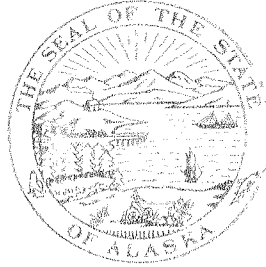


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## *SECTIONAL ANALYSIS*

### SENATE BILL 107

Version: 28-LS0916/A  
January 28, 2014

*"An Act relating to school and school district accountability; relating to the duties of the Department of Education and Early Development; and establishing a reading program for public school students enrolled in grades kindergarten through three."*

- Section 1: Includes in the school and school district accountability system a requirement that low performing schools or districts identify in their improvement plan specific strategies to be used in addressing student reading deficiencies in that school or district.
- Section 2: In the school and school district accountability system, requires the Department of Education and Early Development to implement reading assessments for K-3 students, targeted instructional practices, and staff development programs to coincide with a district reading program in a low performing school or district.
- Section 3: Requires a school's continuing accreditation be contingent, in part, on having implemented instructional practices to address reading deficiencies in grades K-3.

Requires the Department to periodically review the state's reading assessments, instructional practices, and staff development programs to ensure they are continually effective. Such review and any recommendations will be submitted to the state Board of Education and Early Development for approval.

The Department will annually update and post on its website a list of approved reading assessments, instructional practices, and staff development programs to allow access to schools and districts to those resources for improving student reading proficiency. The Department will also be available for technical assistance, including coaching services, to help utilize these resources.

- Section 4: The state Board of Education and Early Development will annually review and adopt K-3 reading assessments recommended by the Department, as well as instructional practices and staff development programs to help improve school and district K-3 reading proficiency.

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Section 5: Adds a new Article 14, requiring every district to establish a K-3 reading program, and sets forth its requirements.

Section 14.30.760: Districts will participate in assessments to identify K-3 students with reading deficiencies. Districts will notify and meet with the parents of children identified as having reading deficiencies and provide strategies to encourage parents to help their child succeed. The district will provide staff development programs for instructors and supplemental instruction and remedial support approved by the Board through an individualized reading plan for the student, and report the level progress in meeting the goals and benchmarks of the reading plan.

A student may be exempted from the reading program under certain circumstances, including barriers to understanding the English language, having a disability requiring an IEP, or after having two years of intensive remedial work without improvement and repeating the same grade level.

Section 14.30.765: Requires a district to establish an individualized reading plan for every student identified as having a reading deficiency. The plan will be in collaboration with the teacher, school personnel and parents, reviewed annually, and remain in effect until the student demonstrates grade-level reading competency.

A reading plan will include a description of the additional reading instructional services and interventions that will be applied, and benchmarks and goals for tracking student progress.

All documentation relating to a student's reading plan will be placed in the student's permanent academic record and will be transferred with the student if the student transfers to different schools between grades K-3.

If after the first year of working under a reading plan a student does not show signs of improvement, the reading plan will be revised to include a more rigorous regimen of reading practice, and include instruction from a teacher possessing expertise in reading instruction.

Section 14.30.770: Requires a teacher to notify the parents of a K-3 student with a reading deficiency within 45 days prior to the end of the school year, and collaborate with the parents to help bring the student to grade level reading competency before the end of the school year.

The school will communicate to parents the importance of reading competency by completion of the third grade, and the implications of not having such competency. If there is a failure to coordinate with the parents, due to lack of participation on the parents' part, the school can initiate the process of keeping the student from advancing to the next grade level. However, parents continue to have the final say in making that decision, unless local district policy in this regard dictates otherwise.

Section 14.30.775: The Department shall adopt regulations establishing standards and time frames for monitoring school compliance with the reading program.

Section 14.30.790: Provides for a definition of “significant reading deficiency” as not meeting minimal reading skills under standards established by the state board for the student’s grade level. (*See bill text for complete definition*)