

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, OCTOBER 14, 2021, 11 A.M. OR IMMEDIATELY FOLLOWING
THE ALABAMA STATE BOARD OF EDUCATION MEETING
PLAZA 103 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101**

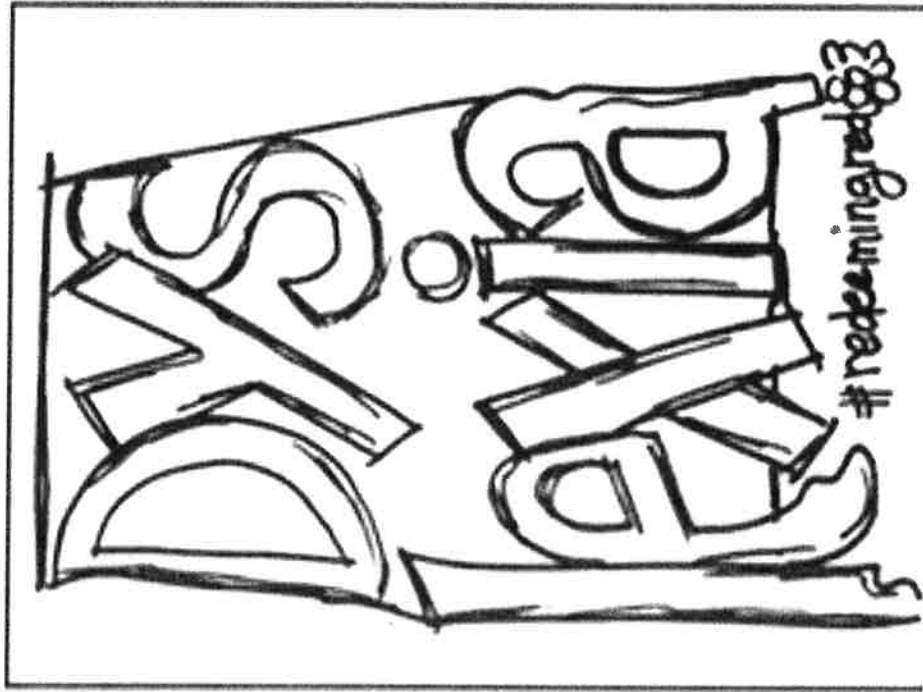
AGENDA

1. Updates from State Superintendent
 - a. Dyslexia Advisory Committee Presentation
 - b. Technical Advisory Committee Presentation
 - c. Educator Preparation Institutional Report Cards
2. Board Members Questions
3. Resolution in Recognition of Mrs. Caroline Obert, Principal, Chelsea Middle School, Shelby County School System, as Alabama's 2021 Middle School Principal of the Year, State School Board District Three
4. Resolution in Recognition of Mr. Ronald Pinson, Principal, Chilton County High School, Chilton County School System, as Alabama's 2021 High School Principal of the Year, State School Board District Three
5. Resolution in Recognition of Ms. Amy Mason, Principal, Madison County Elementary School, Madison County School System, as the 2021 National Association of Elementary School Principals National Distinguished Principal from Alabama, State School Board District Eight
6. Resolution in Recognition of Mr. Harland Drew Glass, Assistant Principal, Wetumpka High School, Elmore County School System, as Alabama's 2021 Assistant Principal of the Year, State School Board District Three
7. Resolution in Recognition of Mrs. Aqila Malpass, Assistant Principal, Rocky Ridge Elementary School, Hoover City School System, as Alabama's 2021 Outstanding Assistant Principal of the Year, State School Board District Three
8. Resolution in Recognition of December 6-10, 2021, as "Inclusive Schools Week" in Alabama Schools
9. Resolution to Appoint the Career and Technical Education State Course of Study Committee
10. Resolution in Recognition of November 2021 as "School Library Month" in Alabama Schools
11. Alabama State Board of Education Resolution Establishing a Cut Score for the Lowest Level in Reading for the Alabama Comprehensive Assessment Program (ACAP)

DYSLEXIA ADVISORY COMMITTEE PRESENTATION

Dyslexia Advisory Council

Alabama State Board of
Education
October 2021



Dyslexia Advisory Council (DAC)

