-level learning objectives or competencies are typically provided to learners in a course syllabus and/or at the beginning of a course and establish the basis upon which online instructional units or modules are organized and aligned.

EXAMPLES

The following are some examples of measurable course-level objectives or competencies:

1. I can **select** appropriate mathematical operations for problem solving.
2. The learner will be able to **develop** a personalized plan for success which integrates academic integrity, setting goals, and managing time.
3. You will be able to **articulate** personal attitudes around risk and its relationship to high risk situations on the road.
4. I can **collaborate** on a group project on the Solar System by completing designated tasks and offering feedback to team members on their tasks.

B2

The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.

EXPLANATIONS

Learners are introduced to the purpose and structure of the course. Course expectations are consistent with course objectives or competencies, are representative of the scope of the course, and are clearly stated.

EXAMPLES

Detailed expectations for class participation and/or any other specific expectations the instructor may have for learners are provided within the online course. Learner expectations of the instructor should also be specified.

Course policies regarding attendance, absences, late submissions, feedback, response time, revisions, exams, etc. are detailed.

Learners are told at the course start that they will be expected to complete all readings and assignments, participate in weekly online discussions with the other learners and the instructor, submit a semester project detailed in the project description, and participate in multiple peer-review activities.

B3

The online course content is aligned with accepted state and/or other accepted content standards, where applicable.*

EXPLANATIONS

Where state standards and/or other accepted content standards exist for the subject area of the course, those standards must be identified and accurately represented in the content and objectives of the course.

If an elective course is not meant to meet every standard, it should be aligned to those standards relevant to the course.

The content and assignments for the core courses are explicitly and thoroughly aligned to the state's academic standards, curriculum framework, assessments, or currency. Advanced Placement® courses must be approved by the College Board, and other elective courses should be aligned to other nationally accepted content standards such as computer science, technology courses, etc.

EXAMPLES

AP Environmental Science is aligned to the AP College Board standards.

Environmental Science is aligned to the state standards.

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B4**Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.*****EXPLANATIONS**

Digital literacy and communication skills are an integrated, instructional component of the curriculum.

Digital literacy refers to the ability to effectively and responsibly locate, evaluate, create, and communicate knowledge using technology.

Links to support as well as sample assignments are included either within task instructions or an appendix.

Learners are provided with clear and specific expectations for all types of communications and interactions during the online course. Expectations for all online communications should include guidelines on appropriate online behavior in all academic and nonacademic interactions, including peer interactions, as well as interactions with the instructor in both synchronous and asynchronous environments.

EXAMPLES

Guidelines and rules of conduct for participating in discussion boards, which are introduced within the course overview, are referenced from discussion activity details.

Digital communication skills are emphasized and measured in rubrics and grading.

B5**Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.*****EXPLANATIONS**

Learners have access to online academic help resources and optional additional materials to pursue areas of course content more deeply or to branch into related areas that might be of interest.

Course instructions articulate or link to academic support services and resources that can help learners in the course. Learners also have access to resources that enrich the course content.

These resources are made available within the online course from where they are most needed or helpful.

EXAMPLES

Learners have access to a virtual library of resources from the home page. Course activities may have links to the library when learners are expected or may need to do additional research for an assignment.

Academic support services, such as tutoring, are available, and supplemental learning resources and related instructional and technical materials are available to support and enrich the online learning experience.

A list of prerequisite knowledge and skills for the online course are provided in the course information and syllabus materials along with links to resources for sharpening these skills if needed.

B6**The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.*****EXPLANATIONS**

The online course content (including readings, images, assignments, etc.) reflects a predominantly multicultural or bias-free approach. In some courses, it may not be possible or appropriate to take a multicultural or bias-free approach.

The course invites multiple perspectives and reflects an understanding of the perspectives of diverse ethnic groups.

EXAMPLES

The course includes a diverse and balanced choice of images and other forms of media.

Images and other forms of media in the course reflect a variety of ethnicity, body styles, gender, socioeconomic status, and ability.

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B7

The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.

EXPLANATIONS

The online course materials are accurate and valid and represent up-to-date thinking and practice in the discipline.

EXAMPLES

The AP textbook used is a current edition and one of the recommended texts of The College Board.

Instructor-created content reflects current industry practices in the content area.

Links to external content are checked regularly to ensure access and consistency.

B8

The online course is free of adult content and avoids unnecessary advertisements.*

EXPLANATIONS

The course does not expose learners to adult content, developmentally inappropriate content, or unnecessary advertisements.

EXAMPLES

The course links, materials, and resources do not expose learners to unnecessary advertisements.

The course does not expose learners to pornographic material and subject matter containing content unfit for the age level of the typical learner in the course.

B9

Copyright and licensing status for any third-party content is appropriately cited and easily found.

EXPLANATIONS

All instructional materials (including media such as pictures and video) used in the course are appropriately cited, including permission to share where applicable. Guidance for learner content use, downloading, and sharing is also included.

Instruction models appropriate source citation following the conventions of an appropriate style guide (MLA, APA, Chicago, etc.).

EXAMPLES

Copyright information, including Creative Commons licensing, can be included on each course page, at the end of each module, or in a document that includes all citations for the entire course.

B10

Documentation and other support materials are available to support effective online course facilitation.*

EXPLANATIONS

The instructor has access to resources to promote effective course facilitation.

Assessment and assignment answers are provided to instructors so that they can provide timely feedback to learners and increase mastery of content and concepts and support instructional capacity.

Guidance is provided regarding opportunities for appropriate instructor-learner interaction, including opportunities for regular feedback about learner progress and discussion prompts for critical thinking.

EXAMPLES

Links to documentation, screencasts, instructor orientations, and/or other materials explaining how to most efficiently and effectively use the grading system within the online environment are clearly displayed in the instructor's course view.

Templates and answer keys for assignments and assessments are provided the instructor.

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- C1** The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.
- C2** The online course's content and learning activities promote the achievement of the stated learning objectives or competencies.
- C3** The online course is organized by units and lessons that fall into a logical sequence.
- C4** The online course content is appropriate to the reading level of the intended learners.*
- C5** The online course design includes introductory assignments or activities to engage learners within the first week of the course.
- C6** The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.
- C7** The online course provides regular opportunities for learner-learner interaction.
- C8** The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.*
- C9** Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.*

Learners take ownership of their learning through progress trackers and learning-target trackers that provide learners with information and feedback that they need for the next level of proficiency.

EXAMPLES Learning activities are chosen in order to align with the learning objectives to reinforce what is intended for learners to learn. Based on content area and what is being learned, activities chosen may include simulations, reading, presentations, labs, case studies, etc. For instance, if a learner is asked to learn about a well-known historical event and understand that there are various versions of the event based on different stakeholders that were involved, the learner might consider sharing his or her learning through a play that he or she writes and casts character roles based on the various perspectives.

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C3

The online course is organized by units and lessons that fall into a logical sequence.

EXPLANATIONS

The course is organized into a logical sequence, with a consistent presentation of both the modules/units and the lessons and content within each module.

EXAMPLES

At the start of each module/unit, an overview is posted describing the activities, assignments, assessments, and resources to be used and completed, and how they relate to the learning objectives for the module/unit.

C4

The online course content is appropriate to the reading level of the intended learners.*

EXPLANATIONS

The text used in the course largely matches the desired level. Where the text used is more complex than appropriate for the target audience, scaffolding techniques are used to make text accessible to learners.

EXAMPLES

A design team/subject matter expert identifies the grade level of the intended online course and a target level of quantitative text complexity.

The online course content is appropriate to the reading level required by content and grade and depth of knowledge. Accommodations should be made available to assist learners with the understanding associated with the reading level.

C5

The online course design includes introductory assignments or activities to engage learners within the first week of the course.

EXPLANATIONS

It is important for learners to engage with the course early and establish a relationship with their instructor to help ensure that learners are progressing adequately through the course. Introductory assignments allow the instructor to recognize whether or not a learner is able to get started in the course. This will allow the instructor to see whether additional help is needed to ensure the learner gets off to a good start. In some cases, submitting an introductory assignment helps with accountability and accurate learner enrollment counts.

EXAMPLES

A course orientation requires learners to learn how to engage with the course and complete assignments/activities.

Learners introduce themselves to their instructor or peers in a discussion assignment.

Learners are required to complete and submit introductory assignments or assessments within the first few lessons.

C6

The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.

EXPLANATIONS

Engaging learners, especially in an online course, can be challenging at times and is often one of the first areas of struggle reported by an online instructor, whether new or seasoned or somewhere in between. A course that is designed to provide learners with multiple ways of expressing their knowledge throughout the course, allowing for learner voice and choice, engages learners.

EXAMPLES

The course design incorporates assignments in the form of video and audio uploads for a variety of expressions of the students' learning.

Instructors provide differentiated instruction to meet learners' individualized instructional needs.

Instructional design represents best practice in online learning and industry-standard tools for engaging learners. Assignments and assessments reflect learner voice and choice and demonstrate 21st century skills of communication and collaboration.

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EXAMPLES (CONT.) Universal Design for Learning (UDL), a framework based on how people learn is used to design engaging activities that address learner variability.

C7

The online course provides regular opportunities for learner-learner interaction.

EXPLANATIONS

The requirements for learner interaction are clearly stated and substantial.

Learning activities are developed to foster regular learner-learner interaction. The instructional design and course content encourage exchanges amongst the learners through discussion boards, synchronous chats, and/or other communication tools.

Learner agency in question and hypothesis generation, discussions, and the exchange of ideas is essential to learning. Thus, learners should have access to discussion boards to participate both in instructor-directed activities and learner-initiated discussions.

In some courses, learner-learner interaction may not be appropriate, such as, for example, a credit-recovery course and where learners are working at their own pace.

EXAMPLES

Threaded discussions are available for developing community, asking and finding answers to questions, and commenting on the content. Rules and expectations for the discussion are clear and posted within the course.

Learners are required to respond to a discussion prompt, which directs them to write at least three sentences addressing the prompt, and provide a thoughtful response (at least one sentence) to at least two of their classmates' answers.

C8

The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.*

EXPLANATIONS

Interactions between the learner and instructor are designed to enhance learners' understanding and mastery of the learning objectives.

EXAMPLES

Learners submit an assignment or project for instructor feedback. Instructors monitor a frequently-asked-questions (FAQ) discussion forum.

Learners engage in frequent conversation with their instructor utilizing synchronous and/or asynchronous tools such as e-journals, emails, text, discussion boards, and conferencing.

C9

Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.*

EXPLANATIONS

Online course materials and resources are appropriate, relevant, and accessible to diverse learners and convey online course content in an effective and engaging manner to support learner mastery of course content and concepts.

The online course materials contribute to the achievement of the stated course and module/unit-level learning objectives or competencies, and their relationship with learning objectives or competencies is clearly stated.

The course content and instructional materials are of appropriate cognitive rigor (Depth of Knowledge & Bloom's taxonomy), scaffolding, and range to support the learning goals.

EXAMPLES

To meet the objective "Learners will write a five paragraph argumentative essay," materials are scaffolded to walk learners through the process over a series of assignments that progress from more basic to more complex skills.

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EXAMPLES (CONT.) A closed-captioned, 3-minute video illustrating cell mitosis is employed to show the process in a unit on cell biology within the context of genetics.

Images of paintings by Van Gogh, da Vinci, and Rembrandt are used to illustrate the painting techniques they used: impasto, sfumato, and chiaroscuro. (Images are alt-tagged and narratively described for diverse learners.)



STANDARD D: LEARNER ASSESSMENT

A variety of assessment strategies are used throughout the course geared toward learning and engagement and learners are provided with feedback on their progress.

- D1** Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.
- D2** Valid course assessments measure learner progress toward mastery of content.
- D3** Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.*
- D4** Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.*
- D5** Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.*

D1

Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.

EXPLANATIONS A clear link between the assessment and the stated goals of the online course is established.

EXAMPLES For an objective or competency where learners are told they need to learn how to identify metaphors in poems, an assessment would present a poem with metaphors and require learners to identify the metaphors therein. The assessment would NOT require the learner to define the term “metaphor,” to write their own metaphor, or to explain the meaning of a metaphor for that objective or competency; although these are helpful tasks, they are not linked to the stated objective or competency.

D2

Valid course assessments measure learner progress toward mastery of content.

EXPLANATIONS Frequent formative assessments measure progress towards mastery of content (as measured by summative assessments). Learners at all learning levels are given the opportunity to demonstrate progress in acquiring major content ideas.

EXAMPLES The online course includes a visible path of formative and summative assessments measuring learner progress toward mastery of content within the course objectives.

Learners are tasked to demonstrate understandings of the immediate major effects of the Great Depression on American politics in the 1930s and 1940s. Multiple formative assessments, such as learning checks, reflections, or short quizzes, are included in the course to measure progress toward mastery as well as a summative assessment to measure mastery. Formative assessments incorporate self-assessments as well as instructor-led assessments.

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D3**Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.*****EXPLANATIONS**

Assessment strategies provide learners with opportunities to reflect on their progress towards meeting course requirements and mastering learning objectives or competencies.

EXAMPLES

Writing assignments that allow for the submission of a draft for instructor comments and suggestions for improvement.

The course includes formative assessments, which provide clear feedback for each answer choice.

Learners engage with interactive games and simulations that have feedback built in.

Self-scoring practice quizzes.

Peer reviews.

Example papers or essays provided for learner viewing.

D4**Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.*****EXPLANATIONS**

Multiple methods of assessment strategies are included, based on the specified learning objective or competencies and learner need.

Each assessment does not have to have multiple methods, but over the entire course there are multiple methods of assessments used.

In addition, alternative assessments should be open to all learners when appropriate. Alternative assessment strategies may be more appropriate for some subjects and competency types (e.g., knowledge) than others (e.g., CTE skills). In some cases an authentic assessment strategy may be the only reliable way to measure skill mastery.

EXAMPLES

A U.S. History course provides learners with choice and flexibility in demonstrating their application of content knowledge, including oral reports, videos, computer presentations, group posters, musical projects, etc. These may be chosen at the time of assessment or as a second choice option for revisions, as provided by the instructor.

Learners have an opportunity to correct errors and receive feedback on their level of proficiency. Learners may demonstrate mastery of any content using varying assessment strategies.

D5**Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.*****EXPLANATIONS**

Specific and descriptive criteria are provided for the evaluation of learners' work and assist the instructor in determining the level of achievement of learning objectives and competencies.

Rubrics allow learners and instructors to understand expectations for varied levels of proficiency. Rubrics might be created by instructors as well as course designers, but course designers should create space for rubrics and add templates in accordance with the norms of the school.

Rubrics clearly define expectations by being linked to learning objectives and current state and/or other accepted content standards.

EXAMPLES

Examples: Learners must demonstrate their knowledge of the immediate political outcomes of WWII. The provided rubric allows for a variety of performance-based products, videos, papers, speeches, etc. Further, the provided rubric offers a rich description of key competencies for each type of performance-based product.

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STANDARD E: ACCESSIBILITY AND USABILITY

The course design reflects a commitment to accessibility so that all learners can access all content and activities and to usability so that all learners can easily navigate and interact with all course components. Online course materials, activities, and assessments are designed to ensure that all learners have access to the same information and are able to engage in the same interactions and within the same time frame. The course, developed with universal design principles in mind, addresses Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) by following (Web Content Accessibility Guidelines) WCAG 2.0 AA standards. This does not guarantee or imply that particular country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

- E1** Online course navigation is logical, consistent, and efficient from the learner's point of view.*
- E2** The online course design facilitates readability.*
- E3** The online course provides accessible course materials and activities to meet the needs of diverse learners.*
- E4** Course multimedia facilitate ease of use.*
- E5** Vendor accessibility statements are provided for all technologies required in the course.*



E1

Online course navigation is logical, consistent, and efficient from the learner's point of view.*

EXPLANATIONS

Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course.

Navigation throughout the course is consistent, logical, and efficient and facilitates ease of use.

EXAMPLES

Consistent layout and design are employed throughout, making content, instructional materials, tools, and media easy to locate from anywhere in the course. Design elements are used consistently, increasing predictability and intuitiveness.

Online course pages have links that are consistently labeled with easy-to-understand, self-describing, and meaningful names (for example, the text "National Standards for Quality Online Learning website" is the hyperlink rather than www.nsqol.org). Icons used as links also have a text alternative that describes the function of the icon or an accompanying text link.

The course design enables learners to easily locate where they are within the course and to easily return to the homepage from any location.

The hierarchy of material in a page or document is clearly indicated through heading styles (Heading 1, Heading 2, etc.). A table of contents is included that allows learners to move easily throughout documents.



E2

The online course design facilitates readability.*

EXPLANATIONS

Online course design elements maximize usability by facilitating readability and minimizing distractions.

For information pertaining to the reading level of course content, see Indicator C4.

EXAMPLES

Content is formatted to serve specific instructional purposes. For example, format and text color are used purposefully to communicate key points, group like items, and emphasize relevant relationships. Color alone is not used to convey meaning, and sensory characteristics (size, shape, location) are not required for understanding directions.

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EXAMPLES (CONT.) Similar content is grouped together; headings are used to indicate change of topic.

Heading and body styles are consistent throughout the course and follow a logical structure.

White space or negative space is used around content to help increase comprehension and reduce eye fatigue that occurs with large blocks of text or use of many images.

E3

The online course provides accessible course materials and activities to meet the needs of diverse learners.*

EXPLANATIONS

All online course content (text and images, documents, LMS pages, web pages, media, etc.) used in the course are accessible to all learners, or an equitable alternative is available. The international Web Content Accessibility Guidelines (WCAG) provide additional guidance for achieving accessibility.

Achieving accessibility means that individuals with sensory, physical, cognitive, or learning disabilities can independently acquire the same information, engage in the same interactions, and enjoy the same learning experiences, with substantially equivalent ease of use as individuals without disabilities. Alternative content is “equally effective,” which means that the same information is as readily available as the original content.

EXAMPLES

Images and graphs are described via alternative text, long description, or audio description.

All tables are set up as text and not embedded as images.

Tables are set up with headings for columns and rows and are used only for summarizing data, not for formatting.

Document or HTML titles, headings, etc. are formatted using styles (Heading 1, Heading 2, etc.) found in the word processing software (such as Word) style gallery; they do not merely utilize a larger or bold or italic font.

PDFs that contain text are not merely image scans; any text contained in PDFs is selectable and searchable.

If the audio content corresponds with the visual content in a way that conveys meaning (e.g., a video demonstrating how to operate a Bunsen burner in a chemistry lab), captions provide an equivalent experience.

Visual information that is critical to meaning is conveyed through audio description.

E4

Online course multimedia facilitate ease of use.*

EXPLANATIONS

Multimedia used as a vehicle for content or feedback (e.g., images, audio, animation, video, and interactive components) are easy to use, intelligible, and interoperable across devices.

EXAMPLES

Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions.

Images are appropriately sized and can be viewed in their entirety without scrolling.

Audio quality is clear.

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E5

Vendor accessibility statements are provided for all technologies required in the course.*

EXPLANATIONS

Learners have access to information on the accessibility of the learning management system and all additional required technologies and content.

Course tools and materials link to the vendor's accessibility statement or vendor-provided details through a Voluntary Product Accessibility Template (VPAT).

EXAMPLES

A vendor's accessibility statement is provided in the course syllabus or a page on resources or required technology software.

A district manages a web page that includes anchored links to the accessibility statements for technologies used in the course, including the learning management system, any integrated third-party software (e.g., plagiarism-detection software), and polling and social media tools.



STANDARD F: TECHNOLOGY

The technologies enabling the various course components facilitate active learning and do not impede the learning process.

- F1** Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.
- F2** The online course tools support the learning objectives or competencies.*
- F3** The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.*
- F4** The course allows instructors to control the release of content.*
- F5** The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.*

F1

Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.

EXPLANATIONS

All technologies and tools included for use as part of the course ensure that learner privacy is protected in accordance with Acceptable Use Policy and applicable law.

EXAMPLES

Online course tools and technologies chosen, whether included in the learning platform or external to the learning platform, comply with applicable state and relevant U.S. child protection laws such as the following (if outside of the U.S., consult relevant national law):

- The Children's Internet Protection Act (CIPA)
- The Family Educational Rights and Privacy Act (FERPA)
- The Children's Online Privacy Protection Act (COPPA)

F2

The online course tools support the learning objectives or competencies.*

EXPLANATIONS

Clear information and instructions are provided regarding how the tools support the learning objectives or competencies. Tools are not used simply for their own sake.

EXAMPLES

An online course that requires posting to a discussion forum makes it clear how the discussions support a learning objective or competency.

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F3 The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.*

EXPLANATIONS The online course permits the instructor to add and/or revise course content, activities, and assessments to modify or extend learning opportunities as appropriate.

EXAMPLES The online course allows the instructor to select, add, sequence, and modify the assessments and content provided.

The online course has the capability for the instructor to upload documents and links and add text and commentary to course pages.

F4 The course allows instructors to control the release of content.*

EXPLANATIONS The system in which the online course is presented allows the instructor to adapt the release of content and make content available to users as needed or as indicated by a calendar or pacing guide.

EXAMPLES A course allows instructors the capability to select or hide particular lessons or modules, re-order the sequence of lessons, provide timed release of content, and select among provided activities, exercises, etc.

F5 The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.*

EXPLANATIONS In online courses where assessments are designed to interact with an online gradebook, the publisher must provide the necessary technical integrations that allow assessment results to be automatically recorded in the gradebook.

If a gradebook is provided, it should be a flexible tool, providing functions beyond the recording of individual scores on assignments.

EXAMPLES The gradebook provided within the course allows an instructor to manage the class roster, assign weights to assignments, examine specific individual learner assignments or quiz results, and import and export scores/grades.

The gradebook allows for generation of scores/grades by learning objective.

Technical functionality within a course allows for analysis of grading patterns – statistics, charts and graphs – by course, learning objective, etc., in addition to statistical analysis of performance on individual questions or unit learning objectives – mean, median, percentile, standard deviation, etc.



STANDARD G: COURSE EVALUATION

The online course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up-to-date, both in content and in the application of new research on course design and technologies.

G1 The online course uses multiple methods and sources of input for assessing course effectiveness.

G2 The online course is reviewed to ensure that the course is current.

G3 The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.

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G1

The online course uses multiple methods and sources of input for assessing course effectiveness.

EXPLANATIONS

A combination of learner, instructor, content experts, instructional designer, and outside reviewers may be used to evaluate the course for effectiveness. A variety of methods may be used, including online course evaluations, learner completion rates, satisfaction surveys, peer review, instructor and learner feedback, content and learning analytics, and learner performance on in-course as well as state or national assessments. External researchers or evaluators are considered to study the effectiveness of the course.

EXAMPLES

The online course is evaluated through a documented process on a set schedule, ensuring all courses are evaluated on a regular cycle. The evaluation process includes analysis of learner surveys, learner performance, and peer review.

G2

The online course is reviewed to ensure that the course is current.

EXPLANATIONS

Review and revise the online course to ensure quality, integrity, and that the content is current, including assessment. The frequency and level of review should be established as a policy of the course provider (school, district, state, or national).

EXAMPLES

The online course review process and cycle are shared publicly. Online courses should be reviewed on a regular cycle to keep the content current, engaging, and relevant.

G3

The online course is updated on a continuous improvement cycle for effectiveness based on the findings from ongoing reviews.

EXPLANATIONS

The provider indicates the frequency of online course evaluations, whether reviews are conducted internally or externally, and how the provider uses evaluation results to improve courses.

EXAMPLES

Built into the evaluation process for online courses, the provider cites improvements in the online course based on the latest research-supported best practices.

STANDARDS AND INDICATORS FROM THE NATIONAL STANDARDS FOR QUALITY ONLINE COURSES



STANDARD A: COURSE OVERVIEW AND SUPPORT

The overall design of the course is made clear to the learner at the beginning of the course. The course materials include support services essential to learner and instructor success. Course instructions articulate or link to relevant information and services.

- A1** A course overview and syllabus are included in the online course.
- A2** Minimum computer skills and digital literacy skills expected of the learner are clearly stated.*
- A3** The instructor's biographical information and information on how to communicate with the instructor are provided to learners and other stakeholders.
- A4** Learner expectations and policies are clearly stated and readily accessible within the introductory material of the course.
- A5** Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.*
- A6** Grading policies and practices are clearly defined in accordance with course content learning expectations.
- A7** The online course provides a clear description or link to the technical support offered and how to obtain it.*
- A8** Learners are offered an orientation prior to the start of the online course.



STANDARD B: CONTENT

The online course provides learners with various content options that promote their mastery of content and are aligned with state or national content standards.

- B1** The online course objectives or competencies are measurable and clearly state what the learner will be able to demonstrate as a result of successfully completing the course.*
- B2** The online course expectations are consistent with course-level objectives or competencies, are representative of the structure of the course, and are clearly stated.
- B3** The online course content is aligned with accepted state and/or other accepted content standards, where applicable.*
- B4** Digital literacy and communication skills are incorporated and taught as an integral part of the curriculum.*
- B5** Supplemental learning resources and related instructional materials are available to support and enrich learning and are aligned to the specific content being delivered.*
- B6** The online course content and supporting materials reflect a culturally diverse perspective that is free of bias.*
- B7** The online course materials (e.g., textbooks, primary source documents, OER) that support course content standards are accurate and current.
- B8** The online course is free of adult content and avoids unnecessary advertisements.*
- B9** Copyright and licensing status for any third-party content is appropriately cited and easily found.
- B10** Documentation and other support materials are available to support effective online course facilitation.*

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- C1** The online course design includes activities that guide learners toward promoting ownership of their learning and self-monitoring.
- C2** The online course's content and learning activities promote the achievement of the stated learning objectives or competencies.
- C3** The online course is organized by units and lessons that fall into a logical sequence.
- C4** The online course content is appropriate to the reading level of the intended learners.*
- C5** The online course design includes introductory assignments or activities to engage learners within the first week of the course.
- C6** The online course provides learners with multiple learning paths as appropriate, based on learner needs, that engage learners in a variety of ways.
- C7** The online course provides regular opportunities for learner-learner interaction.
- C8** The online course design provides opportunities for learner-instructor interaction, including opportunities for regular feedback about learner progress.*
- C9** Online course instructional materials and resources present content in an effective, engaging, and appropriate manner.*



- D1** Learner assessments are linked to stated course, unit, or lesson-level objectives or competencies.
- D2** Valid course assessments measure learner progress toward mastery of content.
- D3** Assessment practices provide routine and varied opportunities for self-monitoring and reflection of learning.
- D4** Assessment materials provide the learner with the flexibility to demonstrate mastery in a variety of ways.*
- D5** Rubrics that clearly define expectations for varied levels of proficiency are created and shared with learners.*

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- E1** Online course navigation is logical, consistent, and efficient from the learner's point of view.*
- E2** The online course design facilitates readability.*
- E3** The online course provides accessible course materials and activities to meet the needs of diverse learners.*
- E4** Course multimedia facilitate ease of use.*
- E5** Vendor accessibility statements are provided for all technologies required in the course.*



- F1** Educational tools ensure learner privacy and maintain confidentiality of learner information in accordance with local, state, and national laws for learner data.
- F2** The online course tools support the learning objectives or competencies.*
- F3** The online course provides options for the instructor to adapt learning activities to accommodate learners' needs and preferences.*
- F4** The course allows instructors to control the release of content.*
- F5** The course provides the necessary technical functionality to score and record assessments and calculate earned course points or grades.*



G1 The online course uses multiple methods and sources of input for assessing course effectiveness.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 6B

◆ **ISSUE**

The board is being asked to open a period of public comment on a regulation related to interscholastic activities.

