

**ALABAMA STATE BOARD OF EDUCATION
ELEMENTARY/SECONDARY EDUCATION
WORK SESSION
THURSDAY, OCTOBER 13, 2022, 11 A.M. OR IMMEDIATELY FOLLOWING
THE ALABAMA STATE BOARD OF EDUCATION MEETING
PLAZA 103 GORDON PERSONS BUILDING
MONTGOMERY, ALABAMA 36130-2101**

AGENDA

1. Superintendent Updates
 - a. Praxis Scores
 - b. Legislative Priorities
 - c. Barksdale Report - Kelly Butler
2. Board Questions
3. Alabama State Board of Education Resolution Declaring the Critical Importance of Teacher and Student Attendance
4. Discussion of Amended *Alabama Administrative Code* Rule 290-3-1-.02, Pertaining to Regulations Governing Public Schools (Graduation Requirements)
5. Announce Intent to Adopt a New *Alabama Administrative Code* Rule 290-3-3-.60, Pertaining to Alternative Teacher Preparation Organizations
6. Resolution to Appoint the Science State Course of Study Committee
7. Resolution to Appoint the Career and Technical Education State Course of Study Committee
8. Resolution in Recognition of December 5-9, 2022, as Special Education Inclusive Schools Week in Alabama Schools
9. Resolution in Recognition of Elberta Elementary School, Baldwin County School System, as a 2022 Blue Ribbon School, State School Board District One
10. Resolution in Recognition of Newton Elementary School, Dale County School System, as a 2022 Blue Ribbon School, State School Board District Two
11. Resolution in Recognition of Piedmont Elementary School, Piedmont City School System, as a 2022 Blue Ribbon School, State School Board District Six
12. Resolution in Recognition of Moody Elementary School, St. Clair County School System, as a 2022 Blue Ribbon School, State School Board District Six
13. Resolution in Recognition of Walter Jackson Elementary School, Decatur City School System, as a 2022 Blue Ribbon School, State School Board District Seven
14. Resolution Honoring Alabama 2022 College-Ready Schools of Excellence
15. Resolution Honoring Alabama 2022 College-Ready High Schools of Excellence
16. Selection of Alabama State Board of Education Delegate for Alabama Association of School Boards' 2022 Convention and Delegate Assembly

The Alabama State Board of Education meeting and work session will be available for LIVE viewing at
<https://www.youtube.com/user/aldeptofed/live>.
After the meeting, the archived video is available at <https://www.alabamaachievers.org/state-board-of-education/meeting-videos/>.
If you have comments or questions, please call Communications at 334-694-4686 or send email at comm@alsde.edu.



To: SBOE Members

Date: 10/13/2022

For board work session:

1. SBOE Legislative Priorities
2. Education Bills Leftover from 2022 Session
3. Potential Legislation for 2023 Session

1. SBOE Legislative Priorities

- **FY2023 Budget (ETF Budget Request attached)**
 - Priorities include AP Expansion, Career Tech Expansion, ATIM Increase, Struggling Readers Beyond Grade 3, CALT/CALP, Teacher Mentor Program, JAG, Lower Divisors, Future Teachers of Alabama (Grow Your Own)

2. Education Bills Leftover from 2022 Session

- **HB331 First Grade Readiness**
 - This bill would require children entering the first grade to show signs of “First Grade Readiness” by successfully completing kindergarten or via a SBOE approved assessment.
 - 2022 Status: Passed the House, died in the Senate
- **HB533 Microgrants to Students**
 - This bill would provide parents with microgrants to assists with the costs of certain academic and educational enrichment activities and programs.
 - 2022 Status: No progress
- **HB241 Alabama Credential Quality and Transparency Act**
 - Commencing with the 2023-2024 school year, this bill would require all public school students to postsecondary education and workforce readiness by their graduation
 - 2022 Status: Passed the House, died in the Senate
 - Where we are now: SBOE Admin rule on CCR graduation requirement pending
- **HB506 Expand K-12 Virtual Education Options**
 - This bill would have changed the requirement that there be a virtual school option to all 9-12 students to all K-12 students
 - 2022 Status: No progress



- **SB79 School Discipline/Due Process**
 - This bill would create a uniform system of procedural due process for students facing potential suspension or expulsion
 - 2022 Status: Passed the Senate, died in the House
 - Where we are now: Administrative code proposal for the board included; see 290-3-1-.04. SSA, AASB, and CLAS all support the proposal.
- **SB302 Change Local Funding Provisions to Charter Schools**
 - This bill would further provide clarification for categorical and operational funding for charter schools
 - 2022 Status: Passed the Senate, died in the House
- **SB140 Parents Choice Program Education Savings Account**
 - This bill would create the “Parents Choice Act” providing parents with the creation, funding, and utilization of an education savings account
 - 2022 Status: No progress

3. Potential Legislation for 2023 Session

- **School Safety**
 - SAFE Council progress report attached
- **“Failing” Schools Redesignation**
 - Designate a “Failing” School as a “Challenged” School and designate a “Non-Failing” School as a “Non-Challenged” School; see 2020 HB47 2019 HB72