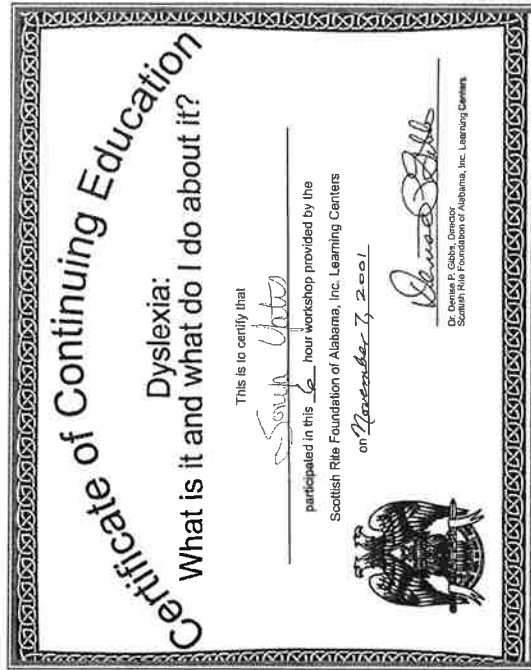
- who we are
- what we do
- How we do it
- why we do it

What is dyslexia?

Dyslexia is a specific learning challenge that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

History

- Met with ALSDE in 2008
- The same stories, year after year
- Parents begging for help for their children
- Wait to fail model
- "We don't serve dyslexic students in Alabama..."



Dyslexia amendments to the Alabama Administrative Code (2015)

- Defined dyslexia
- Teacher training and professional development
- Dyslexia screening
- Dyslexia services while in general education (RtI/MTSS)
- Parent rights
- Dyslexia Advisory Council
- Dyslexia Resource Guide

June 24, 2015

- Advise the Alabama State Department of Education (ALSDE) on dyslexia-support needs throughout the state
- Provide feedback regarding the implementation of support activities
- Offer guidance and resources based on its particular expertise.

Congratulations on your appointment to the newly formed Dyslexia Advisory Council. The council will have the following responsibilities:

- Advise the Alabama State Department of Education (ALSDE) on dyslexia-support needs throughout the state.
- Provide feedback regarding the implementation of support activities and resources
- Offer guidance and resources based on its particular expertise.

Initially, the council is expected to meet at least quarterly. Technology supports Webinars and online meeting rooms will be utilized as much as possible to accommodate council members who do not live near Montgomery.

The meetings will be held in collaboration with the ALSDE staff responsible for training related to dyslexia. You will be notified of the first organizational meeting given the option of attending this meeting in person or virtually.

Thank you for your commitment to Alabama's students. We look forward to you. If you have any questions, please feel free to contact Ms. J.

(205) 352-5274 or jstinson@alsde.edu

Alabama Literacy Act

Impact on Dyslexia

- Definitions (pg. 2-3)
- Science of Reading focus (pg. 2. 8. 9. 10, 13, 25, 27, 31)
- Dyslexia Specific Intervention (pg. 13-14)
- Pre-Service Teacher Training (pg. 8, 9, 29, 31)
- Professional Development (pg. 27, 31)
- Dyslexia Certification and Stipend for CALTs (pg. 28, 29)
- Dyslexia Screening (pg. 4)

Definition of Dyslexia Specific Intervention from AAC Rule 290-3-1-.02(20)(f)

- Dyslexia-specific intervention shall mean evidenced-based, specialized reading, writing, and spelling instruction that is multisensory in nature equipping students to simultaneously use multiple senses (vision, hearing, touch, and movement).
- Dyslexia-specific intervention employs direct instruction of systematic and cumulative content.
- The sequence must begin with the easiest and most basic elements and progress methodically to more difficult material.

Structured Literacy = Science of Reading in Action

Dyslexia Therapy Training

Teacher preparation programs at public colleges and universities in the state shall offer dyslexia therapy teacher preparation courses that are approved by the International Multisensory Structured Language Education Council or the International Dyslexia Association. Multi-institutional consortia or affiliations to assure access to these courses is acceptable.” (P 29)

The Alabama State Department of Education (ALSDE) will make available to Alabama public school educators a dyslexia certification training course accredited by the International Multisensory Structured Language Education Council (IMSLEC) and by the International Dyslexia Association (IDA). This certification training course will equip educators to support other educators, to provide dyslexia-specific intervention, and to modify the dyslexia-specific intervention as needed by individual students. (AAC)

Members of Dyslexia Advisory Council*

- 15 Parents
- 12 Certified Academic Language Therapists
- 1 Classroom Teacher
- 2 Retired Administrators
- **Volunteers** who do the work after hours
- School districts pick up expense for travel
- Members do not represent school districts, we represent students
- Communication

*Full listing in resource guide page 31-32

CALT/MSLE Job Description

A Certified Academic Language Therapist (CALT) shall be assigned at one school to provide intensive, diagnostic, and prescriptive reading intervention using an approved dyslexia-specific intervention for students identified with the characteristics of dyslexia or an official diagnosis of dyslexia.

