



# 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 August 2023

### Craig Elementary/ Middle School Calendar of Events

- CCSD Board Policy Meeting 08/04/2023
- CCSD Administrative Collaboration Meeting 08/11/2023
- CCSD Facilities Committee Meeting 08/16/2023
- CCSD School Board Meeting 08/23/2023
- CCSD Teacher In-Service 08/24/2023
- CCSD Teacher In-service 08/25/2023
- First Day of School 08/30/2023

### Craig Elementary/ Middle School August Month in Review

- Technology Assistant Reported to Work 08/14/2023
- Principal Reported to Work 08/07/2023
- CEMS Secretaries Reported to Work 08/15/2023

The condition of the CMS building is less than satisfactory. The roof is suspect and often leads to ceiling deterioration and subsequent leaks causing puddles in several hallways. Our maintenance and custodial staff have been diligent with their efforts to provide a functional building. Hopefully the remodel/ re-construction project can get off the ground next summer. The surrounding campus is in good order. New paint on traffic/ parking/ walkways looks good. The maintenance/ custodial staff have done an effective job with sprucing up areas in need of attention. CES has undergone some attractive fabrication and painting. The middle school hosted a summer veterinarian lab which provided services for community pets. Mrs. Karen Packer has prepared laptops for distribution. Currently we are not able to fill the vacant CMS SPED position nor the vacant

Our students will be lifelong learners who will be resilient, compassionate, self-sufficient members of society.  
CCSD will provide an environment that empowers every student, every day to transfer their learning to life.

Currently we are not able to fill the vacant CMS SPED position nor the vacant CEMS Seals position. As of 8:40AM on August 17, there are close to 1300 educational vacancies in the State of Alaska. Well over 200 are SPED Teaching vacancies. Many Alaska districts are offering cash signing bonuses for critical shortage areas such as SPED jobs, thus putting CCSD recruiting efforts at a disadvantage. Fortunately, CEMS will offer PE classes with the hiring of Troy Thain as the CEMS PE teacher. Mrs. Sandra Marker and Mrs. Kellie Ebbighausen have come in and gotten right to work on their respective start up tasks. Kellie came in several times during the summer and assisted with a job interview and secured a critical Language Arts order and Math materials order for CES.

### **Craig Elementary/ Middle School New Staff**

- CES SPED – Ms. Marsha Browder
- CES 3<sup>rd</sup> Grade – Mr. Bernie Grieve
- CES 4<sup>th</sup> Grade – Ms. Heather Mendoza
- CMS Math Teacher – Mr. Howie Daggs

### **Craig Elementary Staff Movement**

- Ms. Grace Beckham from CES SPED to 1<sup>st</sup> Grade
- Mr. Bernie Grieve from 1<sup>st</sup> Grade Long Term Substitute to 3<sup>rd</sup> Grade Teacher

### **Craig Elementary Certified Staff**

- K – Mr. Tobias Frieb
- 1<sup>st</sup> – Ms. Grace Beckham
- 2<sup>nd</sup> – Ms. Vanessa James
- 3<sup>rd</sup> – Mr. Bernie Grieve
- 4<sup>th</sup> – Mrs. Heather Mendoza
- 5<sup>th</sup> – Mr. Mike Nelson
- Title I – Mrs. Christy House
- CES SPED Teacher – Mrs. Marsha Browder

### **Craig Elementary Classified Staff**

- Migrant Education – Mrs. Melissa Smith
- SPED Aide – Ms. Yvette Weisner
- SPED Aide – Mrs. Linda Heidy

- SPED Aide – Mrs. Amanda Vickers
- SPED Aide – Mrs. Shirley Brazille
- SPED Aide – Mrs. Lonnie Bennett
- GenEd Aide – Mrs. Anne Myre

### **CEMS Classified Staff**

- Library Paraprofessional – Mrs. Tamara Cross
- CMS Custodian – Mr. Doyle Canada
- CES Custodian – Mr. Thomas Mills
- Maintenance – Mr. Trampus Conatser
- Computer Tech II – Mrs. Karen Packer
- Nutrition Service Assistant – Mr. Alan Burk

### **CMS Certified Staff**

- Math – Mr. Howie Daggs
- Language Arts – Mr. Bill Seibel
- Social Studies – Mrs. Courtney Frieb
- Science – Mr. Hollis Yenna