Securing Alabama's Facilities of Education (SAFE) Council Progress Report

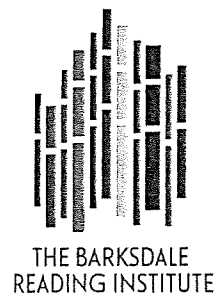
SAFE Council Recommendation		Status of Implementation	Funding	Current Details
Physical Security				
1:	Funding for School Resource Officers (SROs) and District Safety Coordinators (DSCs)	Partially	<p>No full state allocation -----</p> <p>Funding options being used now:</p> <ul style="list-style-type: none"> • Local • Federal • State at-risk • A&T Funds 	<ul style="list-style-type: none"> • SDE requires every school system to name a designated DSC who attends SDE sponsored training 3 times per semester. All systems have one (some serve in multiple jobs instead of full-time DSC) • Most School systems have some, not each school. Many law enforcement agencies and school districts split SRO expenses
2:	Bond Issue for Enhancing School Building Security	Partially	<p>No full state allocation -----</p> <p>Allowable allocation includes:</p> <ul style="list-style-type: none"> • 2020 PSCA Bond provided <u>\$912m to K-12 schools</u> for Capital Improvement Projects • Advancement & Technology (A&T) Funds (<u>allowable A&T expenditures</u>) 	The PSCA bond in 2020 resulted in school security enhancements being allowable so long as they qualified as capital improvements. There has not been a bond dedicated to security
3:	Surveillance Systems Linked to Law Enforcement	Partially	<p>No full state allocation -----</p> <p>Funding options being used now:</p> <ul style="list-style-type: none"> • Local • Federal • A&T Funds 	Some already in place, but many school systems must upgrade their cameras to allow for real-time connection to 911 centers
Threat Assessments and Mental Health				
4:	School-Based Mental Health	Fully	<ul style="list-style-type: none"> • ETF line item to Dept. of Mental Health is \$3.5m • ETF line item for MHSCs is \$6.1m 	<ul style="list-style-type: none"> • School-Based Mental Health Collaboration Program currently has <u>91 school districts and 18 community mental health centers</u> partnering to provide mental health services within school districts • MHSC Program provided a MHSC for every school district Fall 2022

5:	Identifying Warning Signs	Fully	No full state allocation ----- Allowable funding includes: <ul style="list-style-type: none"> • \$250,000 for YMHFA training grants • \$3m Bullying Prevention Grants 	<ul style="list-style-type: none"> • Our state has implemented the Colorado threat assessment model (referenced in the <u>SAFE Report appendix</u>) and ALSDE provides regular training • Youth Mental Health First Aid (YMHFA) also provided • Schools use various strategies and/or products to identify at-risk students
6:	Reporting Threats	Fully	previously funded by ALEA, currently funded by ALSDE operating expenses, at risk, and upgraded with a federal grant	ALSDE partners with nSIDE, School Safety Platform, to create the Alabama Emergency Alert System for Education (AEASE). See <u>Press Release</u> from when added new program to existing platform
7:	Tracking School Violence	Fully	ALSDE provides from its operating expenses	Every school system is required to complete Student Incident Reports (SIRs) which allow ALSDE to track and report offenses throughout the year instead of annually Reporting also available through: <ul style="list-style-type: none"> • Suspicious Activity Report (<u>SAR</u>) with ALEA's Fusion Center • nSide's AEASE

Coordinated Training and Planning

8:	Empowered and Accountable District Safety Coordinators	Fully	Locally funded only or designate an employee to serve in multiple capacities	Every school system required to name a designated DSC who attends SDE sponsored training 3 times per semester
9:	Building a Culture of Safety	Fully	No full state allocation	<ul style="list-style-type: none"> • Each school district required to have emergency operations plan • Each school required to annually train students and teachers on the emergency plan • <u>Act 2021-424</u> required mental health awareness also be included in the annual training with school personnel
10:	School Safety Training and Compliance Teams	Fully	ETF Line Item \$800,000 for Regional School Safety Coordinators	Seven Regional School Safety Coordinators support their regions by conducting Threat Assessment trainings, school safety walkthroughs, YMHFA trainings, safety compliance monitoring, drill simulations, school safety best practices, etc.

BARKSDALE REPORT



ALABAMA STATE BOARD OF EDUCATION RESOLUTION DECLARING THE CRITICAL IMPORTANCE OF TEACHER AND STUDENT ATTENDANCE

WHEREAS, according to the 2020 National Council of Teacher Quality's (NCTQ) Roll Call Report, teachers have a 95% percent attendance rate; and

WHEREAS, this is a slight national improvement over the 2014 Roll Call report, with teachers missing an average of 9.4 days in 2017 compared to 11 days in 2013; and

WHEREAS, teachers remain the most important in-school factor for student learning; and

WHEREAS, teacher chronic absenteeism, defined as missing 10 percent or more of school days due to absence for any reason, can translate into students not being ready to read by the third grade, a negative impact on overall student achievement, and students not being on track to graduate on time; and

WHEREAS, in January 2020, the Alabama State Board of Education defined chronic student absenteeism as missing 18 or more days during the school year for any reason; and

WHEREAS, understanding the impact attendance has on student success, Alabama has included a chronic absenteeism metric within its school accountability system and *Every Student Succeeds Act* State Plan with a goal of reducing chronic absenteeism to no more than 5 percent by 2030 in Alabama; and

WHEREAS, nationally school districts spend approximately \$4 billion annually to hire substitute teachers; and

WHEREAS, according to the Institute of Education Sciences, more than three-quarters of public schools reported it is more difficult to get substitutes than it was before the pandemic and public schools are frequently relying on administrators, non-teaching staff, and teachers on their free periods to cover classes; and

WHEREAS, the Alabama State Board of Education does not currently receive reports on teacher absenteeism:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education is committed to improving student and teacher absenteeism as a fundamental strategy for increasing student achievement; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education affirms that the collection and analysis of data is necessary for informing further policy recommendations for reducing student and teacher chronic absenteeism; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education affirms that most teachers who take leave do so appropriately and acknowledges recent sick leave conversion changes to Tier II retirement is expected to have long term positive impacts on Alabama's teacher recruitment and retention work; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education shall require local education agencies to submit student and teacher absenteeism data, by district and school level, to the Alabama State Department of Education; and

BE IT FURTHER RESOLVED, That the Alabama State Department of Education shall annually make the student and teacher absenteeism data publicly available on its website.