- **Education/Qualifications:**

- CALT certification through the Academic Language Therapy Association (ALTA).
- The required Alabama Professional Educator Certificate.
- A master's degree and advanced coursework or professional development in the science of reading.
- Minimum two (2) years of dyslexia teaching experience as a successful elementary or literacy teacher.

WHAT IS A CALT?

CALT

Certified Academic Language Therapists

ALTA Certified Academic Language Therapists provide diagnostic, explicit, systematic Multisensory Structured Language Intervention which builds a high degree of accuracy, knowledge and independence for students with written language disorders, including dyslexia.

Certified Academic Language Therapists (CALT) are

Clinically Diagnostic and Prescriptive

Certified Academic Language Therapists (CALT) receive comprehensive training in the use of the Multisensory Structured Language Intervention (MSLI) program. Through MSLI, Certified Academic Language Therapists receive a thorough understanding of the structure of the English language and the ability to teach students to read and write with independence in written language skills.

Skilled in Multisensory Structured Language

Certified Academic Language Therapists implement auditory, visual, kinesthetic, and tactile processing in the teaching of the structure of the English language, which provides a solid foundation in written language skills.

Intensive

Certified Academic Language Therapists provide explicit, one-to-one or small group instruction in the structure of the English language, which builds expert understanding, repeated exposure to the structure of the English language, and the ability to read and write with independence.

Results Driven

Certified Academic Language Therapists receive explicit training in the structure of the English language, which builds expert understanding, repeated exposure to the structure of the English language, and the ability to read and write with independence.

ALTAread.org



CALT Stipend

As provided in Alabama Act 2021-342, the state of Alabama will provide an annual supplement of \$5,000 for Certified Academic Language Therapists (CALTs) who are properly certified by the state of Alabama and teaching full-time in an Alabama public K-12 school or public independent school.

Although the teacher will receive a \$5,000 supplement, the district will receive \$6,000. The additional \$1,000 allocation per teacher is being provided to local education agencies (LEAs) to cover employer benefit costs associated with the supplement. This additional \$1,000 is not guaranteed from year to year but is based on legislative appropriations and other factors such as an increased number of CALTs.



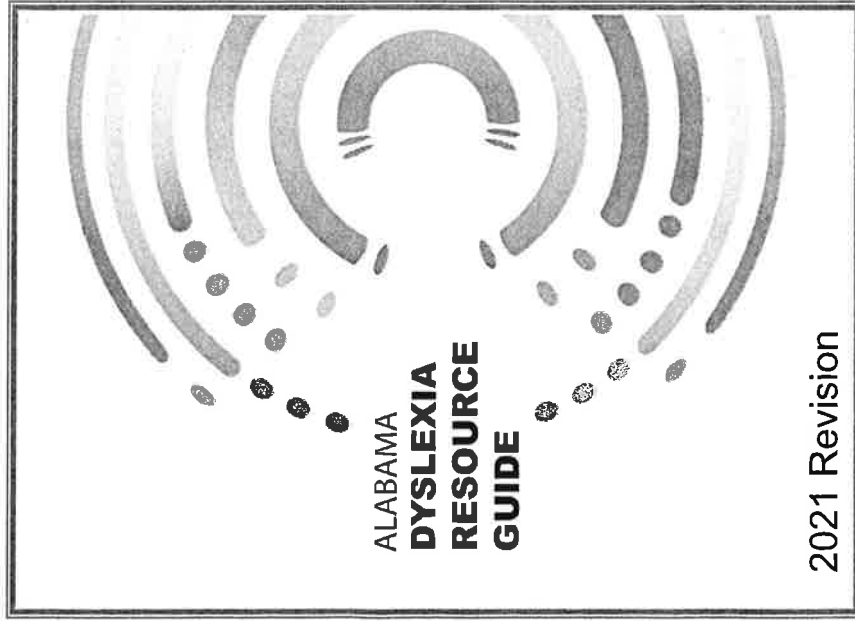
ALL students who display characteristics of dyslexia should receive dyslexia-specific intervention, regardless of their status as a general or special-education student. (Pg. 7)

Training options which meet requirements aligned. (pg. 10) – see handout for comparison

