



Craig City School District

P.O. Box 800, Craig, Alaska 99921
www.craigschools.com
Phone (907) 826.3274
FAX (907) 826.3322

Chris Reitan, Superintendent
David Harris, Elem./MS Principal
Betty Hall, HS Principal
Christina Woodward, PACE Principal

School Board Report April 2023

Craig Elementary/ Middle School Calendar of Events:

- 04/01/23 – CMS Volleyball Competed in the Grand Melee Tournament. The event was hosted by Schoenbar Middle School. I interviewed several CMS Volleyball players about their experience. Everyone agreed it was a fun trip. The tournament was well organized, and the food was really good. The ferry ride was a little rocky and some people got seasick. All the teams were competitive and the players liked how the tournament progressed through different formats. Our students enjoyed meeting kids from different schools. Assigned school make-up work was completed on the ferry. The students mentioned that they were looking forward to the jet boat ride to their next competition in Petersburg.
- 04/03/23 – CES (3rd, 4th, 5th grades) “Reaching for the Stars” student assembly. Staff and students met in the CMS gym for a brief pep talk encouraging students to get a good nights sleep, a good breakfast and to try their best in regards to the AK Star Testing and AK Science testing scheduled for April 4th, 5th and 6th.
- 04/04/23 – CES AK Star Testing (Language Arts). Testing went very well. Teachers and students were well prepared. Snacks were plentiful and breaks were frequent. As a staff we tried to “run” a normal school day, where students attended their music, SEALS and PE classes. AK Star test were administered in a timely fashion without the presence of pressure placed upon students and staff.
- 04/05/23 - CES AK Star Testing (Math)). Testing went very well. Teachers and students were well prepared. Snacks were plentiful and breaks were

frequent. As a staff we tried to “run” a normal school day, where students attended their music, SEALS and PE classes. AK Star test were administered in a timely fashion without the presence of pressure placed upon students and staff.

- 04/06/23- CES AK Science Testing (5th Grade) Testing went well in the 5th grade classroom. Students were observed being very deliberate and putting forth an earnest effort.
- 04/06/23 – CCSD Board and City of Craig Budget Meeting
- 04/07/23 – CES Quarter 3 Student Academic Awards *See Attached
- 04/07/23 – CCSD Board Policy Meeting
- 04/07/23 – CMS Volleyball Traveled to Petersburg for the Stikine Volleyball Tournament. Player interview revealed that the team had a good time at the tournament. The Petersburg gym is big enough to conduct 2 games at a time. The food was okay, but not as good as the food in Schoenbar the previous week. Students enjoyed meeting new friends. A good time was had by all watching the coaches play against each other in a coach’s only tourney. Pizza was provided the last night of the tournament. Unfortunately, on the return trip, the weather was a challenge for the jet boat. One of the tires on the van suffered a blow out shortly after leaving Coffman Cove and students were late getting home. Cell service was non-existent. In the future, I think we should provide the van drivers with two way radios or a satellite phone to provide a means of communication.
- 04/10/23 – CCSD Administrative Meeting
- 04/10/23- CMS Staff Meeting. Agenda was to choose 3rd Quarter Student Academic Awards
- 04/11/23 – Family Volleyball Night in the CMS Gym
- 04/12/23-24/23 – CMS Student Academic Awards Ceremony *See Attached
- 04/13/23 - CCSD Indigenous Education Committee Meeting
- 04/14/23 – CMS Student Assembly – Students were briefed on the upcoming AK Star and AK Science Test. They were informed about the electronic device policy regarding AK Star and AK Science testing classrooms. Eligibility guidelines were discussed for the upcoming 23 – 24 school year. Dress code issues were discussed. Laptop protocol for AK Star and AK Science testing was discussed
- 04/14/23 – CMS Volleyball traveled to Klawock and participated in the Island Tournament. Players reported that they played several matches. The pizza at

the concession stand was good. They were able to see many friends from Ketchikan Charter School and Metlakatla School.

- 04/14/23 – CES MTSS Reads Act Meeting. Preliminary work on Craig Elementary School’s Multi-Tiered Support Service (MTSS) model was discussed. The MTSS model is due on September 1st, 2023. It is to be submitted to the Department of Education for approval. Each school district in the State of Alaska is required to submit an MTSS model for K-3 grades.
*See Attached
- 04/17/23 – CMS AK LA Science Testing for 8th Grade was completed. Students, for the most part, were observed taking the test in a deliberate manner. There were 2 students who rushed through the test.
- 04/18/23 – CMS AK Star Testing was completed. All except 5 students completed the LA portion of the test. Those 5 students will be administered the AK Star LA Test during the CEMS Makeup days. After a glitch with the test schedule itself, things went smoothly. The test schedule was reformatted and adhered to for the remainder of the testing day.
- 04/19/23 – CCSD Administrative Collaboration Meeting 10:00AM
- 04/19/23 – CMS AK Star Math Testing was completed. All but 5 students completed the test. Those 5 students will be administered the test during the CEMS Makeup days. The test schedule was altered in order to bring all students into a normal schedule mode after lunch was completed. It was noted by the District Test Coordinator that this year’s test went much smoother than last year’s test.
- 04/19/23 – Autism Caregiver Connection Conference
- 04/20/23 – CCSD Inservice *See Attached
- 04/20/23 – Autism Workshop at Craig High School
- 04/21/23 – CCSD Inservice *See Attached
- 04/26/23 – CEMS Progress Reports are due
- 04/27/23 – CES Muffins with Mom’s- Breakfast special for students and the special lady in their lives. High school and middle school students will assist in the serving of our community members.

