

HB

256

<TARGET><BILL>HB 256</BILL><SUBJECT>HB
256</SUBJECT><COMM>HF IN27</COMM></TARGET>

Alaska Standards for
**Culturally
Responsive
Schools**



Cultural Standards for:

- Students
- Educators
- Schools
- Curriculum
- Communities

HB 256 Provided by Rep. Alan Dick

Alaska Standards for Culturally-Responsive Schools

adopted by the

Assembly of Alaska Native Educators
Anchorage, Alaska
February 3, 1998



Published by the Alaska Native Knowledge Network, 1998

Alaska Standards for Culturally-Responsive Schools are endorsed by:

Alaska Federation of Natives	Association of Northwest Native Educators
Alaska Rural Systemic Initiative	Alaska Native Education Student Association
Alaska Rural Challenge	Alutiiq Native Educator Association
Alaska Native Knowledge Network	Unangan Educator Association
Ciulistet Research Association	Alaska Native Education Council
Association of Interior Native Educators	Alaska Native Teachers for Excellence/Anchorage
Southeast Native Educators Association	Consortium for Alaska Native Higher Education
North Slope Inupiaq Educators Association	Alaska First Nations Research Network
Association of Native Educators of the Lower Kuskokwim	Center For Cross-Cultural Studies
	Alaska State Board of Education



Preface

The following standards have been developed by Alaska Native educators to provide a way for schools and communities to examine the extent to which they are attending to the educational and cultural well being of the students in their care. These "cultural standards" are predicated on the belief that a firm grounding in the heritage language and culture indigenous to a particular place is a fundamental prerequisite for the development of culturally-healthy students and communities associated with that place, and thus is an essential ingredient for identifying the appropriate qualities and practices associated with culturally-responsive educators, curriculum and schools.

For several years, Alaska has been developing "content standards" to define what students should know and be able to do as they go through school. In addition, "performance standards" are being developed for teachers and administrators, and a set of "quality school standards" have been put forward by the Alaska Department of Education to serve as a basis for accrediting schools in Alaska. To the extent that these state standards are written for general use throughout Alaska, they don't always address some of the special issues that are of critical importance to schools in rural Alaska, particularly those serving Alaska Native communities and students.

Through a series of regional and statewide meetings associated with the Alaska Rural Systemic Initiative (with funding provided by the National Science Foundation and the Annenberg Rural Challenge, and administrative support from the Alaska Federation of Natives in collaboration with the University of Alaska), Alaska Native educators have developed the following "Alaska Standards for Culturally-Responsive Schools" for consideration by educators serving Native students around the state. Though the emphasis is on rural schools serving Native communities, many of the standards are applicable to all students and

communities because they focus curricular attention on in-depth study of the surrounding physical and cultural environment in which the school is situated, while recognizing the unique contribution that indigenous people can make to such study as long-term inhabitants who have accumulated extensive specialized knowledge related to that environment.

Standards have been drawn up in five areas, including those for students, educators, curriculum, schools, and communities. These "cultural standards" provide guidelines or touchstones against which schools and communities can examine what they are doing to attend to the cultural well-being of the young people they are responsible for nurturing to adulthood. The standards included here serve as a complement to, not as a replacement for, those adopted by the State of Alaska. While the state standards stipulate what students should know and be able to do, the cultural standards are oriented more toward providing guidance on how to get them there in such a way that they become responsible, capable and whole human beings in the process. The emphasis is on fostering a strong connection between what students experience in school and their lives out of school by providing opportunities for students to engage in in-depth experiential learning in real-world contexts. By shifting the focus in the curriculum from teaching/learning *about* cultural heritage as another subject to teaching/learning *through* the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways.

The cultural standards outlined in this document are not intended to be inclusive, exclusive or conclusive, and thus should be reviewed and adapted to fit local needs. Each school, community and related organization should consider which of these standards are appropriate and which are not, and when necessary, develop additional cultural standards to accommodate local circumstances. Terms should be interpreted to fit local conventions, especially with reference to meanings associated with the definition of Elder, tradition, spirituality, or anything relating to the use of the local language. Where differences of interpretation exist, they should be respected and accommodated to the maximum extent possible. The cultural standards are not intended to produce standardization, but rather to encourage schools to nurture and build upon the

rich and varied cultural traditions that continue to be practiced in communities throughout Alaska.

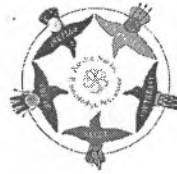
Some of the multiple uses to which these cultural standards may be put are as follows:

1. They may be used as a basis for reviewing school or district-level goals, policies and practices with regard to the curriculum and pedagogy being implemented in each community or cultural area.
2. They may be used by a local community to examine the kind of home/family environment and parenting support systems that are provided for the upbringing of its children.
3. They may be used to devise locally appropriate ways to review student and teacher performance as it relates to nurturing and practicing culturally-healthy behavior, including serving as potential graduation requirements for students.
4. They may be used to strengthen the commitment to revitalizing the local language and culture and fostering the involvement of Elders as an educational resource.
5. They may be used to help teachers identify teaching practices that are adaptable to the cultural context in which they are teaching.
6. They may be used to guide the preparation and orientation of teachers in ways that help them attend to the cultural well-being of their students.
7. They may serve as criteria against which to evaluate educational programs intended to address the cultural needs of students.
8. They may be used to guide the formation of state-level policies and regulations and the allocation of resources in support of equal educational opportunities for all children in Alaska.