Any programs or materials used in Tier 1 and Tier 2 will not meet the definition of “dyslexia specific” and should not be included in a dyslexia plan or student reading improvement plan (SRIP). (Pg. 14)

Lack of progress in the approved intervention program determines the need for an in-depth dyslexia screening. (Pg. 15)

...Using screening materials which are not part of the universal screening assessment... (pg. 15)



Students **with consistent deficiencies and not making progress in dyslexia-specific intervention** screening guidance. (pg. 16)

Formal testing is not needed for students to receive the benefits of a SRIP or a Dyslexia Services Plan. (pg. 17)

Screening materials were revised to remove any of the universal screening materials. (links on pg. 26)

"It [dyslexia] undermines all the good things that come with reading: the confidence, hope, and knowledge that reading brings."

-Steve Dykstra, Ph.D.

"...the majority of children are in Grade 3 or above when first identified [as having dyslexia] by their schools."

- Sally Shaywitz (2003)

**Thank you for your tireless efforts on the part of
Alabama students (especially those with dyslexia)!**

Questions??

dac.alabama@gmail.com

TECHNICAL ADVISORY COMMITTEE PRESENTATION

2021 EDUCATOR PREPARATION INSTITUTIONAL REPORT

CARDS

2021 EDUCATOR PREPARATION INSTITUTIONAL REPORT CARDS

A report card will be available, October 14, 2021, for each of 25 colleges and universities approved by the Alabama State Board of Education to prepare teachers for initial certification based on completion of a Class B (bachelor's degree level) or Alternative Class A (master's degree level) program. Also, a composite statewide report will be available. All reports may be viewed via www.AlabamaAchieves.org.

Each 2021 report provides information about the number of certificates issued to 2019-2020 completers of Class B and Alternative Class A programs; performance on assessments related to knowledge of what and how to teach (Principles of Learning and Teaching and edTPA, that replaced the PLT) and performance on Praxis tests of content knowledge. The Praxis data are divided to emphasize the fact that the preparation of teachers is an institution responsibility. Much of the content knowledge prospective teachers need to acquire is not taught by faculty in the College of Education but rather by faculty in entities that provide courses in English, mathematics, science, social studies, the performing arts, etc. [Note that for any program, an X means that the institution does not prepare teachers for that category, and an * means that fewer than five teachers were prepared.]

A major component of each report provides the responses from 2020-2021 new teachers and their employers to two surveys created by the Alabama Association of Colleges for Teacher Education. For teachers and then for employers, the responses for each institution are compared to the statewide responses. The final portion of the survey report provides a comparison between the teachers' responses and their employers' responses. For very understandable reasons, the 2020-2021 response rate was low.

Some institutions have sought and achieved national recognition or accreditation of specific programs. Thus, the reports for those institutions include a list of programs that have achieved that goal.

**RESOLUTION IN RECOGNITION OF MRS. CAROLINE OBERT, PRINCIPAL
CHELSEA MIDDLE SCHOOL, SHELBY COUNTY SCHOOL SYSTEM, AS
ALABAMA'S 2021 MIDDLE SCHOOL PRINCIPAL OF THE YEAR**

WHEREAS, the National Association of Secondary School Principals (NASSP) sponsors a national program to honor outstanding middle and high school principals from across the United States and more than 45 countries; and

WHEREAS, Mrs. Caroline Obert, Principal of Chelsea Middle School in the Shelby County School System, was selected as Alabama's 2021 Middle School Principal of the Year by the Alabama Association of Secondary School Principals, and is currently serving as principal of Huntsville Junior High School; and

WHEREAS, Mrs. Caroline Obert earned her undergraduate degree from the University of Alabama in Huntsville, a master's degree, and her Ed S. from the University of Alabama in Birmingham; and

WHEREAS, Mrs. Caroline Obert has accumulated fifteen years' worth of educational experience with eight of those years as an administrator; she has also served as a teacher, instructional assistant, assistant principal, long-standing member of the Council for Leaders in Alabama Schools, and current President of the Middle School Principals Association for District V; and

WHEREAS, Mrs. Caroline Obert is known for mentoring, helping to grow leaders by helping others see their own potential as well as mentored and trained more than twenty-five aspiring administrators; and

WHEREAS, Mrs. Caroline Obert, Principal of Chelsea Middle School, through her leadership is credited with the development of the SWARM program for student achievement that helped the Chelsea Middle School report card improve from "B" to earning an "A"; and

WHEREAS, Mrs. Caroline Obert was a leader in Compact Chelsea, which is a collaborative partnership of concerned citizens that helped to raise awareness of youth substance use issues and educate youth and adults to take action to prevent substance use; and