Done this 10th day of November 2022

This copy of the administrative code only shows subsection (8) Diploma Requirements of the full chapter on Rules Governing Public Schools. Since the full chapter is approximately 31 pages, we only listed unchanging subsections' titles rather than full text to make reading the proposed changes easier. Proposed changes appear as underlined text.

290-3-1-.02. Regulations Governing Public Schools.

- (1) Safe School Equipment and Facilities, Laboratories, and Policies.
- (2) Length of School Day and School Term.
- (3) Student Records from Nonexisting Schools.
- (4) Student Records from Existing Schools.
- (5) Federal Laws on Protection of Student Privacy. All schools must observe the Federal Educational Rights and Privacy Act (FERPA) as set forth in 20 U.S.C. 1239, 34 CFR, Part 99.
- (6) Summer School.
- (7) Student Personnel -- Admission.

(8) **Diploma Requirements.** Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.

(a) Alabama High School Diploma.

	Credits
English Language Arts	4
Four credits to include:	
English 9	1
English 10	1
English 11	1
English 12	1
<u>Equivalent options may include:</u>	
Advanced Placement/International Baccalaureate/postsecondary Mathematics	4
Three credits to include:	
Algebra I, or its equivalent	1
Geometry, or its equivalent	1
Algebra II w/Trigonometry or Algebra II, or its equivalent	1
One credit from:	
<i>Alabama Course of Study: Mathematics</i> or Career and Technical Education/Advanced Placement/International Baccalaureate/ postsecondary mathematics-credit eligible course	1
Science	4
Two credits to include:	
Biology	1
A physical science	1
Two credits from:	
<i>Alabama Course of Study: Science</i> or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary science-credit eligible courses	2

Social Studies	4
Four credits to include:	
World History	1
United States History I	1
United States History II	1
United States Government	0.5
Economics	0.5
Equivalent options may include:	
Advanced Placement/International Baccalaureate/postsecondary Physical Education	1
Beginning Kinesiology	1
Health Education	0.5
Career Preparedness	1
Career and Technical Education and/or Foreign Language and/or Arts Education	3
Electives	2.5
Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.	
TOTAL	24

(b) Credit Restrictions.

1. A student shall not earn credit toward graduation for a course that duplicates course content for which credit has already been awarded.
2. Embedded Credit. Career and Technical Education programs, with a strong emphasis on academic content, can offer instruction giving students experience with high levels of mathematics and science and the application of mathematics and science concepts to solve problems.
 - (i) Academic credit may be awarded upon completion of qualifying Career and Technical programs.
 - (ii) The State Superintendent shall determine eligibility of Career and Technical programs that qualify for award of embedded credit.
 - (iii) A total of two embedded credits may be earned by a completer of a Career and Technical program, one in mathematics and one in science.

3. Distance Learning. Effective for students entering the ninth grade in the 2009-2010 school year, Alabama students will be required to complete one on-line/technology enhanced course or experience prior to graduation. Exceptions through Individualized Education Plans will be allowed.

(c) **Substitution Subjects for Physical Education in Grades 9-12.** Until funding is obtained for K-8 physical education teachers, there will be no exception to the one required unit of physical education in Grades 9-12. Any Alabama public school system that has adequate certified physical education teachers in Grades K-8 may request of the State Superintendent of Education that the exemptions of the one credit of physical education in Grades 9-12 be applied as listed below:

1. May substitute physical activity-based subjects (e.g., marching band, and athletics) and other subject areas under exceptional circumstances for physical education under the following conditions:

(i) A detailed plan (except JROTC) which reflects collaboration with the physical education teacher at the school must be developed and submitted to the State Superintendent of Education to ensure that students will master the required content standards and benchmarks as outlined in the *Alabama Course of Study: Physical Education*.

(ii) The Alabama Physical Fitness Assessment must be administered to Grade 2-12 students, including students who receive exemptions from the State Superintendent of Education. Fitness data must be reported to the State Department of Education (SDE).

(iii) Such other conditions as prescribed by local boards of education. This subsection (c) becomes effective with the class entering the ninth grade in the fall of 2006.

2. No other substitutions are authorized unless written authorization for such substitutions is secured from the State Superintendent of Education.

(d) Conditions Pertaining to Issuance of Diploma

1. High school diplomas shall be issued only upon the authority of the county or city board of education and shall be on forms prescribed or approved by the local board. Diplomas shall bear the signature of the local superintendent of education and the principal of the school. It is recommended that the signature of the chairman of the city or county board of education be included also.

2. All state public secondary schools shall have the "Great Seal of Alabama" on the face of the diploma issued by the school.

3. High schools are not authorized to issue the Alabama High School Diploma as a result of any assessment other than assessments required through the Alabama Assessment Program.

4. High schools, with local education agency approval, are authorized to issue the Alabama High School Diploma to any student with a disability(s) as defined by the *Individuals with Disabilities Education Act* and/or *Section 504 of the Rehabilitation Act of 1973*, who has met all of the graduation requirements.

5. Local boards of education shall ensure that all courses required for the Alabama High School Diploma are made available to every high school student ~~who begins the ninth grade in the 2013-14 school year and thereafter.~~

6. The International Baccalaureate (IB) Diploma Programme academic course requirements may be substituted for the Alabama High School Diploma core curricula and arts education requirements when administered through an approved International Baccalaureate (IB) Diploma Programme and all academic assessment requirements are met by the participating student(s).

7. Except in case of bona fide change of residence or other circumstances equally valid for making an exception, a student is not to be graduated from high school unless he has been in continuous attendance therein during the entire high school year immediately preceding the date of graduation. If so desired, a local board of education may require students residing within its attendance zone and transferring from a non-accredited school/school setting to attend its school(s) for two (2) entire high school years immediately preceding the date of graduation. In the event of the transfer from one school to another of a twelfth-grade student who wishes to become a candidate for graduation at the end of the year, the school receiving the student should require approval in writing of the transfer and the student's candidacy for graduation from the principal of the school from which the student has withdrawn. The letter of approval together with any necessary memoranda should be filed with the transcript of the student's record from the discharging school. In case of doubt as to procedure or appropriate action in such case, either or both of the principals of the schools concerned should discuss the matter with the State Department of Education.