Curriculum resources and technical support to implement the kind of learning experiences encouraged by the enclosed cultural standards may be found through the Alaska Native Knowledge Network web site located at <http://www.ankn.uaf.edu>, or call (907) 474-5897.



Cultural Standards for



Students

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

Students who meet this cultural standard are able to:

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

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

Students who meet this cultural standard are able to:

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

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

Students who meet this cultural standard are able to:

1. perform subsistence activities in ways that are appropriate to local cultural traditions;
2. make constructive contributions to the governance of their community and the well-being of their family;
3. attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;
4. enter into and function effectively in a variety of cultural settings.

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

Students who meet this cultural standard are able to:

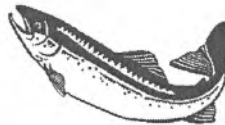
1. acquire in-depth cultural knowledge through active participation and meaningful interaction with Elders;
2. participate in and make constructive contributions to the learning activities associated with a traditional camp environment;
3. interact with Elders in a loving and respectful way that demonstrates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



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

Students who meet this cultural standard are able to:

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



Cultural Standards for



Educators

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

Educators who meet this cultural standard:

1. recognize the validity and integrity of the traditional knowledge system;
2. utilize Elders' expertise in multiple ways in their teaching;
3. provide opportunities and time for students to learn in settings where local cultural knowledge and skills are naturally relevant;
4. provide opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing;
6. continually involve themselves in learning about the local culture.

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

Educators who meet this cultural standard:

1. regularly engage students in appropriate projects and experiential learning activities in the surrounding environment;
2. utilize traditional settings such as camps as learning environments for transmitting both cultural and academic knowledge and skills;
3. provide integrated learning activities organized around themes of local significance and across subject areas;
4. are knowledgeable in all the areas of local history and cultural tradition that may have bearing on their work as a teacher, including the appropriate times for certain knowledge to be taught;
5. seek to ground all teaching in a constructive process built on a local cultural foundation.

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

Educators who meet this cultural standard:

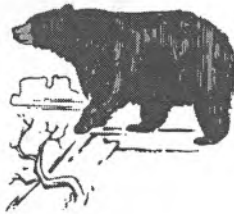
1. become active members of the community in which they teach and make positive and culturally-appropriate contributions to the well being of that community;

2. exercise professional responsibilities in the context of local cultural traditions and expectations;
3. maintain a close working relationship with and make appropriate use of the cultural and professional expertise of their co-workers from the local community.

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

Educators who meet this cultural standard:

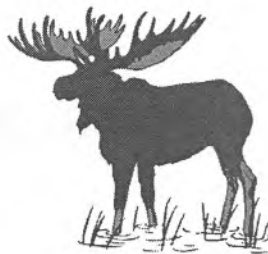
1. promote extensive community and parental interaction and involvement in their children's education;
2. involve Elders, parents and local leaders in all aspects of instructional planning and implementation;
3. seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and community;
4. seek to learn the local heritage language and promote its use in their teaching.



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

Educators who meet this cultural standard:

1. recognize cultural differences as positive attributes around which to build appropriate educational experiences;
2. provide learning opportunities that help students recognize the integrity of the knowledge they bring with them and use that knowledge as a springboard to new understandings;
3. reinforce the student's sense of cultural identity and place in the world;
4. acquaint students with the world beyond their home community in ways that expand their horizons while strengthening their own identities;
5. recognize the need for all people to understand the importance of learning about other cultures and appreciating what each has to offer.



Cultural Standards for



Curriculum

A.

A culturally-responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them.

A curriculum that meets this cultural standard:

1. recognizes that all knowledge is imbedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
2. insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
3. incorporates contemporary adaptations along with the historical and traditional aspects of the local culture;
4. respects and validates knowledge that has been derived from a variety of cultural traditions;
5. provides opportunities for students to study all subjects starting from a base in the local knowledge system.

B. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and constantly adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

1. recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students learning in the principles and practices associated with that knowledge;
2. provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;
3. incorporates the in-depth study of unique elements of contemporary life in Native communities in Alaska, such as the Alaska Native Claims Settlement Act, subsistence, sovereignty and self-determination.

C. A culturally-responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

1. utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;
2. recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and utilizes the study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;

3. incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
4. views all community members as potential teachers and all events in the community as potential learning opportunities;
5. treats local cultural knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;
6. makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge;
7. is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

D. A culturally-responsive curriculum fosters a complementary relationship across knowledge derived from diverse knowledge systems.

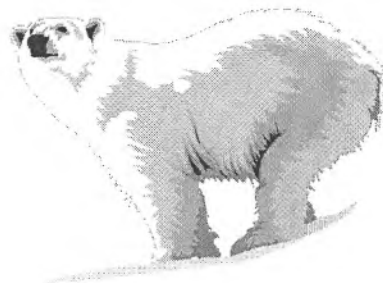
A curriculum that meets this cultural standard:

1. draws parallels between knowledge derived from oral tradition and that derived from books;
2. engages students in the construction of new knowledge and understandings that contribute to an ever-expanding view of the world.