WHEREAS, each year, the National Association of Secondary School Principals congratulates principals from across the nation for their exemplary achievements by recognizing them in its Principal of the Year Program; and

WHEREAS, the Principal of the Year Program, established in 1993, honors outstanding secondary and middle level principals who ensure that America's students acquire a sound foundation for lifelong learning and achievement, and the program annually honors secondary and middle level principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession; and

WHEREAS, secondary and middle-level principals are nominated for this achievement by peers in their state and final selections are made by committees appointed by each of the National Association of Secondary School Principals' state affiliate offices; and

WHEREAS, Mrs. Caroline Obert with an unwavering commitment to excellence in the rewarding field of education reflects immense credit upon the entire State of Alabama, and she is truly deserving of special commendation and praise:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Caroline Obert upon the honor of being selected as the 2021 Alabama Middle School Principal of the Year.

**RESOLUTION IN RECOGNITION OF MR. RONALD PINSON, PRINCIPAL,
CHILTON COUNTY HIGH SCHOOL, CHILTON COUNTY SCHOOL SYSTEM,
AS ALABAMA'S 2021 HIGH SCHOOL PRINCIPAL OF THE YEAR**

WHEREAS, the National Association of Secondary School Principals (NASSP) sponsors a national program to honor outstanding middle and high school principals from across the United States and more than 45 countries; and

WHEREAS, Mr. Ronald Pinson, Principal of Chilton County High School in the Chilton County School System, was selected as Alabama's 2021 High School Principal of the Year by the Alabama Association of Secondary School Principals; and

WHEREAS, Mr. Ronald Pinson has been the principal at Chilton County High School since 2017 and prior to that served as an assistant principal for five years; and

WHEREAS, Mr. Ronald Pinson is a resident of Clanton, Alabama and earned his undergraduate and graduate degrees from Auburn University and his master's degree in Instructional Leadership from the University of Alabama; and

WHEREAS, Mr. Ronald Pinson serves as a member of the Council for Leaders in Alabama Schools, served in the United States Army, implemented programs at Chilton County High School that are student centered, and focus on rewarding student accomplishments as well as giving the community a glimpse into the world of public education; and

WHEREAS, each year, the National Association of Secondary School Principals congratulates principals from across the nation for their exemplary achievements by recognizing them in its Principal of the Year Program; and

WHEREAS, the Principal of the Year Program, established in 1993, honors outstanding secondary and middle level principals who ensure that America's students acquire a sound foundation for lifelong learning and achievement, and the program annually honors secondary and middle level principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession; and

WHEREAS, secondary and middle-level principals are nominated for this achievement by peers in their state and final selections are made by committees appointed by each of the National Association of Secondary School Principals' state affiliate offices; and

WHEREAS, Mr. Ronald Pinson with an unwavering commitment to excellence in the rewarding field of education reflects immense credit upon the entire State of Alabama, and he is truly deserving of special commendation and praise:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mr. Ronald Pinson upon the honor of being selected as the 2021 Alabama High School Principal of the Year.

Done this 10th day of November 2021

**RESOLUTION IN RECOGNITION OF MS. AMY MASON, PRINCIPAL
MADISON COUNTY ELEMENTARY SCHOOL, MADISON COUNTY SCHOOL
SYSTEM, AS THE 2021 NATIONAL ASSOCIATION OF ELEMENTARY
SCHOOL PRINCIPALS NATIONAL DISTINGUISHED PRINCIPAL FROM
ALABAMA**

WHEREAS, the National Association of Elementary School Principals (NAESP) National Distinguished Principal Program was established to recognize elementary and middle-level principals who set high standards for instruction, student achievement, character, and climate for the students, families, and staffs in their learning communities; and

WHEREAS, Ms. Amy Mason was named the 2021 NAESP National Distinguished Principal from Alabama by the Alabama Association of Elementary School Administrators; and

WHEREAS, Ms. Amy Mason has served as the Principal of Madison County Elementary School in the Madison County School System for six years, prior to that served as a principal and assistant principal in Huntsville City School System, assistant principal in Maryland, an elementary school teacher in Maryland, Virginia, Indiana, Arizona, and a school administrator since 2009; and

WHEREAS, Ms. Amy Mason has served as a facilitator for community partnerships with the CARE Center, Graces of Gurley, the North Alabama Arts Education Alliance, the Heart of the Valley YMCA, Community Foundation of Huntsville, involved in leadership positions in AAESA, ACLD, NAESP, and a mentor for Johns Hopkins University;