(e) **Conditions of Issuance of Graduation Certificates.** (Refer to Graduation Activities and Diplomas of Special Education Services AAC Rule 290-8-9-.10(9)(c) through 290-8-9-.10(9)(g).

(f) **College and Career Readiness.** (a) Effective with the 2023-2024 school year and commencing with the cohort of public school students who will graduate during the 2027-2028 school year, all public school students shall demonstrate postsecondary education and workforce readiness by earning one or more of the following college or career readiness indicators before graduation:

1. Earning a benchmark score in any subject area on the ACT college entrance exam.
 2. Earning a qualifying score of three or higher on an advanced placement exam.
 3. Earning a qualifying score of four or higher on an international baccalaureate exam.
 4. Earning college credit while in high school.
 5. Earning a silver or gold level on the ACT WorkKeys Exam.
 6. Completing an in-school youth apprenticeship program.
 7. Earning a career technical industry credential listed on the compendium of valuable credentials of the Alabama Committee on Credentialing and Career Pathways.
 8. Being accepted into the military before graduation.
 9. Attaining career and technical education completer status.
 10. Any additional college and career readiness indicator approved by the State Board of Education.
- (b) Except for diplomas issued under Special Education Services rules, no student shall receive a diploma without earning one or more of the college or career readiness indicators.
- (c) Any student not receiving a diploma pursuant to this section, who later becomes in compliance, may only receive a diploma if the remedy occurs within the two years of their initial failure to graduate.

(9) Time Allotment and Credit Requirements for Secondary Schools.

(10) Credit Recovery.

(11) Dual Enrollment -- Postsecondary Institutions.

(12) Correspondence Courses.

(13) Online Courses.

(14) Tutorial Study.

(15) Physical Education.

(16) Drug Education.

(17) Driver Education.

(18) Extracurricular Activity Participation-- Academics First.

(19) Problem Solving Teams (PST).

(20) Dyslexia.

(21) The Free Application for Federal Student Aid (FAFSA) -- Access to Federal Student Aid.

Author: Dr. Eric G. Mackey

Statutory Authority: Constitution of Alabama 1901, Amendment No. 284, Code of Ala. 1975, §§ 16-1-1, 16-2-2, 16-3-11 through 12, 16-3-14, 16-4-14, 16-8-35 through 36, 16-12-8, 16-26-1 through 3, 1982 Acts of Ala. No. 82-482.

History: Revised March 27, 1975, Repromulgated February 19, 1982, June 22, 1982; March 14, 1985 adopted 290-3-1-.06(9)(b) effective April 20, 1985; April 11, 1985 adopted new Rule No. 290-3-1-.06(11.1) and 290-3-1-.06(11.2) effective May 31, 1985; May 9, 1985 adopted 290-3-1-.06(11)-.12ER, 290-3-1-.06(11.1)-.13ER, and 290-3-1-.06(11.2)-.14ER, effective May 24, 1985; June 27, 1985 adopted 290-3-1-.06(11.1)(a-1)-.27ER and 290-3-1-.06(11.2)(a-2)-.28ER, effective 07-10-85; 09-12-85 adopted 290-3-1-.06(11.1)(a-1)-.27ER, and 290-3-1-.06(11.2)(a-2)-.28ER, effective October 28, 1985; September 21, 1985 Rule No. 290-3-1-.06(11)-.12ER and Rule No. 290-3-1-.06(11.1)-.13ER expired; March 13, 1986 adopted 290-3-1-.06(11.1)(a-1), 290-3-1-.06(11.1)(h-1), 290-3-1-.06(11.2)(a-2), 290-3-1-.06(11.1)(h-2) and 290-3-1-.06(12) effective April 23, 1986; August 14, 1986 adopted 290-3-1-.06(11.2)(a-2) and (k-2) effective September 24, 1986; August 14, 1986 adopted 290-3-1-.06(12) effective September 24, 1986; April 9, 1987 amended 290-3-1-.06(12)(a) and repealed 290-3-1-.06(12)(f) effective May 22, 1987; August 13, 1987 adopted 290-3-1-.06(11.1)(a-1) and 290-3-1-.06(11.2)(a-2) effective September 25, 1987; April 28, 1988 adopted new 290-3-1-.06(11.3) effective June 6, 1988; October 13, 1988 amended 290-3-1-.06(11.1)(a-1) and .06(11.2)(a-2), removing completion of the Home and Personal Management course as a requirement for graduation from high school, effective November 28, 1988; December 8, 1988 amended 290-3-1-.06(6) and 290-3-1-.06(10) [to include Social Security Numbers for each child enrolling and effective dates] effective January 18, 1989; 290-3-1-.06(10)(b)(1) adopted as emergency rule August 12, 1993, adopted as permanent rule October 14, 1993. **Amended:** Filed May 12, 1995; effective June 16, 1995. **Amended:** Filed April 12, 1996; effective May 17, 1996. **Amended:** Filed May 20, 1997, effective June 24, 1997. **Amended:** Filed July 21, 1997; effective August 25, 1997. **Amended:** Filed August 20, 1997; effective September 24, 1997. **Amended:** Filed August 14, 1998; effective September 18, 1998. **Amended:** Filed April 12, 1999; effective May 17, 1999. **Amended:** Filed June 15, 1999; effective July 26, 1999. **Amended:** Filed November 9, 2000; effective December 14, 2000. **Amended:** Filed December 14, 2000; effective January 18, 2001. **Amended:** Filed August 8, 2002; effective September 12, 2002. **Amended:** Filed May 8, 2003; effective June 12, 2003. **Amended:** Filed March 11, 2004; effective April 15, 2004. **Amended:** Filed May 13, 2004; effective June 17, 2004. **Amended:** Filed August 12, 2004; effective September 16, 2004. **Amended:** Filed September 9, 2004; effective October 14, 2004. **Amended:** Filed November 18, 2004; effective December 23, 2004. **Amended:** Filed November 10, 2005; effective December 15, 2005. **Amended:** Filed December 8, 2005; effective January 12, 2006. **Amended:** Filed May 11, 2006; effective June 15, 2006. **Amended:** Filed August 7, 2006; effective September 11, 2006. **Amended:** Filed September 14, 2007; effective October 19, 2007. **Amended:** Filed May 8, 2008; effective June 12, 2008. **Amended:** Filed August 5, 2008; effective September 9, 2008. **Amended:** Filed February 12, 2009; effective March 19, 2009. **Amended:** Filed June 11, 2009; effective July 16, 2009. **Amended:** Filed April 14, 2011; effective May 19, 2011. **Amended:** Filed November 14, 2011; effective December 19, 2011. **Amended:** Filed October 10, 2013; effective November 15, 2013. **Amended:** Filed April 9, 2014; effective May 14, 2014. **Amended:** Filed March 11, 2015; effective April 15, 2015. **Amended:** Filed October 8, 2015; effective November 12, 2015. **Amended:** Filed September 8, 2016; effective October 23, 2016. **Amended:** Filed September 13, 2018; effective October 28, 2018. **Amended:** Published April 30, 2021; effective June 14, 2021. **Amended:** Published June 30, 2021; effective August 14, 2021; Amended Filed ____; Effective ____; .