◆ **BACKGROUND**

- On March 16, 2023, the Board passed a resolution titled “Resolution to Preserve Opportunity for Student Athletes While Balancing Competitive Fairness, Inclusion, and Safety for All Who Compete.”
- The resolution states that the Board “supports the passage of regulations proposed by the Alaska Department of Education and Early Development” and that the regulations should provide a girls’ division with participation based on a student’s sex at birth; a division for students who identify with either sex or gender; and provide a process for appeal for all students.
- The proposed regulations amend 4 AAC 06.115 to provide that a school or school district may join the Alaska School Activities Association, Inc. (ASAA), or a similar association, as long as it administers interscholastic activities in a manner that ensures fairness and safety in competition by providing a girls’ divisions with participation based on a student’s sex at birth; providing a division for students who identify with either sex or gender; and providing a process for appeal for all students.
- The proposed regulation is pending Department of Law review and approval.
- The proposed regulation can be found behind this cover memo.
- Heidi Teshner, Acting Commissioner, and Susan Sonneborn, Assistant Attorney General, will be present to brief the board.

◆ **OPTIONS**

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

Register ____, _____ 2023 EDUCATION AND EARLY DEV.

4 AAC 06.115(b)(5) is amended by adding a new subparagraph to read:

(D) ensures fairness, safety, and equal opportunity in athletics by providing, in consideration of responses to a school survey under 4 AAC 06.520,

(i) a separate team for each sex with participation based on a student's sex assigned at birth; or

(ii) a team for students of either sex regardless of sex assigned at birth.

(Eff. 6/26/94, Register 130; am 8/2/97, Register 143; am 5/4/2000, Register 154; am __/__/____,

Register ____)

Authority: AS 14.03.015 AS 14.07.060 **AS 14.18.040**

AS 14.07.020

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 7

◆ ISSUE

The board is being asked to approve amendments to 4 AAC 06.710 Statewide student assessment system. The amendments include the addition of a statewide screening tool as described in 4 AAC 06.400.

◆ BACKGROUND

- As part of the Alaska Reads Act, AS 14.30.760 of House Bill 114 (Chapter 40, SLA 2022), it is described that the department shall adopt a statewide screening tool to administer to students in grades kindergarten through three to identify students with reading deficiencies, including students with characteristics of dyslexia; the screening tool must evaluate phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency of students in kindergarten; letter word sound fluency and oral reading fluency of students in grade one; vocabulary and oral reading fluency of students in grades two and three. The law specifies that teachers of grades kindergarten through three will administer the statewide screening tool three times each school year, once in the fall, once in the winter, and once in the spring, to all students in grades kindergarten through three, with the exception of students who demonstrate sufficient reading skills on the first screening of the school year.
- Through a formal solicitation of interested vendors in a request for proposals in summer 2022, the Department of Education and Early Development (DEED) selected the vendor Amplify to administer the mCLASS with DIBELS 8th Edition as the statewide screening tool. Beginning in fall 2022, DEED and Amplify began their collaboration and started working with selected districts to establish a pilot implementation of mCLASS. The pilot intends to gain insights, establish processes, and build capacity in preparation for full statewide implementation in the 2023-2024 school year.
- The proposed regulation can be found behind this cover memo.
- These regulations were posted for public comment, and no public comment was received during that period.
- Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, and Elizabeth Greninger, Assessments Administrator, will be present to brief the board.

◆ OPTIONS

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

Register _____, _____ 2023 EDUCATION AND EARLY DEV.

4 AAC 06.710 is amended to read:

The commissioner will develop a statewide student assessment system composed of multiple indicators that include

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

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

(3) biennial participation in the national assessment of educational progress in mathematics and reading in grades four and eight; [AND]

(4) the assessment described in 4 AAC 34.055 to identify English language proficiency; **and**

(5) a statewide screening tool as described in AS 14.30.760 and 4 AAC 06.400.

(Eff. 3/15/89, Register 109; am 8/7/92, Register 123; am 12/16/94, Register 132; am 10/21/99, Register 152; am 3/3/2000, Register 153; am 11/30/2001, Register 160; am 12/19/2002, Register 164; am 9/11/2004, Register 171; am 10/3/2011, Register 200; am 10/16/2012, Register 204; am 6/30/2013, Register 206; am 12/26/2014, Register 212; am 3/30/2016, Register 217; am 6/1/2018, Register 226; am 12/25/2020, Register 236; am ____/____/____, Register ____)

Authority: AS 14.07.020 AS 14.07.060 AS 14.30.775

Editor's note: As of Register 181 (April 2007), the regulations attorney made technical revisions under AS 44.62.125(b)(6), to 4 AAC 06.710(5), now 4 AAC 06.710(3).

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 8

◆ ISSUE

The board is being asked to appoint two members to the Mt. Edgecumbe High School Advisory Board.

◆ BACKGROUND

- Mt. Edgecumbe High School has a cycle that opens two Advisory Board seats each year. This year, the Alumni Representative and Parent Representative seats for term A (3-year terms) are open.
- Mt. Edgecumbe High School collected applications of interest for the Alumni and Parent Representative seats.
- Behind this cover memo are the following documents:
 - Summary information on all candidates, as well as more detailed information about the recommended candidates; and,
 - Mt. Edgecumbe High School Advisory Board applications for the recommended candidates.
- The Mt. Edgecumbe Superintendent has put forth the recommendation to:
 - Appoint Tanya Kitka to serve as the Alumni Representative; and,
 - Appoint Robyn Burke to serve as the Parent Representative.
- Suzzuk Huntington, Superintendent, will be present to brief the board.

◆ OPTIONS

This is a work session item. Action will take place under agenda item 15.

Mt. Edgecumbe Advisory Board Recommendation:

Mt. Edgecumbe Advisory Board has two open seats this year, one alumni seat and one parent seat.

Current Board:

Open	Michelle Martin, Chair	Parent Representative	Juneau
	Jerilyn Kelly	Parent Representative	Quinhagak
	Dorothy Chase, Secretary	Parent Representative	Bethel
Open	Joshua Vo, Vice Chair	Alumni Representative	Anchorage
	Lydia Agnus	Alumni Representative	Kotzebue
	Travis Vaughan	Sitka Community Representative	Sitka
	Melissa Johnson	Public School Administrator Representative	Ketchikan Gateway Ketchikan
	Sally Stockhausen	State Board Representative	Ketchikan

MEHS received interest from four candidates for the Alumni Representative position and four candidates for the Parent Representative position. Half of the candidates qualified for both positions. The selections were based on the role for which each candidate applied. All eight candidates for the alumni and parent position were strong with many reasons to select any one of them. Since Mt. Edgecumbe students come from about 110 communities across the state, geographic diversity was considered in making the final selections.

Mt. Edgecumbe Administration recommends Tanya Kitka for the Alumni Representative. The incumbent for the position is Joshua Vo, who has chosen to not seek continued appointment. He served as the Advisory Board Vice-Chair.

Tanya resides in Kodiak and would bring representation from the SouthCentral region of Alaska. She was involved in various clubs and activities while at Mt. Edgecumbe, including participation in foreign exchange programs. Her post-secondary education included trade school (AVTEC for welding) and college at the University of Alaska Kodiak College. She has previous boards and commissions experience but is not currently serving on any other boards, which leaves her time open and free of conflicts for committing to the MEHS Advisory Board.

Mt. Edgecumbe Administration recommends Robyn Burke for the Parent Representative position.

The incumbent for the position is Michelle Martin, who is not seeking reappointment as her son graduated from Mt. Edgecumbe High School this year, and she will no longer qualify as a parent representative. She served as the Chair.

Robyn resides in Utqiagvik and would bring representation from the Arctic region of Alaska. The Advisory Board has recently worked with the Alaska Association of School Boards to incorporate training to enhance their effectiveness as an advisory board and intends to incorporate committee work in the next school year. Robyn has extensive boards and commissions experience, which will be valuable as the Advisory Board enters into this new dimension of their work.

Detailed information about both the recommended candidates are included along with a quick summary of the applications of all candidates.

Alumni Representative Candidate Application Summaries:

Tanya Kitka - Recommended

Tanya Kitka resides in Kodiak and graduated from MEHS in 2002.

Tanya currently works as an Administrative Assistant for Alaska Marine Surveyors Inc. She has previously served on the Alderwood Homeowners Board of Directors as Secretary. Tanya believes that MEHS supports a position that is still very much needed in Alaska. During her enrollment she was involved in various clubs and groups. She takes pride in her academic career and her decision to bring her knowledge and skills back to her hometown community. She credits MEHS in having a significant role in shaping who she is today.

Tanya thinks that what makes her uniquely qualified for the Alumni Representative position is that she feels she is a fierce supporter of MEHS. She has a great appreciation for education and especially the school and would like to contribute her experience and knowledge towards ensuring the viability of MEHS and its continued success in the future.

Andrea Johnson

Andrea Johnson resides in Bethel and graduated from MEHS in 2017 MEHS.

Andrea currently works for the Alaska State Troopers as a Criminal Justice Technician. She has a desire to help serve the public and knew that whichever career path she chose, that desire would be her driving item. Andrea considers herself a very goal-oriented person and credits growing up in rural Alaska as a reason. She believes that being goal oriented is a way of life and not just a practice.

While enrolled at MEHS, Andrea was active on the Student Council, National Honor Society and participated in a number of sports. She has a long-standing family history of MEHS alumni. Representing and supporting MEHS is not a new role to Andrea, and she would like to continue doing so by serving as a member on the Advisory Board.

Andrea thinks that what makes her uniquely qualified for the Alumni Representative position is that she is a longtime supporter of MEHS. She understands that there are many communities consisting of previous, current, and future attendees of MEHS spread throughout Alaska. She is eager to learn more and contribute to the well-being and security of MEHS as a whole.

Dionne Brady-Howard

Dionne Brady-Howard resides in Sitka and graduated from MEHS in 1991.

Dionne has been a social studies teacher at MEHS since 2000 and is retiring from teaching at the end of the 2022-2023 school year. Dionne remains connected and involved with the alumni base. She was a student teacher at MEHS in 1997 and has had three daughters attend and graduate from MEHS as well.

Dionne takes pride in being deeply culturally embedded within the community of Sitka. She has a desire to serve on the MEHS Advisory Board upon her retirement from teaching at the school. She would like to continue to serve the institution that has given so much to her. She maintains active communication with alumni at statewide events as well as when she engages in personal travel, oftentimes organizing informal gatherings.

Dionne thinks that what makes her uniquely qualified for the Alumni Representative position is that she understands the structure of MEHS as a state-run public school that is a division of a department in a larger bureaucracy than the 'typical' school district. She served on the Sitka School Board for four years and was on the IEA/JOM Sitka Native Education Program Parent Committee for thirteen years. Dionne currently serves as Chairperson on the Sitkans Against Family Violence Board and has recently been appointed to represent the Sitka Tribe of Alaska on the Sitka Historic Preservation Commission.

Paul Paul

Paul Paul resides in Kongiganak and attended MEHS from 1971-1974.

Paul currently works for the Kongiganak Traditional Council as the Village Language Planner.

He has a special interest in the preservation of indigenous languages and feels that the State of Alaska's Education Board should have more of a role in the preservation of Native languages throughout the state.

Paul has served in the military, the local Advisory School Board, Corporation Board member, Traditional Council member and St. Gabriel Orthodox Faith.

Paul thinks that what makes him uniquely qualified for the Alumni Representative position is his understanding of a boarding school and what problems students may need help in.

Parent Representative Candidate Application Summaries:

Robyn Burke - Recommended

Robyn resides in Utqiagvik and has a son who attends MEHS.

Robyn has been serving on the North Slope Borough School District Board of Education for the past three years. She served as the Board Clerk and is now currently serving as the Board President. She was recently selected to serve on the Association of Alaska School Board's Board of Directors. She occupies a seat on her local School Board and serves on the Policy Review Committee, Legislative Committee, Certificated Evaluation Committee, and the Negotiations Committee. She previously worked for the North Slope Borough School District as the Human Resources Director.

Robyn thinks that what makes her uniquely qualified for the Parent Representative position or the Alumni Representative position is that she is a proud parent of a student who attends MEHS and a product of MEHS. She has spent the last thirteen years working in and around education systems from answering phones to hiring teachers. She feels that she has worked hard to

advocate for students in the State of Alaska and has always been a firm supporter of MEHS. She believes that MEHS gave her the skills she needed to think critically and serve her community and is hopeful for the opportunity to serve the community that helped raise her.

Courtenay Carty

Courtenay Carty resides in Dillingham and has a daughter who attends MEHS.

Courtenay has been serving as the Tribal Administrator for the Curyung Tribal Council for five years. She worked as the Director of Planning & Grants Management for the Dillingham City Council. Courtenay also served as a director to the board of SAFE for Bristol Bay.

Courtenay thinks that what makes her uniquely qualified for the Parent Representative position is that she may stand out due to her regularly voiced opinion on matters that she feels are important as well as having excellent organizational skills.

Regina Johnson

Regina Johnson resides in Bethel and currently has a daughter attending MEHS.

Regina graduated from MEHS in 1993 and has previously served on the Advisory Board. She has served on the Employee Advisory Committee throughout her career with the court system. She served as vice president and secretary to the local VFW Auxiliary in Bethel. She was recently appointed to the Workplace Conduct Committee by the director of the court system.

Regina's family is very culturally driven, they take pride in participating in Yupik traditions that include making Native regalia which is very important to her in carrying on traditions. To Regina, family comes first and she believes that MEHS has encouraged this concept throughout the years. She would like to help guide the school board and contribute her core values to ensure MEHS carries on the family atmosphere.

Regina thinks that what makes her uniquely qualified for the Parent Representative position is her long work experience and serving on the committees and prior service on the MEHS board. She feels that she is sincere, honest, respectful and feels that everyone should be treated fairly. She views herself as a leader and would like to contribute her experiences to the board.

Amber Cunningham

Amber Cunningham resides in Unalakleet (Unalakleet) and currently has a son who attends MEHS.

Amber graduated from MEHS in 2004 and currently works for the Bering Strait School District as a Registrar and the Migrant Education Program Records Manager. She appreciates the high standards that students are held to while attending MEHS and loved the experience that she had while she was a student.

Amber was elected to the Native Village of Unalakleet Tribal Council in 2018 and is currently serving her second term with the council. She values community and tradition and has focused

on the housing shortage in Unalakleet and helping people heal from intergenerational trauma as well as reviving the Inupiaq language in the village.

Amber thinks that what makes her uniquely qualified for the Parent Representative position is her passion for education. She has been attending UAA and UAF since graduation from high school. She holds a Bachelor of Arts degree in elementary education with a Minor in psychology, a Master of Arts degree in teaching and learning, and a Bachelor of Arts degree in political science. She also feels that she can bring a rural perspective to the Advisory Board.

Mt. Edgecumbe High School Advisory Board – Applicant Questionnaire

The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist current MEHS Advisory Board members, the Department of Education and the Governor's Office in making the best selection possible for the vacant seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheets as needed.

Name Tanya Q. Kitka **Position:** Parent or Alumni Rep.

Current community of residence Kodiak, AK

Current employer & position Alaska, Marine Surveyors, Inc. –
Administrative Assistant/Bookkeeper

Previous employer & position (relevant to serving on the MEHS Advisory Board) Arc 'n Spark Welding- Store Manager

1. What prompted you to consider applying for the vacant MEHS Advisory Board seat?

Our class of 2002 had out 20 year reunion in Sitka last May, during graduation, when many of our classmates had children, nieces, nephews or cousins who were graduating. I felt such pride to be back in our gym, surrounded by fellow Mt. Edgecumbe alumni, recent graduates, current students and teachers, and I knew I needed to find a way to contribute back to our school.

My daughter is also entering her freshman year and is applying to attend Mt Edgecumbe for the upcoming schoolyear, so I have additional interest as a parent to help continue the traditions and ensure the continued well-being of the school, as well as the students, both socially and academically, in the dorms and in their classes.

2. In your opinion, what special interest, perspectives, talents and/or capacities could you bring to the MEHS Advisory Board?

As a former student, I have the perspective of what it was like to attend Mt. Edgecumbe, and also as a parent of my older stepdaughter, who attended our local Kodiak High School, I have the perspective of the difference in what is offered between a typical public high school and MEHS.

As a student, I performed well, but did not go to college right away, as I'm sure most expected me to do. I have first-hand experience of attending trade school at AVTEC, for welding, and returning to my home community, brining my knowledge and skills. I believe this is a path that many MEHS students and their hometowns can benefit from.

I did also return to the college path and completed my associates degrees through the University of Alaska- Kodiak College and utilize those skills in the field which I now work-accounting and business.

3. Are you, or have you ever been, directly associated with MEHS? If so, in what capacity?

I attended MEHS for four years, between 1998-2003, during which time, I took a year off to go on Rotary Youth Exchange in Russia. I also sought the opportunity to attend Sheldon Jackson College during the second half of my senior year, in a somewhat unique perspective of the 5th year student as that was where they attended to finish up high school if they didn't attain enough credits to graduate on time, although my graduation was delayed to spending a year abroad. During my time at MEHS, I was involved in many clubs and groups, including hosting exchange students from Japan and Russia, and our student run newspaper, The Channel Light. I can say that I love Mt. Edgecumbe High School, and it played a huge role in shaping who I am today.

4. What is your vision of the role of MEHS and how a public support residential high school fits in the larger educational scheme for the State of Alaska?

I believe that MEHS supports a position that is still very much needed in Alaska. The student body has always been comprised of students who need a residential school, as their home community doesn't support enough student to keep a high school open, or who live remotely enough to not be able to attend a 'town' school, and also of those students who choose to go there to seek the opportunities that MEHS offers. From this blend of students, from all areas of Alaska, is born a unique culture, where Alaskans come together to learn from and about each other, to live and to grow together. I believe that this connection with each other, and in our family of people proud to call themselves Mt. Edgecumbe alumni, is ever more important for the future of Alaska, as division in our country and amongst our people seems to be an ever-growing problem.

5. To what other boards, commissions, etc., have you been appointed? Are you currently active on any boards, commissions, etc.?

I am not currently serving on any other boards or commissions, which leaves my time open and free of conflicts for committing to the MEHS Advisory Board. I have previously served on the Alderwood Homeowners Board of Directors as Secretary, for our former homeowner's association in Kodiak.

6. In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?

I am uniquely qualified as I am a fierce supporter of Mt. Edgecumbe High School, and can fill either position of Alumni Representative or Parent Representative. I have a background in accounting and business, as well as welding, so I have a fairly well-rounded view of the world and what it takes to make things work, from both a financial and practical standpoint. I have a great appreciation for education and especially our school and would like to contribute my experience and knowledge towards ensuring the viability of MEHS and its continued success into the future.

7. If interested, please provide any additional information that you believe might be helpful to reviewers of your application.

I believe that I am a good choice for appointment to the Advisory Board, as I have quite a few friends, family and contacts both around the state, as well as in Sitka, who have interest in the direction of Mt. Edgecumbe. I can be a good sounding board for topics of interest that may come up, to be able to hear and glean opinions from many people who may be affected by decisions made by the Board, and to be a representative of that information, to help defend and protect our school, while assisting to balance the needs of others.

Signature Janya O. Kitka Date 03/30/2023

Tanya Q. Kitka

SUMMARY OF QUALIFICATIONS

- Experience working remotely, effective time management, efficient, organized and detail oriented
- 15 years of experience in finance/bookkeeping/office administration
- Skilled with Quickbooks and Microsoft Office
- 70 WPM typing speed

EDUCATION

2012/2013 Kodiak, AK: *Kodiak College (UAA): A.A.S. in Accounting/A.A.S in General Business*

- Graduated Magna Cum Laude, 4.0 GPA

2004 Seward, AK: *Alaska Vocational Technical Center (AVTEC): Structural Welding Program*

- Graduated at Combination Welder level, highest level of completion for program, and obtained welding certification at Alaska Industrial X-Ray

2003 Sitka, AK: *Sheldon Jackson College (SJC)*

- Finished final semester of high school while living and earning college credits at SJC

2001 - 2002 Yakutsk, Russia: *Youth Exchange Program: Kodiak Noon Rotary Club*

- Spent a year experiencing Siberian life, and becoming fluent in the Russian language

1998-2003 Sitka, AK: *Mt. Edgecumbe High School*

- Completed four years at renowned boarding school; held positions as Senior Class President, Senior Editor of the school newspaper, and President of the National Honor Society, while maintaining a high GPA

DEGREES & CERTIFICATIONS

- Associate of Applied Science in Accounting
- Associate of Applied Science in General Business
- Certified Structural Welder AWS D1.1
- Alaska Driver's License

WORK HISTORY

June 2016 - Present: *Alaska Marine Surveyors, Inc.: Administrative Assistant/Bookkeeper*

- Type and assist with preparation/compilation of highly confidential marine survey reports/financial information, documents, photos and invoices using Microsoft Word, PDF formatting, photo editing software, and various office equipment. Correspond with clients via email and telephone. Organize and book surveyors' travel reservations for remote projects. Coordinate project schedules, relay messages, and provide general administrative assistance for marine surveyors. Responsible for full cycle bookkeeping, using Quickbooks, (receivables, payables, bank deposits, account reconciliations, payroll, tax deposits, city sales tax reporting, quarterly and annual financial statements, filing etc.)
- Worked remotely from home from March 2020 to present.

June 2012 – Present: *Paper Trail Bookkeeping, Kodiak; Owner/Bookkeeper*

- Began small business to provide bookkeeping services for local businesses, including start-up, clean-up, and full-cycle bookkeeping. Create and organize bookkeeping systems for new businesses, catch up and manage existing books, prepare payroll and tax reporting, accounts receivable/payable, bank and credit card reconciliation, preparation of financial statements for income tax preparation, and other duties as requested.

July 2014 – June 2016: *Mobile Hydraulics/Near Island Supply Inc., Kodiak; Part-Time Bookkeeper*

- Full cycle bookkeeping, using Quickbooks Online and Desktop versions to record financial transactions. Duties included preparing customer invoices and regular billing, accounts receivable, coding/entering all expenses and bills, accounts payable, preparing bank deposits, account reconciliations, payroll, tax deposits, city sales tax reporting, financial statements and filing. Completed applications for new vendor accounts and bank loans. Also helped implement Point of Sale program and inventory system in new retail venture.

July 2012 – July 2013: *C-Wing Service, Kodiak; Part-Time Bookkeeper*

- Used Quickbooks to record all financial transactions, prepared customer invoices, handled billing, accounts receivable, accounts payable, prepared deposits, reconciliations, payroll and government tax reporting. Also, assisted in parts department with inventory organization.

June 2004 – June 2012: *Arc n' Spark Welding Inc., Kodiak; Purchasing Manager/Office Assistant*

- Managed busy welding supply store. Developed inventory ordering system and ordered stock from 30+ vendors for retail welding store. Developed system to organize and record gas cylinder shipments. Assisted customers with all aspects of welding, including advice, design, pricing, scheduling, and billing. Took payments on account, handled cash, counted till. In office, assisted with manually totaling timecards and payroll, used Quickbooks to record transactions, receive payments, prepared and mailed customer account statements, reconciled accounts, and also filed and other misc. office work.

July – Sept. 2004: *Alaska Auto Repair Center, Kodiak; Part-Time Office/Shop Assistant*

- Scheduled appointments, created repair orders, billed clients, ordered parts as needed by mechanics, organized cars in parking lot, answered phones and directed calls, cleaned the shop, etc.

July – Dec. 2003: *Sitka True Value, Sitka; Housewares Dept. Sales Clerk*

- Ordered inventory for housewares, stocked shelves, organized displays, counted tills at closing, and assisted customers with special orders.

Summers of 2002 & 2003: *Kodiak Island Housing Authority, Ouzinkie; Laborer*

- Assisted carpenters/roofers in Ouzinkie Housing Projects, worked both under houses, laying vapor barrier and up on ladders, in all weather conditions.

Summers of 2000 & 2001: *Raspberry Island Remote Camps, Raspberry Island; Cook*

- Prepared three meals a day in a remote location for groups of 20+, lead kayak guides, mountain hikes, wilderness adventures, vacuum sealed fish, cleaned guest cabins, saunas, bathrooms, and main lodge, maintained garden, split firewood, and performed various maintenance duties.

Mt. Edgecumbe High School Advisory Board – Applicant Questionnaire

The Alaska Department of Education is pleased that you are potentially willing to serve on the Mt. Edgecumbe High School (MEHS) Advisory Board. In an effort to assist current MEHS Advisory Board members, the Department of Education and the Governor's Office in making the best selection possible for the vacant seats, we are encouraging you to complete the following questionnaire and return it with your letter of interest and detailed resume. Please attach additional sheets as needed.