WHEREAS, Ms. Amy Mason obtained her bachelor's degree from Purdue University in Hammond, Indiana, and her master's degree from Johns Hopkins University in Baltimore, Maryland; and

WHEREAS, Ms. Amy Mason always puts her students first and works tirelessly to create an atmosphere that supports the social emotional needs of students, allows her teachers to be successful, has a positive impact on her school and school system for its students, teachers, and parents; and

WHEREAS, Ms. Amy Mason has been honored by Council for Leaders in Alabama Schools, Alabama Association of Elementary School Administrators, and Madison County School System for her work and commitment to everyone under her care:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Ms. Amy Mason upon the honor of being selected as the 2021 Alabama NAESP National Distinguished Principal.

Done the 10th day of November 2021

**RESOLUTION IN RECOGNITION OF MR. HARLAND DREW GLASS,
ASSISTANT PRINCIPAL, WETUMPKA HIGH SCHOOL, ELMORE COUNTY
SCHOOL SYSTEM, AS ALABAMA'S 2021 ASSISTANT PRINCIPAL OF THE
YEAR**

WHEREAS, the National Association of Secondary School Principals (NASSP) sponsors a national program to honor outstanding assistant principals from across the United States and more than 45 countries; and

WHEREAS, Mr. Harland Drew Glass, Assistant Principal at Wetumpka High School in the Elmore County School System, was selected as Alabama's 2021 Assistant Principal of the Year by the Alabama Association of Secondary School Principals; and

WHEREAS, Mr. Harland Drew Glass earned his undergraduate degree from Troy University and a master's degree from Auburn University at Montgomery. Mr. Glass has accumulated fifteen years' worth of educational experience with five of those years as an assistant principal, ten as a special education teacher, and is now serving as the principal of Tallassee High School; and

WHEREAS, Mr. Harland Drew Glass is a member of the Council for Leaders in Alabama Schools, Vice President of AASSP District IV, and instrumental in building positive relationships among his peers. He is known for having a positive outlook and the ability to identify the good in every situation; and

WHEREAS, Mr. Harland Drew Glass as the coordinator, is credited with the success of the Advanced Placement Program which has seen tremendous growth both in percent of exams and percent of students with qualifying scores; and

WHEREAS, Mr. Harland Drew Glass puts his heart into every aspect of his job and his willingness to offer support and motivation to faculty and staff. Being very passionate about the care and well-being of his students and the staff, he is indeed deserving of the prestigious title that he has received; and

WHEREAS, each year, the National Association of Secondary School Principals congratulates assistant principals from across the nation for their exemplary achievements by recognizing them in its Assistant Principal of the Year Program; and

WHEREAS, the Assistant Principal of the Year Program honors outstanding secondary assistant principals who ensure that America's students acquire a sound foundation for lifelong learning and achievement, and the program annually honors secondary assistant principals who have succeeded in providing high-quality learning opportunities for students as well as demonstrating exemplary contributions to the profession:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mr. Harland Drew Glass upon the honor of being selected as the 2021 Alabama Assistant Principal of the Year.

Done this 10th day of November 2021

**RESOLUTION IN RECOGNITION OF MRS. AQILA MALPASS, ASSISTANT
PRINCIPAL, ROCKY RIDGE ELEMENTARY SCHOOL, HOOVER CITY
SCHOOL SYSTEM, AS ALABAMA'S 2021 OUTSTANDING ASSISTANT
PRINCIPAL OF THE YEAR**

WHEREAS, the National Association of Elementary School Principals (NAESP) sponsors a national program to honor outstanding elementary and middle-school assistant principals from all 50 states, the District of Columbia, Department of Defense, and U.S. Territories; and

WHEREAS, Mrs. Aqila Malpass, Assistant Principal at Rocky Ridge Elementary School in the Hoover City School System, was selected as the Alabama recipient of the 2021 Assistant Principal of the Year by the National Association of Elementary School Principals and the Alabama Association of Elementary School Administrators; and

WHEREAS, Mrs. Aqila Malpass has been an outstanding educator in Alabama and served as an instructional coach and assistant principal in the Hoover City School System; and

WHEREAS, Mrs. Aqila Malpass earned a bachelor's degree from Howard University, a master's and specialist degree in Educational Leadership from the University of Alabama at Birmingham and currently working towards her Doctorate degree at the University of Alabama at Birmingham; and