Craig Elementary/ Middle School April Month in Review

- CES Child Study Team (SPED) is reviewing 1 case
- Student Council meetings are taking place with both CES and CMS

- CES Student Store continues to the delight of CES students! Thanks Ms. Kuhnert
- Star Reading and Star Math Progress Monitoring Continues (Sharing Data w/ parents)
- To date, (02/16/23) 81 Classroom Administrative Walkthroughs have been performed
- Tenured Teacher Summative Evaluations initiated.

State of Alaska “READS Act”

- This is a comprehensive reading program to be rolled out during the 2023 – 2024 school year for grades K-3. It is incumbent on my staff to be prepared / trained during the 2022 – 2023 school year. Staff half-days on Friday will be a combination of “READS Act” training, teacher classroom time and district in-service as we move through the year for those teachers in K-3. We met as a group and it was decided that until we get further direction from the State of Alaska, we will focus on expanding our K – 2 group to include the entire K – 5 staff. We are excited about the prospects of continued meetings, putting our students in a good position when the actual program comes “online” during the 2023 – 2024 CCSD calendar.
- *****UPDATE***** DEED and NEA have joined forces in several webinars which have un-packed the particular details surrounding the State of Alaska Department of Education efforts to align school districts with the language contained in HB 114 Alaska READS Act. Principal’s who oversee K – 3 grades are required to complete a Science of Reading series of webinars, along with comprehensive classwork assignments. Principal’s and K-3 teachers will be required to complete 6 credit hours (2 classes) of series 500 level classes in order to have a Reading Endorsement attached to their respective State of Alaska Teachers Certificate. The classes must be completed within 2 years of August 2023. K -3 new teachers will be required to complete the coursework as well. The endorsement is valid through 2028.

Current Enrollment
Head Start SPED - 5

K - 13

1 - 19

2 - 18

3 - 12

4 - 18

5 - 20

6 - 22

7 - 11

8 - 14

Total Enrollment for CEMS - 152



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SPECIAL ANNOUNCEMENT

Craig Elementary/ Middle School Science Fair Award Winners

CMS Science Fair Category Winners:

BIOLOGY

1. Hayden Fithian / Alex Trimmer
2. Eva Clark / Mable Nelson
3. Nolan Fithian / Allen Trimmer

ENVIRONMENTAL SCIENCE

1. Brian Owen
2. Nolan Channing
3. Matthew Gardner / Jayson Philippe

FOOD SCIENCE:

1. Payton McCoy / Aulis Nelson
2. Bristol Crosthwaite / Saranne Stonecipher
3. Sal Williams

CREATE AN APP

1. Makhi Williams

OVERALL WINNERS

1. Eva Clark / Mable Nelson
2. Hayden Fithian / Alex Trimmer
3. Payton McCoy / Aulis Nelson

CES Science Fair Winners:

1. Kayleigh Favor / Mava Yenna
2. Aspen Hulstine / Adrianna Vickers
3. Ezekiel Jenkins / Kuper Agnitsch



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*******SPECIAL ANNOUNCEMENT*******

STATE OF ALASKA STATEWIDE POETRY CONTEST

WINNING POEMS!!!

CRAIG MIDDLE SCHOOL STUDENTS!!!

8TH GRADE – ASHLYNN SMITH

7TH GRADE – KARLIE AGNITSCH

The Flowers

Ashlynn Smith

"I brought you flowers"
He comes crashing through the door after work
She smiles and hugs him
He looks at her with a sudden sorrowful look

She is becoming more pale
She has a blue scar with white flowers wrapped around her head
And a clear feeding tube through her nose
Sweats and a sweater cover her body

The phone rings
The call they have been dreading
A very familiar voice for the past 6 months
She looks at him, teardrops in her eyes

"Its everywhere" she says
"There's nothing they can do"

He gets home from work this time
With flowers in hand

He walks into the park
Going to the same spot of the past 4 days
He sits next to her
Her name and birthdate

And he whispers, fighting tears
"I brought you flowers"

Bubble Bath

The smell of lavender and vanilla

The feeling of the hot water

A place for just you and your thoughts

No distractions, no interruptions

A place where you can let loose after a stressful day

Where you can find yourself

Where nothing else matters

It's like nothing else in the world exists

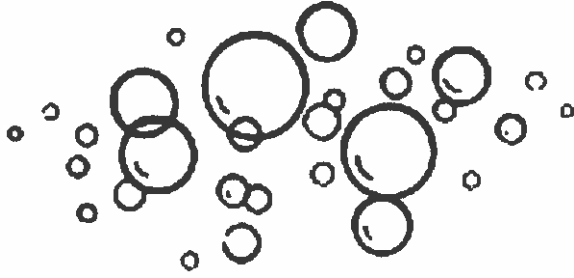
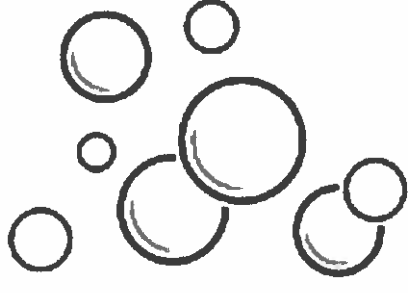
Even if someone is yelling at you from outside the door