Name Robyn Burke **Position** Parent/Alumni

Current community of residence Utqiagvik, AK

Current employer & position Ilisagvik College, Executive Director of Human Resources

Previous employer & position (relevant to serving on the MEHS Advisory Board)

North Slope Borough School District, Director of Human Resources

1. What prompted you to consider applying for the vacant MEHS Advisory Board seat?

I have a vested interest in the success of Mt. Edgecumbe High School. I am both an MEHS parent, and an alumni. There's a great sense of pride in being a Brave, and it's a part of mine and my husband's families history with our son being a 4th generation MEHS Student.

My grandparents attended in the mid to late 60's and 70's, my mother attended in the late 80's, I graduated from MEHS in 2009 and now our son is just about to finish his freshman year.

I saw the opportunity and hope to be able to serve the students and families with my unique experiences and skills.

2. In your opinion, what special interest, perspectives, talents and/or capacities could you bring to the MEHS Advisory Board?

For the last three years, I've served on my regional school board as board clerk, and board president. In November I was selected to serve on the Association of

Alaska School Board's Board of Directors. In both capacities I've had the opportunity to work with other board members and students from across Alaska to advocate for students and education with the State Legislature.

On my local school board I serve on the Policy Review Committee, Legislative Committee, Certificated Evaluation Committee, Negotiations Committee.

I've also previously worked for the North Slope Borough School District as Human Resources Director.

I have a unique set of experiences, perspectives and skills that I could bring to the MEHS Advisory Board.

3. Are you, or have you ever been, directly associated with MEHS? If so, in what capacity?

Yes, currently as a parent and as alumni.

I have not been associated with MEHS in a professional capacity.

4. What is your vision of the role of MEHS and how a public support residential high school fits in the larger educational scheme for the State of Alaska?

MEHS prepares and gives students the tools that they need to be successful, contributing members of their communities – whether that's attending university or vocational school, or entering into the workforce – students who attend MEHS are prepared for that next step.

MEHS provides a high quality of education and provides the structure for students to maintain their grades.

5. To what other boards, commissions, etc., have you been appointed? Are you currently active on any boards, commissions, etc.?

I currently serve on the North Slope Borough School District, Board of Education. I was appointed to Seat C from June 2020 – October 2020, then was elected into Seat A after a runoff election in November 2020. I served as Board Clerk during the 2021-2022 school year and have served as Board President since October of 2022.

I was appointed to the Association of Alaska School Boards Board of Directors in November 2022. I serve on the June Nelson Scholarship Committee, Sustainability Committee, Legislative Advocacy Committee,

I represent NSBSD in the Voice of the Arctic, and serve on their government affairs committee and executive committee.

I currently serve on the Steering Committee for our regional quadrilateral committee called Nunaaqiuraat Tumitchianit that is comprised of members from the North Slope Borough, North Slope Borough School District, Ilisagvik College and the Inupiat Community of the Arctic Slope and participate actively in the Student Outcomes workgroup.

Previously I've also served on the North Slope Borough Personnel Hearing Board.

6. In your opinion, what makes you uniquely qualified for the vacant seat for which you are making application?

First, I'm a proud parent of a student that attends MEHS, and a product of MEHS.

I have spent the last 13 years working in and around education systems from answering phones, to hiring teachers, creating policy, advocating for education at the legislature, and so much more. I have worked hard to advocate for students in the State of Alaska and have always been a firm supporter of MEHS.

I believe MEHS gave me the skills I needed to think critically and serve my community, and I hope to be able to serve the community that helped raise me.

7. If interested, please provide any additional information that you believe might be helpful to reviewers of your application.

Thank you for the opportunity to submit my application. Quyanapqak for your consideration.

Signature  Date 04/03/2023

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 9

◆ ISSUE

The board is being asked to approve the department's FY2024 operating and capital budgets.

◆ BACKGROUND

- AS 14.07.150 gives the Commissioner of Education & Early Development the responsibility and authority for preparing and executing the budget, subject to the approval of the State Board of Education & Early Development. The development of the education budget is part of the annual executive budget process.
- The Governor's Office of Management and Budget prepares annual budget requests, issues instructions to all State agencies for budget development, and worked with the department on the FY2024 operating and capital budgets.
- The FY2024 Governor's budgets were released on December 15, 2022.
- Materials related to the FY2024 budget can be found under Agenda Item 2.
- Sabrina Javier, Administrative Services Director, will be present to brief the board.

◆ OPTIONS

Approve the budget as presented.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the budget as presented.

◆ SUGGESTED MOTION

I move the State Board of Education & Early Development approve the Fiscal Year 2024 operating and capital budgets for the Department of Education & Early Development.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 10

◆ ISSUE

The board is being asked to approve the establishment of the Alyeska Reading Academy and Institute (ARAI), which may be referred to as Alyeska Reading Institute or Reading Institute.

◆ BACKGROUND

- The Alaska Reads Act (House Bill (HB) 114, Chapter 40, SLA 2022) was signed into law by Governor Dunleavy in 2022 to ensure all students read proficiently by the end of the third grade. This act establishes four new programs to support early literacy:
 - Early Education Grant Program;
 - Department Reading Program;
 - District Reading Intervention Program; and,
 - Virtual Education Consortium.
- The Department of Education and Early Development (DEED) is presently engaged in the development of the framework for each of the four programs. The Governor requested additional funds in the FY2024 operating budget to establish a reading tutoring and professional development (PD) institute to service students as well as to provide PD to teachers, administrators, and paraprofessionals. ARAI will serve as a resource as Alaska's schools implement best practices aligned with the Science of Reading, in compliance with the requirements of the Alaska Reads Act.
 - ARAI will provide direct tutoring services to students with identified reading deficiencies.
 - ARAI will provide professional learning opportunities for teachers, paraprofessionals, and leaders.
- Alaska Statutes (AS) 44.17.020 provides that:
 - The principal executive officer of each department may, with the approval of the governor, establish divisions, or other administrative or organization units within the department in the interests of economy and efficiency and in accord with sound administrative principles and practices.
- The commissioner of education is the principal executive officer of the department (AS 14.07.145(a)) and the State Board of Education and Early Development is at the head of DEED. AS 14.07.075; AS 44.27.010
- The proposed concepts of support and services can be found behind Agenda Item 3.
- Susan McKenzie, Director of the Division of Innovation and Educator Excellence, and Dr. Deena Bishop, Special Assistant to the Governor as an Education Policy Advisor, will brief the board.

♦ OPTIONS

Support the establishment of the Alyeska Reading Academy and Institute.
Seek more information.

♦ ADMINISTRATION'S RECOMMENDATION

Support the establishment of the Alyeska Reading Academy and Institute.

♦ SUGGESTED MOTION

I move that the State Board of Education and Early Development authorize and approve the acting commissioner to establish the Alyeska Reading Academy and Institute, with the Governor's approval, and with the following conditions:

- the Alyeska Reading Academy and Institute shall be established within the Department of Education and Early Development to support students and educators in meeting the outcomes of the Alaska Reads Act; and,
- the Department of Education and Early Development shall retain oversight over the Alyeska Reading Academy and Institute.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 11

◆ ISSUE

The board is being asked to adopt the Alaska Computer Science State Plan.

◆ BACKGROUND

- Computer science is driving innovation in almost every sector of the U.S. economy. Findings show that over 80% of software engineers are currently working remotely full time and working from home is becoming the new normal work arrangement. This presents our Alaska students with tremendous career opportunities with competitive pay while they continue to live and thrive in the communities that they, and many generations before them, grew up in.
- Alaska's Education Challenge identified increasing career, technical, and culturally relevant education to meet student and workforce needs as one of its five strategic priorities. Computer Science education in K-12 is an essential part of this strategic priority.
- In July 2022, Governor Mike Dunleavy and 49 other U.S. governors signed on to the Governors' Compact to Expand K-12 Computer Science Education. The governors committed to: 1. Increase the number of high schools offering computer science courses; 2. Allocate state funding to K-12 computer science education; 3. Create pathways to postsecondary success in computing and related careers; and 4. Provide equitable access to computer science for all students.
- A state plan is invaluable for strategically thinking through complex computer science policies and program implementations. A well-designed state plan provides coherence to the overall computer science expansion effort, links individual policy with consistent purposes, and ensures an organized approach to all program implementations.
- The Department of Education and Early Development (DEED) completed the initial draft of the Alaska Computer Science State Plan in December 2022.
- The Alaska Computer Science State Plan Review Committee comprised of representatives from school districts, school administrators, State Career and Technical Education (CTE) program, computer science teachers, postsecondary computer science and education programs, indigenous education organizations, computer science staff development agencies, and other computer science support groups in the state.
- DEED established the Alaska Computer Science State Plan Review Committee in December 2022. The committee reviewed the initial draft of the plan and held three one-hour virtual meetings to share comments and discussions. DEED incorporated the committee's comments and recommendations into the revised plan.

- DEED announced the Alaska Computer Science State Plan during the annual Perkins Application Workshop, February 8-9, 2023, and received no comments.
- DEED presented the Alaska Computer Science State Plan on February 18, 2023, during the Education Rewired ASTE [Alaska Society for Technology in Education] 2023 Conference and held a question-and-answer session. No revisions were necessary.
- DEED presented the Alaska Computer Science State Plan on March 29, 2023, to the State Board's CTE committee. The committee reviewed the plan before the meeting and provided comments. DEED revised the plan based on comments received.
- DEED opened a period of public comment on the Alaska Computer Science State Plan on March 31, 2023 (<http://notice.alaska.gov/210495>). The public comment period ended on May 1, 2023, at 5:00 PM. DEED revised the plan based on comments received and responded to each comment individually.
- The proposed Alaska Computer Science State Plan can be found behind Agenda Item 4.
- Faye Tanner, Statewide Coding and Computer Science Career Coordinator, will be present to brief the board.

◆ **OPTIONS**

Adopt the proposed Alaska Computer Science State Plan.
 Amend the proposed Alaska Computer Science State Plan.
 Seek more information.

◆ **ADMINISTRATION'S RECOMMENDATION**

Adopt the proposed Alaska Computer Science State Plan.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development adopt the proposed Alaska Computer Science State Plan.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 12

◆ ISSUE

The board is being asked to approve five Career and Technical Education (CTE) Program Recognition awards forwarded by the State Board's CTE Committee. The attached five nominees were selected for CTE Program Recognition.

◆ BACKGROUND

- On April 25, 2023, the CTE Committee met to select CTE Program Recognition awardees from among eleven (11) nominations received from the public and DEED staff. Nominations were considered in one of two categories: Student Engagement and Work-Based Learning.
- The attached five nominees are being forwarded by the CTE Committee for endorsement by the whole State Board of Education.
- The list of the five nominees by category can be found behind Agenda Item 5.
- Deborah Riddle, Division Operations Manager, will be present to brief the board.

◆ OPTIONS

Approve the five nominees for receipt of recognition.
Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the five nominees for receipt of recognition.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development award the following five nominees for the Career and Technical Education Program Recognition, 1) Minto School/Scott Brucker Hydroponics Growing; 2) Delta Greely School District Boat Building; 3) Alaska Resource Education Powerful Opportunities for Women in Resources Camp; 4) Annette Island School District Scuba Program; and 5) Bristol Bay Regional Career and Technical Education Program's Fisheries Program.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 13A

◆ ISSUE

The board is being asked to open a period of public comment on regulations to establish a virtual education consortium and associated governing body related to the Alaska Reads Act.

◆ BACKGROUND

- The proposed regulations are in response to the passage of House Bill (HB) 114, Education: Schools; Funding; Programs, also known as the Alaska Reads Act, that became law on July 15, 2022 (Chapter 40, SLA 2022). The effective date of this new law is July 1, 2023.
- Virtual Education is the component of the Alaska Reads Act (Section 37, AS 14.30.800) that directs the department to establish a consortium to share access to virtual education resources between Alaska school districts.
- In order to govern and organize the consortium, vet content, and approve teacher training for providing instruction through the consortium, the Department of Education and Early Development (DEED) proposes the establishment of a governing body for the consortium.
- DEED proposes a governing body of nine members to represent a range of partners, districts, and geographic regions of the state.
- DEED proposes the establishment of a database to establish a mechanism for compiling approved content for the purpose of cataloging options for districts to access.
- This initial round of regulations will establish the consortium governing body and the database. Once convened, the governing body of the consortium will work from stakeholder input, current practice from other states, and guidance from DEED to further define the consortium model, identify any forms, agreements, processes, and/or fees necessary to implement the consortium, and draft further regulations to guide the implementation of the consortium for use by participating members.
- The proposed regulation is pending Department of Law review and approval.
- The proposed regulations, and publications to be adopted by reference (the *National Standards for Quality Online Courses* and the *National Standards for Quality Online Teaching*) can be found behind Agenda Item 6A.
- Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, and Susan Sonneborn, Assistant Attorney General, will be present to brief the board.

◆ OPTIONS

Open a period of public comment on the proposed regulation changes.
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 regulation changes.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development open a period of public comment to add new regulations 4 AAC 67.010 through 4 AAC 67.900 to implement a virtual education consortium defined by AS 14.30.800.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 13B

◆ **ISSUE**

The board is being asked to open a period of public comment on a regulation related to interscholastic activities.

◆ **BACKGROUND**

- On March 16, 2023, the Board passed a resolution titled “Resolution to Preserve Opportunity for Student Athletes While Balancing Competitive Fairness, Inclusion, and Safety for All Who Compete.”
- The resolution states that the Board “supports the passage of regulations proposed by the Alaska Department of Education and Early Development” and that the regulations should provide a girls’ division with participation based on a student’s sex at birth; a division for students who identify with either sex or gender; and provide a process for appeal for all students.
- The proposed regulations amend 4 AAC 06.115 to provide that a school or school district may join the Alaska School Activities Association, Inc. (ASAA), or a similar association, as long as it administers interscholastic activities in a manner that ensures fairness and safety in competition by providing a girls’ divisions with participation based on a student’s sex at birth; providing a division for students who identify with either sex or gender; and providing a process for appeal for all students.
- The proposed regulation is pending Department of Law review and approval.
- The proposed regulation can be found behind Agenda Item 6B.
- Heidi Teshner, Acting Commissioner, and Susan Sonneborn, Assistant Attorney General, will be present to brief the board.

◆ **OPTIONS**

Open a period of public comment on the proposed regulation.

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

Seek more information.

◆ **ADMINISTRATION’S RECOMMENDATION**

Open a period of public comment on the proposed regulation changes.

◆ **SUGGESTED MOTION**

I move the State Board of Education and Early Development open a period of public comment on the amendment of 4 AAC 06.115 (Interscholastic activities), pending Department of Law review and approval.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 14

◆ ISSUE

The board is being asked to approve amendments to 4 AAC 06.710. Statewide student assessment system. The amendments include the addition of a statewide screening tool as described in 4 AAC 06.400.

◆ BACKGROUND

- As part of the Alaska Reads Act, AS 14.30.760 of House Bill 114 (Chapter 40, SLA 2022), it is described that the department shall adopt a statewide screening tool to administer to students in grades kindergarten through three to identify students with reading deficiencies, including students with characteristics of dyslexia; the screening tool must evaluate phonemic awareness, letter naming fluency, letter sound fluency, and letter word sound fluency of students in kindergarten; letter word sound fluency and oral reading fluency of students in grade one; vocabulary and oral reading fluency of students in grades two and three. The law specifies that teachers of grades kindergarten through three will administer the statewide screening tool three times each school year, once in the fall, once in the winter, and once in the spring, to all students in grades kindergarten through three, with the exception of students who demonstrate sufficient reading skills on the first screening of the school year.
- Through a formal solicitation of interested vendors in a request for proposals in summer 2022, the Department of Education and Early Development (DEED) selected the vendor Amplify to administer the mCLASS with DIBELS 8th Edition as the statewide screening tool. Beginning in fall 2022, DEED and Amplify began their collaboration and started working with selected districts to establish a pilot implementation of mCLASS. The pilot intends to gain insights, establish processes, and build capacity in preparation for full statewide implementation in the 2023-2024 school year.
- These regulations were posted for public comment, and no public comment was received during that period.
- The proposed regulation can be found under Agenda Item 7.
- Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, and Elizabeth Greninger, Assessments Administrator, will be present to brief the board.

◆ OPTIONS

Approve the amended regulations as written.

Amend the proposed regulations and re-submit for a period of public comment.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the amended regulations as written.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the amendments to 4 AAC 06.710 Statewide student assessment system.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 15

◆ ISSUE

The board is being asked to appoint two members to the Mt. Edgecumbe High School Advisory Board.

◆ BACKGROUND

- Mt. Edgecumbe High School has a cycle that opens two Advisory Board seats each year. This year, the Alumni Representative and Parent Representative seats for term A (3-year terms) are open.
- Mt. Edgecumbe High School collected applications of interest for the Alumni and Parent Representative seats.
- The following documents can be found under Agenda Item 8:
 - Summary information on all candidates, as well as more detailed information about the recommended candidates; and,
 - Mt. Edgecumbe High School Advisory Board applications for the recommended candidates.
- The Mt. Edgecumbe Superintendent has put forth the recommendation to:
 - Appoint Tanya Kitka to serve as the Alumni Representative; and,
 - Appoint Robyn Burke to serve as the Parent Representative.
- Suzzuk Huntington, Superintendent, will be present to brief the board.

◆ OPTIONS

Approve the appointments.

Reject the appointments.

Seek more information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the appointments.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development appoint Tanya Kitka as the Alumni Representative and Robyn Burke as the Parent Representative for term A on the Mt. Edgecumbe High School Advisory Board.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 16

◆ ISSUE

These are standing reports to the board regarding the divisions within the Department of Education and Early Development and the Attorney General's office.

◆ BACKGROUND

- The board will be briefed on department activity in the form of standing reports.
- Behind this cover memo are standing reports for:
 - 16A. Division of Innovation and Education Excellence;
 - 16B. Division of Libraries, Archives and Museums;
 - 16C. Division of Finance and Support Services;
 - 16D. Mt. Edgecumbe High School; and,
 - 16E. Attorney General's Office.
- Susan McKenzie, Director of the Division of Innovation and Education Excellence; Dr. Amy Philips-Chan, Director of the Division of Libraries, Archives and Museums; Lori Weed, School Finance Manager; Suzuk Huntington, Superintendent of the Mt. Edgecumbe High School; and Susan Sonneborn, Assistant Attorney General, Department of Law, will be present to brief the board.

◆ OPTIONS

This is an information update. No action is required.



MEMORANDUM

To: State Board of Education & Early Development
Date: May 10, 2023

Thru: Heidi Teshner, Acting Commissioner
Telephone: (907) 269-4583

From: Susan McKenzie, Director
Division of Innovation and
Education Excellence
Subject: Agenda 16A. Division of
Innovation and Education
Excellence Standing Report

Division of Innovation and Education Excellence June 2023 Board Report

The Division of Innovation and Education Excellence (IEE) is dedicated to providing an excellent education for every student every day by focusing division efforts around the five priorities of [Alaska's Education Challenge](#); providing oversight of state and federally funded programs to ensure quality and equity of student services; and providing excellent technical assistance and support to districts statewide.

The IEE Division encompasses nine teams that manage a wide range of programs and activities for the State. These teams include the Assessment Team, the Career and Technical Education Team, the COVID Support Team, the Early Learning Team, the ESEA Federal Programs Team, the Health and Safety Team, the Reading Support Team, the School Recognition and Support Team, the Special Education Team, and the Teacher Certification Team. In addition, staff from each of these teams have been very involved in supporting the department COVID Fiscal Team work.

Included in the IEE Board Report are highlights of work with initiatives, compliance work, and support to districts as it relates to Alaska's Education Challenge priorities.

Director's Updates:

The Division of Innovation and Education Excellence continues to work diligently to support our Alaska's Education Challenge priority areas.

Just concluded, the second annual Science of Reading Symposium was held April 27-30 in Anchorage. Addressing priority #1 of Alaska's Education Challenge (all students will read at grade level by the end of third grade), the goal of the Symposium was: Empower Alaskan educators to connect understanding of the reading science to classroom and leadership practices, resulting in increased reading proficiency for students. There were six pre-conference sessions offered to participants that support AK DEED initiatives on April 27 and the morning of April 28. Some of the statistics for the Science of Reading Symposium include: six keynote speakers, 24 breakout room sessions, 26 exhibitors, 901 in-person attendees, 800 virtual attendees. Speakers joined us from all over the country (from Massachusetts to California) to engage educators in meaningful learning centered around the science of reading.

Thank you to the State Board of Education members that were able to attend, as well as a welcome from Governor Dunleavy. The support, attendance, and participation of Commissioner Teshner, Deputy Commissioner Sanders, and the IEE administrators and leaders were deeply appreciated. A more in-depth report will follow, after data is more fully analyzed. Please mark your calendar for April 19-21, 2024, to attend the third annual Science of Reading Symposium at the Dena'ina Civic and Convention Center in Anchorage!



Alaska's Education Challenge Priority #1:

Support all students to read at grade level by the end of third grade

Academic Support Team

- Statewide Early Literacy Screener – DEED contracted with Amplify in the fall of 2022 to provide the mCLASS with DIBELS 8th edition literacy screener for all Alaska public schools. Districts have the opportunity to use the state-adopted literacy screener free of charge. Districts have the option to seek approval for an alternate literacy screener through a waiver process.
 - In anticipation of the Alaska Reads Act implementation July 1, 2023, participation in a pilot program was extended to all Alaska public schools in late 2022. Eighteen school districts chose to participate in the pilot program. These districts agreed to participate in required training and administer benchmark assessments and progress monitoring measures in the second half of the 2022/2023 school year.
 - In mid-April, 100% of Alaska public school districts shared their literacy screener decision with DEED. 96% of districts have committed to using mCLASS with DIBELS 8th Edition and 4% are seeking a literacy screener waiver.
 - Amplify is working with each individual district to schedule staff training. Training options available to districts are Initial Training, Understanding Your Data, and Train the Trainer.
 - Benchmark windows for the 2023/2024 school year are:
 - Beginning of Year (BOY): 9/4/2023 – 9/29/2023
 - Middle of Year (MOY): 12/11/2023 – 1/19/2024
 - End of Year (EOY): 4/22/2024 – 5/17/2024
 - The Assessment team partners with the Academic Support team on this project, as this screener now serves as one of the statewide assessments.
- Literacy Blueprint – The update to the Alaska Literacy Blueprint is complete. DEED contracted with a facilitator, partnered with Region 16 Comprehensive Center, and recruited a stakeholder group. The stakeholder group comprised 13 members from across Alaska with expertise in birth to post-secondary education. It was shared at the 2023 Alaska Reading Symposium. Physical copies were distributed to Symposium attendees, and digital copies are available via the DEED Reading Resource page, <https://education.alaska.gov/Alaska-Reading-Resources>.
- ELA Curriculum Grant – The districts participating in the ELA Core Grant initiative have met three times as a group since January and have met individually with the facilitator as they are developing their implementation plans. The goal of stage one was to select materials that support a clear and common vision of great instruction with stakeholder participation in the process. The webinars in March began work in stage two. The goal of stage two is to develop an intentional implementation plan — thinking through what it will take to use and support the materials well.
- RTI/MTSS Refresh – The 18 RTI/MTSS Refresh district participants met in January at the Alaska RTI Conference where they had sessions to work with their coach from Safe and Civil Schools. This helped lay more of a foundation for the direction of the work to

develop strong district RTI/MTSS plans. Since then, cohorts have had all day trainings in both February and March. The meet up for April was at the 2023 Alaska Science of Reading Symposium. Participants attended a pre-conference session for continued training and to work on RTI/MTSS plans, as well as attend the conference. Districts will attend summer conferences or an in-state institute to further develop their RTI/MTSS plans.

Early Learning

- District-Wide Early Elementary Program grants that support the Alaska Reads Act are in the process of review. Eleven districts applied for \$3,000,000 to build and/or support early learning in their districts. The goal of these grants is to support districts to improve and/or grow their early education programs. The district-wide three-year grant will support districts to meet the Early Education Program Standards that provide a framework for high-quality programs.
- The Pre-Elementary Grant application period closed on May 15, 2023. There were 22 applications for this year. A total of \$3,200,000 is available to fund early learning programs within districts to promote school readiness and positive outcomes for participating three to five-year-old children and to inform the long-term implementation of universally accessible, affordable, mixed delivery, and high-quality early care and education. The Alaska Pre-Elementary preschool programs are to provide a voluntary, comprehensive, preschool program for three through five-year-olds (five-year-old children who do not meet the cutoff date for kindergarten entry)
- New Hires
 - The Early Learning team has hired two new staff members.
 - Becky Moren from Talkeetna will be the new Early Learning Administrator.
 - Jayne McFarland will be a new Education Specialist 2 based out of Anchorage.
 - Moren and McFarland will both start in July.

ESEA Federal Programs

- In partnership with Keys to Literacy, the Alaska Department of Education & Early Development (DEED) is providing a free professional development course for educators that meets the required foundational reading skills addressed in the Alaska Reads Act.
 - The offered professional development course for teachers filled up quickly with the last cohorts ending in May 2023.
 - Over the last few months, Alaska Pre-K to Grade 3 educators have participated in a hybrid-online course titled “Keys to Beginning Reading” that totals 48.5 hours. Participants have spent time completing modules in an asynchronous online course and also attend virtual-live meetings facilitated by Keys to Literacy trainers.
 - This contract is managed in partnership with the Academic Support Team
- In partnership with NWEA® and Consortium on Reaching Excellence in Education® (CORE®), DEED is providing a joint learning, collaboration, and coaching

opportunity that will empower 50 Alaska education leaders to understand effective literacy instruction.