WHEREAS, Mrs. Aqila Malpass is an intentional instructional leader who has a positive impact on her school as a result of her encouragement of quality, equitable instruction, and her emotional and academic support of her staff; and

WHEREAS, Mrs. Aqila Malpass strives to lead by example by modeling lessons, engaging all families, and having high expectations of all students; and

WHEREAS, Mrs. Aqila Malpass is a member of the NAESP where she serves on the Editorial Advisory Board, a member of AAESA, and CLAS; and

WHEREAS, Mrs. Aqila Malpass has been recognized by her peers for exemplary service to the students, teachers, parents, and other stakeholders at Rocky Ridge Elementary School:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend and congratulate Mrs. Aqila Malpass upon the honor of being selected as the 2021 Alabama Elementary School Assistant Principal of the Year.

Done this 10th day of November 2021

RESOLUTION IN RECOGNITION OF DECEMBER 6-10, 2021 AS "INCLUSIVE SCHOOLS WEEK" IN ALABAMA SCHOOLS

WHEREAS, Governor Ivey's proclamation originating in 2018, decreed a week committed to educating students in inclusive schools and classrooms, it is with reverence that we seize and proclaim the resurgence and focus on Inclusive Schools Week; and

WHEREAS, educational practices have been impacted by enormous change and disruption through a global pandemic, Alabama's administrators, educators, and support staff have prevailed in doing what is necessary to continuously provide Alabama's students opportunities to be a part of high-performing inclusive schools and classrooms; and

WHEREAS, when support by the Alabama State Department of Education (ALSDE) could have proceeded with business as usual, the ALSDE faced the challenges head on. The ALSDE collaborated together to lead a charge in providing resources and guidance in conjunction with Alabama's Strategic Plan motto, Every Child. Every Chance. Every Day; and

WHEREAS, fairness in program application and access might have floundered through the pandemic, it is with unity and dedication that resources and initiatives were put in place, support was re-emphasized, and programs were created to bridge gaps in learning, while consistently providing fairness for all students through a lens of inclusiveness; and

WHEREAS, since children are unique, it is with excitement that we embody the whole child concept in strategies and supports from this day forward. These inclusive practices embrace each child who learns differently, while providing equitable teaching that is responsive to the abilities and interests of every child; and

WHEREAS, embracing this concept is not a solitary commitment, the ALSDE and the Alabama Board of Education invites all stakeholders of Alabama to embrace Inclusive Schools Week, December 6-10, 2021, and stand committed to providing equitable opportunities to Every Child. Every Chance. Every Day:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby express its appreciation to all school staff who foster an environment of respect and inclusion focused on high-quality learning; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education encourages Alabama schools to participate in promoting Inclusive Schools Week; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does designate December 6-10, 2021, as Inclusive Schools Week in Alabama public schools.

Done this 10th day of November 2021

**RESOLUTION TO
APPOINT THE CAREER AND TECHNICAL EDUCATION
STATE COURSE OF STUDY COMMITTEE**

WHEREAS, *Code of Alabama* (1975) §16-35-1 through 5, provides that the Alabama State Board of Education shall constitute Courses of Study Committees for the purposes and functions as provided within the statute; and

WHEREAS, the State Superintendent of Education recommends approval:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education appoints those persons listed on the attached as members of the Career and Technical Education State Course of Study Committee for a period of one year or until their successors are appointed.

Done this 10th day of November 2021

2022 Career and Technical Education Course of Study Committee

| Committee Members | | | |
|---------------------|------------------------|----------------|---------------------------------|
| Name | Congressional District | Board District | System |
| Mr. Brandy A. White | 2 | 2 | Houston County Public Schools |
| Cherea Baker | 2 | 5 | Autauga County Schools |
| Rachel Baxter | 1 | 1 | Mobile County Public Schools |
| Danielle Booth | 1 | 1 | Mobile County Public Schools |
| Belinda Brooks | 7 | 4 | Birmingham City Schools |
| Brock Dunn | 2 | 5 | Autauga County Schools |
| Stacy Garrett | 6 | 3 | Shelby County Schools |
| Portia Houston | 5 | 6 | Decatur City Schools |
| Terri Jenkins | 4 | 8 | Gadsden City Schools |
| Annette Johnson | 1 | 1 | Mobile County Public Schools |
| Sherry Laster | 3 | 6 | Calhoun County School District |
| Marulynn Lockett | 4 | 7 | Jasper City School District |
| Cliff Pope | 7 | 4 | Jefferson County Schools |
| Fa'aniniva Roberson | 6 | 3 | Alabaster City Schools |
| Karen Rodriguez | 5 | 8 | Huntsville City Schools |
| Ken Sealy | 3 | 2 | Chambers County School District |
| Leslie Sellers | 1 | 1 | Escambia County Schools |
| Jenny Shawn | 2 | 2 | Ozark City Schools |
| Amethyst Vineyard | 3 | 3 | Sylacauga City School District |