You don't care

you just drown out all the noise of the outside world

Because nothing else matters

Just you and your thoughts



-Karlie Agnitsch

Q3 Honor Roll (3-5)

04/19/2023 - Craig Elementary School

Q3 Honor Roll (3-5) - 2022-2023 Q3

Student Name	Student #	Grade Level	Level	GPA
Feibel, Emily Christine	418036	5	Principal's List	4.00
Hall, Ellayna Grace	396176	5	Principal's List	4.00
Heidy, Jaelee Madison	400408	5	Principal's List	4.00
Hjort, Archie Kenneth	409120	5	Principal's List	4.00
Lucero, Vesta Alane	402939	5	Principal's List	4.00
McDonald, Tate Robert	375757	5	Principal's List	4.00
Scheidecker, Ula Rose	420473	5	Principal's List	4.00
Smith, Annabelle Paige	418893	5	Principal's List	4.00
Steenstra, Ada Joy	432820	4	Principal's List	4.00
Winrod, Abraham Xavier	432818	4	Principal's List	4.00
Callender Liske, Luke Charles	449659	3	Principal's List	4.00
Charles, Ryder Jameson	450585	3	Principal's List	4.00
Coleman, Joshua Gene	450581	3	Principal's List	4.00
Crivello-Huestis, Nevaeh Noelani	465846	3	Principal's List	4.00
Goheen, Zoey Carol	447455	3	Principal's List	4.00
Hall, Holden Roger	431600	3	Principal's List	4.00
Randall, Henley Marie	450580	3	Principal's List	4.00
Clark, Jolee Hope Linda	419097	5	High Honor Roll	3.88
Hansen, Ethan Chance	409122	5	High Honor Roll	3.75
Marvin, Carter Michael	419100	5	High Honor Roll	3.50
Mills, Tyson Baxter	419098	5	High Honor Roll	3.75
Salazar, Andrea Jonay	416520	5	High Honor Roll	3.88
Schwanke, Wylie C	392084	5	High Honor Roll	3.88
Agnitsch, Kuper Eugene	434296	4	High Honor Roll	3.88
Favor, Kayleigh	482515	4	High Honor Roll	3.75
Hulstine, Aspen Brielle Lynn	434295	4	High Honor Roll	3.75
Jenkins, Ezekiel Maddox	439130	4	High Honor Roll	3.50
Vickers, Adrianna Winter	434202	4	High Honor Roll	3.75
Yenna, Mava Ann	434284	4	High Honor Roll	3.88
Marvin, Karmen Dee	450590	3	High Honor Roll	3.88
Reynolds, Finn David	447456	3	High Honor Roll	3.88
Kirk, Sapphire Rose	374354	5	Honor Roll	3.29
Seaford, Landen Alan	386089	5	Honor Roll	3.38
Panicker, Jayaraj Dalugin	461177	4	Honor Roll	3.38
Skultka, David William	421401	4	Honor Roll	3.13
Stonecipher, Sarjeant Terry	432822	4	Honor Roll	3.25
Harding, Michael Paul	450579	3	Honor Roll	3.38

Q3 CMS Honor Roll (6-8)

04/19/2023 - Craig Middle School

Q3 CMS Honor Roll (6-8) - 2022-2023 Q3

Student Name	Student #	Grade Level	Level	GPA
Conatser, Madison Marie	365441	8	Principal's List (6-8)	4.00
McCoy, Payton Elizabeth	352396	8	Principal's List (6-8)	4.00
Nelson, Aulis Sam	402609	8	Principal's List (6-8)	4.00
Smith, Ashlynn Kimber	365447	8	Principal's List (6-8)	4.00
Steffen, Sara Lynn	365453	8	Principal's List (6-8)	4.00
Conatser, Jack Patrick	400123	6	Principal's List (6-8)	4.00
Fithian, Hayden Lee	450323	6	Principal's List (6-8)	4.00
McCoy, Liam Ryan	400231	6	Principal's List (6-8)	4.00
Bergtold, Lincoln Edward Charles	357809	8	High Honor Roll (6-8)	3.83
Channing, Nolan Edward	494085	7	High Honor Roll (6-8)	3.50
Fithian, Lorna Rose	450321	7	High Honor Roll (6-8)	3.67
Lawnicki, Xavier James	321707	7	High Honor Roll (6-8)	3.83
Clark, Eva Joy Sandra	400122	6	High Honor Roll (6-8)	3.50
Deniger, Jaxon Lee	368237	6	High Honor Roll (6-8)	3.50
Fithian, Nolan Daniel	450322	6	High Honor Roll (6-8)	3.71
Gardner, Matthew	386034	6	High Honor Roll (6-8)	3.71
George-Sheakley, Arianna Gabrielle	401687	6	High Honor Roll (6-8)	3.57
Nelson, Mable Mae	403684	6	High Honor Roll (6-8)	3.83
Phillippe, Jayson Perseus	479547	6	High Honor Roll (6-8)	3.50
Stonecipher, Saranne Bonnie Jean	400251	6	High Honor Roll (6-8)	3.86
Trimmer, Alex Edgar Carle	400254	6	High Honor Roll (6-8)	3.71
Trimmer, Allen Beau Dean	400253	6	High Honor Roll (6-8)	3.83
Williams, Makhi Spencer-Lee	400255	6	High Honor Roll (6-8)	3.71
Andrews, Liam Daniel	365457	8	Honor Roll (6-8)	3.00
Heidy, Conner Dale	356137	8	Honor Roll (6-8)	3.17
Heidy, Jewel Monroe	262900	8	Honor Roll (6-8)	3.00
Priddy, Sarah Braxton	360146	8	Honor Roll (6-8)	3.33
Schwegel, Skyla Kaylea	365451	8	Honor Roll (6-8)	3.00
Agnitsch, Karlie Lynne	375678	7	Honor Roll (6-8)	3.17
Ottenbacher, Reina Anne	340610	7	Honor Roll (6-8)	3.00
Burgess Fitzpatrick, McKinley Rain	357689	6	Honor Roll (6-8)	3.43
Crosthwaite, Bristol Rae	400223	6	Honor Roll (6-8)	3.17