E. A culturally-responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

1. encourages students to consider the inter-relationship between their local circumstances and the global community;
2. conveys to students that every culture and community contributes to, at the same time that it receives from the global knowledge base;
3. prepares students to "think globally, act locally."



Cultural Standards for



Schools

A

A culturally-responsive school fosters the on-going participation of Elders in all aspects of the schooling process.

A school that meets this cultural standard:

1. maintains multiple avenues for Elders to interact formally and informally with students at all times;
2. provides opportunities for students to regularly engage in the documenting of Elders' cultural knowledge and produce appropriate print and multimedia materials that share this knowledge with others;
3. includes explicit statements regarding the cultural values that are fostered in the community and integrates those values in all aspects of the school program and operation;
4. utilizes educational models that are grounded in the traditional world view and ways of knowing associated with the cultural knowledge system reflected in the community.

B. A culturally-responsive school provides multiple avenues for students to access the learning that is offered, as well as multiple forms of assessment for students to demonstrate what they have learned.

A school that meets this cultural standard:

1. utilizes a broad range of culturally-appropriate performance standards to assess student knowledge and skills;
2. encourages and supports experientially oriented approaches to education that makes extensive use of community-based resources and expertise;
3. provides cultural and language immersion programs in which student acquire in-depth understanding of the culture of which they are members;
4. helps students develop the capacity to assess their own strengths and weaknesses and make appropriate decisions based on such a self-assessment.

C. A culturally-responsive school provides opportunities for students to learn in and/or about their heritage language.

A school that meets this cultural standard:

1. provides language immersion opportunities for students who wish to learn in their heritage language;
2. offers courses that acquaint all students with the heritage language of the local community;
3. makes available reading materials and courses through which students can acquire literacy in the heritage language;

4. provides opportunities for teachers to gain familiarity with the heritage language of the students they teach through summer immersion experiences.

D. A culturally-responsive school has a high level of involvement of professional staff who are of the same cultural background as the students with whom they are working.

A school that meets this cultural standard:

1. encourages and supports the professional development of local personnel to assume teaching and administrative roles in the school;
2. recruits and hires teachers whose background is similar to that of the students they will be teaching;
3. provides a cultural orientation camp and mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community and school;
4. fosters and supports opportunities for teachers to participate in professional activities and associations that help them expand their repertoire of cultural knowledge and pedagogical skills.

E. A culturally-responsive school consists of facilities that are compatible with the community environment in which they are situated.

A school that meets this cultural standard:

1. provides a physical environment that is inviting and readily accessible for local people to enter and utilize;

2. makes use of facilities throughout the community to demonstrate that education is a community-wide process involving everyone as teachers;
3. utilizes local expertise, including students, to provide culturally-appropriate displays of arts, crafts and other forms of decoration and space design.

F.

A culturally-responsive school fosters extensive on-going participation, communication and interaction between school and community personnel.

A school that meets this cultural standard:

1. holds regular formal and informal events bringing together students, parents, teachers and other school and community personnel to review, evaluate and plan the educational program that is being offered;
2. provides regular opportunities for local and regional board deliberations and decision-making on policy, program and personnel issues related to the school;
3. sponsors on-going activities and events in the school and community that celebrate and provide opportunities for students to put into practice and display their knowledge of local cultural traditions.



Cultural Standards for



Communities

A.

A culturally-supportive community incorporates the practice of local cultural traditions in its everyday affairs.

A community that meets this cultural standard:

1. provides respected Elders with a place of honor in community functions;
2. models culturally-appropriate behavior in the day-to-day life of the community;
3. utilizes traditional child-rearing and parenting practices that reinforce a sense of identity and belonging;
4. organizes and encourages participation of members from all ages in regular community-wide, family-oriented events;
5. incorporates and reinforces traditional cultural values and beliefs in all formal and informal community functions.

B.

A culturally-supportive community nurtures the use of the local heritage language.

A community that meets this cultural standard:

1. recognizes the role that language plays in conveying the deeper aspects of cultural knowledge and traditions;

2. sponsors local heritage language immersion opportunities for young children when they are at the critical age for language learning;
3. encourages the use of the local heritage language whenever possible in the everyday affairs of the community, including meetings, cultural events, print materials and broadcast media;
4. assists in the preparation of curriculum resource material in the local heritage language for use in the school;
5. provides simultaneous translation services for public meetings where persons unfamiliar with the local heritage language are participants.



A culturally-supportive community takes an active role in the education of all its members.

A community that meets this cultural standard:

1. encourages broad-based participation of parents in all aspects of their children's education, both in and out of school;
2. insures active participation by community members in reviewing all local, regional and state initiatives that have bearing on the education of their children;
3. encourages and supports members of the local community who wish to pursue further education to assume teaching and administrative roles in the school;
4. engages in subsistence activities, sponsors cultural camps and hosts community events that provide an opportunity for children to actively participate in and learn appropriate cultural values and behavior;

5. provides opportunities for all community members to acquire and practice the appropriate knowledge and skills associated with local cultural traditions.