Higher Education

| | | | |
|---------------|---|---|--------------------------------------|
| Donna Bell | 6 | 3 | University of Montevallo |
| Denise Sauls | 2 | 2 | Lurleen B. Wallace Community College |
| Gerri Wallace | 5 | 7 | Northwest-Shoals Community College |

Congressional District Representation

Congressional District Representation

| District | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| Committee | 5 | 4 | 3 | 2 | 3 | 3 | 2 |

Board District Representation

| District | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> |
|-----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Committee | 4 | 3 | 4 | 2 | 3 | 2 | 2 | 2 |

RESOLUTION IN RECOGNITION OF NOVEMBER 2021 AS “SCHOOL LIBRARY MONTH” IN ALABAMA SCHOOLS

WHEREAS, the Alabama State Board of Education and the Alabama State Department of Education recognize the school library as a vital and enriching segment of children’s well-rounded education; and

WHEREAS, the Alabama School Library Association has designated November as Alabama School Library Month; and

WHEREAS, school libraries promote literacy and the enjoyment of reading, viewing, and listening; and

WHEREAS, school libraries promote diversity and inclusion by curating a collection of books in which all students can see themselves and by providing a safe haven for students to explore their interests without judgment; and

WHEREAS, school libraries provide resources and learning activities designed to enhance reading motivation and establish the information literacy skills necessary for lifelong learning; and

WHEREAS, school libraries provide access to a wide variety of print and digital educational materials and the technology needed to utilize these resources; and

WHEREAS, school libraries promote competencies in new and developing technologies; and

WHEREAS, school libraries support the classroom curriculum and are integral to a quality educational program; and

WHEREAS, Alabama recognizes the importance of qualified, certified school librarians by allocating a librarian for every school with 250 or more students:

NOW, THEREFORE, BE IT RESOLVED, That school libraries are an essential component of a well-rounded K-12 public education in Alabama; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does hereby express its appreciation to school librarians, classroom teachers, and administrators for their efforts to support library media programs in Alabama public schools; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does hereby designate November 2021 as School Library Month in Alabama public schools.

Done this 10th day of November 2021

**ALABAMA STATE BOARD OF EDUCATION RESOLUTION ESTABLISHING A
CUT SCORE FOR THE LOWEST LEVEL IN READING FOR THE ALABAMA
COMPREHENSIVE ASSESSMENT PROGRAM (ACAP)**

WHEREAS, the Alabama State Board of Education supports increasing student achievement, including an emphasis on reading in the early grades, as witnessed by its continued commitment to high-quality reading instruction, assessment, and professional development, and

WHEREAS, the *Alabama Literacy Act* specifically provides, in part,

“(h) Commencing with the 2021-2022 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided all of the following options to demonstrate sufficient reading skills for promotion to fourth grade, and the State Superintendent of Education shall provide guidelines for the implementation of this subsection:

(1) Scoring above the lowest achievement level, as determined by rule of the State Board of Education, on a board-approved assessment in reading as provided in Section 16-6G-3.

(2) Earning an acceptable score on an alternative standardized reading assessment as determined and approved by the State Superintendent of Education.

(3) Demonstrating mastery of third grade minimum essential state reading standards as evidenced by a student reading portfolio. The State Superintendent of Education and the task force established under subsection (a) of Section 16-6G-3 shall establish criteria for minimum essential standards and the student reading portfolios and a definition of what constitutes mastery of all third grade state reading standards.

(i) If a student does not demonstrate sufficient reading skills on one of the three options listed in subsection (h) and does not qualify for a good cause exemption, the student may not be promoted to fourth grade.” *Section 16-6G-5, Code of Alabama (1975)*:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education establishes that for purposes of promotion to fourth grade under provisions of the *Alabama Literacy Act*, the lowest achievement level for the reading subset of the ACAP English Language Arts will include any and all raw scores below (to be determined during work session discussion); and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education intends to review this lowest achievement level on a regular basis following future administrations of the statewide English Language Arts reading assessment and reserves the right to make amendments as deemed necessary by the Board.

Done this 10th day of November 2021