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INDIGENOUS EDUCATION COMMITTEE MEETING

Cody Williams' (SEALS) Classroom

Thursday, April 13, 2023
4:00pm

1. Call to Order
2. CCSD Indian Parent Committee Information
3. CCSD's FY 24 Indian Education Grant Application Approval – Review and Approve FY 24 Indian Education Grant Application
4. Spring 2023 Native Youth Gathering – Continue Work on Developing our Spring 2023 Native Youth Gather.
5. Adjournment

Alaska Reads Act Implementation Webinars Schedule

Please mark your calendar to set time aside for a series of hour-long weekly virtual webinars that will begin on January 12th, designed to take a deeper dive into The Alaska Reads Act. Webinars will be held for each of the four programmatic parts of the Alaska Reads Act, teacher requirements, data collections, and world and Alaska language programs. There are also five “Office Hour for Q & A” webinars with no specific agenda or presentation. Office Hour sessions are meant to address questions or clarifications.

Webinars are open for those in charge of implementation of the requirements. Please note that for District Reading Intervention webinars there is an additional webinar the following day meant specifically for stakeholders that lead world and Alaska language programs.

Sessions will be recorded and available on <https://education.alaska.gov/akreads> for those that are not able to attend. We will also post slides used in the presentation along with draft materials presented.

Below is the link to these virtual webinars:

Please click the link below to join the webinar:

<https://us02web.zoom.us/j/83818170015>

Or One tap mobile :

US: +12532158782,,83818170015# or +12532050468,,83818170015#

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 253 215 8782 or +1 253 205 0468 or +1 669 444 9171 or +1 669 900 9128 or +1 719 359 4580 or +1 346 248 7799 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 507 473 4847 or +1 564 217 2000 or +1 646 558 8656 or +1 646 931 3860 or +1 689 278 1000 or +1 301 715 8592 or +1 305 224 1968 or +1 309 205 3325

Webinar ID: 838 1817 0015

International numbers available: <https://us02web.zoom.us/j/kzLD44GM8>

Date	Time	Topic
January		
12 th	3:15-4:15 p.m.	District Reading Intervention <ul style="list-style-type: none"> • Overview • Literacy Screener
13 th	3:15-4:15 p.m.	District Reading Intervention: World & Alaska Language Programs: Literacy Screener <ul style="list-style-type: none"> • Immersion programs

		<ul style="list-style-type: none"> Bilingual programs
19 th	3:15-4:15 p.m.	District Reading Intervention <ul style="list-style-type: none"> K-3 MTSS Plan
20 th	3:15-4:15 p.m.	District Reading Intervention World & Alaska Language Programs: K-3 MTSS Plan <ul style="list-style-type: none"> Immersion Programs Bilingual Programs
26 th	3:15-4:15 p.m.	District Reading Intervention <ul style="list-style-type: none"> Individual Reading Improvement Plan
27 th	3:15-4:15 p.m.	District Reading Improvement World & Alaska Language Programs: Individual Reading Improvement Plan <ul style="list-style-type: none"> Immersion Programs Bilingual Programs
February		
2 nd	3:15-4:15 p.m.	District Reading Intervention <ul style="list-style-type: none"> Grade Progression
9 th	3:15-4:15 p.m.	Teacher Certification
10 th	3:15-4:15 p.m.	Office Hours for Q & A
16 th	3:15-4:15 p.m.	Department Reading Program <ul style="list-style-type: none"> Overview Application for program
23 rd	3:15-4:15 p.m.	Department Reading Program <ul style="list-style-type: none"> K-3 Intensive School Reading Improvement Plan
March		
2 nd	3:15-4:15 p.m.	Department Reading Program <ul style="list-style-type: none"> Roles and Responsibilities
9 th	3:15-4:15 p.m.	Early Learning <ul style="list-style-type: none"> Overview Grants: eligibility, application, reporting Parents as Teachers Program
10 th	3:15-4:15 p.m.	Office Hours for Q & A
16 th	3:15-4:15 p.m.	Early Learning <ul style="list-style-type: none"> Standards: early education Evidence for meeting standards
23 rd	3:15-4:15 p.m.	Early Learning: <ul style="list-style-type: none"> Program approval for standards and .5 ADM
30 th	3:15-4:15 p.m.	Data Collections
April		
6 th	3:15-4:15 p.m.	Virtual Education: <ul style="list-style-type: none"> Overview Consortium framework Recruitment plans
7 th	3:15-4:15 p.m.	Office Hours for Q & A
13 th	3:15-4:15 p.m.	Virtual Education: <ul style="list-style-type: none"> Platform

		<ul style="list-style-type: none"> • Delivery models
20 th	3:15-4:15 p.m.	Virtual Education: <ul style="list-style-type: none"> • Content • Development plans
28 th Leaders Only	8:00-11:00 am.	SOR Symposium Pre-Conference
May		
4 th	3:15-4:15 p.m.	Office Hours for Q & A
11 th	3:15-4:15 p.m.	Office Hours for Q & A

**Please keep in mind that draft regulations will be shared. Until regulations are adopted by the State Board of Education, they will be in draft form and may undergo some changes.*



Alaska Reads Act Frequently Asked Questions

General Questions

- 1. I would like to start receiving the subscription of Alaska Reads Newsletter. How can I get this started?**

Please go to https://public.govdelivery/accounts/AKDEED/subscriber/new?qsp=AKDEED_2 and enter your email address, then select which topic(s) you would like to subscribe to.