### **CMS Classified Staff**

- Mrs. Elena Yates

### **CEMS Certified Staff**

- Music – Mrs. Rachael Balcom
- P.E. – Mr. Troy Thain

### **State of Alaska “READS Act”**

- The Alaska READS ACT Legislation has progressed since it’s ratification in June of 2022 becoming the focal point of many Alaska school districts heading into the 2023 – 2024 school year. On September 1, 2023, CES will submit a K-3 MTSS Plan detailing the CCSD Screening Tool (Amplify mClass Dibels 8<sup>th</sup> Edition), the CCSD Core Curriculum for Tier I, II and III (Into Reading, Heggerty Phonemic Awareness), the Interventions in use for Tier II and Tier III (NWEA MAP Growth, Fountas – Pinnell, Star Reading Early Literacy and Star Reading).

- K-3 students are assessed by their classroom teacher in September using the Amplify mClass Dibels 8<sup>th</sup> Edition screening tool. If a student scores in the proficient range after the initial baseline, the student continues with the CCSD Universal Core Curriculum with no Interventions (Tier I). Progress monitoring continues via MAP Growth in the winter and AK Star in the spring. If a student scores in the not proficient range, the student continues with the Universal Core Curriculum, as well as, selected Intervention programs administered by the classroom teacher and the Title I Reading Specialist with weekly push-in or pull-out intervention administration (Tier II). Progress monitoring continues with Star Reading or Star Reading Early Literacy depending upon grade level every 4 weeks and NWEA MAP Growth in the winter and AK Star in the spring. If a student scores far below proficient, the student continues with the Universal Core Curriculum and weekly/daily pull-out intervention with the Title I Reading Specialist. Progress monitoring continues with Star Reading or Star Reading Early Literacy depending upon grade level every 4 weeks and NWEA MAP Growth in the winter and AK Star in the spring.

K - 3 instructors will be required to complete State of Alaska Science of Reading coursework by June of 2025. All Alaska schools which have K – 3 exposure will be required to have building principals who have also completed the State of Alaska Science of Reading for Leaders coursework by June 2025.

- **See attached READS Act FAQ's**
- **See attached Certification in Alaska Science of Reading for Leaders for David Harris**

### **Upcoming Events**

- CMS XC practices begin September 1
- CES XC practice begins week of September 11 – 15

### **CMS NAEP Testing**

- CMS has been selected to participate in the nationwide 2024 testing administration of the National Assessment of Educational Progress (NAEP). CMS 8<sup>th</sup> grade students will participate in both math and language arts assessments on February 27, 2024.

**Attachments: CMS Staff Meeting Agenda 08/24/2023**

**CES Staff Meeting Agenda 08/24/2023**

**CMS 2023 – 2024 Master Schedule**

**CEMS 2023 – 2024 Music Schedule**

**CEMS 2023 – 2024 P.E. Schedule**

**Alaska READS Act FAQ's**

**Certification in Alaska Science of Reading for Leaders– David Harris**

**Alaska READS Act: Educator Qualifications**

**State of Alaska Testing Calendar**

## **Current Enrollment**

**K - 12**

**1 – 13**

**2 – 18**

**3 – 17**

**4 – 12**

**5 – 18**

**6 – 20**

**7 – 23**

**8 – 11**

**Female – 62**

**Male - 80**

**Total Enrollment for CEMS - 142**

## **CMS Staff Meeting Agenda**

**08/24/2023**

**1:00PM – 2:00PM**

- **Greeting**
- **Review CCSD Teacher Evaluation Tool**
- **Review Snapshot Walkthrough Expectations**
- **Advisor Offerings**
- **Review of 2023 – 2024 CEMS Student Handbook**
- **Review CMS Master Schedule**
- **Review CMS Specials Schedules**
- **Review Standard Response Protocol**
- **State Mandated Trainings**
- **Work in Rooms**

## CES Staff Meeting Agenda

08/24/2023

2:05PM – 3:05PM

- Greeting
- Review CCSD Teacher Evaluation Tool
- Review Snapshot Walkthrough Expectations
- Mentors
- Review of 2023 – 2024 CEMS Student Handbook
- Review CES Master Schedule
- Review CES Specials Schedules
- Review Standard Response Protocol
- State Mandated Trainings
- Work in Rooms