D. A culturally-supportive community nurtures family responsibility, sense of belonging and cultural identity.

A community that meets this cultural standard:

1. fosters cross-generational sharing of parenting and child-rearing practices;
2. creates a supportive environment for youth to participate in local affairs and acquire the skills to be contributing members of the community;
3. adopts the adage, "It takes the whole village to raise a child."

E. A culturally-supportive community assists teachers in learning and utilizing local cultural traditions and practices.

A community that meets this cultural standard:

1. sponsors a cultural orientation camp and community mentoring program for new teachers to learn about and adjust to the cultural expectations and practices of the community;
2. encourages teachers to make use of facilities and expertise in the community to demonstrate that education is a community-wide process involving everyone as teachers;

3. sponsors regular community/school potlucks to celebrate the work of students and teachers and to promote on-going interaction and communication between teachers and parents;
4. attempts to articulate the cultural knowledge, values and beliefs that it wishes teachers to incorporate into the school curriculum;
5. establishes a program to insure the availability of Elders' expertise in all aspects of the educational program in the school.

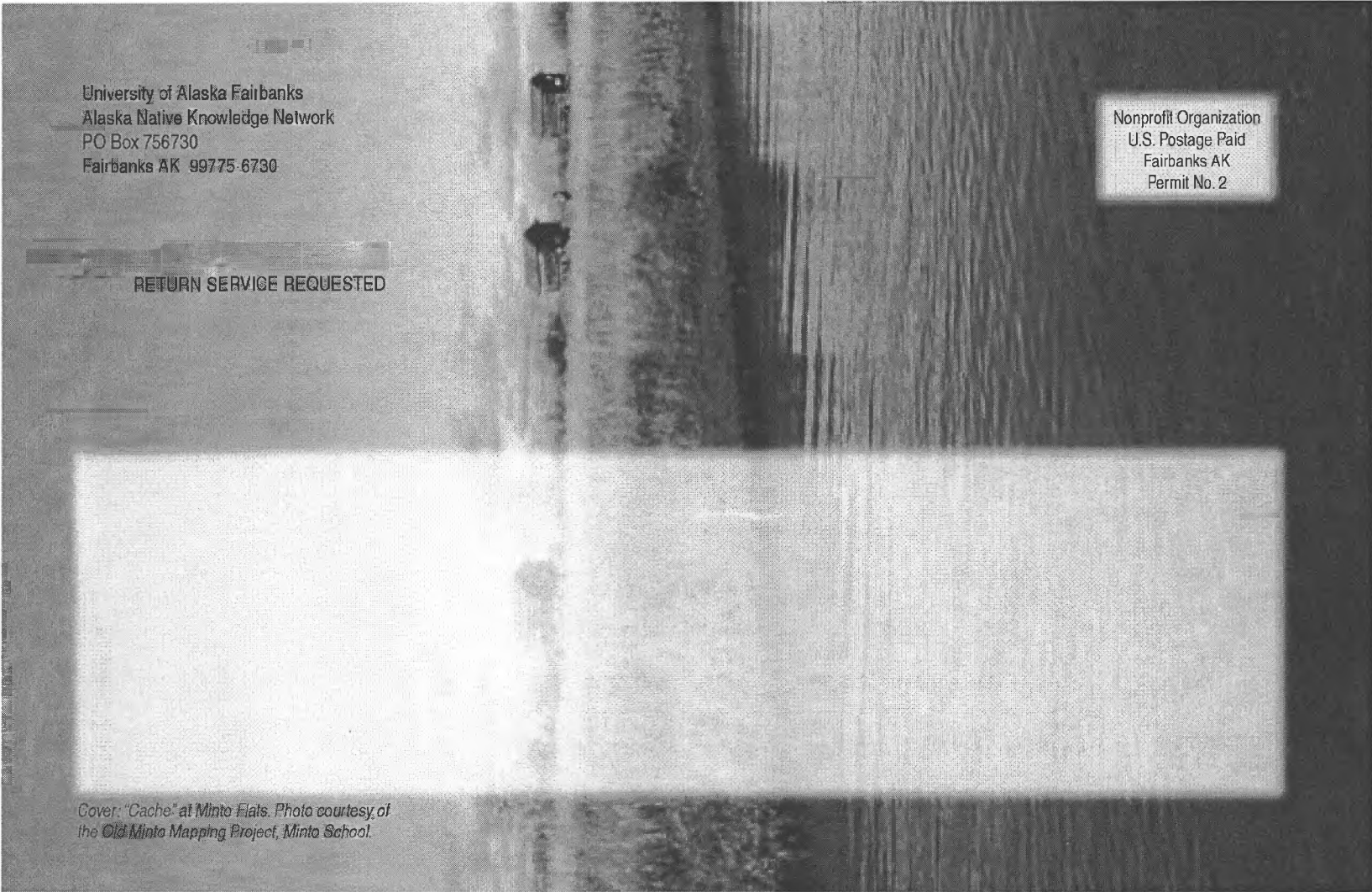
F.

A culturally-supportive community contributes to all aspects of curriculum design and implementation in the local school.

A community that meets this cultural standard:

1. takes an active part in the development of the mission, goals and content of the local educational program;
2. promotes the active involvement of students with Elders in the documentation and preservation of traditional knowledge through a variety of print and multimedia formats;
3. facilitates teacher involvement in community activities and encourages the use of the local environment as a curricular resource;
4. promotes parental involvement in all aspects of their children's educational experience.