- 2. I would like to learn more about the Alaska Reads Act, where can I find more information on the requirements?**

Current and updated information on the Alaska Reads Act can be found on the Department of Education and Early Development (DEED) website at: <https://education.alaska.gov/akreads>

- 3. How will district leaders receive Reads Act requirements and forms?**

Current and updated information on the Alaska Reads Act can be found on the Department of Education and Early Development (DEED) website at: <https://education.alaska.gov/akreads>. In addition, a series of weekly webinars will begin on January 12, 2023 to support leaders in implementation of the Reads Act. Forms will be included in the Department form page on the DEED website.

District Reading Intervention

- 1. I would like to learn more about what documentation a District would need to provide in order to qualify for this program.**

All districts will be required to implement the requirements in the District Reading Intervention portion of the Reads Act. Each district will need to submit a K-3 MTSS Plan that outlines the core curriculum, intervention, group sizes, screening, and progress monitoring. The plan will be posted on the DEED website.

- 2. Section 14.30.765 (e) reads: A student in grade three should demonstrate sufficient reading skills to progress to grade four. A student demonstrates sufficient reading skills to progress to grade four by**
 - (1) scoring at grade level or higher on the statewide screening tool or on the statewide summative assessment;**
 - (2) achieving an acceptable score on an alternative standardized reading screening as determined and approved by the department; or**

(3) demonstrating mastery of reading standards through a student reading portfolio based on criteria established by the department.

Does a student need to meet all three criteria?

This portion of the Reads Act refers to a student in grade three. They need to have at least one of the three criteria to demonstrate readiness for fourth grade.

3. Is there a discussion on the scoring range for above and below proficient? If a student does score below proficient, are there opportunities to supplement with other data?

The department plans to use the scoring for the literacy screener to determine reading deficiencies. As an alternative, a student reading portfolio developed by the Department may be used to provide documentation of proficiency.

4. Section 14.30.765 (c) reads: If at any time during the school year a student in grades kindergarten through three demonstrates a reading deficiency, the district or school shall notify the student's parent or guardian. In the fall kindergartners have not had exposure to direct instruction, as preschool and kindergarten are not required in the State of Alaska. Is there a grace period for kindergarteners to gain exposure prior to being declared deficient and put on an RTI plan?

There is not a "grace period" stated in the law. If a student is identified in kindergarten as below benchmark for that time of year, intervention would be provided.

5. Reading teacher is only allowed to teach the tier III level. With interventions would a regular education teacher be certified to teach tier III interventions with proper certification?

In Section 14.30.765, the act states that to the extent practicable, intensive reading intervention service must,

- (1) be provided by a district reading teacher, or paraprofessional under the supervision of a reading teacher, to all students in grades kindergarten through three who are determined to have a reading deficiency based on the statewide screening tool adopted under AS 14.30.760(a)(1).

According to this language, a reading teacher could design and direct the intervention and it could be delivered by the reading teacher or a paraprofessional.

6. Will there be money given to schools to service tier II and tier III students?

This is a two-part answer:

- a. As part of an MTSS/RTI model, students receive intervention if they are in tier II or tier III. While additional funding will not be provided for this specifically, districts may opt to use other funding sources to purchase added intervention materials as they prioritize this in their budget. Some schools may already have evidence-based intervention materials.
- b. Funding for schools that apply and are accepted into the Department Reading Program will have some funding available for supports.

7. Someone with a low IQ might not qualify for special education but will always test below proficient and be an RTI student. Does the State of Alaska have a plan for these students?

For students with this situation, an individual reading improvement plan would be appropriate to meet the individual needs of that student. Regular communication with parents and progress monitoring would be appropriate for any student that struggles in reading.

8. Is having the dyslexia screener part of the requirements of the screener if districts want a waiver?

Yes, a dyslexia screener is part of the requirements of the screener if districts choose to apply for a waiver to use an alternate district adopted literacy screener.

9. Will there be a specific dyslexia screener required statewide?

The dyslexia screener is included in the state adopted mCLASS literacy screener. If a district completes a waiver to use their own literacy screener, it must have a dyslexia screener as part of the requirements for approval.

10. Will the dyslexia screener allow educators to diagnose dyslexia? Or will it simply indicate a risk level for dyslexia?

The dyslexia screener will indicate the risk level. Further assessment would be required to diagnose dyslexia.

11. Would the new reading plans begin next school year 23/24?

The Reads Act will be implemented beginning July 1, 2023. Programs associated with the Act will be implemented at that time.

12. The goals for reading proficiency are for English reading only, is that correct? Could this lead to conflict in schools where native language is strongly integrated into curricula?

The Reads Act applies to all state-funded schools serving kindergarten through grade three and includes world and Native languages.