**STATE BOARD OF EDUCATION
STATE DEPARTMENT OF EDUCATION
ADMINISTRATIVE CODE**

**RULE 290-3-3-.60
EDUCATOR PREPARATION**

290-3-3-.60 Alternative Teacher Preparation Organizations.

(1) **Rationale.** In accordance with Act 2022-239, the State Board of Education modifies its policies relative to the certification of teachers to permit the issuance of a professional educator certificate to those qualified individuals who successfully complete an approved alternative teacher preparation ~~program~~ pathway through a Board approved alternative teacher preparation organization. In addition to any provisional certificates and professional certificates issued to individuals graduating from approved teacher preparation programs at regionally accredited senior institutions of higher learning, the Board authorizes the issuance of a Professional Educator Certificate by the State Superintendent of Education to a qualified individual who completes an approved alternative teacher preparation ~~program~~ pathway through a Board approved alternative teacher preparation organization. Alabama colleges and universities may also participate in this alternative preparation pathway.

(2) **Database of Approved Organizations.** The State Superintendent of Education shall maintain a database of Board approved alternative teacher preparation organizations as a means for screening, recruiting, and recommending for certification qualified individuals to teach in the public K-12 schools.

(3) **Proposals.** (a) A proposal justifying the request for review and approval of any Alternative Teacher Preparation ~~program~~ pathway shall be required. This proposal shall define the need for the ~~program~~ pathway, purposes it is to serve, and assumptions upon which it is based.

(b) Each proposal shall be built upon a statement of the objectives of the specific ~~program~~ pathway or area of certification for which the organization seeks approval, the proposed curriculum, and a description of any internship to be required. The objectives shall be based on current research-based practices and trends and comply with all Alabama State Department of Education requirements.

(4) **Organization Minimum Requirements.** (a) To request approval, the alternative teacher preparation organization, at a minimum, shall provide all the following for review:

- (i) ~~Provide~~ Documentation of successful program operation.
- (ii) ~~Provide~~ Documentation of successful operation in a minimum of five other states.
- (iii) Meet ~~one~~ both of the following:

a. The organization is accredited through the Council of Accreditation of Educator Preparation (CAEP). ~~This option may be used for all available teaching fields and grade levels but is required for organizations seeking to prepare teachers at the early childhood P-3, elementary education K-6, or collaborative special education teacher K-6 program levels.~~

b. The organization must successfully complete the ALSDE's ~~Continuous Improvement in Educator Preparation (CIEP) program~~ pathway review process.

~~(iv) Provide documentation outlining compliance with any general Class B (bachelor's level) program standards appropriate to the proposed teaching field.~~

(iv) Submit a timetable which establishes the starting and ending dates of the ~~program~~ pathway, as well as the sequence of activities as they are to occur.

(v) Submit documentation of comprehensive program outlining all required courses and modules.

~~(vi) For organizations that are not CAEP accredited, additional course, assessment, and evaluation information will be requested as a part of the ALSDE's pathway review CIEP process.~~

(vi) Provide documentation outlining how compliance with teacher preparation requirements of the Alabama Literacy Act and Alabama Numeracy Act will be attained, measured, and continuously updated.

a. Alabama Literacy Act: This requirement is applicable only for programs preparing teachers for early childhood P-3, elementary education K-6, or collaborative special education teacher K-6 programs. Chapter 6G of Title 16 Code of Ala. 1975.

(1) Arrange for candidate to complete 9 semester hours of coursework in the Science of Reading.

(2) Coursework must be completed at a regionally accredited senior institution.

(3) The regionally accredited senior institution must be CAEP accredited.

(4) A grade of B or better in each course is required.

b. Alabama Numeracy Act: As provided in Act 2022-249.

(vii) Provide details outlining a comprehensive mentoring program for participants.

(viii) Provide details outlining supports provided to struggling candidates for up to two years after ~~program~~ pathway completion for struggling candidates, at the request of the employing superintendent.

(ix) Provide a statement agreeing to submit to evaluation checkpoints, ~~program~~ pathway reports, or any other additional information as requested by the ALSDE.