University of Alaska Fairbanks
Alaska Native Knowledge Network
PO Box 756730
Fairbanks AK 99775-6730

Nonprofit Organization
U.S. Postage Paid
Fairbanks AK
Permit No. 2

RETURN SERVICE REQUESTED

*Cover: "Cache" at Minto Flats. Photo courtesy of
the Old Minto Mapping Project, Minto School.*

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version HB256CS(EDC)
 Fiscal Note Number _____
 () Publish Date _____

Identifier (file name) HB256CS(EDC)-EED-TLS-03-15-12 Dept. Affected Education & Early Development
 Title "An Act relating to the powers of the Department of Education & Early Development to improve..." Appropriation Teaching and Learning Support
 Allocation Student & School Achievement
 Sponsor Representatives Dick, Herron
 Requester House Finance Committee OMB Component Number 2796

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates				
			FY14	FY15	FY16	FY17	FY18
OPERATING EXPENDITURES	FY13	FY13	FY14	FY15	FY16	FY17	FY18
Personal Services	508.0		524.0	540.0	556.0	572.0	588.0
Travel	30.0		30.0	30.0	30.0	30.0	30.0
Services	4,679.0		4,679.0	4,679.0	4,679.0	4,679.0	4,679.0
Commodities							
Capital Outlay							
Grants, Benefits							
Miscellaneous							
TOTAL OPERATING	5,217.0	0.0	5,233.0	5,249.0	5,265.0	5,281.0	5,297.0

FUND SOURCE		(Thousands of Dollars)					
1002	Federal Receipts						
1003	GF Match						
1004	GF	5,217.0	5,233.0	5,249.0	5,265.0	5,281.0	5,297.0
1005	GF/Prgm (DGF)						
1037	GF/MH (UGF)						
1178	temp code (UGF)						
TOTAL		5,217.0	0.0	5,233.0	5,249.0	5,265.0	5,281.0

POSITIONS							
Full-time	5		5	5	5	5	5
Part-time							
Temporary							

CHANGE IN REVENUES							
--------------------	--	--	--	--	--	--	--

Estimated SUPPLEMENTAL (FY12) operating costs _____ (separate supplemental appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ (separate capital appropriation required)
 (discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Reflects clarification of coaches limited to 20 days in Sec. 4(3).
 Reflects the clarification of intent of Section 4 (i) from up to 7 experts to one independent expert, limited to 7 days.
 Reflects clarification from version E, section 4. (3) requirement of additional coaches.

Prepared by Cynthia Curran, Director
 Division Teaching and Learning Support
 Approved by Mike Hanley
Commissioner

Phone 465-2857
 Date/Time 3/21/2012 3:50pm
 Date 3/21/2012

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. HB256CS(EDC)

Analysis

Sec.1. 14.03.078 (8) The current certified staff accounting data collection would need to be modified to reflect this new district reporting requirement. Staff time for Workbook modification and district technical assistance on new reporting requirement is estimated at \$3,000.00

Sec. 2. 14.03.123(d) Technical assistance in school and district improvement planning as required under ESEA is currently provided. It is anticipated that requiring the department to provide technical assistance to additional schools would increase the demand for department staff time. Currently, TLS has 1 State System of Support staff and 1 No Child Left Behind Staff whose job assignments include school and district improvement. It is estimated that 5 additional staff would be needed to adequately provide school and district improvement technical assistance. Five new Education Specialist II at \$92,378.27=\$461,890.00; travel onsite, 6 trips at \$1,000 x 5 = \$30,000. Total \$491,890

Sec. 3. 14.03.127- Department of Administration- no fiscal cost to EED

Sec. 4. 14.07.020 (2) EED currently provides notice for public comment.

(B) Requires EED to monitor and review district curriculum to ensure that cultural standards are incorporated in a district's curriculum if the district has a population that is 50 percent or more Alaska Native. Currently, 30 districts fall into this category. Contract with 15 reading, writing and math (45 total) curriculum review specialists at \$600/day x 60 days (2 days per district)= Total \$1,620,000.00

(C) Identify Intensive early learning opportunities for each district. EED/TLS currently provides information on early learning opportunities to districts when requested. No anticipated costs.

(D) Analysis of Community involvement for each district. Contract for community involvement analysis and recommendations for 50 districts, \$15,000 per district X 50= \$750,000.00

(E) Teacher capacity, retention, development and technical assistance to teachers as required could adequately be met thru an increase in the current teacher mentor program. 15 new mentors X \$70,000 per mentor= \$1,050,000.00.

(F) Routine CTE evaluations and assistance, .5 CTE Education Specialist II = \$46,189.13.

(G) No anticipated costs, part of current "872" process and new education Specialist positions

(H)) No anticipated costs, part of current State System of Support (SSOS)

(3) Employ qualified personnel to provide consultative services; increase SSOS coaches by 12. 12 at \$44,500(20 day limit, included travel) x 12= \$534,000.00.

(19) (A)(i) and (ii) Engage in collaborative support. Independent expert in Business Services; board governance; facilities; human relations; leadership; instruction; student preparedness; or community involvement. Assuming 1 independent expert and write report; 7 days on site, 10 days(5 days of prior to onsite, 5 days after) 17 days total contract at \$1,500/day (includes travel expenses) =\$25,000.00.

