

SS SB 6 - Alaska Reads Act - Changes from Version S to Version G

Version S		Version G		Type	Language	Justification
Page	Line (s)	Page	Line(s)			
	Throughout the bill			Amend	Amends terms "literacy" used throughout bill to "reading"	To clarify and better align language with intent of bill
		6-7	Line 28-23	Insert	Parents as Teachers Program Language from SB 182 (2012)	Ensures the PAT program continues and ties in to the high-quality early ed program work of SB 6.
		2	Line 20	Insert	Reporting requirements for Parents as Teachers Program Language	
		21	Lines 19-23	Insert	K-3 educators, administrators and parents shall have an opportunity for annual commentary on the efficacy of the Alaska Reads Act. The department shall establish, by regulation, a tool for this purpose. Annually, the department shall convene a panel of K-3 educators, administrators and parents review the effectiveness of the Alaska Reads Act. The panel may convene electronically.	Ensure all stakeholders have an opportunity to provide feedback on implementation and effectiveness of Alaska Reads Act
		19	Lines 18-20	Insert	S.12	This amendment that makes explicit that a previously retained student may not be retained a second time under the Alaska Reads Act.
		2	Lines 19-23	Insert	Amends AS 14.03.080(d) by changing date a child may enter kindergarten and creates a waiver process	Amends AS 14.03.080(d) by changing date a child may enter kindergarten
2	Line 21	2	Lines 24-27	Amend	Amends AS 14.03.080(g) by changing date a child may enter preschool	Ensure a child is at least 4 when they enter preschool
2	Line 26			Delete	Delete "and publish on the district's Internet website".	Duplicates efforts already being performed by DEED
		2-3	Lines 21-17	Amend	Report by Commissioner of Education and Early Development. Not later than 3 months after the effective date of this Act, and continuing annually not later than the 30th legislative day of each regular session, the commissioner of education and early development shall submit a report to the state Board of Education and Early Development and the education committees of the Alaska House of Representatives and the Senate describing the progress made to implement this Act. The report will include information collected under AS 14.03.120 including data on how districts are using Inservice days for professional development	Amends language to require annually reporting by DEED to state Board of Education and education committees of both legislative bodies regarding implementation and effectiveness of this act.
2	Line 28	3		Insert	"the number of students assigned to each classroom in grades k-3"	Requires districts to report on class size.
2	Line 28	3		Insert	"number and percentages of students in grades k-3 who demonstrated improvement on expected grade-level skills on..."	Ensures districts will report on student improvement
2	Line 29	3	Lines 5	Amends	Inserts "skills" after "grade level"	Students are not assessed by grade in Kindergarten
9	Line 10	11	Lines 18-21	Amend	Five two or more years of experiencing teaching	Reduces years of experience teaching kindergarten or another early education program and requires additional coursework related to reading instruction as determined and required by department.
		12-13	Lines 25-4	Insert	S.6 and amend language.	Align amendment language with change proposed by DEED and states coursework requirements will be established by the department in regulation
11	Lines 10-11	13,14, 15,16	Line 31,5,2&29,16	Amend	Replace "science of reading" with "evidence based reading"	Clarification purposes
10	Line 23	13	13	Amend	Replace "phonics" with "phonemic"	Fixes drafting error
11	Lines 11-13	14	Line 1	Amend	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes

11	Line 21	14	Line 18	Insert	P(4) Recommendations from the task force on reading proficiency and dyslexia'	Ensure recommendations to department on screening or assessment tools meet needs of all students
		14	Line 24	Insert	'tool and establish a waiver process for districts to apply to the commissioner to use an evidenced-based reading screening or assessment tool that is already in use in the district, to administer to students in...'	Establishes a waiver process for districts to continue to use their evidence-based reading screening or assessment tool that may already be in use by the district
12	Lines 1-2	14	Line 31	Amend	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes
12	Line 15	15	Line 13	Amend	Amend 70 hour requirement to "...implemented outside of regular school hours as directed in the student's individual reading improvement plan"	Ensures intervention is dictated by student needs
13	Line 8	16	Line 7	Insert	'or in conference'.	Allows a district or school to notify parents or guardians in writing or in conference after a student is identified as having a reading deficiency.
13	Line 10			Delete	'written'	Aligns with above amendment. Deletes the requirement that the notification to parents be written.
		17	Line 4	Insert	'shall provide written notification'.	Cleans up a proceeding section that would require a district or school to provide written notification to parents at 45 days.
14	Line 13	17	Line 14	Amend	Amend subsection (e) (1): 'scoring at a proficient or higher achievement level on the statewide screener or assessment tool or on the statewide summative assessment.'	Clarifies language regarding which achievement level a student should achieve to be considered for grade progression
		17	Lines 21-23	Inserts	S.8 and amends language to create a 'recognition' program	Recognizes teachers who are achievable school, district and departmental outcomes
		Throughout the document		Amend	Removes 'a' and replaces with 'the'	Clarifies language regarding 'a' statewide summative assessment to 'the' statewide summative assessment
				Delete	Removes 'certified under AS 14.20'	Removes potential barriers to ensure there is an existing pool of qualified reading teachers exist
15	Line 19	18	Line 18	Amend	Change from 30 days notification to 45 days	Align with existing notification
16	Line 28	19	Lines 21-25	Insert	Insert definition of 'evidence based reading intervention': means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral language skills, and reading comprehension.	Language provides definition for 'evidence based reading intervention'
16	Line 31	19-20	Line 31-6	Amend	Adheres selection criteria for selection of 10 schools based on lowest performing 10% of school as defined by AS 14.03.123	Ensures all comprehensive support schools meet the criteria to apply for school improvement resources.
				Delete	Strike entire section (h)	Aligns with amended language from P 14, Line 12
18	Line 8	21	Line 11	Amend	Amends 5 components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension	Clarification purposes

19	Line 27	23	Lines 4-31	Insert	<p>Inserts definition of "Reading specialist": A reading specialist: an applicant shall hold a professional teacher license with an endorsement in an approved content area; have completed an approved graduate program for the preparation of reading specialists at an accepted institution of higher education, including a supervised practicum or internship as reading specialist OR have three or more years of full-time, demonstrated classroom teaching experience where reading instruction was a primary responsibility; shall be knowledgeable about literacy instruction and shall have demonstrated competencies including:</p> <ul style="list-style-type: none"> - Understanding of the Five Components of Reading Instruction as identified by the National Reading Panel; - Knowledge of and experience implementing effective reading instruction strategies and intervention methods; - Experience designing and implementing school-wide Response to Intervention (RTI) programs and/or Multi-Tiered Systems of Support (MTSS); - Understanding of and experience with reading/literacy screeners, including data analysis that informs instruction; - Knowledge of dyslexia and other learning disorders that affect reading achievement; - Knowledge of and ability to effectively articulate the methods, issues, and resources involved in support of student instruction to a wide variety of audiences including but not limited to staff, parents, and students with reading problems for whom English is not their native language; <p>And shall have completed required Alaska Reads coursework as identified by the Department of Education and Early Development.</p>	To ensure education and professional requirements are clear
20	Lines 11-13	24	Lines 12-15	Inserts	<p>Amends transition language: Allows department to use school accountability rankings from 2018-2019 and have that district ranking task completed by July 1, 2021.</p>	Allows department to use previous school accountability rankings to determine the lowest performing 10% of districts while the district develops processes to rank districts.