13. What will be the recourse for districts unable to meet requirements of the Reads Act?

Alaska Department of Education and Early Development realizes that requirements of the Reads Act will be a process. They will work to support districts in implementation.

14. Will a parent/family handout about the Reads Act Requirement and Regulations be made available to districts and community stakeholders?

Alaska Department of Education and Early Development is drafting supporting documents that may be used to inform stakeholders.

15. Will educators still be able to use their professional judgment to select materials and means of instruction to determine the student interventions based on on-going student assessment data rather than utilizing only one set of materials or program determined by the state?

The Reads Act requires districts serving kindergarten through third grade to use materials based on the science of reading to instruct students. Intervention materials and core curriculum will be part of the K-3 MTSS Plan each district or school will submit to the Department for approval each year. Part of the approval process will include adherence to usage of evidence-based intervention materials.

16. When will the approved curriculum for core ELA instruction be identified?

The Reads Act requires districts to use materials based on the science of reading for grades kindergarten through third grade. Each district will submit the curriculum used for core ELA instruction as part of their K-3 MTSS Plan. Approval of that plan will include using a core ELA curriculum that is aligned to Alaska ELA standards and science of reading.

17. What does after school hours look like?

After school hours will look different in each school and/or district, depending on resources for implementation. It was intentionally left flexible to incorporate best practice and evidence-based curriculum into individual context.

18. How does the Reads Act apply to homeschool and correspondence families and what is the impact on districts?

If the district employing a homeschool or correspondence program receive state funds, it must comply with the Reads Act. DEED will work with the administrators in charge of those programs to assist them in meeting the requirements of the Reads Act.

19. How does the Reads Act apply to public charter schools in terms of the requirements of the Reads Act and us of screeners and resources?

If they district receives state funds, they must comply with the Reads Act. DEED will work with the administrators in charge of those programs to assist them in meeting the requirements of the Reads Act.

20. Does a Tier III intervention imply a likely learning disability and trigger IDEA with 504 or IEP intervention?

Tier III doesn't automatically mean there is a learning disability. Many factors affect students in their reading journey. If evidence-based intervention occurs and adjustments are made throughout a year with no improvements, a team (including parents) may determine to explore whether a learning disability exists or not.

21. It sounds like this new assessment would replace district adopted MAP Growth screening. How often would this assessment be administered? How many times would a single student take this assessment?

As part of the District Reading Intervention, each student must be screened using state approved literacy screener three times each year. If a student is at benchmark after the first screener, the Reads Act does not require further screening, although it is recommended through best practice. The literacy screener does not necessarily replace Map Growth.

22. Will all districts be required to use the Amplify screener? I had heard that there would be options to continue with the one currently in use (for example, Fastbridge used by Anchorage SD).

Amplify's mCLASS is the state adopted literacy screener. If a district chooses to use an alternative district literacy screener, they must complete a waiver that has to be approved by the department.

Department Reading Program

1. Am I understanding correctly that the year of Reading Program participation is the year of implementation, NOT the year of planning?

The Department Reading Program spans two school years. In year one, ranking of schools, notification of ability to apply for participation, and acceptance in the program occur between October and April. Between April and May, a Department Reading Specialist is assigned to the participating schools and a K-3 Intensive Reading Improvement Plan is designed specifically for the school with collaboration from the reading specialist and the school staff. In year two, the plan is implemented with the school.

2. How are the "Department Reading Specialists" as defined in the Reads Act going to be selected? Will they be on site so these individuals are informed firsthand about the unique needs of AK rural remote schools?

The Department Reading Specialists identified in the Reads Act will be employees of the Department of Education. Reading Specialists will be assigned to multiple schools that participate in the Department Reading Program. They will not live in the district, but draft regulations indicate a minimum of one site visit per year. Interactions with school staff will help each specialist understand the unique needs of each school and community.

Early Learning Program

1. What are Early Education Programs?

The Reads Act updated language from "Pre-Elementary Programs" to "Early Education Programs" as part of their expanded definition of what can constitute an elementary school.

Early Education Programs are programs which are primarily designed to prepare children, 3-5 years of age, for elementary school; regularly serve a group of five or more children; and is operate by a school district or a Head Start agency.

2. What is the Early Elementary Grant Program?

The Early Education Grant Program supports school districts who want to start or improve an early education program for 4- and 5-year-old children. There will be \$3,000,000 available annual to fund 3-year grants to eligible districts. Districts receiving funding will work toward meeting the Early Education Program Standards. At the end of the grant, districts who have not met all of the standards, may receive an additional year to finish meeting their goals.

3. What are the requirements to apply for the Early Education Grant Program?

Districts will fill out an application that will be available in early 2023. As part of the application process, districts are required to describe the program they would like to start or improve, as well as consult with each Head Start and quality early education/pre-kindergarten programs and submit documentation of the consultation process. A review team at DEED will review the applications and

application materials for completeness. Districts with low performance according to the department's accountability system.

4. What are the Early Education Program Standards?

The Early Education Program Standards are standards adopted by the State Board of Education outlining the requirements for high-quality early education programs. The standards are based on Head Start Program Standards and other federal standards required for early education programs to receive federal funding.

5. Who is required to meet the Early Education Program Standards?

Districts receiving grant funding have three years to meet the Early Education Program Standards. If a district is not able to meet the standards during the three-year grant, there is a provision in the act to provide an additional year to work on meeting all of the Early Education Program Standards. Districts applying for formula funding will need to provide evidence that all of the standards are being met.