(iii) Mandatory hiring of two coaches to advise district for 20 days is included in (3) above)

(iv) Function of new education Specialist positions

(B) (i) Additional coaches required: Employ qualified personnel to provide consultative services; increase SSOS coaches from 12 ((3) above) to 24. 12 at \$44,500(20 day limit, included travel) x 12= \$534,000.00.

(C) (i) thru (iii) Establishment of a school improvement team consisting of a minimum of 5 members. 4 meetings of 3 days each= 12 days x \$65 per diem=780 x 5 members = \$3900; \$1,000 travel x 4 trips x 5 members = \$23,900 per district, 5 districts= \$119,500.00.

Sec. 5. 14.07.030. (B) thru (E)) Function of new education Specialist positions

Sec. 6. 14.07.030 (15) No anticipated fiscal cost

Sec. 7 14.07.030 No anticipated fiscal cost

Sec. 8 14.07.165 No anticipated fiscal cost

FISCAL NOTE

STATE OF ALASKA
2012 LEGISLATIVE SESSION

Bill Version CSHB 256(EDC)
Fiscal Note Number 1
(H) Publish Date 3/14/12

Identifier (file name) HB256CS(EDC)-DOA-DAS-3-2-2012 Dept. Affected Administration
Title Repeal State Intervention in Schools Appropriation Centralized Administrative Services
Allocation Administrative Services
Sponsor Representative Dick and Herron
Requester House Education Committee OMB Component Number 46

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	FY13 Appropriation Requested	Included in Governor's FY13 Request	Out-Year Cost Estimates					
			FY13	FY14	FY15	FY16	FY17	FY18
OPERATING EXPENDITURES								
Personal Services								
Travel								
Services								
Commodities								
Capital Outlay								
Grants, Benefits								
Miscellaneous								
TOTAL OPERATING	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

FUND SOURCE		(Thousands of Dollars)						
1002	Federal Receipts							
1003	GF Match							
1004	GF							
1005	GF/Prgm (DGF)							
1037	GF/MH (UGF)							
1178	temp code (UGF)							
TOTAL		0.0	0.0	0.0	0.0	0.0	0.0	0.0

POSITIONS								
Full-time								
Part-time								
Temporary								

CHANGE IN REVENUES	0.0	0.0	0.0	0.0	0.0	0.0	0.0
---------------------------	------------	------------	------------	------------	------------	------------	------------

Estimated SUPPLEMENTAL (FY12) operating costs _____ (separate supplemental appropriation required)
(discuss reasons and fund source(s) in analysis section)

Estimated CAPITAL (FY13) costs _____ (separate capital appropriation required)
(discuss reasons and fund source(s) in analysis section)

Why this fiscal note differs from previous version (if initial version, please note as such)

Not applicable, initial version.

Prepared by Cheryl Lowenstein, Director
Division Administrative Services Division
Approved by John Cramer, Deputy Commissioner
Department of Administration

Phone 907-465-6566
Date/Time 3/2/12 4:00 PM
Date 3/2/2012

FISCAL NOTE #1

STATE OF ALASKA
2012 LEGISLATIVE SESSION

BILL NO. CSHB 256(EDC)

Analysis

This bill relates to the powers and duties of the Department of Education and Early Development (DEED) to improve instructional practices and relating to duties of the State Board of Education and Early Development.

In Section 14.03.127 of the bill, by June 1 of each year, the superintendents of each school district in the state shall provide the Department of Administration an evaluation of the department (DEED) that address five areas. The Department of Administration shall annually compile the evaluations and provide, to the Governor, the Legislature, and the Commissioner of Education, in a manner that protects the identity of the superintendents, a comprehensive description of evaluation results.

It is anticipated that the Administrative Services Division will have no fiscal impact and therefore submits a zero fiscal note.

HB 256 was born out of frustration, conflict and a desire to see low performing (intervention) schools improve.

HB 256 brings resolution. The key word is “collaboration.”

There are six parts to HB 256.

- 1) The word “intervention” is changed to “restoration.”
- 2) Superintendents evaluate Department of Education and Early Development (DEED) annually. Survey monkey.
- 3) Superintendents have voice in Board of Education (BOE) meetings.
- 4) Restoration districts must incorporate *Cultural Standards*.
- 5) Strategy for improving schools. *Alaska Standards for Culturally Responsive Schools* is foundational.
 - Year 1. Independent expert evaluates critical components of district. $7 \times \$1,600 = \$11,200$
 - Year 1. One coach chosen for each superintendent and board. $20 \times \$1,600 = \$32K$
 - Year 2. One additional coach chosen for each superintendent and board. $20 \times \$1,600 = \$32K$
 - Year 3. Team formed. One each from DEED, BOE, Superintendent, Local Board, and four coaches. Develop three-year plan.
Superintendent carries out plan.
Team- 8 people x 20 days x \$1,600 = \$256K
- 6) Exit survey for departing teachers. Survey monkey.

Total \$= \$267,264 for three years per school district.

HB 256 gives a clear path for improvement in low performing schools, particularly those involving Alaska Native students.