## CMS Master Schedule 2023-2024

	English/LA Seibel	Math Daiggs	Science Yenna	Social Studies Wood	Resource TBD	SEALS TBD	SEALS Fairbanks	Music Balcom	PE/Health **Thain
1st Hour 7:58-8:43 (7:58-8:39)	Elective Q1: Study Hall Q2: Board Games Q3: Study Hall Q4: Study hall	Elective Q1: icompute Q2: Coding Q3: Lego Robotics Q4: Math Lab	Elective Q1: Basketball Q2: Reel Runtown Q3: Science Tech Q4: Horticulture	Elective Q1: Careers Q2: Study Hall Q3: Arts & Crafts Q4: UpCycling	Elective Q1: S.S. Q2: S.S. Q3: S.S. Q4: S.S.	Elective Q1: SEALS Q2: SEALS Q3: SEALS Q4: SEALS	Elective Q1: SEALS Q2: SEALS Q3: SEALS Q4: SEALS	Elective S1: CMS Band S2: CMS Band	PREP
BREAKFAST 8:43-8:55 (8:39-8:51)									
2nd Hour 8:58-9:43 (8:54-9:35)	PREP	6th Grade (20)	7th Grade Green (11)	8th Grade (11)	PREP TBD Schedules?	PREP	PREP	PREP	7th Grade Gold (11)
3rd Hour 09:46-10:31 (9:38-10:19)	8th Grade (11)	PREP	6th Grade (20)	7th Grade Gold (11)	CMS Resource	CES	CHS	CES	7th Grade Green (11)
4th Hour 10:34-11:19 (10:22-11:03)	7th Grade Gold (11)	8th Grade (11)	PREP	7th Grade Green (11)	CMS Resource	CES	CHS	CES	6th grade (20)
5th Hour 11:22-12:07 (11:06-11:47)	6th Grade (20)	7th Grade Green (11)	7th Grade Gold (11)	PREP	CMS Resource	CES	CHS	CES	8th Grade (11)
Reading 12:10-12:37 (N/A)	READING Q1: 8th Grade Q2: 7th Grade Q3: 6th Grade Q4: 7th Grade	READING Q1: 6th Grade Q2: 8th Grade Q3: 7th Grade Q4: 7th Grade	READING Q1: 7th Grade Q2: 6th Grade Q3: 7th Grade Q4: 8th Grade	READING Q1: 7th Grade Q2: 7th Grade Q3: 8th Grade Q4: 8th Grade	CMS Resource	CES	CHS	CHS	CES PE
LUNCH 12:37 - 1:11 (12:31-1:03)	6th and 8th grade go to lunch 12:37 -12:52	7th grade go to lunch 12:56 - 1:11	*Switch at Quarter End		CMS Resource	CES	CHS	CHS	
6th Hour 1:14 - 1:59 (11:50 - 12:31)	7th Grade Green (11)	7th Grade Gold	8th Grade (11)	6th Grade (20)	CMS Resource	CES	CHS	CHS	CES PE
7th Hour 1:55-2:45 (1:06-1:45)	Elective Q1: School of Rock Q2: Lit Corner Q3: Drama Q4: School of Rock	Elective Q1: Auto Repair Q2: Small Engines Q3: Marine Safety 1 Q4: Marine Safety 2	Elective Q1: Fall Forging Q2: Didclass Q3: Audio Tech Q4: Couch to ½ Marathon	Elective Q1: Art 1 Q2: Yearbook Q3: Home Ec 2 Q4: Home Ec 1	Elective Q1: S.S. Q2: S.S. Q3: S.S. Q4: S.S.	Elective Q1: SEALS Q2: SEALS Q3: SEALS Q4: SEALS	CHS	CHS	CES PE

## Rachael Balcom ~ K-12 Music Schedule ~ 2023-2024

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Hour 7:58-8:43	CMS Elective Band	CMS Elective Band	CMS Elective Band	CMS Elective Band	CMS Elective Band (7:58-8:39)
8:43-9:30	Prep	Prep	Prep	Prep	Prep (8:39-9:30)
9:30-10:10	Beckman 1st Music	Frieb K Music	Beckman 1st Music	Frieb K Music	Mendoza 4th Music
10:15-10:55	James 2nd Music	Greve 3rd Music	James 2nd Music	Greve 3rd Music	Nelson 5th Music
11:05-11:45	Mendoza 4th Music	Nelson 5th Band	Mendoza 4th Music	Nelson 5th Band	CHS @ 11:02
	LUNCH (11:45-12:15)	LUNCH (11:45-12:15)	LUNCH (11:45-12:15)	LUNCH (11:45-12:15)	LUNCH @ CHS (11:42-12:15)
	CHS @ 12:17	CHS @ 12:17	CHS @ 12:17	CHS @ 12:17	CHS
	CHS	CHS	CHS	CHS	