6. What assessments for early education programs are required this coming fall because of the AK Reads Act?

As part of the proposed standards, grant funded and approved Early Education Programs will be required to utilize the Statewide Assessment Tool (Teaching Strategies GOLD) provided to by the state. The proposed Early Education Program standards also require programs to utilize the Statewide screening tool (The Ages & Stages Questionnaire) and programs may utilize their own self-assessment tool.

The Reads ACT requires the use of a literacy screener (mClass) in K-3, but not in early education.

\$3,000,000 will be awarded, in 2023-2024 the award will be \$6,000,000, in 2024-2025 the award will be \$9,000,000, and so on until the end of the act in 2034.

7. What is the AK Reads Act Early Education Program Grant?

The Alaska Reads Act states up to \$3million will be allocated to approved applicants for the AK Reads Act Early Education Program Grant for the next 10 years. This grant funds grantees for three years, with the purpose of establishing and maintaining a quality early education program that meets DEED- Early Education Program standards. At the end of the three years, the district may apply to fund their program through receiving a .5 ADM for each 4- and 5-year-old students enrolled in their early education program. An additional year may be available to provide additional time for a district to meet the standards

8. Is the Early Education Program Approval application the same as the Pre-Elementary Approval to Operate application?

No, the Early Education Program Approval application is not the same as the pre-elementary approval to operate application. The Early Education Approval application is a process for School District programs to provide documentation that they are meeting the Early Education Program standards. Once a school district is approved, they can count their preschool students as part of their average daily membership to receive half foundation funding.

9. Are Early Education Programs still required to do the annual Early Education Authorization to Operate application (Formerly known as the Pre-Elementary Approval to Operate)?

Yes, all Early Education Programs operated by a school district or a Head Start agency (which are primarily designed to prepare children, 3-5 years of age, for elementary school; regularly serve a group of five or more children) are still required to do the annual authorization to operate application and complete the annual end-of-year report.

10. What is DEED's role in examining/verifying/enforcing the important do no harm and non-compete components of the Act?

DEED will only approve Reads Act grant applications for programs who have completed the required consultation form for the Reads Act Early Education Program application.

Virtual Education

1. What is the vision for the Alaska Virtual Consortium?

DEED is exploring options and creating a framework for the Alaska Virtual Consortium (AVC) with the intent of creating greater access to virtual education resources to support educators and students statewide. Once the AVC is recruited and convened, the consortium members will be tasked with exploring the collected resources and refining the plan for the consortium vision and model. A website will be developed to post appropriate information, resources, and guidelines.

2. I'd like to know more about the forming of the AVC. Has it happened already? How will participants be nominated and selected? Representative distribution of districts/stakeholders?

DEED has created draft bylaws for the AVC, which include membership guidelines. The AVC membership will not exceed 15 members and will include the following stakeholder representatives:

- a. Regional educators, to include both teachers and administrators from both rural and urban school districts
- b. Tribal Representatives
- c. Parents and/or students
- d. Statewide Education Organizations
- e. State Board of Education Member

The AVC will be convened following State Board of Education approval of the Virtual Education regulations, which include membership recommendations.

3. Will districts be required to participate in the Alaska Virtual Consortium?

The AVC will be an optional resource to districts designed to support resource sharing, alignment of standards of practice, and professional learning to support virtual content delivery. The AVC committee, once convened, will develop guidelines and resources to support districts and provide guidance and suggestions to DEED on how to support virtual education needs statewide.

Teacher Certification

1. Do the Alaska Reads Act certification requirements apply to all teachers or only to new teachers into the profession?

Both veteran teachers and teachers new-to-the-profession will need to meet the training, coursework, or testing requirements of the Reads Act. The State Board of Education will determine what the requirements will be.

2. What will currently certified K-3 teachers need to do to maintain certification?

The Reads Act requires that all educators working with K-3 grade students complete training, coursework, or testing to demonstrate competency in the Science of Reading regardless of when they were certified. The state board will determine what training, coursework, or testing will meet the requirements through regulations. The proposed regulations will provide options that will include training, coursework, and testing.

3. If a teacher has a masters in language and literacy with a K-12 Reading Endorsement, are they required to take the Praxis?

The State Board of Education will determine through regulations what will be required. It is being proposed through regulations that educators will be able to meet the requirement in a variety of ways, including taking a test.

Is there a fee for this? If an educator elects to take a test to meet the requirements, the educator will need to pay for the exam.

4. I wonder about the National Board Teachers who have achieved endorsement in Reading in the acquisition of language or literacy. Has there been conversations about the NBCT teachers? National Board-Certified Teachers will need to meet the requirements as determined by the State Board of Education through regulations. The proposed regulations require all educators, regardless of current or previous certification or training, to meet the same requirements.

5. Who will be funding the tests teachers need to take?

If an educator elects to take a test to satisfy the requirements, the educator will be expected to incur the cost of the exam.

6. Will teachers have to pay for the courses and tests that are required?

Yes, educators may need to pay for the required training, coursework, or testing. The department is working to provide options to educators that will be at little to no cost.

7. Is there someone looking at our credential to be very specific with what we need in order to be valid?

For the Reads Act, it is being proposed through regulation to add Reads Act Endorsements to verify the teacher has met the requirements of the Act.