Differences Between HB 256 and CS HB 256 (EDC) Version U
Version U is dated 3/12/12

HB 256 originally repealed the provisions of AS 14.020 and AS 14.030 addressing the intervention process and powers of the Department of Education & Early Intervention when intervening in a low performing school or district. Through testimony of affected school districts, the Department, superintendents and others, the bill was amended to incorporate portions of former Superior Court Judge Sharon Gleason's rulings in the Moore case, particularly with regard to collaboration and cooperation between school districts and the Department. Specifically, the changes are:

1. Section 1 et al:
 - a. Changes the term "intervention" to "restoration" throughout the bill.
 - b. Includes a requirement that the Department, in its annual report, include information about the reasons for teacher and superintendent turnover for all schools. A later section includes language amending the State's requirements for teacher contracts to include completing the Department's exit survey.
2. Section 2:
 - a. Judge Gleason faulted the Department for not recognizing that several smaller school districts did not have the capacity to produce the school improvement plans required under AS 14.03.123(d). This section addresses a requirement to assist a low performing school or district in the preparation of a school or district improvement plan.
3. Section 3:
 - a. Adds a Department accountability section.
4. Amends Duties of the Department:
 - a. The Department provides notice and an opportunity for public school and district administrators to participate in the crafting of plans and other studies and evaluations related to the improvement of public schools.

- b. Any plan the Department adopts or recommends for public schools must include the items A-H.
 - c. The plans also must comply with federal and state law and the Superior Court's findings dated Feb. 4, 2009.
 - d. The plans must provide for training and technical support; regular monitoring, evaluation and modification of improvement efforts tailored to the strengths and weaknesses of the school; availability of courses and remedial programs necessary for all students attending a low-performing school to meet state standards for graduation in the expected timeframe. (AS 14.07.030(14) Page 9.)
 - e. The plans may not include hiring a trustee.
5. A collaborative process for low performing schools or districts has been added. This restoration process begins the first year following designation by the Department as a low performing school or district. The process begins with an independent expert's evaluation and report on certain criteria, followed by the implementation of those recommendations with involvement by the local school board, superintendent, and Commissioner. The public is informed through Internet publication of progress. The process becomes more focused in Years 2 and 3 if a school is still low performing, culminating in a School Improvement Team which can require redistribution of the district's funds to restoration activities.
6. Section 7 requires the State Board of Education to review the Department's compliance with its duties regarding restoration efforts. It also requires the Board to provide notice to any superintendents and local school board's when they are affected by an item scheduled for consideration by the Board.
7. Section 8 adds a requirement that future teacher contracts must contain a term requiring teachers leaving employment to complete the Department's exit survey.

Alaska State Legislature

Juneau

State Capitol Bldg., Rm. 104
Juneau, AK 99801-1182
Phone (907) 465-4527
Fax (907) 465-2197



Interim

1292 Sadler Way, Ste 328
Fairbanks, AK 99701
Phone (907) 452-3434
Fax (907) 452-3430

Representative.alan.dick@legis.state.ak.us

Toll-Free (800) 491-4527

Representative Alan Dick

House District 6

Sponsor Statement

CS HB 256 (EDC): State Intervention in Schools

CS HB 256 incorporates:

- Information from the recently settled Moore v. State of Alaska case,
- Input from House Education Committee hearings on the original bill,
- responses from the Department of Education and Early Development (DEED), and
- Consultation with highly qualified individuals like former Commissioner Jerry Covey.

The intent of CS HB 256 is to ensure that the DEED establishes and maintains a healthy, helpful relationship with all school districts, but particularly any school or district whose performance is below standard.

Safeguards are built into this bill that speak specifically to accountability and improvement for the Department as well as the districts. Districts with over 50% Alaska Native populations can be certain that local and cultural concerns will be met when improvement strategies are being developed.

Every element of CSHB 256 speaks to specific needs as expressed by districts in their relationship struggling with DEED while struggling with student performance. The final outcome should be improved services to students and a clearer pathway to help all Alaskan schools in need of assistance.

Simply put, this requires the Department and the districts to cooperate and collaborate for the benefit of Alaska's students. How unfortunate that we have to put that in statute.

Alaska State Legislature

Juneau

State Capitol Bldg., Rm. 104
Juneau, AK 99801-1182
Phone (907) 465-4527
Fax (907) 465-2197

Representative.alan.dick@legis.state.ak.us



Interim

1292 Sadler Way, Ste 328
Fairbanks, AK 99701
Phone (907) 452-3434
Fax (907) 452-3430

Toll-Free (800) 491-4527

Representative Alan Dick

House District 6

Sectional Analysis CS HB 256(EDC) VERSION U Intervention & Improving Instructional Practices

Section 1- Department annual report:

Amends the requirements of the Department of Education & Early Development's annual report:

- Removes the reference to schools having a designation of "in crisis" since that term is not defined;
- Replaces the term "intervention", with restoration – as that is the goal of efforts to assist local schools or districts to improve instructional practices.
- Adds a requirement that the Department report the reasons for turnover in certificated personnel and superintendents, not just report the numbers and percentages. This is linked to a change in teacher contracts, requiring teachers leaving a district to complete the Department's exit survey (Section 8).

Section 2- School and district accountability:

Requires the Department to give technical assistance to a public school or district that receives a low performance designation. This is in recognition that smaller districts may not have the technical capacity to devote the appropriate resources to developing a district improvement plan.