## Troy Thain ~ K-8 H.P.E Schedule ~ 2023-2024

	Monday	Tuesday	Wednesday	Thursday	Friday
1st Hour 7:58-8:43	PREP	PREP	PREP	PREP	PREP (7:58-8:39)
8:43-8:55	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST	BREAKFAST (8:39-8:51)
2nd Hour 8:58-9:43	7th Grade Gold Gym	7th Grade Gold/ Health Head Start - PE/Gym	7th Grade Gold Gym	7th Grade Gold/ Health Head Start - PE/Gym	7th Grade Gold Gym (8:54-9:35)
3rd Hour 9:46-10:31	7th Grade Green Gym	7th Grade GreenHealth	7th Grade Green Gym	7th Grade Green/ Health	7th Grade Green Gym
4th Hour 10:34-11:19	6th Grade Gym	6th Grade/ Health	6th Grade Gym	6th Grade/ Health	6th Grade Gym
5th Hour 11:22-12:07	8th Grade Gym	8th Grade / Health	8th Grade Gym	8th Grade/ Health	8th Grade Gym
12:05-12:35	Frieb K PE	Beckman 1st PE	Frieb K PE	Beckman 1st PE (14)	Frieb K PE (11:50-12:20)
12:37-1:11	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH (12:20-1:15)
1:15-2:00	Wiggins 3rd PE	James 2nd PE	Wiggins 3rd PE	James 2nd PE	Beckman 1st PE (1:15-1:45)
2:00-2:45	Nelson 5th PE	Mendoza 4th	Nelson 5th PE	Mendoza 4th	



# 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?qsq-AKDEED\\_2](https://public.govdelivery/accounts/AKDEED/subscriber/new?qsq-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 use of screeners and resources?**

If the 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.



Certification in

## Alaska Science of Reading for Leaders

THIS ACKNOWLEDGES THAT

**David Harris**

HAS BEEN RECOGNIZED FOR THEIR WORK AND UNDERSTANDING  
OF CONTENT RELATED TO THE COURSE AND HAS  
SUCCESSFULLY COMPLETED CERTIFICATION.

Athena Hill & Beth Praska

June 7, 2023



Alaska Reads  
#akreads

# Alaska Reads Act: Educator Qualifications



## K-3 Teacher or Administrator

Any teacher or administrator responsible for reading instruction for kindergarten through 3rd grade students- this includes special education teachers and ELL/ESL teachers.

New hires after **July 1, 2025** have to be endorsed prior to teaching in a K-3 classroom

Path to Certification:

- 45 hour Department Approved Professional Development- Currently Keys to Literacy or LETRS is being offered free of charge

**OR**

Choice of One:

- Praxis II Teaching Reading (5204)
- Praxis II Teaching Reading: Elementary (5205)
- Praxis II Teaching Reading: K-12 (5206)
- Pearson Foundation of Reading



## Reading Teacher

The teacher responsible for supporting, supervising, and/or providing interventions of the Individual Reading Improvement Plans. This role is defined by the district.

Path to Certification:

- Same professional development or exam options as K-3 Teacher
- Submission of a reading instruction efficiency evaluation form certified by a district representative

## Early Education Lead

The teacher responsible to oversee Early Education programs.

Path to Certification:

- 6 credits in early childhood education
- Two or more years experience teaching kindergarten or in an early education program
- Successful completion of an evidence-based reading training course approved by the department

# 2023-24 School Year Calendar FINAL 5-30-23

	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	
Aug	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	NO STATEWIDE ASSESSMENTS																														
	<<ALASKA DEVELOPMENTAL PROFILE (ADP) Observation window>>																														
Sep	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	MAP GROWTH FALL [recommended window]																														
	mCLASS BOY																														
Oct	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	ALASKA DEVELOPMENTAL PROFILE Submission Window																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Nov	ADP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
	MAP GROWTH WINTER [recommended window]																														
	mCLASS MOY																														
Dec	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	MAP GROWTH WINTER [recommended window]																														
	mCLASS MOY																														
Jan	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	MAP GROWTH WINTER [recommended window]																														
	mCLASS MOY																														
Feb	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
	NAEP																														
	WIDA ACCESS for ELLs																														
Mar	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	NAEP																														
	WIDA ACCESS for ELLs																														
Apr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	DLM ALTERNATE ASSESSMENT																														
	AK STAR & ALASKA SCIENCE																														
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	DLM																														
	mCLASS EOY																														