- The leadership course will provide participants with fundamental knowledge in effective standards-aligned and research-based reading instruction and assessment practices for all learners to support their school and district plans in the science of reading, as required by the Alaska Reads Act.
- The offered professional development course for leaders filled up quickly, starting in February and ending June 2023. The leadership course comprises seven highly engaging sessions in which participants will learn about key elements of the science of reading and explore alignment to current systems.
- This contract is managed in partnership with the Academic Support Team

School Recognition and Support

- DEED is entering the fifth and final year of Alaska's Comprehensive Literacy State Development (CLSD) Grant. The final year of the grant will run from 10/01/2023 – 9/30/2024 with the amount of \$3,945,933.
 - In addition to the original funds for the grant, in April, Alaska received \$11,811,510 in supplemental grant funds to be spent by 9/30/2024 for a total of \$15,757,443 for the budget period of year five.
 - DEED proposes supplemental funds to assist local education agencies in addressing the impact of lost instructional time in literacy caused by the pandemic and continue our mission to support all students reading at grade level by the end of third grade.
 - Supplemental subgrants will be awarded to programs with a strong focus on evidence-based instructional strategies and interventions with a high-quality comprehensive literacy plan. The literacy plans will utilize the supplemental funds outside the requirements of the Alaska Reads Act in support of similar literacy goals.
 - The application will ask LEAs to be creative and innovative in order to offer options for students that align with the Alaska Reads Act within the project performance period. Funding for subgrantees will be awarded to applicants that demonstrate a complete plan for students with the highest need.

Special Education

- The Special Education Director's training was conducted in March in Anchorage. 41 attendees received specialized training from area experts in:
 - Assessments (Kari Quinto and Athena Hill),
 - Dyslexia (Shanna Johnson),
 - Secondary Transition (Gail Greenhalgh), and
 - Dispute Resolution Specialist (Ann Alexander).

Alaska's Education Challenge Priority #2:

Increase career, technical and culturally relevant education to meet student and workforce needs.

Career and Technical Education

- DEED continues to support Skill/Career Camps across the state using COVID stimulus funds. To date, 21 grants have been supported. These funds expire 9/30/2023 and camps will be funded through the first two months of the new school year.
- Alaska currently has seven CTE Student Organizations (CTSOs):
 - Business Professionals of America
 - Association of Marketing Students (DECA)
 - Family Careers & Community Leaders of America (FCCLA)
 - Alaska Association of FFA
 - Future Health Professionals (HOSA)
 - SkillsUSA
 - Educators Rising

The CTE team is working to support these CTOS as they “build back” after COVID interruptions. Funding will be provided to hold the annual Fall Leadership Conference for statewide student leaders and adult advisors of local chapters. Perennial funding is being sought to support the work of organization directors.

- School district annual applications for federal Perkins/CTE funds are open for next year and DEED staff are communicating with districts to build plans for the 2023-2024 school year. As noted on the last report, for FY2024 DEED will increase the minimum Perkins grant available to our smallest districts award by 33%.

Special Education

- The Special Education Director training continues to include a message of recruiting students for work study positions in special education and regular education where possible.

Alaska's Education Challenge Priority #3:

Close the achievement gap by ensuring equitable educational rigor and resources.

Academic Support Team

- Math Professional Development – Professional Learning and Development for Math educators and education of students across Alaska is being paid for by DEED from Title II, Part A funds. There have been 118 educators from grades K – 12 enrolled in various courses, trainings, and other upcoming webinars. These include:
 - 53 educators for Math Recovery AVMR Courses on early numeracy and Fractions.
 - 30 educators in Graduate-level-equivalent Advancement Courses on a wide variety of topics related to classroom instruction in mathematics.
 - 35 educators in Grassroots Workshops, also on a wide variety of topics, but provided in a shorter format.

- These educators represent 29 different districts across the state. Registrations are ongoing for many courses and all courses are expected to be completed by 6/30/2023.
- CLSD Grant Spring Convening – On 4/13/2023, Kristi Graber presented at the CLSD grant spring convening, walking the districts through the new Alaska Reading Page and the evidence-based resources support documents. Participants had requested support in choosing intervention materials for secondary students, so IEE showcased several programs and teacher resources with high usability in both reading and writing/grammar and aligned with the Alaska ELA Content Standards. Some of the written feedback included:
 - *Some great strategies were showcased today and the list of reading resources put together by DEED.*
 - *Gave me some valuable information along with my sub-grantees about core curriculum.*
 - *The intervention and Reading resources page was so helpful.*
- Alaska Reading Newsletter – The Alaska Reading Newsletter is a main source of monthly news and resources in regard to reading support and the Alaska Reads Act. As of April 20, there were nine publications and the recipient list has grown from 169 to about 1,300. Each month there is also a school spotlight. Past newsletters can be accessed here: <https://education.alaska.gov/Alaska-Reading-Resources/reading-newsletters>

Assessment

- The Assessments Team, in partnership with assessment vendors, administered the Spring 2023 administration of all assessments.
 - The Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) was administered to English learners throughout the state from 2/1/2023 – 3/31/2023.
 - The Alternate Assessment will be administered to students with significant cognitive disabilities from 3/20/2023 – 5/5/2023.
 - The Dynamic Learning Maps (DLM) Alternate Assessment was administered to students with significant cognitive disabilities from 3/20/2023 – 5/5/2023.
 - The AK STAR and Alaska Science Assessments were administered for the second year during the test window of 3/27/2023 – 4/28/2023.
- The Assessments Administrator and Summative Assessment Coordinator conducted site visits throughout the summative assessment window in April. They observed test administration at Bristol Bay School District, Ketchikan Gateway Borough School District, Kodiak Island Borough School District, Nenana City School District, and Juneau School District.
 - Visits provided an opportunity to deliver support to District Test Coordinators (DTCs), respond to feedback and questions from district staff and students, and to make observations of testing procedures.
 - The site visits have proved invaluable for the team in gathering insights about current practices, areas of need, and perspectives on the assessments. Through continuous improvement processes, the Assessment Team will address feedback by improving and enhancing systems, guidance, and support to districts in the 2023-2024 school year.

- In collaboration with vendors NWEA and DRC, DEED conducted a validation study for both the Alaska System of Academic Readiness (AK STAR) and the Alaska Science Assessment in May 2023.
 - The purpose of the validation study was to evaluate whether the assessment cut scores approved in summer 2022 remain appropriate for 2023 and future test administrations. Cut scores are those scale scores that sit at the borders of two achievement levels and allow us to define proficient and non-proficient performance. This process will allow DEED to ensure the cut scores are an accurate reflection of student performance in Alaska.
 - As part of the validation study, DEED invited stakeholders to participate in meetings. These groups were comprised of Alaska educators representing the content areas and grade bands as well as geographically representing the regions across Alaska.
- The Assessment Advisory Panel convened on 3/28/2023 with newly added panel members. This group of stakeholders learn about and advise DEED on issues related to the design, development, and implementation of an effective and secure statewide comprehensive assessment system and corresponding accountability and support systems. The AAP membership is a diverse group of educators representing the regions and ethnic groups throughout the state.
- The Assessment Team met with the Technical Advisory Committee (TAC) on 4/21/2023. Topics included accountability system adjustments, assessment accommodations, AK STAR and Alaska Science Assessment validation study plans, AK STAR assessment design, AK STAR alignment study results and development recommendations.

COVID Support Team

- The COVID Support Team is conducting formal grant monitoring of districts related to the expenditure of ESSER I, ESSER II, and GEER I funds. After conducting a risk assessment twelve districts were selected for a formal monitoring review. This formal monitoring process is designed to ensure that districts are utilizing COVID funds equitably to close the achievement gap while maintaining rigor and utilizing resources to address loss associated with COVID-19.
 - DEED is currently collecting information and artifacts from districts demonstrating equitable educational rigor and resource use. DEED is conducting interviews with relevant district staff to determine processes utilized ensure that COVID Relief Funds were used to help close the achievement gap and ensure equitable education rigor and resources.

Data and Accountability

- Summer OASIS Data Collection – The team will begin hosting a series of webinars in mid-May for district data managers to help them gear up for the Summer OASIS Data Collection that will begin June 1 and close on July 15. The Summer OASIS collection gathers all enrollment records from 7/1/2022 – 6/30/2023. This data is used for a variety of state and federal reports.
- Community Engagement – The Data and Accountability team engaged with a variety of district stakeholders to discuss proposed changes to the System for School Success (the state's accountability system) for next year. Prior to presenting to districts, the team

worked with the Technical Advisory Committee to gather a nationwide perspective on the changes. Those changes include:

- Maintain two changes made in the COVID-19 Addendum as outlined in the March 2023 Board Meeting
 - Collapse grade spans
 - Move from a “K-6” and “7-12” model to a “K-12” model.
 - This enables more schools to be able to attain an index score by meeting the minimum-n.
 - This change does not impact achievement reporting as achievement results are still reported by grade.
 - Years of Data
 - The original accountability system allowed schools to aggregate three years of data in order to meet the minimum-n of 10. The purpose was to include more students in the rating system.
 - Challenges with using three years of data included the issue of not all schools had data aggregated for a given indicator. This also potentially deemphasizes growth made by smaller schools. A “bad” year will follow a small school for three years.
- Revise data privacy rule (known as “80/20” rule)
 - The current rule is applied to achievement, growth, and English learner progress to protect student privacy.
 - If percent of proficient/making growth is less than 20, accountability percentage is coded as 0.
 - If percent of proficient/making growth is more than 20, accountability percentage is coded as 100.
 - Non-collapsed grade spans (“K-6” and “7-12”) increased instances of small denominators, therefor increasing the 80/20 rule.
 - The current model was created to protect privacy for smaller schools. The unintended consequences for schools that have a moderate number of students and their percent proficient is close to 20, the accountability percentage is coded at 0 which is not a true reflection of the progress for that school.
 - The team proposed a graduated model based on the number of students in a school.
 - Proposed changes
 - At the school-indicator level, N-size between:
 - 10 – 19 students, 80/20 applied (no change)
 - 20 – 39 students, 90/10 applied
 - 40+ students, 95/5 applied
- The State [Report Card to the Public](#) was completed and posted to the website.

ESEA Federal Programs

- The ESEA Federal Programs team hosted its annual Elementary and Secondary Education Act (ESEA) Consolidated Application Technical Assistance Workshop in-person the week of April 17.
 - This workshop provided guidance and technical assistance to districts in complying with the provisions under the ESEA.
 - DEED staff provided programmatic and Grant Management System (GMS) application updates to approximately 100 district staff throughout the State.
 - There were three district presentations with a focus on innovative ways they are using their ESEA funding to address Alaska's Education Challenge.
 - In addition to DEED and district presentations, The Bruman Group, PLLC presented federal updates the week prior. The Bruman Group, PLLC is nationally recognized for its federal grants management and education regulatory and legislative practice.
- Based on stakeholder feedback, DEED is exploring modifications to Alaska's English learner (EL) identification procedures as they relate to screeners. Specific EL screening procedures are not detailed in Alaska's approved ESSA State Plan.
 - The first proposal is to lower the score kindergarten (KG) students need to achieve on the WIDA Screener for KG to be considered proficient (and, therefore, not an EL) from an overall proficiency level (OPL) of 6 to 5. An OPL 6 is the highest score a student can achieve on the screener. Alaska is one of only two states that requires a KG screener score of 6 to be considered proficient, and Alaska students in grades 1-12 are considered proficient on their screeners if they score a 5 OPL or higher. This change creates consistency across grades for identification and removes the unrealistic expectation that only students who can attain a perfect score on the KG screener are considered proficient in English.
 - The second proposal is to align Alaska's screener-selection process with that of WIDA's (the designers of the screeners). Currently, Alaska requires that potential ELs take the screener that matches their current grade level, regardless of the time of year. WIDA's recommendation is that potential ELs would take the previous grade's screener during semester 1 and take the current grade level screener during semester 2. For example, current state rules require that a 1st grader flagged as a potential EL in September, would be required to take the 1st grade screener despite having spent very little time in 1st grade. WIDA's recommendation (and a proposed change) would have that student complete the KG screener (if the student wasn't flagged as a potential EL until semester 2, then they would take the 1st grade screener). This change sets up students to better demonstrate proficiency by asking them to complete tasks that more accurately align with their level of education.
- DEED recently determined finalists, held interviews, and selected recipients for the Annual Title III-A Distinguished District Awards. Consideration is open to all current Title III-A districts and eligibility based on English learner Accountability indicators and ACCESS for ELLs participation. Three finalists are chosen and participate in an interview that is scored based on a rubric. The highest scoring district receives a \$10,000

award, and the two other finalists each receive a \$2,000 award. Awards are to be added to their FY2024 Title III-A allocations.

Special Education

- The special education team conducted webinars, face to face trainings, and weekly opportunities for development with the state's Special Education Directors.
 - Webinars focus on the current work of the department and district requirements that are upcoming, such as:
 - Supplemental Workbook for data reporting
 - District Determinations for risk factors of district special education programs
 - Coordinated Early Intervention Services (CEIS) training for districts found in non-compliance with disproportionality
 - The face-to-face session included:
 - Compliance Monitoring Training
 - Training on the Annual Performance Report/State Performance Plan and the State Systemic Improvement Plan (APR/SPP- SSIP)
 - Small Group roundtable discussions
 - Secondary Transition
 - Assessments and Accommodations
 - Intensive Funding
 - Reading Instruction and Dyslexia
 - Data Collection Activities
 - Special Education Handbook Review
 - Manifestation Determination Hearings
 - Weekly meetings involved a wide ranging variety of subjects and current questions from the field.

Alaska's Education Challenge Priority #4: Prepare, attract, and retain effective education professionals.

Academic Support Team

- Educator Qualifications – To assist educators with understanding the educator qualifications regarding the Alaska Reads Act, a one-page infographic about this topic has been created and posted to the reading resource page for educator qualifications. Here is a link to the page: <https://education.alaska.gov/alaska-reading-resources/Teacher-Qualifications>. You can access the document directly at this link: <https://education.alaska.gov/akreads/Teacher%20Qualifications.pdf>

Health & Safety

- eLearning: The following chart shows the number of course completions for our highest trafficked health and safety eLearning courses for educators as well as the student facing courses on suicide prevention and those under the Alaska Safe Children's Act.
 - Course Update: The eLearning course *Overcoming ACES in Alaskan Schools* was updated with new state resources and recent data relating to use.

- DEED's eLearning program now offers two Continuing Education Units (CEUs) to educators who hold current five- or ten-year Alaska teaching, administrative, or special services certificates.
 - Learners will earn one CEU per 15 hours of eligible coursework completed.
 - All eLearning courses are free.
 - The newest CEU course bundle focuses on trauma-engaged practices in schools.
 - The courses provide information and resources on topics such as trauma-sensitive schools, self-care for educators, stress and anxiety in schools, classroom practices and adverse childhood experiences (ACEs). The cost of each CEU applied toward renewal is \$50, however DEED is waiving the fee for the first 400 educators to complete the CEU.

DEED Online eLearning Courses	Jan-March 2023	Lifetime #'s
Part A: Suicide Awareness	459	22,309
Part B: Suicide Prevention	207	10,571
Part C Suicide Intervention	170	6,360
Part D: Responding to Suicide-Postvention Guidelines	119	4,254
Overcoming ACEs in Alaskan Schools	114	2,471
Trauma-Engaged and Practicing Schools	49	1,293
Trauma-Sensitive Schools	88	1,817
Classroom Practices	32	853
Emotional Intelligence	35	748
Family Partnerships	15	516
Mind-Body Connections	16	643
Childhood Traumatic Grief	35	943
Self-Regulation	18	715
Self-Care	36	689
Trauma-Engaged Infant and Early Childhood Mental Health	12	242
Overcoming Stress and Anxiety in Alaskan Schools (Released Spring 21)	36	405
Opioids 101 and the Opioid Epidemic 101	13	200
Narcan Administration for an Opioid Epidemic	14	285
E-Cigarette Use Among Alaska Teens (Released Summer 21)	18	178

Domestic Violence & Sexual Assault Training for Educators	598	28,326
Mandated Reporters of Child Abuse & Neglect	1013	34,160
Prenatal Alcohol and Drug Related Disabilities	576	25,306
Navigating Transitions (student courses)	37	1,075
Bree's Law (student courses)	379	2,316
Total Course Completions	4,089	146,675

School Recognition and Support

- Alaska Teacher of the Year – DEED received over 130 nominations for the 2024 Alaska Teacher of the Year. Nominations are open from November 1 to January 31 and students, parents, community members, administrators, and staff are encouraged to nominate deserving educators.
 - On May 2, DEED announced four teachers as finalists for the 2024 Alaska Teacher of the Year:
 - Catherine Walker currently teaches Engineering Essentials, Unmanned Aviation Science, Oceanography, Marine Biology, and has been teaching Biology and 9th-grade science at Dimond High School in Anchorage since 2017.
 - Jennifer Reinhart is a first-grade teacher and has been an elementary teacher at Paul Banks Elementary in Homer, Alaska since 2008.
 - Megan Henry has been with the Anchorage School District since 2014. During that time, she taught art in elementary and secondary schools. She is currently at West High School and her classes include Art Studio, Drawing & Design, Multimedia Design, Painting, and Printmaking.
 - Michelle Heminger teaches math and science at Barnette Magnet School in Fairbanks North Star Borough School District (FNSBSD). She has been an FNSBSD teacher since 2011 and has taught in the Bering Strait School District and Matanuska-Susitna Borough School District.
 - These finalists went through three rounds of evaluation by committees and a selection panel, which included interviews, personal essays, sample lessons, classroom/direct teaching recording, and letters of recommendation.
 - The Alaska Teacher of the Year and an alternate will be selected and announced by the end of this 2022/2023 school year by Acting Commissioner Heidi Teshner and/or Deputy Commissioner Lacey Sanders.
 - The selected teacher will serve as Alaska's nominee for the National Teacher of the Year and will be able to participate in programs and activities with other State Teachers of the Year coordinated by the Council of Chief State School Officers.

Teacher Certification

- TEACH-AK Update – The Educator Application and Certification Hub of Alaska (TEACH-AK) project to move most of the Teacher Certification Office's applications and other services to a web-based environment has faced a few challenges; competing priorities, staffing issues and technical difficulties, but is moving forward toward live roll

out soon. The Teacher Certification Team will begin training on the new system on May 22. Applicants will begin using the new system in June and DEED will begin promoting the new system for online teacher certification applications shortly after.

- The Alaska Teacher Recruitment & Retention Implementation Subcommittee meetings are scheduled to wrap-up this spring. Final recommendations are expected this fall. Recordings of subcommittee meetings, research documents, and other information about the TRR Action Plan Implementation can be found [here](https://education.alaska.gov/trr) (<https://education.alaska.gov/trr>).
- Longitudinal data concerning Alaska certified educators has been requested by various stakeholders and policy makers. Below is the state level data concerning certified educators in Alaska that has been recently shared:

Turnover in Certificated Personnel in Alaska Public Schools for the 2017-18 to 2022-23 School Year

	Administration Group			Program Group			Superintendent Group			Support Group			Teacher Group		
School Year	Total Count	New Hires & Transfers	Turnover	Total Count	New Hires & Transfers	Turnover	Total Count	New Hires & Transfers	Turnover	Total Count	New Hires & Transfers	Turnover	Total Count	New Hires & Transfers	Turnover
2017-18	599	137	22.9%	423	73	17.3%	54	17	31.5%	962	111	11.5%	7951	1300	16.4%
2018-19	594	186	31.3%	425	138	32.5%	54	16	29.6%	986	177	18.0%	7889	1947	24.7%
2019-20	605	192	31.7%	440	103	23.4%	53	15	28.3%	959	140	14.6%	7592	1575	20.7%
2020-21	605	162	26.8%	443	124	28.0%	52	12	23.1%	966	190	19.7%	7735	1796	23.2%
2021-22	614	176	28.7%	401	97	24.2%	52	17	32.7%	965	178	18.4%	7372	1589	21.6%
2022-23	611	225	36.8%	455	157	34.5%	51	18	35.3%	967	236	24%	7297	1896	26.0%

Source: Certified Staff Accounting, October 1 of each year, 2017 to 2022

1. This report is based on data collected October 15 of each school year. Staff reported were working prior to or on October 1 of the school year listed.
2. Inter-District Teacher Group: The Total Count includes all teachers. New Hires include any teacher designated by the district as new to the district.
3. Intra-District Teacher Group: The Total Count includes all teachers minus the number of New Hires since a teacher cannot be both a New Hire and an In-District Transfer.
4. In-District Transfers include all teachers who are not new to the district in current year and are not in the same job in the same school as the previous school year.
5. Employees in each job group are unduplicated by district and, therefore, may be included in more than one district's Total Count.
6. The positions in each of the job groups above are listed in the following table:

Administration Group	Program Group	Support Group	Teacher Group
Administrative Assistant	Bilingual/Bicultural Coordinator	Audiologist	Associate Teacher
Assistant Principal	Coordinator	Child Study Coordinator	Correspondence Teacher
Assistant Superintendent	Correspondence Program Coordinator	Computer Operator/Programmer	English Second Language Teacher
Business Manager	Director Federal Programs	Counselor	Head Teacher
Consultant	Director of Career & Technical Education	Curriculum Specialist	Online Course Facilitator Teacher
Director, Maintenance/Facilities	Director of Community Education	Librarian/Media Specialist	On-Site Supervising Teacher
Director, Personnel	Director of Curriculum	Nurse	Remedial Specialist
Finance Manager	Director of Education, Elementary or Secondary	Occupational Therapist	Special Education Teacher
Manager	Director of Special Education	Orientation and Mobility Specialist	Teacher
Principal	Director/Coordinator	Physical Therapist	Visiting or Itinerant Teacher
Public Information Coordinator	Other Professional	Psychologist	
Special Assistant to Superintendent	Staff Developer/Mentor Teacher	Psychometrist	
Supervisor	Student Affairs Coordinator	Recreational Therapist	
		Social Worker	
		Speech Therapist	

First Day Vacancy by District 2019-2023 School Years

School District	2019/2020	2020/2021	2021/2022	2022/2023
Alaska Gateway School District	0	0	0	NR
Aleutian Region School District	0	0	0	0
Aleutians East Borough School District	0	0	2	6
Anchorage School District	46.9	83.2	70.6	88
Annette Island School District	0	0	5	3
Bering Strait School District	0	9	2	5
Bristol Bay Borough School District	0	0	0	1
Chatham School District	0	1	0	1
Chugach School District	0	0	1	1
Copper River School District	0	0	1	1
Cordova City School District	0	0	1	1
Craig City School District	0	0	0	2.5
Delta/Greely School District	0	2	2	0
Denali Borough School District	0	0	0	6
Dillingham City School District	0	1	1	3
Fairbanks North Star Borough School District	18.2	19.8	19.8	48.1
Galena City School District	0	1	3	7
Haines Borough School District	0	0	0	0
Hoonah City School District	0	0	3	5.6
Hydaburg City School District	0	0	3	3
Iditarod Area School District	0	0	0	0
Juneau Borough School District	6	14.5	18.5	17.7
Kake City School District	3	1	2	0
Kashunamiut School District	0	0	0	NR
Kenai Peninsula Borough School District	15.5	0	28	27.72
Ketchikan Gateway Borough School District	0	8	10	0
Klawock City School District	0	1	0	0
Kodiak Island Borough School District	0	19.5	7	18.6
Kuspuk School District	0	0	17	3
Lake and Peninsula Borough School District	1	0	0	4
Lower Kuskokwim School District	19	18	33	23
Lower Yukon School District	0	6	13	27
Matanuska-Susitna Borough School District	2	0.5	0	1
Mt. Edgecumbe High School	0	0	0	1.5
Nenana City School District	2	0	1	1
Nome Public Schools	0	4	2	2
North Slope Borough School District	10	0	21	40
Northwest Arctic Borough School District	19	17	23	26

School District	2019/2020	2020/2021	2021/2022	2022/2023
Pelican City School District	0	0	0	0
Petersburg Borough School District	0	3	0	0
Pribilof School District	0	0	0	0
Saint Mary's School District	1	0	0	4
Sitka School District	0	0	3	0
Skagway School District	0	0	1	0
Southeast Island School District	0	1.5	0	0
Southwest Region School District	0	0	0	4
Tanana City School District	0	0	0	1
Unalaska City School District	0	0	0	0
Valdez City School District	0	1	3	0
Wrangell Public School District	0	0	0	0
Yakutat School District	0	0	0	1
Yukon Flats School District	8	0	3	8
Yukon-Koyukuk School District	0	14.8	9	1
Yupiit School District	3.5	0	4	0
State Total	155.1	226.8	312.9	393.72

Source: First Day Vacancy Report, Department of Education & Early Development, August 2019 to August 2022.

For this report, a vacancy is an unoccupied certified position identified by the school district. The vacancy may be the result of a new position created because of increased enrollment; a position abandoned by a contracted, certified educator; or a position that was advertised but did not attract a certified candidate that met the district's requirements or needs. A vacancy is reported by full-time equivalency or FTE.

The first day of school is the first day that certified educators would be required to report to work. First day vary from district to district because each district establishes its own calendar.

Emergency Certificates by Districts

School Year 2020-2021 to School Year 2022-2023

School District	SY 2020-2021	SY 2021-2022	SY 2022-2023
Alaska Gateway School District	4	2	4
Aleutians East Schools	3	1	2
Anchorage School District	44	18	49
Annette Island Schools	4	1	4
Bering Strait School District	28	34	45
Bristol Bay Borough Schools	1		1
Chatham Schools	2	3	4
Copper River Schools	4	1	1
Cordova City Schools			1

School District	SY 2020-2021	SY 2021-2022	SY 2022-2023
Delta/Greely School District	1	2	3
Denali Borough Schools			1
Dillingham School District	3	1	7
Fairbanks Northstar Borough SD	7	3	41
Galena City School District	13	3	3
Haines Borough School District	1		
Hoonah City Schools	1	2	
Hydaburg City School District	1		2
Iditarod Area Schools	1	5	4
Juneau Borough Schools	4		6
Kake City Schools	1	2	3
Kashunamiut Schools	2	7	12
Kenai Peninsula School District	7	4	13
Ketchikan Gateway Schools	3	4	5
Klawock City School District	1		
Kodiak Island Schools	12	5	19
Kuspuk Schools	10	6	17
Lake & Peninsula Schools	8		3
Lower Kuskokwim Schools	35	22	45
Lower Yukon Schools	19	25	27
Mat-Su Schools	24	5	6
Mt. Edgecumbe High School			1
Nenana City Schools	1	1	2
Nome City Schools		2	
North Slope Borough Schools	11	6	15
Northwest Arctic Borough Schools	15	11	22
Pelican City Schools		1	1
Petersburg City Schools	5	1	
Saint Mary's School District	1		
Sitka School District	1	3	1
Southwest Region School District	8	2	4
Unalaska City Schools			1
Valdez City Schools	2		
Yakutat City Schools	1		1
Yukon Flats Schools	5	7	1
Yukon/Koyukuk Schools	11	3	8
Yupiiit School District	3		5
State Total	308	193	390

Source: Alaska Department of Education & Early Development, Teacher Certification Database.
Updated 4/26/2023

Alaska Educators Prepared Outside of the United States By District
School Year 2018-2019 to School Year 2022-2023

School District	2018-19	2019-20	2020-21	2021-22	2022-23
Alaska Gateway					2
Aleutians East Borough	1	2			
Anchorage	41	46	48	48	64
Bering Strait	7	8	9	27	39
Copper River		1	1		
Delta/Greely				1	1
Fairbanks North Star	6	6	6	6	6
Iditarod Area				3	4
Juneau	2	1	2	1	2
Kake City					2
Kashunamiut	1			6	10
Kenai Peninsula	1	1	2	1	1
Ketchikan Gateway		1	1	2	6
Kodiak Island				1	4
Kuspuk School District				11	15
Lake and Peninsula					1
Lower Kuskokwim			1	6	31
Lower Yukon	6	6	6	26	35
Matanuska-Susitna	5	5	6	6	6
Mount Edgecumbe	1				
Nome	1	1	1	1	1
North Slope	1	1	2	3	3
Northwest Arctic	1	1			8
Sitka				1	1
Unalaska City	1				1
Yukon Flats				4	2
Yukon-Koyukuk					2
Grand Total	75	80	85	154	247

- Source: Department of Education & Early Development, Teacher Certification Database, March 2023 and October Certified Staff Accounting 2018 to 2022.