(5) **Applicant Requirements.** (a) It is the Alternative Teacher Preparation Organization's responsibility to ensure all candidates meet the Applicant Requirements. Applicants for educator certification through an alternative teacher preparation ~~program~~ pathway at a Board approved ~~alternative teacher preparation organization~~ shall:

- (i) Successfully complete a criminal history background check through the ALSDE
- (ii) Verify US citizenship or lawful presence in the United States.
- (iii) Hold a bachelor's or higher degree from a senior institution that was regionally accredited at the time the degree was earned.
 - a. If a bachelor's degree is used, the individual must have at least a 2.50 overall GPA.
 - b. If a master's degree is used, the individual must have at least a 3.0 overall GPA.
- (iv) Attain the current required passing score on a subject area assessment(s) ~~examination~~, Foundations of Reading assessment, and ~~or professional teaching pedagogy examination~~, ~~or both~~ as provided in the Alabama Educator Certification Assessment Program (AECAP) as a precondition of certification.
- (v) Successfully complete modules/coursework developed by the organization.
- (vi) Successfully teach in an Alabama public K-12 school for a minimum of one full scholastic year while completing ~~program~~ the pathway and holding the alternative certificate.
- (vii) Receive a successful recommendation from a Board approved alternative teacher preparation organization and Alabama local education agency to be issued the Class B Professional Educator Certificate.

(6) **Approval.** Alternative Teacher Preparation Organization proposals shall be approved by the Board prior to implementation and only for the duration of approval of existing ~~programs~~ pathways. However, continuation of the ~~program~~ pathway for more than two years is contingent upon the organization's submission of a progress report at the end of the second year and the approval of the report by the State Department.

(7) **Requirements for Program Continuing Evaluation.** The ~~program~~ pathway shall include provisions for continuing evaluation based on performance criteria to be met by candidates completing the ~~program~~ pathway. The evaluation plan shall include the definition and specification of kinds of evidence that will be gathered and reported. The evaluation shall provide information to identify areas of the ~~program~~ pathway that need strengthening and the support needed for further ~~program~~ development. An annual report shall be provided to the ALSDE ~~State Department~~, Educator Preparation Section.

(8) **Progress Report.** The approved organization shall submit a progress report at the end of two years. Receipt of the report will be acknowledged by the ALSDE. If a review of the report indicates areas of concern, the ALSDE reserves the right to enforce measures of improvement.

(9) **Summative Report.** The approved organization shall continue until the performance of its first ~~program~~ pathway completers have been evaluated during their first three years of employment in Alabama public schools in the roles for which they were prepared.

(10) **Requirements for Review of Proposed ~~Programs~~ Pathways or Significant Change.** The chief administrative officer of the approved organization shall submit a written request to the State Superintendent of Education for a review, indicating any new specific ~~program~~-pathway(s) to be developed for review and/or the ~~program~~-pathway(s) affected by significant changes in program approval rules.

(11) **Termination and Reviews.** (a) If ~~program~~ pathway enrollment is low and a minimum number of teachers have been prepared within a three (3) year period, State Department of Education staff will prepare a resolution to terminate pathway ~~program~~ approval and submit the resolution to the Board.

(b) The State Superintendent of Education reserves the right to require special reviews in response to the adoption of new standards, significant changes to existing standards, or evidence of contributing factors.

(c) The Board reserves the right to rescind its approval of an approved organization at any time for a stated purpose.

(12) **Certificate Renewal.** An individual who holds a Professional Educator Certificate pursuant to this section may apply for certificate a ~~professional~~ renewal ~~license~~ and shall in all other respects be treated in the same manner as an individual who holds a Professional Educator Certificate granted upon successful completion of traditional, in-state teaching certification programs.

Author: Dr. Eric G. Mackey

Statutory Authority: Code of Ala. 1975, §§ 16-3-16, 16-23-14, Act 2022-239.

History: New Filed _____; effective _____.

RESOLUTION TO APPOINT THE SCIENCE 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 Science State Course of Study Committee for a period of one year or until their successors are appointed.

Done this 10th day of November 2022

2023 Science Course of Study Committee

Committee Members

Name	Congressional District	Board District	System
Dr. Dennis Coe	2	2	Dothan City Schools
Steven Baccus	3	6	St. Clair County Schools
Esther Ballard	4	7	Marion County Schools
Elizabeth Danielle Brown	1	1	Escambia County Schools
Leslie Cazeaux	1	5	Mobile County Public Schools
Christie Drury	3	2	Lee County Schools
Maegan Ford	2	1	Conecuh County Schools
Jennifer Kennedy	5	8	Athens City Schools
Stacey Leatherman	7	4	Jefferson County Schools
Jena Mayo	4	6	Cullman County Schools
Julie Niedhardt	1	5	Mobile County Public Schools
Melissa Nelson	3	2	Roanoke City Schools
Nikki Patel	2	1	Butler County Schools
Jennifer Reynolds	4	4	Tuscaloosa County Schools
Justin Smith	5	8	Athens City Schools
Chessie Tankersley	6	3	Homewood City Schools
Shaylee Warr	2	2	Houston County Schools
Shana Webb	6	3	Alabaster City Schools
Keshia Williams	7	5	Selma City Schools

Higher Education

Allen Landers	3	2	Auburn University
Sandra Ledwell	2	3	Faulkner University
Reenay Rogers	7	5	University of West Alabama