Early Education and Parents as Teachers

Early Education and Parents as Teachers

Early Education Programs

The Alaska Reads Act establishes programs to support the establishment of high-quality early education programs in school districts for 4 and 5-year-old children. Section 14.03.410 of HB 114 states:

“The department shall provide training and assistance to develop and improve district-wide early education programs that comply with standards adopted by the board.”

Early Education Program supports include:

- A three-year grant program for districts for the development and improvement of district-wide early education programs for students 4 and 5 years of age. Eligible five-year-old students turned five after the kindergarten age cut-off date. Districts will be prioritized for funding based on low performance rating in the department ranking system which is based on the accountability system.
- The adoption of Early Education Program Standards for districts outlining the components of a high-quality early education program that meets Head Start Program Standards and other federal standards required for early education programs to receive federal funding.
- The opportunity for districts to receive .5 ADM foundation formula funds for district early education programs that meet the Early Education Program Standards. This funding formula opportunity is available to both districts who receive early education grants and existing programs that are not eligible for the grant.

Parents as Teachers

Additionally, the Alaska Reads Act codifies the existing Parents as Teachers Program and supports the partnership between the Department of Health and the Department of Education and Early Development in the implementation of the program. Section 14.03.420 states:

“The department shall design and implement a statewide Parents as Teachers program for the benefit of children who are under five years of age.”

The Parents as Teachers program consists of

- Evidence-based systems that involve parents and follow best practice for high-quality early childhood education with strong family engagement and education and health supports.

CCSD April 20 and 21, 2023 In-Service Outcomes and Agenda



- Grow CCSD staff members' awareness of current district initiatives as well as recent state legislation that will impact district operations.
- Develop academic and SEL goals for CHS for the 2023-2024 school year
- Develop flexible CEMS staff schedules to address potential staff shortages for the 2023-2024 school year
- Develop CES specific plans to address the Alaska Reads Act and data collection
- Increase CCSD's special education teachers and paraprofessionals knowledge of and skills with serving our students
- Provide targeted time for staff collaboration and relationship building
- Respond to building level needs

Thursday, April 20, 2023

Time	Topic	Presenters Facilitators	Targeted Staff	Location
8:00am- 8:30am	Breakfast	CCSD Kitchen Staff	All Staff	CHS Commons
8:30am- 9:00am	Welcome and Overview of Agenda	Chris Reitan	All Staff	CHS Commons
9:00am- 11:30am	Autism Training	Alaska Autism Resource Center - Kendra Wolf	CCSD Special Education Teachers and Paraprofessionals	CHS Auditorium
9:00am- 11:30am	<ol style="list-style-type: none"> 1. Five Words 2. State of the District – Addressing staff questions/concerns/comments regarding end of the year planning and preparations for the 2023-2024 school year. 	Chris Reitan	All Staff	CHS Commons

	3. CCSD Strategic Plan Development – Sharing Board Adopted (as a 1st reading) CCSD Strategic Plan, responding to questions, and begin determining what some items might look like as CCSD begins implementing			
11:30am-1:00pm	Lunch	All Staff	All Staff	TBD
1:00pm-3:45pm	Autism Training	Alaska Autism Resource Center - Kendra Wolf	CCSD Special Education Teachers and Paraprofessionals	CHS Auditorium
1:00-3:45pm	Developing one schoolwide academic goal and one schoolwide SEL/behavioral goal for FY24	Betty Hall	CHS Staff	Jessica Hughes' Classroom
1:00pm-3:45pm	CEMS 2023-2024 Class Schedules – Developing options/plans to address potential staff shortages during the 2023-2024 school year and how CEMS might best meet students' learning needs	David Harris Chris Reitan	CEMS Staff	Nicole Nelson's Classroom

Friday, April 21, 2023

Time	Topic	Presenters Facilitators	Targeted Staff	Location
8:00am-8:30am	Breakfast	CCSD Kitchen Staff	All Staff	CHS Commons
8:30am-11:30am	CMS and CHS teacher collaboration and relationship building - collaborative project planning, strategy sharing, walk and talks, student learning data sharing etc.	Chris Reitan Betty Hall David Harris	CCSD instructional staff and instructional support staff Secondary ELA – Review student learning data and discussion about our 6 th -12 th grade reading lists and expectations. If time allows discussion about next steps with writing across the grade spectrum Secondary Science and Math – Goal setting for 2023-2024	TBD – Determined by content area teachers

			<p>school year. Continued discussion about 8th grade transition to high school. Math textbook curriculum needs.</p> <p>Secondary SS – Review and update our curriculum worksheets as needed. Reflection and planning for 2023-2024 school year.</p> <p>SEALS – Planning for the 2023-2024 school year.</p>	
8:30am-11:30pm	MClass Training in Preparation for CES's implementation of the Alaska Reads Act	Erin Replogle - Amplify	CES Teachers	Zoom Meeting Link provided by Erin Replogle. Location TBD
11:30am-1:00pm	Lunch	All Staff	All Staff	On our Own
1:00pm-3:45pm	MClass Training in Preparation for CES's implementation of the Alaska Reads Act	Erin Replogle - Amplify	CES Teachers	Zoom Meeting Link provided by Erin Replogle. Location TBD
1:00pm-3:45pm	Cross Content Instructional Strategies	Betty Hall	CHS staff	CHS TBD
	Building Level Meetings as Determined by Principal	David Harris	CMS, and CES TBD	CMS, and CES TBD
	Work Time in Classrooms	Betty Hall David Harris	CES, CMS, and CHS staff	CHS, CMS, and CES TBD