**Alaska's Education Challenge Priority #5:
Improve the safety and well-being of students through school partnerships
with families, communities, and tribes.**

Academic Support Team

- Tanana Chiefs Conference – On March 14, 2023, IEE staff were invited to speak at the Tanana Chiefs Conference to introduce how the brain learns to read and weave the implications of the development throughout the District Reading Intervention Plan. Following that presentation, IEE staff were then invited to present at the Tanana Chiefs Education Summit on April 12th, at which participants were engaged in learning how to read from the perspective of a child and exploring deeper into how the brain learns to read.
- Family Engagement/Reading Resource Webpages – DEED's newest reading resource webpage for family engagement is linked here: <https://education.alaska.gov/alaska-reading-resources/parent-resources> This page will house resources for districts to utilize as information for distribution to families. Families may also access the page directly. The May 2023 Alaska Reading Newsletter highlighted the launch of this resource. The plan is to expand the page as the need for information arises. The reading resource webpages can be accessed here: <https://education.alaska.gov/Alaska-Reading-Resources>

Assessment

- The Assessments Team executed a contract with Denali Daniels & Associates to carry out the [Assessment Outreach Project: Identifying Connections and Opportunities with Entities Serving Alaska Native Students](#). Through this project DDA and DEED have collaborated to host a series of discussions and information gathering activities to better understand the assessment needs of entities serving Alaska Native students. The project goals include:
 - Fostering relationships with tribal entities and others serving Alaska Native students
 - Understanding perspectives on assessment use
 - Reviewing current assessment and data use and identifying needs as tribal compacting begins in Alaska
 - Documenting dialogues in a report that captures key barriers, issues, and needs of tribal communities regarding assessments
 - Determining whether Alaska will reengage with the National Indian Education Study.

COVID Support Team

- Formal monitoring being conducted by the COVID Relief Team verifies that districts have channeled COVID funds to improve student safety, and enhanced the well-being of students, staff, families, communities, and tribes.

ESEA Federal Programs

- United Way of Anchorage (UWA) has partnered with DEED and school districts across the state to expand outreach to our students who are experiencing homelessness. UWA is using their Alaska 2-1-1 Call Center to connect students and families across Alaska with

a contact at their school district/LEA, and identify, assist with navigation, and provide information about wrap-around supports and services fitting the needs of the student and family.

- DEED recently developed an Individual Student Score Report for alternate scoring eligible English learner students and submitted it to WIDA for feedback. WIDA approved of the use of their logo on that template, were supportive of DEED's intended use of that resource, and asked permission to share with other consortium members. Permission to share was granted.
- The McKinney-Vento Act Request for Applications (RFA) was released at the end of February with applications due April 27, 2023. The authority for the administration of this grant is the McKinney-Vento Homeless Program.
 - The McKinney-Vento Act guarantees a free, appropriate public education for all homeless children and youth by removing barriers to their enrollment and attendance in school and supporting their educational success.
 - The funding awarded through the McKinney-Vento RFA helps school districts provide immediate enrollment of homeless children who are not already enrolled, provide school stability for students experiencing homelessness, promote school (or GED) success and completion for homeless students, support collaboration between school districts and social service agencies serving homeless students, ensure that homeless students are provided services in such a way that they are not isolated or stigmatized, and provide opportunities for parent involvement in enrollment decisions.

Health & Safety

- Safety & Well-Being Summit – The DEED Health & Safety team has been planning the third Safety & Well-Being Summit on September 13-14, 2023 at the Egan Center in Anchorage. DEED is inviting educational leaders, key staff, and strategic stakeholders, including representation from every district across the state. The purpose of this summit is to improve school safety and well-being in Alaska by both learning and sharing methods to:
 - Promote healthy development through trauma-engaged and restorative practices, improve school climate, and be better prepared for any possible school crisis. Registration is now open.
- Bipartisan Safer Communities Act (BSCA), Stronger Connections Grant – This three-year grant is out to districts and will be awarded for next fiscal year. ~\$4.5 million is available with a maximum award of \$500,000
 - On June 25, 2022, the Bipartisan Safer Communities Act (BSCA) was signed into law and an FAQ document can be found [here](#). It is described as “an important first step toward reducing the risk of gun violence in our schools and communities”. Under Title IV, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) funding was made available to state educational agencies (SEAs) to provide students with safer and healthier learning environments. The Stronger Connections grant program is to be awarded to local school districts (LEAs).
 - Research consistently shows that safe, inclusive, and supportive learning environments are associated with improved academic achievement and emotional well-being of students, as well as with reductions in disciplinary actions.

Research recommends that effective supportive learning environments have the following goals:

- Students experience a sense of belonging in school
- Learning environments provide culturally and linguistically responsive practices
- Students are surrounded by adults they can trust and who are committed to building strong relationships.
- Learning environments are nurturing and help students overcome challenging and traumatic experiences and provide a sense of emotional and physical safety.

- **Suicide Awareness Prevention & Postvention RSA**

- The purpose of the Suicide Awareness, Prevention & Postvention (SAPP) grant is to provide an opportunity for schools to support programs, practices, and policies that focus on areas that are related to the State Suicide Prevention Plan Goals and Strategies. Under this competition, DEED intends to award approximately 10 grants if state funding is made available to the department. DEED will give competitive priority to projects that will serve at risk students in: schools designated as alternative schools, correctional facilities and regions that have historically had high suicide rates as reported by the State of Alaska Epidemiology.

- **Rural Counselor Support**

- We are coordinating with PalPak and Seattle Children's Hospital to support Rural School Counselors and Rural School Social Workers. We had our initial meeting in February to determine needs, and we met in March to provide time for assistance with specific cases. We will meet once more in April, and then will break until school resumes in the Fall.

- **Transforming Schools: A Framework for Trauma Engaged Practice in Alaska**

- The Trauma Engaged schools professional learning community (DEED, AASB, DOH) continues to meet twice monthly to support Transforming Schools: Trauma Engaged schools' resources, training, evaluation and coordination. The survey of schools regarding their use of the DEED and partner created material closed in December. DEED continues to work with the Regional Education Lab Northwest to develop school specific data.
- DEED also continues this work by supporting multiple school districts and organizations as they manage new grants expanding trauma-engaged work in the state. For example:
 - Ketchikan Gateway Borough School District in partnership with Women in Safe Homes is implementing the Framework including adding mental health clinicians into the schools. This is funded by the Substance Abuse and Mental Health Administration.
 - The Association of Alaska School Boards is implementing a coaching model using the Framework in five districts across Alaska. This research grant is funded by the U. S. Department of Education.

- **Alaska Safe Children's Act:** The [Alaska Safe Children's Act](#) (informally, known as Erin's and Bree's Law) requires schools to cover the topics of child sexual abuse and teen dating violence. DEED created a curriculum in response to legislative action. This curriculum is for students in grades 7 through 12 and is called Bree's Law Education. Assessment of the curriculum and associated materials is being planned with focus groups of teachers using it in May of 2023. Results will be used to assess what needs to be done to improve the resources. A preconference day will be held at the School Safety and Wellbeing Summit in September to help schools learn about DEED's resources and other resources to support the Safe Children's Act requirements.

Special Education

- The special education team is working with the Governor's Council on Disabilities and Special Education to increase the involvement of the Special Education Advisory Panel of the council to review and comment on the state special education indicators and targets for these indicators.
- The special Education Federal Grant application is prepared and posted for public comment and will be sent forward mid-May for federal consideration.



MEMORANDUM

To: State Board of Education & Early Development

Date: May 10, 2023

Thru: Acting Commissioner Heidi Teshner

Telephone: (907) 465-2911

From: Dr. Amy Phillips-Chan, Director
Division of Libraries, Archives & Museums

Subject: Agenda 16B. Division of
Libraries, Archives & Museums
Standing Report

ALASKA STATE
**LIBRARIES
ARCHIVES
& MUSEUMS**

DIVISION OF LIBRARIES, ARCHIVES, & MUSEUMS

The Division of Libraries, Archives and Museums (LAM) serves to promote and coordinate library services in Alaska, preserves government records, and collects, cares for, and exhibits the diverse cultural and natural heritage of our state. The LAM Division comprises seven main components that cover a broad range of educational programs and activities. These components include Library Operations, Archives, Museum Operations, Online with Libraries, Live Homework Help, Andrew P. Kashevaroff Facilities Maintenance, and Broadband Assistance Grants. The Division supports approximately 50 full-time team members at the Andrew P. Kashevaroff Building in Juneau and the Sheldon Jackson Museum in Sitka.



2023 Cruise Ship Season: Alaska State Libraries, Archives & Museums staff welcomed the first cruise ship visitors of the season on April 17, 2023.

TEAM TRANSITIONS

Debbie McBride retired as Administrative Officer 2 on April 28 after 22 years with the Division.

A SELECTION OF SCHOOL GROUP VISITS



March 28: Glacier Valley Elementary School



March 31: Faith Community Christian School



April 12: Montessori Borealis School



COMMENT CARD PRAISE



Date 5/9/23

Comment Card

Best State Museum I've seen
and I've seen a lot. Fantastic job
creating your state

Name Steph Moffat Phone 978 821 3043 Email steph@mca.msn.com
Address P.O. Box 378 HAMILTON MA 01936

☐ Please respond. ☒ I don't require a response.

My comment is about:

- ☒ Alaska State Museum
☐ Alaska State Library
☐ Alaska State Archives
☐ Facility
☐ LAM Administration
☐ Friends of SLAM

NEW MUSEUM EXHIBITS



Visceral: Verity (March 3-October 9). A new solo exhibition of work by contemporary artist Sonya Kelliher-Combs. Her mixed-media installations combine natural and synthetic materials and evoke questions of authentic experience, truth, abuse, transparency, and credibility.

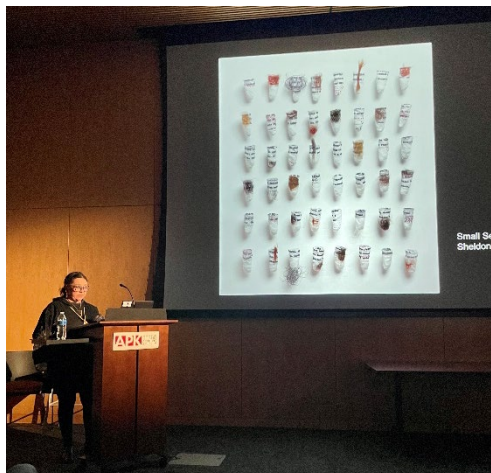
Visceral: Verity is the first in a series of three interrelated exhibitions opening at the State Museum. The *Visceral* trilogy is co-curated by Alaska State Museum Conservator Dr. Ellen Carrlee and Artist Sonya Kelliher-Combs. The exhibits explore contemporary and historical Alaska Native issues, spotlighting gut as a material used to express Indigenous voices.



Visceral: Legacy (May 5-October 9). The second exhibit of the trilogy, *Visceral: Legacy* expands on Sonya Kelliher-Combs's solo exhibition themes through a selection of objects from the museum's permanent collection.

Visceral: Identity (May 5-October 9). The third exhibit of the trilogy, *Visceral: Identity* features a selection of gut parkas from across Alaska to highlight technical and historical aspects of this remarkable material in cross-cultural perspective. Co-curators Kelliher-Combs and Ellen Carrlee explore the latest research examining this medium and why gut remains a significant material for key relationships in Alaska.

EDUCATIONAL PROGRAMS



March 3: Artist Sonya Kelliher-Combs offered a presentation in the APK Lecture Hall about the inspiration and process behind her work to coincide with the opening of her exhibition *Visceral: Verity* at the Alaska State Museum.

FREE YOUTH ACTIVITY FOR GRADES 6 - 12

PORTABLE SECRETS WITH SONYA KELLIHER-COMBS

Saturday, March 4
noon - 4:00pm

Registration recommended:
lam.alaska.gov/youthart



This program is partially funded by the citizens of the City and Borough of Juneau through sales tax revenues and is sponsored by the Friends of the Alaska State Library, Archives, and Museum.



March 4: Youth Activity: Portable Secrets with Sonya Kelliher-Combs. This workshop invited youth in grades 6-12 to explore the idea of healing through the creation of art. Each student sewed a small pouch from natural gut or luxury textile and embellished it with a selection of beads and natural materials such as fur, porcupine quills, and feathers.



March 18: The Juneau Brass Quintet performed a one-hour concert in the APK Atrium that brought musical works to life spanning from the Renaissance to Modern and included jazz, tango, ballad, and spiritual pieces. The concert was sponsored by the Friends of the Alaska State Libraries, Archives & Museums.



March 23-25: Five Alaska State Library team members offered presentations during the 2023 Alaska Library Association (AkLA) Conference. Two of the Alaska State Library presentations were “Honoring Alaska Native Heritage through Tribal and Community Libraries” by Sorrel Goodwin and “Intellectual Property in Cultural Heritage Organizations: A Discussion of Law, Ethics and Local Norms” by Katie Fearer.



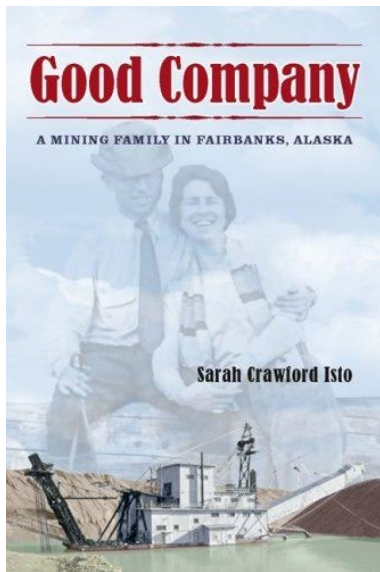
April 7: Visitors enjoyed a special evening of music in the APK Atrium featuring a live performance by Full Circle Music, a local duo of Mary DeSmet and Greg Burger. They were joined by banjoist Shea Post, a student at Thunder Mountain High School. The event was sponsored by the Friends of the Alaska State Libraries, Archives & Museums.

Photograph of Shea Post, with permission granted by Shea and his parents.



April 15: Sinew Workshop & Lecture with Artist Coral Chernoff. Kodiak artist Coral Chernoff (Alutiiq, Northern Cheyenne, Assiniboine) offered a presentation in the APK lecture hall about her career harvesting, processing, and creating art from natural and handmade materials. Chernoff works in many mediums, including ivory and

wood carving, basket weaving, birch bark basketry, and fish skin and gut sewing. Following the lecture, attendees learned how to make thread from animal sinew in a free workshop. The lecture and workshop were part of the program series accompanying the exhibition *Visceral: Verity, Legacy, Identity*.



April 28: The Alaska State Library Virtual Alaska Story Hour for Adults began a new book, *Good Company: A Mining Family in Fairbanks, Alaska*, by Alaska author Sarah Crawford Isto. Virtual Alaska Story Hour takes place every Friday from 12pm-1pm. Segments are recorded and made available for free online.



May 5: Co-curator and artist Sonya Kelliher-Combs, co-curator and conservator Dr. Ellen Carrlee, and anthropologist Dr. Sven Haakanson, Jr. participated in a public panel discussion in the APK lecture hall to coincide with the opening of *Visceral: Legacy* and *Visceral: Identity*.

Image: L-R: Sven Haakanson, Ellen Carrlee, and Sonya Kelliher-Combs at the opening of *Visceral: Legacy* and *Visceral: Identity*. Photograph by Sven Haakanson.



May 6-7: Bear Gut Workshop. Intestine is the natural, Indigenous version of plastics like Gore-Tex and has been used for centuries to make raincoats, hats, windows, drums, sails, canteens, and more. Visitors to the Alaska State Museum learned how to process bear gut under the guidance of Dr. Sven Haakanson in a free, all-ages program. Participants spent the first day cleaning and scraping intestine. Gut was then soaked overnight. The second day, participants tested for holes, inflated, and helped to hang the intestine in the museum exhibit gallery.



DIVISION TEAM BUILDING



Denim Day: LAM team members dressed in jeans on April 26 for the State of Alaska's Denim Day as a visible means of protest against the misconceptions that surround sexual violence.



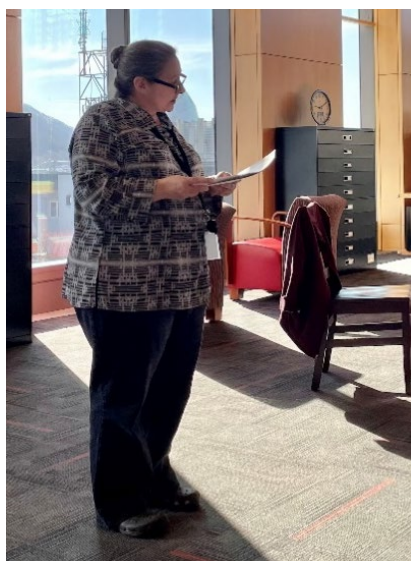
Retirement Gathering: LAM team members from across the division gathered for an evening potluck at Sandy Beach on April 27 to wish LAM Administrative Officer Debbie McBride a happy retirement.



Strategic Planning: LAM has partnered with Agnew::Beck Consulting out of Anchorage to help build internal capacity and improve collaboration between the three different sections (libraries, archives, and museums) within the merged division. Agnew::Beck worked with LAM in March to identify strategic planning objectives and review background documents. An anonymous staff survey was developed and distributed across the division in April. Survey results will be shared and implemented into an in-person strategic planning session in Juneau on May 24-25.



March: Operations Manager Clint Farr offered an update on building projects at the Andrew P. Kashevaroff Building, Sheldon Jackson Museum and Stratton Library during the March 2023 LAM All-Staff Meeting.



April: Alaska State Archivist Karen Gray provided a presentation for the April 2023 LAM All-Staff Meeting on archives and records management care, disaster preparedness, and an overview of the Alaska Designated Days and Months of Honor.



May: Head of Library Information Services & Historical Collections Freya Anderson gave a presentation on the Alaska State Library Talking Book Center for the May 2023 LAM All-Staff Meeting. The Talking Book Center provides Alaskans who are unable to read standard print with talking books and Braille service.

NEW NOTABLE ACQUISITIONS



Alaska State Library Historical Collections: Audio recordings on two open reels and a notebook from the late 1950s containing NBC News radio reports about Alaska Statehood. The audio recordings were broadcast by news correspondent Millard Ireland with KOMO radio station, an NBC news affiliate based out of Seattle.



Alaska State Archives: The State of Alaska copy of the 2020 Electoral College Certificate of Vote Certification of Ascertainment. The certificate features the 3 Alaska electoral votes cast for President Donald W. Trump and Vice President Mike Pence in the 2020 United States presidential election. The original electoral college certificate is retained in the National Archives and Records Administration (NARA) in Washington, DC.



Alaska State Museum: Alaska State Museum staff worked to facilitate the return of Russian objects from a 30-year-loan to the Sitka National Historical Park. A small number of objects remained on loan to the Historical Park, a few items went to the Sheldon Jackson Museum, and the balance were transported in wood crates to the Alaska State Museum in March for storage. Objects range from large cannons and bricks to metal augers and doorknobs.

BUILDING OPERATIONS



Butterfly Valve: The main incoming water valve for the Andrew P. Kashevaroff Building sprinkler system was successfully changed out on March 21. This strategic replacement required a coordinated effort between Taylor Fire Protection Services, City and Borough of Juneau, and LAM team members from across the division.



Floor Refresh: The Terrazzo floors of the Andrew P. Kashevaroff Building received their annual strip and wax by the REACH team over two weekends in April. Scuff marks and streaks were removed during the process and the resulting glossy floors were ready to welcome 2023 cruise ship visitors to Juneau.



Nimbus Scrub: Alaska State Museum Chief Curator Addison Field and State Conservator Dr. Ellen Carrlee spruced up the Nimbus sculpture in front of the APK on May 2. Photograph by Brian Wallace.



MEMORANDUM

To: State Board of Education & Early Development
Date: May 8, 2023

Thru: Acting Commissioner Heidi Teshar
Telephone: (907) 465-2785

From: Lori Weed
School Finance Manager
Subject: Agenda 16C. Division of Finance and Support Services Standing Report

Child Nutrition Programs

Summer Food Service

- The Summer Food Service Program (SFSP) is a federally funded program administered by DEED to reimburse program operators who serve free healthy meals and snacks to children and teens in low-income areas.
- Child Nutrition Programs is preparing to offer summer food service meals to school-age children throughout Alaska. We expect 14 program sponsors to operate 83 sites in 33 urban and rural communities across the state. Summer operations have returned to usual operations after three years of pandemic-related enhancements meant to improve accessibility. Non-congregate (take-away) meal service was made permanent with the passage of the Consolidated Appropriations Act, 2023, which has the potential to make summer meals accessible to more rural Alaskan children.

Grant Funding for School Nutrition Programs

- **Supply Chain Assistance Grant:** Approximately \$63,000 in unused Supply Chain Assistance funds is being reallocated to eligible school districts across the State. The Supply Chain Assistance grant is a noncompetitive federal award for schools to purchase minimally processed, American grown foods to be used in the National School Lunch and School Breakfast programs. Alaska has received approximately \$6.4 million in Supply Chain Assistance grants since January 2022.
- **Breakfast Start-up and Expansion Grants:** Approximately \$314,000 has been awarded to 23 schools to expand existing school breakfast programs. The breakfast start-up and expansion grants are a three-year state-funded grant intended to increase school breakfast access and participation by implementing best practices such as breakfast in the classroom, grab and go breakfast, and second chance breakfast. \$600,000 was appropriated for the three-year grant.

- **Equipment Assistance Grant:** Approximately \$84,000 has been awarded to 10 schools to purchase or replace equipment in school food service facilities. The equipment assistance grant is a federal award made available to schools to purchase new or replacement equipment to support school meal operations and efficiency. The grant funding was made available through the Consolidated Appropriations Act, 2022.
- **Local Foods for Schools Grant:** Over \$260,000 has been awarded to schools participating in the National School Lunch and/or School Breakfast programs in the first round of funding for the new Local Foods for Schools Grant. The Local Food for Schools Grant is a federal award intended to support purchases of domestic, locally grown foods from local producers, small businesses, and socially disadvantaged farmers/producers for distribution in schools. The grant is expected to strengthen our local and regional food system while we help support local, small, and socially disadvantaged farmers/producers. Alaska received approximately \$521,000 to be distributed in two rounds to Alaska schools.

School Finance

Foundation Funding Program:

- March saw the closeout of the FY2023 Foundation formula, and the final three payments are being issued for April, May, and June. The Districts, Division of Finance/Department of Revenue have also been updated on the final monthly transfer schedule.
- Federal Impact Aid voucher payments, based on the FY2023 application, are coming in and will be applied to next fiscal year. Currently they have paid at 90% of the Learning Opportunity Threshold (LOT), which is typical. If they pay up to 100% it will likely not be until later in FY2024 or FY2025.

Pupil Transportation Program:

- For FY2023, 48 districts are participating in the program. The department has disbursed all the grant funding to the districts providing pupil transportation services.
- This year's school bus driver instructor training will be held May 30 – June 2, 2023 at the Alaska Vocational Technical Center (AVTEC) in Seward. There is one workshop this year to recertify existing school bus driver training instructors. The class is limited to a total of eighteen (18) students. The school bus driver instructors that complete the AVTEC training are certified to train new school bus drivers in the state. A school bus driver training certificate is good for three years and is renewed through a refresher course paid for by the department through AVTEC.

Residential Schools

- There are nine DEED-approved residential school programs in eight school districts, all but one were in operation in FY2023 (school year 2022-2023). The program that did not operate is in North Slope. The department has distributed all applicable grant funding to the residential school programs in operation in FY2023.
- The department has opened a period of open enrollment from May 1 to June 30 for districts to submit residential school applications for new programs or to modify a current program.

Boarding Home

- For FY2023, there are currently two students being served under this program in the Yukon Koyukuk School District.

State and Federal Reporting Requirements

- School District Audits – certified audits are due to the department by November 15 each year in accordance with AS 14.14.050. If audits are not received by the due date, then the department withholds state funding until the audit is received, at which point the withheld funds are released to the district. As of March 10, 2023, the department received FY2022 audited financial statements from all 53 school districts.
- Per Pupil Expenditure Reporting – Under the Every Student Succeeds Act (ESSA), school districts are required to report per-pupil spending at both the district and school level. The department has received, verified, and posted 47 districts per-pupil expenditure by school reports on the annual report cards. The department has received and are awaiting verification of the per-pupil expenditure by school data for four districts and two districts have yet to submit their information.

School Facilities

Capital Improvement Projects (CIP)

The Facilities section annually reviews applications for state aid for school construction and major maintenance and produces statewide priority lists (additional detail below). When funded, the section administers state-aid for school capital projects ranging in size from \$50,000 to \$80,000,000.