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	3	5	4	3	2	2	3

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	3	5	3	2	4	2	1	2

**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 2022

2023 Career and Technical Education Course of Study Committee

Committee Members			
Name	Congressional District	Board District	System
Mrs. Lisa Connell	1	5	Washington County Schools
Jeremy Adams	7	5	Choctaw County Schools
Stephanie Blair	4	6	Cullman County Schools
Amber Brooks	2	2	Dale County Schools
Hannah Costanza	4	7	Tuscaloosa County Schools
Manda Deaile	6	3	Alabaster City Schools
Christopher Duke	2	2	Dothan City Schools
Christina Ebbert		5	Satsuma City Schools
Kristin Ezekiel	6	3	Alabaster City Schools
Tabitha Gary	2	1	Crenshaw County Schools
Briana Hall	2	1	Conecuh County Schools
Meggin Mayben	7	5	University Charter School
Laurie Osborne	3	2	Auburn City Schools
Lila Patterson	1	5	Saraland City Schools
Mary Roberson	3	6	Talladega County Schools
Northern Steele	7	4	Birmingham City Schools
Joshua Swindall	5	7	Hartselle City Schools
Kimberly Walker	5	7	Lauderdale County Schools
Christy Williams	5	7	Hartselle City Schools
Higher Education			
Erika Austin	7	4	University of Alabama at Birmingham
LaTonya Dixon	5	8	Alabama A&M University
Joan Wilder	7	4	Shelton State Community College

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	3	4	2	2	4	2	5

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	2	3	2	3	5	2	4	1

**RESOLUTION IN RECOGNITION OF DECEMBER 5-9, 2022,
AS “SPECIAL EDUCATION 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 focus on Special Education Inclusive Schools Week; and

WHEREAS, local education agencies are encouraged to partner in new programs to help all learners, and support by the Alabama State Department of Education (ALSDE) embraces utilization of proficiency scales, Multi-Tiered Systems of Support (MTSS), and programming for teachers to learn strategies to close the achievement gap in all students across the state of Alabama; and

WHEREAS, teacher shortages are rising across the state, it is with tireless effort and dedication that the Alabama State Board of Education, has met unceasingly to create alternate certification approaches to decrease teacher shortages, and ensuring that students with disabilities are able to remain with their typical peers where historically students at varying ability levels were not included; and

WHEREAS, 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, children have differing ability levels, it is with excitement that we embody the whole child concept, and the progress Alabama has made in leading the charge to support all students with inclusive practices. These inclusive practices embrace each child learns differently, while providing equitable teaching that is responsive to the abilities and interests of every child. This exemplifies the motto, Every Child. Every Chance. Every Day; and

WHEREAS, embracing this concept is not a solitary commitment, the ALSDE and the Alabama State Board of Education invite all stakeholders of Alabama to embrace Special Education Inclusive Schools Week, December 5-9, 2022, 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 Special Education Inclusive Schools Week; and

BE IT FURTHER RESOLVED, That the Alabama State Board of Education does designate December 5-9, 2022, as Special Education Inclusive Schools Week in Alabama public schools,

Done this 10th day of November 2022

**RESOLUTION IN RECOGNITION OF ELBERTA ELEMENTARY
SCHOOL, BALDWIN COUNTY SCHOOL SYSTEM,
AS A 2022 BLUE RIBBON SCHOOL**

WHEREAS, U.S. Department of Education Secretary Miguel Cardona named Elberta Elementary School in the Baldwin County School System as a 2022 National Blue Ribbon School; and

WHEREAS, since 1982, more than 9,000 of America's schools have received this coveted award that honors those that reflect the goals of high standards and accountability; and

WHEREAS, the Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that demonstrate overall academic excellence or show success in closing achievement gaps; and

WHEREAS, 297 public schools were selected nationwide, out of more than 133,000 public schools in the nation, for the 2022 Blue Ribbon Schools award, which is one of the most prestigious education awards in the country; and

WHEREAS, the Blue Ribbon Schools were honored at a conference and awards ceremony November 3-4, 2022, in Washington, D.C.:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the faculty, staff, students, and parents of Elberta Elementary School, Baldwin County School System, on achieving the status of a U.S. Department of Education Blue Ribbon School in 2022.

Done this 10th day of November 2022

**RESOLUTION IN RECOGNITION OF NEWTON ELEMENTARY
SCHOOL, DALE COUNTY SCHOOL SYSTEM,
AS A 2022 BLUE RIBBON SCHOOL**

WHEREAS, U.S. Department of Education Secretary Miguel Cardona named Newton Elementary School in the Dale County School System as a 2022 National Blue Ribbon School; and

WHEREAS, since 1982, more than 9,000 of America's schools have received this coveted award that honors those that reflect the goals of high standards and accountability; and

WHEREAS, the Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that demonstrate overall academic excellence or show success in closing achievement gaps; and

WHEREAS, 297 public schools were selected nationwide, out of more than 133,000 public schools in the nation, for the 2022 Blue Ribbon Schools award, which is one of the most prestigious education awards in the country; and

WHEREAS, the Blue Ribbon Schools were honored at a conference and awards ceremony November 3-4, 2022, in Washington, D.C.:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the faculty, staff, students, and parents of Newton Elementary School, Dale County School System, on achieving the status of a U.S. Department of Education Blue Ribbon School in 2022.

Done this 10th day of November 2022

**RESOLUTION IN RECOGNITION OF PIEDMONT ELEMENTARY
SCHOOL, PIEDMONT CITY SCHOOL SYSTEM,
AS A 2022 BLUE RIBBON SCHOOL**

WHEREAS, U.S. Department of Education Secretary Miguel Cardona named Piedmont Elementary School in the Piedmont City School System as a 2022 National Blue Ribbon School; and

WHEREAS, since 1982, more than 9,000 of America's schools have received this coveted award that honors those that reflect the goals of high standards and accountability; and

WHEREAS, the Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that demonstrate overall academic excellence or show success in closing achievement gaps; and

WHEREAS, 297 public schools were selected nationwide, out of more than 133,000 public schools in the nation, for the 2022 Blue Ribbon Schools award, which is one of the most prestigious education awards in the country; and

WHEREAS, the Blue Ribbon Schools were honored at a conference and awards ceremony November 3-4, 2022, in Washington, D.C.:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the faculty, staff, students, and parents of Piedmont Elementary School, Piedmont City School System, on achieving the status of a U.S. Department of Education Blue Ribbon School in 2022.

