

22A

32-LS0731\1.71
Klein
5/11/21

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE ZULKOSKY

TO: CSHB 164(), Draft Version "I"

1 Page 16, line 14, following "department":

2 Insert ", in consultation with tribes and school districts to ensure textbooks are
3 culturally relevant,"

4

5 Page 16, line 25, following "DEPARTMENT":

6 Insert ", IN CONSULTATION WITH TRIBES AND SCHOOL DISTRICTS TO
7 ENSURE TEXTBOOKS ARE CULTURALLY RELEVANT,"

22B

32-LS0731M.60
Klein
5/11/21

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE ZULKOSKY

TO: CSHB 164(), Draft Version "I"

1 Page 16, line 5, following "educational":

2 Insert "; "early education program" does not include a program operated as a
3 head start program under 42 U.S.C. 9831 - 9852c"

27A

32-LS0731\1.70
Klein
5/11/21

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE ZULKOSKY

TO: CSHB 164(), Draft Version "I"

1 Page 22, line 13, through page 23, line 5:

2 Delete all material.

3

4 Renumber the following bill sections accordingly.

5

6 Page 39, line 10:

7 Delete "sec. 36"

8 Insert "sec. 34"

9

10 Page 39, line 13:

11 Delete "Section 34"

12 Insert "Section 32"

13

14 Page 39, line 14:

15 Delete "sec. 34"

16 Insert "sec. 32"

17

18 Page 39, line 15:

19 Delete "sec. 34"

20 Insert "sec. 32"

21

22 Page 39, line 18:

23 Delete "sec. 34"

1 Insert "sec. 32"

2

3 Page 40, line 23:

4 Delete "32, and 40"

5 Insert "and 38"

6

7 Page 40, line 25:

8 Delete "sec. 46"

9 Insert "sec. 44"

62

AMENDMENT

OFFERED IN THE HOUSE

BY REPRESENTATIVE ZULKOSKY

TO: CSHB 164(), Draft Version "I"

1 Page 8, lines 4 - 7:

2 Delete all material.

3

4 Reletter the following subparagraphs accordingly.

5

6 Page 8, lines 13 - 16:

7 Delete all material and insert:

8 "(3) the performance on the statewide screening or assessment tool of
9 students in a grade above grade three who did not progress to grade four or progressed
10 to grade four based on a parent's or guardian's decision under AS 14.30.765(d)."
11

12 Page 28, lines 20 - 28:

13 Delete all material and insert:

14 "(7) explain that if the student has a reading deficiency at the end of
15 the school year, the parent may consider delaying the student's progression;"
16

17 Renumber the following paragraph accordingly.

18

19 Page 28, line 31, through page 29, line 11:

20 Delete all material and insert:

21 "(d) If it is determined, based on a statewide screening or assessment
22 administered in the spring, that a student has a reading deficiency, the student's teacher
23 and other pertinent district staff shall notify and attempt to meet with the student's

parent or guardian to explain that the student will not be able to maintain adequate academic progress at the next grade level. School staff shall work with the parent or guardian to schedule a date, time, and place for the meeting, to be held not later than 45 days before the end of the school year. Following that meeting, the parent or guardian shall determine whether the student will progress to the next grade."

Page 29, line 21, through page 30, line 7:

Delete all material.

Reletter the following subsections accordingly.

Page 30, line 11, through page 32, line 21:

Delete all material and insert:

"(g) If no parent or guardian attends the meeting under (d) of this section, a superintendent or superintendent's designee shall decide whether a student will progress to the next grade. If the superintendent or superintendent's designee decides that the student will not progress to the next grade level, the district or school in which the student is enrolled shall provide immediate oral and written notification to the student's parent or guardian. The written notification must explain that the parent or guardian may reschedule the meeting provided under (d) of this section and that the parent or guardian may decide to progress the student during the meeting.

(h) For a student who does not progress to the next grade, the district in which the student is enrolled shall

(1) review the student's individual reading improvement plan;

(2) provide intensive reading intervention services to improve the area of reading deficiency using effective instructional strategies to accelerate student progress;

(3) provide additional services and support to improve the student's identified area of reading deficiency, including

(A) a transitional instructional setting that is designed to produce learning gains;

1 (B) supplemental tutoring offered by a person with specialized
2 reading training;

3 (C) increased time dedicated to the reading instruction methods
4 described in (a)(3) - (5) of this section, including more extensive opportunities
5 for guided practice, and error correction and feedback;

6 (4) develop a plan for reading at home outlined in an agreement with
7 the student's parent or guardian, including parent or guardian participation in training
8 workshops and regular parent or guardian-guided home reading activities;

9 (5) upon request by the student's parent or guardian, develop a plan for
10 the student's mid-year progression.

11 (i) A district shall, for the remainder of the academic year, and, if necessary,
12 for additional school years, continue to implement an individual reading improvement
13 plan for a student promoted mid-year under (h)(5) of this section."
14

15 Reletter the following subsection accordingly.