Project-Related Statistics for This Quarter	Debt Reimbursement	Grant
Project agreements issued	0	0
Deliverables reviewed under 4 AAC 31.030, 4 AAC 31.040, and for "pre-CIP" projects	3	19
Project agreement close outs	8	2
Total active projects	13	43
Total active project value (debt approved principal and grant state share)	\$40,667,302	\$382,605,408

- The Bond Reimbursement and Grant Review Committee (BRGR) met April 19 and 20, 2023 and approved the FY2025 CIP application, instructions, and other support materials for districts to submit by the September 1, 2023 grant application deadline.
- Facilities hosted its annual CIP application workshop on May 2, 2023 in Anchorage. This workshop is typically attended by 30-40 persons from school districts, municipalities, design firms, and grant writing entities.
- Preventive Maintenance (PM) site visits and assessments of district compliance in five areas of maintenance and facilities management are being conducted for FY2025 CIP eligibility. Districts being visited on this five-year cycle: Anchorage, Chugach, Fairbanks Borough, Galena City, Kenai Peninsula Borough, North Slope Borough, Pelican City, Tanana City, and Valdez City. Preliminary report is issued June 1, 2023. Non-certified districts have until August 1, 2023 to

take corrective action on deficiencies in order to gain provisional certification under 4 AAC 31.013(h).

- The annual School Capital Project Funding Report to the legislature under AS 14.11.035 was drafted and provided by the statutory deadline of February 28, 2023.

Land

The Facilities section manages state owned land in support of school facilities, several REAA districts, and Mt. Edgecumbe High School (MEHS).

- The U.S. Coast Guard (USCG) continues to express an interest in purchasing a residual piece of Lot 15A (approx. 0.19-acres) earmarked for USCG use.
- Drafted and issued preliminary best interest findings for the potential negotiated sale of MEHS parcels ASLS 88-62 Tracts C, C-1, F-1 to USCG. Public comment closed January 13, 2023.

Special Projects:

- Two positions became open and have recruitments in process: the Facilities Manager and the School Finance Specialist II (Land Management Specialist).
- The department received a FY2022 appropriation to accomplish a new facilities master plan for MEHS. The contractor has been performing Phase 1 of this three-phase project, which involved research, space inventory and assessment, and public engagement. Phase 2 will provide facility condition assessment and a six-year program needs list for deferred maintenance, capital renewal, and new construction.
- The department received a FY2022 appropriation to develop a capital funding forecast database. This database will document the statewide need for K-12 construction and capital renewal each year and will identify how existing funding mechanisms could meet that need. Phase 2 Database Development and User Interface is underway with the contractor.
- Facilities has continued to administer the Water Infrastructure Improvements for the Nation Act (WIIN Act) grant to assist with voluntary testing of lead in drinking water at schools and child care facilities. As part of participation this quarter, the department worked with Iditarod School District to provide water testing to its schools.

Department of Education
& Early Development

OFFICE OF THE COMMISSIONER

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THE STATE
of ALASKA
GOVERNOR MIKE DUNLEAVY

MEMORANDUM

To:	State Board of Education & Early Development	Date:	May 11, 2023
Thru:	Acting Commissioner Heidi Teshner	Telephone:	(907) 269-4583
From:	Suzzuk Huntington, Superintendent/Director Mt. Edgecumbe High School	Subject:	Agenda 16D. Mt. Edgecumbe High School Standing Report

Note from the Superintendent

It continues to be an honor to serve as Mt. Edgecumbe's superintendent and as the Division Director for MEHS. The learning curve continues to be great, with so many programs, opportunities, offerings, and supports. My goal this year has been to establish positive relationships with the many different groups that are all important to this comprehensive, and yes I'll say it, unique and proud institution. There have been many times that I considered myself knowledgeable about a particular process, financial system, and area of need only to rediscover that I had not realized it is not only connected to but integral to a number of other processes, systems or areas of need. It reinforced the concept that this first year is an orientation year - and that observing and monitoring not only helped with establishing positive relationships but also in allowing our school to run as smoothly and efficiently as currently possible. Stepping into change too soon could have resulted in ripple effects that might have been difficult for many to clean up. Sometimes it felt like I was not doing enough, but I often reminded myself that the relationship comes first. As I remember Board Member Salaktuna Sandy Kowalski stating numerous times in her work preparing for Tribal Compacting: we need to go slow to go far.

I feel good about the year, about establishing the tone of my leadership and getting to know students, staff, administrators, families, and members of the greater Mt. Edgecumbe community. I look forward to guiding our school through articulating our processes and improving our transparency next year. I look forward to the reflections that come with that articulation as our staff determine what processes continue to serve our school well and where we might need refinement.

COVID and Health Update

As a residential school, we continued to maintain responsibility for testing our students for COVID-19 when they present with cold-like symptoms throughout the year. They worked to keep our student body cared for and focused on the reprioritization of learning.

- At the start of the school year, students were in isolation rooms for the first month of school, with the peak shortly after Labor Day with 13 students.
- In October we had one case, one in early December, and one right before Christmas Break (which required the student to stay on campus when dorms were technically closed).
- January through March, we had one or two cases now and then (totalling 5).
- Beginning April 13, we had a surge gaining 1-3 cases daily basis, but no more than 9 at any given time. We were able to get rooms and beds cleaned in a timely manner to manage the process.
 - Went from 18 to 14 to 10 beds this school year
 - Reassigned Ivy 106, 201, 202 this school year (2 beds each room)
 - HH Apartment (4) kept open
 - Ivy Apartment (12) not used as student dorm rooms but as secondary team room

Current Enrollment

Of 412 students, 69 withdrew for a retention of 83.2%. This is comparable to our COVID years and below the pre-pandemic retention rates.

- Of the 69 withdrawn students, 35%, or 24 students, were dismissed. This is well above average.
- Of the 24 students dismissed, 63%, or 15 students, were dismissed for substance abuse. Most, but not all, also had a substantial discipline log.

*Years indicate the **start** of the school year*

Monthly Withdrawal Count								
	2015	2016	2017	2018	2019	2020	2021	2022
Start	434	439	436	441	434	420	435	412
Deferred or WD before school started						27	16	0
Aug	2	2	1	0	0	6	5	0
Sep	5	4	6	3	3	12	13	4
Oct	7	2	6	8	4	8	4	6
Nov	7	3	3	0	8	7	21	16
Dec	1	2	0	3	1	2	2	5
Break	21	14	22	28	30	8	14	8
Jan	*6	3	5	2	*5	5	3	7
Feb	6	2	2	7	6	9	9	2
Mar	1	6	2	5	-	7	3	7
Apr	0	1		2	-	2	1	2
May	0	0		2	-	1		1
Total	*56	39	47	60	*57	67	75	69

*2015 +1 student in January, *2019 +2 students in January

*Years indicate the **start** of the school year*

Student Retention Rates & Reason for WD								
	2015	2016	2017	2018	2019	2020	2021	2022
Ret %	87.3	91.1	89.2	86.4	87.3	84.2	83.1	83.4
Homesick/ Student dec	6+8	5+4	0+17	3+1	3+0	5+0	12+0	7+0
Family/ Personal	16	23	20	42	48	43	44	34
Medical	2	2	0	1	1	0	1	4+2^
Dismissed	7	4	8	11	5	10	14	24
Dismiss %	1.61	0.91	0.83	2.49	1.15	2.58	3.38	5.83
Other*	17	1	2	2	0	*36	*20	0
TOTAL Withdraw	56	39	47	60	57	94	91	69

*I combined reasons that were inconsistent over the years to make the data easier to read.

^Students whose safety needs cannot be met in our residential setting but require a therapeutic residential setting comprise the majority of our Medical withdrawals. This year a new situation emerged, with two students continuing as day students to finish off the year.

Admissions Update (as of 5/11/23)

- Submitted applications (must have parent, student statements): 226
- Completed applications (must have all components): 128
- Returning students: 259, including day students
 - So far, 5 students have officially notified MEHS that they do not intend to return
 - Capacity: female dorm beds: 226, male dorm beds: 172
 - Open beds available: female dorm beds: 85, male dorm beds: 75

Maintenance Projects Status Update

Campus Wide Restroom Upgrades

- Girls Restroom Academic Building - Construction begins May 2023 - \$223,000 contract
- Gym Restrooms - Construction begins May 2023 - \$495,885 contract
- Heritage Hall & Ivy Hall Restrooms - insufficient funding, prioritized the other projects
- Each contract was well beyond anticipated maximum, new totals were approved

ADA Campus Upgrades

- Entries/exits at Cafeteria, Boys Dorm, and Girls Dorm
- Canopy and new chairlift in the breezeway (between Boys Dorm and Cafeteria)
- Construction begins May 2023

Master Plan

- Phase 1 wrapping up: key metrics, projected needs, public engagement
- Phase 2 being adjusted: conditions, assessments, Deferred Maintenance needs
 - budget shortfalls
 - shift from visualization to more comprehensive condition assessment on site

Heritage Hall Windows

- Design phase complete
- Advertise and award phase in progress
 - anticipating delays due to extremely limited bidding pool in Sitka
 - contract labor availability and material/equipment worldwide long lead time - delays

Kitchen Ventilation Upgrades

- Design phase complete
- Advertise and award phase in progress
 - anticipating shortages in materials/equipment which may cause delays
 - anticipating delays due to extremely limited bidding pool in Sitka

Pool Update

The pool was shut down in March after a leak was discovered during routine maintenance.

- February 27: maintenance discovered a serious plumbing leak in one of the primary pump lines
 - requires large plumbing team, reached out to company in Juneau
 - limited to one public swim per day
 - kept the contract swims and MEHS class & recreational swims open
- March 7: attempted repair did not work and made the leak worse
 - pool shut down completely (swim class switched to PE)
 - initiated search for parts (size and type of pipe used made it difficult and slow)
- April 17: repair initiated
 - discovered the piping flange was cracked about halfway around the circumference
 - could have resulted in damage costing several hundred thousand dollars, we were lucky
- April 20: repairs complete, began refilling pool

- April 24: confirmed no leaks or problems, working to bring temperature and pH to normal
- May 5: State inspector scheduled (earliest available)
- May 9: Passed inspection: Pool open, back to normal hours

A Few Student Highlights



Mt. Edgecumbe High School, graduating class of 2023



Occupational endorsements, dual credit courses, in partnership with the University of Alaska Southeast
left: Certified Nurse Aide (CNA) right: Welding



Girls Basketball, 2nd Place at State
MEHS Standing Report

NYO State Champions

All-State Solo and Ensemble
page 4 of 5



Colton Paul breaks world record in Scissor Broad Jump in NYO



NYO travels to first ever invitational tournament in Juneau



Region V Music Fest



Recreational Activities include clubs, hikes, outings, and many other activities led by Rec & AmeriCorps staff



Beginning in February, students earned Rec Points for participating in activities including sports, dance groups, and rec activities scheduled on the weekly rec calendar. Those who earned enough points went on a Whale Watching Cruise.



Students weigh bags for charter two bags at 50# each



Dorm staff send off students leaving on charters, evening of graduation



150+ students get through security for each Alaska Airlines charter

MEMORANDUM

State of Alaska Department of Law

TO:	Members, State Board of Education and Early Development	DATE:	May 10, 2023
THRU:	Heidi Teshner, Acting Commissioner Department of Education and Early Development	FILE NO.:	JU2015200003
		TEL. NO.:	(907) 269-6612
		FAX NO.:	(907) 258-4978
FROM:	Susan Sonneborn Assistant Attorney General Public Corporations and Governmental Services Section Department of Law	SUBJECT:	Attorney General's Report

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

1. *DEC Enforcement Matter related to Contamination at Joe Parent Vocational Education Center in Aniak.* The Alaska Department of Environmental Conservation (DEC) 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.

At a mediation in 2013, the PRPs agreed 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. In 2015, the PRPs executed an agreement (which remains in effect) to maintain the sub-slab-depressurization system and the TCE monitoring program at the site.

In 2016, Consent Decree (a settlement agreement in the form of a court order) was fully executed. In 2017, DOT&PF retained contractors who conducted PCB clean-up work. The TCE remedial investigation report was issued in 2018, and the TCE feasibility study was approved by DEC in 2019. The feasibility study includes a recommended alternative for addressing TCE at the site. DEC also requested the drilling of another monitoring well to assess the underground movement of TCE.

Kuspuk School District has discontinued its use of the building as of January 31, 2022. Due to DOT&PF funding and allocation decisions, the demolition of the building is expected to be completed by the fall of 2023. Well monitoring work is now ongoing. The parties must still resolve the allocation of responsibility for cleanup costs for PCBs that may exist in the slab and under the building, cleanup costs for TCE, and the administrative costs of DEC. Starting on February 9, 2023 Jennifer Currie, Chief AAG for the Environmental Section, will conduct monthly teleconference calls with counsel for all parties to try to get them to agree on apportioning the liability for TCE. If those calls fail to result in an agreement on apportioning liability, the parties may resort to mediation. AAG Gene Hickey in the Public Corporations & Governmental Services Section is handling this matter.

2. *Alexander et al. v. Acting Commissioner Heidi Teshner, State of Alaska, Department of Education & Early Development.* On January 24, 2023, individual teachers and parents of students enrolled in Alaska school districts filed suit in superior court against Acting Commissioner Heidi Teshner in her official capacity, State of Alaska, Department of Education & Early Development. Plaintiffs alleged in their complaint that the statutes implementing the correspondence study program are unconstitutional on their face and as applied. The complaint referenced the July 25, 2022 Deputy Attorney General opinion on whether publicly funded correspondence schools can pay for services from private schools.

On January 26, 2023 parents of students enrolled in correspondence study programs who have used program allotments to fund private school tuition filed a motion to intervene in the case as defendants. These parents alleged in their motion that they are entitled to intervene as the intended beneficiaries of the allotment program because their rights are not adequately represented by the existing parties. On February 2, 2023 the plaintiffs filed a non-opposition to the motion to intervene and on February 3, 2023 the state filed its own non-opposition. On February 10, 2023 the court granted the motion to intervene. On March 8, 2023 the state filed a motion to dismiss the complaint and on April 28, 2023 plaintiffs responded by filing an Opposition to State of Alaska's Motion to Dismiss/Cross Motion for Summary Judgment. The state expects to file its reply in support of its motion to dismiss on May 26, 2023. Chief AAG Margaret Paton-Walsh has primary responsibility for this case.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 17

◆ ISSUE

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

◆ BACKGROUND

- The board will hear a report on the Commissioner's activities.

◆ OPTIONS

This is an information item. No action is required.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 18

◆ **ISSUE**

The board is being asked to set its meeting calendar for school year 2023-2024.

◆ **BACKGROUND**

- According to board bylaws, the board will adopt a calendar indicating the planned date and location of each regular meeting for the next school year at the last regularly scheduled meeting of each school year. The June meeting is the last meeting of the school year.
- Under AS 14.07.125, meetings shall be held in Juneau unless a majority of the members of the board change the place of a meeting.
- The department presents the following meeting schedule. The board may choose to change any part of the proposal.

Board Calendar Suggested Dates

Date	Location	Meeting Type
July 26, 2023	Virtual Meeting	Regular quarterly
October 4, 2023	Virtual Meeting	Special – Commissioner Report
December 6-7, 2023	In-Person or Virtual Meeting (Anchorage)	Regular quarterly
January 17, 2024	Virtual Meeting	Special – legislative and budget report
March 5-6, 2024	In-Person or Virtual Meeting (Juneau)	Regular quarterly
June 5-6, 2024	In-Person or Virtual Meeting (Bethel or Kotzebue)	Regular quarterly

- Calendars for school year 2023-2024 follow this cover memo.
- The board reserves the right, with proper notice, to change its meeting dates, locations, and times or add meetings as necessary to conduct the business of the agency.

◆ **OPTIONS**

Set the meeting dates for school year 2023–2024.

Take no action.

♦ **ADMINISTRATION’S RECOMMENDATION**

Set the meeting dates for school year 2023-2024.

♦ **SUGGESTED MOTION**

I move the State Board of Education and Early Development approve the following schedule of meeting dates, location, and format (virtual meeting vs. in-person) for the 2023-2024 school year.

Board Calendar Suggested Dates

Date	Location	Meeting Type
July 26, 2023	Virtual Meeting	Regular quarterly
October 4, 2023	Virtual Meeting	Special – Commissioner Report
December 6-7, 2023	In-Person or Virtual Meeting (Anchorage)	Regular quarterly
January 17, 2024	Virtual Meeting	Special – legislative and budget report
March 5-6, 2024	In-Person or Virtual Meeting (Juneau)	Regular quarterly
June 5-6, 2024	In-Person or Virtual Meeting (Bethel or Kotzebue)	Regular quarterly

State of Alaska

2024 HOLIDAY

CALENDAR

State Holidays

Date	Holiday
01/01/2024	New Year's Day
01/15/2024	MLK Jr.'s Birthday
02/19/2024	Presidents' Day
03/25/2024	Seward's Day
05/27/2024	Memorial Day
07/04/2024	Independence Day
09/02/2024	Labor Day
10/18/2024	Alaska Day
11/11/2024	Veterans' Day
11/28/2024	Thanksgiving Day
12/25/2024	Christmas Day

Please refer to appropriate collective bargaining unit agreement for more information regarding holidays.

 Holiday



JANUARY

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

JULY

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

FEBRUARY

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

AUGUST

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

MARCH

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

SEPTEMBER

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

APRIL

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

OCTOBER

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

MAY

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

NOVEMBER

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

JUNE

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

DECEMBER

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

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 19

◆ ISSUE

The board is being asked to select subcommittee assignments.

◆ BACKGROUND

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

◆ OPTIONS

Select members to be on subcommittees listed.

Seek further information on subcommittees listed.

◆ ADMINISTRATION'S RECOMMENDATION

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

State Board of Education & Early Development

Sub-Committee Assignments

NAME	Appointment (Begin/End)	Reappointment (Begin/End)	District Seat	Board Leadership/Dates	ACPE (1 member) Meets Quarterly	Governor's Council on Disabilities & Special Education (1 member) Quarterly	Public School Trust Fund Advisory Committee (3 members) Meets 1 x yr.	Technical Advisory Committee (Assessment & Accountability - 1 member)	College of Rural & Community Development (1 member)	Education Commission of the States - ECS (1 member) Meets 2-3 x yr.	MEHS Advisory	CTE Committee	Military Compact	Joint Sub-Committee with BOR
VACANT			Public-At-Large		X					ALT				X
Lorri Van Diest	1/29/2018 3/1/2020	3/1/2020 3/1/2025	3rd Judicial District						X			X		ALT
James Fields	3/01/2015 3/1/2018	3/1/2023 3/1/2028	REAA				X			X				
Bob Griffin	1/15/2019 3/1/2024		Public-At-Large				X						X	
Jeffrey Erickson	1/12/2021 3/1/2024		2nd Judicial District					X				X		
VACANT			4th Judicial District				X							X
Sally Stockhausen	3/2/2016 3/1/2021	1/12/2021 3/21/2026	1st Judicial District			X					X			

ACPE=Alaska Commission on Postsecondary Education

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 20

◆ **ISSUE**

The board is scheduled to elect its officers for school year 2023–2024.

◆ **BACKGROUND**

- According to the board’s bylaws, the board will select its officers at the last regular meeting of the board each school year. The June meeting is the final regular meeting of the school year.
- The officers are: Chair, First Vice-Chair, and Second Vice-Chair.
- The current officers were appointed in June 2022 are:
 - Chair – James Fields
 - First Vice-Chair – Sandra Kowalski
 - Second Vice-Chair – Sally Stockhausen
- Nominations will be taken, and votes may be cast either by secret or open ballot.
- The term of each new office is July 1, 2023, through June 30, 2024, or, if necessary, until the election of its successor.
- According to board bylaws, a board member may serve successive terms as an officer without limit.
- A copy of the appropriate section of the bylaws follows this cover memorandum.

◆ **OPTIONS**

Elect officers for the 2023-2024 school year.

Take no action.

◆ **ADMINISTRATION’S RECOMMENDATION**

Elect officers for the 2023–2024 school year.

◆ **SUGGESTED MOTIONS**

I move the State Board of Education & Early Development elect _____ as Chair to serve from July 1, 2023, to June 30, 2024.

I move the State Board of Education & Early Development elect _____ as First Vice-Chair to serve from July 1, 2023, to June 30, 2024.

I move the State Board of Education & Early Development elect _____ as Second Vice-Chair to serve from July 1, 2023, to June 30, 2024.

3. Organization and duties of the state board

4.1. Officers

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

4.2. Election of officers

The officers of the board are elected at the last regular meeting of the board each school year. Officers serve one year, July 1 to June 30, and after that, if necessary, until the election of their successors. A board member may serve successive terms as an officer without limit. A vacancy occurring in an elected office shall be filled by the board at the next regular or special meeting.

4.3. Duties of the chair

The board chair shall

4.3.1. Preside at all meetings of the board.

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

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

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

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

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

4.4. Duties of the first vice-chair

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

4.5. Duties of the second vice-chair

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

(Adopted September 15, 2018)

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

June 8, 2023

From: Heidi Teshar, Acting Commissioner

Agenda Item: 21

◆ ISSUE

The board is being asked to approve its consent agenda.

◆ BACKGROUND

- There is one item on the consent agenda.
- Behind this cover memo is:
 - Unapproved minutes of the January 25, 2023 meeting
 - Unapproved minutes of the February 23, 2023 meeting
 - Unapproved minutes of the March 14-16, 2023 meeting

◆ OPTIONS

Approve the consent agenda.

Remove an item and address it.

Seek additional information.

◆ ADMINISTRATION'S RECOMMENDATION

Approve the consent agenda.

◆ SUGGESTED MOTION

I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the January 25, 2023 board meeting, February 23, 2023 board meeting and the March 14-16, 2023 board meeting.

State Board of Education & Early Development
Unapproved Minutes
January 25, 2023
Virtual Platform Meeting
Department of Education & Early Development
333 Willoughby Ave
Juneau, AK 99801

Wednesday, January 25, 2023

Chair Fields called the meeting to order at 12:00pm. After the pledge of allegiance, Chair Fields gave an invocation to start the meeting. Member Griffin motioned to adopt the agenda and First Vice Chair Kowalski seconded the motion. There was no discussion. The motion passed unanimously in a roll call vote. The board adopted the agenda for January 25, 2023. There were no potential conflicts of interest identified by board members at this meeting.

Public Comment

Public comment was opened at 12:03pm.

Tom Gamble- Resident of Sitka, Alaska and called as an individual and commented on a non-subject agenda item. He tried to download/locate an agenda as suggested but could not find one. Further, when he looked back in minutes, the latest version shown was 2017 and 2018 which makes it hard for him to provide adequate comment on what the board is discussing today. Through the chair he thanked the board and had a couple of issues he addressed about some local decisions being made and wanted some thoughtful consideration or reconsideration of the board before moving forward. He was born and raised in Sitka and his family owns the lands now known as Sitka. They have been there since time immemorial and as far as he can tell, for the people that they're raising and training and educating, they will be there for 12,000 more years. That stated, they have had some discussions amongst local people in their tribe about what's being considered as the Board of Education's best interest findings for land conveyances. Some of the lands when learning about history with tribes and relocations and removal and strategies, they look at historical accounts that some people might think about were hundreds of years ago. If we are to talk about land being removed or taken without compensation, justly to the tribe, to own them in Alaska (1990) and that's through what's being considered...he, being born and raised in Sitka as a Tlingit youth get used through the 70s they are at the end of the assimilation / at the beginning of an assimilation era and he's at the point now where they fully understand the laws. They know that there should have been just compensation somewhere. The state is starting to recognize through land acknowledgments that people own the land. But you have to go a little bit further, and he thinks rightful consultation with the tribe before there are any land conveyances, acquisitions, trades, partners, negotiations, consultations, or otherwise, they have to go through the local tribe and his people. They didn't go anywhere. They respect the process that the Board of Education

meets regularly and understand that the role of the Coast Guard helps to save the people, so they are not disputing their value. What they are talking about and he's discussing as a former elected member of the Alaska Native Brotherhood Camp Number One, and having served for the Tribal Council, he knows that the role of Tribal consultation, but he also gained valuable insight and experiences as a Federal employee for two years for the National Park Service and understands national environmental protection laws. When he looks at land conveyances, deeds, and acquisitions that are being done for even small parcels of land within his own traditional territory, that his own tribe was not consulted with, and it's called the best interest. He's calling the Board of Education's attention to redirect their consultations to the tribe and to listen. He does not participate in politics too often anymore. He's redirected his energy directly to the students that are served in the community of Sitka; however, when something of interest grabs his attention, and he knows that they need to speak up, he is there for his people. They call upon him occasionally to still serve this role as an advocate for lands and resources within their territories. His family were the people that fought the Russians, so that everybody could still call this place Alaska. When he says they didn't walk over the mountains and go anywhere, his family raised him to say these types of things to (the Board) respectfully, they would request that the Board reconsider what they are doing with the Coast Guard because his tribe could use two and a half acres of waterfront property. They might even be able to work together with the United States Coast Guard and lease them the same property. He thinks it's time that the State and the Federal Government start to acknowledge that they are the people there. That said, he has probably been a little over three minutes and he won't be here very often bugging (the Board) to say you should do this or you should do that. You're elected to do this. But as a representative of his own tribe, when they say that they are trying to work with the City and Borough of Sitka to state their concerns about historic and natural resources that are hundreds/thousands of years old that maintain their identity to the connection to the land, and they're being overlooked by a Board that is supposed to be educating our youth into the future. He must raise an awareness to (the Board) that they are still here, not in theory and textbooks. With that said there are representatives they elected, not himself, that need to carry on the consultations with (the Board). He may or may not be involved from here on out, but he does need to say that again that he respectfully asks the Board to go back to the Sitka Tribe of Alaska before they sell that property to the United States Coast Guard. His family knew when those islands were individual islands. There are about seven Tlingit place names of historical importance connected to the battle of 1804 right in that area. So before (the Board) releases them in their own best interest, he's requesting respectfully that the Board hear out the Sitka Tribe and make plans, who are their citizens. He thanks the Board for listening.