Done this 10th day of November 2022

**RESOLUTION IN RECOGNITION OF MOODY ELEMENTARY SCHOOL,
ST. CLAIR COUNTY SCHOOL SYSTEM,
AS A 2022 BLUE RIBBON SCHOOL**

WHEREAS, U.S. Department of Education Secretary Miguel Cardona named Moody Elementary School in the St. Clair County School System as a 2022 National Blue Ribbon School; and

WHEREAS, since 1982, more than 9,000 of America's schools have received this coveted award that honors those that reflect the goals of high standards and accountability; and

WHEREAS, the Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that demonstrate overall academic excellence or show success in closing achievement gaps; and

WHEREAS, 297 public schools were selected nationwide, out of more than 133,000 public schools in the nation, for the 2022 Blue Ribbon Schools award, which is one of the most prestigious education awards in the country; and

WHEREAS, the Blue Ribbon Schools were honored at a conference and awards ceremony November 3-4, 2022, in Washington, D.C.:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the faculty, staff, students, and parents of Moody Elementary School, St. Clair County School System, on achieving the status of a U.S. Department of Education Blue Ribbon School in 2022.

Done this 10th day of November 2022

**RESOLUTION IN RECOGNITION OF WALTER JACKSON
ELEMENTARY SCHOOL, DECATUR CITY SCHOOL SYSTEM,
AS A 2022 BLUE RIBBON SCHOOL**

WHEREAS, U.S. Department of Education Secretary Miguel Cardona named Walter Jackson Elementary School in the Decatur City School System as a 2022 National Blue Ribbon School; and

WHEREAS, since 1982, more than 9,000 of America's schools have received this coveted award that honors those that reflect the goals of high standards and accountability; and

WHEREAS, the Blue Ribbon Schools Program honors public and private elementary, middle, and high schools that demonstrate overall academic excellence or show success in closing achievement gaps; and

WHEREAS, 297 public schools were selected nationwide, out of more than 133,000 public schools in the nation, for the 2022 Blue Ribbon Schools award, which is one of the most prestigious education awards in the country; and

WHEREAS, the Blue Ribbon Schools were honored at a conference and awards ceremony November 3-4, 2022, in Washington, D.C.:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the faculty, staff, students, and parents of Walter Jackson Elementary School, Decatur City School System, on achieving the status of a U.S. Department of Education Blue Ribbon School in 2022.

Done this 10th day of November 2022

RESOLUTION HONORING ALABAMA 2022 COLLEGE-READY SCHOOLS OF EXCELLENCE

WHEREAS, A+ Education Partnership's A+ College Ready Program, in partnership with the Alabama State Department of Education, recognizes schools that demonstrate exemplary implementation of A+ College Ready Program Components; and

WHEREAS, A+ College Ready proudly partners with secondary schools to raise academic expectations and instructional rigor, to empower school leadership to create strong academic school cultures, to support educators to deliver high-quality instruction in well-equipped classrooms, to prepare a diverse pipeline of students for challenging curricula, to open the doors to Advanced Placement coursework for all students, regardless of circumstance, and to increase student academic success, as evidenced by growth and achievement on the PSAT 8/9 and/or the number of qualifying scores on AP exams; and

WHEREAS, Alabama 2022 College-Ready Schools leadership, faculty, and students worked collectively to raise academic expectations and to cultivate a culture of academic excellence; and

WHEREAS, the schools listed below met or exceeded their individual goals of 50 points on the PSAT 8/9 exam, demonstrating an increase of points; and

WHEREAS, A+ College Ready recognizes Alabama 2022 Schools of Excellence for their outstanding academic achievement and unwavering ardent commitment to the A+ College Ready Program goals:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the following Alabama 2022 College-Ready Schools on achieving the status of A+ College Ready School of Excellence in 2022.

Elmore County School System

Wetumpka Middle School

Jackson County School System

Pisgah School

Orange Beach City School System

Orange Beach Middle School

Scottsboro City School System

Scottsboro Junior High School

Trussville City School System

Hewitt Trussville Middle School

Tuscaloosa County School System

Brookwood Middle School

Walker County School System

Carbon Hill Junior High School

Done the 10th day of November 2022

RESOLUTION HONORING ALABAMA 2022 COLLEGE-READY HIGH SCHOOLS OF EXCELLENCE

WHEREAS, A+ Education Partnership's A+ College Ready Program, in partnership with the Alabama State Department of Education, recognizes schools that demonstrate exemplary implementation of A+ College Ready Program components; and

WHEREAS, A+ College Ready proudly partners with secondary schools to raise academic expectations and instructional rigor, to empower school leadership to create strong academic school cultures, to support educators to deliver high-quality instruction in well-equipped classrooms, to prepare a diverse pipeline of students for challenging curricula, to open the doors to Advanced Placement coursework for all students, regardless of circumstance, and to increase student academic success, as evidenced by growth and achievement on the PSAT 8/9 and/or the number of qualifying scores on AP exams; and

WHEREAS, Alabama 2022 College-Ready High Schools leadership, faculty, and students worked collectively to raise academic expectations and to cultivate a culture of academic excellence; and

WHEREAS, the schools listed below met or exceeded their individual goals for qualifying scores on the spring 2022 Advanced Placement (AP) exams by increasing the number of AP qualifying scores; and

WHEREAS, A+ College Ready recognizes Alabama 2022 Schools of Excellence for their outstanding academic achievement and unwavering ardent commitment to the A+ College Ready Program goals:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend the following Alabama 2022 College-Ready High Schools on achieving the status of A+ College Ready Schools of Excellence in 2022.

Baldwin County School System

Elberta High School

DeKalb County School System

Crossville High School

Dothan City School System

Dothan High School

Geneva City School System

Geneva High School

Troy City School System

Charles Henderson High School

Done the 10th day of November 2022