Section 3:

Adds a Department accountability section. This section sets up a process for superintendents to evaluate the Department as to:

- Whether the staff were supportive of the district;
- Description of the support received and an evaluation of the support;
- Quality of the level of contact the district had with the Department;
- Its reporting requirements; and
- How the Department may improve services to the district.

These evaluations would be summarized to protect individual identities and provided to the Governor, Legislature, and Commissioner of Education.

Section 4- Duties of the department (*The Department shall*):

Amends the duties of the department to include more cooperative opportunities for the department and school districts.

- Includes opportunity for school and district personnel to participate in the Department's review of the needs of Alaska's public schools toward the goal of improving the schools.
- In adopting or recommending plans for improvements, the plans must incorporate appropriate cultural standards that must be included in instructional practices in districts in which 50% or more of the students are Alaska Native.
- The plans must
 - Identify intensive learning opportunities for each district.
 - Analyze community involvement and methods for improving it.
 - Address teaching capacity, retention and development and provide for technical assistance to teachers.
 - Ensure districts develop and maintain elective and career and technical courses.
 - Notify a district of a low performance designation, offer technical assistance consisting of predictable, research-based strategies tailored to Alaska before beginning state restoration activities.
 - Describe research-based strategies that target educational performance.
- The Department has to employ qualified personnel to provide advisory/consultative services to districts. However, these services must be consistent with AS 14.07.030(14), which is amended in this bill. Restoration activities do not include hiring a trustee.
- Regulations relating to restoration of a school or district must specify the criteria under which a low performing school or district may improve instructional practices. These regulations must include a notice to the school and district of the deficiencies and the instructional practice changes proposed by the Department and must provide an end date for the restoration activities.
- Removes the requirement that student proficiency be tied solely to standards-based assessments. The district must demonstrate three consecutive years of improvement or measures identified as indicators of student success and achievement under AS 14.03.123(f) and may request a fourth year of restoration services.

(Page 6, beginning at Line 25):

When a school is designated as low performing, the rest of Section 4 sets out a collaborative, rather than punitive process for the Department and the district to work together to improve school performance.

- After being designated a low performing school for the first year,
 - Year 1: Selection of one independent expert by August 15. District Superintendent and Commissioner select. Expert will have evaluated the school in the areas requested. Expert's site visit will not exceed seven days.

- Expert produces a written report by October 15 and distributes. A summary is posted on the Internet.
- By November 15, the Superintendent and the Department will select a qualified coach, and the local school board and the Department will select a qualified coach. These coaches will advise the district for not more than 20 days total regarding the needs identified in the evaluation.
- On June 1 provide to the department, parents, legislature and post on the Internet a summary of progress of these efforts and the observations and recommendations of the coaches.
- YEAR 2: Not later than September 15, mandatory selection and hiring of two additional qualified coaches to advise the district. One selected by superintendent and one selected by the local school board, after input from the Association of Alaska School Boards. The coaches will advise the district for not more than 20 days total regarding the needs identified in the evaluation.
 - By June 1, provide to the State Board of Education, department, parents, legislature and post on the Internet a summary of the progress of these efforts.
- YEAR 3: Requires the Department maintain frequent consultation with staff at the low performing school and the school superintendent.
 - Requires the Department establish a School Improvement Team to advise the commissioner on restoration activities.
 - The School Improvement Team will evaluate the school for best practices applicable in Alaska relating to major areas of school administration, governance, instructional practices and for implementation of Alaska State Cultural Standards.
 - Team develops a three-year plan to restore the school. During the three-year plan, the Team may redirect funding in the district budget to improve instruction.
 - Superintendent implements the plan.
 - Team evaluates and adjusts the plan as necessary at the end of each school year.

Section 5 - Powers of the Department (*The Department may*):

Specifies that regulations adopted by the Department related to restoration of a school or district must be consistent with federal and state law and the superior court's findings, dated February 4, 2009, in Moore v. State of Alaska, including:

- Directing use of appropriations under this title for distribution to a district (consistent with the school improvement team's recommendations).
- Providing training and other support as necessary to implement a school or district improvement plan.
- Providing for regular monitoring, evaluation and modification of improvement efforts tailored to the strengths and weaknesses of the school or district.
- Providing for the availability of courses and remedial programs necessary for students in these schools to meet state standards for graduation in the expected time frame.

Section 6 - Powers of the Department:

Before the Department may redirect public school funding for a low performing school, the department must:

- Assemble a school improvement team and that team must have requested funding to be redirected for a specified purpose related to improving instructional practices.
- Provide notice to the legislative committees with jurisdiction over education.
- Provide notice to the district and provide an opportunity for the district to respond.
- Establish a timeline for redirecting the funding back to the district after the team determines improvement has occurred.

Section 7 - State Board of Education Duties:

Requires the State Board of Education to review the Department's compliance with its statutory responsibilities related to school monitoring, improvement and restoration.

Requires the Board to provide the Superintendent and local school board who are the subject of an item for consideration on the Board's agenda to be provided notice that the item is on the agenda and an opportunity to respond.

Section 8 - Employment and Tenure:

Contracts for teachers must require a teacher leaving employment to complete the Department's exit survey.