Amy Vinlove – Dean of the University of Alaska Fairbanks (UAF) School of Education. Prior to taking on the position in 2018 she served as a faculty member in the Elementary Teacher Preparation program for 18 years at UAF. She is also a National Board-Certified Elementary Teacher and taught for eight years in kindergarten, 1st, 2nd and 3rd grades in the Fairbanks North Star Borough School District. Additionally, she serves as the Chair of the Alaska College of Education Consortium, a collaborative organization made up of three UA Schools of Education as well as other education units within the UA system. She is there to extend the support of the

UAF School of Education for the proposed resolution on exploring alternative pathways to teacher certification. Specifically, they are enthusiastic about the potential opportunities for Alaska schools offered by the development of registered apprenticeship programs as a new pathway for addressing Alaska's persistent teacher workforce shortages. Conversations with several partner, school districts, and with sister schools of education in the UA system, have helped expand their understanding of apprenticeship programs and how to develop them collaboratively with districts, the Alaska Office of Apprenticeships, and other necessary statewide partners. They are glad that the Board of Education and the Alaska Department of Education are also putting effort into exploring the opportunities associated with these pathways. As they collaboratively deepen their understanding of the opportunity and potential that registered apprenticeships hold for Alaska, she urged the Board to keep students educational experience at the forefront of decision-making, as she knows (the Board) always does. She attended a national convening on this exact topic that included the Tennessee Commissioner of Education, the Assistant U.S. Secretary of Education, and the President of the American Association of Colleges of Teacher Education. The presentation centered on emerging models for high quality, educator preparation, and the way in which high quality teacher Residency programs have informed the development of high-quality apprenticeship programs in teaching in Tennessee and other states. One presenter reminded her that the greatest predictor of student achievement, particularly for underserved populations, is the quality and qualifications of the teachers in the district. A recent study by the Learning Policy Institute of high and low-performing districts also showed that the greatest predictor of low academic achievement is the presence of under-qualified, underprepared, or emergency certified teachers. They also know that teachers hired on emergency certificates or substantial credentials are assigned disproportionately to the highest need students in the lowest income schools, and they leave the profession at two to three times the rate of a fully prepared teacher. High quality, well prepared teachers are critical to improving Alaska's education outcomes and thoughtfully constructed apprenticeships offer a new opportunity to create well-prepared teachers. They look forward to working with the Board of Education to building these pathways. She thanked the Board for their time.

Scott Ballard – The superintendent of Yupiit School District (YSD), with several members of his leadership team, knows that the Board is trying to be responsive to Alaska citizens and school districts. He taught school for 12 years, became an Assistant Principal and Principal in Hooper Bay; was a superintendent in Iditarod, and now superintendent of YSD. Their district staff, curriculum leaders, and administrative leaders have lots of concerns about the Alaska Reads Act. They believe the act is based on a flawed understanding of how we could improve the education of all students in Alaska but particularly in their case, they have an Yupiit immersion program that are trying to reform and change the whole delivery of their educational system. They are attempting to broaden their curriculum and engage students by making sure that when kids get up in the morning, they want to attend school. They are trying to make sure they can engage with their local culture, their local language. They are trying to attempt to change, so they can do more career and technical education, or hands-on related to the environment that they live in their historical setting. When they look at the Alaska Reads Act it seems to be another version of No Child Left Behind where they have observed that the curriculum in Alaska

became constricted and students were in math classes for two hours a day, kids in language arts classes for two hours a day, the theory being if they weren't successful, they were going to give them twice as much of what isn't working. That's obviously not what the thinking was, but in reality that's what the result was. They believe the Alaska Reads Act is going to be a similar situation. Not only that they do not have the funding and it's definitely an unfunded mandate. It's a mandate and they are required to follow the law and it's not funded. They do not have the human resources to even meet the demand. Superintendent Ballard thanked the Board for listening and said they will have a more comprehensive presentation on this for their legislators.

Meghan Johnson from THREAD was unable to provide public comment during the meeting due to technical issues. Chair Fields notified Ms. Johnson that she could provide written testimony in light of the technical issues.

Public comment closed at 12:20pm

Work Session

Agenda Item 1. Department FY2024 Operating and Capital Budgets

Acting Commissioner Teshner introduced the Director of Administrative Services, Sabrina Javier. Director Javier then presented an overview on the Department of Education's FY2024 Operating Budget and took questions. She walked the board through the steps that the Office of the Governor and the Office of Management and Budget conduct in their internal formation of the budget and the date that the budget was released to the public. She then detailed the significant changes in the budget that would impact the department. One notable impact is a \$30 increase to the Base Student Allocation (BSA) and a decrease of about \$306 million in a technical removal of Federal COVID relief funding.

First Vice Chair Kowalski wanted clarification about the large decrease noted in the document and is it mainly due to the Federal COVID relief funding. Director Javier confirmed that is the case and further explained that COVID relief carry-forward funding will be added to the budget later, and that the removal of the COVID relief funding is a technical adjustment so the department's budget does not appear 'over-inflated'.

Acting Commissioner Teshner commented to the Board that a budget update will be provided in March and will include any supplementals, amendments, and subcommittee work. She reassured the Board that this isn't the only time the FY2024 budget will be presented.

Second Vice Chair Stockhausen asked the question about the appropriation of the Federal COVID relief funding to the department and if the department is appropriated a lump sum and can spend how it wants to, or is it appropriated with designated uses. Director Javier replied that the department received the funds as an appropriation in the language section of the budget bill and allocates it based on Federal guidelines. Deputy Commissioner Lacey Sanders explained that the Federal COVID relief funding was awarded for multiple years and any remaining funding in the current year will be 'carry-forward' funding in the following year.

Since the legislature already appropriated the initial amount, they do not need to re-approve the carry-forward, it is funding they have already approved.

Student Advisor Elect Myers asked the question about the BSA and if the increase was outside of Bill 272 that would increase the BSA to \$6,153. Acting Commissioner Teshner explained that BSA of \$5,960 was an increase that was added to the Alaska Reads Act last session and any new bills introduced would be in addition to that. There was no further discussion.

Agenda Item 2. Legislative Update

Acting Commissioner Teshner introduced Special Assistant to the Commissioner and Legislative Liaison, Laurel Shoop, who then provided the Board with an overview of the legislative session flows and processes, an update on the committee members, and how bills move through the legislative process. The department is monitoring 14 bills, in addition to the budget bill already discussed. She elaborated that more bills will be introduced throughout the session and the list will continue to grow. A big topic of interest this legislative session is the foundation formula and the base student allocation (BSA), and other school funding mechanisms. She then continued to provide information on the dates, times, locations of, and how to watch the committee hearings. She identified committee chairs and other members, and their areas of representation. There were no questions.

Agenda Item 3. Alaska Reads Act Goes Out for Public Comment

Acting Commissioner Teshner notified the Board that they are being asked to open a period of public comment on the proposed regulations related to the Alaska Reads Act (House Bill 114), which became law on July 15, 2022 with an effective date of July 1, 2023. She identified the four new programs created by the Alaska Reads Act: 1) an early education grant program; 2) a department reading program; 3) a district reading and improvement program; and 4) a virtual education consortium. The proposed regulations address three out of the four programs and additional regulations to be considered related to teacher certification. Regulations related to the virtual education consortium would be forthcoming. A four-page summary was provided to the Board to help with the regulations review. The two additional areas in need of amendment that have been identified are 1) the department reading program in proposed regulation 4 AAC 06.320 and concerns the reading specialists. The amendment seeks to clarify that DEED reading specialists help set the reading improvement goals within the schools; and 2) the second amendment relates to the teacher certification regulations, 4 AAC 12.392, and aims to clarify that the six credit hours in early child education need to include three hours of an evidence-based reading training course that is approved by the department and ends in a summative assessment.

Susy McKenzie, Director of Innovation and Education Excellence, who oversees the department reading program and the district reading and improvement piece under the Alaska Reads Act, discussed educator qualifications that are part of the regulations package. She provided a detailed explanation of the department reading program and highlighted that this portion is voluntary and eligible schools may apply through an application. Next, she explained the district reading intervention program, which is the only required element within the Act, and went

through in detail the four major parts. The four major parts are: 1) a Literacy Screener; 2) the K-3 MTSS (multi-tiered systems and support); 3) the individual reading improvement plan; and 4) progression. Then she explained the three different types of educator qualifications required under the Act. These include: 1) a lead teacher for the Pre-K programs with specific education / experience; 2) a teacher that teaches in the K-3 level, an administrator that supervises for K-3 and must have a valid teaching certificate with defined training or experience; and 3) a Reads Act verified reading teacher with a valid teaching certificate with defined training or experience and a district-certified evaluation.

Deborah Riddle, Division Operations Manager for the Division of Innovation and Education Excellence, provided a detailed description of the three components to the early education program: 1) a district-wide grant application process to build or improve early learning education programs; 2) adopted standards that provide the guidelines for a quality early education program; and 3) approval for districts to qualify for formula funding for their Pre-K programs. She reiterated that this piece of the Alaska Reads Act is voluntary.

Member Griffin wanted clarification that the average daily membership (ADM) funding would not go to kids enrolled in existing Head Start programs. Ms. Riddle replied that he was correct, that only the students who are enrolled in the school district program would be eligible for the ADM funding.

First Vice Chair Kowalski wanted clarification that if a district already has an operating preschool program, that they don't automatically get counted in the ADM and that they have to go through the district-wide grant approval process for the early reading program in order to be counted in the ADM. Ms. Riddle confirmed that this was correct if the program does not meet the standards to be adopted through the regulations.

First Vice Chair Kowalski then wondered if there was any way to capture the number of students who are in state or district operated (preschool programs) using state funds that aren't participating in the reading program, and that might be an unmet need.

Second Vice Chair Stockhausen expressed her excitement about the opportunities for teacher training in reading and is excited to see the outcomes. She is particularly excited that admin will also be trained because they are leaders and can lead well when they are trained. She asked whose responsibility it will be to monitor that teachers have the specific training/education they need. Will it be the districts responsibility? If a teacher has an elementary education degree, does that mean they can only teach grades 4 through 8? Director McKenzie replied that if a teacher is teaching at a higher grade that they would not need that endorsement and DEED will monitor that through data reporting and teacher certification certificates. That is why the state is adding that endorsement, so it is easy for the district and the state to see and sort.

Second Vice Chair Stockhausen commented that she is really hopeful that universities jump on board and work this into their teacher preparation program.

Student Advisor Elect Myers asked two questions: 1) what qualifies as a reading specialist? 2) what incentives are offered to attract the best possible educators? He recognizes that the one-year time duration in a community might be difficult. Director McKenzie responded that the reading specialists will have a reading endorsement and experience, and have training in the science in reading, as well as be heavily involved in the reading symposium as we move forward. The state is also putting together a reading specialist handbook.

First Vice Chair Kowalski asked if there was a committee to work with schools and districts interested in implementing literacy support for their students in languages other than English, specifically Alaska native languages? Director McKenzie explained that the Alaska Reads Act has a lot of culturally relevant practices and there are planned webinars and surveys to address this and to gather information so support can be provided. This is a journey and we are making plans to support districts.

First Vice Chair Kowalski had a follow-up comment regarding the regulations that speaks to the measurable evidence as it stands now is in English language arts. She has concerns and does not want to inadvertently, however well intentioned, to build a system that does not take into account the need for communities to strengthen our students and make them successful in our community school systems, that we need to bring in Alaska native language cultures back into the programs. She has concerns that the current regulations are very specific to a particular language. She supports good, strong literacy, but has concerns that the current regulations might impact our schools and students in a way that was not intended. She wants to be kept up to date on reports moving forward and where we might be causing systemic harm. Director McKenzie responded by saying that they are having lots of conversations about this very issue and she appreciates First Vice Chair Kowalski's comments.

Member Griffin commented that many of his questions/concerns were already addressed and recognized that the Yupiit School District expressed their concerns earlier and wondered if DEED had been getting any specific feedback along those lines. Director McKenzie responded by saying that the questions and clarifications people have had have been excitement about the opportunities. There have been some concerns about the financial impact, like after school tutoring. Lots of requests for presentations.

Member Griffin commented that he was thankful for Director McKenzie's leadership on this legislation and is happy to see the progress knowing that it's going to help our kids and educators. Director McKenzie responded by thanking her team.

Agenda Item 4. Teacher Apprentice Program Board Resolution

Chair Fields handed the discussion over to Second Vice Chair Stockhausen, who is the Chair of the Effective Educators committee.

Second Vice Chair Stockhausen provided an overview of the Teacher Apprentice Program and how UAF and the system are working towards building apprentice programs. They continue to

investigate, open doors, and move forward with what can be done to make alternate pathways to support the teaching community.

Chair Fields clarified that the resolution tells the department to look into the program, put out a request for information to try to find the program that would meet the need for teacher apprentices. He then asked for questions and comments from other Board members. There were no questions.

Agenda Item 5. Amend Board Meeting Dates

Acting Commissioner Teshner provided amended Board meeting dates to accommodate an in-person executive session for the final Commissioner interviews. A February meeting date was added to conduct in-person interviews, date still TBD. Amended the April 19 meeting from a work session to a special meeting for the purpose of reviewing and adopting the final Alaska Reads Act regulations.

Chair Fields indicated that the February date was pretty much set for an in-person meeting on February 23. He then asked if there were any questions or comments. There were no questions or comments.

BUSINESS MEETING

Agenda Item 6. Annual Report

Second Vice Chair Stockhausen motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development approve the report to the legislature. There was no discussion. The motion passed unanimously in a roll call vote.

Agenda Item 7. Alaska Reads Act To Go Out for Public Comment

Member Griffin motioned and Member Erickson seconded the following motion: I move the State Board of Education and Early Development open a period of public comment on regulation changes to implement House Bill 114, including: adding new regulations 4 AAC 06.300 through 4 AAC 06.390 to implement a department reading improvement program; adding new regulations 4 AAC 06.400 through 4 AAC 06.490 to implement a district reading improvement program; amending teacher certification regulations 4 AAC 12.300(g), 4 AAC 12.305, 4 AAC 12.310, 4 AAC 12.345, 4 AAC 12.407 and 4 AAC 12.900(a), adding new sections to teacher certification regulations 4 AAC 12.310, 4 AAC 12.392, 4 AAC 12.393, 4 AAC 12.409 and repealing 4 AAC 12.900(b) to address teacher certification requirements; and, adding new regulations 4 AAC 05.100, 4 AAC 60.190 through 4 AAC 60.990, adopting by reference *State of Alaska Early Learning Guidelines*, and repealing 4 AAC 60.037 and 4 AAC 60.180 to implement an early education grant program.

Member Griffin said he was looking forward to public comment. There was no additional discussion. The motion passed unanimously in a roll call vote.

Agenda Item 8. Approve Teacher Apprentice Program Board Resolution

Second Vice Chair Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the proposed resolution supporting alternative pathways to certification.

RESOLUTION OF THE STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT in support of alternative pathways to certification. Resolution 01-2023.

WHEREAS, Alaska is experiencing a teacher shortage; and

WHEREAS, Alaska's teacher turnover by district has averaged from 10% to over 30% annually across the state; and

WHEREAS, high teacher turnover negatively impacts students, schools, and communities; and

WHEREAS, Alaska can improve our education system to better meet the needs of students, parents, employees, employers, and communities;

NOW, THEREFORE, BE IT RESOLVED, the State Board of Education and Early Development supports efforts by the Department of Education and Development to:

- a. Identify fiscal resources that can be used to support alternative certificate programs in Alaska; as recommended by the Teacher Recruitment and Retention (TRR) subcommittee on Alternative Certification Programs;
- b. Identify regulatory changes that would allow for additional teacher preparation programs to be allowed in Alaska; and
- c. Develop a Request for Information (RFI) for the development of an alternative teacher education program that:
 - i. Addresses identified gaps in teacher preparation programs offerings in Alaska;
 - ii. Incorporates the latest research and best practices in teacher preparation;
 - iii. Complies with the federal requirements for a registered apprenticeship;
 - iv. Utilizes a model standards-based curriculum that aligns all required coursework with practicum experiences; and
 - v. Complies with existing statutes and regulations (i.e. AS 14.20.020 and 4 AAC 12.308).

Student Advisor Elect Myers asked if this resolution was the only priority the Board will have for this year as far as teacher retention goes or will there be other solutions the Board will look at to increase teacher retention. Second Vice Chair Stockhausen replied that the resolution is just one way for the Board to explore recruitment and retention issues, as well as provides the department with the authority to gather information for the Board, and that it is not legislation. There was no other discussion. The motion passed unanimously in a roll call vote.

Agenda item 9: Approve Board Meeting Dates

Second Vice Chair Stockhausen motioned and First Vice Chair Kowalski seconded the following motion: I move the State Board of Education and Early Development add a February 23, 2023 meeting in order to conduct interviews for the Department of Education and Early

Development's Commissioner, and amend the April 19, 2023 meeting to a special meeting in order to take action on the proposed Alaska Reads Act regulations. There was no discussion. The motion passed unanimously in a roll call vote.

Agenda item 10: Approve Deputy Commissioner

First Vice Chair Kowalski motioned and Second Vice Chair Stockhausen seconded the following motion: I move the State Board of Education and Early Development approve Acting Commissioner's appointment of Lacey Sanders as Deputy Commissioner of the Department of Education and Early Development, effective immediately. The Board enthusiastically welcomed Ms. Sanders back. The motion passed unanimously in a roll call vote.

Agenda item 11: Consent Agenda

Second Vice Chair Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the consent agenda consisting of approval of the minutes of the December 7 and 8, 2022 board meeting. There was no discussion. The motion passed unanimously in a roll call vote.

Board Comments

Member Griffin- happy to see Ms. Sanders back and excited to see what comments come in on the Alaska Reads Act. Acknowledged Director McKenzie as a superstar and that she has a superstar team and that the Alaska Reads Act is a huge piece of legislation with lots of moving parts, and is excited to get the program underway, as well as adopting the comments from Alaskans to meet specific and unique needs.

First Vice Chair Kowalski- happy that they are at a point in the State education system where we are going to get closer to guaranteeing that we have high quality educators for the teaching of reading. It's something that's been optional in the past and something that we've tried to convince people it's an important skill set for our teachers to have. Glad not in that same space of leaving it up to chance, and that there are more pieces for our educators to understand and deliver good instructional teaching strategies to students. She said the feedback from the conference last spring and the professional development shows that teachers are happy to better understand how to do this effectively, and that's one great way to empower and feed our teachers when they most need it, so thank you.

Member Erickson- happy that one of the goals is the mental health of our kids because they are really struggling so would like to keep focused on that. Also wanted to mention that it was nice to have a nice sit down and have a zoom conference after the last couple of weeks, so thank you all.

Chair Fields- acknowledged the comments from Sitka and recognized that this may be a Mt. Edgecumbe advisory board issue. He asked Second Vice Chair Stockhausen to follow up with

them with regards to their tribe and consultation. He thanked Acting Commissioner Teshner for her leadership during this intermediate time and for keeping things on track. He's heard nothing but positive comments on the work Director McKenzie has done on the Alaska Reads Act.

The meeting adjourned at 1:37pm.

**State Board of Education & Early Development
Unapproved Minutes
February 23, 2023
Department of Education & Early Development
Robert B. Atwood Building
550 West 7th Avenue, Room 106
Anchorage, Alaska 99501**

Thursday, February 23, 2023

Chair Fields called the meeting to order at 9:00 a.m. Chair Fields motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development convene in executive session to interview candidates for commissioner. An executive session is necessary as to not prejudice the reputation and character of any person being interviewed. The motion passed unanimously in a roll call vote.

Chair Fields motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development reconvene into regular session. The motion passed unanimously in a roll call vote.

Meeting adjourned at 4:15 p.m.

State Board of Education & Early Development
Unapproved Minutes
March 16, 2023
Department of Education & Early Development
395 Whittier Street
Juneau, AK 99801

Thursday, March 16, 2023

Chair Fields called the meeting to order at 8:32AM. Chair Fields was sworn in and reinstated by Acting Commissioner Teshner and roll call was taken, all present with Military Advisor Lt. Col. Fowley being excused. Member Hamilton gave an invocation to start the meeting. After the pledge of allegiance, Chair Fields read a statement from Susan McKenzie that stated she declined the position to serve as Commissioner. She will continue to serve as the Director of Innovation and Education Excellence and Heidi Teshner will continue the role as Acting Commissioner. The board amended their agenda to remove Item 13 and replace it with Item 13A, the Resolution to Preserve Opportunity for Student Athletes, while balancing competitive fairness, inclusion, and safety for all of them to compete; and added Item 13B an Executive Session. Member Van Diest motioned to adopt the amended agenda and Member Griffin seconded the motion. There was no discussion. The motion passed unanimously in a roll call vote. The board adopted the agenda for March 16, 2023. There were no potential conflicts of interest identified by board members at this meeting.

Public Comment

Public comment was opened at 8:38AM.

Natalie Troy – Natalie is a resident of Juneau and she moved there in August 2022. She currently works as the Public Education Fellow at the Alaska Council of School Administrators, but she is commenting as a private citizen. She wanted to comment on the agenda Item 3, specifically two aspect of the Alaska Reads Act. She wanted to comment on the effective date and the lack of the development of a literacy screener in Alaska native languages. Reading is a really critical goal for Alaska’s public schools, as you are all aware, and have put effort into the implementation of the Alaska Reads Act. However, the act, as it currently stands, is being implemented only around reading in English. The effective date of July 1, 2023 is really soon and that’s creating a really tight timeline for folks in the districts to be able to implement things well, to be able to hire for those new reading specialists and intervention positions, and to develop things like the summer school and all the other new aspects. She encourages the board to consider extending the effective date for at least some aspects of the bill to allow for the time and effort to really implement the act well. The second thing she wanted to comment on is within section 36 subsection 6 of the act. It says the Department will help develop the screener in any language. However, without the resources to do this, they currently have not seen any implementation of screeners in other languages, such as Yugtun, Tlingit, and any Alaska native languages. This could have a really chilling effect on immersion programs such as Ayaprun Elitnaurvik in Bethel, where students don’t have any exposure to English until I believe

around grade 3. These students are learning in their native language, in Yugtun, and it's a really important effort that deserves support. But with the way the Alaska Reads Act is currently being implemented, programs like that and programs like the Tlingit Culture, Language and Literacy at Harborview Elementary in Juneau are going to potentially see impacts on students who are learning to read and write in their native language, and I would just encourage the Department to put more resources towards those screeners and towards culturally responsive implementation of the Alaska Reads Act. Thank you for listening.

The Board held a short break: 8:42AM – 8:49AM. There was no more public comment.

Public comment closed at 8:49AM.

Code.org was next on the agenda and scheduled to provide a presentation but they had not yet arrived. Chair Fields moved the State Board of Education convene an Executive Session in accordance with the open meetings act AS 44.62.310(c)(2) to discuss personnel issues related to the appointment of a commissioner. An Executive Session is necessary so as not to prejudice the reputation and character of any person. Member Hamilton seconded the motion. The motion was passed unanimously in a roll call vote. There was no discussion.

At 9:58AM, Chair Fields moved to end Executive Session. The motion was seconded by Second Vice Chair Stockhausen. There was no discussion.

Chair Fields and the board discussed the Commissioner position and are happy to have Heidi Teshner remain as Acting Commissioner. They are happy with her leadership and support her. The board will come back in June and have more discussion about the position and Ms. Teshner's evaluation.

Professional Development Session: 10:00AM – 12:00PM

Work Session

Agenda Item 3 - Alaska Reads Act Implementation

Dr. Deena Bishop, Education Policy Advisor, from the Governor's Office, thanked the board and expressed that their work is appreciated. She and Susan McKenzie, Director of the Division of Innovation and Education Excellence presented an update on the Alaska Reads Act. Dr. Bishop explained that this year's symposium will target the practice of the science of reading. She also explained that she has heard the feedback and concern from constituents that this is an unfunded mandate and this is not a good place to start; rather, the Alaska Reads Act is tremendous support, and on the districts and educators side is an adjustment of priorities to ensure that every child in Alaska reads by the 3rd grade which meets the strategic priorities of the State Board.

Director McKenzie provided updates to the Alaska Reads Act and details on the alignment between the Alaska Reads Act and the Alaska Strategic Reading Plan, outlining the number of

components, components competed, and participation rates. Director McKenzie also gave a summary of her 40 years of work experience in education. The Alaska Reads Act is a product of the department's Alaska's Education Challenge, with a number one priority of all students will read at grade level by the end of the third grade. Alaska's Education Challenge, the Alaska Reads Act, and the Alaska Strategic Reading Plan are all aligned to support students to be proficient readers. She reviewed the four components of the act: 1) Early Education and Parents as Teachers; 2) Department Reading Program; 3) District Reading Intervention; and 4) Virtual Education. Requirements include reporting and data collection, and educator preparation. The Early Education and Parents as Teachers, the Department Reading Program, and the Virtual Education Consortium are voluntary programs. The Alaska Reads Act has an effective date of 7/1/2023; however, the Virtual Education Consortium component has an effective date of 7/1/2024. The District Reading Intervention component is required. All K-3 schools will use a literacy screener. If a student is still having deficiencies after intervention, a conversation will be initiated with the parents regarding grade promotion and the ultimate decision is up to the parents. There are over 60 components within Alaska's Strategic Reading Plan, and all are aligned to the science of reading and to support districts in improving reading in the state. Within the Professional Development strategy of the Alaska's Strategic Reading Plan (ASRP) there are 23 components and 14 have been completed with over 3,800 participants. The Evidence-Based Materials strategy of the ASRP has nine components and six have been completed with over 82,000 participants. The Early Learning strategy within the ASRP has five components and two are completed with over 6,000 participants. The Frameworks for Success strategy within the ASRP has 10 components, two are completed and there are over 55,000 participants. The Science of Reading Resources, Data and Communication strategy has 15 components, six are completed and affects all districts. The Teacher Preparation strategy has six components, and one is completed and affects most educators.

Dr. Bishop gave a presentation on the Teacher Preparation component of the Alaska Reads Act. She reiterated everyone is working to build capacity, and that people are not working in silos. The Alyeska Reading Academy and Institute is a reading program opportunity whose purpose is 1) to provide high quality reading instruction aligned with the Science of Reading to K-3 students in a model school setting (lab classrooms); and 2) to provide a highly effective school setting showcasing evidence-based instruction embedded within the Science of Reading to serve as a model for professional development in the state of Alaska. This will be in Anchorage and looking to provide in other areas as well. Students would enroll in this academy but continue to remain enrolled in their own district. This is just added support and supports the department's mission, an excellent education for every student every day. The academy will support K-3 grade reading, math, and other subjects and will serve the most underserved students by assessments. The academy is focused on supporting individual districts as well as individual teachers. Other considerations include evaluations and partnerships, and having the department be more of a supportive entity to teachers and districts, in addition to their current capacity as a compliance and professional development entity.

Director McKenzie explained that they have been searching hard for literacy screeners in other languages. They are in communication with the University of Oregon who have a great reputation. There are no details yet, but she is hoping for a partnership.

Member Griffin appreciated Dr. Bishop's emphasis on the Alaska Reads Act being an unfunded mandate and there is a better way to look at that. He asked if Director McKenzie could fill in the board on the statistics about the Alaska Reads Act being properly funded. Director McKenzie replied that she wanted to highlight all the initiatives, which cost millions of dollars, that department has already developed to support districts.

Second Vice Chair Stockhausen wanted to thank Director McKenzie and the whole team for all their amazing amount of work. She wanted clarification that all of the reading trainings are also offered to paraprofessionals as well as teachers. Director McKenzie responded that they are offered to everyone, and teachers that are not K-3.

Dr. Bishop wrapped up and thanked the board for the opportunity and emphasized that this is a coordination effort to support outward.

Student Advisor Cothron expressed her excitement and support for the Alaska Reads Act. She explained her own struggles with reading growing up and thinks that if there was something like the Alaska Reads Act available when she was younger that it might have helped her to have had that support to recognize that she had problems with reading, and then to do something about it.

Student Advisor-Elect Myers has questions about funding. He wants to ensure that every single district will have access to the necessary funds to make sure that they are able to fully fund this, on top of everything else they are doing, or is this expected to be a reprioritization of taking funds away from other parts of the budget and putting that into reading? Dr. Bishop replied that while the base student allocation (BSA) has not increased since 2014 or 2016, district funding has increased. The BSA allows for more flexibility and it's easier to plan with forward-funding. But there has never been a time that school districts have not received additional funding and she wanted to make that clear. She's asking districts to take their reading program and professional development budgets and redirect towards the Alaska Reads Act. Director McKenzie added that because this is a common question, that districts are already doing many of the components that the Alaska Reads Act calls for.

Student Advisor-Elect Myers recognizes that districts are facing large deficits so he is wondering if there are other resources available through this that can help every single district. Director McKenzie highlighted the supports that the department is offering, and not just financial and professional development, but other supports that take time and energy to put together.

Chair Fields said that they will do whatever they can to support student education with the funds they are given, whether it be through the Governor or the Legislature. He thanked Dr. Bishop for her policy work.

The board convened for lunch at 1:00 and reconvened at 1:36.

Agenda Item 4 - School Construction and Major Maintenance List

The board is being asked to approve the final annual list of capital projects eligible for funding under the School Construction and Major Maintenance (SC/MM) Grant Funds. Acting Commissioner Teshner provided a bit of background. The lists were developed by the School Facilities team in the fall. There is an annual review of the lists. The department cannot grant any funds to any project on the list without board approval. The Bond Reimbursement and Grant Review Committee did review and approve the lists at their December meeting and recommended the State Board approve as well. The department received 118 applications from 29 districts. 84 applications were scored by a team of three and 34 applications elected to use their prior scores from the prior year. There were four ineligible projects.

Joe Willhoite, Facilities Manager, and Lori Weed from School Finance Specialist were available to provide more information and answer questions.

Member Griffin pointed out that there are repeat projects from the prior year and it looks like the top projects didn't get funded. He asked how much was funded last year. Mr. Willhoite said about \$37 million. Member Griffin recognized that there is half a billion dollars in requests, and we get \$37 million. He mentioned that many of the projects are in rural areas. He wanted to know if they have any other funding source for capital projects other than the SC/MM grants. Mr. Willhoite said that is the extent of the funds. Member Griffin wanted to know if the top project could be funded in any other way besides a grant from the Legislature. Mr. Willhoite explained that currently the only process is to receive funding through the Capital Improvement Program (CIP) process. The Debt Reimbursement Program is on a moratorium until 2025 for those districts who have that option. Member Griffin asked how many schools need SC/MM funding. Ms. Weed responded that she didn't have that number and would get back to the board.

Member Griffin asked questions about how much the state has in (school) building assets. Ms. Weed responded that the state has about \$9-\$10 billion worth of school facility assets as insured values of the state. It would cost about \$100 million to keep the facilities maintained at the optimum industry standard level. Mr. Willhoite further explained that there is preventative maintenance funded by the districts that is on-going and a requirement for qualifying for the CIP process.

Member Griffin asked if the department could address CIP projects that are on the school closure list. Mr. Willhoite explained that it was all about the timing. The projects were included on the CIP list prior to the schools being put on the closure list. Ms. Weed explained that even though there are schools on the closure list, since they are also on the CIP list, they will be eligible for reimbursement, as that is what is stated in statute/regulation.

Member Griffin wanted to know why the CIP process is so much more expensive than the private sector. Mr. Willhoite said that expenses have gone up due to COVID, and that very few people want to bid on a public project because of tediousness and the paperwork that is involved. Many factors are involved in the high costs, including labor and the remoteness of Alaska.

Member Griffin asked about the Abbott Loop Elementary School project. This project is ranked 38 and thinks the school will most likely be closing. He asked about the bond measure approved to address fire suppression and sprinklers and wanted to know more details. Ms. Weed clarified that it was a reimbursement project and if the school closes and is demolished that those funds/that project would be reevaluated.

Member Hamilton had questions on a particular school project in his area and wondered what the status was since it used to be on the CIP list and it's no longer listed. Mr. Willhoite mentioned the numerous issues, including finding a site, for the delay and said that there continues to be forward progress. Acting Commissioner Teshner clarified that they are not on the list because the funds have already been appropriated and the school is working on finding matching funds.

Ms. Weed clarified that the Newtok project is to relocate from an eroding site, and the community is also relocating. It also includes some phased demolition of the existing school site. It is not just a replacement school scope and it includes a bit of infrastructure as well. There was additional discussion and clarification about the funding scope of the project and the expense of the project. There was more discussion on why it is so expensive to build in Alaska, especially rural Alaska, and that this particular project is on a fast-track timeline and almost an emergency situation due to the rapid deterioration of the location. There was additional discussion and clarification about the application process.

Member Griffin asked who is the leading authority that gets to apply for CIP list placement. Ms. Weed explained that the Bond Reimbursement and Grant Review Committee has the authority to set up the CIP application. There was no further discussion.

Agenda Item 5. Legislative and Budget Update

Acting Commissioner Teshner introduced Special Assistant to the Commissioner and Legislative Liaison, Laurel Shoop, and Administrative Services Director, Sabrina Javier. Director Javier went over the FY2024 budget amendments and FY2023 supplementals currently being considered. She gave a review of the activity that has happened since January and highlighted important items. The department's FY2023 supplemental items total \$508,100 and include multiple funding sources. The Professional Teaching Practices Commission has a supplemental to address an increase in administrative hearings. The Alaska State Council on the Arts has a supplemental of increased Federal Receipt authority for their national endowment grant. There is additional funding for the WWAMI contractual increase with the University of Washington's School of Medicine. The supplemental budget also includes a transfer of funds from the unexpended capital project from the State Library, Archives and Museum facility construction

to the Lemon Creek Correctional Center for stabilization and repairs. The FY2024 amendments include open-ended Federal Receipt authority, additional funding for the Alaska Native Science and Engineering Program, the Alaska Resource Education, career and technical incentive grants, and the Alyeska Reading Academy and Institute. To date the total department FY2024 budget with amendments totals \$1,666,535,800 and 283 full-time employees. There were no questions.

Ms. Shoop provided an overview of legislative dates and timelines, and the number of department presentations to the legislature. She mentioned that education funding continues to be a main topic of interest. House Bill 65 would increase the base student allocation (BSA) by \$1,250 and increase from \$5,960 to \$7,210. Senate Bill 52 would increase the BSA by \$1,000 to \$6,960. Additionally, in FY2025 there would be \$345 added to the BSA, increasing it to \$7,308. A CPI adjustment would also be applied in FY2026 and onward. Other bills the department is tracking include a teacher incentive pay bill (HB106 and SB97) and a parent's rights and education transparency bill (HB105 and SB96). There were no questions.

Agenda Item 6A - Highland Academy Charter School

Acting Commissioner Teshner informed the board that they are being asked to approve the application of the Highland Academy Charter School for a ten-year period. Deb Riddle, Division Operations Manager with the Division of Innovation and Education Excellence introduced Amelia Johnson, the principal. Ms. Johnson provided the board with the overview of the charter school including their learning programs. They are seeking their second charter renewal. Their focus includes college and career preparedness, service learning, and financial literacy. They strive to move forward with continuous improvement and believe their goals are aligned with the district and upcoming state initiatives. Every student is in an advisory, which is unique to Highland Academy.

Member Van Diest wanted to address their AK STAR math scores from 2021/2022, recognizing there is room for improvement. Ms. Johnson replied that they have identified the need for some students needing additional support and giving them extra time to complete their work under the guidance of math teachers.

Member Van Diest asked a follow up to address the English Language Arts scores and Ms. Johnson replied they are applying the same methods and giving students more time to review or dive deeper into content and try to target and intervene.

Member Griffin wanted to know what the facilities arrangement is with the Anchorage School District (ASD) since they are sharing space. Ms. Johnson replied the set-up works great and they sub-lease through ASD.

Member Griffin asked if they have been looking at any other facilities to expand their program. Ms. Johnson said they have been looking but they are not at that point yet. They are finding that their current location is ideal.

Member Griffin asked what they pay for rent. Ms. Johnson replied \$580,000. There were no further questions.

Agenda Item 6B – Frontier Charter School

Acting Commissioner Teshner informed the board that they are being asked to approve the application of the Frontier Charter School for a ten-year period and introduced the principal Gerald Finkler. Mr. Finkler introduced a few of his staff and provided an overview of Frontier Charter School. They are the only Anchorage School District school where the principal was allowed to hire a school psychologist. Since COVID they have seen an increase in students with IEPs and they are well positioned to provide the additional help. They are becoming a Purple Star School this year.

Member Griffin asked how they differentiate their product from Family Partnership Charter School. Mr. Finkler replied that the primary difference is that their parents are traditional homeschool families and all they wanted to do was homeschool, and many of the Family Partnership families have their kids enrolled in private schools. They don't have any students that are enrolled in private school. Their current charter does not allow part-time enrollment. Their new application does allow for part-time enrollment and for students to attend private schools.

Member Griffin asked what they are offering parents for allotments and asked if they were the same across all grades. Mr. Finkler said no, they offer \$3,000 for K-6; \$3,100 for 7-8 grades; \$4,000 for high school.

Member Griffin asked what is their participation rate. Mr. Finkler replied that during COVID, participation rates dropped. In the past only students who committed to participate in state testing were enrolled and they had a participation rate of 95%. Now parents can keep their students from testing. They continue to tell parents the benefit of testing and promote assessments. Participation rates are slowly climbing and recovering from the COVID drop.

Member Griffin asked about the Alaska Reads Act, the challenges they have identified and their solutions. Mr. Finkler replied he had help on keeping up with what's going on and they will pretty much follow what the Anchorage School District is doing. In the spring, the parents will pilot the new program and it will roll out in the fall. There were no further questions.

Agenda Item 7. State Tribal Education Compact Demonstration, Tribal Partners, Award Selection

Acting Commissioner Teshner introduced Joel Isaak, Director of Tribal Affairs. Mr. Isaak provided details on the American Rescue Plan Act (ARPA) Competitive Grant application process. There are five applicants: Central Council Tlingit Haida, Inupiat Community of the Arctic Slope, Ketchikan Indian Community, King Island Native Community, and Knik Tribe. There were seven people who reviewed the applications. The lowest average score was 97 and the highest average was 99. The review committee determined that all five applicants met the diverse representation priorities, which are geographic diversity, methodological approaches,

school size and community size. The department recommends that all five applications be awarded. Every applicant is operating education of some sort.

Member Van Diest asked what the stipulations are on the grant funding. Mr. Isaak replied that they fall under the ARPA and Alaska's Education Challenge provisions, so anything that's allowable under those programs. Lobbying is not allowable. Main type of expenses include strategic planning, attorney fees, and traveling expenses.

Member Van Diest asked how they will know if it succeeds, objectively and subjectively. Mr. Isaak said the short answer is that there will be an end report. If there is no report, they did not succeed. Larger success will result in circling back and consulting with the tribes and ensuring the report is representative of their voices.

Member Van Diest expressed that her fear is that this is a one-year project and there are so many things trying to be accomplished within the applications. Chair Fields clarified that this is just a report for the Legislature. Acting Commissioner Teshner further clarified that the report may include draft legislation if the Administration chooses to do so, and that legislation would need to follow the legislative process, which would be in the Spring 2024. Mr. Isaak explained that they are crafting a pathway to the Legislature and that is the scope of this work.

Second Vice Chair Stockhausen thanked Joel for all his work on the process.

Member Van Diest requested that the board be given updates about the process. Acting Commissioner Teshner said that it could definitely be added to the meetings moving forward.

Student Advisor-Elect Myers wanted clarification that what they are doing is approving the five tribe applications for developing a report, or plan, on what they would do in the creation of tribal compacting school. Mr. Isaak confirmed and explained the process and timeline for creating a compact school.

Student Advisor-Elect Myers asked if the standards of success for the program and for the report be developed over time in the negotiations of what success looks like in the future or is that already a predisposed idea of what success looks like before going into negotiations. Mr. Isaak explained that benchmarks will be developed by the tribal partners to be included in the report.

The board then heard from each selected tribe and asked questions of each of them.

Agenda Item 8a – Limited Teacher Certificates

Acting Commissioner Teshner introduced Sondra Meredith, Administrator for Teacher Education and Certification. Ms. Meredith walked through the regulations drafted in response to House Bill 19. The regulations will allow teachers that are in language immersion schools more flexibility in their certification. The certificate will be district-sponsored.

Second Vice Chair Stockhausen asked if this will be like a Type M certificate where the district has to reapply every couple years to sponsor. Ms. Meredith answered that since it is a district-sponsored certificate it will be up to the district to continue to sponsor the individual unless the individual rolls into another certificate. There will be an initial first year when the district can evaluate the individual and then they signal the department to continue the certificate for another five years and will be renewable after that period.

Member Van Diest asked what happens if the individual changes districts. Ms. Meredith replied that just like with the Type M, the 'new' district would need to notify the department to change the sponsorship.

Student Advisor-Elect Myers wanted clarification that what they would be approving is allowing an increase in the amount of limited certificates that districts can give out. Ms. Meredith confirmed that yes, this is the case and explained the different certificate options. There were no further questions.

Agenda Item 8b – Out of State Teacher Reciprocity

Acting Commissioner Teshner again introduced Sondra Meredith, Administrator for Teacher Education and Certification, to go over the regulation. The regulations make slight changes by honoring out of state certificates to offer a quicker path to licensure. The regulations also no longer require additional testing requirements. Provisional licenses or student teaching authorizations will not be accepted. They are teachers with at least two years of experience who will qualify for this pathway. The regulation also expedites military spouse applications.

Member Van Diest asked if the out of state teachers need to take Alaska Studies and culturally responsive classwork. Ms. Meredith replied that yes, that provisions is still there and provided a timeline for that. There were no further questions.

Business Meeting

Agenda Item 9 – Approve School Construction & Major Maintenance Grant Fund Project List

Member Griffin motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development approve the department's FY2024 final School Construction Grant Fund and Major Maintenance Grant Fund priority lists. Chair Fields asked if there was any discussion. Member Griffin expressed his concern about the unfunded capital projects and about potentially taking away from classroom operations. He indicated that he would like the board to address their priorities sometime in the future. There was no further discussion. The motion passed unanimously in a roll call vote.

Agenda Item 10a – Approve Highland Academy Charter School Renewal

Member Hamilton motioned and Member Erickson seconded the following motion: I move the State Board of Education and Early Development approve the renewal application of Highland Academy Charter School for a period of 10 years. Chair Fields asked if there was any discussion. Member Van Diest expressed concerns over low testing scores and because of that requested

to abstain from the vote because she did not want to vote no as she believes they have a good thing going. Chair Fields explained that Member Van Diest could amend the motion and provided options. Members discussed assessment scores and comparing them. Kelly Manning, Deputy Director, Division of Innovation and Education Excellence, explained that due to still being in the development process for the assessment that it is difficult to clearly articulate whether or not those scores will be reflective over time. She said that the department could provide some comparison numbers to the board. Member Griffin is not in favor of holding up the approval of the charter school. Chair Fields recommended that Member Van Diest to either vote yes or no or amend the motion but abstaining implies there is something else at hand. There was no further discussion. The motion passed unanimously in a roll call vote.

Agenda Item 10b – Approve Frontier Charter School

Member Erickson motioned and Member Van Diest seconded the following motion: I move the State Board of Education and Early Development approve the renewal application of Frontier Charter School for a period of 10 years. Chair Fields asked if there was any discussion. Member Griffin spoke in favor of the program. There was no further discussion. The motion passed unanimously in a roll call vote.

Agenda Item 11 – Approve Tribal Applications for State Tribal Education Compact Demonstration

Member Van Diest motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development select Central Council Tlingit & Haida Indian Tribes of Alaska, Inupiat Community of the Arctic Slope, Ketchikan Indian Community, King Island Native Community, and Knik Tribe as the State-Tribal Education Compact Demonstration Tribal Partners and grant awardees to begin the negotiation process for state-tribal education compacting and demonstration state-tribal education compact schools. Member Hamilton said that he was impressed with the application scores and it will be interesting to see future applications. Member Erickson was also pleased with the application results. Member Erickson asked Mr. Isaak if the King Island/Solomon was one entity or is Solomon joining King Island. Mr. Isaak replied that King Island is the fiscal agent and applied on behalf of Solomon. Member Erickson asked if that precluded another entity from joining later. Mr. Isaak responded that the application was not set up that way. If all tribes agreed, the new member could potentially be in the room, but the grant would not cover their costs and there would still only be one negotiator. There was no further discussion. The motion passed unanimously in a roll call vote.

Agenda Item 12a– Approve Limited Teacher Certificates Regulations

Member Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the repeal and readoption of 4 AAC 12.388 Limited world language immersion teacher certificate, and corresponding updates to 4 AAC 12.397(e) (Mandatory training requirements) and 4 AAC 12.405 (Renewal of certificates). There was no discussion. The motion passed unanimously in a roll call vote.

Agenda Item 12b– Approve Out of State Teacher Reciprocity

Member Griffin motioned and Member Hamilton seconded the following motion: I move the State Board of Education and Early Development adopt the amendment of 4 AAC.12.305 Teacher certificate (initial, professional, master) and 4 AAC 12.900 Definitions. There was no discussion. The motion passed unanimously in a roll call vote.

Agenda Item 13– Resolution (not on printed agenda)

Second Vice Chair Stockhausen motioned and Member Griffin seconded the following motion: I move the State Board of Education and Early Development approve the proposed resolution supporting the preservation of the opportunity for student athletes while balancing competitive fairness, inclusion, and safety for all to compete. Chair Fields asked if there was any discussion. Member Van Diest provided a presentation on the resolution set forth by the board. She introduced the resolution. She read the resolution which states:

Whereas participation interscholastic athletics is a valuable part of the education experience for all students; and, whereas policies governing sports should be based on sound medical knowledge and scientific validity; and, whereas the medical privacy of all students should be preserved; and, whereas policies governing sports should be objective, workable and practicable and should be written, available and equally enforced; and, whereas the State of Alaska education regulations govern interscholastic activities through 4 AAC 06.115 are authorizing Alaska School Activities School Association to administer and promote interscholastic activities effectively, economically and fairly; and, whereas the separation of girls and boys in sports is relative to competitive fairness and promotion of broad and equal participation; and, whereas equal opportunity is determined by the United States Department of Health and Human Services, which considers whether the selection of sport and levels of competition effectively accommodates interests and abilities of both sexes; and, whereas Alaska School Athletic Association (ASAA) has historically governed, promoted and adjusted competition classes on the basis of safety and fairness and competition; and, whereas as puberty, biological male athletes generally gain physiological advantages, such as larger skeletal structure, greater muscle mass and strength, less body fat, greater bone density, larger hearts, and greater oxygen carrying capacity; and, whereas medical prescribed hormone treatment for the purpose of gender transition is not a best practice recommendation for children under the age of 16; and, whereas transgender student athletes should have opportunity to participate in sports; and, whereas the integrity of high school girls sports should be preserved; and, whereas the values of competitive fairness, inclusion, and safety are not congruent and at time in conflict. Now, therefore, be it resolved that the Alaska State Board of Education and Early Development supports the passage of regulations proposed by the Alaska Department of Education and Early Development, and reviewed by the people of Alaska, to prioritize competitive fairness and safety on the playing field while allowing all students to participate in activities to ensure the ongoing support of students in athletic competitions Alaska education regulations should 1) provide a girls division with participation based on a student sex at birth; 2) provide a division for students who identify with either sex or gender; and, 3) provide a process for appeal for all students. Be it further resolved Alaska State Board of Education and Early Development supports ASAA with addressing the above athletic competition divisions in its Bylaws for FY2024; and be it further resolved that a copy of this resolution shall be

transmitted to all Alaska school districts, to all members of ASA Board of Directors, and to the House and Senate legislatures representing the families of our state.

After Member Van Diest read the resolution, she provided a testimony of her reasoning and her position. The statement included medical information with regards to gender development during puberty and statistical information with regards gender-specific athletic performances.

Member Erickson recognized some technical changes that needed to happen within the resolution language. Would also need to specify any exceptions like cheerleading, and suggested that if the board is going to provide support information then not to include Member Van Diest's testimony that details body sizes since these are not only different between genders, but between races as well. He asked if the resolution had to go to public comment and Chair Fields said that it is a non-binding resolution. Member Erickson asked what would be done if there was a pre-pubescent student who had an issue with this and Chair Fields answered that the proposed appeal process would take care of that.

Member Griffin elaborated on his perspective that the resolution is the general idea of fairness.

Member Hamilton suggested amendments, one to add middle and high school girls sports in the whereas section of integrity of high school girls sports should be preserved. Another amendment would be to the medical privacy whereas and doesn't think that should exclude any parent or guardian participation in that. He suggests keeping the existing wording and adding with the exception of parents and guardians. Or strike the language altogether.

There was additional discussion about other possible exemptions, like wrestling.

Chair Fields believes this resolution is a safety issue.

Second Vice Chair Stockhausen likes that the resolution is inclusive of all students and agrees that it's a safety issue.

Member Hamilton emphasizes that the appeal process must be included in the resolution.

Member Hamilton moved to amend that middle and high school girl sports should be preserved and to strike the third whereas. Member Griffin seconded the motion. There was no discussion on the amendment. The motion to amend the resolution passed unanimously in a roll call vote.

There was no additional discussion on the original motion for the resolution. The motion to adopt the resolution passed with six yays and Student Advisor Cothron abstained from the vote in a roll call vote.

Agenda Item 14 – Standing Reports

Acting Commissioner Teshner asked the board if there were any questions on the standing division reports.

Member Van Diest was encouraged to hear about work on the updated literacy grant referenced in the IEE report. She thanked the Library for continuing with the pictured format. She appreciated the update on the newly acquired Archives items. She asked the Finance team if the \$750,000 went to Mt. Edgecumbe and Director Javier replied that it did. She thanked Superintendent Suzzuk Huntington for the impressive Mt. Edgecumbe updates.

Member Erickson asked Finance if the tribal issues got figured out. Acting Commissioner Teshner clarified that he's referring to the U.S. Coast Guard land sale and the department is still working with the Sitka Tribe of Alaska to finalize that process.

Agenda Item 15 – Commissioner's Report

Acting Commissioner Teshner provided dates and times of upcoming activities and meetings.

Board Comments

Member Van Diest appreciated the three-day intensive training and opportunity to be on the same page during the executive session. Happy to finally have an idea of what the Tribal Compacting looks like. She thanked Heidi for continuing to be Acting Commissioner.

Student Advisor-Elect Myers thanked Student Advisor Cothron for her mentorship and the presenters for the information and answering his questions.

Member Erickson appreciated the complexities of the education system and is amazed there are such talented people in so many places. He's excited to have Deputy Commissioner, Lacey Sanders, back and Heid leading, and they will miss Student Advisor Cothron.

Student Advisor Cothron expressed that it's been a privilege to serve on the board and has learned a lot in the last three days. She is super excited about the Alaska Reads Act and the opportunities it will provide, and the Tribal Compacting moving forward. She thanked the staff and the board and everyone else who participated. She congratulated Felix and encouraged him to keep asking questions.

Member Griffin thanked the Library for hosting. He thanked the staff for all their work and he is excited for the Alaska Reads Act. He thanked the Tribal Compacting participants. He appreciates the student participation as well.

Member Hamilton thanked Student Advisor Cothron for investing in the State education system. He learned a lot from the first Alaskans. He invited everyone to Kenai for the June 7-8 meeting. He thanked the Library for hosting. And he thanked Director McKenzie for the decision she made that was important to her.

Second Vice Chair Stockhausen appreciates the meetings and sees a lot of hope and dedication. She is excited to see where we are going.

Chair Fields appreciates the roles each member serves. Thanked Mr. Isaak for his efforts on the Tribal Compacting. He thanked Student Advisor Cothron and the DEED staff. He recognized that they are there for the students of Alaska and to help them be successful and safe.

The meeting adjourned at 4:39PM.

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

June 8, 2023

From: Heidi Teshner, Acting Commissioner

Agenda Item: 22

◆ ISSUE

The board will hold an executive session to evaluate the performance of the Commissioner of Education and Early Development.

◆ BACKGROUND

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

◆ SUGGESTED MOTION

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